

Examining Strategies School Managers Employ to Motivate Teachers: A Case of Secondary School Teachers in Kyenjojo District, Western

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Abstract

In order to realize the educational objectives it requires motivated and satisfied teachers however, majority of teachers in Uganda are not motivated. This is shown by the instability in the teaching profession, such as poor performance of teachers, high turnovers, and absenteeism and in the end the learner is highly affected because most fail to get the required education. People need to develop their potentials and this can only be done if their esteem is high. Teachers need to be appreciated at their work places in order to induce creativity and motivation in them. Despite these observations, it is not clear which strategy would account best for teachers' motivation and job satisfaction in Uganda. This study examines the strategies school managers use to motivate teachers. Descriptive Survey design was used to gather factual information from the targeted population without creating contradiction. The purpose of descriptive surveys, according to Ezeani (1998), is to collect detailed and factual information that describes an existing phenomenon. On the other hand, Kothari (2003) says this method is easy for securing information concerning an existing phenomenon from all or a chosen number of the population of the concerned universe. Strategies school managers employ to motivate teachers were measured by survey in a sample of 50 teachers. The target population, from which the sample was drawn for the study, consisted of thirty (30) teachers in public and fifty (50) teachers in private secondary school, plus (8) principals in both public and private Secondary Schools of Kyenjojo District. The study used both probability sampling and non probability sampling designs. In general eight (8) secondary schools in Kyenjojo District provided eighty eight respondents (89). This sample represented the general teacher population in both public and private schools Kyenjojo who are employed by Uganda Teacher Service Commission (U.T.S.C). The general number of teachers in Kyenjojo could not be established, because some teachers are registered by U.T.S.C and others are privately employed. The findings of the study were: head teachers allow their teachers to go for in service training as a strategy for motivating teachers among others strategies as elaborated in the findings.

Key Words: Strategies, Managers, Motivation and Teachers

1. Introduction

There are factors that contribute to teacher job satisfaction levels, such as school culture; school size; communication with school leaders, parents and colleagues; equipment and facilities; students performance and abilities; professional treatment among others. The inadequacy of such factors brings about dissatisfaction (Darling-Hammond. L. & Friedlaender, D. 2008; Katzenmeyer & Moller, 2001)

Job satisfaction has been studied by various disciplines, such as psychology, sociology, economics and management sciences. It has been an explored subject in work and organizational literature. Job satisfaction has been studied widely due to the fact that, many experts believe that its trends can affect the labor market behavior and influence work outcomes, work effort, employee presence or absenteeism and turnover. Job satisfaction of the workers is considered as a predictor of overall individual wellbeing, (Serrano & Vieira, 2005) as well a good predictor of intentions or decisions of employees' leaving or staying at the job (Gaziogulu & Tansel, 2002). Beyond research literature and studies, Job satisfaction is a significant feature in everyday life and must be emphasized by all means if individuals and organizations can grow and develop to the desired ends (Jorge & Heloisa 2006)

Heywood (2008) says that in United States workers find on their job satisfaction in the work itself, and not expect it from their bosses, however, once they detect dissatisfaction they are free to look for other jobs that fulfill their needs. In Germany companies take it their responsibility to satisfy their workers. Workers in Germany take organizations to court if they do not meet the satisfaction levels that are expected. In England it was discovered that workers are given family leaves, good payments, and child care. Workers who feel satisfied, have less absenteeism, and show up on the work more often and there were no cases of turnover (Heywood, 2008).

In third world countries it seems the issue of job satisfaction is taken lightly that is the reason to why, there has been many cases of job turnovers in schools, cases of indiscipline, absenteeism and underperformance (Khan, 2004). The challenges realized from problems of inadequate teacher job satisfaction are quite enormous. For instance challenges of education in Pakistan are immense, both in scale and complexity. The Ministry of Education, Donors, NGOs and educational researchers and teachers have highlighted many problems facing school teachers in Pakistan, concerning motivation and job satisfaction levels. This was realized vividly, during the national conference of Teacher Education held in December 2004 organized by Academy for Education Development (AED), USAID and Ministry of Education (MoE). Similarly UNESCO report on the 'Status of Teachers in Pakistan' published in October 2003, point out that non-transparent appointment practices, politicization, poor management, lack of transport and security are some of the major problems leading to inadequate teacher job satisfaction (Khan 2004).

Problems of teacher job satisfaction have also been cited in Nigeria, where teachers' agitations and demands for improved compensation are given little attention due to the problem of the inadequate resources, in the Ministry of Education, to meet satisfactory needs of the workers. As a result the government in Nigeria and the Nigerian Union of Teachers (NUT) are in constant standoffs over the increase in salaries, benefits, and improving the working conditions of teacher Nwachukwu (2006)

Bennell and Mukyanuzi (2005), in their research discovered similar problems of teacher job satisfaction in Tanzania, like in other third world countries. However, Sekiwu (2009) says that job satisfaction and motivation in Uganda has been given priority, there are improved remunerations, such as teaching environment and the Ministry of Education ensures that Teachers attain their basic motivations and satisfactions, such as housing, good transport means, holidays, good retirement packages and in service training among others, these have kept the education system, a bit stable. Never the less, teachers' absolute job satisfaction and motivation remains a challenge in most third world countries and especially Africa.

Since independence in 1962, job satisfaction has remained an imperative point to ponder in most Kenyan organizations. Many documents have drawn attention to the fragility of perceived teacher job satisfaction. Notably in the recent policy which demands for teachers to stay in the same station for five years mandatory without asking any transfer has been a setback to teachers' professional freedom, a right of choice, the teacher unions have also raised concerns on teacher job permanency and pensions. Thus, there are a range of factors concerning teacher job satisfaction in Kenya, like salaries, promotions and other pertinent needs in a profession (Nakera & Wesang'ula 2010)

This study investigates strategies used by secondary managers to motivate Teachers in Kyenjojo District Western Uganda. This study highly recognizes the person of a teacher and it also deeply expounds the concept, teacher motivation and how it directly affects the teacher's performance. The main focus of this research zeroes on strategies that influence secondary school teacher job motivational levels.

The imperative essence of this study, from its commencement to its conclusion is to understand how job motivation influences a teacher's performance, attitudes towards work, and life in general. Never the less, the interest and fulfillment are some of the vital modalities that are ought to be investigated.

All in all, job motivation is a key concept that will be dwelt on to convince and confirm how it creates enthusiasm and strong zeal to perform better, amidst meager challenges of attaining needs and wants in a teacher's life. Teaching is obviously a tedious profession and requires lots of motivations and reinforcements for it to yield satisfaction and produce better results in a secondary school environment. Job satisfaction is a guiding principle in this study which should channel all inquiries, queries to the truth of the matter as per the research problem will appear (Obonyo, 2001) This guiding principle must help the researcher to reach conclusions about the mysteries that create fulfillment, hard work, in order to enable the learner obtain academic achievement.

The challenges indicated in education in most African countries, draw the attention of researchers to discover ways of addressing the issues that causing teacher ineffectiveness, which leads to poor student achievement. The decreasing popularity and status of teaching profession as a whole, calls for interventions by policy makers in education and stakeholders and researchers to discover proper ways of addressing concerns of teacher job satisfaction. Therefore, examining factors that influence teacher job satisfaction may help to decrease the likelihood of teacher turnover, inefficiency in instruction and improve the quality of education. Teacher job satisfaction is a key ingredient to keeping teachers in their careers and a key ingredient to keeping quality; motivate individuals in their teaching profession (Turner, 2007)

1.1 Location of Kyenjojo District and Secondary School Education

Kyenjojo district is one of the eight (12) districts that make Western Region. It is situated in the West. It borders Kyegegwa, Kabarole, Hoima and some parts of Ntoroko. Kyenjojo is a middle and low class District by observable standards. It grows coffee as one of the major cash crops and it densely populated. it is inhabited by two major tribes batooro (Uganda Bureau of Statistics, 2014).

In spite of all these talks about Kyenjojo district, there is much to learn keen interest especially on education, for instance students from mixed economic backgrounds could be a challenge to tame and develop. This could be the untold story of a teacher in the district. However, this study gives teachers a podium to share their grievances about their struggles and joys of teaching in this area with mixed backgrounds of students. Thus, improvement on teacher job motivation levels is a need than a want, if there are hopes of retaining good teachers who would bring about quality education in the district.

It should be noted that Kyenjojo District secondary schools have never been mentioned among top performers in the country or in the region. The underlying facet understudy is identification of the strategies that influence secondary school teachers' job motivation level.

In a nutshell, secondary education needs undivided attention of all other priorities. More inputs are needed in order to empower the teacher in his or her profession. The phenomenon of making progressive developments educational ways in Uganda will remain a mere dream if the impending problems that affect the teacher are not dealt with. This study will also uncovered, the challenges teachers face, despite innate interests of performing well. It is against this background that this study will indentify the strategies school managers employ to influence teachers' job motivation in the schools of Kyenjojo District.

2. Statement of the Problem

Job motivation is vital to progressive development of educational systems around the world in the sense that the relevance of job satisfaction is crucial to the long term growth and development of any workplace. This has to do with needs satisfaction which is essential in the lives of workers which is the fundamental reason for working (Olubobe, 2005). Thus, neglecting job motivation could lead to disastrous outcomes to any organization.

Lambert (2004); Olubobe (2005) affirmed the above assertion, after they had discovered the pertinent factors that bring about job motivation. They contend that most workers require good payments, job security, promotions, good teaching environments, readily available instructional materials, adequate collegial communication, support from the community, and good relations with the administration. They argue that the absence of those factors create a crisis in the organizational systems. However, their discovery lacks critical evidence, especially to indicate the components that bring about inadequacy in attainment of job satisfaction. Their argument is quite generalized and they do not duel on any of the particular cases in education. Thus, their research does not capture the factors that influence secondary teacher job motivation levels in Uganda which is the main concern of this study underway. Studies carried out by (Glewwe, Ilias & Kremer (2010) never articulated secondary school teacher job motivation but rather tried to learn individual factors that create dissatisfaction of teachers at all levels of education. For instance, Jackson and Katam (n.d) their concern was on the effects of transfers of primary school teachers job satisfaction in Kapsabet Nandi District in Kenya. Glewwe et. al (2010) focuses on job satisfaction as a neglected entity in the education systems of Kenya.

Generally, studies that were conducted here in Uganda about teacher job satisfaction similar to the topic under research, did not tackle the issue of the factors influencing secondary school teacher job motivation levels,

especially in the Kyenjojo District. On the other hand, some of these studies were conducted in a rural setting, for instance Busia Eastern Uganda.

The current study stands its sovereign ground in discovering, strategies influencing secondary school teacher job motivation levels in Kyenjojo District Western Uganda. On the basis of the evidence presented from the studies carried out in Kenya about teachers' job satisfaction by (Nakera & Wesang'ula, 2010; Glewwe et. Al (2010) the unavoidable conclusion is that there is scarce information on factors influencing secondary school teacher job satisfaction levels in Kyenjojo District. Hence, more studies must be conducted to study the problems in the teaching profession that create dissatisfaction.

1) What strategies are school managers employing to ensure job satisfaction and performance of the teacher is consistent?

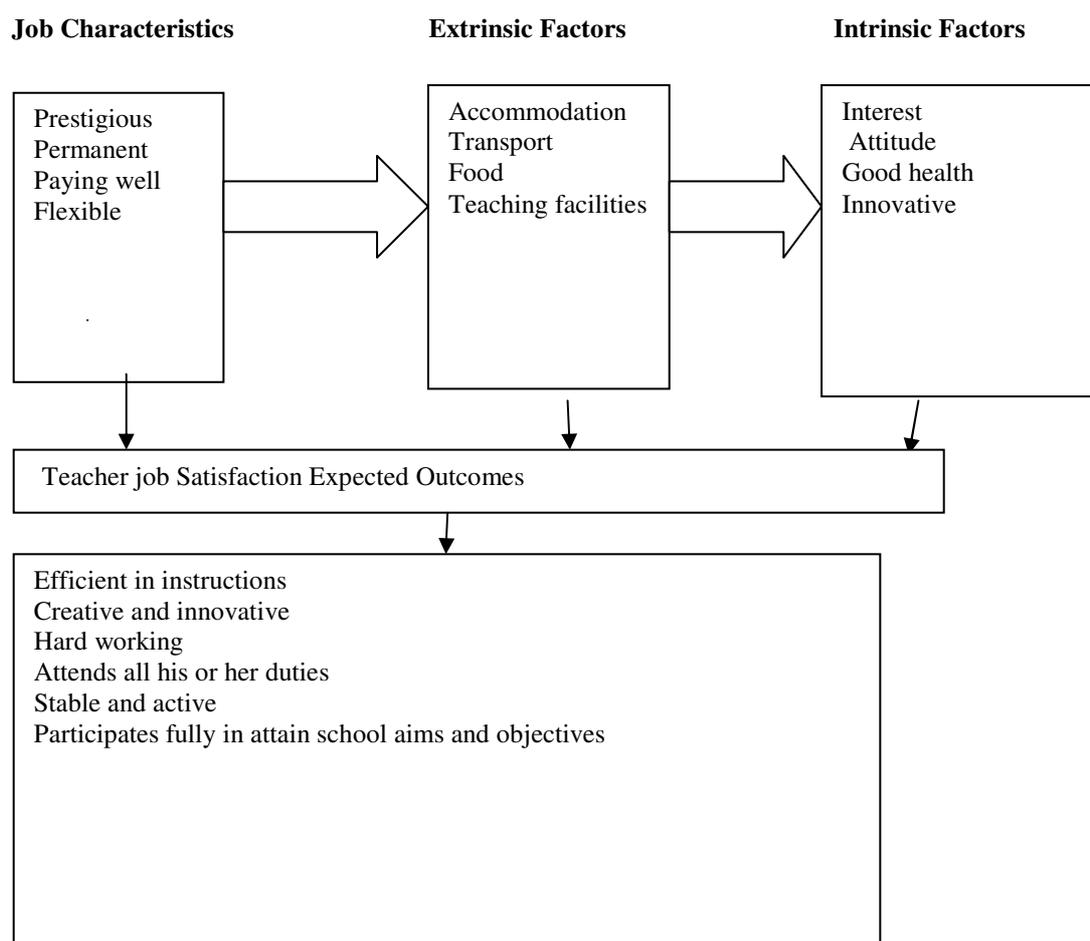


Figure1. Diagram showing the influence Job Satisfaction on a teacher's career motivation (adapted from Herzberg two factor theory)

The above diagram explains the process in which teacher job satisfaction creates motivation. Teachers have got particular characteristics which they expect in their job as indicated above. However, these expected characteristics in order to be fully functional, must correlate with the extrinsic and intrinsic factors. When the desired features in a job are discovered, and the motivating factors are in place, teachers are expected to obtain job satisfaction, which enable them perform to the expectations of the school (Okumbe, 2007). The above diagram explains in details the process of teacher job satisfaction.

3. Data analysis procedures

The research used both qualitative and quantitative techniques to process, analyze and interpret data.

The researchers collected the questionnaires and the interview guide. The instruments were checked to verify whether they were adequately answered. The researcher used the Statistical Package for Social Sciences (SPSS) to analyze data.

The qualitative data was obtained through interview guides and open-ended questions were analyzed in form of narratives and this entailed quoting and explaining the responses from the respondents.

The data was fully transcribed and summarized following key thematic questions. The transcribed data was summarized in details to give factual information needed.

Content analysis of relevant sections will be done and interpretations will be made on the data based on the research questions.

The data collected was analyzed and described using the Computer Statistical Package of analysis, (SPSS version 20). The analysis involved descriptive statistics to produce frequency distributions, percentages, measures of central tendency, frequencies. The data was presented diagrammatically and graphically using charts and tables and graphs.

Data analysis and description depended on the research questions that were answered by the respondents in the field.

After data was collected, analyzed and described, conclusions and recommendation about the study were done and this marked the successful completion of the study.

4. Response by Head teachers on activities engaged to promote teacher satisfaction

satisfaction

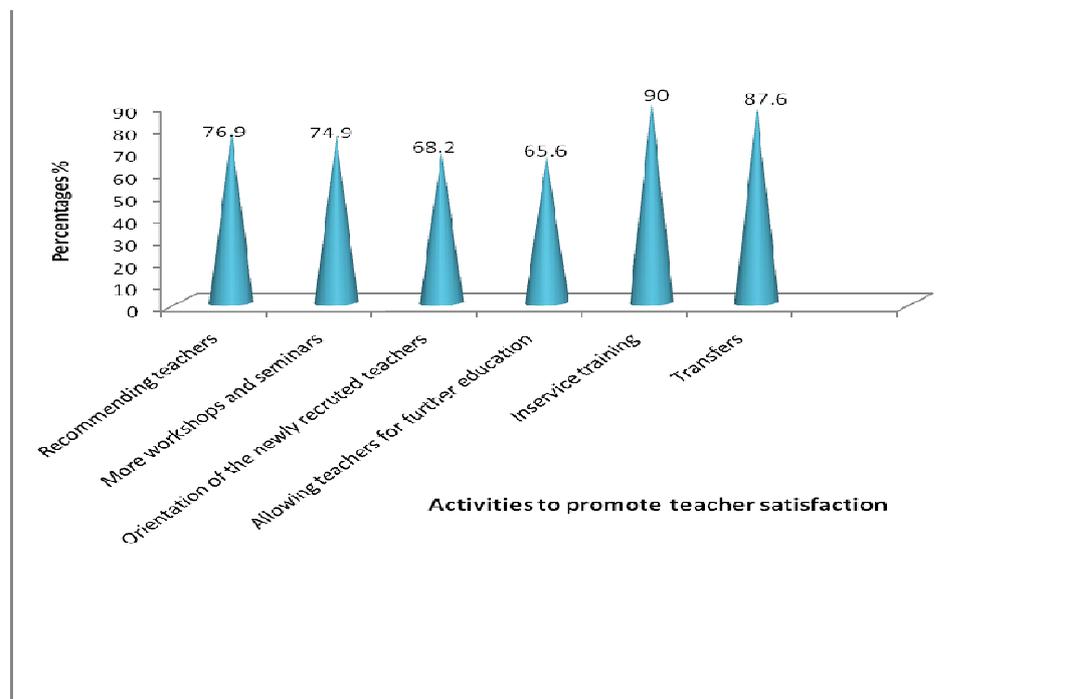


Figure 2. Activities to promote teacher satisfaction

Response from the head teachers shows majority (90%) responding that they allow their teachers to go for in-service training, 87.6% allows their teachers to go for transfer only if it is to the benefit of the teachers in terms of promotions not maintaining the status quo, 76.9% indicated that they recommend their

teachers for promotion especially those who are outstanding in various areas being sought for by the employer, 74.9% allow for more workshops and seminars to the teachers, 68.2% talked of the orientation of the newly recruited teachers so as to boost their morale and bring to the appropriate environment of school while only 65.6% of the head teacher participants cited allowing teachers for further education as an activity they engage in to allow for personal growth and development. To ascertain the responses given, a follow up question was posed to the head teachers to find out how often they do this. All (100%) the head teachers indicated that they do it more often.

4.1 Strategies school managers are employing to ensure job satisfaction and performance of the teacher is consistent

This section presents data collected from the field regarding the research question that sought to find out strategies employed by the school managers to ensure job satisfaction and performance of the teachers is consistent. Data on strategies employed by school managers to ensure job satisfaction and performance of the teachers was collected, analyzed and presented as shown in

Table 1. Head teachers' response on their roles to ensure job satisfaction

Roles of School Manager in ensuring job satisfaction	SA (%)	A (%)	U (%)	D (%)	SD (%)
School managers foster teaching and learning activities in the school	72.2	22.7	4.1	1.0	-
School managers have the role of managing the curriculum in the school	38.1	42.3	11.3	6.2	2.1
School managers enhance good teacher relations in the school	34	58.8	4.1	2.1	1.0
Coordination of instructional programs in the school	63.9	29.9	2.0	3.1	1.0
School managers have the role of student management	53.6	35.1	8.3	2.1	1.0
School managers have the role of managing physical facilities in the school	44.3	48.5	5.2	2.1	-
Management of personnel in school is the role of school managers	36.1	51.5	8.2	3.1	1.0
General supervision of the school activities	43.3	41.2	5.6	7.2	3.1
Ensuring that there are motivation measures for the staff in the school	41.2	42.3	5.2	8.2	2.1

Various roles were posed to the head teachers to respond to and their views were found and are thus presented. In terms of the fostering teaching and learning activities in school, majority (94.9%) in totality agreed that school managers foster it and are updated on the issues related to it. However, a smaller number (4.1%) were not sure of the statement while the least (1.0%) disagreed to the statement. Related to teaching and learning is management of the curriculum. From the response given by the teachers, majority (80.4%) indicated that school managers play a significant role in the management of curriculum, a smaller number (11.3%) were not sure of their roles as school managers while the least (8.3%) disagreed that school managers play a role in the management of school curriculum.

Concerning enhancement of good teacher relations in the school, majority (92.8%) agreed that school managers indeed understand the need for good teacher relationship and enhance it, a smaller number (4.1%) were not aware of the school managers' roles in this while the least 3.1%) were opposed to the school manager being initiators of effective teacher relationships.

In the coordination of instructional programs in the school, majority (93.8%) of the head teacher agreed that school managers indeed have a role in the coordination of instructional programs in the school towards ensuring job satisfaction, a smaller number (4.1%) disagreed to this statement while the least (2%) were not aware of what to say about the school managers roles in this regard.

School managers according to the responses indicated by the head teachers show that majority (88.7%) agreed that they have a role in the management of students, (8.3%) were not sure of the roles of school managers in student management while the least (3.1%) disagreed that school managers have a role in the management of students in the schools. Management of the students is to ensure good and effective delivery of the curriculum related materials with minimal difficulties.

Management of physical facilities is a vital role expected of the school managers. In the area of study, majority (92.8%) of the participants indicated that school managers have a great role in the management of physical facilities, (5.2%) were not sure while the least (2.1%) of the participants disagreed that school managers have the role of managing physical facilities. Human resources and their management are necessary if one is to achieve the institutional and educational goals and objectives. From the data collected, 87.6% of the teachers indicated that management of school personnel is the role of school managers, 8.2% were not sure while the least (4.1%) disagreed to the statement. This information confirms what majority (83.5%) of the head teachers indicated that school managers are the human resource managers, though 10.3% of the teacher participants disagreed to this and the least (5.2%) were not sure. In the same wavelength of personnel management is the general supervision of school's systems and activities. As shown in Table 4.5, 84.5% of the head teachers indicated that supervision is the role of school managers, quite a good number (10.3%) disagreed that it is not their role while the least (5.2%) of the respondents were not sure of this. In the end of the items of concern, it emerged that majority (83.5%) of the head teachers ensure that they are motivation measures for the staff in the school, a smaller number (10.3%) disagreed while the least (5.2%) were undecided on the statement.

On the same theme of roles of the school managers on the job satisfaction to teachers, questions were posed to the teachers regarding the same and their responses were captured and presented a

5. Conclusions

From the findings it can be concluded that most head teachers in Kyenjojo try to use in-service training as key strategy to motivate teachers, also they do recommendation to promoted teachers who are doing exceptionally well. Never the less head teachers also indicated that, they engage teachers in workshops in order to allow the teachers keep rejuvenated in their profession. In an interview some head teachers indicated that motivating teachers some time proves hard as one may not exactly ascertain the best factor that can motivate individual teachers.

The ministry of education and sports in Uganda need to pay attention to the needs of teachers, especially those that promote their welfare.

Head teachers also need to be sensitive in understanding the needs of the teachers in order to help them keep motivated and offer noble service and meet the educational objectives that are set.

On the other hand teachers need to express their needs to the school managers such that they are helped in time without any delayed or being ignore.

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