



**TEACHER MOTIVATION IN EDUCATION MANAGEMENT THROUGH
A THEORETICAL LENSE: A STUDY CONDUCTED IN BULAWAYO
METROPOLITAN PROVINCE - ZIMBABWE**

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ABSTRACT

This is an opinion paper on the investigation of factors which motivate Zimbabwean teachers in public schools amid the economic challenges ravaging the country as guided by theoretical spectacles propounded by Maslow and Herzberg. The epistemological perspective which informed the study was constructivism and the generated theory was grounded in the participants' perceptions by way of document analysis. Data was gathered using a survey design on biography, motivators and demotivators by means of a semi-structured open-ended questionnaire from thirty-seven teachers who were systematically sampled using the probability sampling technique. Qualitative data collected was transcribed and categorised according to themes which emerged. These were quantified and data was presented in graphic form. Generally, Zimbabwean teachers seem to be motivated by lower-order needs contrary to the theorists' findings, although a few suggested 'autonomy', 'recognition' and 'quality education'. The absence of the former motivators equally demotivates them. Findings revealed that motivators are context bound.

Key Words: Benchmarking, Demotivators, Document analysis, Hierarchy Needs, Poverty Datum Line, Self-actualisation, Two-Factor Theory.

Introduction

The contemporary thinking on the academic market is that when researchers view phenomenon under investigation, they are wearing two lenses; conceptual or theoretical framework (Imenda, 2004). These frameworks become their guiding star in their quest for knowledge. Consequently, when they have discovered the truth, the same frameworks are used as mirrors to reflect on the investigation (Liehr & Smith, 1999). It is this reflection which enables them to identify

discrepancies between what the theory proffers and the evidence on the ground. The document analysis by way of comparing and contrasting the empirical findings vis-à-vis the theory (s) which informed the study employed, enabled the researcher to come up with new perceptions which added new knowledge to the existing theories (Creswell, 2014). This is the essence of research as attempts are being made to push back the frontiers of human ignorance (Leedy, 1997). This view corroborates the words of wisdom given by Kurt Lewin (as cited in Denscombe, 2007, p. 35) who asserts that action research is "... essentially practical and applied. It is driven by the need to solve practical, real-world problems. It operates on the premise that 'Research' that produces nothing but books will not suffice." It is in that view that if research conducted by students at whatever level is to have significance, it must embrace either the conceptual or theoretical framework which Imenda (2014) considers to be the soul of every research. Depending upon the dictates of the parent university, this section may be slotted in Chapter One or preamble Chapter Two of the research project. The difference is neither here nor there. However, the purpose of this paper is to illustrate how a theoretical framework based on Maslow's Need and Herzberg's Two-Factor theory guided the researcher in the quest for knowledge of a management nature based on teacher motivation within the school-based management framework informed by the constructivist paradigm.

Objective

This paper explored the term theoretical framework within the context of research informed by the constructivist epistemological perspective in the generation of a new corpus of knowledge on motivation guided by Maslow's and Herzberg's theories within a school-based management framework. The paper further demonstrates how a theoretical framework influences methodology, data gathering, analysis and evaluation by way of document analysis.

Understanding key concepts

Research

Two classical definitions come to mind: Leedy (1997, p. 4) views it as a manner in which researchers "solve knotty problems in [their] attempt to push back the frontiers of human ignorance." Similarly, Kerlinger (1979, p. 2) views it as a "systematic, controlled, empirical and critical investigation of hypothetical propositions about presumed relations among natural phenomenon." While Leedy views it as a way of gaining wisdom which frees an individual from ignorance Kerlinger looks at it as an organised and pragmatic way of collecting data meant to test the propositions one inhabours about the universe. Put in another way, research is a deliberate ploy to answer those questions or test tentative guesses which tickle or cloud the researcher's mind on a given phenomenon. In this study the researcher attempted to establish whether the factors which motivate workers as proffered by Maslow and Herzberg are in congruent with those which energise Zimbabwean teachers by way of document analysis.

Theory

Scholars of research are agreed that Kerlinger's definition of theory (as cited in Creswell, 2014) is as relevant today as it was yesterday. He asserted that a theory: "is a set of interrelated constructs (variables), definitions, and propositions that presents a systematic view of phenomenon by specifying relations among variables, with the purpose of explaining natural phenomenon" (p.54). This definition is corroborated by Liehr and Smith (1999) who opine that it: is a set of interrelated concepts, which structure a systematic view of phenomena for the purpose of explaining or predicting. A theory is like a blueprint, a guide for modeling a structure. A blueprint depicts the elements of a structure and the relation of each element to the other, just as a theory depicts the concepts, which compose it and the relation of concepts with each other (p. 8).

Put in operational terms within the research paradigm, a theory is a plan which is used to explain phenomenon existing in the universe. A theory also enables researchers to structure phenomenon critically and anticipate occurrences or discrepancies in a scholastic manner. A theory from a layman's point of view is equated to a plan of a house designed by an architect for infrastructural development purposes of which without, the builder may not commence with the project. Within the research context, therefore, a theory is meant to guide the researcher. Without it, the researcher would be drifting in the universe radar less. Research as a deliberate plan to emerge with a new thinking/orientation or add to the existing corpus of knowledge, must be by design not by accident.

Framework

A framework within the context of research is viewed as a structure that provides "guidance for the researcher as study questions are fine tuned, methods for measuring variables are selected and analyses are planned" (Liehr & Smith, 1999, p. 13). Used in that manner, a research framework according to (Imenda, 2014) becomes "a mirror to check whether there are some discrepancies: where discrepancies exist, a question is asked as to whether or not the framework can be used to explain them" (p. 8). Likewise, a framework may be used by a researcher to elucidate the research problem under investigation, discover how the originators of the framework conducted their study, make a decision on whether to replicate it in a similar fashion or deviate from the methods employed, and scrutinise the analysis procedures used as well. This would enable the researcher to plan the route one would take in an attempt to discover knowledge. It is in the manner the researcher embarks on the research crusade that when testing the theory against the empirical evidence, all those factors highlighted above would factor in to establish the discrepancies if they do exist. These discrepancies grounded in the empirical findings would be used to justify their existence or absence. Through such a reflection, a framework therefore, acts as a mirror which influences one's thinking.

Theoretical framework

A theoretical framework, therefore, is “the specific perspective which a given researcher uses to explore, interpret or explain events or behaviours of the subjects or events s/he is studying” (Imenda, 2004, p. 8). This involves identifying a theory which informs your research according to the discipline under investigation and applying it to unravel the phenomenon under the microscope. Data gathered is benchmarked against the theory so that where discrepancies are observed; they would be explained within that theoretical framework. In the process, it is permissible for the research to adopt whatever theoretical model one wants to use with adaptation to enhance its relevance to the phenomenon being observed.

In this study therefore, the theoretical framework which informed the study was that by Maslow and Herzberg. From observation, it appears Maslow studied a primitive society which was motivated by such basic survival factors such as thirsty and hunger which are irrelevant nowadays as civilised societies take it upon themselves to provide these human needs within a framework of human rights. Little wonder that some scholars like Porter reformulated Maslow’s original hierarchy of needs to suit the present day America (Owens, 1981). In his study of managers, he identified a hierarchy of five prepotent needs that have Maslow’s second need as his starting point. The lowest need was that of ‘security’, secondly, ‘affiliation’, thirdly, ‘self-esteem’, fourthly, ‘autonomy’ and the highest one was ‘self-actualisation’ (Owens, 1981). Motivation scholars liken this hierarchy of needs to a university set up. His major argument which informed his theory was that, managers by virtue of their job status were operating above the basic physiological needs which were identified by Maslow by then, hence, a different perspective.

What one would conclude informed by the above observation is that the socio-economic background of the society under study determines the entry point of human beings in the hierarchy of needs (Owens, 1981). Most of the developed countries because of the technological developments which have occurred in their states which continue to impact on their life styles on a daily basis are surely beyond the physiological needs which Maslow’s hierarchy depicts. Civilised societies are bound by their constitutions to operate above the basic needs of an individual although constrained by resources. Kiggundu’s ethnographic studies (as cited in Ngwenya, 2015) conducted in Kenya and Malawi which revealed that most African workers because of their poverty stricken backgrounds are highly motivated by financial gains which they use to procure the basic necessities of life. Thereafter, job security amid the high unemployment rates experienced by such economies, stabilises staff turnover. A view which is congruent with that of Maslow (as cited in Owens, 1981, p. 447) when he postulated that “employees first needed a wage sufficient to feed, shelter and protect them and their families, as well as a safe working environment.” The implication of these studies is that motivation factors are bound within a cultural context and are not a constant factor as socio-economic conditions in any given environment differ. What motivates teachers today may change tomorrow if the circumstances within the environment change, hence, the need for education managers to continuously establish

the needs disposition level of their subordinates if they are to approximate them in a relevant manner.

Motivation

Motivation is a complex internal state of an individual that cannot be observed directly but that aspect that affects behaviour (Owens, 1981). Scholars of management are agreed that the term is complex to define and goes by different shades depending upon one's focus. In this context, it is viewed according to Marx (as cited in van der Westhuizen, 1991) who perceives it as "all the efforts used by a business leader (education manager) to encourage his staff and colleagues to willingly achieve (educational goals) to the best of their abilities" (p. 194). Similarly, Stoner, Freeman and Gilbert (1995) view it as "a human psychological characteristic that contributes to a person's degree of commitment" (p. 442). For education managers to be able to "induce someone to take action" (Bush & West-Burnham, 1994, p. 225) or direct behaviour towards a specific action, they need to understand that which galvanises one into action. In that way they would comprehend the behaviour displayed by the subordinate at any one given time and the rationale behind it because human behaviour is goal driven (Bush & West-Burnham). Within this context, education managers should take cognisance of the fact that human beings are unique and their socio-economic backgrounds differ. In that light, blanket motivation strategies cannot be used on different individuals as they may be at different motivational and operational levels.

Theoretical Framework

The theoretical framework I employed for the study I conducted in 2015 were those based on Maslow's and Herzberg's theories to investigate the factors which motivated Zimbabwean teachers in public schools amid the economic challenges which were ravaging the country by then.

Abraham Maslow (1943) was a behavioural scientist who specialised in humanistic psychology and studied human behaviour in organisations (Gawel, 1997). Using the observation protocol as his major research tool, he was interested in finding out what driving forces caused workers to join organisations, stay in it, and work towards goal accomplishment (Gawel, 1997). His study revealed that workers were motivated by a hierarchy of needs, namely: basic physiological, security and safety, affiliation, esteem and self-actualisation (Owens, 1981; Decker, 2010). His assumption was that when a lower-order need in the hierarchy is satisfied, a higher-order one emerges, and since it has the greater potency at the time, this higher-order need causes the individual to attempt to satisfy it (Owens, 1981). Put in another way, Maslow is suggesting that there is a general pattern of needs recognition and satisfaction that people follow in the same sequence (Gawel, 1997). As applied to the Zimbabwean public schools within the Bulawayo Metropolitan Province, I expected the motivation of teachers in public schools to progress in that neat fashion. Within this context, I was also aware of the fact that Maslow's Need theory was a general theory meant to conceptualise motivating forces but not to provide answers to education managers on what makes teachers tick in organisations. little wonder that some scholars refer to

it as an ‘armchair theory’ which lacks empirical substance since it was never applied to organisations until twenty-five years later (Owens, 1981). All things being equal, the researcher wanted to establish its applicability to the Zimbabwean situation, hence, its adoption for use in this study (Ngwenya, 2015).

Herzberg’s Two-Factor Theory

Contrary to the Needs theory, Frederick Herzberg’s (1959), a contemporary of Maslow was a psychologist who attempted to propose a theory that would explain what motivated workers in a profit-making organisation (Gawel, 1997). His main focus was on the job content itself as a primary source of motivation although not supported by empirical studies (Deckers, 2010). He categorically rejected that money and other forms of compensation were the most effective forms of motivation to the employee contradicting the perspectives generated by African scholars on the same concept (Blunt, Jones & Richards, 1992). Within this scenario, it is also interesting to note that, scholars became aware of Herzberg’s study twelve years after Maslow’s (Owens, 1981). Unlike Maslow, Herzberg studied people at work and his findings are grounded in theory. His major finding according to Owens (1981) was that motivation was not a “single dimension desirable as a hierarchy of needs but that it was composed of two separate independent factors: motivational factors and maintenance factors” [hygiene factors] (p. 120). Motivational factors/satisfiers described the person’s relationship with what s/he did while the maintenance factors/dissatisfiers had to do with the work environment in which performance took place (Gawel, 1997).

His work was popularised in profit-making organisations where it influenced job enrichment programmes. In his study, he gathered data using the questioning technique. He asked 200 engineers and accountants who participated in his study: To recall circumstances: when they had, at specific times in the past, felt satisfaction with their jobs and when they similarly had been dissatisfied with their jobs (Owens, 1981)? The analysis of the responses of workers to the above questions by the researchers, led to a cluster of motivators and demotivators. In that scenario, he was the main research instrument with his assistants (Owens, 1981). This therefore, implies that the interpretation of the results could have been influenced by the researcher’s biases, perceptions, beliefs and prejudices together with those of his assistants. Since his participants were engineers and accountants (Bush & West-Burnham, 1994), not teachers for that matter, I wanted to establish whether Herzberg’s theory was applicable within the Zimbabwean teaching domain as well.

Herzberg’s major assumption was that the “opposite of job satisfaction is no satisfaction” contradicting the traditional notion which reigned by then which asserted that: “the opposite of job satisfaction is job dissatisfaction” (Owens, 1981, p. 120). His major argument was that the reduction of dissatisfiers alias, maintenance or hygiene factors does not motivate workers but have a preventive quality (Owens, 1981). He maintained that these were minimum requirements

which should be present in an organisation for motivational factors to prevail, thus relating them to the work environment context (Bush & West-Burnham, 1994).

Although Maslow's theory is more attractive to employ in a non-profit organisation such as a school, I was equally obliged to adopt Herzberg's theory for the purpose of this study as on closer scrutiny I observed that Maslow's lower-order needs were akin to Herzberg's maintenance factors so are the higher-order ones to motivators respectively (Deckers, 2010). In other words, the theories share commonalities. Similarly, the fact that Maslow's theory was based on observation of workers at work in an organisation and Herzberg's was empirical and grounded in theory, I was convinced that both theories would supplement the deficiencies of the other in pursuit of finding out what exactly motivated Zimbabwean teachers despite the economic challenges they were confronted with informed by the constructivist paradigm.

Lower-order Needs/Maintenance Factors/Dissatisfiers/Hygiene Factors

Maslow and Herzberg collectively agree that the following factors belong to this category of needs: food, water, shelter, sex, sleep, homeostasis, excretion, air, physical safety, financial security, fringe benefits or perks, love or affection, belonging to the organisation or professional group, acceptance by others, type of supervision, attitudes of administration and policies, predictability, organised work, working conditions and tenure, availability of resources to accomplish given tasks, morality in terms of work ethics, security of the family in terms of pension benefits, medical coverage, insurance schemes and accumulation of property based on one's earnings (Owens, 1981; Bush & West-Burnham, 1994; Deckers, 2010).

High-order Needs/Motivators/Satisfiers

Maslow and Herzberg further identified factors in this category as these: titles, self-esteem, confidence, adequacy, status symbols or prestige, reputation, autonomy or independence, achievement, delegation of responsibilities, recognition, praise, awards, influence, prestige, promotion/advancement, the work itself, respect of others and respect by others and professional growth (Owens, 1981; Bush & West-Burnham, 1994; Deckers, 2010).

Methodology

The purpose of this article was to give an opinion on the applicability of Maslow's and Herzberg's motivation theories within a Zimbabwean context amid the economic challenges teachers are confronted with. The theories were compared and contrasted with the findings of a study conducted by the researcher in 2015 which sought to establish the factors which motivated Zimbabwean teachers by then. The theoretical epistemological perspective which informed the qualitative paradigm adopted for the study was constructivism based on the assumption that truth

is contextual and dependent on the situation (Heffernan, 2001). A qualitative approach was found to be appropriate as it sought to secure fuller, more and richer descriptions than could not have been achieved using a quantitative one (Denzin & Lincoln, 2005). A quantitative approach informed by positivism would not have been an appropriate design for this study since the findings were not meant for free generalisation as it was bound by the context (Heffernan, 2001).

The initial survey study (Ngwenya, 2015) gathered data using semi-structured open-ended questionnaires as independent opinions of participants were sought (Creswell, 2014). The questionnaire prototypes were pilot tested and modified accordingly to minimise ambiguity and enhance clarity before use (Denscombe, 2007). Data gathered in this manner was reconstructed, coded and categorised according to the themes which emerged. The emergent themes were quantified and presented in tabular form to give the data more clarity and perception. Since the theoretical frameworks which informed this study were the theories propounded by Maslow and Herzberg on motivation, analysis and interpretation of the data collected in the initial study were compared and contrasted with the theories by way of document analysis. The document analysis commenced by reviewing the theories in detail from different sources and putting them in the context in which they were generated so as to appreciate them (Heffernan, 2001). After collating information on Maslow's Need and Herzberg's Two-Factor Theory the researcher proceeded to benchmark the results of the empirical findings against the theoretical framework adopted to generate new thinking on factors which motivated Zimbabwean teachers within this context. The researcher was cognisant of the fact that the theory developed in this manner, although grounded in the data gathered, was not necessarily 'high-level theory', but 'substantive-level theory' which applies to the specific setting or context in which the data was collected Creswell (as cited in Heffernan, 2001).

For the initial study (Ngwenya, 2015), a research sample of 40 teachers were selected out of a population of 141 using a systematic probability technique which is a variant of random sampling (Denscombe, 2007). I employed this technique because I was under the impression that the teachers selected considering their teaching experiences, their views would be representative of the cross-section of participants in the whole population being studied, thus giving credibility to the data gathered (Denscombe). The purposive non-probability sampling technique although ideal in qualitative approaches of this nature, was deliberately avoided to minimise the 'Hawthorne effect' (Owens, 1981) which usually factors in when a face-to-face interview protocol is employed.

Therefore, to select the participants, names of teachers per school were arranged alphabetically. The first name was chosen first, thereafter every fifth one was chosen until the desired number of respondents was reached at. After that I distributed the self-completion questionnaire to the respective schools within this jurisdiction and collected them at an agreed date. At each school visited, a letter issued by the Provincial Directorate permitting me to conduct the research in the circuit under study was used for introductory purposes.

As soon as the completed questionnaires were collected, I destroyed the distribution register to enhance anonymity and confidentiality of the data collected. A response rate of thirty-seven (93%) was achieved. The three who were excluded, submitted uncompleted questionnaires despite the three follow-up visits which I made to their workplaces. Although, I was aware that the missing questionnaires would have made valuable contributions to this study, in the interest of time I was left with no choice, but to proceed with the analysis of data gathered by way of document analysis.

Findings

Questions 1-2 of the questionnaire captured the participants' biographic data of various characteristics as depicted in the frequency distribution presented in Table 1.

Table 1: Biographic data of the participants

N=37

1.Gender	Teachers			
	F	%	To	%
Male	7	19	37	100
Female	30	81	37	100
2.Teaching Experience	F	%	To	100
Below 5	2	5	37	100
6 – 10 years	9	24	37	100
11 – 15 years	8	22	37	100
16 – 20 years	4	11	37	100
21 years and above	14	38	37	100

Gender and teaching experiences of teachers

Table 1 reveals that thirty (81%) of the participants were female teachers and seven (19%) were males. The reason advanced for this discrepancy was that Zimbabwe's deployment policies are biased towards married women to curb the rampant spread of HIV/AIDS which has decimated the working class population. The study also revealed that the majority of these teachers, twenty-six (71%) had taught for more than eleven years, with fourteen (38%) of these having taught for more than twenty-one years. Their length of service in the teaching fraternity gave credibility to their opinions. Judging by the various experiences of the participants, I was convinced that these were seasoned and master teachers respectively. In that respect, their views were considered valid and reliable within this research context.

Motivating Factors

With such a highly experienced workforce, question 3 was meant to establish what really motivated Zimbabwean teachers within the challenging economic situation they were operating in and their opinions are depicted in Table 2 in their rank order (Ngwenya, 2015).

Table 2: Factors which motivate teachers

N=37

Motivators	F	%	To	%
1. Conducive working conditions	33	89	37	100
2. Adequate teaching and learning materials.	20	54	37	100
3. Autonomy and Recognition	16	43	37	100
4. Teamwork	10	27	37	100
5. Parental involvement	8	22	37	100
6. Disciplined learners	6	16	37	100
7. Quality education	5	14	37	100

The factors which motivate teachers

Table 2 reveals that teachers in the schools investigated are motivated by conducive working conditions (89%) namely: 'remuneration and incentives', 'effective supervisory systems', 'communication networks', 'interrelationships', 'school climate', 'job security', and 'reduced teacher /pupil ratio'. Second in rank on the motivating agenda was the availability of teaching and learning resources (54%) [Textbooks, stationery, library facilities]. Despite the hyper inflationary salaries which are always below the Poverty Datum Line (PDL) teachers are currently receiving, some teachers felt that regardless of how their schools were ill-resourced, the 'drive' to produce quality education (14%) within this scenario although ranked the seventh was alive in them. Another (43%) claimed that 'autonomy' and 'recognition' induced them into action (Owens, 1981; Bush & West-Burnham, 1994; Deckers, 2010).

Furthermore, the participants who felt that the achievement of 'quality education' is what drove them into action also believed that teamwork (27%) as opposed to individual competition, in keeping with the total quality management paradigm (Sallis, 1996) was equally a driving force. Others intimated that schools should engage parents as partners (22%) in the provision of education in both curricular and non-curricular issues (Ngwenya, 2011), more so, that government resources are overstretched (Zvobgo, 2004). Above all, teachers clamoured for effective and use-friendly disciplinary procedures (16%) in the absence of corporal punishment in the management of the educative enterprise. The reason they advanced in support of this opinion was that 'traditional ways of punishment' had become 'archaic' and 'obsolete' with the advent of the Children's Rights as enshrined in the Constitution of the Republic of Zimbabwe

(2013). Their collective opinion was that they ‘preferred intrinsically motivated learners’ who would do their ‘homework regularly without pressure’, thus reducing their ‘stress levels’ in the volatile environments they were operating in (Ngwenya, 2015).

Demotivators

With factors which motivate teachers within the Zimbabwean context having been identified, question 4 sought to establish those which are dissatisfiers. The results are portrayed in Table 3 in their rank order.

Table 3: Factors which demotivate teachers
N=37

Demotivators	F	%	To	%
1.Poor working conditions	37	100	37	100
2. Lack of teaching and learning resources.	20	54	37	100
3.Lack of parental involvement	13	35	37	100
4.Poor interpersonal relationships	10	27	37	100
5.Policy issues which negate practice	7	19	37	100
6.Lack of drive	2	5	37	100

The factors which demotivate teachers

Table 3 reveals that teachers are demotivated by poor working conditions [100%] (Owens, 1981; Bush & West-Burnham, 1994; Deckers, 2010) and lack of teaching-learning resources (54%) respectively. In the former, issues highlighted in addition to their salaries which they claimed to be below the PDL, were: ‘the bunching of salaries regardless of one’s seniority’, ‘the scrapping off’ of the famous and infamous ‘incentive system’ which was introduced by government at the height of economic meltdown, ‘improper supervisory systems’, ‘the presence of too many unqualified teachers’ (perhaps due to the brain drain experienced), ‘being reduced to scribes’ in the advent of computers (record keeping, planning and scheming), ‘teaching-learning materials not varied’(most of those available had been donated by the United Nations and were homogenous in nature), ‘unavailability of well-resourced library facilities’ and ‘hot-seating’ demotivated them.

In the same vein, some teachers complained that ‘non-payment of tuition fees by some parents on time’ (35%) frustrated them as it affected the performance of learners who were frequently excluded from school due to this predicament, particularly those schools located in poverty stricken areas. On ‘interpersonal relationships’ (27%), believed that management was ‘autocratic’, ‘practised nepotism’ and ‘regionalism thus lacking the unity of purpose which should characterise organisations which are in a symbiotic relation with their subordinates (Stoner et al., 1995). They also criticised the recruitment and assessment policy (17%) of

learners and teachers respectively. In the former, they argued that some learners were too young to absorb the academic rigours as demanded by the wide curriculum of the Primary syllabus, yet in the latter, they asserted that some managers never considered their inputs when evaluating their performance, indirectly implying that some traces of Taylor's traditional-classical views of the Scientific Management Thought exist in some schools (Stoner et al., 1995). At the end of the day's work, it is factors such as these highlighted above which if present in any institution, make teachers lack the 'self-drive' (5%) to self-actualise their potentials latent in them (Ngwenya, 2015).

Discussion

Similarities

The study revealed that the factors which demotivated teachers (see Table 3) are likened to the lower-order needs/ maintenance factors propounded by Maslow and Herzberg (Owens, 1981; Bush & West-Burnham, 1994; Deckers, 2010). Those of a survival nature were ignored thus confirming Porter's finding which asserts that the sophistication of the prevailing socio-economic environment determines the needs disposition of workers (Owens, 1981). Bound by this context, it would be incumbent upon the education manager to either eliminate or minimise their presence (see Table 2), if teachers are likely to be motivated, akin to Herzberg's study which revealed that the elimination of such factors has a preventive effect (Owen, 1981). With that in mind, I concluded that Maslow's and Herzberg's theories although discovered a long time ago, are as alive today as they were in the 40's although in different doses and magnitude within the jurisdiction of Bulawayo Metropolitan Province.

Differences

When it came to the motivators, a striking difference was observed. Zimbabwean teachers seemed to be motivated by a mixed bag of the following factors: 'conducive working conditions', 'job security', 'adequate teaching-learning materials', 'autonomy and recognition', 'teamwork', 'parental involvement', 'disciplined learners' and the pursuit of 'quality education' in that rank order (see Table 2).

A further scrutiny of these factors reveals that Zimbabwean teachers within the socio-economic conditions they are operating in are motivated by lower-order needs/maintenance factors which are extrinsic in nature as opposed to Maslow's and Herzberg's findings. Surprising though is that within this scenario, perhaps because of the discrepancies: 1) in the teaching experiences (see Table 1), 2) the needs disposition of participants and 3) the socio-economic backgrounds of schools, there are some teachers in Bulawayo Metropolitan public schools who are intrinsically motivated by 'autonomy and recognition' and 'the drive to attain quality education' (Owens, 1981; Bush & West-Burnham, 1994; Deckers, 2010). This empirical finding seems to suggest that, some element of delegation and devolution of power exists within this bureaucratic

management framework and those who excel have their efforts acknowledged in one way or another (Stoner et al., 1995). However, the presence of few teachers who yearn for growth oriented needs although in keeping with Maslow's pyramid-shaped hierarchy of needs (Owens, 1981), perplexed me more so, when the oceanic teaching experiences of the participants are collated (see Table 1). Perhaps, the failure by government to keep the salary schedule above the PDL as desired by the majority of Zimbabwean teachers could be one of the reasons why many of them do not respond to opportunities for growth oriented needs (see Table 2).

Maslow concurs with the above findings as he asserts that workers are not at the same operational level as their needs disposition and cultures differ (Owens, 1981). His study revealed that motivation is 'situation bound' and "... people at work respond to the realities of the circumstances in which they find themselves" In this instance theorists are agreed that, the situational contingency theory may be "used to explain, predict the needs inducement that lie behind the behaviour of people in an organization" (p.18).

For example, most Zimbabwean teachers are operating in an environment where there is a scarcity of jobs with the unemployment rate believed to be at 95% (The World Factbook, 2009), hence, their desire for job security after securing a job (Kiggundu, 1988; Owens, 1981). The implications of this perspective is cemented by Thomas Sergiovanni study which posits that for management to be in a better position to induce work from their subordinates, they must first of all establish their motivational operating levels (Owens, 1981). What this means in this scenario is that, since some teachers are inexperienced, others seasoned or masters of their own trade as well, differences in needs disposition should not come as a surprise, but be expected.

Kiggundu's (1988) and Maslow's findings which claimed that novice teachers yearn for financial gains which would be used to purchase the basic necessities of life meant to improve their quality of life, followed by their attempts to stabilise their tenure adds weight to these findings. Probably with age, as they work towards retirement, their needs disposition differ in congruent with Thomas Sergiovanni's study which revealed that the "level of aspiration" seems to "drop considerably with age" as "teachers become more realistic and resigned" (Owens, 1981, p. 119). This could be one of the reasons why few teachers in this context are motivated by 'autonomy', 'recognition' and 'quality education' for their learners. The latter view is synonymous with deriving satisfaction from 'achievement' or 'work itself' as observed by Maslow and Herzberg. This sentiment, perhaps, coming from the seasoned and master teachers who participated in this research may hold current in the sense that most of these would have paid their mortgage loans they owe banks, past the phase of paying fees for their offsprings and extended family members as well (Kiggundu, 1988). In such a set up, coupled with high unemployment levels, securing a job would no doubt be a top priority followed by job security.

Conclusion

The empirical findings mirrored against Maslow's and Herzberg's theories made me conclude that education managers should not transplant motivational theories as espoused by the aforesaid theorists into the Zimbabwean educational arena without adaptation as humans differ so does the cultural context. Teachers with their different experiences and maturity levels have different packages of needs disposition bound by the context they are operating in which education managers need to establish if motivational strategies adopted are to make them tick. Informed by these empirical findings, the environmental factors which have a preventive effect as teachers yearn for means for survival must either be addressed if Zimbabwean teachers are to channel their energies towards achieving higher-order needs/motivators as observed by Herzberg. However, these findings within this context should not be taken for granted as the presence of some Zimbabwean teachers who are extrinsically motivated by the higher-order/motivators as postulated by Maslow and Herzberg regardless of the circumstances tells a different story. In conclusion, the theoretical framework adopted for this study although conducted in a different context, should not be relegated to the shelves to gather dust, but be continuously tested against the evidence on the ground so that education managers may be able to craft suitable motivational theories appropriate for Zimbabwean teachers as socio-economic conditions are not a constant factor.

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