

The Effects of Motivation on Pass Rate of Students*

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KEYWORDS Monetary Rewards. Incentives. Bonuses. Intrinsic Motivation. Extrinsic Motivation

ABSTRACT The study set out to investigate the effects of teacher motivation on the grade seven pass rate in Silobela West Circuit of Kwekwe District. The study was largely prompted by high failure at grade seven level in Silobela West and the effects of teacher motivation were investigated in relationship to the pass rate. The descriptive survey was used in this study. Stratified sampling was used. A sample of 10 grade seven teachers, 5 heads of schools and 5 SDC members was used in the research and the descriptive survey method was also used during the research. Research findings showed that non-monetary incentives like recognition and respect, good accommodative school climate, good school leadership and decision making structure helped to motivate teachers. The study recommends that school heads be encouraged to involve their teachers in management so that teachers may feel that they are part of the system.

INTRODUCTION

At grade seven level, pupils are examined in four subject areas where the scores are graded on a scale that stretches from grade one (the best) to the grade nine (the least). According to the Sunday Mail of 29th of April 2012, quality of performance is indicated by the number of subjects in which a candidate obtains a grading of 1 to 6 although four, five and six regarded as weak passes.

On the 29th of April, according to the Sunday mail of that date, the Minister of Education, Arts, Sport and Culture, Senator David Coltart presented results at grade seven for the past four years to the Cabinet for discussion. According to the results presented by the Minister, the national grade seven percentage pass rate were as follows:

Year	% passrate
2006	38.50
2007	34.95
2008	30.24
2009	20.11

In order to make a comparison of those results and those of Silobela West, the researchers collected results from the ten primary school in the circuit and averaged them to find the an-

nual pass rates. The following were the pass rate for Silobela West:

Year	% pass rate
2006	24.45
2007	15.50
2008	10.80
2009	9.46

In all the years shown above, Silobela West Results were worse than the national results. The researchers then decided to find out the possible causes of these low results. A number of reasons were cited as the possible causes for the low pass rate. Top on the agenda according to Magodora, Sunday Mail 29th April 201, was the low teacher motivation, as a result of low salaries, lack of incentives, financial resources and poor budgetary allocation to education. Majongwe in the same paper cites that in normal situations, education used to get 25 percent of the budget, but now the allocation has been reduced to twenty two percent. To compound the same problem, Kwekwe District Education Officer, Mr E.D Sibanda has always lamented the low grade seven pass rates in Silobela during heads' meetings held in Kwekwe every month. The question which worries the researchers is that, "Does teacher motivation play a part in the low results?"

Motivation and Types of Motivation

Vroom in Richard (2007) defines motivation as an internal drive that activates behaviour and gives it direction. Kreiter (1995) defines motiva-

*This manuscript was extracted from a masters dissertation produced by B Wedhe, supervised by M Kurebwa and submitted to Zimbabwe Open University in 2013

tion as the psychological process that gives behaviour purpose and direction. Busford et al. (1995) define motivation as a predisposition to behave in a purposive manner to achieve specific, unmet needs. For the purpose of this study, motivation is defined as the inner force that drives teachers to accomplish personal and organisational goals.

According to Smith (1994) motivated workers help organisations to survive and at the same time motivated workers are more productive. Vroom in Richard (2007) identified two kinds of motivation which are intrinsic and extrinsic. In Silobela West, teachers may need both intrinsic and extrinsic motivation to produce good pass rates at grade seven level.

Monetary Incentives and Motivation

Since the advent of the Scientific Management theory (Taylor 1911; Wadesango and Bayaga 2015), piece-rate payments or wage incentives have been commonly used to motivate employees. Such systems tie a person's financial rewards directly to his performance by paying him / her a set-rate for each output which he/she produces (Vroom and Deci 1985). According to Richard (2007), the motivation assumption underlining piece-rate payments is that a person will perform effectively to the extent that his/ her rewards are made by paying contingent upon effective performance.

Research by Chapman (2005) suggests that financial incentives appear to be more effective than other types of inputs given a choice between monetary incentives and non-monetary incentives, most teachers will opt for money. Eton in Adelebu (2005) has findings from research that show that monetary reward in itself has not improved teacher low esteem and productivity. Kohn in Penny (2010) argues that monetary incentives encourage compliance rather risk taking because most rewards are based only on performance and associated are discouraged from being creative in the work place. In other words, if monetary rewards encourage compliance and do not improve teachers' low esteem and at the same time they appear to be more effective in producing good pass rates, it will be advisable to try them and observe, the results. However, non-monetary incentives need also to be considered as well.

Non-Monetary Incentives and Motivation

Chapman (2005) says that these include professional support such as initial and on-going training, teaching guides, resource books, instructional supervision and personal support such as free and / or subsidised needs could also be required in Silobela West to help to motivate teachers.

Vegas and Unmasky (2005) also suggest recognition and prestige, job stability, pension and benefits, professional growth, adequate infrastructure, teaching materials, subject mastery and response to stakeholders, as non-monetary motivators that can help to improve on pass rate. A trial of the said needs may or may not help to improve the grade seven pass rate in Silobela West.

Herzberg in Luce (1998) says that motivation is tied to content of work itself and such factors as recognition for achievement, growth and advancement. In other words, the heads of schools and education inspectors have to recognise achievement of teachers by reinforcing it and encouraging them to study for growth in the profession and for professional advancement. This as well can improve the pass rate in Silobela West.

Herzberg in Luce (1998) states that interest may be generated through job enrichment like opportunity to increase knowledge, to be a creative, to experience ambiguity and to be required to perform complex tasks that require problem solving. Heads of schools in Silobela West and education inspectors may also give teachers room to increase knowledge of their work by experimenting on new methods and being creative in their teaching. This can help motivate teacher and improve on the pass rate at grade seven level.

Likerter et al. in Richard (2007) identify two essential aspects to motivating employees intrinsically. The first involves designing tasks which are interesting and which necessitate creativity and resourcefulness. The second involves allowing workers to have some say in decisions which concern them so that they feel like casual agents.

The Job and Motivation

Turner and Lawrence in Chapman (2005) suggest three basic characteristics of a motivating job. They suggest that it must allow a worker to

feel personally responsible for a meaningful portion of the work accomplished. They also suggest that it must allow a worker to feel personally responsible for a meaningful portion of the work accomplished. They also say that a worker must feel ownership of and connection with work he or she performs. Lastly, Turner and Lawrence in Chapman (2005) suggest that the job must provide the outcomes which have an intrinsic meaning to the individual. In Silobela West, teachers need to be involved in setting goals of the organisation, feeling ownership of and connection with the work they perform. They also need to set clear outcomes which have an intrinsic meaning to them. This may help to motivate teachers to produce a good pass rate at grade seven level (Wadesango et al. 2016).

Erven (2010) suggests that well designed jobs help accomplish two important goals which are getting the necessary work done in a timely and competent manner, and motivating and challenging employees. Erven (2010) also say that poorly designed jobs are likely to be discouraging, boring and frustrating to employees and even if employees would be enthused, competent and productive, poorly designed job almost certainly lead to employee disappointment. In Silobela West, school heads and teachers, need to design the job in a given space of time and to be accomplished in a given time. The job should also be made motivating and challenging may be this will help motivate teachers to produce good pass rates at grade seven level.

According to Erven (2010), jobs have to be designed so that each employee has responsibility, challenge, freedom and the opportunity to be creative if it has to be motivating. Authority has to be delegated as well. If taken into consideration, the above needs can help pass rates to improve in Silobela West.

Goal Setting and Motivation

Locke and Lotham (1990) define a goal as something that the person wants to achieve. Alderman (1999) defines goals setting as a specific outcome that an individual is striving to achieve. Packard (2005) sees goal setting as a theory that focuses on identifying the types of goals that are most effective in producing high levels of motivation and performance and why

goals have these effects. Packard (2005) goes on to say that goal setting can enhance both intrinsic and extrinsic motivation. Locke and Lotham (1990) say that, to motivate, goals should have clarity, goals should be challenging, should show commitments, feedback and task complexity. When setting goals heads of schools and teachers have to ensure that they are challenging, show commitment allow for feedback. This may motivate teachers to produce good pass rates at grade seven level.

Ryan (2000) states that goal setting operates on the premises that individuals create goals by making careful decisions to do so and are compelled towards those goals by virtue of the goal being set. Ryan (2000) goes on to say that if an individual sets goals, he/she will be motivated to achieve those goals by virtue of having set them. Locke in Ryan (2000) states that the goals itself is not the motivator, but rather the perceived difficulty between what was actually attained and what had been planned for. When setting goals, teachers and heads need to compare what was planned for and what was achieved as what was planned for is the motivator.

The Work Environment and Motivation

Thorpe (2009), states that social relationships, creative freedom incentive programmes and organisational pressures all play a role in work place motivation. Thorpe (2009) goes on to say that when individuals feel free to express their ideas, they are encouraged to invest themselves in the organisational goals, thereby enhancing intrinsic motivation. In a work environment where creativity is valued, extrinsic motivation also tends to be higher, as individuals receive praise for their suggestions (Thorpe 2009). Thorpe (2009) also refers to this as an open work environment. An open work environment should also exist in Silobela West schools as this may help to improve pass rate at grade seven level.

Thorpe (2009), states that in work places where colleagues have positive interaction, motivation is likely to be higher than work places in which relations are not as supportive. Positive interaction among colleagues in schools in Silobela West may also help improve pass rate at grade seven level.

Social Status of Teachers and Motivation

Social status of teachers has been found to impact on teacher morale and motivation. Baike (2002), Francis (1998), Obanya (1999), Baike (2002), Francis (1998) and Obanya (1999) go on to say that where teachers feel society is dismissive of the profession, their commitment is undermined. The community in Silobela West need to treat their teachers well if they were not doing so. This may help improve teachers' motivation and grade seven pass rates (Wadesango and Machingambi 2015).

School Leadership and Inspectors' Attitude

Ayeni (2005) says that schools leadership and management style are important factors which can either motivate or lower teacher moral and commitment. Ayeni (2005) goes on to say that too high a proportion of school managers are high-handed and autocratic in their dealings with teachers which impact negatively in their motivation. If autocratic and high-handed leaders exist in Silobela West, they have to be taught that this demotivates teachers and result in low pass rates.

Barmisaye (1998) also sees the attitude of inspectors towards teachers in supervising their work as another work related motivational factor. Barmisaye (1998) found out that unfair administrative and supervisory practices tend to undermine teacher moral and motivation. Maybe teachers in Silobela West are treated to unfair administrative and supervisory practices and these are impacting of the pass rates at grade seven level.

Theories of Motivation and Productivity

Johnson (1986) identifies measures to boost teacher motivation and productivity in the form of three theories of motivation. These are the expectancy theory, equity theory and the job enrichment theory.

On the expectancy theory, Johnson in Adelebu (2005) says that individuals are more likely to strive in their work if there is an anticipated reward that they value such as a bonus or a promotion, than if there is none. If teachers were not rewarded in Silobela West, the school administration must work on this as it motivated teachers.

On the equity theory, Jonson in Adelebu (2005) says that individuals are dissatisfied if they are not justly compensated for their efforts and accomplishments. In Silobela West teachers need to be compensated for their efforts and accomplishments may be they can produce good results at grade seven level.

On job enrichment, Johnson in Adelebu (2005) says that individuals are more productive when their work is varied and challenging. The same may happen for teachers in Silobela West if the pass rate has to improve.

Feedback and Motivation

Locke in Penny (2010), states that an effective good program must also include feedback. Locke in Penny (2010) says that feedback provides opportunities to clarify expectations. Adjust goal difficulty and gain recognition. According to Locke in Penny (2010) says that feedback provide opportunities to clarify expectations, adjust goal difficulty and gain recognition.

According to Locke in Penny (2010), feedback maybe in the form of regular progress reports which measure specific success along the way. Bandura (1993) suggests that positive feedback enhances motivation, while negative feedback that emphasises deficiencies will lower the self-efficiency of the teachers. If the heads of schools and inspectors were not giving feedback after supervision, they have to do so. Maybe this can help to motivate teachers to produce good results at the grade seven levels.

Participate Management

De Oharms in Richard (2007) has suggested that man has a need for feeling of personal causation and that essence of intrinsic motivation is a feeling of free choice and commitment. Myers et al. in Richard (2007), stress that employee participation in decision making is a means of getting employees more ego-involved. The employees are given a voice in decision making which affect them and they are given a greater latitude in the way they do their job (Myers et al. in Richard 2007). In Silobela West, if teachers are given a voice and allowed to participate in decision making, they might become positively motivated to produce good pass rates at grade seven level.

Likert and Maslon in Richard (2007) believe that participate management is the most effective way of achieving high performance and also more conducive to mentally healthy employees. Likert et al. in Richard (2007) state that experiences to substantiate that organisations which have implemented participate management practices have perfume well are there to bear witness. If participative management is not practised in Silobela West, it is high time the heads and teachers are involved in this as it may motivate teachers to produce good pass rate at grade seven level.

Staff Training and Development

Adiele (2009) states that training and development is the framework for helping employees to develop their personal and organisational skills, knowledge and abilities. Adiele (2009) goes on to say that better trained teachers enhance the quality of the product offered to clients and that teachers should have at least, training in basic techniques and methods. According to Adiele (2009) training also allows staff to keep up with developments in the professional world such as new knowledge in the art of teaching. If teachers in Silobela West are not given in-house or external training on their job, this has to be done as it may help improve pass rates at grade seven level.

Adiele (2009), states that training helps teachers to set new goals to work on and increase their motivation. In addition training improves confidence and helps in acquisition of new skills that help improve the status of the teacher. If teachers in Silobela West do not take part in staff development programmes to improve on their confidence and new skills acquisition, this has to be carried out as it motivates and helps teachers to aim higher at the same time improving the pass rates at grade seven level.

Adiele (2009) says that employee training and development makes them become a valuable asset to the company and hence increase their chances of efficiency in discharging their duties. Adiele (2009) goes on to say that the right training and development and education provide big payoffs for the institution in that there will be increased productivity, knowledge loyalty and contribution to the general growth of the organisation. As the authorities say, in Silobela West as well, staff training must play a

pivotal role as it helps to improve pass rates at grade seven level.

RESEARCH METHODOLOGY

The descriptive survey was used in this study. Shuttleworth (2008) defines descriptive research design as a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way. Dobbie et al. (2002) say that descriptive surveys report factual data and can be administered by interviews or self-administered by respondents. According to Dobbie et al. (2002) and Shuttleworth (2008), descriptive surveys examine a situation as it is and do not involve changing or modifying the situation under investigation. It is not intended to determine cause and effect relationships. Dobbie et al. (2002) also say that descriptive surveys yield quantitative data that can be summarised through statistical analysis.

The proportion in this research will consist of all the schools in Silobela West which offered grade seven examinations. A total of ten schools were involved. Castillo (2009) saw a population as generally a large collection of individuals or objects, that is the main focus of a scientific query. In this research, the population will be made up of all the ten heads of schools, all the ten heads of schools, all the grade seven teachers in the ten schools and all the School Development Committee in Silobela West. Salant and Dillman (1994) state that sample selection depends on the population size, its homogeneity, the sample media and its cost of use, and the degree of precision required. Stratified sampling was used. Dlugan (2006) says that stratified sampling is a commonly used probability method that is superior to random sampling because it reduces sampling error.

Kyale (1996) says that interviews are an interchange of views two or more people on a topic of mutual interest, the centrality being that of human interaction for knowledge production and emphasis on the social situatedness of researcher data. Interviews are ways for participants to get involved and talk about their views. The interviewees are able to discuss their perception and interpretations in regards to given situations (Cohen et al. 2000). Cohen et al. (2000) identify a number of strengths of interviews. One such strength is that interviews are good for measuring attitudes and other content of interest. Interviews allow probing and posing of fol-

low up questions by the interviewer. They can provide in-depth information and can also provide information needed by the researcher. There was a moderately high measurement of validity for a well constructed and tested interview protocol. They can be used with probability samples and relatively high response rates were often attainable.

Interviews were used to collect data. Cohen et al. (2000) also identify weaknesses of interviews. In person interviews usually are expensive and time consuming. They have a relative effect in that interviewees may try to show only what is socially desirable. Investigator effects in the form of untrained interviewers may distort data because of personal biases and poor interviewing skills. Lastly, interviewees may not recall important information and may lack self-awareness. As a way of trying to counter weaknesses, questions were made brief and to the point. A suitable environment for the interview will be prepared by creating a relaxed atmosphere that is conducive for the interview. All myths related to the interview will be cleared so that interviewee will be able to give independent answers.

Questionnaires were also used to collect data. Cohen et al. (2000) identify a number of strengths the questionnaire has as a data collection instrument. The questionnaire is good for measuring attitudes and eliciting other content from participants. Questionnaires are also inexpensive to administer especially mail questionnaires and group administered questionnaires.

Data Presentation and Analysis Procedures

Tables were used to present data. When raw data had been collected and edited, it would be put into an ordered form so that it can be looked at more objectively. Data was classified, thus

separating items according to similar characteristics and grouping them into various classes. Data was coded to give it a numerical value so as to fit into appropriate categories. In this research, raw data was converted into percentages for the sake of tabulation. Presented data was analysed in comparison with literature reviewed in chapter two. Suggestions and conclusions will be made on analysed data.

OBSERVATIONS AND DISCUSSION

This chapter focuses on data presentation, interpretation, analysis and discussion. The presentation process involved scanning and sifting of collected data, organising it and summarising it in tables, figures or text. Findings will be compared to relevant literature to dispel assumptions.

Data collected from grade seven teachers who responded to the questionnaires showed that (10) 100 percent agreed that motivated teachers had good pass rates to show grade seven level (Table 1).

Heads responses also showed that (3) 60% strongly agreed that motivated teachers had good pass rates to show for their work and 40% also agreed. The responses given by both teachers and heads showed that most heads and teachers believe that motivation has a role to play in the production of good grade seven results. The assumptions are supported by Bisford et al. (1995) and Wadesango and Machingambi (2015) who defined motivation as a predisposition to behave in a purposive manner to achieve specific, unmet needs.

School Development Committee members interviewed also agreed that motivated workers could produce good results. Out of five respondents, interviewed, all of them agreed that motivated workers can produce good results at grade seven level.

Table 1: Teachers and heads response to motivated workers and their results (No. of Teachers= 10, No. of Heads=5)

Statements	Status	S/Agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
Motivate teachers have good results to show their work.	Teachers	0	0	10	100	0	0	0	0
	Heads	3	60	2	40	0	0	0	0

How Teachers are Motivated at School

On the above issue, heads of schools identified provision of incentives, praising and rewarding teachers, giving teachers a role to play in decision making, adequate infrastructure and adequate infrastructure and adequate teaching and learning materials.

Hundred percent of grade seven teachers also identified adequate teaching and learning resources, good accommodation good working conditions, a friendly environment and dedicated pupils.

The findings by both heads and grade seven teachers are supported by Chapman (2005) who identified professional support such as initial and ongoing training, teaching aides, resources books, instructional supervision and personal support such as free/and on subsidized housing, food and transportation. Vegas and Unmasnky (2005) also concurred when they identified job stability, pension and benefits, professional growth, adequate infrastructure, teaching materials and subject mastery as motivators.

Table 2: Grade seven teachers state of motivation (No. of Teachers= 10)

Statement	Responses	F	%
Are you as a grade seven teachers motivated enough to produce a good pass rate at grade seven level?	Yes	7	70
	No	3	30
	Total	10	100

The findings in Table 2, showed that 7(70%) of respondents who are grade seven teachers were motivated enough to produce good results and (3) 30 percent were not. The 70 percent who said that they were motivated enough concur with Herzberg in Luce (1998) who said that motivation was tied to content of work and such factors as recognition for achievement, growth and advancement (Table 2).

Findings in Table 3 show that (5) 100 percent of respondents who are school heads agreed that both monetary and non-monetary incentives motivated. This may be attributed to the fact that non-monetary incentives were given in schools in the form of maize meal, ground nuts and vegetables. Thorpe (2009) concurred with the findings when he stated that social relationships creative freedom incentive pro-

grammes and organizational pressures all played a part in work place motivation (Table 3).

Table 3: Heads responses to monetary and non-monetary as motivators (N=5)

Statement	Responses	F	%
Monetary incentives and other monetary incentives motivate teachers to produce good pass rates to grade 7 level.	Agree	5	100
	Strongly agree	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	5	100

Findings from research as reflected in Table 4 above, showed that (1) 20 percent of heads gave psychological motivation, (1) 20 percent awarded good accommodation and 60 percent did not give teachers any non-monetary incentives. Failures to award teachers non-monetary incentives by 60 percent of the heads could be given as a reason for poor results. Due to bad accommodation, teachers may stay at the schools for a short time and staff turnover was very high (Table 4).

Table 4: Non-monetary incentive awarded to teachers

Statement	Responses	F	%
Which non-monetary incentives are awarded to teachers at your school?	Psychological motivation	1	20
	Good Accommodation	1	20
	None	3	60
	Total	5	100

The majority who did not award teachers non-monetary incentives are not consistent with what Chapman (2005) suggested, when he listed professional support, ongoing training, teaching guides, resources books, instructional support like fee and or subsidized housing, food and transport which motivated teachers to perform to their best.

Importance of Teacher Involvement and Goal Setting

Data collected from respondents who are grade seven teachers as reflected in Table 5 showed that 9 (90%) strongly agreed that teacher were to be involved in goal setting, policy formulation and decision making.

Table 5: Teachers and heads involvement in goal setting (No. of Teachers = 10 No. of Heads = 5)

<i>Statement</i>	<i>Status</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
Teachers should be involved in goal setting, policy formulation and decision making at school level. Do you agree with this statement	Teacher	9	10	1	10	0	0	0	0
	Heads	0	0	5	100	0	0	0	0

Data also collected from respondents who are heads, showed that (5) 100 percent agreed that teachers have to be involved in goal setting, policy formulation and decision making (Table 5).

The majority (all) teachers and all heads who responded are in line with what Ryan (2000) said on goal setting, that it operated on the premise that individuals created goals by making careful decisions to do so and were compelled toward those goals being set. Ryan (2000) also went on to say that, if an individual created goals, he/she would be motivated to achieve those goals by virtue of having set them.

Impact of Recognition and Respect on Motivation

Data collected as shown in table 6 above showed that (2) 20% of respondents who are grade seven teachers agreed that recognition and respect by the community motivated to perform well. Eighty percent strongly agreed that recognition and respect helped to motivate teachers to do well (Table 6).

Interviews carried out with school Development Committee members on recognition and respect by the community, showed that all the respondents agreed that teachers had to be recognized and respected in order for them to be motivated.

Findings in table 7 showed that (4) 40 percent of respondents who are grade seven teachers agreed that teachers were recognized and respect-

Table 6: Recognition and respect by the community as motivators

<i>Statement</i>	<i>Responses</i>	<i>F</i>	<i>%</i>
Recognition and respect by the community help to motivate teachers to perform well at grade seven.	Agree	2	20
	Strongly agree	8	80
	Disagree	0	0
	Strongly disagree	0	0
	Total	10	100

ed by the community and 60 percent were not recognized and respected. The majority 60 percent who were not recognized and respected are not consistent with Vegas and Umansky (2005) who suggested that recognition and prestige were motivators to good pass rates (Table 7).

Table 7: Community recognition and respect for teachers work (No. of Teachers = 10)

<i>Statement</i>	<i>Responses</i>	<i>F</i>	<i>%</i>
Does the community recognize and respect your good work?	Yes	4	40
	No	6	60
	Total	10	100

Climate and Motivation

A good and accommodative school climate motivates teachers to perform well at grade seven level. Do you agree with this statement?

Data collected as shown in Table 8 showed that 6 (60%) strongly agreed that a good and accommodative climate motivated teachers to perform well at grade seven level, 4 (40%) also agreed (Table 8).

Findings from respondents who are heads of schools showed that (5) 100 percent of the respondents agreed that a good and accommodative climate motivated teachers to perform well. The 100 percent positive response from both heads and teachers is consistent with what Thorpe (2009) suggested, when he said, when individuals feel free to express their ideas, they are encouraged to invest themselves in the organizational goals thereby enhancing intrinsic motivation.

Data collected from respondents who are grade seven teachers as reflected in table 9 above showed that (3) 30 percent agreed that their climate was good and accommodative while (7) 70 percent said that their climate was not good or accommodative (Table 9).

Table 8: A good and accommodative climate motivates

<i>Statement</i>	<i>Status</i>	<i>Responses</i>	<i>F</i>	<i>%</i>
A good and accommodative school climate motivates teachers to perform well at grade seven level. Do you agree with this statement?	Teacher	Agree	4	40
		Strongly agree	6	60
		Disagree	0	0
		Strongly disagree	0	0
		Total	10	100
	Head	Agree	5	100
		Strongly agree	0	0
		Disagree	0	0
		Strongly disagree	0	100
		Total	5	100

Table 9: A good and accommodative climate as a teacher motivator

<i>Statement</i>	<i>Status</i>	<i>Responses</i>	<i>F</i>	<i>%</i>
Is your school climate good and accommodative?	Teachers	Yes	3	30
		No	7	70
		Total	10	100
	Heads	Yes	3	60
		No	2	40
		Total	5	100

Data also collected from respondents who are school heads, showed that 60 percent of respondents had a good and accommodative climate while 40 percent had a climate that was not good and accommodative.

The 70 percent of teachers whose climate was not good and accommodative are not consistent with what Thorpe (2009) said that in work places, where colleagues have positive interaction, motivation is likely to be higher than work places in which relations are not supportive.

The 60 percent of heads who agreed are consistent with what Thorpe (2009) referred to as an open work environment where creativity is valued and individuals received praises for their good suggestions.

The differences in responses between heads and teachers could be attributed to the fact that heads were the ones who created a good and accommodative climate and what they termed good might not be good for the teachers.

On the reasons for poor results, the respondents who are heads, cited language, problems between teachers and pupils, since most teachers in Silobela West were Shona speakers when Silobela West was mostly a Ndebele area.

Inspector and School Leadership Impact on Motivation

Data collected from respondents who are grade seven teachers showed that (2) 20 per-

cent of the respondents agreed that the schools leadership and decision making structure contributed to worker motivation as reflected in table 10. Seventy percent strongly agreed and 10percent disagreed. The 20 percent who agreed and the 70 percent who strongly agree one supported by Ayeni (2005) who suggested that school leadership and management style were important factors which could either motivate or lower teacher moral and commitment (Table 10).

Table 10: School leadership and decision making structure as a motivator

<i>Statement</i>	<i>Responses</i>	<i>F</i>	<i>%</i>
The school leadership and decision making structure contribute to worker motivation.	Agree	2	20
	Strongly agree	7	70
	Disagree	0	0
	Strongly disagree	0	0
	Total	10	100

Data collected from respondents as reflected in table 11 showed that (4) 40 percent of respondents agreed that their leadership and decision making structure was motivating enough, (6) 60 percent disagreed. The majority 60 percent who responded negatively are not consistent with what Bramisaye (1998) found out on leadership and decision making structure, that unfair supervisory and administrative practic-

es tended to undermine teacher morale and motivation (Table 11).

Table 11: Motivating school leadership and decision and making structure (No. of Teachers = 10)

Statement	Responses	F	%
Is your leadership and decision making structure motivating enough for good results?	Yes	4	40
	No	6	60
	Total	10	100

Data collected from respondents who are heads of schools showed that (5) 100 percent agreed that the duty of heads and inspectors was to guide teachers in their professional growth and motivation as reflected in Table 12.

Table 12: Heads and inspectors as guide to professional growth (No. of Heads =5)

Statement	Responses	F	%
The duty of school heads and inspectors is to guide teachers in their professional growth. Do you agree with this statement?	Yes	5	100
	No	0	0
	Total	5	100

Findings show that 80 percent of the respondents who are heads agreed that heads and inspectors were doing their duty well and 20 percent disagreed. The 20 percent who disagreed cited poor public relations, poor participatory management, lack of adequate libraries as areas that required attention.

The 80 percent who agreed are consistent with what Barmisaye (1998) said, that the attitude of inspectors towards teachers in supervising their work was another work related moti-

vational factor. The findings in Table 14 are consistent with those of Table 13 and the findings could also be attributed to the fact that heads as supervisors could have had a bias towards their work. As a result they could not be in a position to expose their shortcomings.

Table 13: Heads and inspectors are doing their duty well (No. of Heads =5)

Statement	Responses	F	%
Do you feel school heads and inspectors are doing their duty well?	Yes	4	40
	No	1	20
	Total	5	100

Staff Training, Education and Development

Training and development help teachers to develop their personal and organizational skills and keep them relevant to their work.

Data collected from respondents who are grade seven teachers showed that 2 (20 percent) agreed, (8) 80 percent strongly agreed and none disagreed.

Findings from respondents who are school heads showed that (2) 20 percent, agreed and (8) 80 percent strongly agreed on the importance of staff training and development. Findings by both heads and teachers are consistent with what Adiele (2009) said on training and development, that it was the framework for helping employees develop their personal and organizational skills, knowledge and abilities.

Data collected from respondents who are grade seven teachers showed that (5) 50 percent carried out staff training and development once per term, 4 (40 percent) twice per term and other (1) 10 percent carried staff training and development at unspecified times or did not at all.

Table 14: Staff training and Development as teacher motivators (No. of Teachers =10, No. of Heads = 5)

Statement	Status	Responses	F	%
Training and development help teachers to develop their personal and organizational skills and keep them relevant to their work	Teachers	Agree	2	20
		Strongly agree	8	80
		Disagree	0	0
		Strongly disagree	0	0
		Total	10	100
	Heads	Agree	1	20
		Strongly agree	4	80
		Disagree	0	0
		Strongly disagree	0	0
		Total	5	100

Data collected from respondents who are heads of schools showed that (2) 20 percent carried out staff training, development and education once per term, (1) 20 percent twice per term and 2 (40 percent) three times per term as reflected in Table 15.

On differences noted on carrying out staff training, education and development three times a term, this may be as a result that heads did not want to show that they were not doing their duties properly or that teachers did not value the importance of staff training, development and education. The teachers, knowing that staff training, development and education was a motivator might have wanted to expose the training short falls within the schools.

Findings from respondents who are grade seven teachers showed that (9) 90 percent of respondents agreed that staff training, development and education improved their teaching and (1) 10 percent disagreed. The agreement by 90 percent of respondents is consistent with what Adiele (2009) said about training, that between trained teachers enhanced the quality of the product offered to clients and that teacher should have at least, training in basic techniques and methods as shown in Table 16.

Table 16: Staff training, development and education, improves teaching

Statement	Responses	F	%
Does the staff training, development and education improve your teaching?	Yes	9	90
	No	1	10
	Total	10	100

Data collected from both heads and S.D.C members showed that 100 percent of respondents had no funds set aside for staff training,

development and education as reflected in table 17. The findings are not consistent with what Adiele (2009) said about staff training, development and education, that the right training, education and development provided a big payoff for the institution in that there will be increased productivity, knowledge, loyalty and contribution to the general growth of the organization. Data collected show that staff training, development and education is not given the recognition it deserves in schools, as a teacher motivator (Table 17).

Participative Management and Motivation

Data collection from respondents who are heads of schools, showed that 100 percent of the respondents agreed that participative management was an effective way to achieving high performance. The findings are considered with what Likert and Maslow in Richard (2007) said about participative management, when they said that it was the most effective way of achieving high performance and was also conducive to mentally healthy employees as shown in Table 18).

Findings showed that at 40 percent of the schools were grade seven teachers taught, participative management was practiced and at 60 percent it was not as shown in Table 20.

The lack of support for participative management in schools is not consistent with what De Oharms in Richard (2007) suggested when he said that man had a need for feelings of personal causation and that the essence of intrinsic motivation was a feeling of free choice and commitment. Lack of participative management could have been a contributor to poor grade seven results in Silobela West (Table 19).

Table 15: Frequency of staff training and development

Statement	Status	Responses	F	%
How often are staff training, development and education carried out at your school?	Teachers	Once per term	5	50
		Twice per term	4	40
		Three times	0	0
		Other	1	10
		Total	10	100
	Heads	Once per term	2	40
		Twice per term	1	20
		Three times	2	40
		Other	0	0
		Total	5	100

Table 17: Are funds set aside for staff training, development and education? (No. of Heads = 5, SDC= 5)

Statement	Status	Responses	F	%
Does your school have funds set aside for staff training, development and education	Heads	Yes	0	0
		No	5	100
		Total	5	100
	S.D.	Yes	0	0
		No	5	100
		Total	5	100

Table 18: Participative Management as a motivator

Statement	Responses	F	%
Participative management is the most effective way of achieving high performance. Do you agree?	Yes	5	100
	No	0	0
	Total	5	100

Table 20: Importance of feedback as a motivator (No. of Teachers = 10)

Statement	Responses	F	%
Feedback provides opportunities to clarify expectations, adjust goal difficulty and gain recognition is feedback given to you promptly after supervision and book inspection?	Yes	4	40
	No	6	60
	Total	10	100

Impact of Feed Back on Motivation

Data collected as reflected in Table 20 showed that 4 (40%) of respondents who are grade seven teachers agreed that prompt feedback was given While 6 (60%) were not given prompt feedback. The 60 percent who did not receive prompt feedback are not consistent with what Locke in Penny (2010) said about feedback, that it provided opportunities to clarify expectations adjust goals difficulty and gain recognition.

Table 19: Is participative management practiced at school?

Statement	Status	Responses	F	%
If you agree is participative management practised at your school.	Teacher	Yes	4	40
		No	6	60
		Total	10	100
	Head	Yes	1	20
		No	4	80
		Total	5	100

Data obtained from respondents who are grade seven teachers, showed that 30 percent found feedback to be negative and 70 percent found it to be positive (Table 21).

Table 21: Type of feedback given to teachers (N= 10)

Statement	Responses	F	%
If yes, how is the feedback given to you as teachers?	Negative	3	30
	Positive	7	70
	Un-inspiring	0	0
	Total	10	100

The majority 70 percent are consistent with what Bandura (1993) suggested when he said that positive feedback enhanced motivation, while negative feedback that emphasised on deficiencies lowered the self-efficacy of teachers.

From interviews carried out with SDC members, all of them agree that they sometimes discussed school issues with the teachers. All respondents said that they discussed children's achievement and failures and the welfare of teachers. Under welfare they discussed housing problems, incentives and other problems that could deter the teachers from carrying out their duties well.

On the issue of welfare, all respondents agreed that this was taken care of to a limited extent due to limited resources.

The other issue highlighted through interviews was that of a dismissive community which did not motivate teachers to teacher motivation. This view is consistent with what Baike (2002),

Francis (1998) and Obanga (1999) said about a dismissive community. They said that where teachers felt society was dismissive of the profession, their commitment was undermined.

On whether the communities in Silobela were dismissive, all respondents were caught in between calling their communities dismissive or nor dismissive.

CONCLUSION

From the research findings, it can be concluded that participative management is a requisite to teacher motivation. It can also be concluded that recognition and respect and good accommodate school climate were motivators that helped teachers to perform well and produce good pass rate at grade seven level. It can also be concluded that staff training, education and development played a pivotal role in motivating teachers to produce good results at grade seven level. Monetary incentives only played a minor role in motivating teachers to produce a high pass rate at grade seven level. Positive feedback was supposed to be given of teachers after supervision. A combination of motivators, not only one helped to motivate teachers to perform at their best and produce results a grade seven level.

RECOMMENDATIONS

In light of the above conclusions, it is recommended that:

1. Monetary as well as non-monetary incentives should be used to motivate teachers in Silobela West.
2. Since staff training, education and development were found to play a pivotal role in motivating teachers, funds were supposed to be set aside for it in schools in Silobela West.
3. The frequency of staff training, education and development had to be increased to at least once a month in order to staff develop and equip teachers with the required skills.
4. Schools heads are encouraged to involve their teachers in management so that teachers may feel that they are part of the system.
5. An accommodative school climate has to exist at all schools so that all teachers participate in the day to day running of the institutions.

6. SDCs should improve teachers' accommodation and incentive packages so that teachers stay long at the schools.
7. Since this research only covered a small part of the country due to lack of funding it is recommended that a wider area of the country be covered in future so that results of this research become more credible.

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