MOTIVATIONAL ROLE OF SCHOOL

MANAGERS IN THE NQUTHU

DISTRICT OF VRYHEID REGION.

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MOTIVATIONAL ROLE OF SCHOOL MANAGERS

IN THE NQUTHU DISTRICT OF VRYHEID REGION

BY

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ABSTRACT

This study is aimed at an analysis of motivation which is viewed as one of the roles of school managers. It also examines the steps that school principals take to accomplish this role.

The study has been divided into five chapters; namely:

Chapter 1. Orientation

Chapter 2. Literature review

Chapter 3. Empirical research design

Chapter 4. Data analysis and interpretation

Chapter 5. Findings and recommendations

The subjects of the study were 19 senior secondary school principals around the Nquthu district of Vryheid region in the province of KwaZulu-Natal. The study revealed that the motivational strategies that principals employ could be categorized into the following:

Environmental factors

Interpersonal relations

Work

Empowerment and assignment of duties

Equity

Rewards

Leadership style of the manager

The study also reveals factors that hinder school managers in their endeavor to motivate staff. These factors are as follows:

Lack of co-operation between educators and learners

Schools that are in deep rural areas that are characterized by lack of resources and poor infrastructures

Simultaneous introduction of a number of initiatives in the department of education

Instability faced by educators in the teaching profession

Lack of rewards and incentives for educators who perform extremely well

Scheduling of workshops, courses and in-service training during the tuition period

Although the researcher makes certain recommendations in order to overcome the above mentioned demotivating factors, there is still a need for the Department of Education to address these factors and their impact on the motivation of educators, as they are seen to have an adverse effect on their performance.

DEDICATION

I dedicate this research project to my husband, Sesule Sesimphiwe Sydney Mhlungu; my four children, Vezokuhle, Nokukhanya, Fezile and Phelelisa; my parents Bonisiwe and Phiwe Maphumulo; all my in-laws; my elder sisters, Grace Zulu, Jabulisiwe Hlophe, Bongiwe Khulu and Duduzile Nzimande; my elder brother Themba and my younger brother Solomuzi Maphumulo.

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CHAPTER ONE

ORIENTATION

1.1. INTRODUCTION

In this study, motivation is seen as the means of influencing the co-worker to achieve the goal that the manager wants him / her to achieve. It is an essential tool in the progress of any activity. At school learners must be motivated to learn in order to succeed. At any work institution employees must be motivated to work so as to achieve the specific goal at the end. It is one of the most important tasks of managers to keep their co-workers motivated to work. Managers use various techniques in order to attend to this function of the enterprise.

This study looks at the motivational role of school principals. This means the use of extrinsic motivation, which means motivation through positive and negative incentives, i.e. compensation and punishment respectively, and intrinsic motivation, which means motivation through developing one's self concept, stimulating a person's conscience so that he or she becomes committed to the task and aware of his or her calling.

This chapter focuses on the statement of the problem, the purpose of the study, delimitation of the field of study and the method of study, which includes literature review and questionnaire. A definition of terms and a plan of study are provided in chapters one to five.

1.2   THE FORMULATION OF A PROBLEM.

This role of motivation emanates from the nature of the functions of management, namely planning, organizing, leading, controlling, coordinating and evaluating. Leadership as a function of management includes guidance, supervision and motivation. The significance of motivation is in evidence when workers become engaged in activities and are seen to be performing and achieving objectives of the organization. The converse of this will be lack of motivation wherein people will be found lacking interest and direction, lacking willingness to apply themselves to work, with the consequent paralysis of the organization which is the opposite of achievement.

Motivation is one of the most important elements of management because it moves workers who are not inspired by their task to identify with it. In doing so they are given a boost and are influenced to pursue a certain direction in their work. There are various motivational theories, which help to explain the nature and consequences of motivation. It is important for a manager to have a good understanding of these theories so as to apply them correctly in an appropriate situation. The manager should realize that there is no single motivational strategy for an organization. Even though the theories may share certain commonalities, every situation and every group of people is different. It is then obvious that in order to apply the most appropriate motivational strategy, the manager must have a good understanding of motivational theories, and his / her organization as well as the group of people that he /she is leading. Intrinsic motivation has to do with creating within the individual the urge to initiate activities to work unsupervised because the individual is self-directed. Extrinsic motivation has to do with influencing the individual by way of attraction, praise or urging to do work and achieve in whatever activity the individual is involved.

One of the important aspects in motivation includes challenge, which means getting people occupied with important things that contribute to achieving the ultimate goal. Freedom of the individual includes trying out new things and participation in planning and in the drawing up of rules and policy. It also includes respect, which means realizing that a person is important, valuable, worthy, can do well and that people may under no circumstances be humiliated. It is also necessary that the manager show warmth by being empathetic, not dominating, threatening and sarcastic. The most important activity of the manager is that of exercising control. Everyone should know what is acceptable and what is not. Lastly, every staff member should be congratulated for the success he / she has achieved. (Management Training Manual pp. 41- 42)

The absence of the aforementioned results in that the individual does not get the external motivation or boost which is very important for achievement. The presence of such factors result in motivation that is experienced by individuals in the workplace, while the absence of these factors would resulting the individuals not receiving the necessary boost which is important for their activities, their self-application and achievement. This highlights the significance of the topic of investigation chosen.

1.3 PURPOSE OF THIS STUDY.

The objectives of this study are as follows:

Aim 1: To examine through literature review the role of school managers in motivating their staff

Aim 2: To examine empirically the role that managers play in motivating their staff in the work environment

Aim 3: To provide findings and recommendations based on this study

1.4 DELIMITATION OF THE FIELD OF STUDY.

This investigation will be based on what the school managers of Nquthu district can do to keep their co-workers motivated to work enthusiastically. Nquthu is one of the four districts in the Vryheid region. It is divided into six circuits, namely Mondlo, eMvunyane, Nkande, Hlazakazi, Mkhonjane and Nondweni. The Superintendent of Education Management manages each circuit. The Nquthu district has 186 schools of which 54 are secondary schools. The term 'school managers' in this context refers to the secondary school principals in the Nquthu district. Principals of schools are seeking effective strategies in motivating teachers to perform their task of teaching to such an extent that best results will be obtained.

Principals of primary and secondary schools in this area are faced with the challenge of inadequate facilities and unwholesome conditions. Such conditions are not conducive to good work, hence the challenge facing principals to motivate teachers.

1.5 METHOD OF INVESTIGATION

This study made use of literature review and questionnaires in order to acquire data.

1.5.1 LITERATURE REVIEW

The literature review is treated in Chapter Two. Aspects of motivation, as dealt with by various authors, are examined in this chapter. This includes its definition, theories of motivation, views and opinions on how people can identify the best motivational strategy for their organization.

1.5.2   EMPIRICAL INVESTIGATION

1.5.2.1 QUESTIONNAIRE

The questionnaire as set out in Appendix A has been developed and pre-tested by the researcher. The aim of the questionnaire was to gather information from post-primary school principals on the effective motivational strategies that they use to keep their co-workers motivated to work.

1.5.2.2 POPULATION AND SAMPLING

The total number of school principals in Nquthu district is 180. Out of this figure 54 are secondary school principals. This study is based on the secondary school principals. Out of fifty-four secondary schools, twenty schools were randomly selected to constitute the sample for the study. No distinction was made between junior and senior secondary schools, because they are both faced with the same challenges. In the sample of twenty principals, four were female principals, and this constitutes 50% of female principals in secondary schools in the Nquthu district.

1.6   DATA ANALYSIS

Descriptive data techniques such as tables or frequencies, and graphical representations, such as bar graphs, were employed to analyze the data collected.

1.7   DEFINITION OF TERMS

The terms that the researcher defines here, are the terms found in the research topic. These terms are as follows:

- School Manager: in this context the term school manager refers to all the heads or leaders of the post-primary schools. School managers are individuals who achieve goals through other people Robbins (1998 p: 2)

describes the manager as a person who tries to obtain good results by attaining set goals, and his/her success is based on the following factors: his/her knowledge of her/himself, knowledge of staff, the right approach in managing people and knowledge of the staff's expectations and whether he/she can trust them.

- Co-worker: the co-worker is a person working under the supervision of a certain supervisor. In the old language they were called subordinates, but now they are referred to as co-workers or supervisees. In this context it means educators.

- Motivation: motivation in human beings means a propensity for action, i.e. a condition of readiness, enthusiasm, high energy and morale to strive for a meaningful goal. Robbins, (1998, p. 171) describes motivation as the willingness to exert high levels of effort towards organizational goals, conditioned by the effort's ability to satisfy some individual need. Bush and West-Burnham (1994, p. 225) describe motivation as an inducement of someone to take action. According to this definition, motivation consists of identification of an unsatisfied need, the establishment of a goal, which will satisfy the need, and determination of the action required in satisfying the need.

1.8 PLAN OF STUDY

This study had been organized as follows:

1.8.1 CHAPTER ONE.

This chapter consists of the formulation of the problem dealt with in this study, definition of the problem, the purpose of the study, delimitation of the study and the methodology that was followed in the collection of data as well as the plan of the study.

1.8.2. CHAPTER TWO

This chapter provides the theoretical background of the study. The literature review is treated in this chapter. An analysis of what various authors had written on motivation is given.

1.8.3. CHAPTER THREE

This chapter describes the research methodology of the study and it discusses the research instrument that was used for the collection of data.

1.8.4. CHAPTER FOUR

This chapter deals with the analysis of data gathered from the research instruments. The data is analyzed and interpreted in this chapter.

1.8.5. CHAPTER FIVE

This is the last chapter, where findings and recommendations are provided.

1.9. CONCLUSION

In this chapter the researcher provides the general orientation to the problem under study, and the plan of study. The following chapter examines what different authors have stated about theories of motivation, how motivation affects performance and what managers can do in order to keep their co-workers motivated to work until they reach the desired goal.

CHAPTER TWO

LITERATURE REVIEW ON THE TOPIC UNDER INVESTIGATION

2.1 INTRODUCTION

In the previous chapter an outline was given on the topic under investigation. In this chapter the researcher looks at what other researchers have written on the topic. Literature review aims at establishing the basis for the motivational role of managers in the working environment. It enquires whether motivation has a positive effect on the working environment and explores different authors' suggestions on what can be done to keep workers motivated to work until they reach the desired outcome. This chapter also explores ways in which various authors interpret the theories of motivation.

2.2. DEFINITION OF MOTIVATION.

Bush & West-Burnham (1994) state that there is no overarching or single theoretical model, that explains motivation. The etymological root of the term motivation is the Latin word "movere," which means "to move". Motivation refers to individual differences with regard to the priorities, attitudes and aspects of lifestyle that people seek to fulfil in work, i.e. those things that drive them on and make them feel good about doing so.

Different definitions emphasise to varying degrees a number of facets, that constitute motivation, namely:

- The goals, that people have, which direct their behaviour towards something e.g. power, status, friends, money, etc.

- The mental processes or energetic forces by which individuals are driven towards particular goals, including decisions about what to aim for and how to go about it to maintain or sustain such behaviour.

- The social process through which some individuals such as managers seek to retain or change the behaviour of others.

A comprehensive definition of motivation has been given by Johnson and Page (1990, p. 196): "The process of factors that cause people to act or behave in a certain way." To motivate is to induce someone to take action. In this respect the process of motivation consists of the following:

- identification or appreciation of an unsatisfied need
- the establishment of a goal which will satisfy the need
- determination of the action required to satisfy the need

Robbins (1998) defines motivation as the willingness to exert high levels of effort toward organisational goals, conditioned by efforts and ability to satisfy some individual need. By effort he means the measure of intensity. The effort should be channelled in a direction that benefits the organisation. By need he means some internal state that makes certain outcomes appear attractive. According to Robbins, individual needs should be compatible and consistent with the organisational goals.

From the organisational point of view, what Robbins suggests is a very good but far-fetched and unrealistic idea. Individual interests are in many instances contrary to the organisation's interests. For example, the employee would like to earn more money for less work, while the organisation would like to have more work done with less expenditure.

Robbins (1997) narrows the focus to organisational goals in order to reflect his singular interest in work–related behaviours. He states that motivation is treated as a need-satisfying process: the need being some internal state that stimulates drives within the individual. Motivated employees are in a state of tension; to relieve this tension they exert effort. The tension and reduction effort must also be directed towards organisational goals, which will avoid individuals' exerting high levels of effort on things that actually run counter to the interests of the organisation. The social systems theory explains the tension between individual and organisational goals. He or she may exhaust all his or her energy on his her own personal need and forget about the organisational needs.

Jones and George (1998) define motivation as the psychological forces that determine the direction of a person's behaviour in an organisation. Motivation comes from intrinsic or extrinsic sources. In other words, people can be intrinsically motivated, extrinsically motivated, or both. An outcome is anything a person gets from a job or organisation. Some outcomes can result in intrinsically motivated behaviours, such as autonomy, responsibility, a feeling of accomplishment and the pleasure of doing interesting or enjoyable work. Other outcomes can result in extrinsically motivated behaviours, such as pay, benefits and vacation time. Input is anything a person contributes to his or her job or organisation such as time, effort, education, experience and skills, knowledge and actual work behaviours. Managers strive to motivate members of an organisation to contribute inputs through their behaviours' efforts and persistence that help the organisation achieve its goals.

There is substance in Jones & George's assertion that motivation is a psychological force that determines the direction of a person's behaviour in an organisation, and when they say that some outcomes can result in intrinsically motivated behaviours, while other outcomes can result in extrinsically motivated behaviours. In most cases managers are intrinsically motivated

whereas co-workers are normally extrinsically motivated. That is the reason why the managers are faced with the challenge of keeping co-workers motivated to work through the use of rewards and punishment.

Hodgetts et. al. (1998) defines motivation as a process that can be generated through external action such as offering someone more money to do more work. It is determined internally, however, because motivation is a psychological process. These authors describe the three primary ingredients of motivation, which they identify as ability, effort and desire. They also differentiate between motion and motivation. Motivation is more than movement. Motivation can exist without motion and vice versa.

According to this view, one could find a person actively involved in doing something but not at all motivated to achieve a certain objective. On the contrary, one could find a highly motivated person less active but very much persistent in pursuing a particular objective. That makes the duty of the managers even more challenging because they must not just get excited by the fact that the person is actively working; they must ensure that the person is working towards the organisational goals. If not, they must direct his or her movement. Again managers must be cautious not to label the employees that are not active as lazy without first scrutinising what their problem is, because they can find that the person is highly motivated to work, but still needs some guidance here and there.

Chruden et al.(1972, p. 294) define motivation as a state of being induced to do something. Fundamentally it involves needs that exist within the individual and incentives or goals that are to be found outside of the individual. Needs may be thought of as something within the individual which is directed towards the attainment of incentives (or goals) that he perceives to be capable of satisfying his needs.

2.3 THEORIES OF MOTIVATION

The variables affecting motivation are very numerous. There are various categories of those influences, and diagrams to indicate the way such variables impact on motivation. The categories are not discrete; they interact with one another in complex ways.

Robbins (1998) categorised the theories of motivation into the following clusters; the early theories and contemporary theories.

The contemporary theories are as follows:	The early theories are as follows:
ERG theory	Maslow's hierarchy of needs
McClelland's need theory	Theory X and Y
Cognitive Evaluation Theory	The Motivation-hygiene theory
Goal-Setting theory	
Reinforcement theory	
Equity theory	
Expectancy theory	

Bush & West-Burnham (1994) categorise theories of motivation into content and process theories. The content theories refer to specific things, which motivate individuals at work, and process theories identify and examine the dynamic relationships among the different variables, which make up motivation. The content theories include Maslow's hierarchy of needs, McGregor's X and Y theory and Herzberg's two-factor theory. The process theories include: expectancy theories, equity theories, and goal-setting theories.

2.3.1 THE EARLY THEORIES

Robbins (1998) states that the early theories of motivation were developed in the 1950s. They are the following: Maslow's hierarchy of needs, theories X and Y, and the motivation-hygiene theory. These theories present the foundation from which contemporary theories have developed and the practising managers use these theories and their terminology in explaining employee motivation. Bush & West-Burnham (1994) refer to these theories as the content theories.

2.3.1.1 MASLOW'S HIERARCHY OF NEEDS.
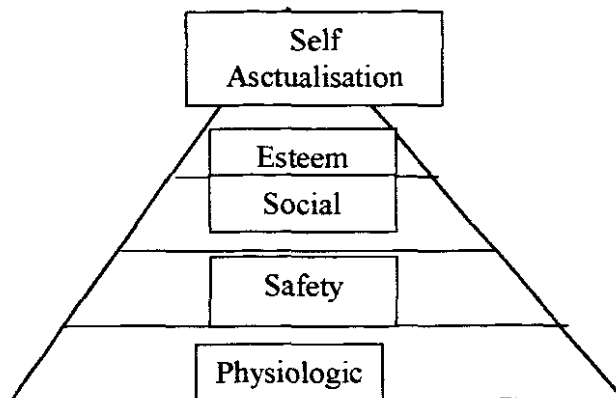
Source: Adapted from *Organisational Behaviour*, by Robbins S. P, Prentice Hall International, U. S. A. (1998, p 170)

Abraham Maslow's hierarchy of needs is a well-known theory of motivation. It is a hierarchy of five needs, namely:

(i) Physiological Needs: hunger, thirst, shelter, sex, and other needs

(ii) Safety needs: Security protection from physical and emotional harm

(iii) Social needs: Affection, belongingness, acceptance, and friendship

(iv) Esteem need: Internal esteem factors, such as self-respect, autonomy and achievement, external esteem factors such as recognition and status

(v)   Self-actualisation: the drive to become what one is capable of becoming, e.g. growth, achieving ones potential & self-fulfilment

According to Maslow's theory, if you want to motivate someone, you must first understand the level of the hierarchy that person is currently on, and then focus on satisfying those needs at or above that level. One hierarchy of needs can be divided into two, namely, the lower order needs, (physiological and safety needs) and the higher order needs, (social, esteem and self-actualisation.) Robbins (1998)

The lower order needs are satisfied externally whereas higher order needs are satisfied internally, for example, permanently employed workers have their lower order needs met. An unsatisfied need motivates and the satisfied need activates movement to a new need level. The lower-order needs are satisfied externally. If they are unsatisfied then the individual will be motivated, but this motivation will be directed at his/her own personal needs not the organisational needs. In fact, the lower-order needs that have not been satisfied are a demotivating factor in an organisation. Nowadays there is a lot of instability in various institutions. In schools there has been redeployment and rationalisation of educators. Schools are graded every year so as to determine the post-provisioning norm (PPN) of the school. In this process educators feel threatened because sometimes after each exercise one educator could be declared in excess, and that means that he or she should leave the school. All colleges of Education have been closed down, leaving a number of college lecturers stranded. They have been absorbed by the regional offices. University lecturers are also faced with the same crisis situation as some of them are retrenched.   No one can focus on the organisational goals under such circumstances. That is why managers are faced with the great challenge of motivating employees to work.

2.3.1.2   THE THEORY X & THEORY Y

Robbins (1998) described this twin theory which was propounded by Douglas McGregor. Theory X views human beings negatively. Managers who hold this theory will have the assumption that employees dislike work, are lazy, dislike responsibility, and must be coerced to perform. Theory Y views human beings positively. Managers who hold this theory have the assumption that employees like work, are creative, seek responsibility and can exercise self-direction and self-control, if they are committed to the objective.

McGregor held the assumption that theory Y was valid, as a result he proposed such ideas as participative decision making, responsible and challenging jobs and good group relations as approaches to maximise an employee's job motivation. Robert et al (1995) support the idea of participative decision-making and involvement of educators in the planning of school activities.

It is true that most workers place security above all other factors associated with work. If there is security then they feel comfortable and can concentrate on the organisational objectives. If the manager does not bother about ensuring that the deficiency needs of employees are satisfied first, he/she will label them negatively. When these deficiency needs are satisfied, the employee will feel healthy and secured.

2.3.1.3   MOTIVATION- HYGIENE THEORY

This theory was proposed by a psychologist, Frederick Herzbergs. He based his argument on the belief that the individual's relation to his/her work is the basic one and that his/her attitude towards this work can determine his/her success or failure. After the investigation he had conducted, he concluded that intrinsic factors are related to job satisfaction while extrinsic factors are associated with dissatisfaction. According to Herzberg the factors leading to job satisfaction are separate and distinct from those that lead to job dissatisfaction. According to Hodgett et. al. (1998) Herzberg extended Maslow's hierarchy of needs and applied the two factors, which are hygiene factors and motivators to the workplace. Hygienic factors are those factors such as company policy and administration, supervision and salary. When they are adequate, people will not be dissatisfied nor will they be satisfied. To motivate people on their jobs, Herzberg emphasises achievement, recognition and work itself as well as responsibility and growth as motivators. These characteristics are intrinsically rewarding.

White et al. (1977) list four recommendations based on an extensive review of the job satisfaction literature, as follows:

- give employees mentally challenging jobs
- provide equitable rewards
- offer supportive working conditions
- encourage supportive colleagues

2.3.2 CONTEMPORARY THEORIES OF MOTIVATION.

Robbins (1998) describes contemporary theories as representing the current state of the art in explaining employee motivation. These are Alderfer's existence relatedness and growth (ERG) theory, McClellands theory of needs, the cognitive evaluation theory, goal-setting theory, reinforcement theory, equity theory and expectancy theory. Bush & West-Burnham (1994) refer to these theories as the process theories.

2.3.2.1 ERG THEORY

This is a revised version of Maslow's hierarchy of needs by Clayton Alderfer. Alderfer argues that there are three groups of core needs, that is, existence, relatedness, and growth, hence the abbreviation ERG. The existence group of needs is concerned with providing our basic existence requirements. According to Maslow these are physiological and safety needs. Relatedness is concerned with the desire we have for maintaining important interpersonal relationships. They are aligned with Maslow's social and esteem needs. Growth is concerned with the intrinsic desire for personal development. Robbins (1998).

The difference between ERG theory and Maslow's hierarchy of needs is that the ERG theory demonstrates that more than one need may be operative at the same time, and if gratification of a higher-level need is stifled, the desire to satisfy a lower-level need increases. According to this theory there is no rigid hierarchy of needs where the lower-order needs must be gratified before one can move on. All three categories could be operating at the same time, or the person concerned may be working on growth, while existence and relatedness were not satisfied. Bush & West-Burnham (1994)

The ERG theory contains a frustration-regression dimension. This means that when a higher-order need level is frustrated, the individual's desire to increase a lower-level need takes place. For example, inability to satisfy a need for social interaction might increase the desire for more money or better working conditions. The ERG theory is more consistent with our knowledge of individual differences among people. Variables such as education, family background and cultural environment can alter the importance of a driving force that a group of needs holds for a particular individual. According to this theory, individual differences should be taken into consideration. There is no fixed rule that the person should move from existence to relatedness and then growth, because other people can operate at all three levels at the same time. Others can start with the growth level then reverse, while others can be frustrated on the way and decide to first satisfy the lower level needs , then move forward Bush & West-Burnham (1994)

2.3.2.2.   McCLELLAND'S THEORY OF NEEDS.

This theory was developed by David McClelland and his associates. It focuses on three needs, i.e. achievement, power and affiliation. Achievement means the drive to excel, to achieve in relation to a set of standards, or to strive to succeed. A power need refers to the desire to make others behave in a way that they would not otherwise have behaved. The affiliation need refers to the desire for friendly and close inter-personal relationships. High achievers seek situations where they can attain personal responsibility for finding solutions to problems, where they can receive rapid feedback on their performance so that they can tell easily whether they are improving or not and where they can set moderately challenging goals. They prefer the challenge of working at a problem and accepting the personal responsibility for success or failure, rather than leaving the outcome to chance or to the action of others. They enjoy working on tasks that have at least 50% chances of success. Bush & West-Burnham (1994)

People with the need for power enjoy being in charge; they strive for influence over others. They prefer to be placed into competitive and status-oriented situations. They are more concerned with prestige and gaining influence over others than with effective performance. People with affiliation needs will strive for friendships. They prefer co-operative situations to competitive ones. High achievers are not necessarily good managers because they are interested in how well they do personally and not in influencing others to do well. The needs for affiliation and power tend to be closely related to managerial success. Best managers are high in need of power and affiliation Bush & West-Burnham (1994)

This theory of needs gives us a good description of various managers. Some managers fail to motivate their co-workers because they concentrate on how well they do personally. One often finds the manager not delegating certain responsibilities to his co-workers because he thinks that he is the only person who can do the right thing. Other managers enjoy being in charge; they are concerned with prestige to such an extent that they neglect their duty of promoting effective performance of duties by workers. Managers with a power need only cannot be good managers because they are only concerned with status rather than effective performance of duties. Bush & West-Burnham (1994).

2.3.2.3   COGNITIVE EVALUATION THEORY

Pritchard et al. (1977) advance the cognitive theory, which refers to the allocation of extrinsic rewards for behaviour that had been previously intrinsically rewarded. The cognitive theory argues that when extrinsic rewards are used by organisations as pay-off for superior performance, the

intrinsic rewards which are derived from individual's doing what they like are reduced. The elimination of extrinsic rewards can produce a shift from an external to an internal explanation. If pay or other extrinsic rewards are to be effective motivators, they should be made contingent on an individual's performance.

2.3.2.4. GOAL-SETTING THEORY

Robbins (1998) advances the goal setting theory, which states that specific and difficult goals lead to high performance. Getting feedback on how well they are progressing towards their goals, will help people to identify discrepancies between what they have done and what they want to do, with feedback as a guide. These goals must be set jointly in order that the individual can easily accept them as desirable ones to work towards.

It is easier to accept a hard goal if the individual participated in setting the goal, than when the boss sets the goal. Goal-setting theory argues that difficult and specific goals lead to higher performance. There are three factors that influence goal performance relationship, namely goal commitment, adequate self-efficacy and national culture.

(i)   Commitment to the goal implies that the individual is determined not to lower or abandon the goal; the goal must be made in public; and the individual must have an internal locus of control. The goals must be self-set rather than assigned.

(ii)   Adequate self-efficacy refers to the individual's belief that he / she is capable of performing a task. Self-efficacy gives a person confidence that he /she will succeed. In difficult situations, people with high self-efficacy will try harder to master the challenge, while people with low self-efficacy will lessen their effort or give up. Individuals with high

self-efficacy will take negative feedback as a challenge and they will increase their effort and motivation, while people with low self-efficacy will lessen their effort.

(iii) Goal-setting theory is culture bound. This means that what is true with one country, is not necessarily within another country, depending on the culture of that place. Robbins (1998).

In any organisation goal-setting is of great importance, because it gives direction and guidance to the employee's actions. These goals should be clearly formulated so that it is easy for the workers to understand them. In organisations like the school, it is difficult for the educators to participate in the formulation of goals. But if they are discussed and clarified thoroughly to the educators, as the latter will not resist carrying them out. Many people lack commitment to the goals they set, this is proved by a high rate of divorce. This is a serious challenge which faces organisations.

2.3.2.5. THE LEARNING THEORIES

Jones and George (1998) state that learning theories are theories that focus on increasing employee motivation and performance by linking the outcomes that employees receive to the performance of desired behaviour and attainment of goals. Learning is a relatively permanent change in knowledge or behaviour that results from practice or experience. Operant conditioning theory developed by B. F. Skinner advocates that people learn to perform behaviours that lead to desired consequences and learn not to perform behaviours that lead to undesired consequences.

Positive reinforcement is the act of giving people outcomes they desire when they perform organisationally functional behaviours. Negative reinforcement is the act of eliminating or removing undesired outcomes when people do not

perform organisationally functional behaviours. It is a crucial duty of managers to identify the right behaviours for reinforcement. They could choose behaviours over which subordinates have control. In other words, subordinates must have the freedom and opportunity to perform the behaviours that are being reinforced. These behaviours should contribute to organisational effectiveness. Robbins (1998)

Punishment refers to administration of an undesired or negative consequence when dysfunctional behaviour occurs. Punishment used by organisations ranges from verbal reprimands to pay cuts, temporary suspensions, demotions and firing. Punishment can have unintended side effects. Extinction refers to the curtailing of the performance of dysfunctional behaviour by eliminating whatever is reinforcing them. Robbins (1998)

Robbins (1998) refers to this theory as the reinforcement theory. He states that this theory ignores the inner state of the individual and concentrates solely on what happens to a person when he or she takes a certain action. It ignores feelings, attitudes, expectations and other cognitive variables that are known to impact behaviour. Reinforcement theorists see behaviour as being environmentally caused. Behaviour is controlled by reinforcers. Reinforcement theory counterpoints the goal-setting theory. When reinforcement theory is used alone it cannot succeed in motivating employees because it does not give any guidance before a person takes a certain action. When a person takes the right action then that behaviour is rewarded, and when he or she does the wrong thing he or she will not be rewarded. If the incorrect behaviour is not condemned, the individual cannot realise that it is wrong, with the result that he or she is likely to repeat it in future.

2.3.2.6.   EQUITY THEORY

Robbins (1998) maintains that individuals compare their job inputs and outcomes with those of others and then respond so as to eliminate any inequities. Employees might compare themselves to friends, neighbours, co-workers, colleagues in other organisations or past jobs they themselves have had. When employees perceive an inequity they resort to making one of the following six choices: 1. change their input, 2. change their outcome, 3. distort their perception of others, 4. distort their perception of themselves, 5. choose a different referent, or leave the field.

The equity theory recognises that individuals are concerned with the relationship between the rewards that they receive and the rewards that others receive. Based on one's inputs such as effort, experience, education and competence, one compares outcomes such as salary levels, raises, recognition and other factors. Employees seek equity in the distribution of organisational rewards. Distributive justice refers to perceived fairness of the amount and allocation of rewards among individuals. Procedural justice refers to the perceived fairness of the process used to determine the distribution of rewards. Robbins (1998).

Jones and George (1998) argue that equity theory completes the expectancy and need theories by focusing on how people perceive the relationship between outcomes they receive from their jobs and organisations and the inputs they contribute. Equity exists when a person perceives his/her own outcome/input ratio to be equal to a referent's outcome/input ratio, and inequity exists when a persons outcome/input ratio is not perceived to be equal to a referent's outcome/input ratio.

Underpayment inequalities exist when a person perceives that his/her outcome/input ratio is less than the ratio of a referent. Overpayment inequalities exist when a person's own outcome/input ratio is perceived to be greater than that of a referent. Both underpayment and overpayment inequality creates tension that motivates most people to restore equity by bringing the ratios back into balance.

Equity theory is necessary, but sometimes it breaks one's heart to discover the inequities, which you cannot restore. For instance, the inequities which were promoted by gender and race. At the same time one cannot leave the job because of the inequities, unless you are offered another job. Robbins (1998)

2.3.2.7 EXPECTANCY THEORY

This theory was developed by Victor H. Vroom. According to this theory, motivation will be high when workers believe that high level of effort will lead to the attainment of desired outcomes. Expectancy theory identifies three major factors that determine a person's motivation, namely expectancy, instrumentality and valence.

Expectancy refers to a person's perception about the extent to which effort will result in a certain level of performance. If expectancy is low, so motivation is low. Instrumentality refers to a person's perception about the extent to which performance at a certain level will result in the attainment of outcomes, such as pay, job security, interesting job assignments, bonuses or a feeling of accomplishment. Valence refers to how desirable each of the outcomes available from a job or organisation is to a person. In order to motivate organisational members, managers need to determine which outcomes have high valence for them or are highly desired. They must then

make sure that those outcomes are provided when members perform at a high level. High motivation results from high levels of expectancy, instrumentality and valence. If one of these factors is low, motivation is likely to be low. Robbins (1998).

Robbins (1998) points out that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome, which is attractive to the individual. This theory helps in explaining why many workers are not motivated in their jobs and merely do the minimum necessary to get by. High levels of performance are partially a function of an absence of obstacles that constrain the employee. Success in a job is facilitated or hindered by the existence or absence of support resources.

2.4. MANAGERIAL APPROACHES TO MOTIVATION.

Steers and Porter (1987:14-19) state that the role of motivation in the organisation has only received attention in recent years. Before the industrial revolution, motivation mainly took the form of punishment, financial or social. The industrial revolution brought a change in the production and social sense.

The social revolution can be traced to several factors. The increase in capital investment necessary for factory operation required a high degree of efficiency in order to maintain an adequate return on investment, hence an efficient workforce was necessary. New operations increased the degree of impersonalisation in superior subordinate relationships, necessitating new forms of supervising people. Steers and Porter (1987).

2.4.1. THE TRADITIONAL MODEL

The new approach in management was what has been termed the traditional model of motivation. This model is best characterised by the writings Taylor (1911). Taylor saw the problem of inefficient production as a problem primarily with management, not workers. It is the management's responsibility to find suitable people for a job and then to train them in using the most efficient methods for their work. Management's next responsibility is to install a wage incentive system whereby workers are able to maximise their income by doing exactly what management tells them to do and doing it as rapidly as possible. Scientific management represents a joint venture of management and workers to the mutual benefit of both. Scientific management is based on McGregor's Theory X. Steers and Porter (1987).

Managers, in their quest for profit, began modifying the system in such a way that it put severe constraints on the incentives system, thereby limiting worker income. Workers realised that their wages were no longer increased as against the increased output and this led to job insecurities. As the use of modern technology increased, more workers lost their jobs and were replaced by machines. Workers attempted to optimise their incomes by using covert methods of restriction of output, while protecting their jobs. Unionism came into being as a tool.

This obsession of managers to make profit still exists today. In schools one may find that although learners have no textbooks and educators lack support material in their teaching, the school has been allocated a certain sum of money to cater for these needs. In the olden days managers were praised for under-spending. Ironically, now that they are encouraged to spend all the money allocated to them, they find that the habit of saving money has been rooted so deeply in them that they fail to spend their annual allocation.

2.4.2   HUMAN RELATIONS APPROACH

Due to the fact that the traditional model was inadequate as a motivational instrument, other approaches were developed. The human relations model held the assumption that people want to feel useful and important and that they desire to belong and to be recognised as individuals. These needs are more important than money in motivating people to work. One of the policies that this model helped shape is the notion that the basic task of managers is to make each worker feel useful and important. He or she should keep subordinates informed and listen to their objections to his/her plans. He/she should allow subordinates to exercise some self-direction and self-control on routine matters. Steers and Porter (1987).

The expectations of this model include the sharing of information with subordinates. Involving them in routine decisions will satisfy their basic needs to belong and to feel important, and satisfying these needs will improve morale and reduce resistance to formal authority. Subordinates will willingly co-operate. Steers and Porter (1987).

2.4.3.   HUMAN RESOURCES MODEL

The human relations approach was challenged for being an oversimplified and incomplete statement of human behaviour at work. Then, the human resource model, also referred to as Theory Y of McGregor, was proposed with the following assumptions: Work is not inherently distasteful. People want to contribute to meaningful goals, which they have helped establish. Most people can exercise far more creative, responsible self-direction and self-control than their present job demand.

Robertson et al (1995) state that this model held that the manager's basic task is to make use of untapped human resources. He or she must create an environment in which all members may contribute to the limits of their abilities. He or she must encourage full participation on important matters, while continually broadening subordinate self-direction and control. The expectations of this model include expanding subordinate influence and self-direction. Self-control will lead to direct improvements in operating efficiency. Work satisfaction may improve as a by-product of subordinates making full use of their resources.

Cloete (1997) discusses what managers do to ensure that subordinates will work effectively and efficiently after everything has been done to create favourable conditions of service and work environment. He argues that workers will work productively if their morale and esprit de corps is high. The work will be done with zeal, pride and loyalty to the leader of the group and thus also to the employer. The manager should give individual attention to every worker so as to promote morale and esprit de corpse. The individual should feel secured when working with the group and his /her achievements in his work will make him /her feel a sense of belonging to the group.

The feeling that the supervisor or colleagues will offer assistance with advice and action, even in matters of a personal nature in a time of need, will make an individual feel secured. This requires the manager to act predictably and consistently in order that his /her conduct will serve as an example to subordinates.

Cloete (1997) also discusses the scientific management approach by Frederick Taylor. This approach stressed the point that work should be divided into small units so that workers could concentrate only on a component of a product or a small number of activities so as to increase production. Research showed that this approach to the division of work did not satisfy the worker's need to create and achieve, therefore there was a movement towards job-enrichment, i.e. to allocate duties to posts in such a manner that employees are able to

satisfy the need to be creative. This also makes them feel secure. Laamanen et al (1999) support this idea by stating that work enrichment is positively associated with motivation. The group of workers entrusted to a specific leader is a social unit. The worker should feel that he/she belongs to that unit; that she/he has some value for it, and that he or she is accepted by it. If the worker feels like an intruder, his/her morale will be low and his/her conduct will be detrimental to the esprit de corps.

Cloete confirms the ERG theory. He stresses the point that no worker can work effectively and efficiently if his/her existence and relatedness needs has not been met. According to Cloete, when the individual has achieved something, that strengthens his/her feeling of a sense of belonging to the group. It is clear that when the worker has achieved something, that feeling will boost his/her self-esteem, which will in turn boost his /her confidence.

The manager will have to be innovative and resourceful in order to identify the intangible and esoteric factors, that are detrimental to the will to work. In the past, success had been achieved by submitting workers to physical punishment. This does not work nowadays, but sometimes supervisors still use their positional powers to coerce the subordinate to work. The alternative approach is to offer extrinsic incentives, e.g. promises of salary increase, promotion, other gifts and concessions. The intrinsic incentives such as satisfaction derived from doing a job well and finishing sooner than expected are also used to motivate employees.

2.4.4. MANAGERIAL GRID

It is important to refer to the managerial grid when discussing the motivational role of managers. Rosenbaun (1982) states that the managerial grid is one of the most influential tools in the evolution of behaviour modelling. It was developed by Robert R. Black and Jane S. Mouton. The grid has been widely used since the early 1960s as a model for organisation development

interventions. The thesis of Black and Mouton is that the conventional polarization managers tend to make between a concern for people and a concern for production is counterproductive. The successful manager is one who knows how to integrate employee needs with production needs and capitalize on both.

Illustration of the Managerial Grid

9.1 "Country Club" Management Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.							9.9 "Team" Management Work accomplishment is from committed people, interdependence through a 'common stake' in organisation purpose leads to relationships of trust and respect.
8							
7							
6							
5			5.5 "Middle of the road" Management. Adequate organisation performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level.				
4							
3							
2							
1.1 "Impoverished" Management. Exertion of minimum effort to get required work done is appropriate to sustain organisation membership.							2.2 "Task" Management. Thoughtful attention to needs of people for satisfying relationships leads to a comfortable friendly organization atmosphere and work tempo.

| 1 | | | 2 3 4 | 5 | | 6 7 8 | 9 |
| Low | | | | Concern for people | | | High |

Source : Adapted from *How to Motivate Today's Worker*, by Rosenbaun B.L , McGrawHill Inc., U.S.A. (1982, p 13).

The manager who exhibits neither caring for the people nor interest in production is in one extreme. The other extreme is the manager who is entirely committed to both. The manager who is 9.1 on the grid is autocratic and

authoritarian oriented. His main concern is with status and rank, his energies go into dominating others and solidifying authority. He suppresses conflict. He is not sensitive to human needs and interactions.

The manager who is 1.9 is the radical opposite of 9.1 and Blake and Mouton label him as a 'country club management'. Managers in this category concern themselves with a cheerful and harmonious work force with all the requisites, picnics and company relations. All these are done at the expense of production. Managers who are in 1.1 are characterised as having 'impoverished management'. The manager has little concern for production or people and functions only on a survival level. They just wait for retirement.

Managers on 5.5 are characterised as middle of the road managers. They maintain a steady compromise between caring about employees and caring about business, to such an extent that the company has a pervasive blandness. The manager performs adequately in both areas, maintaining a firm but fair consistency and never sets his/ her sights very high. Managers on 9.9, on the other hand, insists on excellence in both areas by integrating a maximum sensitivity to people with a maximum concern for production. The two concerns are viewed as interdependent with the underlying assumption that people support what they help create. The manager who opts for this style of team management acts as a coach, advisor and consultant who communicates feelings and facts to employees in order to work out creative solutions to problems. Steers and Porter (1987).

The management grid should make it obvious that the management style has a lot of influence on the performance of co-workers. If the manager is operating at 1.9 then performance will be very poor. If the manager's style of management is 9.1, co-workers will be demotivated but the manager will work

very hard to push them to work. Managers in 5.5 management style will not be highly motivated and therefore cannot influence co-workers to be highly motivated. All managers should strive to be at the 9.9 position on the management grid: to take care of personal needs and also have great concern for work.

2.5. THE INFLUENCE OF MOTIVATION ON PERFORMANCE

It is necessary to look at how motivation influences performance. There is an assumption that when a person performs poorly, it is because he or she lacks motivation, and when he or she excels in performance then he or she is described as highly motivated. David et. al. (1996, p. 6) give the causes of performance problems. They also analyse the strategies of motivating the poor performers. Maier (1973) and Lawler (9173) have summarised the determinants of performance as follows:

Performance   =   Ability x Motivation (effort)

Ability   =   Aptitude x Training x Resources

Motivation   =   Desire x Commitment.

Performance is the product of ability multiplied by motivation, and ability is the product of aptitude multiplied by training and resources. The fact that there is a multiplication sign in these formulae proves that all elements are essential. If individuals have only ten percent of the ability required, no amount of motivation will enable them to perform satisfactorily.

Aptitude refers to the inherent skills and abilities a person brings to the job. It involves physical and mental capabilities. Most of our inherent abilities can be enhanced by education and training. In schools most educators have acquired the necessary education and have received the relevant training. This means that they have the ability to perform very well when supplied with relevant

resources. But this is not always the case. Instead one finds educators who have not received any training performing better than those who have been trained. This means that educators who performed poorly lack motivation. David et. al. (1996).

Motivation represents an employee's desire and commitment, and is recognised as effort. The manager of poor performers is faced with the critical task of determining whether the problem stems from lack of ability or lack of motivation. There are four items of information that managers need in order to answer this question, namely, the difficulty of the tasks assigned to the individual, the known ability of the individual, the extent to which the individual seems to be attempting to perform and the degree to which the individual's performance improves with coaching.

Managers have the problem of identifying whether the problem of a poor performer is related to ability or motivation. They usually become forceful if they believe that an individual is deliberately not doing what is requested and has no justifiable excuse. If the manager is incorrect in his/her assessment, the response of the performer reacting to increased pressure will make the problem worse. If poor performers feel that management is insensitive to their problems, including of lack resources, inadequate training and unrealistic time schedules, they may respond in a counter-productive manner to any tactics aimed at increasing their effort. They will develop motivational problems, and their desire and commitment will decrease in response to management's insensitive dictatorial behaviour. David et. al. (1996)

2.5.1. BEHAVIOURAL STRATEGIES TO IMPROVE PERFORMANCE

According to Steers and Porter (1987:412-417), before selecting the method to improve performance, the manager should first detect that there is a problem of performance. This is called a rational approach. Emerging evidence indicates that the processes actually used by managers in identifying and

formulating performance problems are not always completely rational. There are two criteria for evaluating performance in an organisation, namely performance outcome and personality traits.

Performance outcome is the evaluative criterion normally used by senior level management. The managers are always concerned with the performance outcome or result as a measure of an individual's or organisation's productive level. They are concerned with such cost-related measures as profits, costs, product quantity and quality and returns on investments, etc. The person who has received adequate resources to do the job, but who performs poorly on these measures, is presumed to be poorly motivated. Performance outcomes are inadequate in measuring an individual employee's job effectiveness. Instead they can be demotivating, if not destructive, for both employee and employer. The reasons for this are that cost related measures are often affected by factors over which an individual employee has little or no control. For example, individual performance may be affected by another person's performance. These measures often fall short because they omit important aspects of a person's job. They can encourage a results at all costs mentality that can run counter to corporate ethics or policies. It is difficult to formulate cost-related measures for most white-collar jobs. Lastly, the effects of economic measures on performance outcomes fail to give the employee information about what he/she needs to do to maintain or increase productivity. David et. al. (1996).

Performance outcome in schools will be the pass rate for learners. This method of evaluating performance is not suitable for a school situation because if the failure rate is high at the end of the year, nothing can be done to reverse the damage that has been done to the learners or the time and resources that have been wasted.

Personality traits are other performance evaluative measures. Employee effectiveness is measured in terms of traits or distinguishing human qualities that those in the organisational hierarchy believe are desirable. These trait measures include commitment, creativity, loyalty and initiative. The problem with regard to traits as evaluative measures is that it may be easy to tell a person to be committed, but it does not tell him/her what to do to implement that advice.

Steers & Porter (1987) discuss the rational method of identifying performance problems. They state that there are three different types of comparisons that can be used to detect performance problems and establish ways to assess or identify such performance problems. The first one is the discrepancy between goal and achievement, which has to do with identifying a performance problem by means of comparing a goal with the actual performance. When there is a difference between the goal and performance, then there is a discrepancy between the two. This approach works best when performance goals can be defined in measurable terms, when the goals are not contradictory and when employee performance can be measured in units identical to the way in which the goals were expressed.

The second method entails comparison among people, units or organisations. Managers often compare individuals, divisions or organisations with one another. This can be achieved without setting specific measurable performance goals for any individual, division or organisation. People who rank lowest are identified as those who have performance problems. Such comparisons are not helpful in diagnosing the cause of poor performance.

The third criterion is **comparison across time**. Here the same individual, unit, or organisation can be compared with themselves across time. This implies determining whether the performance is declining or improving. In a school the goal can be stipulated as follows: we want an improvement of a 10% pass rate as compared to last year's performance. This can be measured because at

the end of the year one can check the previous year's results and the current year's results and if there is a discrepancy then this shows that there is performance a problem. It is, however, a pity that by the time the problem is discovered, it is too late to rectify. Schools are normally compared with other schools in as far as their performance is concerned. They are even labelled as good schools and bad schools because of their performance. Parents usually withdraw their children from bad schools and send them to good schools. This is unfortunate because the problems of those schools with poor performance are not investigated. In this respect there will not be any improvement in future.

The fourth criterion is **human limitations**. The personal characteristics of the evaluator and / or the subject may influence the diagnosis in such a way that it becomes less rational and systematic. The personal characteristics which influence the evaluation are the following:

(i)   Manager's tendency to accept the first satisfactory identification of a performance problem rather than pursuing the best possible and most accurate identification of a problem.

(ii)   Goals and the assessment of performance problems are not always the impetus for managerial action.

(iii)   The performance problems and performance of goals and definitions are subject to varying interpretations on the basis of managers, values, beliefs and experience.

(iv)   Performance goals and problems are not static, frozen or rigid; they tend to shift and are inclined to be unstable and dynamic.

What some managers perceive as a problem will not necessarily be a problem for other managers. For instance, a new manager may experience a problem with the worker's attitude of resisting leadership, while an experienced manager will not perceive that as a problem at all.

2.6. CREATING A HIGHLY MOTIVATING WORK ENVIRONMENT

One of the challenges of the managers is to create a highly motivating work environment so as to eliminate problems. This should be done before the evaluation of workers' performance. David et. al.(1987) present a six-step process for creating a highly motivating work environment. The key assumptions underlying these six elements are the following:

(i)   While employees start out motivated, a lack of motivation may be fostered by misunderstood or unrealistic expectations

(ii)   The role of management is to create a supportive problem-solving work environment in which the necessary resources are provided

(iii)   Rewards should encourage high personal performance, which is consistent with management objectives

(iv)   Motivation works best when it is based on self-management

(v)   Individuals should be treated fairly

(vi)   Individuals desire timely, honest feedback on work performance

2.6.1. GOAL SETTING

Moorhead and Griffin (1998, p. 198) define the goal as a desirable objective. Goals are used for two purposes in most organisations. They provide a useful framework for managing motivation. Managers and employees can set goals for themselves and then work towards them. Goals are also an effective control device. They control monitoring by management of how well the organisation is performing. Comparing people's short–term performances with their goals can be an effective way of monitoring the organisation's long-term performance.

The foundation of an effective motivation policy is proper goal setting. The process used to set goals must be understood and accepted if it is to be effective. Subordinates are more likely to accept and own the goals if they feel that they were part of the general process. Gillat et. al. (1994) refer to goal setting as a motivational strategy that improves the performance of learners in schools.

The manager is sometimes given goals by his / her own supervisors without due consultation and has to pass them on without sufficient understanding or discussion. If people believe that management is committed to involving them wherever possible, they will accept that there are times when things have to be done without question.

Specific goals reduce misunderstanding about what behaviours will be rewarded. These specific goals should not be inconsistent. Goals can be inconsistent in the sense that they are logically impossible to accomplish simultaneously. Goals can also be incompatible in the sense that they require so much effort that they cannot be accomplished at the same time. Challenging goals are more motivating than less challenging goals.

Feedback provides opportunities for clarifying expectations, adjusting goal difficulty and gaining recognition. Individuals should receive frequent feedback on their progress. A key ingredient of an effective motivation programme is sustainability and a key to sustain ability is feedback. This is based on the goal-setting theory. The goal directs the worker's performance. The most important challenge that managers face is to influence workers to accept the organisational goals as if they were their own goals. In organisations such as schools, it is impossible for all educators to participate in the setting of goals. But managers must see to it that they clarify the goals thoroughly to the workers, provide rewards for people pursuing the goals and also give some feedback on workers' performance.

2.6.2. HELPING SUBORDINATES ACHIEVE THEIR OBJECTIVES

After goals have been set, the manager's focus should shift to facilitating a successful outcome and monitoring how individual goals fit into a whole. An enabling role will vary considerably across individuals, organisational settings and tasks. If the subordinates believe that strong management support is needed, but do not receive the help required, then the manager will probably be regarded as being part of the employees' problem. At the same time, if the individual perceives work as easy and manageable, he or she may feel that there is no need for close supervision. But if the manager keeps on supporting the employee, then the employee may feel demotivated. The key task characteristics are structure and difficulty. The task that is highly structured and easy to perform does not require extensive management involvement.

The expectations of the subordinates also influence the appropriate degree of management involvement. There are three distinct characteristics that influence the expectations of the subordinates, namely, desire for autonomy, experience and ability. Individuals who prize their autonomy and independence prefer managers with highly participative, unobtrusive leadership styles because it gives them more latitude for controlling what they do. Teasdale (1992) cites the example that general practitioners place a high value on independence and autonomy, therefore they do not want to be managed.

The manager must be aware of the levels at which the workers operate, and the type of management support system that is necessary for such workers. For instance, a newly appointed person is usually highly motivated but lacks guidance and skills to do the job. The manager should give him a lot of guidance through directive behaviour, but a worker operating at level 4, who is well experienced and motivated, may need to operate on his/her own. The manager should delegate certain duties to them.

The experienced manager can usually guess the support that a worker expects. A newly employed worker will need direction and guidance from the manager. If the manager does not give him/her this support, he/she will be frustrated. This is based on the expectancy theory.

2.6.3. APPROPRIATE USE OF REWARDS AND DISCIPLINE

An effective motivational programme is based on two related principles, namely:

(i)   Managers should link rewards to performance rather than seniority,

(ii)   Managers should be aware of the company objectives and manage their subordinates accordingly, always noticing the person rewarding and reinforcing productive behaviours.

The manager's daily interactions with subordinates can be important motivators. The do's and do not's for encouraging subordinates to take more initiative, demonstrate the power of a manager's actions in shaping behaviour. The managers get what they reward, not what they want and its companion. The process of linking rewards and punishment with behaviours in such a manner that the behaviours are less likely to persist, is called 'operant conditioning' according to Skinner (1953). This approach uses a wide variety of motivational strategies that involve the presentation or withdrawal of positive or negative reinforcement, or the use of no reinforcement whatsoever. The trickiest strategy that the managers practise in the work environment is that of no response, i.e. ignoring behaviour that is not acceptable, with the aim that he/she does not want to encourage this behaviour. But what really happens is that, that behaviour is reinforced, it will happen again.

The disciplining approach involves responding negatively to an employee's behaviour with the intention of discouraging future occurrences of that behaviour. The rewarding approach consists of linking desired behaviours with outcomes the employee will value. Disciplining and rewarding are both viable and useful techniques in the effective manager's motivation. These techniques can produce quite different modifications of behaviour. Discipline should be used to modify unacceptable behaviours. Once an individual's behaviour has reached an acceptable level, the process will cease to have a positive effect.

There has been a problem with this approach in the teaching profession. There has been no transparency in as far as the assignment of rewards and promotions are concerned. One could easily find educators who have problems in teaching classes being promoted to principalship positions. Even when such educators encounter problems as principals, they could still be promoted to inspectors of schools. Now that the advent of democracy has ushered in transparency on these issues, seniority often still remains as a more important consideration than performance. This is demotivating because even if some educators work very hard, the rewards are often still passed on to a senior person who is loafing. Usually posts are advertised and people contest for them. Some people are able to bluff the selection committee and are selected as suitable candidates for promotion posts, but when it comes to performance, they fail. David et. al. (1996).

2.6.4 PROVIDING SALIENT REWARDS

Performance will be enhanced only to the extent that the rewards attached to them are personally valued by the recipient. A flexible reward system helps managers avoid the second common motivational mistake of protecting their preferences for certain subordinates. Effective managers avoid problems by having frequent personal and supportive discussions with their subordinates.

Managers should make sure that there are enough reward options available for subordinates, so they can personally select salient outcomes. The motivational potential of an effective goal-setting process and a supportive, obstacle-removing management style is dissipated if employees feel that high performance will not lead to personally attractive outcomes. David et. al. (1996).

It is necessary to recognise that both external and internal outcomes are necessary ingredients of effective motivational programmes. Ignoring outcomes can significantly undermine a manager's efforts to motivate staff. Most people want interesting and challenging work activities. Good wages and job security will do little to overcome the negative effects of individual's feeling that their abilities are being under-utilised. The manager should know the levels of performance of his/her workers so as to know exactly which rewards will be attractive to the worker. The worker whose basic needs have not been met may be satisfied when receiving money as a reward, but the person whose basic needs have already been met will not feel satisfied when given money as a reward. He/she will need a reward of intrinsic value in order to be satisfied. This is based on the two-factor theory of Herzberg.

2.6.5. EQUITABLE DISTRIBUTION OF REWARDS

Equity refers to workers' perceptions of fairness in the distribution of rewards. Evaluation of equity is based on a social comparison process in which workers individually compare what they are getting out of the work relationship with what they are putting into the work relationship. If the workers experience a feeling of inequity, they will cognitively adjust their own or fellow workers' inputs and/or outputs.

The employees who feel that they are being treated unfairly will be resentful and will want to get back at the management. Many subordinates will tolerate the manager's mistakes but not his / her lack of integrity. The manager must treat all employees fairly.

2.6.6. PROVIDING TIMELY REWARDS AND ACCURATE FEEDBACK

Rewards lose their motivating potential unless they are dispersed at the correct time. The content of the feedback and motivation guiding the feedback process can have a powerful impact on the target individual's willingness and ability to improve.

Rewards should follow the good behaviour or performance immediately; otherwise they will lose value. A person may do a good thing this week and a very bad thing the following week, so if he/she receives the reward of the good deed after performing a misdeed he/she may be confused as to which action is being rewarded.

2.7. THE STRATEGY TO MOTIVATE THE EMPLOYEE WITH A PERFORMANCE PROBLEM

The manager should first determine the cause of the employee's problem and then try to help the employee. Certain violations merit an immediate punitive response, for example, theft or fighting with the supervisor. This kind of response is dictated by the policy of the organisation.

Most cases of performance deficiencies are not clear-cut. For example, missing the deadline, being absent occasionally, would not work overtime when needed. When there is no clear policy, the manager should determine why the behaviour occurred, including getting information from various sources and even the person involved. Then the information must be evaluated and eventually some causes will be determined, for example, lack of motivation, poor instruction, low skill level etc.

After determining the cause of poor performance, the manager will select the course of action aimed at correcting behaviour. In the manager's actions two points need to be highlighted, namely, the process encompassing a diagnostic phase, in which the supervisor determines the cause of poor performance, and a decision phase in which the response is selected.

The greater the time between an employee's performance problem and the supervisor's reaction, the worse the performance problem will become and the less effective will be the supervisor's intervention. Unsatisfactory performance that is ignored may be viewed as being rewarded, and it is likely to occur even in future. It is difficult to modify behaviour that has been rewarded for too long. This means that managers should act promptly to motivate employees with performance problems so as to avoid the chances of complicating the problem. David et. al. (1996).

When the employee is confronted with the performance problem, he / she usually responds by defensive reaction, even *if the focus is kept on* performance and behaviour rather than on personality and attitude. When the conversation drifts towards an analysis of the employee's personality and motivation, *the employee protects his/her self-esteem through mechanisms* such as denial, rationalisation, passivity and aggression. The focus should be kept on the problem not on the employee, and the focus should be directed to *the future and the solution of the problem,* as opposed to the past and the cause of the problem.

The methodology described here is not designed for the chronic poor performer. The problem of the chronic poor performer usually concerns aptitude rather than a motivational problem, and, therefore cannot be addressed in a work environment.

In schools we do have people who are chronic poor performers, like people who are alcoholics or people who are so sick that they cannot work, while they do not want to ask for medical boarding for financial reasons. This makes the manager's work of motivating employees more difficult, because other employees will expect him/her to influence those people first before they listen to him/her.

Rosenbaun (1982, p.113-114) analysed six action steps that may be followed when motivating the poor reformer. The first step is to focus on the performance problem, not the employee. This means that the focus should be on the specific performance or behaviour that is not meeting standards. The second step is to ask for the employee's help in solving the problem. The employee should be involved in solving his /her own problem. He / she can come up with the best solution to the problem.

The third step is to come to an agreement, and write down the steps to be taken by each part. Recording the employee's ideas is also a way to enhance self-esteem. Provide full explanation for rejection of any proposed solution. In step number four the manager or supervisor should express confidence in the employee's ability to correct the problem. The supervisor should cite some previous problems that the employee corrected, in order to confirm his/her confidence in the employee. Rosenbaun (1982).

In the fifth step the manager should set a follow-up date. A specific date and time should be set for reviewing the problem. On this date both employee and the supervisor will give a report back on the specific tasks they had been assigned to do at the initial decision. The last step is that the manager should praise the employee at the first sign of improvement in job performance. The manager should not wait for the problem to be totally resolved before offering positive reinforcement. He/she should praise the employee for the specific improvement he/she has attained.

If the manager was successful in identifying the problem that caused poor performance, and was successful in making the worker aware of the problem, and then followed the correct steps in solving it, then he /she will definitely succeed in solving the problem. The problem with some managers is that they do not want to investigate the problems themselves; they rely on the gossip of other workers. It is very dangerous to act on something one is not sure of, or does not have tangible evidence of.

2.8. CONCLUSION

In this chapter the concept of motivation has been covered in detail. The theories of motivation and how various authors categorise them were discussed. The way in which motivation influences performance has been illustrated. The motivational role of managers has been explicated, together with the management tools to improve performance. The following chapter will describe the instrument that was used in the collection of data.

CHAPTER THREE

EMPIRICAL RESEARCH DESIGN

3.1 INTRODUCTION

This chapter outlines the method of research and explains the rationale behind the methodology employed. It also shows how the research was conducted and what steps were taken to ensure the validity of the research instrument.

The empirical investigation was decided upon to determine strategies that the secondary school principals use to keep the educators motivated, so that they can perform to the best of their abilities.

3.2. THE RESTATEMENT OF THE PURPOSE

The objectives of this study are stated as follows:

Aim 1.   To examine through literature review the role of school managers in motivating their staff

Aim 2.   To examine empirically the role managers play in motivating their staff in the work environment

Aim 3.   To provide findings and recommendations based on the study.

3.3. INSTRUMENTATION

The instrument used to gather information on the motivational role of principals in the secondary schools of Nquthu district was the questionnaire. Questionnaires are tools that are normally employed in the collection of data in surveys. The method of data collection is to some extent guided by the purpose of study (Dixon: 13).

3.3.1. QUESTIONNAIRE

Research methods used in both sociology and education have been extensively investigated by various authors and the use of the direct contact questionnaire has been proved to be the most successful in data collection. Molebaloa, (1996, p. 97).

A questionnaire is a form of enquiry. The general category of inquiry forms includes data gathering instruments through which respondents answer questions or respond to statements in writing. Best & Kahn, (1993, p.230). Therefore, a questionnaire is used when actual information is desired. Legotlo (1996, p.28) describes the questionnaire as a device which enables subjects to answer questions.

In the empirical investigation of this study the questionnaire was employed as a tool for data collection. The researcher decided to deliver the copies of the questionnaires to schools so as to ensure that they reached the schools in time.

3.3.1.1 ADVANTAGES OF THE QUESTIONNAIRE

The questionnaire was employed because of the advantages found in it. We should think of a questionnaire as an important instrument of research and a valuable tool for data collection. The following are the notable characteristics.

(i)   Questionnaires have a low unit cost. Travelling and subsistence costs are minimal.

(ii)   Homogeneous stimuli. Since questionnaires are identical, the stimuli provided are identical.

(iii)   Anonymity of respondents. Respondents' names are not given. In this study, even the names of the schools or circuits were not divulged because doubts about anonymity could influence the validity of the responses.

(iv)   Speed. Information from many respondents could be obtained within a
         short period.

(v)   Ease of processing. The questionnaire could be carefully structured and
         pre-coded, and very little use was made of open-ended questions
         Oppenheim (1992, p.100).

3.3.1.2 DISADVANTAGES OF THE MAIL QUESTIONNAIRE

Despite the advantages of the mail questionnaire, it should be used with
caution for the following reasons:

(i)   Response rate. The high non- response rate is quite common.

(ii)   Impersonal. Impersonality may cause frustrations to some respondents.

(iii)   Negative attitudes to the questionnaire. Questionnaires are commonly
         used today and some respondents could have negative attitudes towards
         them.

(iv)   Availability of addresses of the sample population may pose some
         problems.

(v)   The subjects may omit important information in a questionnaire or
         emphasise aspects which are of no importance to the researcher.

(vi)   The questionnaire may not convey the same meaning to all
         respondents.

(vii)   Unsuitability for respondents of poor literacy, the visually handicapped,
         the very old, for children below the age of ten and for people with
         language difficulties.

(viii)   There is no opportunity to correct misunderstandings or to probe or to
         offer explanations or help. Legotlo, (1994, p.163), Molebaloa (1996, p.
         97).

3.4.   FORMAT AND CONTENT OF THE QUESTIONNAIRE.

The questionnaire was divided into three sections. (see Appendix A).

In section A (Items 1-5), the purpose of these questions was to gather biographical information about the respondents. In section B (Items 6-9), the purpose of these questions was to collect the demographic data about each respondent. Such information is important to understand the background information of the respondents. The respondents were requested to make a cross on the relevant response.

In section C (Items 10-16), the questions were used to determine the strategies used by secondary school principals in motivating educators. These questions were subdivided into seven sub-topics, namely:

1. Environmental factors.
2. Interpersonal relations
3. Work as a motivational factor
4. Empowerment and the assignment of duties
5. Equity as a motivational factor
6. Rewards as a motivational factor
7. The leadership style of the manager.

Thirty-seven questions were developed from the literature review and the respondents were asked to indicate on a four-point scale, the level in which they agree with the statement, i.e. (1 = Strongly disagree 2 = disagree, 3 = agree, 4 =Strongly agree)

Section C also contained an open-ended question in which the principals were allowed to mention any five problems which work against motivation of staff. The open questions imposed no restrictions on the respondent's response, and could also be used when the researcher is uncertain or has limited information elicited through other items Legotlo,(1996, p.35).

3.5.   POPULATION AND SAMPLING

Population is the group of interest to the investigator, the group to which he /she would like the results of the project to be generalised Molebaloa, (1996, p.109). In this study, out of fifty-four secondary schools of Nquthu district, twenty secondary schools were randomly selected to constitute the sample for the study. No distinction was made between junior and senior secondary schools because they are both faced with same challenges of dealing with learners who are in the adolescent stage. There is normally a balance of gender representatives among staff unlike in primary schools, where the feminine gender dominates. In two circuits, four principals were selected and in four circuits three principals were selected. Out of twenty principals, four were female principals, and this constitutes 50% of the female principals in secondary schools in the Nquthu district.

3.6.   ADMINISTRATION OF THE QUESTIONNAIRE

3.6.1. PRE-TESTING THE QUESTIONNAIRE

Robinson (1976, p. 46) describes a pilot study as a study in which the investigator or user of data carries out a mini-experiment in which such items are administered to a small group, of less than ten respondents. A pilot study is a small-scale preliminary investigation designed to acquaint the researcher with flaws and problems that need attention before the major study is conducted Legotlo, (1994, p. 167). The pilot study offers the researcher an opportunity to pre-test the instrument. The researcher used five principals to pre-test the questionnaire. Some

questions were rephrased after the pre-testing and some other categories under the biographical data were removed because they were unnecessary. In other questions some words were replaced because they distort the meaning, for example "approach" in question 16.4 was replaced with the word "interview".

3.7. METHOD OF DATA COLLECTION

The researcher collected data from secondary school principals. The first step was to approach the Nquthu district manager to request for permission to conduct research in all circuits and to administer the questionnaire to some schools under his jurisdiction.

The second step was to obtain the physical addresses of the schools. The district office provided a map of all schools under its control. Twenty schools were targeted. For seventeen schools the questionnaire was hand-delivered, and the remaining three got the questionnaire from their circuit managers at the district office. The questionnaires that were delivered to schools were collected after two weeks, to give the principals ample time to fill the questionnaire. The remaining three questionnaires were collected from the circuit managers.

3.8. RESPONSE RATE

The questionnaire was hand-delivered to seventeen schools and three· were left in the district office for principals to collect from their circuit managers. The response was good because out of the 20 questionnaires that were sent to principals, 19 were returned, which means a response of 95%. The high return rate indicates that the respondents were interested in the study.

3.9. DATA ANALYSIS

Use was made of simple statistical analysis based on frequency of responses. The use of statistical representation, for example tables and graphical representation such as bar graphs, were employed in analysing data.

3.10. CONCLUSION

This chapter provided an analysis of the research instrument that was used for the empirical investigation. The mail questionnaire was employed as the main instrument in the data collection. The format of the questionnaire was discussed as well as how the questionnaire was distributed and recovered.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

This chapter reports on the empirical investigation conducted to determine the role played by secondary school principals in motivating educators. The data collected through the investigation is summarised and discussed.

4.2. BIOGRAPHIC AND DEMOGRAPHIC DATA RESPONSES

The biographical and demographical data of the respondents are represented by tables 1-9. These tables are used to illustrate the biographic and demographic characteristics of principals.

4.2.1 AGE

The respondents reported their ages by selecting one of the six age groups.

Table .1   Age of respondents

Age Category	Frequency	Percentage
1.1. Below 30	1	5.3
1.2. 31 – 35	1	5.3
1.3. 36 – 40	9	47.4
1.4 41 – 45	4	21.1
1.5 46 – 50	1	5.3
1.6 51 +	3	16
Total	**19**	**100**

From table 1 it is noted that 9 respondents (47.4 %) are between the ages 36 and 40, and 4 respondents (21.1%) are between the ages 41 and 45 years. Three respondents (16%) are above age 51. This means that 17 respondents (89.8%) belong to the mature age group of 36 and above. Therefore they should be able to execute their duties efficiently.

4.2.2 GENDER

Table 2 Gender of respondents.

Gender	Frequency	Percentage
2.1. Male	15	79
2.2. Female	4	21
Total	**19**	**100**

Table 2 indicates that 15 respondents (79%) are males and 4 (21%) are females. This data supports the assumption that there is a problem of gender imbalance in management positions in secondary schools. It indicates that there is a challenge to women to apply for management positions. This state of affairs also highlights the urgency of gender equity in education management.

4.2.3 MARITAL STATUS

Table 3. Marital Status

Marital Status	Frequency	Percentage
3.1. Unmarried	2	10.5
3.2. Married	16	84.2
3.3. Divorced	00	00
3.4. Separated	01	5.3
Total	**19**	**100**

Table 3 shows that most respondents are married. This implies that these respondents have parental and family responsibilities coupled with their work responsibilities for the benefit of learners. Two respondents are not married. This implies that they do not have additional responsibility of managing families.

4.2.4 TENURE OF SCHOOL PRINCIPALS.

Table 4. Years of incumbency

Number of Years as Principal	Frequency	Percentage
4.1. 0 – 3	07	36.8
4.2. 4 and over	12	63. 2
Total	**19**	**100**

Table 4. indicates the years of service in the principalship position. Twelve (63. 2%) have four or more years of experience as principal, and seven respondents (36.8%) are between nil and three years in this position. This implies that those with more experience as managers have the advantage of more motivational strategies than those who have recently been appointed in this position. The majority of respondents have four years and above of experience.

4.2.5 ACADEMIC QUALIFICATIONS

Table 5. Respondents' academic qualifications.

Qualification	Frequency	Percentage
5.1. STD 10 plus degree courses	4	21
5.2. Degree	1	5.3
5.3. Honours or B.Ed	13	68.4
5.4. Masters	1	5.3
5.5. Doctorate	00	00
Total	**19**	**100**

Table 5 shows the academic qualifications of the respondents. The table indicates that four respondents hold Standard 10 plus degree courses. This shows that principals are in the process of improving their qualifications. One respondent holds a degree, while 13 respondents indicated that they hold honours or B. Ed degrees and one respondent indicated that he/she hold a masters degree. The academic qualifications of the respondents imply that most of them have the necessary academic grounding to manage the school well and this includes motivation of staff.

4.2.6. GRADE OF THE SCHOOL

Table 6. Grading of the schools

School Grading	Frequency	Percentage
6.1. S3	8	42.1
6.4. S4	11	58
Total	**19**	**100**

Table 6 indicates that 8 respondents head schools that are graded as S3 whereas 11 respondents head schools that are graded as S4. The enrolment of learners is over 630 in those schools graded as S4. This implies that principals heading these schools have the additional responsibility of controlling large number of learners and managing large numbers of staff members. There are more schools in the grade S4 grouping than those in S3. This implies more responsibility and more challenges for the majority of respondents.

4.2.7. SCHOOL TYPE

Table 7. Type of School

School Type	Frequency	Percentage
7.1. Independent	00	00
7.2. Public	19	100
7.3. Other	00	00
Total	**19**	**100**

Table 7 indicates that all 19 schools are public schools. This implies that they receive funds from the State according to the norms and standards for funding the public schools. Since these schools belong to the same type, they are comparable in terms of facilities and opportunities.

4.2.8. SETTLEMENT OF THE SCHOOL

Table 8. Settlement of the school.

Settlement	Frequency	Percentage
8.1. Urban / Township	2	10.5
8.2. Rural	17	89.4
Total	**19**	**100**

Table 8 indicates that 17 schools are situated in the rural area and 2 schools are found in the urban area. This implies that the 17 schools are faced with the challenge of lack of resources such as electricity, telephones and transport facilities. It is also obvious that parents in the rural areas do not contribute much towards the development of the school because most of them are illiterate and poor. This implies that principals in this environment have the additional responsibility of motivating educators, since the environment itself is a demotivating factor.

4.2.9. SCHOOL CATEGORY

Table 9. The Category of the school.

School Category	Frequency	Percentage
9.1. Junior Secondary	00	00
9.2. Secondary	19	100
Total	**19**	**100**

According to table 9 all 19 schools are senior secondary schools, which implies that they have classes above grade 10. Some of them are already offering grade 12. In this school category motivation as one of the roles of the managers is of vital importance, because it is one of the contributing factors in the performance of the school. It also means more challenges because of the number of classes, the streams offered in the school and more educators to manage.

4.3. MOTIVATIONAL ROLE OF THE SECONDARY SCHOOL PRINCIPALS

The purpose of this section was to report on the responses given by respondents on various questions that were posed. These questions were formulated around seven variables. The responses of the respondents indicated the extent to which these variables affect motivation. The subjects were asked to indicate their views on the extent to which they agree with the statement. The variables that were tested as motivational factors are as follows:

4.3.1   Environmental factors

4.3.2   Interpersonal relationships

4.3.3   Work as a motivational factor

4.3.4   Empowerment and the assignment of duties

4.3.5   Equity

4.3.6   Rewards

4.3.7   The leadership style of the manager

4.3.1 ENVIRONMENTAL FACTORS

Table 10 gives the summary of the respondents' responses on how environment affects motivation of staff. The responses show that working in a resourceful and secured environment is a source of motivation.

Table 10. Environmental Factors

	Items	1		2		3		4	
		F	%	f	%	f	%	f	%
10.1	The educators should work in schools with school libraries and other teaching facilities, e.g. audio-visual aids.	0	0	1	5	7	37	11	58
10.2	Educators should work in a school that is attractive and well-fenced.	0	0	0	0	5	26	14	73
10.3	The manager should create an environment where there is fixed time schedules for the execution of duties.	0	0	0	0	4	21	15	79

Key: 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

Item 10.1   Educators should work in schools with school libraries and other teaching facilities, e.g. audio-visual aids.

1.Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree
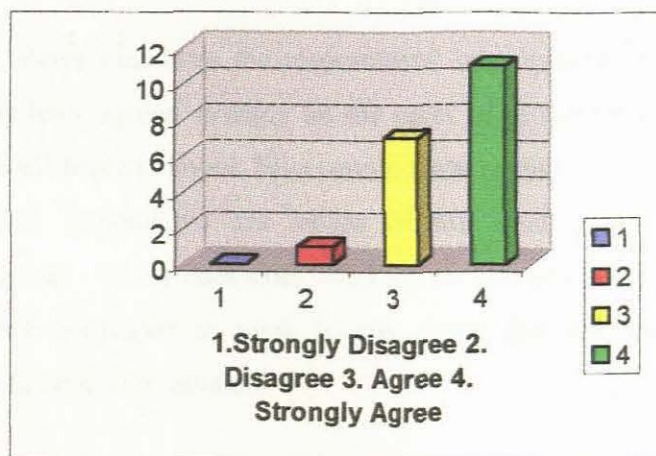
The bar graph shows the responses of the respondents. Eleven respondents indicated that they strongly agree that educators should work in a resourceful environment. Seven respondents indicated that they agree with the statement and only one respondent indicated that he or she disagrees with the statement. The response shows that principals are aware that educators need to work in a resourceful environment in order to produce best results. The one that showed a negative response on this question is perhaps fortunate to have educators that produce good results in spite of performing in an environment without resources. The researcher thinks that even such educators can show greater improvement when placed in resourceful environments.

Item 10.2 Educators should work in a school that is attractive and well-fenced.

1. Strongly disagree 2. Disagree 3. Agree 4.
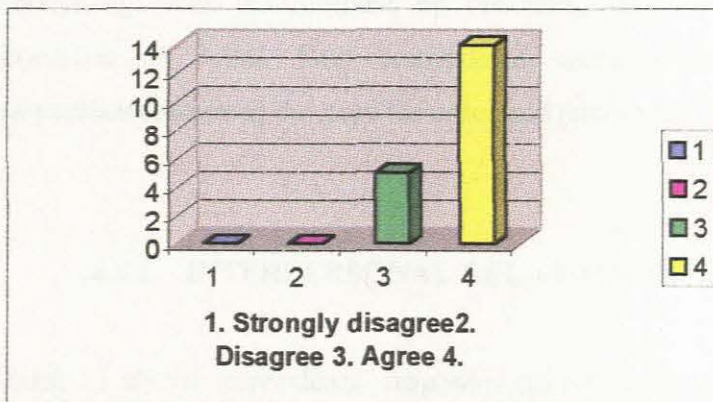
The bar graph above illustrates the respondents' responses to this statement. Fourteen respondents agreed strongly on the point of educators working in an attractive and well-fenced school. Five respondents agreed with the statement. This shows that respondents are aware of the need for security as a motivational factor. When educators work in an attractive and well-fenced school they feel motivated to work harder. They feel less threatened by interference of factors from outside.

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Item 10.3 The manager should create an environment where there is fixed time schedules for the execution of duties.

1.Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree
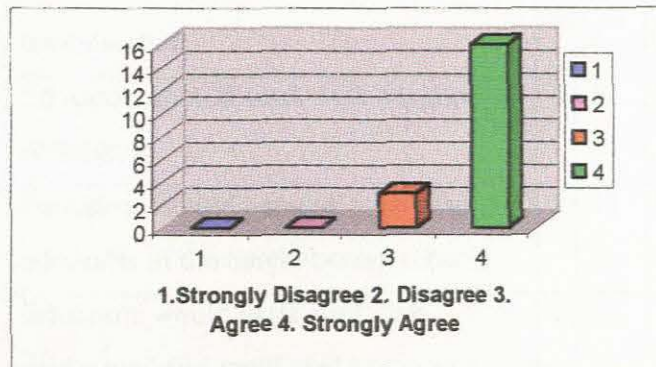
The bar graph above illustrates the respondents' responses to the above statement. Fifteen respondents strongly agreed that they should create a motivating work environment by providing the fixed schedules for the execution of duties. Four respondents agreed with the statement. All respondents endorsed the need for order and pattern for the execution of duties.

4.3.2. INTERPERSONAL RELATIONSHIPS

Table 11 shows respondents' responses on how interpersonal relations affect the motivation of staff. Educators enjoy working with managers who take care of their basic needs and who treat them like human beings. Responses also show that educators have a need for affiliation and function well when working as a team with their colleagues. They also benefit from networking with other educators in the neighbouring schools.

Table 11. Interpersonal relationships.

	Items	1		2		3		4	
		F	%	f	%	f	%	f	%
11.1	The primary needs or basic needs of the educator should be taken into consideration.	1	5	3	16	5	26	10	53
11.2	Educators should work with supportive colleagues.	0	0	2	11	2	11	15	78
11.3	Educators should network with other educators in the neighbouring schools.	2	11	0	0	3	16	14	73
11.4	Educators would work well with disciplined and motivated learners.	2	11	5	26	4	21	8	42
11.5	Manager should exercise control and gain influence over others.	2	11	3	16	7	37	7	37
11.6	The managers should use their positional power to coerce educators to work harder.	7	37	6	32	2	11	4	21

Key: 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

Item 11.1   Primary needs or basic needs of educators should be taken into consideration.

1. Strongly disagree 2. Disagree 3. Agree. 4. Strongly agree
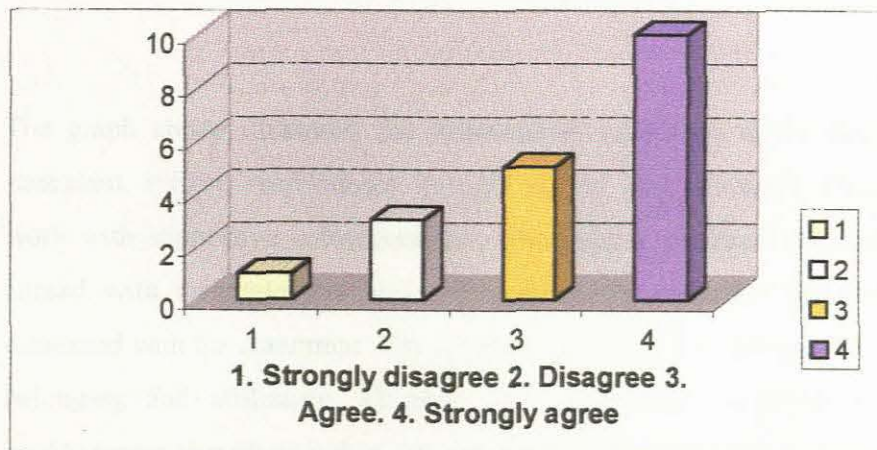
The respondents' responses as illustrated by the bar graph indicate that ten of them strongly agreed with the statement that basic needs for educators should be considered. Five respondents indicated that they agree with the statement, while three disagreed with the statement and one respondent indicated that he or she strongly disagrees with the statement.

The majority of respondents regarded consideration of basic needs as an important motivational factor. There was also a minority of respondents who did not realise the importance of this aspect.

Item 11.2   Educators should work with supportive colleagues.
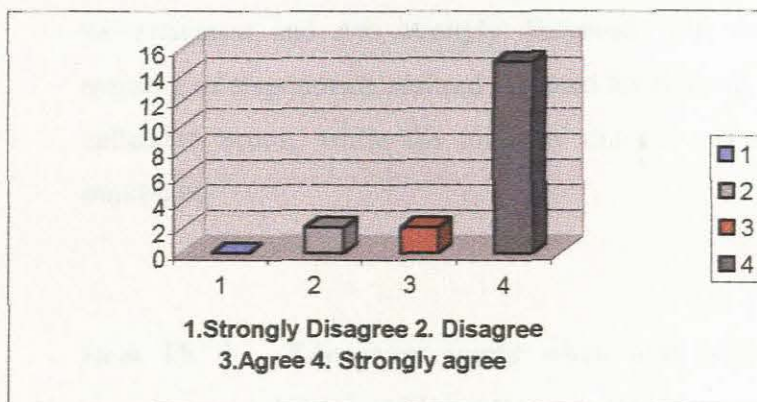
1.Strongly Disagree 2. Disagree
3.Agree 4. Strongly agree

The graph above illustrates the respondents' responses to the above statement. Fifteen respondents strongly agreed that educators should work with supportive colleagues; two respondents indicated that they agreed with the statement and two respondents indicated that they disagreed with the statement. The respondents showed a strong sense of belonging and affiliation. Through the respondents' responses one could derive that they value the importance of teamwork and team spirit.

Item 11.3 Educators should network with other educators in the neighbouring schools

1.Strongly disagree 2. Disagree 3. Agree 4. Strongly agree
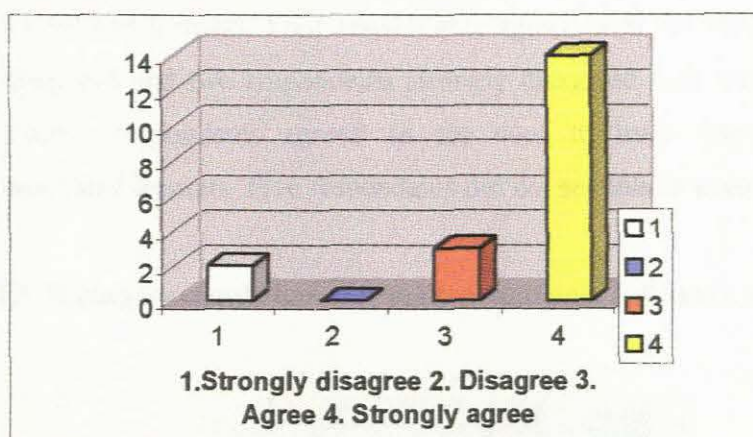
The responses illustrated by the bar graph above shows that fourteen respondents strongly agreed that educators should network with other educators in the neighbouring schools. Three respondents agreed with the statement and two strongly disagreed with the statement. The majority of respondents realised the need for support, collaboration and collective action, while the minority did not regard networking as important.

Item 11. 4   Educators would work well with motivated and disciplined learners

1.Strongly disagree 2. Disagree 3. Agree 4. Strongly agree
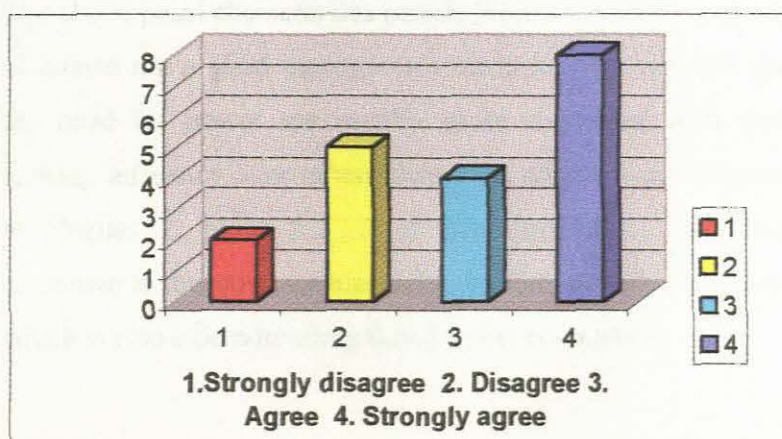
The bar graph above shows that eight respondents strongly agreed with the statement that educators would work well with motivated and disciplined learners. Four respondents agreed with the statement, five disagreed and two respondents strongly disagreed with the statement. Twelve respondents agreed on the need to have disciplined and motivated learners. Five respondents did not see this as a requirement.

Item 11.5 Managers should exercise control and gain influence over others

1.Strongly disagree 2. Disagree 3. Agree 4. Strongly agree.
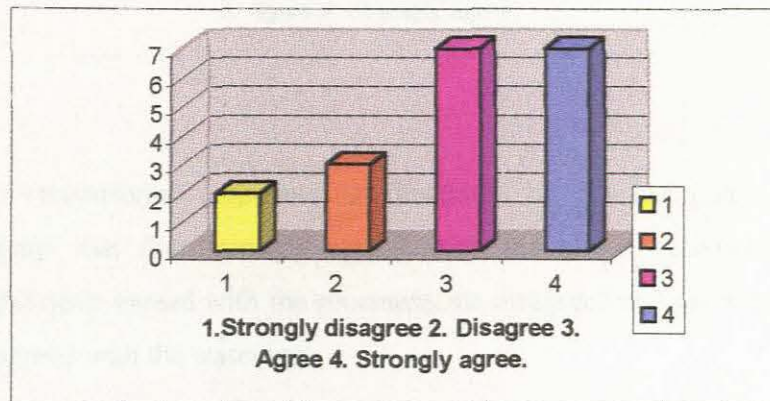
The bar graph above illustrates the respondents' responses to the above point. Seven respondents strongly agreed that they should exercise control and gain influence over others. Seven respondents agreed with the statement, three disagreed with the statement and two respondents strongly disagreed with the statement.

The above point characterises people with the need for power, which is of course not a good management characteristic, because people with the need for power are usually more concerned with prestige and gaining influence over others than with effective performance. (Refer to chapter 2, point 2.3.2.2 of this document.) The respondents' responses to this point indicated the problem in their management style, which is also a demotivating factor to the co-workers.

Item 11.6   Managers should use their positional powers to coerce the co-workers to work hard


1.Strongly disagree 2. Disagree
3. Agree 4. Strongly agree.
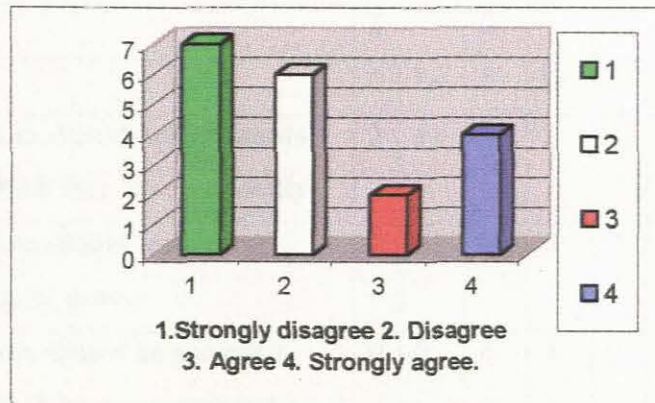
The respondents' responses as illustrated by the bar graph above indicate that four strongly agreed with the above statement. Two respondents agreed with the statement, six disagreed and seven strongly disagreed with the statement.

Thirteen principals believe that it is not necessary for them to use their positional powers to coerce the educators.

4.3.3. WORK AS A MOTIVATIONAL FACTOR

Table 12 summarises respondents' responses to work as a motivational factor. The responses indicate that educators need guidance, support and to work towards clearly formulated goals. They also need to be trusted that they can do the work on their own. Educators would work well if they are given constant feedback on their performance.

Table 12.   Work as a motivational factor.

	Items	1		2		3		4	
		f	%	F	%	f	%	f	%
12.1	Educators should work towards a goal which they have set jointly	2	11	1	5	4	21	12	63
12.2	Educators should work on challenging goals.	2	11	1	5	7	37	9	47
12.3	Educators should be accorded freedom to be innovative and creative.	0	0	1	5	9	47	9	47
12.4	Educators need to have a clear knowledge of what to do in order to achieve the set outcome.	0	0	0	0	3	16	16	84
12.5	The manager should give feedback on the progress of the educators.	0	0	0	0	7	37	12	63
12.6	The principal should give guidance and support to the newly appointed educators.	0	0	0	0	2	11	17	89

Item 12.1   Educators should work towards the goal, which they have set jointly.

1.Strongly disagree 2. Disagree 3. Agree 4. Strongly agree
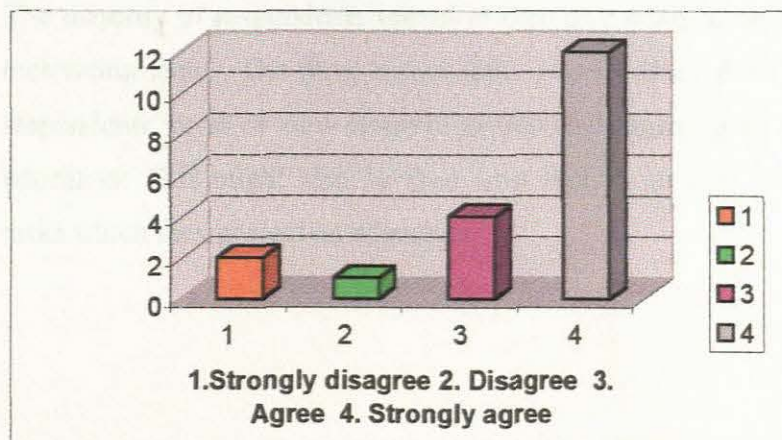
According to the diagram above, respondents show great support to the idea of working towards goals that they have set jointly. Twelve respondents strongly agreed with the statement; four respondents indicated that they agreed with the statement; one respondent indicated that he or she disagrees, and two principals strongly disagreed with the statement.

Item   12.2   Educators should work on challenging goals.

1.Strongly disagree 2. Disagree 3. Agree 4. Strongly agree
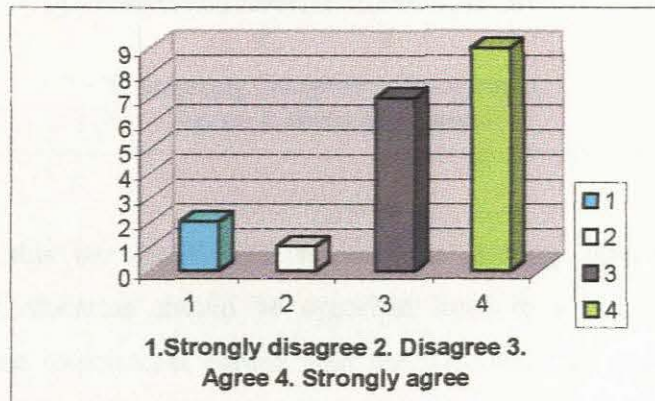
The diagram above illustrates the principals' responses to the question of whether educators should work on challenging goals or not. Nine respondents indicated that they strongly agree; seven respondents indicated that they agree with the statement; one respondent indicated that he or she disagrees with the statement, and two respondents indicated that they strongly disagree with the statement.

The majority of respondents regard challenging goals as an important motivating factor. The three respondents who deviated from the other respondents' point of view might think that challenging goals will scare educators. This might also be their own feeling towards challenging tasks which they project on educators.

Item 12.3   Educators should be accorded freedom to be innovative and creative.

1. Strongly disagree 2. Disagree 3.
Agree 4. Strongly agree
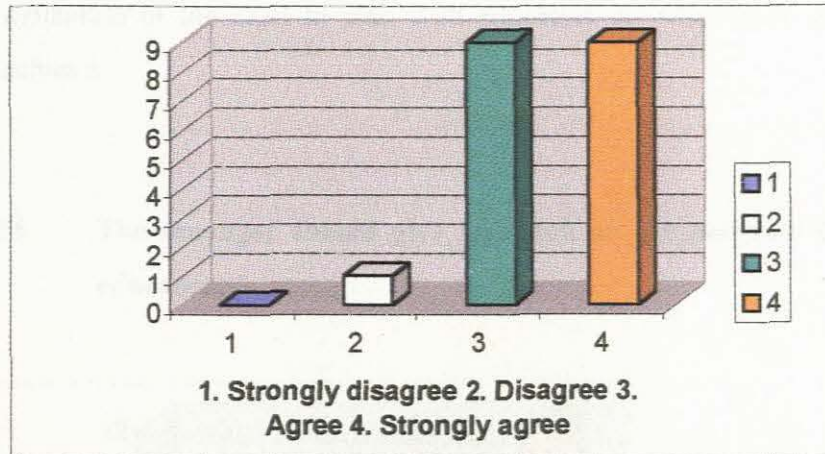
According to this bar graph nine respondents strongly agreed with the statement that educators should be accorded freedom to be creative and innovative. Nine respondents agreed with the statement and one respondent disagreed with the statement. It should be clear that most respondents endorse freedom of educators as an important motivating tool.

Item 12.4   Educators need to have a clear knowledge of what to do in order to achieve the set outcome.

1. Strongly disagree 2. Disagree 3.
Agree 4. Strongly agree
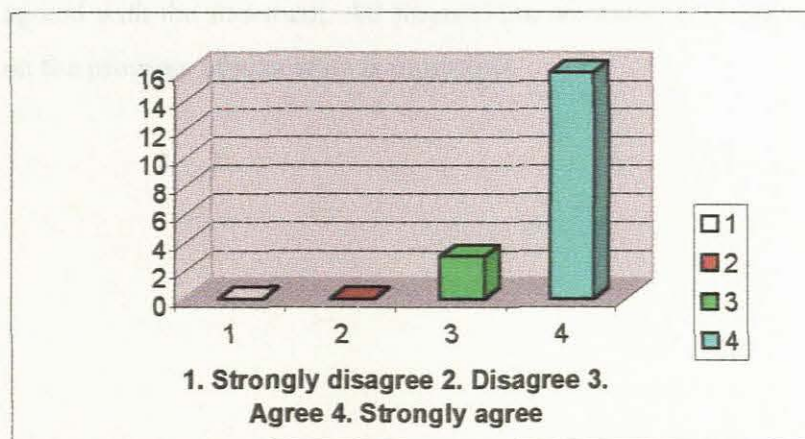
The bar graph shows that sixteen respondents strongly agreed with the statement and three principals agreed with the statement. This is an indication of the need to plan with educators on what to do and to achieve.

Item 12.5 **The manager should give feedback on the progress of the educator.**

1.Strongly disagree 2. Disagree 3. Agree 4. Strongly agree.
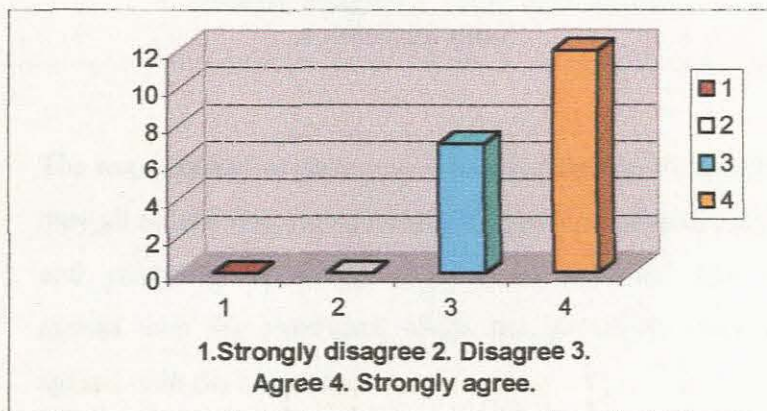
The bar graph above indicates the principals' responses on the need for feedback. Twelve respondents strongly agreed that they should give feedback on the progress of the educators, and seven respondents agreed with the statement. All respondents agreed that giving feedback on the progress of educators is important.

Items 12.6   **The principal should give guidance and support to newly appointed educators.**

1. Strongly disagree 2. Disagree 3. Agree
4. Strongly agree
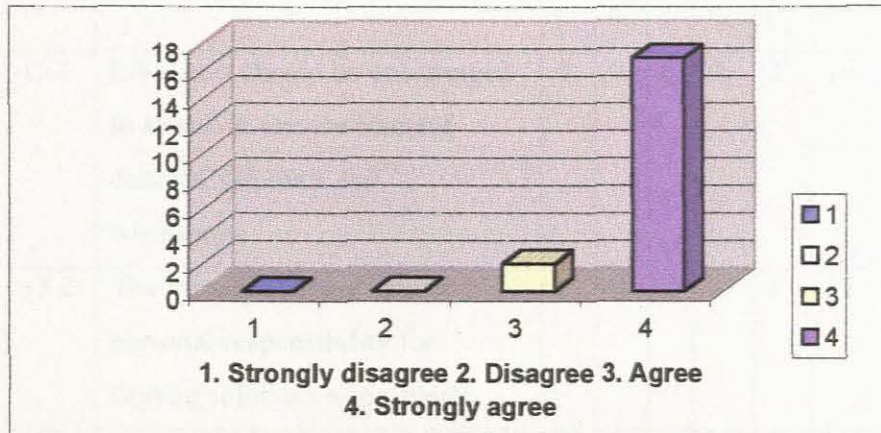
The respondents' responses as illustrated by this bar graph indicate that they all agreed that they should give newly appointed educators support and guidance. Seventeen respondents indicated that they strongly agreed with the statement, while two principals indicated that they agreed with the statement.

4.3.4   EMPOWERMENT AND THE ASSIGNMENT OF DUTIES

Table 13 provides a summary of responses given by respondents on the empowerment and assignment of duties. The responses show that respondents recognise the importance of empowering staff through assigning duties to them and encouraging them to improve their qualifications and to attend in-service training and workshops. There were also some signs of management problems in their responses to point 13.2. Respondents recognised the importance of motivation as well as their insufficient knowledge in this subject.

Table 13.   **Empowerment and the assignment of duties.**

	Items	1		2		3		4	
		f	%	f	%	f	%	f	%
13.1	Educators should be encouraged to attend in-service training courses, seminars and workshops.	0	0	0	0	3	16	16	84
13.2	The manager should accept personal responsibility for finding solutions to problems.	0	0	2	11	6	32	11	58
13.3	The topic, motivation, should be included in the induction of newly appointed principals.	0	0	0	0	3	16	16	84
13.4	Managers should be aware of the levels in which educators operate before deciding on the necessary support.	1	5	5	26	2	11	11	58
13.5	Educators should be given tasks for which they are in charge.	0	0	2	11	10	53	7	37
13.6.	Educators should be encouraged to improve their qualifications	0	0	4	21	2	11	13	68

Key: 1 Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

Item 13.1. **Educators should be encouraged to attend in–service training courses and workshops**
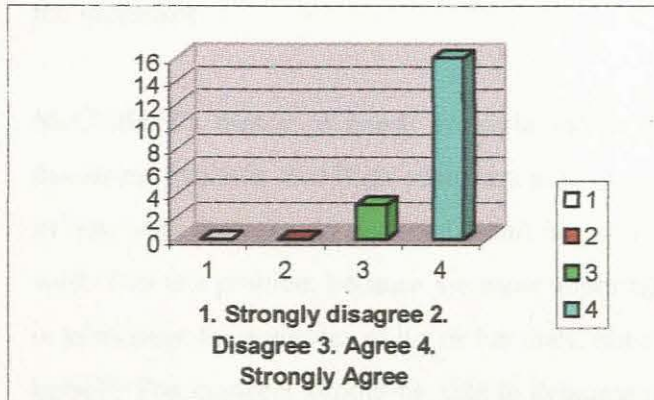
The graph above illustrates respondents' responses to in-service training. Sixteen respondents strongly agreed that they should encourage educators to attend in-service training, courses and workshops, while three respondents agreed with the statement. There should be no doubt that respondents view the in-service training, courses and seminars as of vital importance, because educators believe that this will empower them to do their jobs successfully.

Item 13.2 **The manager should accept personal responsibility for finding solutions to problems.**
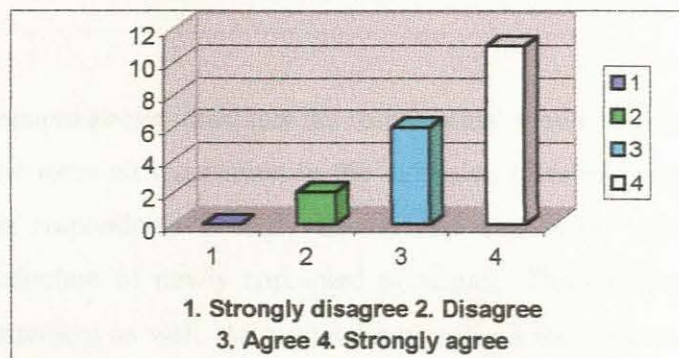
The graphic representation of the respondents' responses shows that most of them regard personal involvement in finding solutions as important. Eleven respondents strongly agreed that they should accept personal responsibility for finding solutions to problems, while six respondents agreed with the statement. Two respondents disagreed with the statement.

McClelland's theory of needs as explained in chapter 2 p.12 of this document explains that high achievers among managers are interested in how well they can do personally and not in influencing others to do well. This is a problem because the most important duty of the manager is to manage the activities of his or her staff, not to do things himself or herself. The manager should be able to delegate certain responsibilities to his or her co-workers, showing an element of trust in the co-workers, which is also empowering.

Item 13.3   The topic on motivation needs be included in the induction of newly appointed principals.

1. Strongly disagree 2. Disagree
3. Agree 4. Strongly agree
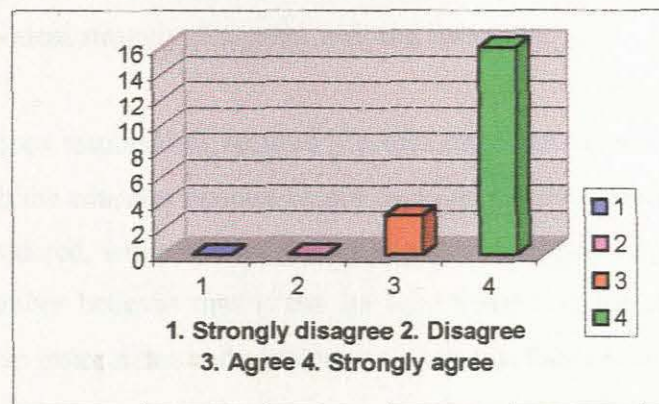
The bar graph presented above illustrates the respondents' views responses on the inclusion of the topic on motivation in the induction of newly appointed principals. Sixteen respondents strongly agreed that motivation should be included in the induction of newly appointed principals. Three respondents agreed with the statement as well. All respondents realised the importance of motivation as one of their management roles.

Item 13.4. **The manager should be aware of the levels at which educators operate before deciding on the necessary support.**

1.Strongly Disagree 2. Disagree 3.
Agree 4. Strongly agree
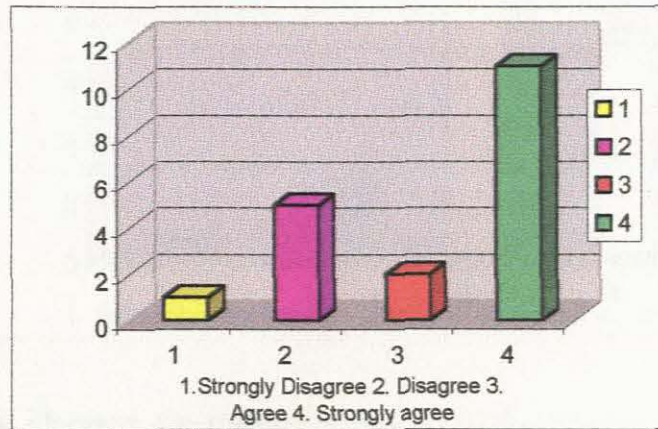
The bar graph illustrates the respondents' responses to the above statement. Eleven respondents strongly agreed that they should be aware of the levels at which educators operate before they decide on the necessary support to be offered. Two respondents agreed with the statement. Five respondents disagreed with the statement and one respondent strongly disagreed with the statement.

Thirteen respondents realised the importance of knowing the level at which the educator operate before deciding on the necessary support to be rendered, while six did not see this as a necessary requirement. The researcher believes that it can be very frustrating for an educator to receive instructions and coaching on a job that they know very well.

Item 13.5.   Educators should be given tasks for which they are in charge.

1. Strongly disagree 2. Disagree 3. Agree 4 . Strongly agree
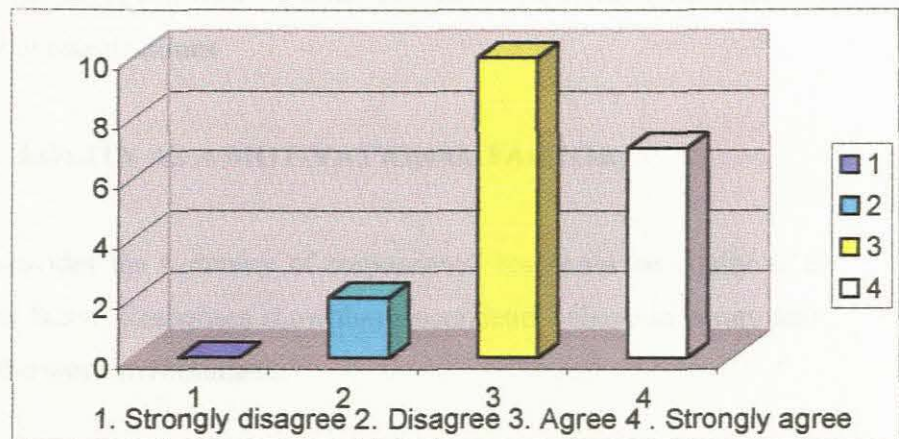
The graph above illustrates the responses given by respondents on the above statement. Two respondents disagreed with the statement. Ten respondents agreed with the statement and seven respondents strongly agreed with the statement. Most respondents realise that assigning tasks to educators shows that they trust them and that this practice provides in their need to take charge.

Item 13.6.   Educators should be encouraged to improve their qualifications

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly
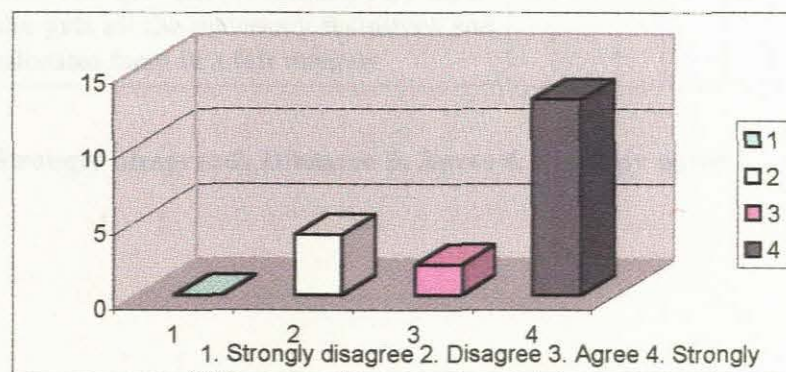
The bar graph above illustrates the respondents' responses on the improvement of qualifications. Four respondents disagreed with the above statement. Two respondents agreed and thirteen respondents strongly agreed with the statement. This means that fifteen respondents realised the importance of encouraging educators to improve their qualifications. The

improvement of qualifications satisfies the need for self-advancement, while at the same time increasing possibilities of better performance on the job. Four respondents who disagreed with the statement may not ascribe significance to improvement of qualifications.

4.3.5   EQUITY AS A MOTIVATIONAL FACTOR

Table 14 provides the summary of respondents' responses on equity as a motivational factor. Responses show that respondents believe in equity and fairness in the work environment

14.   Equity as a motivational factor

	Items	1		2		3		4	
		f	%	f	%	f	%	f	%
14.1	Educators should be treated equally and with respect.	0	0	0	0	2	11	17	89
14.2	The manager should provide equitable rewards.	1	5	3	16	8	42	7	37
14.3	The manager should ensure that he or she gets all the necessary resources and allocates them in a fair manner.	0	0	0	0	5	26	14	74

Key: 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

Item 14.1   **Educators should be treated equally and with respect.**

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree
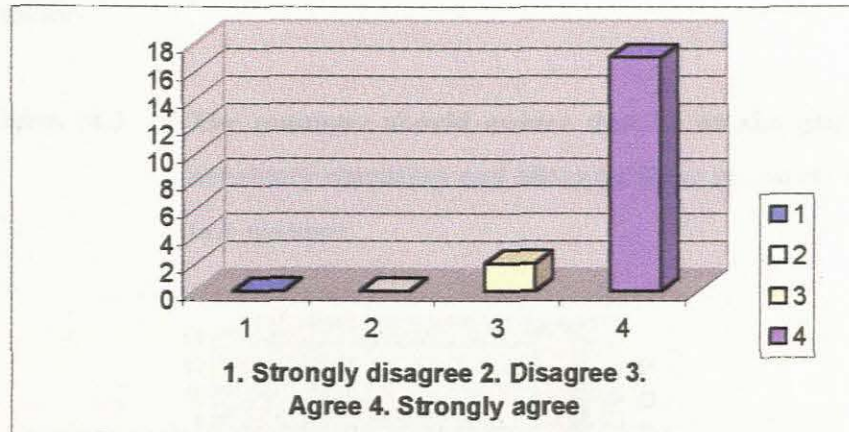
According to this graph seventeen respondents strongly agreed with the statement on equity of treatment. Two respondents agreed with the statement as well. All respondents endorsed the need for equity in the work place. Such endorsement shows that respondents recognise equity as a motivational factor.

Item 14.2   **The manager should provide equitable rewards.**

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree
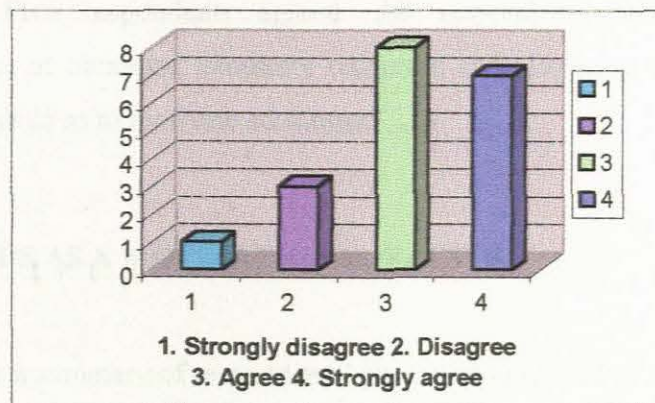
The bar graph above illustrates the respondents' responses on rewards. Seven respondents strongly agreed that they should provide equitable rewards for educators. Eight respondents agreed with the statement. Three respondents disagreed and one respondent strongly disagreed

with the statement. The majority of respondents regard the provision of equitable rewards as important. The other four respondents do not realise the importance of fairness at work as one of the motivating factors.

Item 14.3   **The manager should ensure that he or she gets all necessary resources and allocates these resources in a fair manner.**

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree
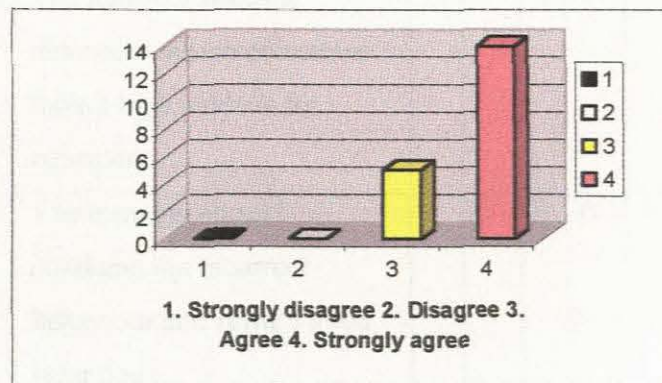
The bar graph indicates responses to the above statement. Fourteen respondents strongly agreed that they should allocate resources in a fair manner. Five respondents agreed. All respondents realised the importance of obtaining necessary resources and allocating them in a fair manner so as to motivate educators.

4.3.6. REWARDS AS A MOTIVATIONAL FACTOR

Table 15 provide a summary of respondents' responses to reward as a motivational factor. Responses show that respondents realise the importance of rewards and the improvement that it can make in the performance of educators.

Table 15.   Rewards as a motivational factor

		1		2		3		4	
		F	%	f	%	f	%	f	%
15.1	Educators should receive rewards for work-related achievements.	0	0	1	5	6	32	12	63
15.2	The manager needs to determine which outcomes have a high valence for educators.	0	0	4	21	7	37	8	42
15.3	The manager should condemn the incorrect behaviour and reward good behaviour.	1	5	0	0	3	16	15	79
15.4	The manager should provide individualised appreciation for achievements made.	2	11	1	5	6	32	10	53

Key: 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

Item 15.1   Educators should receive rewards for work-related achievements.

1.Strongly disagree 2. Disagree 3. Agree 4. Strongly agree.
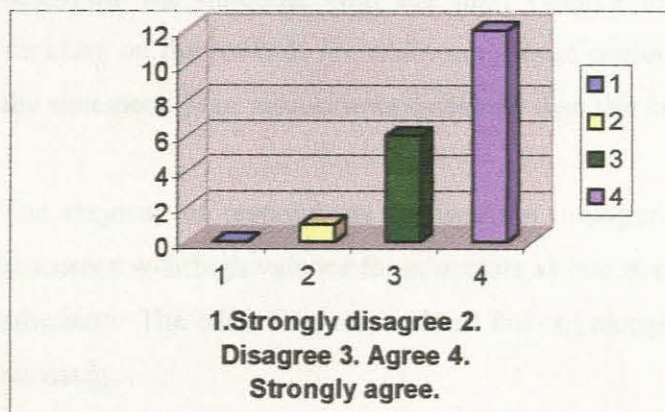
The graph shows respondents' responses to rewards for achievements. Twelve respondents indicated that they strongly agreed on the need for rewards that educators should receive for work-related achievements, while six respondents agreed. One respondent indicated that he or she disagreed with the statement.

According to the responses, educators should be rewarded by other means, in addition to salaries. This could include praise and tokens of appreciation. The contesting view to this proposition could be based on the assumption that educators are paid for their work and therefore do not need anything extra.

Item 15.2   Managers should determine which outcomes have a high valence for educators.

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree
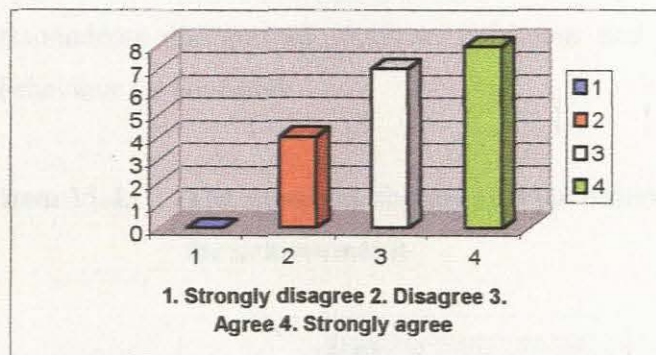
The bar graph illustrates the responses on the weighting of outcomes for motivation. Eight respondents strongly agreed that they should determine the outcome with the high valence for educators when deciding on the rewards for educators. Seven respondents agreed with the statement. Four respondents disagreed with this statement.

The majority of respondents realised the importance of determining outcomes with high valence for educators as one strategy of motivating educators. The other four respondents did not recognise this point as a necessity.

Item 15.3. **The manager should condemn incorrect behaviour and reward good behaviour.**

1.Strongly disagree 2. Disagree
3. Agree 4. Strongly agree
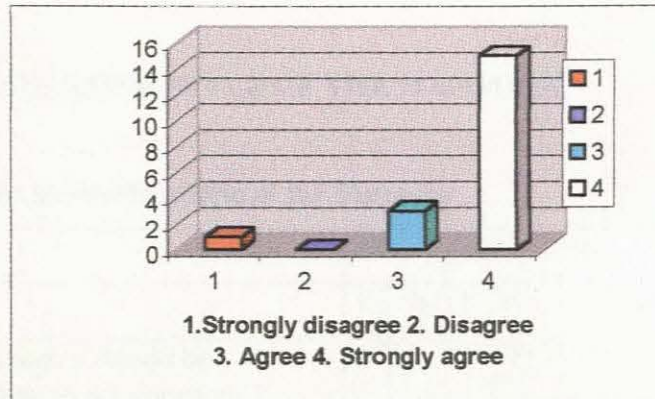
The responses illustrated by the bar graph indicated that fifteen respondents strongly agreed that positive and negative sanctions be used as motivation. Three respondents agreed with the statement. One respondent strongly disagreed with the statement. This shows that respondents disapproved incorrect behaviour and welcomed correct behaviour for educators.

Item 15.4. **The manager should provide individual appreciation for achievements**

1. Strongly disagree 2. Disagree 3.Agree 4. Strongly agree
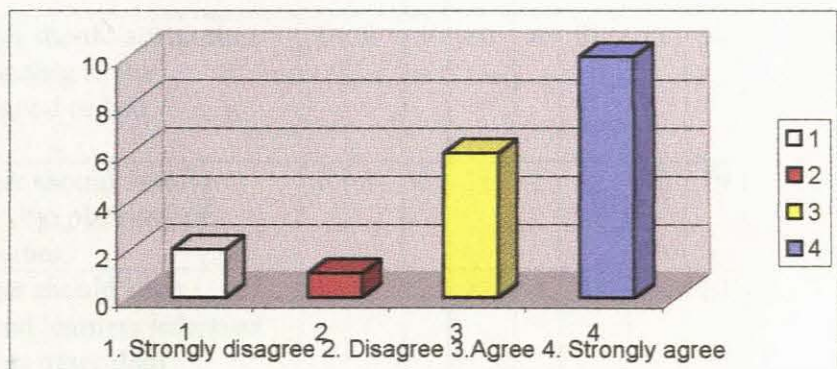
The bar graph illustrates responses to the notion of individual rewards. Two respondents strongly disagreed with this statement, while one disagreed. Six respondents agreed with the statement and ten respondents strongly agreed. The majority of respondents realised the importance of providing individual

appreciation for achievements as a motivational factor. The other three respondents may not attach significance to the need to individualise appreciation of achievements.

4.3.7. THE LEADERSHIP STYLE OF THE MANAGER

□ **16.** **The leadership Style of the Manager**

Items	SD		D		A		SA	
	F	%	f	%	f	%	f	%
16.1 The managers should be transparent in the decision-making process.	1	5	2	11	3	16	13	68
16.2 Manager should monitor the progress of the educators and learners and report to parents about the progress on learning.	0	0	0	0	5	26	14	74
16.3 The manager needs to categorise the problem of the poor performer whether it is an ability problem or a motivational problem.	0	0	4	21	7	37	8	42
16.4 The manager should interview the educator who has problems with performance.	2	11	3	16	4	21	11	58
16.5 The manager should follow the correct procedure in resolving the problem.	1	5	1	5	6	32	11	58
16.6 The manager should act on time when responding to the educator's good or bad behaviour.	1	5	3	16	4	21	11	58
16.7 The manager should involve educators in the planning of school activities.	1	5	2	11	1	5	15	79
16.8 The manager should keep educators and learners informed on all matters other than confidential ones.	1	5	2	11	4	21	12	63
16.9 A good understanding of the motivational theories is necessary for managers in order to motivate educators.	1	5	3	16	1	5	14	74

Key: 1 =Strongly disagree,   2 = Disagree   3 = Agree   4 = Strongly agree

Table 16 provides a summary of respondents' responses on the leadership style of the manager. The responses show that respondents are aware that their management style can demotivate or motivate educators.

Item 16.1 The managers should be transparent in the decision making process.

1. Strongly disagree 2.Disagree
3. Agree 4. Strongly agree
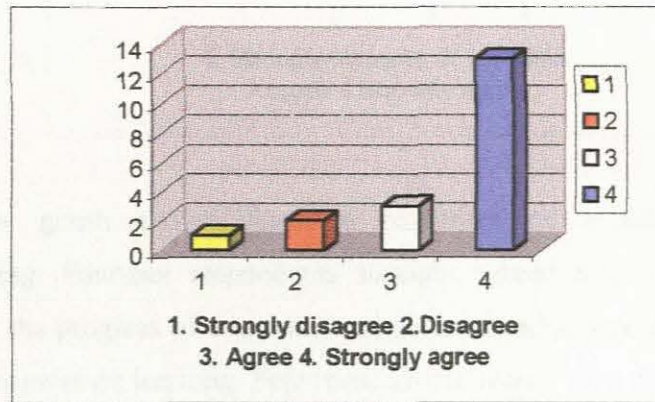
The bar graph illustrates the respondents' response to decision-making. Thirteen respondents strongly agreed that they should be transparent in their decision-making process. Three respondents agreed with the statement. Two respondents disagreed and one respondent strongly disagreed with the statement. Only three respondents did not realise the importance of transparency in the decision-making process. These respondents possibly still hold an autocratic view on principalship.

Item 16.2 **The manager should monitor the progress of the educators and learners and report to the parents about progress on learning.**

1. Strongly disagree 2. Disagree
3.Agree 4.Strongly agree
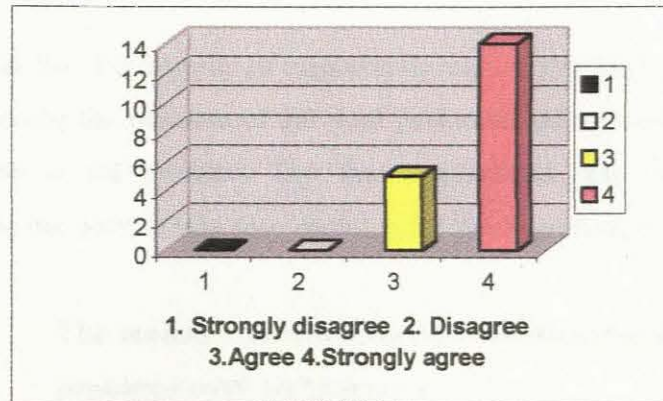
The bar graph above illustrates responses on monitoring and accounting. Fourteen respondents strongly agreed that they should monitor the progress of educators and give a detailed report to parents about progress on learning. Five respondents agreed with the statement as well. All respondents realised the importance of monitoring and reporting on the progress made.

Item 16.3 **Managers need to categorise the problem of poor performers whether it is an ability problem or a motivational problem.**

1.Strongly disagree 2. Disagree 3.
Agree 4. Strongly agree
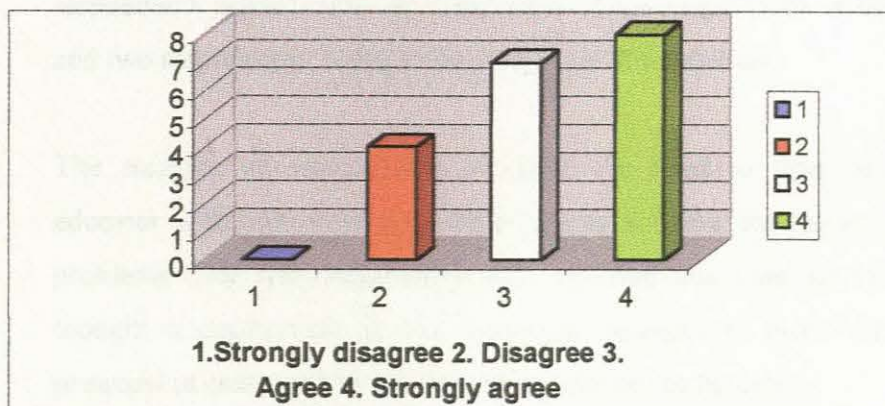
The graphic representation of the respondents' responses on the above statement indicated that eight respondents strongly agreed that they

need to categorise the problem of poor performers before deciding on the proposed solution. Seven respondents agreed with the statement. Four principals disagreed with the statement.

It is obvious that the majority of respondents realised the importance of first diagnosing the problem of the poor performer before thinking of the solution to the problem. The four respondents who disagreed probably do not want to take responsibility for this important task.

Item 16.4   The manager should interview the educator who has problems with performance.

1.Strongly disagree 2. Disagree
3. Agree 4. Strongly agree
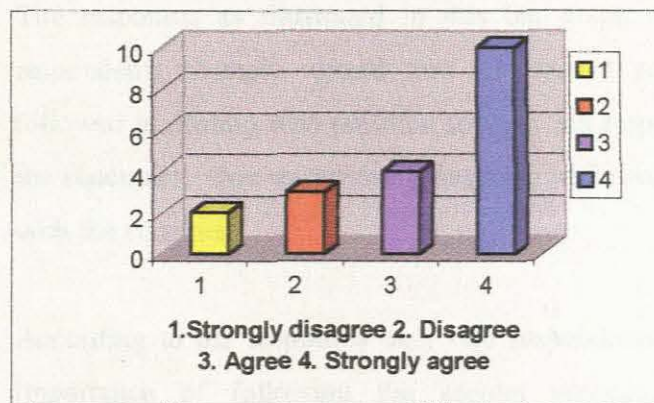
According to the graph, ten respondents strongly agreed that they should interview the educator with a performance problem. Four respondents agreed with the statement. Three respondents disagreed and two respondents strongly disagreed with the statement.

The majority of respondents welcome the need to interview the educator with performance problems so as to know the cause of the problems. The five respondents who opposed this idea might have thought it appropriate for the individual educator to meet with the principal in order to discuss the problem himself or herself.

Item 16. 5   **The manager should follow the correct procedure in resolving the problem.**

1. Strongly disagree 2. Disagree
3. Agree 4. Strongly agree
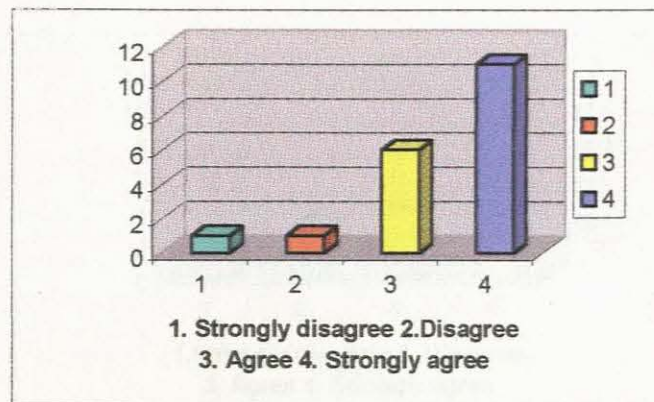
The responses as illustrated in this bar graph indicate that eleven respondents strongly agreed that the correct procedure should be followed in dealing with problem solving. Six respondents agreed with the statement. One respondent disagreed, while one strongly disagreed with the statement.

According to the responses only two respondents did not realise the importance of following the correct procedure when resolving problems. It is hard to speculate how they proposed to deal with the issue.

Item 16.6   **The manager should act on time when responding to the educators' good or bad behaviour.**

1.Strongly disagree 2. Disagree
3. Agree 4. Strongly agree
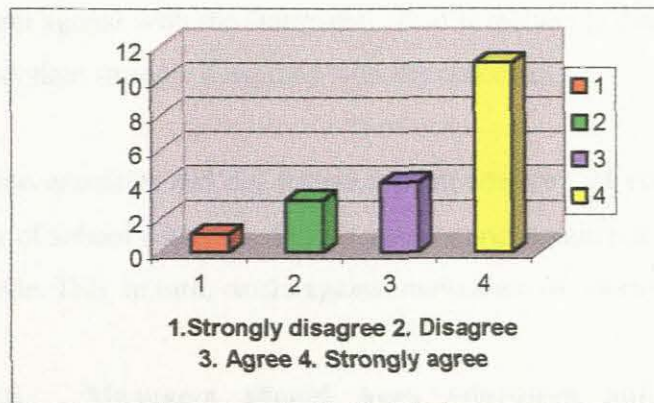
The bar graph illustrates the respondents' views on timeous response. Eleven respondents strongly agreed that they should act on time when responding to the educator's good or bad behaviours. Four respondents agreed with the statement. Three respondents disagreed and one respondent strongly disagreed with the statement.

According to the responses, only four principals did not realise the value of acting on time when responding to good or bad behaviour. They did not realise that responding very late may cause serious problems.

Item 16.7   **The manager should involve educators in the planning of school activities.**

1. Strongly disagree 2. Disagree 3.
Agree 4. Strongly agree
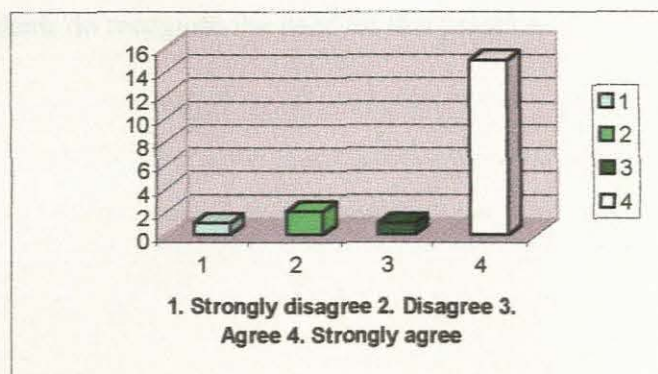
According to the graph fifteen respondents strongly agreed that they should involve educators in planning of the school's activities. One respondent agreed with the statement. Two respondents disagreed and one respondent strongly disagreed with the statement.

Only three educators did not realise the importance of collaborative planning of school activities. Such a stand works against ownership of plans made. This, in turn, works against motivation of educators.

Item 16.8   **Managers should keep educators and learners informed on all matters other than confidential ones.**

1.Strongly disagree 2.Disagree 3. Agree 4.Strongly agree
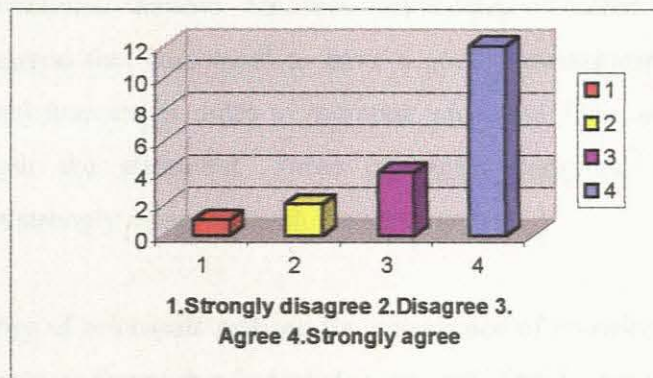
The bar graph illustrates responses on information sharing. Twelve respondents strongly agreed that they should keep educators and learners informed. Four respondents agreed with the statement. Two respondents disagreed and one respondent strongly disagreed with the statement. Only three respondents did not endorse information sharing. Most respondents do recognise the need for this practice.

Item 16.9 **A good understanding of the motivational theories is necessary for managers in order to motivate educators.**
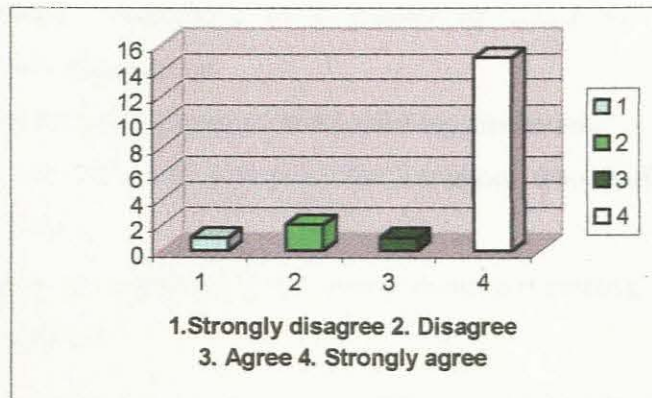
The bar graph illustrates the respondents' responses on knowledge about motivational theories. Fourteen respondents indicated that they strongly agreed that they need to have a good understanding of the motivational theories in order to motivate educators. One respondent agreed with the statement. Three principals disagreed and one respondent strongly disagreed with the statement.

The majority of principals realised the importance of knowledge about motivation so as to use this knowledge on staff. The four respondents who opposed this idea are perhaps unaware that they cannot motivate staff without having a good understanding of the theories of motivation.

4.4. PROBLEMS WORKING AGAINST MOTIVATION OF STAFF

In this part of the investigation the respondents were required to articulate their opinions regarding the problems they encounter in their endeavours to motivate staff. The problems that they mentioned are as follows:

1. Lack of co-operation between educators and learners
2. Schools that are in deep rural areas which are characterised by lack of resources and poor infrastructure
3. Simultaneous introduction of a number of initiatives in the Department of Education
4. Instability faced by educators in the teaching profession
5. Lack of rewards and incentives for educators who performed extremely well
6. Scheduling of workshops, courses and in-service training during tuition periods

4.4.1 LACK OF CO-OPERATION BETWEEN EDUCATORS AND LEARNERS

Some respondents commented that teaching and learning is a joint venture between the educator and the learner, which requires that they both need to be motivated so as to produce high performance. This is not the case. In most schools there is lack of co-operation between educators and learners. This lack could be attributed to the learners' misinterpretation of their rights.

The South African Constitution has stipulated human rights for all. Our learners at schools received this with excitement and misinterpretation. Learners now do not accept the leadership of the educator because they regard it as violating their democratic rights. The educator is supposed to play a parental role of leading, guiding and supporting the learner at school, since the learner is still a non-adult who needs parenting from an adult in order to reach adulthood. This lack of trust is a demotivating factor for educators at school.

4.4.2   SCHOOLS IN DEEP RURAL AREAS CHARACTERISED BY LACK OF RESOURCES AND POOR INFRASTRUCTURES

The school environment can be motivating or demotivating. This point was raised by all respondents. Respondents cited the example of a school environment in the traditional model C schools to emphasise the importance of the school environment. The Nquthu district is situated in a deep rural area, so most schools in this district lack in resources such as communication facilities and electricity. The community cannot contribute meaningfully towards the school activities; instead it retards the progress of the school. Incidents such as faction fights in the community disturb learners. Cultural activities such as circumcision of boys in the Sotho clan disturb the school activities. Poor transport facilities in this area is a cause of educators' absenteeism on Mondays and Fridays, since most educators are not resident at Nquthu.

4.4.3   SIMULTANEOUS INTRODUCTION OF A NUMBER OF INITIATIVES IN THE DEPARTMENT OF EDUCATION

There are many initiatives that have been introduced in education since 1994. The democratisation of education has led to the introduction of many changes by the Department of Education. Most respondents highlighted the frustrations caused by these changes. Some of them are the following:

1. Implementation of curriculum 2005
2. Developmental appraisal system
3. Quality assurance
4. Tirisano (Working together)
5. Batho pele (People first)
6. Rationalisation and redeployment

After implementation of the new curriculum, educators felt insecure because they realised that they lacked skills in their training. They lacked vision of the outcomes of the education process. They felt threatened by change. The new curriculum was implemented without sufficient and thorough preparation of educators. As a result there are many things that are still to be learned or clarified. For instance, Grade 9 learners were supposed to get a GETC (General Education and Training Certificate) by the end of 2002, and attend the FET (Further Education and Training) in 2003. In May 2002, it was announced that GETC will not be issued at the end of the year, but will only be issued at the end of the year 2004. At the present moment the high schools are not sure of their positions for the year 2003. This lack of information scares educators; as a result they are demotivated to work.

4.4.4. INSTABILITY FACED BY EDUCATORS IN THE TEACHING PROFESSION

Most respondents complained about instability at work as another demotivating factor. In 2001 the acting MEC (Member of the Executive Council), Mr Mtshali, promised improvement on the PPN (Post Provisioning Norm). But in 2002 the MEC of education, Prof. Ndabandaba, announced the PPN as 36:1, which showed no improvement at all. This is also threatening educators because the schools are graded now and again with the result that some educators are declared in excess. The transfer of educators to other schools disrupts the school and the educators involved are negatively affected. Some educators are temporarily appointed, which means that they should renew their appointment every year. There is also no guarantee for continual employment; instead educators' services can be terminated at any time. This creates a problem for principals who want to motivate staff.

4.4.5 LACK OF REWARDS AND INCENTIVES FOR EDUCATORS WHO PERFORMED EXTREMELY WELL

Some principals complained about the low salaries that are given to educators and the lack of recognition for educators who have gone the extra mile in their performance. The department does not give monetary incentives to hard working educators. The housing subsidy has been drastically reduced.

4.4.6 SCHEDULING OF WORKSHOPS, COURSES AND IN-SERVICE TRAINING DURING TUITION PERIOD

All principals are positive about the fact that educators should receive important and essential in-service training, but they are also concerned that this should not take up teaching and learning time because it disturbs learners. The principals are in a dilemma here. They want their educators to be empowered, but they do not want educators to leave classes during the working hours. The former MEC of education, KaNkosi Shandu, tried to address this situation by fixing the time for workshops between 14H00 and 16H00, which meant after-school hours. The problem was however, only partially solved, because in rural areas it was practically impossible to get transport to the workshop venues in the afternoons.

4.5 CONCLUSION

This chapter outlined the responses given by respondents on empirical investigation. The responses that were analysed were on biographical data, demographical data and responses on the motivational role of secondary school principals. Tables and graphs were also used in the analyses of responses. The next chapter provides a summary of the findings and recommendations emanating from the study.

CHAPTER FIVE

FINDINGS AND RECOMMENDATIONS

5.1. INTRODUCTION.

This chapter provides the major findings of the research together with recommendations. These findings are based on the aims of the study. Recommendations are provided according to the needs of the educators and the motivational role of school principals.

5.2. RESEARCH FINDINGS

5.2.1. THEORETICAL FINDINGS

5.2.1.1 THEORIES OF MOTIVATION

The pertinent findings include the categorisation of motivational theories as content and process theories. The content theories emphasise the need for something while process theories refer to action or doing something, for example, related to the task. The managerial or process theories to motivation also made use of two categories of motivational theories.

5.2.1.2 HOW MANAGERS MOTIVATE SUBORDINATES

The managerial grid describes various strategies that managers employ in their management. The strategy that motivates the subordinates most seems to be the one where the manager integrates employee's needs

with production needs and capitalises on both. There are six steps or processes for creating a highly motivating work environment. These are goal setting; helping subordinates achieve their objectives; appropriate use of rewards and discipline; equitable distribution of rewards; providing timely rewards and accurate feedback; and providing salient rewards. When managers follow these steps in their workplaces, their co-workers are likely to be highly motivated.

Since performance is the product of ability multiplied by motivation and ability being the product of aptitude multiplied by training and resources, the manager should first determine the cause of poor performance, before selecting the course of action aiming at correcting behaviour. If the problem of the poor performer is diagnosed and solved, that will motivate him or her.

5.2.2. EMPIRICAL FINDINGS

5.2.2.1 BIOGRAPHICAL AND DEMOGRAPHICAL FACTORS

The majority of respondents are matured and well experienced in the management field. All of them are in the process of improving their academic qualifications. All respondents' schools are in a rural area which is characterised by scarcity of resources. Most respondents manage senior secondary schools graded as S4, which means an additional challenge of managing a large enrolment of learners and more staff members.

5.2.2.2 A CONGENIAL ENVIRONMENT AND SOUND INTERPERSONAL RELATIONS

Educators feel motivated when working in an attractive and secured environment. They also enjoy working in place where their needs are taken into consideration. Educators feel inspired when working with supportive colleagues and being supervised by a manager who does not coerce them, but treats them with respect. Educators work well when working with well-disciplined and motivated learners.

5.2.2.3 WORK AND EMPOWERMENT OF EDUCATORS

Educators feel inspired when they are accorded freedom to be innovative and creative when working towards the goals which they have set jointly. Constant feedback on their progress keeps them motivated. Educators feel empowered when they receive in-service training, and attend seminars and workshops. They also feel empowered when they are given guidance and support in a new post. Experienced educators feel empowered when the manager puts them in charge of certain tasks.

5.2.2.4 EQUITY, REWARD SYSTEM AND THE LEADERSHIP STYLE AS MOTIVATIONAL TOOLS

Educators become motivated when the manager teats them equally and with respect. They are also motivated if they are rewarded for excellent performance of their duties, and they prefer that the appreciation be individualised rather than generalising it to the whole group.

Educators become motivated if the leadership style of the manager is a participative one, which is characterised by transparency in the decision-making process and involvement of educators in the planning of the school activities. They also become inspired when the manager responds timeously to their good or bad behaviours. Managers should identify the problem of the poor performer and then use the correct procedure to solve it. That would motivate educators.

5.2.2.5 PROBLEMS IDENTIFIED BY RESPONDENTS AS INHIBITORS TO THEIR MOTIVATIONAL ROLE

The researcher would summarise the empirical findings by highlighting the challenges faced by managers which work against motivation of staff. The environment in which the school is situated, especially in rural areas, is a demotivating factor. Poor transport facilities and communication facilities isolates the school. Most schools lack resources and other teaching facilities, while some schools have insufficient furniture and school buildings. Educators are under-qualified and lack experience. The principals spend a lot of time trying to improve such conditions before thinking of motivational strategies.

There are many changes in the department of education, such as changes in the curriculum, changes in the approach of working with the curriculum, changes in the management system, such as the introduction of a management system that is based on quality assurance with its features as whole school evaluation and developmental appraisal system. All these initiatives are introduced simultaneously and principals spend a lot of time on workshops, rather than in schools. Some of these changes are introduced to educators before they are introduced to the principals of schools. This makes principals feel incompetent to monitor the progress of the educators' activities.

There is instability in the Department of Education. It commenced with the process of rationalisation and redeployment of educators. Now there is a post-provisioning norm (PPN) which determines the number of educators in a school. If the number of educators in a school exceed this number, then some educators will be declared in excess and they should apply to other schools.

The basic salary that is paid to educators is insufficient as compared to the amount of work that is expected of them and the risk involved in performing their duties. It is not surprising that science educators leave the teaching profession for industries in order to earn better salaries. On top of this, there is a lack of recognition of educators who have gone the extra mile in their performance. This makes the principals' role of motivating staff very difficult.

Teaching and learning is a joint venture between the educator and the learner, so they both need to be motivated to produce high performance. Learners in black schools lack discipline and they do not want to accept guidance or leadership from educators, since they regard it as a violation of their democratic rights. This situation confuses educators - they do not know how to lead learners effectively.

5.3. RECOMMENDATIONS

5.3.1 ADDRESSING THE BASIC NEEDS OF THE EDUCATORS

The problem cited by principals is that they cannot address the educators' basic needs since they are also employees of the department, and not the employer. They cannot take from their own basic salaries to cater for the basic needs of the educators.

Recommendation

The school manager should act timeously when submitting the documents of the newly appointed educator to the district or regional office and do the follow-up to avoid delays in the payment of the educator. If there are problems, then the principal should negotiate with the schools' governing body so that the educator is given a loan against his or her salary. This loan will help the educator to meet his or her basic needs, while the department is still processing his or her payment.

5.3.2 PROVISION OF REWARDS FOR WORK-RELATED ACHIEVEMENTS

Principals indicated that they realise the importance of providing rewards for educators who show outstanding performance in their work as a motivating tool. But they have problems about providing monetary rewards.

Recommendation

The school should raise funds and ask for donations from local businessmen. Such funds should be used as incentives or rewards to educators who show outstanding performance in their work. This will motivate the poor performers to put more effort into their work. Some bursaries can be offered to students with outstanding performance so that all students are encouraged to work harder. Certificates can also be presented to learners who show a sense of discipline so as to encourage such behaviour.

5.3. 3. INSTABILITY IN THE DEPARTMENT OF EDUCATION

The principals complained that it is difficult to motivate an educator whose post is unstable. There are many educators who are locum tenens in schools, and the services of these educators can be terminated at any time when the department decides to do so.

Recommendation.

The topic 'motivation' should be discussed with principals and with the Superintendents of Education Management (SEMs), so that principals can voice their opinions on problems pertaining to their motivational role. One of the barriers might be the status of the educator. If the educator is a locum tenens he/she feels insecure and unstable. It will be difficult for the principal to motivate him or her, knowing his or her condition. This discussion might perhaps bring solutions to most of the principal's problems.

5.3.4. THE UNFAVOURABLE ENVIRONMENTAL CONDITIONS IN SCHOOLS

Most of the schools in Nquthu district lack resources or have shortages of buildings, furniture and infrastructure. Some educators are under-qualified. The principals complained that it is difficult to focus on motivating educators, while there are insufficient resources.

Recommendation

The Department of Education should practise equity by improving the school environment in the previously disadvantaged schools by supplying enough resources and learning material. When employing educators for a secondary school, the qualifications of the educators

should be taken into consideration. The subjects that the educators have specialised in should be considered. This will eliminate the employment of educators with primary teachers' diplomas (PTD) in secondary schools and vice versa.

There is a need for management training, including training in financial management. The reason for training is that all public schools receive funds from the Government according to the norms and standards, but some of them cannot use their funds effectively because of insufficient knowledge.

5.3.5. THE INTRODUCTION OF TOO MANY INITIATIVES AT THE SAME TIME

The principals highlighted the problems they experience when the Department of Education introduces too many initiatives at the same time. This tends to makes educators feel insecure. The principals find it very difficult to motivate educators if they also have questions that they cannot answer.

Recommendation

The Department of Education should make sufficient preparations for the changes that are in the process of being affected. A change should be introduced gradually so that it does not scare educators. Educators must be kept informed of all the developments because lack of information result in people lacking vision, direction and, eventually, lacking motivation to work.

5.3.6. WORKING WITH LEARNERS THAT LACK DISCIPLINE

Principals cited the problem of working with learners who do not want to submit to discipline or guidance. They regard that as a violation of their democratic right. The principals spend a lot of time trying to bring order in the school and they cannot concentrate on motivation in such conditions.

Recommendation

Youth should be given guidance and coaching to deal with their democratic rights. This can be done at schools, churches and in all youth organisations. Such guidance will enable them to have right insight into what is meant by their freedom and rights, and be prepared to be led by adults, for example, educators at school and parents at home.

5.3.7 ALLOWING EDUCATORS TO ATTEND IN-SERVICE TRAINING COURSES

The principals are faced with conflicting interests with regard to in-service training. They want educators to attend these courses, but they do not want the tuition of learners to be disturbed. These workshops are normally conducted during school hours.

Recommendation

In-service training is very important to educators, since there are many changes in the Department of Education. These in-service training courses should be conducted during school holidays or during weekends, and educators should be given monetary incentives

for attending such training during their spare time. There are some advantages to support the above suggestion, for example, the tuition time will not be disturbed. Educators will receive additional cash, which they need. The workshop would serve to update educators on recent and current developments.

5.4. CONCLUSION

This study has demonstrated the role of motivation as one of the management functions of principals of schools. The empirical investigation has shown that there are stumbling blocks to the principals' endeavour to motivate educators.

It was mentioned in chapter two that when the educator is appointed for the first time, he or she is usually motivated to work. The ignorance on the part of the school managers to sustain the worker's motivation is evident when the educator soon loses motivation. There are many overriding factors of motivation in the Department of Education, such as:

Lack of discipline and co-operation from learners

No rewards and incentives for work-related achievements

Unfavourable environmental condition

Insecurity of educators because of the many changes in the Department of Education

Lack of support from the community due to poor educational background

All these factors draw the attention of the educator away from focusing on the work situation. The last chapter of this study concludes by proposing some recommendations to the problems highlighted by the principals.

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APPENDIX A

QUESTIONNAIRE

The researcher is conducting a research about the motivational strategies,
which the principals of Secondary schools in Nquthu District employ in order
to keep the educators motivated to perform their duties. The researcher would
be grateful if you could answer these questions for her.

SECTION A

BIOGRAPHICAL

Kindly answer the following questions by marking the appropriate box with an
X.

1.   Your age category in years

1	2	3	4	5	6
Below 30	31 – 35	36 – 40	41 - 45	46 - 50	51 +

2.   Gender

2.1 Male		1
2.2 Female		2

3.   Marital Status

1	2	3	4
Unmarried	Married	Divorced	Separated

4.   **For How Long Have You Been a Principal (years)**

4.1 0 – 3		1
4.2 4 +		2

5.   **The Highest Academic Qualification**

5.1 STD 10 plus degree courses		1
5.2 A degree e.g. B.A. (first degree)		2
5.3 Honours degree or B. ED		3
5.4 Masters Degree		4
5.5 Doctorate		5
5.6 Other (Specify)		6

SECTION B

DEMOGRAPHIC ASPECTS

6. Grade of the School

S3	1	S4	2

7. Settlement of Your School

Rural	Urban / Township
1	2

8. School Type

9.1 Independent		1
9.2 Public		2
9.3 Other (Specify)		3

9. School Category

10.1 Junior Secondary		1
10.2 Secondary		2

SECTION C

Kindly answer the following questions about your school by making an X in the appropriate box.

KEY: SA - Strongly Agree   = 4

A – Agree   = 3

D - Disagree   = 2

SD - Strongly Disagree   = 1

10	Environmental Factors	SD	D	A	SA
10.1	Educators should work in schools with school libraries and other teaching facilities e.g. audio- visual aids.	1	2	3	4
10.2	Educators should work in a school that is attractive and well-fenced.	1	2	3	4
10.3	The manager should create an environment where there is fixed time schedules for the execution of duties.	1	2	3	4

Comment:

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11	Interpersonal relationships	SD	D	A	SA
11.1	The primary needs or basic needs of the educators should be taken into consideration	1	2	3	4
11.2	Educators should work with supportive colleagues.	1	2	3	4
11.3	Educators should network with other educators in the neighbouring schools.	1	2	3	4
11.4	Educators would work well with disciplined and motivated learners.	1	2	3	4
11.5	Manager exercises control and have influence over others.	1	2	3	4
11.6	The managers should use their positional power to coerce educators to work harder.	1	2	3	4

Comment:_____

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12	Work as a Motivational Factor	SD	D	A	SA
12.1	Educators should work towards the goal, which they set jointly.	1	2	3	4
12.2	Educators should work on challenging goals.	1	2	3	4
12.3	Educators should be accorded freedom to be innovative and creative.	1	2	3	4
12.4	Educators need to have a clear knowledge of what to do in order to achieve the set outcome.	1	2	3	4
12.5	The managers should give feedback on the progress of the educators.	1	2	3	4
12.6	The principal should give guidance and support to the newly appointed educators.	1	2	3	4

Comment:_____

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13	Empowerment and the assignment of duties	SD	D	A	SA
13.1	Educators should be encouraged to attend in-service training courses, workshops and seminars.	1	2	3	4
13.2	The manager should accept personal responsibility for finding solutions to problems.	1	2	3	4
13.3	The topic 'motivation' should be included in the induction of newly appointed principals.	1	2	3	4
13.4	The managers should be aware of the levels in which educators operate before deciding on the necessary support.	1	2	3	4
13.5	Educators should be given tasks for which they are in charge.	1	2	3	4
13.6	Educators should be encouraged to improve their qualifications.	1	2	3	4

Comment:_____

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14	Equity as a Motivational Factor	SD	D	A	SA
14.1	Educators should be treated equally and with respect.	1	2	3	4
14.2	The manager should provide equitable rewards.	1	2	3	4
14.3	The manager should ensure that he / she gets all the	1	2	3	4

	necessary resources and allocates them in a fair procedure.				
14.4	The manager should provide individualised appreciation for the achievement made.	1	2	3	4

Comment:_____

_____

_____

_____

15	Rewards as a Motivational Factor	D	LA	A	SA
15.1	Educators should receive rewards for work-related achievements.	1	2	3	4
15.2	The manager should determine which outcomes have a high valence for educators.	1	2	3	4
15.3	The manager should condemn the incorrect behaviour and reward good behaviour.	1	2	3	4
15.4	The manager should provide individualised appreciation for achievements.	1	2	3	4

Comment:_____

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16	The Leadership Style of the Manager	SD	D	A	SA
16.1	The managers should be transparent in the decision-making process.	1	2	3	4

16.2	Manager should monitor the progress of the educators and report to the parents about progress of their children.	1	2	3	4
16.3	The manager can categorise the problem of the poor performer whether it is an ability problem or a motivational problem.	1	2	3	4
16.4	The manager should approach the educator with a performance problem.	1	2	3	4
16.5	The manager should worry himself or herself by following the correct procedure in resolving the problem.	1	2	3	4
16.6	The manager should act in time when responding to the educator's good or bad action.	1	2	3	4
16.7	The manager should involve educators in the planning of the school activities.	1	2	3	4
16.8	The manager should keep educators and learners informed, unless if the information is strictly confidential.	1	2	3	4
16.9	A good understanding of the motivational theories is necessary for managers in order to motivate educators.	1	2	3	4

Comment:_____

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_____

_____

17. List any five problems, which work against the motivation of staff.