

**THE ROLE OF SECONDARY SCHOOL PRINCIPALS IN
MOTIVATING TEACHERS IN THE FLACQ DISTRICT OF
MAURITIUS**

by

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DECLARATION

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I declare that **THE ROLE OF SECONDARY SCHOOL PRINCIPALS IN MOTIVATING TEACHERS IN THE FLACQ DISTRICT OF MAURITIUS** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



.....
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A LETTER FROM THE LANGUAGE EDITOR

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TO WHOM IT MAY CONCERN

This is to state that the M Ed dissertation of Mr LJ Belle entitled: *The role of the secondary school principals in motivating teachers in the Flacq district of Mauritius* was edited for language usage and technical aspects.

Yours faithfully

EM Lemmer

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DEDICATION

This dissertation is dedicated to my heartfelt mum, Clairette, for the educational inspirations she instilled in me, despite all the financial difficulties and family problems and hardship she met since my tender age. All my educational achievements are largely attributed to her beliefs in the value of education to the personal upliftment of her dearest ones, me, particularly.

ABSTRACT

From the wave of policy reforms of the new Minister of Education and Human Resources for a “World Class Quality Education”, stakeholders have been ascribing the poor quality of learner performance to a lack of motivated teachers. This study focuses on the factors that impact on teacher motivation in the Flacq district of Mauritius and on the role of the principal in enhancing teacher motivation. An empirical investigation based on qualitative research was conducted following the literature study on these two themes. Motivational factors pertain to the school-based personal and professional needs of the teacher. Due to centralised school governance and instructional leadership tasks being delegated to the School Management Team, principals are not effective teacher motivators. Recommendations relate to transformational, distributive and participatory leadership strategies for optimal instructional principalship.

Key terms:

Secondary schools, principalship, instructional leadership, motivation, effective instruction, extrinsic motivation, intrinsic motivation, teacher attitudes, teacher needs, commitment, school effectiveness.

LIST OF ABBREVIATIONS

BEd	Bachelor in Education
COLT	Culture of Learning and Teaching
DVD	Digital Video Disk
HOD	Head of Department
HSC	Higher School Certificate
IVTB	Industrial and Vocational Training board
MIE	Mauritius Institute of Education
MARRA	Monitoring Assessment Reporting Recording and Accountability
MBWA	Management By Wandering Around
MEd	Master in Education
MES	Mauritius Examination Syndicate
PGCE	Post Graduate Certificate in Education
PSSA	Private Secondary School Authority
PTA	Parent Teacher Association
SC	School Certificate
SMT	School Management Team
UK	United Kingdom
USA	United States of America

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

In his first education policy document, entitled “*Quality Initiatives for a World Class Quality Education for 2006*,” the newly appointed Minister of Education for Mauritius, Mr Dharam Gokool, aims at “Quality Education for All” (Ministry of Education 2006:3) . He insists on a “world class quality education for a world class society” (Ministry of Education 2006:1). Quality education depends on quality teaching (Ministry of Education 2006:2). The Minister invited all teachers to keep in mind the pillars of education and to strive to leave a lasting legacy of good teaching to their learners.

This policy document is an extension of governmental intentions with education. Since the 1980s, education in Mauritius has been at the forefront of public policy analysis. Taskforces and commissions have been appointed and White Papers and blue prints have been compiled, each pressing for reforms in education. Fundamental transformation of the infrastructure of public schools was undertaken in 2005 (Goburdhone 2006:3). All public schools are now equipped with well-stocked modern libraries open to the public. Schools have parking zones for the staff and visitors and assembly halls and gymnasiums have been added to each newly built college.

The intent of this wave of reform regarding quality of education appears laudatory, but little attention has been paid to teacher motivation. Indeed, teacher

motivation has a substantial effect on the attribution of teacher efficacy which in turn has a positive effect on learners' performance (Enderlin-Lampe 1997:2). Teachers' enthusiasm is contagious and affects the learners in their classrooms. In other words, the flow experiences of teachers have a significant effect on the learners. Flow at work is defined as a short-term experience that is characterised by absorption, work enjoyment and intrinsic motivation (Bakker 2005:37).

Unfortunately learner performance in the schooling system of Mauritius is a cause of concern. The average failure rate of learners at the end of primary education examinations is 40% annually and 30% in the Higher School Certificate Exams (Seroo 2006). These figures are alarming and they may be ascribed to the teachers' level of motivation. Teachers' knowledge, along with teachers' feelings, become integrated within the learners' schemata, and motivation is one of the dynamics which coalesce with the teacher who loves teaching (Czubaj 1992:1). Moreover, teachers of low stress schools developed fewer physical symptoms related to job-related stress and less psychological/emotional stress. In an investigation conducted by Czubaj (1992: 1) in the United States (US), a correlation between teacher efficacy (motivation) and student performance was found.

Constructing thirty new secondary schools during the political mandate, 2000-2005, is laudable and positive for teachers. This has helped to reduce the teacher-learner ratio in all the state schools. Accordingly, Murthy (2003:1) points out that managing a classroom of 30 to 40 learners is not the easiest of tasks. Teachers, especially in state secondary schools, have fewer learners in their classes, on account of larger school learner capacity. These teachers cannot complain about overcrowded classes as their counterparts do in the private schools. Hayward (1997:144) argues that teachers who work in a school which is neat, pleasant and has modern facilities are more likely to experience job satisfaction than those working in an unpleasant school environment. One remains motivated in a profession when stress is kept to the minimum and

teachers are motivated by their dedication and missionary zeal. Motivated teachers claim that their success in reaching learners serves as an incentive for sustaining a high level performance and provides the ultimate reward for their efforts (Czubaj1992:2).

In effective and successful schools, motivated teachers tend to be more committed, hard working, loyal to their school, and satisfied with their jobs (Sergiovanni & Starrat 1993:67). However, Barmby (2006:253) points out that teacher motivation is influenced less by externally initiated factors such as salary, educational policy and reform and conditions of service, than by factors emanating from the intrinsic context within which teachers work. In line with this view, Hall (1992) asserts that teachers need to feel competent to do their job and be assured that the system is capable of supporting their role in the teaching learning process. Ingram (1997:413) states that high teacher motivation to work and strong commitment to work are essential requirements for effective schooling. When these characteristics are absent, teachers are likely to consider their commitment as only a 'fair day's work for a fair day's pay' instead of exceeding minimums and giving their best.

In this context, the leadership behaviour of the principal may influence teacher motivation towards goal expectation. As a result, instructional leadership emerges as a key factor influencing teacher attitudes (Barmby 2006:252). This, according to Whitaker (1997:156), is the most critical responsibility of the school principal as it impacts on the teachers' behaviour and attitudes to the core mission of the school in various ways. As Ukeje (1991:2) puts it so succinctly, "Motivation could make a mule dance". Accordingly, principals can indeed motivate their teachers to pursue excellence through the way in which the former's instructional leadership responsibilities are executed. The present study investigates the factors which influence teachers' motivation in the Flacq district of Mauritius and how the principal, as the instructional leader, may inspire teacher motivation.

1.2 BACKGROUND TO THE STUDY

Motivation is a complex, but very important aspect of teacher efficacy and professionalism. Indeed, human resources constitute the most valuable asset that enables schools to provide quality education, and educational organisations depend for their success on the quality, commitment and performance of the people who work there (Heynes 2000:160).

1.2.1 MOTIVATION AS A CONCEPT WITHIN THE TEACHING PROFESSION

The most important human resource in the education institution that enables it to achieve its core mission is the teacher (Kruger & Van Schalkwyk 1997:12). The teacher is the full-time classroom practitioner whose main function is more instructional in approach than managerial. He/she offers formal instruction to learners and his/her professional activity involves the transmission of knowledge, attitudes and skills to learners enrolled in an educational programme in a school (Van Amelsvoort, Hendriks & Scheerens 2000:25-26). According to Barmby (2006: 250), teachers perform their tasks for three main reasons: altruistic, intrinsic and extrinsic reasons. However, the reasons for choosing the profession as a career are predominantly related to altruistic and intrinsic stimuli (Moran, Kilpatrick, Abbott, Dallat & McClune 2001:17-32) and maintaining a wholehearted passion for teaching and leading requires not only skill *per se* but excellence, inner strength and a strong spirit (Jackson & Jackson 1999:23).

1.2.2 MOTIVATED TEACHERS

Teacher motivation has to do with teachers' attitude to work. Tracy (2000:5) defines motivation as all those inner striving conditions, described as wishes or urges, that stimulate the interest of a person in an activity. Indeed, motivated teachers have a sense of professionalism and are enthusiastic and totally

committed to teaching. In this regard, Steyn (2002a:86) identified the following signs of a high morale that is closely related to effective motivation: excellent performance and the consistent achievement of results, a positive attitude regarding problem solving and a willingness to accept responsibility and accommodate change. This will contribute to the effective realisation of the school's organisational vision, mission and goals. Consequently, in effective schools with motivated and well-committed teachers, there is also an effective culture of teaching and learning.

Teachers are motivated in their work when they feel good. They feel good when the principal avoids 'professional myopia' and when teachers do not work in an uncompromising context. In this situation teachers' job-related ideals incorporate ethical, epistemological, affective, professional, economic and egocentric considerations which shape their views on equity and justice, pedagogy and androgogy, organisational efficiency, interpersonal relations, collegiality, self-conception and self-image (Evans 2001:300-302). This implies that teachers are motivated when there is a "teacher-centered approach to educational leadership" (Evans 1998:160-171). This approach is only possible when the principal as an educational leader, over and above his/her management role, endeavours to meet as many individual needs as possible and leads the teachers with considerable care, a positive attitude and interest in their welfare. A principal guided by this approach develops a work context that is underpinned by a professional culture of tolerance, cooperation, compromise and consideration of the teachers. Sergiovanni (1998:38) calls this approach the 'pedagogical leadership' approach.

1.2.3 DISSATISFIED TEACHERS

Today with increasing demands placed on teachers in contexts of increased tendencies of a breaking down of the culture of teaching and learning on account of increasingly pervasive societies, it is difficult to urge teachers to put their heart

and soul into their work (Murthy 2003:1). As a matter of fact, the work has become a place of disillusionment; teachers start with enthusiasm and creativity, but day after day, they feel more and more helpless, overwhelmed, exhausted and bored. According to Barmby (2006:251) this is because teachers have too many responsibilities or excessive non-teaching responsibilities such as paper work and administrative tasks for which they have insufficient support from the administration. In the same vein, Caladarci (1992:325) and Barmby (2006:251) found that bureaucracy is a demotivating factor. There is lack of job autonomy and discretion for teachers who in turn feel powerless in decision-making processes at school. They also found that remuneration impacts on teacher motivation. Teachers often feel isolated from colleagues and from needed supervision (Caladarci 1992:228). These factors make them feel as if “they have been shot down” (Weiss 2006:1) and have a negative impact on teacher morale and job satisfaction.

Teachers who are demotivated often display apathy and indifference to their work, poor time keeping and high absenteeism, a lack of cooperation in handling problems and an exaggeration of the effects of or difficulties encountered when facing problems (Scott, Cox & Dinham 1999:289). This makes it clear that job satisfaction, teacher motivation and morale vary between schools and among individual teachers depending on work contexts and the principal’s role as a leader in the organisation.

Klang (2006:5) argues, “If you don’t feel well, you don’t work well; if you don’t work well, your full potential is never realized.” Thus, teacher motivation impacts on the realisation of the school’s core mission. Indeed, demotivation is to the detriment of any school and the learner’s performance (Smit 1994:20). Consistent with this view, Ofoegbu (2004:1) points out that lack of motivation may lead to stress which eventually translates to ineffective classroom management and lack of school improvement.

1.2.4 THE SCHOOL PRINCIPAL AS A TEACHER MOTIVATOR

The principal has to play a significant role in motivating his or her teachers in order to facilitate the effective functioning of the school as an organisation. Indeed, the key role of the principal is leading the staff and shaping an environment in which teachers can do their work best (Marshall 1993:1). The teacher needs the full support of the management to be motivated (Murthy 2003:1). The principal has the responsibility to practise effective instructional leadership as this contributes to high teacher morale. Furthermore, by understanding the roots of motivation, leaders can create positive motivation and elicit effective teaching from all their staff (Chan 2004:1). Consistent with this view, Smit (1994:3) points out that knowledge about the various theories of motivation and their constructive application assists the principals in their management tasks and thus contributes positively to motivating personnel. Steyn (2002b:256) argues that effective principals are able to create an ethos that generates motivated and successful teachers and stimulated and inspired learners in an effective school setting.

There is thus a relationship between teacher motivation and the execution of the principal's instructional leadership responsibilities. The principal can influence teacher motivation by concentrating his or her leadership on two aspects, namely, the bureaucratic and structural aspects and the informal aspects respectively (Kruger 2003:207). By means of the instructional leadership task, he or she can influence the organisational culture of the school by emphasising academic aspects such as staff development programmes, involving teachers in decision-making, providing resources, supervision and the provision of instructional time. Leaders may also inspire motivation in teachers through their own behaviour at schools. According to Barnett and McCormick (2003:55), inspirational motivation occurs when leaders motivate and inspire teachers, who are followers, by providing meaning to and challenges in their work, for example, by giving inspirational talks, communicating their vision and acting in ways that

inspire enthusiasm. The principal as a visionary leader should build commitment among teachers, individually and collectively, and motivate them to work effectively towards the realisation of the school's core mission.

Teacher motivation for the sake of quality education is a matter of great concern. The researcher, therefore, considers it important to determine the factors that influence teachers' motivation in the secondary schools of the Flacq district and to determine the appropriate leadership role to be fulfilled by the principal to promote teacher motivation.

1.3 MOTIVATION FOR THE RESEARCH

Having worked for eight years in primary schools and the last five years in secondary schools, the researcher has come across teachers with various levels of motivation, and school principals with different instructional management styles that have affected teachers' motivation. The researcher has observed many demotivated teachers who are reluctant to take part in decision-making even when called upon to do so by the principal. These teachers often complain that it is not their duty when they are asked by the principal to help in a task at school ('that's-not-my-job-attitude') and they do not show much enthusiasm in school activities. They often criticise colleagues who are committed to doing their job professionally and fail to prepare their daily lesson notes and weekly plans. Such attitudes manifest themselves in high teacher absenteeism that results in high learner absenteeism. For instance, at the Bon Accueil State College where the researcher worked in 2006, a 20% rate of teacher absenteeism resulted in a 25% rate of learner absenteeism (Ministry of Education and Human Resources 2006).

The researcher has also observed how teachers' motivation varied significantly under the principalship of three different leaders. With almost the same teaching staff, equipped with the same newly-built school premises and teaching

resources, the teachers showed different attitudes towards their work, their learners, their colleagues and especially the individual principal. This suggests that the instructional leadership role of the principal impacts on teacher motivation and the provision of quality education.

No direct policies pertaining to the motivation of teachers have been introduced in Mauritius. Significantly, the pass rate has been falling continuously over the last ten years. Educational policy makers have never consulted secondary school teachers on this critical issue in education, nor have they considered the phenomenon that Richard Elmore in 1983 called 'the power of the bottom over the top' (Darling-Hammond 1990:41)

This research was intended to create the opportunity for teachers in the Flacq district to reflect on their job motivation, their needs as teachers and the management role of the principal in motivating them at both the school and at the district levels. Moreover, the researcher met the principals of different schools in the district to discuss and reflect on their responsibilities with regard to teacher motivation. In this regard, this study is an important tool for advancing knowledge, promoting progress and enabling people to relate more effectively to their environments, to accomplish their purposes and resolve their conflicts (Cohen & Manion, 1998:40).

1.4 PROBLEM STATEMENT

The role of the principal in enhancing teacher motivation is a key component in promoting the ability of teachers to function effectively by contributing significantly to the realisation of the teaching and learning process in the school. In Mauritius, principals are appointed by the Mauritius Public Service Commission on behalf of the Ministry of Education and Human Resources to promote the teaching-learning process, which they cannot achieve without motivated teachers. Principals have to generate commitment from their teachers

through their leadership role. In view of this, the problem statement is formulated as follows

What is the role of the secondary school principals in the FLACQ district of Mauritius in motivating teachers to teach effectively?

The main research question is subdivided into three research sub-questions that pertain to teacher motivation and instructional leadership, namely:

- What is meant by the concept, motivation?
- What factors motivate teachers to teach with inspiration?
- What instructional leadership strategies may be employed by principals to motivate their teachers?

1.5 AIMS OF THE STUDY

Motivation is a complex concept. Yet, it is the driving force behind each teacher's professional commitment and level of achievement (Klang 2006:5). Principals, with an 'office management' orientation need to extend their leadership responsibilities to include a definite focus on the motivation of teachers. Very often, principals expect teachers to meet learners' needs; but, motivating teachers to do so means meeting their needs first.

There is thus a close relationship between teacher motivation and the principal's role with regard to this aspect of the work context. Therefore, following the statement of the problem, the descriptive aims of this study are:

- To investigate and describe the concept of motivation
- To identify and describe the factors that motivate secondary school teachers in the Flacq district of Mauritius to teach effectively
- To develop guidelines that will assist principals in their task of motivating their staff through instructional leadership.

1.6 RESEARCH METHODOLOGY

A research design describes the choice of research paradigm and related procedures for conducting the study. This includes how, when, from whom and under what conditions the data are obtained. It indicates how the research is set up, what happens to the subjects and what methods of data collection are used (McMillan & Schumacher 2001:30-31). Cohen and Manion (1998:38) describe research methods and design as the range of approaches used in educational research to gather data which are used as a basis for inference and interpretation, and explanation and prediction. The aim of the research methodology is to help the reader to understand, not the products of scientific enquiry but the process itself, in its broadest possible terms (Cohen & Manion 1998:39). This section therefore explains the approaches and methodology that were used to address the research questions that are stated for this study.

1.6.1 LITERATURE STUDY

Any investigation, whatever the scale, will involve reading what other researchers have written about the area of interest. It will also involve reading to gather information to support or refute one's arguments and writings about empirical findings (Bell 2004:90). The literature study is very important as, according to Mouton (2001:87), it helps the researcher to:

- Ensure that he or she does not merely duplicate a previous study
- Discover how other scholars have theorised about the subject he or she is researching
- Find out the most widely accepted empirical findings in the field of the study
- Identify the available instrumentation that has given proven validity and reliability

- Identify the most widely accepted definition of key concepts in the area of study.

A literature review for this study consists of a study of the factors relating to the motivation of secondary school teachers and the relationship between the instructional leadership role of the principal and teacher motivation.

1.6.2 EMPIRICAL INVESTIGATION

Through an empirical investigation, information in whatever form (data, documents, interviews, speeches, diaries, question responses and test scores) is gathered, analysed and finally interpreted in order to address the problem being investigated (Mouton 2001:53)

1.6.2.1 Research methodology

According to Frankel, Devers and Kelly (2000:5), the most useful guideline for selecting a research method is based on the type of research questions one is asking and the extent to which the method will inform the research questions. The research paradigm revolves around qualitative and quantitative research methods. In this study, the researcher used the qualitative research paradigm that presents data as a narration of words (McMillan & Schumacher 2001:15).

Qualitative research assumes multiple realities that are socially constructed through individual and collective perceptions in the same situation. It is more concerned with understanding the social phenomenon from the participants' perspectives and there is more flexibility in both strategies. The research process as an emergent design is used. The researcher seeks to take into account subjectivity in data analysis and interpretation. There is 'reflexivity' and the qualitative researcher believes that human actions are strongly influenced by the settings in which they occur (Mason 1996:143). The researcher of this study

penetrates into the world of the participants to better understand teacher motivation and the principal's role in motivating teacher motivation.

The qualitative research method is used in this study as the research questions in this research are descriptive and explanatory. The focus is on a better understanding of the phenomenon of teacher motivation and how the principal, through his or her instructional leadership role, can contribute to motivated teachers. One of the advantages of a qualitative study is its capacity to understand and represent points of view which are often obscured or neglected (Hammersley 2000:2). Through his or her direct involvement the researcher is able to capture direct quotations from people about their experiences, opinions, feelings and knowledge (Best & Kahn 1993:184). Qualitative research has the capacity for reflective activity and can help secondary school principals and educators to reflect on their practices in a holistic way (Hammersley 2000:3).

1.6.2.2 Research methods

The main objective of the researcher in this study was to investigate the role of the principal in motivating teachers. In order to reach this objective, semi-structured focus group and semi-structured individual interviews were utilised as data collection instruments. These two forms of interviews allowed the researcher to obtain in-depth insight into the leadership role of the principal and its impact on teacher motivation from the principal's perspective and the teachers' perceptions. Moreover, interviewing allowed the researcher to collect data on emotions, experiences and feelings, based on sensitive issues and privileged information (Denscombe 2000:114).

As a variation of the individual interview, the focus group interview consists of a small group of people, usually between six and nine in number, who are brought together by a researcher to explain attitudes and perceptions, feelings and ideas about a topic (Denscombe 2000:115). Focus group interviewing is a strategy

used for obtaining a better understanding of a problem or an assessment of a problem or concern by interviewing a purposeful sampled group of people rather than each person individually. It increases the quality and richness of data (McMillan & Schumacher 2001:455). The focus group arrangement invites contributions from participants or interviewees who might otherwise be reluctant to give their views and opinions on a particular topic. This type of research instrument, through relative informal interchanges, can lead to insights that might not otherwise have come to light through the one-to-one conventional interview. It is not just aimed at collecting each participant's point of view but it is a means of eliciting privileged information. Focus group interviewing also enhances the reliability of responses, since it helps to reveal consensus views and generate richer responses by allowing participants to challenge one another's views.

For the purpose of collecting information regarding principals' perceptions, opinions, views, attitudes and beliefs about their role in teacher motivation, semi-structured in-depth individual interviewing was also done. In-depth interviews are open-response questions to obtain data of participants' meanings - how individuals perceive their world and how they explain or make sense of the important events in their lives (McMillan & Schumacher 2001:443). The researcher used the semi-structured in-depth interview in which, according to Denscombe (2000:113), his role was as unobtrusive as possible. He initiated the discussion by introducing a theme and then let the interviewee develop his or her ideas and pursue his or her train of thought on the specific topic. A few questions were asked to guide the flow of the interview and the researcher probed initial answers, followed up unexpected clues and redirected the inquiry on the basis of the emerging data to fruitful channels (Sidhu 2001:148).

1.6.2.3 Sampling

There are 14 secondary schools in the Flacq district of Mauritius. Five formed part of the selected research sites in this study. Non-probability sampling was used. It is the most common type of educational research sampling and does not include any type of random sampling (McMillan & Schumacher 2001:174). The researcher used participants who were accessible to him, as far as his place of work and place of residence were concerned. As Stake (1995:4) makes the point, "Our time and access to fieldwork are almost always limited. If we can, we need to pick cases which are easy to get to and hospitable to our inquiry." Thus, purposeful and convenient sampling was used in this study. The researcher was able to obtain reliable information in a relaxed atmosphere where he felt at ease during the semi-structured in-depth interview. For the purpose of this study, five focus groups consisting of three teachers in each focus group (one focus group interview per school) and five principals were individually interviewed. On account of completeness in terms of obtaining gender related perspectives, care was taken to ensure gender representation in each focus group.

1.6.2.4 Data collection and analysis

Data were collected by means of two interviewing methods, as mentioned. Five focus group interviews were conducted with three teachers in each group respectively. There was one focus group per selected school. The teachers were interviewed in a separate room, free from interruptions and disturbance. The researcher made use of purposeful selection of the participants. The principals of each of the five schools were interviewed in their offices on a Saturday or a school holiday to avoid disturbances from staff and learners. The interviews of a semi-structured nature consisted of few open-ended questions which focused on the leadership role of the principal and teacher motivation.

For the analysis of the collected data, the following steps typical of qualitative methodology were used (De Vos, Strydom, Fouche, Poggenpoel, Schurink & Schurink 1998:343). The researcher read through all the transcripts, wrote down all ideas and made a list of all topics which were clustered together based on similarities. Major topics, unique topics and leftovers were identified. The abbreviated topics were coded and written next to each segment of data in the transcribed interview. The researcher looked for new categories and emerging codes. Categories were formed by grouping topics together in order to determine themes and possible relationships between them. Finally, all the data material of each category was assembled in one place. Emerging explanations were checked. The thinking, judging, deciding and interpreting were done by the researcher (Tesch 1993:25). While interpreting, the researcher identified patterns, processes, commonalities and differences. The report was done in narrative form.

1.6.2.5 Trustworthiness and transferability

There is always a danger of bias creeping into interviews, largely because interviewers are humans, not machines, and their manner may have an effect on the participants (Bell 2004:139).

To ensure trustworthiness, the following strategies were used by the researcher: all interviews were taped recorded and transcribed verbatim, the transcribed data were verified with participants and direct quotations from the transcribed data were used to illustrate the participants' views. In addition, the research was done in the natural setting of the participants and the mother tongue of the participants and the researcher (Creole language) was used. These strategies helped to remove biases in the results of the data analysis.

Schumacher and McMillan (1993:394) state that researchers in qualitative research do not aim at the generalisation of results, as in quantitative research,

but the extension of understanding. So, transferability is likely to be appropriate for people in settings similar to the studied. The results of this study may be informative for other teachers and principals in the other secondary schools in the Flacq district of Mauritius.

1.6.3 ETHICAL CONSIDERATIONS

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. The researcher has to seek the consent of those he or she is going to interview, question, observe or take materials from. Moreover, he or she has to reach agreements with them about the uses of the data, and how its analysis will be reported and disseminated. According to Bell (2004:41), the conditions for ethical research in practice are that all participants are offered the opportunity to remain anonymous, all information is treated with strict confidentiality, interviewees have the opportunity to verify statements when the research is in draft form and participants receive a copy of the final report.

For this study, ethical codes in terms of data collection, data analysis and diffusion of findings are conformed to. In this regard, the researcher contacted the principals of the sampled schools personally in order to seek their prior permission to administer the two research instruments. Adequate information on the aims of the research, the procedures followed and the use of results were given to each participant. The information from the participants was regarded as confidential and anonymity assured. The participants were given full assurance that the findings of the study would be used strictly for academic purposes and the taped interviews and recorded transcripts would eventually be destroyed.

1.7 CLARIFICATION OF CONCEPTS

The most important concepts related to this research and which need to be defined and explained are as follows:

The teacher

The teacher is the person or a substitute who must educate and teach and must manage all associated teaching activities (Kruger & Van Schalkwyk 1997:5). He or she is a 'conductor' who controls the 'volume' and the tempo of events in the classroom (Kruger & Van Schalkwyk 1997:13). In the secondary school system in Mauritius, the teacher is known as an Education Officer who has the following duties and responsibilities. He or she is expected to (Ministry of Civil Service Affairs 2003:5):

- Teach in secondary schools
- Prepare schemes of work, weekly plans of work and lesson notes of subjects and classes under his or her responsibility
- Conduct examinations, continuous assessments, extension classes and extra curricular activities as directed
- Keep record of learners' performance in learners' report book
- Help in the preparation and writing of curriculum
- Ensure the overall intellectual, emotional and moral development of learners
- Maintain discipline
- Give advice on matters connected with educational principles and practices at all levels and promote relevant activities.

In the present study, teachers also include heads of subject departments and deputy principals (teaching).

The principal

The principal as the manager of the school has leadership and management duties and responsibilities. According to Van Amelsvoort, Hendriks and

Scheerens (2002:26), the school head is the principal. The principal's role entails the following duties and responsibilities (Potgieter, Visser, Van der Bank, Mothata & Squelch 1997:14):

- The administering and organising of day-to-day teaching and learning at school
- The organisation of all activities which support teaching and learning at school
- Deciding on textbooks, education materials and equipment to be bought
- Managing personnel and finances at school

In the Mauritian context, the principal is also known as the school's rector. However, for the sake of this study, the term principal is used.

Secondary school

A secondary school is an educational institution that operates to provide formal secondary education to school age youth. According to the World Bank (2002), secondary education completes the provision of basic education and aims at laying the foundations for lifelong learning and human development by offering more subjects or skill-oriented instruction using more specialised teachers. In Mauritius, there are different types of secondary schools: the state secondary schools or the public colleges, grant-aided private secondary schools or private colleges, confessional grant-aided private secondary schools and the fee-paying private secondary schools. For the purpose of this study, secondary schools refer to public colleges and private colleges as they constitute the research sites of the researcher.

Motivation

Motivation is a theoretical concept that accounts for the fact that people choose to engage in particular behaviour at a particular time (Beck 2000:3). Steyn (2002a:85) expands on this by including three components in the definition: energising human behaviour, directing behaviour by creating goal orientation for the individual, and maintaining and supporting behaviour. In line with these three components, Steyn (2002a:85) further defines motivation as the complex forces, incentives, needs, tensions and other mechanisms which energise, canalise and sustain human behaviour to carry out a particular action. For the purpose of this research, motivation refers to 'the degree of energy and commitment with which a person performs a job' (Barnes 2003:178). Teacher motivation therefore refers to the willingness or the desire of the teacher to achieve the goals of the school as an organisation.

Instructional leadership

Instructional leadership is the provision of educational resources and support to the teachers and learners by the principal for the improvement of teaching and learning at school. There are four areas of strategic interaction for effective instructional leadership: the instructional leader should be an instructional resource, a resource provider, a communicator and a visible presence (Whitaker 1997:151). Thus, the instructional leadership task of the principal is a multifaceted task, combining task and people-orientated management tasks to create a school environment in which teaching and learning can be realised effectively (Van Deventer & Kruger 2003:247). For the purpose of this study, instructional leadership implies the tasks of the principal, as the figurehead in the school, who "establishes the school's academic goals, provides motivation to the educators and learners, supports the educators with the needed instructional resources, communicates high performance expectations to the educators and

designs policies and procedures by which to promote teaching and learning at school” (Smith, Sparks & Thurlow 2001:11).

1.8 CHAPTER DIVISION

The study has six chapters which are organised as follows:

In chapter one the research problem is introduced to the reader. The background to the study, the problem statement, the researcher’s motivation for the study, and the research methodology and design are presented. The important concepts used in the study are also clarified.

Chapter two reviews the various theories of motivation and the factors that influence teacher motivation in schools.

Chapter three gives a review of the related literature on the wide meaning and characteristics of a principal’s instructional leadership role and the influence thereof on teacher motivation for the sake of effective teaching.

Chapter four presents the research methodology and design. It describes and justifies the research design that is used for the study and the sampling procedures employed. It also describes the data collection instruments and how the data is actually collected. The trustworthiness and transferability of the research instruments are also described.

Chapter five presents the analysis and interpretation of the collected data that culminated into the empirical research findings.

Chapter six gives a summary of the study and the main findings. The conclusions of the research and recommendations for the promotion of teacher motivation in

secondary schools, through the instructional leadership role of the principal are discussed. Recommendations for further research on this problem are made.

1.9 CONCLUSION

This chapter has presented the problem and it was mainly an orientation to the study. The background to the problem of teacher motivation and the importance of the instructional leadership role of the principal in teacher motivation were described briefly.

The next chapter presents the findings of a literature study of the concept motivation and teacher motivation. A theoretical framework for teacher motivation is thus analysed and discussed.

CHAPTER TWO

AN ANALYSIS OF THE PHENOMENON OF MOTIVATION WITHIN THE CONTEXT OF EDUCATOR MOTIVATION

2.1 INTRODUCTION

A study of teacher motivation has two main themes. The first is why teachers behave in the way they do in the school setting. The second is how they can be helped by the principals and other stakeholders so that they engage in work and teaching behaviour which will contribute to the core function of the school, which is teaching and learning (Crawford 1997:88). In this chapter, the importance of teacher motivation and the concept of motivation is explained and analysed. The motivational factors for teachers, applying literature findings, are reviewed and discussed. Some of the most widely applied theories of motivation are presented, analysed and criticised in terms of teacher motivation. A brief summary of the most common factors that determine teacher motivation concludes this chapter.

2.2 THE IMPORTANCE OF EDUCATOR MOTIVATION

Schools exist, primarily, to educate children. It is for that purpose that teachers and others are employed in schools (Fiddler & Atton 1999:5). Teachers are arguably the most important professionals for any nation's future. However, without adequate resources teachers will not be motivated although they may be highly qualified. It is regrettable that evidence indicates that the teacher - the

most vital resource in the school - is being neglected and teacher turnover is very high in many African countries (Abdo 2001:108). This is an unfortunate state of affairs as it is beyond doubt that schools would not survive without highly motivated and dedicated teachers.

2.2.1 MOTIVATED TEACHERS AND THEIR IMPACT ON LEARNING

Abdo (2001:117) points out that the strength of a nation depends on the high quality of its educational system. The strength of such a system depends on qualified and motivated teachers. Together, with the learners, teachers bear the greatest responsibility for ensuring the success of the school as an edifying organisation. Inspired teachers are essential in providing excellence in education. Enthused teachers ensure the success of the educational establishment because they are always looking for better ways of doing their job (Steyn 1996:17). Furthermore, Sergiovanni and Starrat (1993:67-69) point out that motivated teachers have a positive impact on learner learning, are able to create an appropriate classroom atmosphere, have reasonable control of their work activities, are willing to accept responsibility and are personally accountable for outcomes. As a result there is less likelihood for poor performance (Fiddler & Atton 1999:192).

Teachers are the group who can have the single most significant influence on learners' achievements. It is important to note that a teacher's attitude, whether good or bad, filters down to the learners (Vail 2005:16). In any school where the teachers are happy and productive, the learners are also likely to be the same. As pointed out by Lethoko, Heystek and Maree (2001:311), committed teachers make committed learners. They are regarded as a crucial component of effective schools. For instance, motivated teachers in Albania are reported to be engaged in using desirable classroom practices, such as, the planning and implementing of lessons. In addition they announce their teaching and learning objectives publicly on notice-boards and frequently schedule meetings with their learners'

parents (Kloep & Tarifa 1994:170). Teachers' willingness to work helps control learners within the school. In addition to their teaching loads they also help to solve punctuality, truancy and disciplinary problems (Lethoko, Heystek & Maree 2002:313). Teachers who feel good about themselves and their work will be continually improving ways to reach all learners and so create an atmosphere where the learners want to be.

Anderson and Kaprianou (1994:64) point out three ways in which motivated teachers may make schools more effective. These are:

- they will always find better ways to do their job
- they are seriously concerned about quality and
- they do their best to ensure that the teaching and learning process takes place effectively in the school.

This contention is supported by Ofoegbu (2004:1) who asserts that a motivated teacher inspires respect and a desire to learn. The physical conditions of the classroom indicate orderliness and self-discipline. He gauges learners' feelings and attitudes by discerning their behaviour and responses in the classroom environment. When the researcher was teaching at St Mary's College, a Catholic college, in 2003 and 2004, he witnessed enthusiastic teachers who became involved in the counselling of learners with learning difficulties, doing remedial work free of charge after normal school hours and engaging in extra-curricular activities. Thus, depending on the degree of congruence between classroom practices and school environment, teachers' activities enhance learners' performance. However, the converse also applies as a teacher's attitudes to his/her work can just as easily curb learners' performance and so hamper the quality of teaching.

2.2.2 DISILLUSIONED TEACHERS AND THEIR IMPACT ON LEARNING

Many teachers manifest poor motivation. This prevents the school from reaching its ultimate goal of effective teaching and concomitant successful learning. According to Woods and Weasmer (2002:186), eager neophytes burst into the classrooms confident that they will touch their learners' lives and inspire them to learn. This is due to the positive image of teaching as the transmission of a predetermined curriculum that is teacher-driven and which demands obedience and passivity from learners (Hargreaves & Jacka 1995:44). There is a wide gap between the young, beginning teachers' concepts and ideals and the actual practice and experience of school and teaching realities. This is most often associated with a breakdown of the school culture of learning and teaching (COLT).

Lethoko et al (2001:311), cite Saunders (1996) when referring to this absence of COLT in black secondary schools in South Africa as "a crisis of gargantuan proportions." As a result, the school is becoming a place of disillusionment for teachers. This, however, tends to be a worldwide problem because American studies indicate that many graduates never actually start a teaching career and as many as 50% may leave the profession within the first five years (Fresko, Kfir & Nasser 1997:429). In Israel, the percentage of teachers who leave within five years is estimated to be between 20% and 50% (Asrat 1991:10). Furthermore, according to Gullatt and Bennett (1995:1), teachers' performance declines during their second and seventh years of teaching. This is mainly because the teachers' needs are not met.

The reasons for the lack of quality in educational provision are that (Abdo 2001:107-110):

- one cannot enhance educational quality without also attending to the poor status and the low salaries of teachers, especially in the Middle East and North African regions.

- de-motivated teachers have a low morale because of various pull-factors that are associated with the school's poor working conditions.

Teachers with poor motivation cannot be expected to perform their task in an effective way. According to Masitsa (2003:1832), unmotivated teachers can neither perform in accordance with their ability nor motivate their learners effectively. Obviously, this will impact negatively on the teaching quality and learners' performance. No matter how excellent education may be, unless learners are motivated to take advantage of it, they will not apply themselves diligently enough to learn (Masitsa 1995:142).

Poorly motivated teachers are recognisable by the following signs (Smith 1992:2):

- they frequently express concerns about earnings
- they often seek reassurance about job security
- they always need to have duties spelled out clearly
- they follow instructions but never show initiative
- they frequently express concerns about working conditions
- they show little interest or enthusiasm for the job in hand.

Since teachers are the key people in the school, they need to be highly motivated in order for learning to happen. However, due to their low morale (Evans 2001:173) accompanied by a breakdown of motivation (Lethoko et al 2001:1) it seems that schools are not dynamic sources of inspiration; neither are they intellectually vibrant, morally disciplined and aesthetically stimulating (Crowther, Kaagan, Ferguson & Hann 2002:xvi). Ideally teachers should be the main force towards achieving these ends. A decade ago, Meadows (1993:1) pointed out that teachers were neglected in that too often schools do not pay sufficient attention to their fundamental needs. With the increasing demands made on them teachers need, more than ever before, to be motivated and

guided by the principals. Moreover teaching can be “a bit too absorbing” and “take over the life of the teacher” (Day, Elliot & Kington 2005:566).

2.3 FACTORS INFLUENCING THE MOTIVATION OF TEACHERS – AN INTERNATIONAL REVIEW

A survey of the literature on teacher motivation reveals many of the factors that determine the motivation of secondary school teachers. The driving factors are diverse and they may interact rather than be independent of each other (Fiddler & Atton 1999:44). However, because the factors which determine teacher motivation are school-based and context bound and because teacher motivation within developed as opposed to developing societies involves different nuances, it is necessary to distinguish between the two sets of factors that impact on teacher motivation. The distinction is also important because in Mauritius both the sets of factors impacting on teacher motivation are present in that a number of schools represent a developed world context while others resemble conditions similar to developing societies.

2.3.1 THE SITUATION OF TEACHER MOTIVATION IN DEVELOPED COUNTRIES

An important aspect pertaining to teacher motivation in developed countries is the fact that teachers are provided with good quality teacher training and they have opportunities to further improve their training (Evans 2000:175). They work in acceptable physical school contexts and they are decently paid for their work. The main factors that determine teacher motivation in developed countries, such as, the United States of America, the United Kingdom, and Australia are discussed below.

2.3.1.1 Interaction with learners

Teachers' daily interaction with learners that are excelling is the most encouraging aspect of their profession. Undoubtedly they find such psychological rewards to be source of work satisfaction. Though they may be dissatisfied with their overall profession, they remain motivated when they see their learners achieve academically. The latter are probably getting good parental support and academic guidance at home. The positive relationship with learners heightens the teachers' sense of professionalism, enthusiasm and self-worth and this motivates them to give their best to learners. However, in many developed countries, namely the U.S.A and the U.K, many social and environmental factors are enforcing negative learner attitudes. These undermine the teachers' overall enjoyment of their profession (Wright & Custer 1998:69; Scott, Cox & Dinham 1999:302; Ingram 1997:414; Stenlund 1995:160).

2.3.1.2 Respect and outside criticism

Teachers from developed societies feel that they do not get the respect they deserve as professionals. There is a general decline in the public's appreciation for teachers as well as from other professionals. There are constantly increasing expectations from a more discerning public (Dean & Rafferty 1996:5; Evans 2000:174; Scott et al 1999; Abdo 2001:107-122). In developing countries, teachers' competencies are not so critically questioned by the community which results in less awareness of how they should perform as professionals, whereas in developed countries there are clear expectations of how teachers are to perform.

2.3.1.3 Professional autonomy

Because of their professional training teachers consider they should have the autonomy to experiment and develop classroom practices. However, there is a threat to de-professionalise teaching as a result of school-based teacher training as well as increasing interference and directives from administrators. This follows on from the process of decentralisation and the devolution of power from the central government to school authorities in the first world. This reduces their freedom not only in the classroom but in the school context as a whole. Moreover, teachers are de-motivated because decisions are made about their own learners in forums outside their control (Bakker 2005:29; Day, Elliot & Kington 2005:573; Evans 2000:183; Evans 1997:831).

2.3.1.4 Working hours

Though unreasonable working hours were not traditionally a significant factor that de-motivated teachers, recently they have become one of the factors that discourages new graduates from entering the teaching profession and causes veteran teachers to leave it (Barmby 2006:258). Indeed, the number of hours worked is a key factor in teachers' perception of the quality of their working lives. However, a reduction of working hours does not necessarily always motivate teachers since it sometimes corresponds with a decrease in teacher motivation, particularly in secondary schools. According to Butt, Lance, Fielding, Gunter, Rayner and Thomas (2005:468), this is because teachers' motivation in developed countries is embedded in a large set of beliefs and attitudes pertaining to an unquestionable commitment to teaching regardless of the number of hours demanded and the impact thereof on their private lives.

2.3.1.5 Work overload

Work overload is exacerbated by bureaucracy, paperwork and administrative tasks. Increasing formal demands are made on teaching, such as, monitoring, assessment, reporting, recording and accountability (MARRA). As a consequence of various so-called educational reforms, that have been and are being introduced in the developed world, teachers feel overwhelmed and dispirited. They also feel that they are not compensated accordingly for their increased workload. Dissatisfaction with the workload inevitably leads to low motivation (Barmby 2006: 262; Campbell 1999: 24; Stewards & Spence 1997: 34).

2.3.1.6 Professional development

Although teachers appreciate the opportunity to follow a professional career path that allows them to grow and receive recognition as professionals and continuous learners, some of these programmes are demeaning and tedious. In addition they are not permitted to give input. Linked to these frustrations are the excessive amounts of time devoted to administrative and non-curricular tasks as including coping with constant change that is characteristic of the developed world and that erodes the available time for professional development. Teaching thus becomes a stressful experience (Sparks 1997: 21; Scott et al 1999:305; Vail 2005: 19).

2.3.1.7 Educational reforms

Although educational reforms, such as, the implementation of a new national curriculum, new staff appraisal systems and new evaluation methods are potentially exciting challenges, many teachers actually feel that they constitute a

threat. Teachers are profoundly conservative in nature and are primarily more concerned about how the changes will affect themselves personally in terms of their classroom and extra-curricular activities than appreciating the potential over-all benefits of the proposed new educational policy. Consequently, when educational changes are not ideologically or pragmatically acceptable to them, they become frustrated and dispirited (Evans 1997:831; Evans 2000:185; Fullan 1991:35; Dean & Rafferty 1996:5; Scott et al 1999:302).

2.3.1.8 Teacher empowerment

Teacher empowerment is a source of motivation for teachers. They consider that the more they share in decision-making the greater their job satisfaction will be and hence their job performance, quality of work and the higher their self-esteem will be. The more that teachers see that they have choices in how they complete their work the greater their perception that they are achieving their goals through their own efforts. Teachers are happier when they have some measure of control over their working environment. Autocratic top-down leadership tends to quell teacher motivation and morale. When teachers are not given the opportunity to voice their views and opinions and to participate in making decisions on matters that affect them, they become dissatisfied with their profession (Davis & Wilson 2000:352; Vail 2005:17; Keiser & Shen 2000:115).

2.3.1.9 Disciplinary problems

Teachers experience the disciplinary problems of learners as one of the major causes of de-motivation. This is because learners are the essence of their existence in the classroom. Often, when it comes to disciplining individual challenging children and also because they work in isolation, they do not feel that they are supported adequately by the principal. This is especially so in a toxic

environment, with ongoing conflicts and hostilities among learners and between learners and teachers, that reflects the breakdown of the school culture (Vail 2005:17). However, toxic environments are also very much part of the school climate prevailing in developing countries (Christie 1998:283). Undoubtedly, learners' misbehaviour and negative attitudes towards their learning de-motivate teachers (Stenlund 1995:160; Vail 2005:18; Woods & Weasmer 2002:186; Evans 1998:29; Dean & Rafferty 1996:5; Wright & Custer 1998:69).

2.3.1.10 Remuneration

Pay is regarded as a stick disguised as carrot and it serves to prevent dissatisfaction or to act as a satisfier (not as a motivator). Intrinsic factors such as recognition and praise are more significant motivators. However, negative job-related attitudes among teachers do correlate with low salaries to some extent. It is the perception of the inequity in salaries which results in the dissatisfaction and de-motivation of teachers. In the developed world, people working in the business and engineering fields have witnessed markedly higher salary increases due to the high demand for their services, compared to the lower increases in the teaching profession (Evans 2000:174; Weld 1998:33; Mansell 2002:14; Luce 1998:16; Stewards & Spence 1997:37).

2.3.1.11 Mutual adjustment and a community of practice

Much of a teacher's work is carried out in self-contained classrooms that isolate them from the full support of their colleagues and the principal. Teaching can be a very lonely profession, and teachers who struggle without support trying to do their best become frustrated and consequently experience low levels of motivation. In addition when teachers' needs for affiliation are not met, they become dissatisfied. On the other hand, teachers find collaborating with

colleagues intellectually and emotionally stimulating. They find it encouraging when given the opportunity and time to collaborate with their colleagues and discuss common teaching concerns. The search for collegiality is a motivating factor for teachers in the developing world as well. Most motivating in the developed world today is the existence of a community of practice in schools. According to Sergiovanni (2004:108), teachers are motivated when they are able to share a common body of knowledge. Consequently, they work together to expand that knowledge and use it more effectively for the benefit of the community of teachers as a whole thus transcending their own individual practices (Frase & Sorenson 1992:40; Vail 2005:19; Ingram 1997:424; Butt, Lance, Fielding, Gunter, Rayner & Thomas 2005:457).

2.3.1.12 Recognition and feedback

Informing teachers that they are doing a good job and recognising their achievements, both publicly and privately, makes them feel appreciated. Recognition in the form of praise and constructive feedback from colleagues and the principal has a positive impact on teacher motivation, self-esteem, confidence and sense of security. From this they can develop a habit of reflection which can inform their behaviour. Indeed, teachers long for recognition, praise and feedback about their achievements and this is likely to motivate them professionally (Steyn 2002a:87; Vail 2005:18; Blase & Blase 2004:41).

Most of the factors affecting teacher motivation in the first world are related to intrinsic motivation. As will be explained in paragraph 2.5.3, intrinsic motivational factors are more influential than the external factors.

2.3.2 THE SITUATION OF TEACHER MOTIVATION IN THE DEVELOPING COUNTRIES

The main factors affecting teacher motivation in developing countries, such as, South Africa, Albania, Zambia, Malawi, Papua New Guinea, the North African region and the Middle East are similar to the factors pertaining in Mauritius. Mauritius, due to its middle income status, is also categorised as a developing country (Belle 2006:32). Determining factors relating to teacher motivation in developing countries will thus shed light on the situation in Mauritius. This will help the researcher to have better insight into these issues, and gain a better understanding of teacher motivation in Mauritius, in particular.

2.3.2.1 Relationships with learners, colleagues and the principal

When teachers' needs for affiliation through collegial relationships with their colleagues and superiors are not met, they feel dissatisfied. They experience a lack of such relationships because of the hierarchical nature of schools and teachers' habits of working alone. Moreover, disharmonious relationships among teachers and learners lessen dedication and motivation in teachers (Leibowitz 2003:13; Lethoko et al 2001:316). As opposed to developed countries, this is a more significant problem in developing societies since the school is often seen as a dis-organisation due to the breaking down of the culture of teaching and learning. In addition the increasing external demands on the principal impact directly on the teachers.

According to L'Express (2007:5), learners are fully aware that corporal punishment is forbidden by law and that those teachers, or principals even, who try to punish them verbally or physically can be taken to court. Furthermore, the socio-economic environment in most developing countries is not conducive to transmitting respectable values and acceptable attitudes to children. Moreover,

since principals and many teachers have political backing, they tend to bypass certain rules and regulations of the school (L'Express 2007:14). Consequently the interrelationships between the principal, the teachers and the learners become tense. This undoubtedly affects teacher motivation.

2.3.2.2 Learners' poor motivation

Because of a breakdown in the culture of learning and teaching (COLT) in schools, poor academic performance, truancy and negative attitudes towards education in general, there has been an adverse effect on teachers' motivation. Kruger (2003:207) asserts that in developing countries, particularly in South Africa, this is the result of the absence of a sound philosophy, values and norms which shapes the deeper attitudes of the principal and other stakeholders. The high level of learner absenteeism and the excessive drop-out rates are frustrating teachers as they cannot enjoy practicing their profession. As a result, they are unable to develop an integrated professional ethos (Masitsa 2005:182; Lethoko et al 2001:311).

2.3.2.3 Poor physical working conditions

Poor physical working conditions, such as, dilapidated classrooms, inadequate furniture and broken windows and teaching resources that are not to standard, such as, a lack of textbooks, overhead projectors, audio-visual aids and computers are all de-motivating factors. Teachers want to be provided with the opportunities and challenges (job autonomy) to experiment and innovate in their classes. This does not only imply work autonomy, but also the availability of crucial teaching aids to enhance the teaching/learning experience. In many developing countries, classes are held outside in the open air with learners sitting on the ground. Even though teachers want to improve materials, they cannot

because of a lack of funds. Both teachers and the community value new, attractive and properly maintained facilities and infrastructure. Indeed, facilities that are well-cared for by all the teachers and other users in the school tend to motivate everybody concerned who then are likely to make optimum use of these facilities. Thus, the teachers' effectiveness and job satisfaction are enhanced (Abdo 2001:115; Lethoko et al 2001:316; Kloep & Tarifa 1994:170; Young 2002:20).

2.3.2.4 Remuneration

The poor administration of pay is a common discouraging factor in developing countries. Teachers are not paid for several months and therefore are not even able to cater for their basic needs (Young 2002:20). In addition their salaries do not keep up with the inflation rate. Since their basic needs are not satisfied, they cannot fulfil their roles as they would like to in the school. Endless union strikes over salaries also de-motivate them (Leibowitz 2003:13).

2.3.2.5 Class sizes

In developing countries it is common to have up to 70 learners in one classroom. Against the background of such overcrowding every single learner added to a class creates excessive demands on the teacher. This seriously hampers the necessary individualised attention required by learners and task-related activities. Accordingly, teaching methods and evaluation techniques adopted by the teacher cannot be implemented effectively which causes frustration accompanied by high levels of pressure; all this impacts negatively on teachers' efficiency, enthusiasm and motivation (Abdo 2001:107-122).

2.3.2.6 Staff development

In-service training is almost non-existent in developing countries, and if it exists, then it is presented annually for only a few days or in the form of pre-service training (Abdo 2001:117). As a result, teachers are not professionally equipped to face the classroom situation and the school realities. Certainly staff development motivates teachers in making them feel confident and prepared for their task, with the ability to develop new ideas and techniques. This is what many teachers have to forego merely because it is not available to them (Masitsa 2005:184).

2.3.2.7 Supervision

Supervision is geared towards ensuring the conformity of teachers' instruction with the Ministry of Education regulations and own evaluation criteria rather than achieving the aim of staff development and encouraging quality improvement. This is because in many developing countries, supervision is not associated with the instructional leadership that facilitates teachers' effectiveness. There is little liaison with teachers and therefore they are side-lined and remain teaching in isolation without knowing whether they are appreciated for their performance by their principal or anyone else. Worst of all, principals feel incompetent to carry out supervision themselves. Inevitably, in the course of time, the whole teaching profession is discouraged and loses confidence in its' own competencies (Abdo 2001:117; Masitsa 2005:185).

It is obvious that aspects determining teacher motivation are diverse and impact on the whole ethos. The common factors that influence teachers in both the developed and the developing worlds are:

- the teachers' interaction with the learners, colleagues and principal

- professional development
- collegiality
- remuneration
- recognition and feedback associated with supervision
- the school's culture of teaching and learning.

It is interesting to note that these most common factors are related to intrinsic motivation. The only factor related to extrinsic motivation is remuneration. Intrinsic factors are mostly within the higher order needs of Maslow's theory, the satisfiers of Herzberg's theory and the attributes of McGregor's Theory Y in his Theory X and Theory Y framework. This affirms the research findings that intrinsic factors are more important than extrinsic factors in motivating teachers (Pintrich & Schunk 1996; Ingram 1997; Wright & Custer 1998; Weld 1998; Evans 2001 & Barmby 2006). Once the teachers are paid reasonable wages, they are able to satisfy their lower order needs. They will then be motivated by the intrinsic factors, which are discussed in paragraph 2.5.3. After identifying the issues that determine teacher motivation, the researcher will be able to examine to what extent they are relevant to the study in the Mauritian context, specifically in the secondary schools of the Flacq district.

2.4 THE CONCEPT OF MOTIVATION

One of the difficulties in the study of motivation is that there is no overarching or single theoretical model which clearly explains motivation. This is because of the different viewpoints to motivation pertaining to the various behavioural, humanistic, cognitive, and socio-cultural approaches (paragraph 2.6).

The etymological root of the term motivation is the Latin word *movere*, which means 'to move.' But, in the vast field of education management, this simple definition is inadequate. This etymological root is only a point of departure for the many nuances associated with motivation. Different definitions focus, in varying degrees, on a number of facets which constitute motivation. According to Crawford (1997:89) these aspects are goal-setting and need-fulfilment.

2.4.1 Motivation as goal-setting

Goal-setting as a motivational process establishes standards of performance that relate to self-efficacy and outcome expectations (Betchoo 2005:3). Heightened self-efficacy, which entails a set goal and anticipating outcomes for one's actions are what drive people to act (Woolfolk 2001:388).

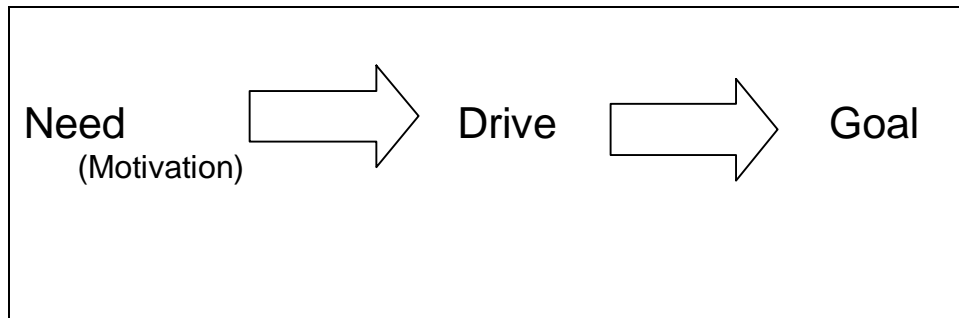
2.4.2 Motivation as fulfilling needs

Motivation may also be defined in terms of needs. An awareness of "needs" as a concept is important for understanding teachers' behaviour and that of others with whom they work (Drafke & Kossen 1998:273). Crawford (1997:91) cites Betts (1993) who defines a need as one aspect of internal human pressure. It refers to an internal state that makes certain outcomes appear attractive (Betchoo 2005:57). In simple terms, a need refers to a lack of some aspect in life. The aspects that may be missing may be physiological, social or psychological. Some of the needs of teachers in schools may be food and drink, job security, relationship building, self-esteem, professional and social status, a feeling of achievement and recognition. This is consistent with Maslow's Hierarchy of Needs which will be discussed in paragraph 2.8.

The unsatisfied need stimulates drives within an individual toward the particular goals that will satisfy the need if achieved. In this regard, needs indicate motives

because needs move or motivate people to act (Drafke & Kossen 1996:273). Coleman (1998:106) stresses the influence of a motive as a driving force behind a person's actions. Motivation is therefore a process rather than a product. This process is illustrated in figure 2.1 below.

Figure 2.1 Motivation Process



Source: Smit and Cronje (1999:323)

From the figure it is clear that a persistent need may develop into a drive to satisfy the need through achieving certain goals. Similarly, a teacher might also perceive a need and be driven to satisfy it. According to Maslow's Hierarchy of Needs, the physiological need for food, clothes and shelter is satisfied by a reasonable salary (Sookaree 2007:16). The achievement of the goal which the teacher is motivated to attain, namely obtaining a higher qualification would result in the teacher earning a better salary which should restore the teacher's psychological balance. The teacher will thus strive to do his/her best to attain that goal. Motivation is therefore a need-satisfying process.

2.4.3 Teachers' motivation needs

Teachers are each unique and have differing needs. Consequently they have different levels and types of motivation. Their needs which vary in content, priority and importance, need to be known because they are motivating factors for their professional development and performance (Gullat & Bennett 1995: 142). It is important to recognise the specific needs and motives of teachers and to treat them on their own merits. Hindle (2000:317) suggests that the following are needs of people in an organisation:

- good basic rates of pay
- high level of job satisfaction
- promotion
- recognition for good work and reward in the form of a bonus
- responsibility for tasks
- job advancement
- job security
- status within a team.

Within the school context, Smith (1992: 147) gives two categories of teachers' needs: basic needs and motivational needs. Their basic needs include being able to maintain a reasonable standard of living with a sense of stability and reassurance for the future as well as being able to obtain housing of some kind, food, warmth and clothing. On the other hand, motivational needs are associated with achievement, friendship and power.

From the above attempt to define motivation, it can be found that motivation has three components which are (Steyn 2002a:85):

- energising human behaviour
- directing behaviour by creating a goal orientation for the individual
- maintaining and supporting behaviour.

From this perspective, most motivational theories propose constructs, such as, instincts, drives, habits, needs or goals that provide the engine to move people to act and also the direction in which to act. Therefore, the study of motivation focuses on how and why people initiate actions directed towards specific goals; how intensively they are involved in the activity; how persistent they are in their attempts to reach their goals and what they are thinking and feeling.

2.5 TYPES OF MOTIVATION

It is clear from paragraphs 2.3 and 2.4 that there are a multitude of factors that energise teachers' behaviour. These by varying influences are drives, needs, incentives, fears, goals, social pressures, self-confidence, interests, curiosity, beliefs, values and expectations. However, all these causes can be grouped into two main categories of motivation, namely intrinsic and extrinsic motivation. Both types of motivation are contextual as they characterise people in relation to activities.

2.5.1 INTRINSIC MOTIVATION

Motivation that stems from factors such as interest and curiosity is called intrinsic motivation. It is the natural tendency to seek out and conquer challenges as people pursue personal interests (Woolfolk 2002:308). When teachers are intrinsically motivated, they do not need extensive extrinsic incentives because teaching in itself is rewarding. Pintrich and Schunk (1996:258) state that these teachers find teaching enjoyable and task participation brings its own reward. Thus, they may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment or self-actualisation. This view is supported by Fresko, Kfir and Nasser (1997:431) who point out that intrinsic motivation is derived from task-

related rewards and is related to the individuals' feelings of competence, self-determination and self-fulfilment. Simply stated, intrinsic motivation is what motivates people to do something when they do not have to do anything (Woolfolk 2001:368). Intrinsic motivation is concerned with the quality of working life and therefore has a deeper and long term effect because it is inherent in individuals and not imposed from the outside.

2.5.2 EXTRINSIC MOTIVATION

Extrinsic motivation refers to the offering of incentives for successful task performance (Barry & King 1998:496). In fact, extrinsically motivated teachers are teachers who are not really interested in the activity for its own sake, but they care only about the rewards that teaching will bring them (Woolfolk 2001:368). An extrinsically motivated teacher may follow the teaching profession in order to obtain some reward, such as, an increased salary, promotion or praise. In Drafke and Kossen's (1998:209) view, the external factors are levels of concern, success, feedback, interest and feelings. Other externally initiated factors are educational policies and reforms and conditions of service like job security, the physical conditions of the school, the amount of work, the facilities available for doing the work and fringe benefits. Although extrinsic motivators can have an immediate and powerful effect, they do not necessarily last long. Teachers need to be intrinsically motivated to be professionally committed and motivated. Suslu (2006:6) maintains that the use of extrinsic motivation may only add an incremental improvement to task functioning. This is explained further in the following paragraph.

2.5.3 THE CONSISTENCY OF INTRINSIC MOTIVATION AS OPPOSED TO EXTRINSIC MOTIVATION

The essential difference between intrinsic and extrinsic motivation is the teachers' reason for acting, that is, whether the locus of causality for the action is internal or external. How motivated teachers are depends on the location of the feature that causes them to put greater effort into their teaching for the benefit of the school. For teachers to be optimally motivated, they should be motivated by both internal and external factors. This is consistent with all the motivational theories discussed in paragraph 2.9. For that reason, the aim of the principal should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time to provide some external motivation along the way for the realisation of the core function of the school. Intrinsic motivation affecting the teacher's esteem, own satisfaction and feeling of self-actualisation are more sustainable as they provide better incentives toward optimal achievement of the school mission.

In various recent studies on teacher motivation, researchers agree unanimously that intrinsic motivation is more important than extrinsic motivation (Barmby 2006; Drafte & Kossen 1998; Evans 2001; Fresko et al 1997; Ingram 1997; Luce 1998; Pintrich & Schunk 1996; Weld 1998; Wright & Custer 1998). According to Fresko et al (1997:431), teaching has relatively little to offer in the way of external rewards. As a result, teachers who go into teaching because of inherent professional values are more satisfied and motivated than those who enter the teaching profession for economic reasons. Wright and Custer (1998:69) confirm this when they conclude that certain intrinsic rewards like esteem and autonomy offset perceived low pay, and that salary only becomes a serious issue when these intrinsic rewards are not present, or are greatly reduced. In the same vein, Evans (2001:292) finds that motivation is influenced much less by externally initiated factors, such as, salary, educational policy and reform and conditions of service. Though satisfactory salaries can help to avoid

dissatisfaction, intrinsic rewards such as professional and personal development are the factors that keep teachers in the classroom (Luce 1998:17). Ingram (1997:414) confirms that 86% of teachers choose “knowing that I have reached students and they have learnt” as their greatest psychological (intrinsic) reward. What matters most, to exemplary teachers, is that they reach their personal goal of doing a job well (Weld 1998:34).

From the above literature survey on the sources of motivation, the aspects that account for intrinsically inspired motivation are feelings of accomplishment, competence and achievement, job autonomy, personal growth, self-esteem and self-fulfilment. On the other hand, factors that account for extrinsically inspired motivation are salary, education policy and reforms, interest, success, feedback, level of concern and conditions of service. The latter relate to aspects such as job security, physical working conditions, amount of work, available facilities and resources and fringe benefits. This survey provides a point of departure for conducting an empirical investigation into the factors that determine teacher motivation within the context of this study and for determining which aspects should be considered to ensure optimal performance in terms of intrinsic and extrinsic factors. Since intrinsic factors are more sustainable than extrinsic factors, the principal who has the ability to create and provide opportunities for teachers to be intrinsically motivated will be successful. The researcher will be guided by these considerations.

2.6 APPROACHES TO MOTIVATION

Motivation is a vast and complicated topic that includes many theories. Woolfolk (2001:369-376) highlighted four general approaches to motivation, namely behavioural, humanistic, cognitive and socio-cultural conceptions. The different approaches to motivation attempt to explain what motivation is and each approach contributes in its own way towards a comprehensive understanding of

human motivation (Woolfolk 2001:377). On the other hand, theories of motivation concentrate on the specific aspects that motivate individuals at work and examine the relationships among the different variables that make up motivation (Crawford 1997:93). These four approaches to motivation represent a theoretical framework for the 'what' and 'why' of motivation and serve as a broad basis for an analysis of the contextual motivation of secondary school teachers.

2.6.1 BEHAVIOURAL APPROACH TO MOTIVATION

Behaviourists explain motivation in terms of concepts, such as, "rewards" and "incentives." A reward is an attractive object or event which is supplied as a consequence of a particular behaviour. An incentive is an object or event that encourages behaviour. According to Luce (1998:16), incentives are used to motivate workers' performance whereas rewards are used to compensate worker's performance. In fact, these approaches view motivation as a change in the rate, frequency of occurrence or form of behaviour as a function of the environmental events or stimuli (Pintrich & Schunk 1996:26). In many schools, it is the practice to reward teachers for their extra efforts in their contribution to the realisation of the school goals. Enhanced pay packages as an incentive may result in better and further improved teaching performance (Luce 1998:2).

2.6.2 HUMANISTIC APPROACH TO MOTIVATION

Humanistic interpretations of motivation emphasise intrinsic sources of motivation, such as, a person's need for self-actualisation, the inborn actualising tendency or the need for self-determination (Woolfolk 2001:370). In other terms, people are motivated by the inborn need to fulfil their potential. So, from the humanistic view, motivating teachers means to encourage them to

draw upon their inner resources, such as, their sense of competence, self-esteem, autonomy and self-actualisation. This approach is associated with the intrinsic aspect of motivation, as discussed in paragraph 2.5.1

2.6.3 COGNITIVE APPROACH TO MOTIVATION

Cognitive theorists believe that people's behaviour is determined by their thinking. Stimulating thinking arises not simply from whether they have been previously rewarded or punished for the behaviour, but in terms of their search for meaning, understanding, and the power of the individual's attributes toward success and failure, achieving goals, expectations and interpretations of the events in the work context. That is, behaviour is initiated and regulated by this thinking. This approach emphasises the importance of the mental processes in motivation. People do not react to external events or physical conditions such as hunger, but rather to their interpretation of events. Cognitive theories are thus closely related to intrinsic motivation. According to Pintrich and Schunk (1996:26-27), some of the processes stressed by cognitive theories are attributes, perceptions, values, goals and social comparisons. These indicate intrinsic motives towards the individual's achievement of specific objectives.

2.6.4 SOCIO-CULTURAL CONCEPTS TO MOTIVATION

Socio-cultural views of motivation emphasise legitimate engaged participation and identity within a community. People engage in activities to maintain their identities and their interpersonal relations within the community (Woolfolk 2001:375). Thus teachers are motivated to work if they are part of the school community. They feel part of a professional learning community when the principal participates actively and encouragingly, when they are empowered and are regarded as teacher-leaders and when they are recognised for their

professional commitment and achievement. This approach to appealing to teachers promotes intrinsic motivation.

2.7 MODELS FOR MOTIVATION

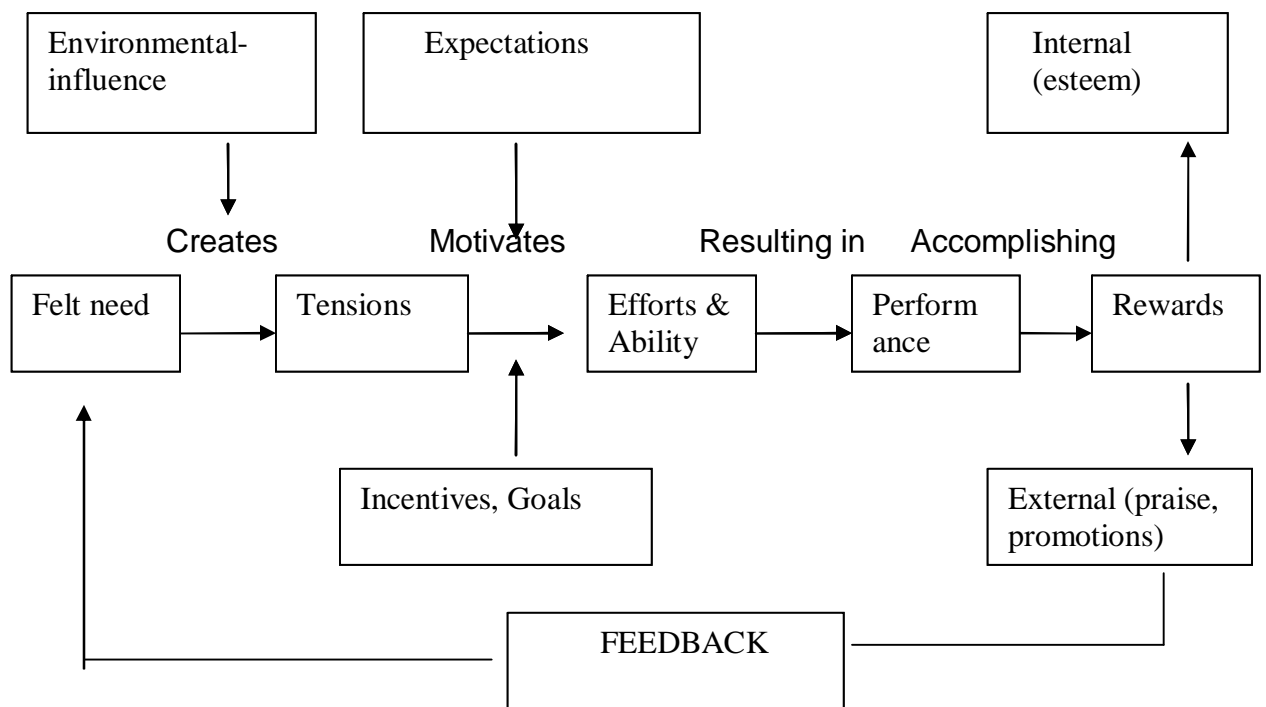
Within the theoretical framework of the four approaches to motivation (paragraph 2.7) models for motivation are identified that pertain to comprehensive schemes representing the various major aspects which influence and determine motivation. Within these models, domino effects may result by means of which one influence precipitates the process of performing better or poorly (Fiddler & Atton 1999:44). Models help to understand the concept of motivation better. For the purpose of this study, the General Motivational Model (Drafke & Kossen 1998:275) is described. This model is selected because it takes the notion into consideration that teachers have needs and expectations and when these aspects are satisfied, they do exert an influence on their efforts to perform within the school setting. This is consistent with the objective of this investigation into the motivation of secondary school teachers and the role to be played by the principal in this regard.

2.7.1 THE GENERAL MODEL OF MOTIVATION

The essence of the General Motivational Model is that the motivation process may be regarded as an incentive which causes action (Drafke & Kossen 1998:275). This is clearly shown in figure 2.2 which depicts the model diagrammatically. On the left hand side of the model a felt need creates tension. When a person experiences a shortage tension is created. Tensions motivate a person to make an effort to reduce or eliminate these tensions. The individual's past and present environmental experiences influence the direction these efforts may take. In this model, the person's expectations also influence his/her

efforts (Drafke & Kossen 1998:274). A person may not bother to make an effort if he/she believes that the desired outcomes are unlikely or impossible to realise.

Figure 2.2 The General Motivational Model



Source: Drafke and Kossen (1998:275)

From this model it is suggested that school principals may influence teacher expectations in a variety of ways, such as, by offering rewards and establishing joint goals. The ability of a person then blends with the person's effort on a certain level of performance. But, in Steyn's (2002a:98-99) view, performance

alone does not allow individuals to satisfy their needs, especially if they lack the appropriate skills or when their prior training is inadequate. Rewards or outcomes result from motivated activity (Drafke & Kossen 1998:275). Outcomes may come from the external environment in the form of praise, promotions or financial rewards. They may also come from the internal environment, such as, self-esteem or sense of achievement which results from the ability to accomplish a goal. However, if this is negative, it is likely to result in teacher discontent.

For the purpose of this study the focus will be on the extent to which secondary school teachers' needs and expectations are satisfied and the extent to which this satisfaction relates to their motivation to perform and achieve the school goals.

2.8 MOTIVATIONAL THEORIES

The usefulness of motivational theories was briefly outlined in paragraph 2.6. In order for a clearer understanding of the factors that motivate teachers and to be better equipped to conduct an investigation, the familiar motivational theories should be explored. These theories can bring about a better understanding of the behaviour and attitudes of teachers in the school setting and the factors that impact on these behaviour and attitudes. The importance of each theory is highlighted here. Consequently the researcher also has attempted to gain insight into what principals should do to motivate their teachers toward optimal performance in achieving the schools goals.

2.8.1 MASLOW'S HIERARCHY OF NEEDS THEORY

Maslow identified five human needs, ranked in order of importance, ranging from lower social and physiological needs to higher psychological ones. The lower four order needs are called deficiency needs because they motivate people to meet these needs and until they are met, it is difficult to respond to higher order or growth (being) needs (Steyn 2002a:90). The various categories of Maslow's Hierarchy of Needs are:

(a) Physiological needs

These needs are the most basic needs that are essential to the survival of a person. Teachers would satisfy these needs when they are employed and when they received a reasonable salary (Steyn 2002a:90).

(b) Security and safety needs

When the physiological needs are gratified, the next level automatically emerges. This level represents the need to be safe and to feel secure, including financial security. It comprises the need for freedom and order, the need for seeking removal of fear and anxiety by gaining job security. Many teachers join the teaching profession because it is a secure and stable job.

(c) Belonging needs

As people start to feel secure, they feel the need to become involved in groups since they want to be accepted and appreciated by their immediate colleagues in the school or by their own kin within the family. In other words, they want to establish affective relationships. Cohesive group or collaborative work is thus important for teachers at schools.

(d) Status and self-esteem needs

Self-esteem needs are the internal feelings of self worth (Drafke & Kossen 1998:278). These include a person's need for self-respect and the esteem of others, the need for success, self-confidence, recognition and appreciation of one's own achievement, as well as the need for status. The recognition of all these needs leads to a sense of gratification. However, teachers who do not feel their esteem needs are being met are not motivated to do their job.

(e) Self-actualisation needs

Self-actualisation needs are gratified when an individual pushes him/herself to reach his/her fullest potential. These needs entail the need to grow and develop. It is the highest level of Maslow's Hierarchy of Needs.

Maslow's theory is helpful for teachers and principals. As pointed out by Ingram (1997:424), transformational leadership appeals to higher order needs, such as, achievement and collaborative decision-making while transactional leadership appeals to lower order needs of safety, security and affiliation. In the same vein, Owens (1995:53) suggests that teachers should be given the opportunity to attain feelings of professional self-worth, competence and respect, and to grow with potential opportunities to develop even greater competence and a sense of accomplishment. An absence of the three higher-order needs, namely esteem, autonomy and self-actualisation, results in low teacher motivation (Wright & Custer 1998:61). However, the lower order needs must be met continuously so that teachers are, sociologically and psychologically, ready to seek satisfaction of the higher order needs. Otherwise the principal will not be able to focus on higher level motivation. Therefore principals must have a clear understanding of what constitutes the needs of their teachers.

Maslow's theory provides an inclusive conceptual framework of the manifestation of human needs which enables school principals to understand teachers' requirements within the school context. The principal is then empowered to assist teachers in satisfying these needs and in so doing, enhance teacher motivation for the sake of better performance.

2.8.2 HERZBERG'S TWO-FACTOR THEORY

Herzberg (1959) constructed a two-dimensional paradigm of factors which affect people's attitudes about their job. One set of factors relates to intrinsic aspects of the work, that is, the actual execution of the work or the job content. These factors are called "motivators" or "satisfiers," which drive people to achieve or to do well. These motivational factors include aspects, such as, achievement, recognition, the work itself, growth and advancement, responsibility and feedback (Drafke & Kossen 1998:283). The other set of factors relates to the extrinsic aspects of the job, that is the work environment or the job context. They are known as the hygiene or maintenance factors or 'dissatisfiers'.

The hygiene factors include aspects, such as, salary, status, security, working conditions, policies and administrative practices and interpersonal relationships. The motivators includes aspects, such as, meaningful and challenging work, recognition of accomplishments, feeling of achievement, increased responsibilities and opportunities for growth and advancement.

According to Herzberg's Two Factor Theory, motivators provide real motivation, and when they are inadequate, teachers are not motivated (Drafke & Kossen 1998:282). On the other hand, the absence of hygiene factors can create job dissatisfaction, but their presence alone does not motivate or create satisfaction (Gawel 1997:2). This is because intrinsic motivators (satisfiers) must be

provided along with extrinsic motivators (hygiene factors) for optimal teaching performance.

The Herzberg's Two-Factor Theory can be applied to good effect by school principals in the motivation of their staff. Teachers should be given opportunities to be involved in shared decision-making, professional and personal growth programmes, collegial relationships and teamwork with job enrichment opportunities. Moreover the teaching task should be made more interesting, meaningful and challenging since the job itself, according to Herzberg's Two Factor Theory, is an important motivator to teachers. It is also clear that education leaders should be concerned with ensuring that the causes of dissatisfaction are removed as well as increasing the opportunities for satisfaction so as to motivate teachers. This is consistent with the findings of Black (1998:265-267) who suggests that the principal should adopt instructional, transformational and facilitative leadership to ensure that the school goals are achieved.

2.8.3 EXPECTANCY THEORY

This theory developed by Victor Vroom in 1964 and later extended by Porter and Lawler in 1968 explains the determinants of workplace behaviour and attitudes (Drafke & Kossen 1998:287). According to this model, prior to investing effort the teacher goes through a process of evaluating the value of rewards (valence), the probability that the effort will achieve results (expectancy) and that effort will achieve the performance required (instrumentality). The degree of motivation is affected by the teacher's preferences for intrinsic or extrinsic rewards and perceptions of equity. Consistent with this view, Steyn (2002a:95) asserts that motivation is determined by individuals' beliefs in their own efforts, the resulting job

performance, and finally the outcomes or rewards and incentives offered for the job performance.

From the Expectancy Theory, it is clear that teachers will be motivated only to the extent that they expect high levels of efforts to be reflected in high levels of performance. If teachers do not believe that their performance will be rewarded then this will affect motivation negatively, but if they believe in the high valence of outcomes then they will be highly motivated (Steyn 2002a:96). Woolfolk (2001:395) added that if one of these factors is absent, motivation will be zero. So, the higher these three factors are, the more motivated teachers will be in schools.

The Expectancy Theory is widely accepted for two main reasons (Drafke & Kossen 1998:288). It makes sense that principals cannot motivate teachers with things they do not want or things they feel they can not earn. In fact, teachers must want the motivator, be it recognition, status or bonus and they must believe that they have a fair chance of obtaining it in order for it to motivate them to perform. On the other hand, principals must identify the type and amount of behaviour that will be used to judge good or outstanding performance, that is establish clear appraisal parameters. They should also determine whether teachers have the appropriate skills and knowledge to do their work effectively (Steyn 2002a:97). According to Crawford (1997:97), principals should give appropriate rewards for individual performance and take heed of intervening variables such as traits, school procedures and support facilities that might affect performance. The concept of expectancy provided by this theory is useful to teachers and principals.

2.8.4 ADAMS' EQUITY THEORY

According to this theory developed by Adams (1965:422-435), the motivation of individuals is influenced by the extent to which they feel they are being treated

in a fair and equitable manner in comparison with the treatment received by others (Crawford 1997:97). That is, people are interested in the comparative nature of rewards. Therefore it focuses on the concept of fairness. It examines the tendency for staff members to compare the fairness of what the work requires them to do (inputs) with what they receive in exchange for their efforts (outputs) (Steyn 2002a:95). Teachers whose expectations are not met tend to become dissatisfied, as they perceive that they are doing more work than is reflected by the remuneration they receive (Drafke & Kossen 1998:288). This dissatisfaction leads to lower motivation. Employees also expect equity in relation to their colleagues. For instance, a teacher may feel de-motivated if he/she discovers that his/her colleague is receiving a higher salary for the same task. This is because if he/she does not experience equity, he/she will take action which would bring him/her a state of equity between what he/she puts into the work and what he/she receives in return (Steyn 2002a:95). The stronger the sense of injustice, the stronger is the motivation to do something about it. The equity theory assumes a balance of employee inputs and outputs as compared to others. According to this theory then, perceptions, not facts determine motivation.

The equity theory is especially significant for principals. Principals should realise that each teacher has a different sense of what is deemed as a reward. Therefore, they have to reward different teachers in different ways. Moreover, they should be very careful and consistent in rewarding teachers so that teachers do not perceive any prejudice or unfairness in the principal's method of rewarding his/her staff. The reward system should be perceived as just and equitable to avoid de-motivation among teachers at school.

2.8.5 McGREGOR'S THEORY X AND THEORY Y

Drawing on Maslow's Hierarchy of Needs, McGregor states that there are two basic suppositions about human behaviour which will help determine the mode of management and which should therefore be adopted to motivate people. The two sets of assumptions are distinguished as Theory X and Theory Y with the differences stated in table 2.1

Table 2.1 Theory X and Theory Y

Theory X	Theory Y
1. Employees dislike work and will do whatever is necessary to avoid it.	1. Employees will respond as positively to work as they do to play or rest.
2. Employees are not ambitious, have little desire for responsibility and would rather be told what to do.	2. Employees do not have to be controlled and coerced. They are self-directed and self-controlled because they are committed to defined objectives.
3. Motivation occurs only at the physical and security levels.	3. Motivation occurs at the social, self-esteem and self-actualisation levels.
4. Employees must be closely controlled and coerced to achieve organisational objectives.	4. Employees want to accept responsibilities and show initiative.

Source: Everard and Morris (1996:23)

(a) Theory X

The Theory X supposition represents the traditional view of control and direction of the manager or the school principal. It highlights the false premise of management that teachers are motivated and committed when they are closely supervised and controlled by the leader. According to Theory X the average person is immature. It also posits that one of the most important drives for a person to work is the need for control (Steyn 1996:10). Teachers are not seen as professionals and therefore there is no participative management.

(b) Theory Y

This Theory is in complete contrast with Theory X. It is based on the notion that people work because they like to work. According to Cole (1996:34), Theory Y sees people as dynamic and self-motivating. Teachers are viewed as having a definite capacity for growth and development. Therefore, principals have to create a working environment and a school culture where the real potential of every teacher is tapped in an effective manner. Responsibility should be given to teachers and the principal should realise that teachers are sooner motivated by their personal needs than by an authoritative management style.

The various motivational theories discussed in this paragraph contribute toward understanding teachers' behaviour and attitudes towards their role in the achievement of effective teaching and successful learning in the secondary schools. They highlight the notion that teachers, like all human beings, are complex. A variety of factors affects their behaviour within the school context. These theories have also revealed that the principal has a major role to play in creating a conducive working environment and thus the necessary opportunities to inspire and motivate teachers to work optimally towards the realisation of the school mission. As such, the researcher realises that, in this present study, motivation should be studied not only from the point of view of the teachers but

also from that of the principal. This will help the researcher obtain a holistic view of the factors that determine teachers' motivation in the Flacq District.

2.9 CONCLUSION

The literature review on teacher motivation highlighted the most important factors pertaining to teacher motivation in schools.

The concept of motivation has been explained and it was clear that the phenomenon of motivation should be understood as a process rather than a product. A model of motivation has been presented to illustrate the process. The various theories of motivation have been described and examined and their application to teacher motivation has been discussed in detail. The theories, as well as the empirical evidence and studies have revealed that teacher motivation is influenced by both intrinsic and extrinsic factors.

Chapter two serves as point of departure for analysing the appropriate leadership role of the principal with reference to teacher motivation. In the next chapter, the essential role of the principal in motivating teachers is investigated.

CHAPTER THREE

SCHOOL PRINCIPALSHIP WITHIN THE CONTEXT OF EDUCATOR MOTIVATION

3.1 INTRODUCTION

Poor teacher motivation and morale are the causes of a decline in the number of prospective teachers which serve as an indication of various education problems, particularly unsatisfactory learner achievement in the higher school certificate (HSC) and the school certificate (SC) examination level in Mauritius (L'Express MAG 2007:12). It is also found that there is a prevalence of workplace negativity in schools, because of a lack of leadership and the stressful work environment in the 21st century that puts considerable pressure on teachers. In the Mauritian education context, it is found that the lack of quality learner performance may easily be ascribed to lazy teachers. Yet the stakeholders involved with the education sector such as the Mauritius Examination Syndicate (MES), the Private Secondary Schools Authority (PSSA) and the Mauritius Institution Education (MIE) all agree that this poor quality learner performance is associated with a lack of teacher motivation (L'Express MAG 2007:12).

According to the MIE, which is the only teacher training institution in Mauritius, teachers are considerably enthusiastic when they leave the institute and they hope they will change the school education system, but soon the system changes them. With no follow up, no classroom visits, and no pedagogical feedback, they inevitably run out of motivation (Le Matinal 2006: 6). Therefore, it is obvious that there is a lack of inspiration from the principals in secondary

schools of Mauritius. It is thus a lack of leadership that affects good quality teaching.

The education authorities recognise that principals should play a major role in enhancing the quality of learners' academic performance in Mauritius. According to Professor Caldwell, lecturer from the University of Melbourne, principalship calls for a high level of commitment from the principal who should be committed to a vision of success for all learners, should motivate teachers to pursue lifelong professional learning, be an innovative risk-taker and make his/her school a key node in a global knowledge network (Milestones 2007:2).

In the same vein, the minister of education of Mauritius, Dharam Gokhool added that its intellectual assets, consisting of the expertise of its teachers and its social capital determine the capacity of a successful school. This undoubtedly implies that the principal should assume more authority and responsibility regarding teaching and learning practices. However, the authorities also found that the functions and tasks of the principals are too strenuous and demanding, resulting in such a heavy workload, that renders them incapable of dealing with instructional issues (L'Express MAG 2007: 13). They suggest that a model should be introduced according to which managers are appointed to deal with administrative and maintenance matters, so that principals are left free to deal with instructional issues.

Various studies have found that principals in many secondary schools in various countries spend most of their time doing administrative or management tasks rather than carrying out their instructional leadership tasks (Lakui-Ako 2000: 233-265; Doyle & Rice 2002:49-52; Boone, Hartzman & Mero 2006:10-14; Fink & Resnick 2001:598-606; Miller 2001:29-33). In fact, principals are mostly functioning as generic managers. Moreover, according to Miller (2001:30), most principals complain that the greatest impediment to doing this job is a lack of time. They have too many demands and not enough time. They define their

principalship in terms of clerical and administrative competences rather than in terms of organisational purposes. Nevertheless, leadership, in particular principalship, should be defined in terms of the core functions pertaining to the school organisation, namely effective teaching and learning. Therefore, principals, with the high demands of their position and their various challenges, have to prioritise their objectives according to their mission statement and goals, which should undoubtedly be targeted as the primary goal of a school. From this perspective, O'Donnell and White (2006:67) assert that principals must determine how best to use their time to engage in the most essential tasks that are related to effective instruction.

3.2 MANAGEMENT AND LEADERSHIP: A DISTINCTION

A distinction between these two concepts is essential because management and leadership are often used interchangeably, implying that they mean the same thing to people in the Mauritian education system. However, it should be made clear in this section that in the context of teacher motivation, the principal's leadership is crucial and that management alone is not sufficient to have a motivated school.

The role of the school principal in the traditional model was viewed as that of a manager or administrator (Pretorius 1998:105). Management usually evokes the connotation of being a rational matter and of being a process that involves the head instead of the heart. It is associated with words like efficiency, planning, paperwork, procedures, regulations, control and consistency (Van Deventer & Kruger 2003:141). It also includes aspects, such as, the budget, maintaining the school buildings and grounds, and complying with educational policies and acts (Portin, Shen & Williams 1998:6). According to McEwan (2003:5), the four classical management functions are planning, organising, leading and controlling. In the school context, the management activities of the principal are scheduling, reporting, handling relations with parents and the community, and dealing with

the multiple crises and special situations that are inevitable and unexpected on a normal school day (Fink & Resnick 2001:598). Therefore, “management” is an educational concept, that has become important because of the increasing demand on the principal’s role and because the school is becoming a complex organisation.

On the other hand, leadership is about achieving constructive or adaptive change (Bergley & Leonard 1999:191), that is, creating a conducive school environment in which both the principal as a leader and the teachers, who are the followers and who depend on the principal, all receive the maximum benefit. Leadership is thus more about human relationship, than about just managing an institution. According to Steyn (2002b:265), leadership deals with supervising the curriculum, improving the instructional programme, working with teachers to identify a vision and a mission for the school, and building a close relationship with the community. School leadership focuses on the school, not as an organisation, but as a community in which the principal is a servant.

Indeed, Sergiovanni (2001:357-358) sees principals as being responsible for ministering to the needs of the school they serve; they minister by assisting teachers, by encouraging others to be leaders in their own right and by devoting themselves to a cause, mission, set of ideas and accepting the duty and obligation to serve this cause. Thus, the principal’s leadership task is to focus on a vision, commitment, risk-taking and communication. According to Bergley and Leonard (1999:192) citing Murphy (1995), leaders lead not from the top of the school organisation pyramid, but from the nexus of a web of interpersonal relationships, with people, rather than through people.

From the above distinction it can be deduced that one manages things; not people, whereas one leads people, not things. That is, management involves working within the system of administrative tasks, whereas leadership is working on the system. However, in terms of what really happens in the real school

setting, though these two tasks seem to be mutually exclusive as elaborated by Gupton (2003:22), citing Benuis and Nanus (1985), who assert that “managers are people who do things right, leaders are people who do the right thing”. Dean (1995:133) points that educational leaders must be able to manage.

Since the function of leadership implies establishing direction, aligning, motivating and inspiring people, leaders must allocate resources, deal with budgets and organise the school in order to enable teachers to do their best to have the vision realised. Thus, the principal must embrace both the organisational and human concerns to maximise the school’s effectiveness. Therefore, in the school context, the principal has a dual managing and leading role. Organisation and people managing, and leading are at the heart of the school principal’s work. However, according to Gupton (2003:23), ignoring one of these dimensions results in the principal’s mediocrity or worse, can lead to his or her downfall. This is because excellent management is not enough to produce improved teaching quality. As pointed out by Quinn (2002:452), a narrow focus on management issues alone is a disservice to teachers and learners.

Within the context of teacher motivation, the principal’s role should be one that is based on leadership. This is because effective motivation is based on a balance between an individual’s wish for autonomy and a need for structure (Barnett & McCormick 2003:70). The school principal has to focus his/her attention on motivating teachers to apply their knowledge, capacity and efforts to the attainment of a shared school vision. The multifaceted, complex role of the principal as an effective school leader is examined in the next section. The emphasis is placed on the fact the principal’s personal actions are at the core of his/her leadership function (Fidler 1997:25) because the essence of principalship, viewed as leadership, is action (O’Donnell & White 2006:68).

3.3 THE PRINCIPAL'S ROLE AS AN EFFECTIVE LEADER

Any experienced teacher may become a principal in the Mauritian context by following the traditional system of recruitment by selection. Yet, not every principal is an effective principal and even less an effective leader. Since school effectiveness and quality education are what the ministry of education is emphasising in all its public conferences, it is obvious that for schools to be effective, they need to have effective leaders. The researcher needs to know to what extent the principals in his study are effective. This can be measured through an investigation into their leadership behaviour and the instructional tasks they perform to achieve school effectiveness.

The school principal is an educational leader who promotes the success of all teachers by acting with integrity, fairness and in an ethical manner (Gupton 2003:3). As such, it is evident that the principal's role is no longer conceived from the centrist perspective of the traditional leadership theory that the principal is at the centre of school decision-making and authority. His/her role is no longer associated with the French expression "L'Etat, c'est lui; c'est elle," that is, he/she embodies and represents the authority and power of the legitimised will (Bergley & Leonard 1999:10). Instead, the basis of the influence of the principal in this twenty-first century should be professional expertise rather than line authority. In Hallinger and Heck's (1996:6) view, the principal's role is best viewed as being part of a web of environmental, personal and in-school relationships that combine to influence organisational outcomes. The principal is the leader of the school who must be responsible for seeing that support, direction and guidance are given to the teachers. He/she must not only be a supervisor in this sense, but he/she must also be a facilitator and guide. Gupton (2003:106) confirms this assertion by referring to the role of the principal as one of a coordinator and integrator of teachers and learners so that a support system is created, in which teachers can grow and further develop their teaching skills.

It can be deduced from the above discussion that the principal's role is aimed at teaching and learning in his/her school. Teachers and learners are at the centre of his or her principalship. Indeed, the mantra of every principal should be *effective teaching and learning* since the pursuit of learner academic success is the essential goal of schools. Therefore, in line with this mission, Kruger (2003:206) asserts that principals can and should make a difference in the academic standards of schools. They should therefore aim at influencing the internal school processes that are deeply linked to the school's mission (Nelson & Sassi 2005:176). These internal processes may range from school policies and norms to the instructional practice of teachers.

This calls for principals to engage more actively in leading the school programmes and in focusing teachers' attention and professional commitment on learner learning. McEwan (2003:103) points out that teachers are therefore likely to perceive their principal as a supporter and a fortifier for the jointly determined school mission rather than as a director and a leader of his/ her own personal agenda. Teachers will thus feel more personally accountable for their learners' learning. The assertion of West-Burnham (2001:136) stresses the significance of the principal's role appropriately: the quality of principalship determines the quality of teaching and in turn, the quality of teaching determines the quality of learning and learner achievement at school.

Effective principalship is very closely linked to school effectiveness. According to Mulford (1996:160), an effective school is a school in which there is a sense of mission, high expectations, academic focus, feedback as academic performance, positive motivation strategies, conscious attention to a positive safe, ordered community climate, administrative leadership, teachers taking responsibility, parental involvement, and a support system. The principal should manifest certain leadership behaviours that could build up a school of educational excellence. He/she should create favourable conditions that would promote a

sound culture of teaching and learning. According to the National Education Department (2000:10), the principal should:

- set up staff development programmes
- visit classes and follow up discussions
- look at learners' work
- discuss learners' academic progress
- moderate tests and exams
- induct new teachers at school.

These principles aimed at initiate opportunities conducive to promoting effective instruction in the classrooms. Short (1998:71) asserts that the focus of the principal in instigating such action is on what the school wants to achieve, what it wants to be and what it wants to do for the learners academically.

Doyle and Rice (2002:52) add that to achieve excellence in teaching and learning it takes more than a strong, skillful principal with technical expertise. For these authors, it requires a re-definition of the role of principal that is based on a model of instructional leadership that removes the barriers to leadership by eliminating bureaucratic structures, re-inventing relationships and developing a strategic time horizon. Furthermore, Nelson and Sassi (2005:122) state that if the valued activity of the school is teaching and learning, then it is from this that all else should follow, including the defining of leading, and interactions between the principal and teachers, and between teachers and teachers. In sum, the principal's role is to advocate high-quality instructional practice in classroom by using various beliefs, decisions, strategies and tactics.

For the purpose of this study, principalship is closely linked to the instructional leadership role of the principal, though the principal may also use other alternative or complementary leadership styles. It is therefore evident from the above discussion that the emphasis should focus firmly on the principal's role of achieving effective instruction.

3.4 THE INSTRUCTIONAL ROLE OF THE PRINCIPAL

Instructional leadership, a concept developed in the 1980s, has been widely used by principals and has been defined by various authors. According to Bennett and Anderson (2003:15), this type of leadership is generally used by principals as the focus of the principal is on the promotion of an effective instructional climate and on providing teachers with advice and support so that they can deliver quality teaching of the curriculum. Thus, it is critical to the development and maintenance of an effective school. In the following paragraphs, some of the definitions of instructional leadership are examined.

Budhal (2000:3) defines instructional leadership as the process by means of which principals immerse themselves in the actual teaching and learning programmes of the school in order to identify the instructional and general problems that teachers and learners may be experiencing at school. In this way, the principal offers guidance and support to solve the problems encountered so that effective teaching and learning is achieved. Blase and Blase (2000:131) assert that instructional leadership is the integration of tasks of direct assistance to teachers through group development, staff development and curriculum development. Consistent with this view, Van Deventer and Kruger (2003:247) state that the five basic elements of instructional leadership are:

- defining the school mission
- managing the curriculum and instruction
- supervising teaching
- monitoring learner progress
- promoting an instructional climate.

Van Deventer and Kruger's (2003) and Budhal's (2000) definitions of instructional leadership imply that the principal provides direction, resources and support the teachers as an instructional leader.

The principal has a direct and determining effect on teacher attitudes towards teaching and on his/her instruction. Indeed, instructional leadership may be defined as a series of behaviours that are designed to affect classroom instruction. Quinn (2002:447) points out that principals are responsible for informing teachers about new educational strategies, technologies and tools that apply to effective instruction. Therefore, it is evident that pre-eminent in the principal's role as an instructional leader is his/her ability to motivate and inspire teachers with the end goal of exerting a positive influence on instructional practice and ultimately learner achievement.

According to Fink and Resnick (2001:606), instructional leadership entails the ability of the principal to create both intellectual and social capital. The principal should develop a community of professional learners or a nested learning community in which teachers trust, depend on, and learn from one another (collegiality and collaboration). He/she must also participate in making curriculum choices, establishing expectations for the quality of student work and the quality of teaching, and organising targeted opportunities for teachers to learn more about teaching strategies and methods. Thus, the principal has to be a visionary who leads the school community in its development to use teaching and curricular strategies that are more effective and also support teachers' effort to implement effective instruction. Instructional leadership may thus be referred to as a teacher-centred approach since it focuses on the individual teachers, taking into account their instructional needs, problems and interests.

For the purpose of this study, instructional leadership is used to mean the actions that the principal must take or behaviours that he/she must employ in an attempt to motivate teachers so that they are able to perform effectively to enhance the teaching and learning process.

3.5 THE INSTRUCTIONAL LEADERSHIP TASKS OF THE PRINCIPAL: A SURVEY

Different authors have identified various sets of behaviours of the principal. A survey of eleven studies on instructional leadership of principals gives the following tasks of secondary school principals. They are presented in table 3.1 below.

Table 3.1 Instructional Behaviour of the Principal

Instructional behaviour of principal	Kruger	Steyn	Mbatha	King	Vail	Gupton	Doyle & Rice	Blase & Blase	Quinn	McEwan	Lakui-Ako
Defining and communicating school goals, mission and vision	*	*				*	*		*	*	*
Mobilising and managing resources	*		*	*	*	*			*	*	
Protecting the instructional time								*			
Supporting and empowering teachers	*		*	*	*	*	*	*	*	*	*
Set high academic expectations	*					*			*	*	
Monitoring the academic progress	*	*	*			*	*				*
Establish and maintain positive relationships with teachers and learners						*	*	*	*	*	
Managing and monitoring curriculum and instruction	*	*	*	*	*	*	*	*	*	*	*
Create a climate conducive to learning		*	*							*	*
Visible presence	*								*		
Modelling of commitment	*			*					*		
Providing professional development and growth				*	*	*	*	*	*		*
Modelling risk taking											*

Source: Blase and Blase (2004:170-173); Doyle and Rice (2002: 51); Gupton (2003:11-15); King (2002:62-63); Kruger (2003:209-210); Lakui-Ako (2000:234); Mbatha (2004:6); McEwan (2003:133-135); Quinn (2002:447-467); Steyn (2002b:265-266); Vail (2005:17-19).

According to findings reflected in the table, it is obvious that although the various authors conceive the instructional leadership role of the principal in terms of different tasks, there are behaviours that are common to all instructional leaders. The behaviours that have a high frequency in the table are:

- defining and communicating school's goal, mission and vision
- mobilising and managing resources for the school
- supporting and empowering the teachers
- establishing and maintaining positive relationships with teachers and learners
- monitoring the curriculum and instruction
- providing professional and staff development and growth.

It is also evident from the various studies by the authors listed above, that the most basic element of instructional leadership that all principals consider imperative is monitoring the curriculum and instruction. Therefore, this survey confirms the most basic definition of instructional leadership, which encompasses “anything that leaders do to improve the teaching and learning process in their schools” (King 2002:62). In addition, all the functions identified in the above table capture the two views of instructional leadership, namely the narrow and the broad views, which appeared in the 1970s, 1980s and 1990s. According to O'Donnell and White (2006:58), the narrow view of the principal's instructional leadership is that it includes only the behaviours that directly affect the curriculum, teacher instruction, staff development and supervision. This implies that the behaviours that focus specifically on the school climate and mission are ignored. In the broad perspective, instructional leadership involves all the activities of the principal that affect learner learning.

In the following sections, the principal's instructional leadership role in motivating teachers so that effective teaching and learning take place is examined. The researcher discusses each of the six identified instructional leadership strategies of the principal in motivating teachers.

3.6 THE PRINCIPAL AS A MOTIVATOR OF EDUCATORS

Schools are centres of learning that demand professionalism, enthusiasm, passion and commitment in their classrooms from teachers. This is because teachers are the professionals who are most directly responsible for helping children realise their potential and opportunities (Crowther, Kaagan, Ferguson & Hann 2002:12). The authors add that for the school to be successful, they should be dynamic sources of inspiration, intellectually vibrant, morally disciplined and aesthetically stimulating. Moreover, teachers shape the world of the classroom by the activities they plan, the focus of their attention and the relationships they foster. However, they in turn need to be nurtured - by their principal. In fact, they need to be told repeatedly that they matter and that they do make a difference in the learning of the children and in the school life. McLean (2004:115) rightly asserts that the school principal has to play a critical role in the development of a motivated school as he/she must appreciate the significance of linking whole-school development and efficiency with the individual teacher's growth and value. Indeed, school effectiveness depends on the quality, commitment and performance of teachers (Heynes 2000:160). The strategies that the principal may use to motivate teachers are discussed in the following paragraphs.

3.6.1 Defining and communicating the school's vision, mission and goals

The principal should be a visionary leader whose role, responsibility and accountability as an instructional leader require clarity and focus. A vision is a mental image of the future. Steyn (2002b: 268) asserts that a vision statement, with its accompanying guidelines, reveals: "This is where we want to be in years to come, and this is how we will conduct business in order to get there." A vision statement is an expression of what the school desires and its strategic intent. According to Barnett and McCormick (2004:55), a vision is a core leadership task

that must be mastered by all principals since it encourages high levels of commitment and motivation by teachers to solve school problems. Without a vision of the school, principals will be unable to identify initiatives that are necessary to move the school in a purposeful direction.

The vision of the school should not be prescribed by the principal, but it should rather be a shared utilising of teachers' creative energy and preferences for an ideal school culture. According to Cavanagh (2002:15), this is because visioning concerns personal and institutional growth using personal and institutional vision-building. In fact, the process of value-sharing and the clarification of values, which are defined, redefined and re-conceptualised in view of what should be valued, based on the concept of "collective intelligence" as proposed by Heifetz and Laurie (1997), creates consensus and commitment among teachers. It ensures a feeling of ownership of the school vision. It is only when teachers have clear perceptions of what is valued, why it is valued and why should it be valued that they will be motivated to work towards the school's core mission.

Visioning is an ongoing process which is the responsibility of the principal to communicate to the school. Sergiovanni (2001:51) calls this process "purposing." In fact, purposing is a process that emphasises modelling important goals and behaviours in such a manner that it signals to the teachers what is important in the school. The principal, as a transformational leader, raises the teachers' consciousness levels about the importance and value of the designated outcomes. He/she motivates them to transcend their own immediate self-interest and personal values for the sake of the school's mission or vision by clearly communicating that vision (Barnett & McCormick 2002:56). The task of the visionary leader is to continually explain, teach, share, demonstrate, model, facilitate and persuade the teachers about the school's vision. According to McEwan (2003:68-71), this can be done in the following ways:

- open-door policy to teachers

- dialoguing with teachers about educational research, teaching and learning
- participating in social events so as to get to know teachers outside the school structure
- visible presence in the school building
- daily or weekly faculty bulletins
- building leadership teams
- staff meetings as vehicles for engaging in all kinds of sharing sessions and group process, but not as vehicles for complaining and whining
- surveys and force-field analysis where the principal is constantly assessing the school community to ensure that every teacher is focused on the school's vision and goals.

By adopting these approaches of visioning, the principal's mental picture about the school becomes apparent through word and deed. Teachers then have a model for innovative thinking about their workplace and can reflect, explore and experiment through their teaching (Crowther et al 2002:51). A clear statement of purpose enables them to understand and explain the values that guide the work of the principals. In this regard, Bergley and Leonard (1999:99) point that the vision guides teachers' decision-making and problem solving so that situations are resolved in a way that is consistent with the goals, priorities and direction of the school. Similarly, Kruger (2003:210) asserts that if the teachers understand the purposes and goals of the school and its vision, they contribute to a healthy organisational culture. Nicholls (1994:10) maintains that the principal with a vision is inspirational in that his/her vision clarifies understanding, encourages alignment (bringing the teachers together for a common cause) and builds the psychological ground for united action. Such a culture is likely to result in teachers being inspired and enthusiastic to perform their job.

3.6.2 Mobilising and managing resources for the school

The resources available to schools are human resources (learners & teachers), physical resources and financial resources. The increasing demand for effective teaching and learning in schools today means that the best resources should be used in each classroom. In harmony with this, Mbatha (2004:37) observes that resources are shrinking as needs expand and that the school principal stands at the intersection of needs and resources. In many state secondary schools in Mauritius, principals are faced with a lack of instructional resources. Teachers often complain and have become de-motivated. Consequently principals have to ensure that the limited resources are used as competently as possible and/or organise fund-raising activities for the necessary equipment to satisfy the instructional needs of both teachers and learners.

Fully motivated teachers are much more likely to utilise the resources optimally and conversely, whereas carefully managed resources tend to motivate teachers (Lethoko et al 2001:316). According to Abdo (2001:115), the principal must supply teachers with resources and incentives to keep them focused on learners and instruction. Similarly, Kwindu (2003:16) cites Smith and Andrews (1989), saying that principals have the capacity to mobilise and manage resources so as to motivate teachers. According to Davidoff and Lazarus (1997:117), the principal can manage resources effectively by:

- identifying the needs of resources
- obtaining the resources
- creating an effective stock-taking system
- securing the resources
- distributing the resources fairly, and
- maintaining the resources.

As a resource provider and manager, the principal should know the strength, interest and weaknesses of each teacher so that the required information about

resources is provided to him or her. In addition, resources appropriate for the curriculum are provided through skilful management of the school budget. The principal must encourage the use of a variety of instructional materials and teaching strategies (Mbatha 2004:36). The needs of each teacher, in terms of instructional resources, may be identified and subsequently provided for by taking note of the discussions that take place between the principal and the teacher. The availability and accessibility of resources help the teachers directly and indirectly.

According to Abdo (2001:115), good instructional resources assist the teacher in choosing, arranging and sequencing the curriculum. They also act as a direct incentive by decreasing the amount of time required for the presentation of knowledge and mastering the difficulty of his/her teaching tasks. As an indirect incentive, good instructional resources help in providing a methodical presentation of lesson content, which in turn enhances teachers' competence, worth and job satisfaction. It is thus most likely that these resources encourage teachers to support and augment their instruction and even to innovate and take risks for effective or better teaching.

3.6.3 Monitoring curriculum and instruction

Principalship may also be referred to as curricular leadership since the principal has an impact on the professional practice of the teachers in the classroom. According to Quinn (2002:448), the principal as an instructional resource, has to set expectations for continual improvement of the instructional programme and actively involve the teachers in the curriculum and teaching practice. According to Lemmer (2000:98), a curriculum is described as subject matter, content, planned activities, school-directed experiences, individual experiences, transfer of culture and social reform. As such it is an interrelated set of plans and experiences that a learner completes under the guidance of the school, particularly, the teacher. A curriculum is extensively described as a term that

includes all aspects of teaching and learning, such as, the intended outcomes of learning programmes, assessment and methodology (Gultig, Hoadley & Jansen 2002:30). Since the curriculum is learner-centred and the teacher is at the heart of the curriculum and instructional practice, the principal has an essential role to play in managing and monitoring curriculum and instruction. The management of the educational programme in a school is referred to as the instructional management role of the principal (Badenhorst, Calitz, van Schalkwyk, van Wyk & Kruger 1996:96).

According to Fidler (1997:32), managing the curriculum and instruction has two components. Firstly, the principal has to co-ordinate the work of the teachers, make decisions concerning the school, for example, learner grouping and time allocation for subjects. In other words, principals have to combine their experiences as teachers and as school leaders to motivate teachers to use high standards of instructional practice (L'Express 2007:12). Secondly, the principal must provide the information which teachers require to plan for their classes and which stimulates curriculum development. This implies that the principal needs up-to-date curriculum research and theoretical developments. Indeed, principals recognise their need to develop a broad knowledge base in curriculum and instruction and they seek ongoing professional development in this regard (King 2002:62). According to Fink and Resnick (2001:60), though principals do not have to be content specialists, they should have enough content knowledge to assess the teachers in their classes and to determine the kind of professional development that would be appropriate for a particular teacher at a given time.

According to Van Deventer and Kruger (2003:243), the principal can manage and monitor the curriculum in the following ways:

- drawing-up the school timetable according to the parameters set by the departmental guidelines so that it ensures the ideal flow of teaching and learning

- involving the teachers by giving them responsibility for different tasks, which constitute the extra-curricular activities
- ensuring efficient use of teaching time by allocating the correct time and periods, according to departmental prescriptions, introducing fixed test periods and avoiding unnecessary encroachment upon lesson periods
- ensuring that there is an effective provisioning system to support the teaching programme adequately
- the workload should be distributed equitably and fairly so that teachers can proceed unhindered with their teaching tasks
- providing constructive support to teachers when he/she identifies shortcomings or when teachers seek curriculum support from him/her; he/she does this by keeping the teacher well informed of new teaching techniques, curriculum development and by involving the teacher in curricular innovations and changes.

The principal should therefore make regular class visits and encourage teachers about specific instructional problems or needs and appropriate professional courses.

In addition, Blase and Blase (1999:365) maintain that the principal must encourage and support the redesigning of curriculum programmes by teachers. The principal should also encourage a diverse approach to teaching and learning as well as flexibility regarding the objectives, learner-grouping, teaching and learning strategies, staffing and the allocation of time that enhance teachers' development and reflective teaching. According to Blase and Blase (1999:365), when the principal supports programme designs, there is increased motivation, efficacy and reflective behaviour, including greater variety in classroom instruction, increases in risk taking, and increases in lesson planning and preparation of the teachers in the school.

Principals should also encourage and trust the teachers to do curriculum planning, development and implementation. In that regard, they should give their teachers the same kind of professional courtesies and professional respect as they pay to a visiting consultant or an expert in curriculum (McEwan 2003:106). Furthermore, they should give the teachers the opportunity to contribute in developing the school curriculum that complements the high standards of the school. It should be noted that curriculum advisors or experts outside the school are not more efficient and knowledgeable about the curriculum than the teachers who are daily involved with the teaching and learning practices.

The principal may also monitor the curriculum by paying visits to the classroom, -the heart and soul of school. McEwan (2003:40) points out that, in this way, the principal can obtain a great deal of information and insight into the actual instructional practice of teachers in the classroom and this enables the principal to support the teachers. One of the many ways of encouraging them is through post-conferencing. Moreover, by being visible around the classroom, the principal sends a clear signal to the teachers that good instruction as well as the reaching of curriculum goals is important.

The principal should expect and elicit the best instructional practices from his/her teachers. However, to achieve this goal, McEwan (2003:37-38) suggests the following motivational strategies:

- provide copies of pertinent articles on instruction to encourage reflective and innovative teaching
- share outstanding teaching practices of teachers to their other colleagues
- plan a yearly or weekend retreat once a term for developing instructional goals and strategies in a creative way with all the teachers in a relaxed setting

- encourage teachers who are willing to pilot programmes or instructional strategies in their classroom so that they can share with others who need help and encouragement
- encourage teachers to develop expertise in certain areas so that they can function as specialists on the teaching staff
- take advantage of every opportunity to share his/her values about instruction (in hallway encounters or in post-observation conferences).

The principal thus plays an important role in managing and monitoring the curriculum and instruction. He/she needs to support the teacher. Otherwise, as pointed out by Mbatha (2004:35), when curriculum support is not forthcoming when it is needed, teachers are likely to become helpless, insecure and frustrated. This has a negative impact on the educational environment.

3.6.4 Supporting and empowering teachers

For teachers to be motivated, they should be supported and empowered in their professional practice. Indeed, according to LeMahieu, Roy and Foss (1997:585), the principal's role must be to challenge for quality in practice without dictating or prescribing that practice. In other words, teachers must be given reasonable power concerning decision-making and planning regarding school goals and policies. Principals who act as facilitative leaders support the ideas of shared planning and decision-making, and attempt to share power by encouraging teachers to exercise their professional judgement and accept responsibility for the educational and organisational goals of the school. In accordance with this view, Bergley and Leonard (1999:99) maintain that teacher empowerment occurs when teachers willingly accept the invitation to share in the planning, organising and implementing processes.

The researcher holds the view that involving teachers in decision-making is not a waste of valuable time, nor would this lead to insubordination and provoke harassment or uncomfortable classes. On the contrary, teacher empowerment enhances teacher motivation and leads to a more effective organisation. This is consistent with the theories of motivation theorists, like McGregor and Herzberg, as discussed in chapter two of this study. According to Jones (1997:5), participating in decision-making heightens staff morale, as teachers are willing to be involved and/or consulted in decisions. Muijs and Harris (2003:440-441) suggest that empowering teachers:

- enhances teacher self-esteem and work satisfaction, which in turn leads to higher levels of performance due to higher motivation and higher levels of retention in the profession
- improves self-confidence, increases knowledge and enhances an improved attitude to teaching
- helps diminish teacher alienation
- decreases teacher absenteeism
- develops a shared sense of purpose.

It is clear that through collaboration, collegiality, co-operation and collective creative problem solving, teachers feel energised and are imbued with a willingness and commitment to work towards the school's goals. McEwan (2003:35) finds these four Cs to be very important for effective instructional leaders in motivating teachers.

Teacher empowerment has a positive effect on teacher motivation since it sends the message to the teachers that they are deemed to be professionals and not technicians and furthermore, that they have both the potential and right to work as leaders. Moreover, it provides regular opportunities for every teacher in the school community to share what he/she is learning about his/her own practice, and to engage in professional dialogue, with the greatest autonomy, in a team arrangement. Teams are indeed building blocks of quality teaching and learning.

With the development of a community of professional learners among the teachers and principal, trust, commitment, accountability, mutualism and a strong sense of shared purpose are developed. Furthermore, the individual expression of views and ideas, individuality (personal independence and self-realisation) rather than isolation and individualism, school wide pedagogy and culture building are activated and sustained (Crowther et al 2002:35-45). As such, teachers will have a strong sense of developing their professional identity and professionalism in a way to align their teaching practices and programmes to the school's goals.

To provide an opportunity for teachers to participate in decision-making, the principal may do the following (Muijs & Harris 2003:441):

- allow teachers to manage their own decision-making committees.
- take teachers' opinions into account
- ensure effective group problem solving during teacher meetings
- provide autonomy for teachers
- alter working conditions so that teachers have collaborative planning time
- ensure adequate involvement in decision-making related to new initiatives in the school
- create opportunities for staff development.

Steyn (1998:247) suggests the following strategies that the principal may adopt to also empower teachers:

- create a climate for risk-taking
- provide opportunity for collegiality
- recognise professional success
- develop teachers' group process skills

develop communication skills among the teachers and between teachers and the principal.

According to Woods and Weasmer (2002:187), it is essential for a teacher to exert an active influence on the school culture rather than being a passive bystander. Covey (1999:216) asserts that principals can improve conditions that lead to teacher empowerment by focusing on the following aspects:

- take an inventory and evaluate personal and organisational effectiveness
- focus on creating change in personal character and skills
- start the process of creating win-win agreements with subordinates
- work to create and strengthen supportive systems and structures within the school
- teach, exemplify and reinforce delegation to teachers.

3.6.5 Providing professional teacher development and growth

Southworth (2002:89) asserts that instructional leadership is about leading teachers' professional learning and growth. Moreover, professional development is a two-fold phenomenon (Masitsa 2005:185). Teachers require such development to achieve the objectives of the school as well as to meet their own enhancement needs. It entails broadening teachers' outlooks, heightening their professionalism and improving their effectiveness. It also promotes demands for true school improvement, long-term planning and commitment to specific goals. Teacher professional development offers a relevant tool toward motivating teachers because it makes them feel sufficiently equipped and prepared for their task. Le Mahieu et al (1997:595) rightly point out that teachers must have support in problem-solving and assistance to help them know they are moving in the right direction. Professional training has a significant impact on their attitudes.

According to Sergiovanni (2004:109), it is virtually impossible to create and sustain conditions for productive learning for students over time when they do not

exist for teachers. The latter want to be given the opportunity to increase their knowledge, skills and rewards, to work out ways in which challenging standards might be met and to respond to their responsibilities. They also want to have the capacity to get things done, to gather the resources they need to get things done and to interact with other teachers who can help get things done.

The wish of teachers for professional growth and development can be met by the principal. Blase and Blase (2004:12) find that promoting teachers' professional development is the most influential leadership quality of a principal. The aims of professional development are to (Steyn 1999:251):

- identify staff needs and improve teacher's performance in their present positions
- create opportunities for personal fulfilment and facilitate creative instruction
- promote quality teaching and learning
- enable teachers to collaborate in order to achieve their personal aims and those of the school
- develop the skills of important selected teachers so that anticipated gaps can be filled
- provide meaningful programmes in which the strengths and talents of each teacher can be utilised.

Professional development should not be a one-time event in schools. It should be ongoing. For it to be of value, it should be needs-driven, results-driven, standards-based, school-focused, job-embedded, matched to the instructional processes, focused on content and content-specific and furthermore built on a core set of beliefs (Sparks 1997:240-241). It should therefore be planned and purposeful. In this way the teachers' needs for professional development and growth are met. Consistent with this view, Blase and Blase (2004:53) assert that principals should provide staff development opportunities to address emergent

instructional needs, recommend teacher input in the design and content of staff development and adopt optional attendance policies.

In addition, principals should participate in these sessions themselves so that all staff feels enthused and find professional development invaluable. Good programmes increasing proficiency, either at school or outside school, amplifies teachers' willingness to use innovative methods of instruction and to take risks, increase reflection and deliberate strategies including preparation and planning, coping with diversity in the classroom as well as collaboration among teachers. Consequently staff development unequivocally inspires teachers and enhances their self-esteem.

According to Botha (2000:67), since professional development is a double-medium process as it contains elements of both training and educational functions, the principal may develop teachers in several ways by:

- allowing teachers who qualify to attend tertiary educational institutions to enable them obtain improved qualifications
- establishing training programmes initiated and provided by special training staff from the school itself
- identify teachers who show potential for promotion.

In addition to these strategies, Blase and Blase (2004:373) suggest the following ways of developing teachers:

- emphasising the study of teaching and learning
- supporting collaborative efforts among teachers
- developing coaching relationships among teachers
- providing resources for the redesigning of programmes
- using action research to inform instructional decision-making
- applying the principles of adult learning, growth, and development to all phases of the staff development programmes.

Blase and Blase (2004:373) also add that communicating with teachers when and after visiting their classrooms and with special programmes are very important. Such communicating includes making suggestions, giving feedback, modelling the school's goals and vision, enquiry, soliciting advice and opinion and giving praise instead of criticism. Such actions encourage teachers to become aware of and critically reflect on their learning and professional practice. Therefore by helping them to develop basic competencies, to experience challenges in teaching, to receive feedback about their importance, to get support for their own professional growth, their proficiency grows. The principal is undoubtedly an important broker for the teachers in the process of professional development and growth.

3.6.6 Establishing and maintaining positive relationships with teachers

A school is an organisation of the people, for the people and by the people. As such, Bergley and Leonard (1999:192) assert that leaders must learn to lead from the nexus of a web of interpersonal relationships, not from the apex of the organisation pyramid. Therefore, there should no longer be a hierarchy in schools, but a more community-oriented leadership where the principal should first seek to understand all the stakeholders, particularly the teachers and learners rather than to be understood by them in the first place.

Sergiovanni (2004:69) finds that the virtues of serving, caring, respecting, empowering and helping the teachers without asking for anything in return are far more powerful motivational devices than transacting need fulfillment for compliance. Moreover, principals should be critical humanists, be goal-oriented, lead with passion and purpose, and practise ethical and moral leadership to promote teaching excellence (Blase & Blase 1999:372). This is likely to unify teachers as colleagues and followers and they are likely to do their best for the achievement of the school's goals, which are modelled publicly by the principal.

This social capital in schools should not only be founded on human capital (effective teaching and learning) but also on discipline, and commitment. This is because, as pointed out by Lethoko et al (2001:312), learner discipline and a positive culture of teaching and learning depend on having healthy relationships between the principal, the teachers and the learners.

The principal who is the leader and the key figure in the school organisation has to establish positive interpersonal relationships by getting to know the teachers behind the masks of their job titles, roles and functions. They should speak openly about what they believe, feel, think and aspire to be. In fact, Doyle and Rice (2002:51) assert that for this reason teachers feel valued, accountable and encouraged to collaborate and work as a team. In addition they develop a sense of personal appreciation, communication and dignity.

The best way to develop helpful relationships with the teachers is for the principal to “walk-through.” Principals have to manage by meaningfully walking around the school. According to Edwards (1996:78), the principal must discern and come to understand that teacher’s behaviours and attitudes to teaching change by degrees, not by decree. Indeed, the principal’s visible presence is important since the school business is not in the office but in the classroom, hallways, playgrounds and cafeterias. According to Whitaker (1997: 155), the principal should remain visible and accessible by modelling behaviours consistent with the school’s vision. It is appropriate for principals to live and breathe their beliefs and philosophies of education, informally drop-in on classrooms and help teachers to do the right things through positive and authentic feedback, praise and extending autonomy in instructional practice - to show genuine interest. The principal’s wandering around is likely to reinforce the teachers’ existing good teaching behaviour and to encourage teachers to keep focussed on teaching. In addition principals will encourage teachers to feel confident in themselves, feel free to develop their own curriculum, and lift their morale (Blase & Blase 2004:111-113).

The principal can also initiate simple practices which are significant to teachers' self-esteem. Schmidt (2005:14) suggests that the principal may, for instance, ask teachers about their hobbies, favourite authors and current challenges; he/she may order a subscription to the daily newspaper for the teachers, offer to take over some classes and free teachers to observe their peers. In addition, the principal may host lunch or dinner parties for the teachers; organise family picnics or even give small personal rewards like flowers for special accomplishments. The principal can recognise teachers' efforts and accomplishment in staff meetings or morning assembly or even post recognition notes on the school noticeboard. These gestures represent the four Rs essential to creating creative relationships in the school, and hence, motivate teachers: Recognition, Relationships, Rewards and Rituals. Such action from the principal will help maintain good relationships among the teachers and with the principal.

The life and soul of a school does not lie in its buildings, the curriculum or machines; instead, it is these significant dealings among people that fill a school with life (McEwan 2003:118). Principals ought therefore to be people-oriented so that they can motivate the teachers to work according to the expectations stimulated by realisation of the school's mission. Consequently establishing and maintaining a pro-active relationship with teachers is a vital aspect of a principal's task.

It is evident that these six strategies that a principal can follow are likely to motivate the teachers in secondary schools since these strategies enable teachers to satisfy their intrinsic and extrinsic needs and so ensure that they become committed and self-motivated in the execution of their professional tasks. In addition, the principal should also be a transformational leader and continue to assist the teachers in making the school into an excellent one.

3.7 THE PRINCIPAL AS A TRANSFORMATIONAL LEADER AND EDUCATOR MOTIVATION

Together with the concepts of distributed leadership, shared leadership, teacher leadership and teacher empowerment, principalship in recent years is associated with an integrated leadership style, which consists of both instructional leadership and transformational leadership. Earley, Evans, Collarbone, Gold and Halpin (2002:8) assert that these two types of leadership are the two pre-eminent prescriptive models of school leadership in England and the United States. This is mainly because principals need to view and treat their teachers as agents of change who are committed and motivated to work towards the achievement of the school's mission. A principal acting as instructional leader is not sufficient. For the principal to have an effective school with motivated teachers, he/she should not only seek to motivate teachers indirectly by influencing conditions that impact directly on the quality of the curriculum and instruction, but also directly influences their behaviour by using a facilitative and distributive approach to leadership. Accordingly, Hallinger (2003:339) points out that "people effects" is the cornerstone of transformational leadership.

Transformational leadership is defined as the process of influencing major changes in the attitudes and assumptions of teachers and building their commitment to the school's mission, objectives and strategies (Ingram 1997:413). The principal adopts a visionary leadership style that focuses on the capacity development of all the teachers in the school. With an idealised vision that is contextual, the principal is able to transform the school into one that values sharing and exchange of information among teachers. As pointed out by Bennett and Anderson (2003:19), they may talk to each other, observe each other's instructional practices, and provide support and encouragement when required. This consensual sharing is likely to be a catalyst in eliciting higher levels of commitment and performance (Pillai & Williams 2004:146).

When the principal practices transformational leadership, the teachers are converted from followers to leaders within the school. He/she unites the teachers to ascribe to the common vision of being architects of the school's life now and in the future (Barth 2002:6). By so doing, the principal motivates them to transcend their immediate personal aims and goals to work in the interest of the school's mission or vision. This view is supported by Bergley and Leonard (1999:25) who state that transformational leadership attempts to transform the teachers' self-centred attitudes, values and beliefs into higher altruistic attitudes, values and beliefs. The latter elements are focussed on the school's vision. The principal distributes and shares as much information as possible about the school as an organisation and takes every teacher on board with him/her in an attempt to realise the school's goals (McLean 2004:116). This implies that the principal's aim is to increase the teachers' interest in achieving high performance and developing their commitment to the school (Sahin 2004:388).

According to Barnett and McCormick (2003:56), the four important transformational constructs are an idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. Idealised influence means the principal should be charismatic in that he/she should be a role-model who is respected for honesty and integrity in leadership. As a matter of fact, he/she should motivate, inspire and unite teachers toward common goals. The principal should also encourage teachers to think creatively and approach problems in a contingent manner. Finally, the principal should consider each teacher's needs and assist each teacher's professional development.

Bennett and Anderson (2003:2), Barnett and McCormick (2003:56) and Hallinger (2003:337) found that the strategies, which a transformational principal should adopt to motivate teachers, are to:

- provide individualised support to teachers
- emphasise intellectual stimulation

- build the school's vision
- establish commitment to shared goals
- explain high expectations to teachers.

McLean (2004:117) and Barnett and McCormick (2003:70) also suggest that accessibility of the principal to the teachers, involvement and participation of the teachers in decision-making concerning school matters, building relationships and a sharing of power and responsibility are some of the characteristics that are associated with the transformational principal. These characteristics enable teachers to perform optimally. Other factors that motivate teachers are the provision of structures and resource support, equity and collegiality, teacher empowerment, the principal's encouragement of teachers, listening to teachers before giving feedback and the principal's recognition of teachers' efforts. These are the conditions under which teachers are likely to become dedicated, loyal and self-motivated to work towards the school's objectives without the principal's constant direction and control.

From the above discussion, it is apparent that these motivational strategies of a principal are those that an instructional leader would adopt. They are the same strategies that were discussed in paragraph 3.6. As pointed out by Hallinger (2003:345), instructional leadership can be akin to transformational leadership.

Ingram (1997:421), Eden (1998: 255) and Hallinger (2003:338) maintain that transformational leadership should incorporate transactional leadership that is sensitive to teachers and accepted by them and that these two leadership styles are essential for both effective principalship and highly motivated teachers. Transactional leadership is based on the reciprocal exchanging of duty and reward that is controlled by the principal (Sahin 2004:388). In other words, the principal seeks to motivate teachers through extrinsic rewards that focus on their essential needs, such as changes in their working conditions and privileges. In addition, the relationships that transactional leaders have with their teachers are

characterised by deals that seek teacher co-operation and loyalty for rewards. However, transactional principals can only motivate teachers as long as they can provide those rewards that teachers find appealing.

3.8 CONCLUSION

Instructional and transformational leadership must appeal to the higher order needs of the Maslow's Hierarchy of Needs, the motivators of the Herzberg's Two-Factor Theory and the Theory Y of McGregor's Theory X and Theory Y assumptions, such as, the need for recognition, self-actualisation, and self-esteem. Other important higher order needs are accepting responsibilities delegated to one, collegiality relationships, teacher-empowerment through shared decision-making, the need for professional growth and development and the need for autonomy in instructional practices, as was discussed in chapter two.

Transactional leadership, on the other hand, helps to meet the lower order needs of the teachers, such as, the need for job security, safety and affiliation. It has become clear in this chapter that principals attempt to motivate teachers through various strategies that are related to the intrinsic motivational factors. This confirms the hypothesis of various studies presented in paragraph 2.5.3 that internal rewards inspire teachers to aim for even higher levels of commitment and motivation than external rewards. The principals in secondary schools therefore have an invaluable role to play in inspiring teachers and building up an excellent school with motivated teachers who have a shared vision towards professional excellence.

With the researcher's comprehensive, theoretical knowledge of principalship and the insights that he has gained, he will now apply that to conduct an investigation

into the motivational strategies that the principals in the secondary schools in the district of Flacq actually use to motivate their teachers.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

Chapters two and three represent a literature study on teacher motivation within the context of motivation and the role of secondary school principals in motivating teachers to perform optimally towards effective teaching and learning. These two chapters provide a foundation for the researcher in his empirical investigation.

The focus of chapter four is on the research design and methodology for the empirical investigation. The research paradigm, the research methods and techniques, trustworthiness, transferability and the ethical considerations of the research inquiry are discussed.

4.2 RESEARCH AIMS

The focus of the study is on teacher motivation and the role of the principal in motivating teachers to perform effectively. The area within which the study is undertaken is the Flacq district of Mauritius. The main problem statement is formulated as follows (paragraph 1.4):

How can secondary school principals motivate teachers of their schools to teach effectively?

In view of this main research question, three research sub-questions that pertain to teacher motivation and effective principalship were formulated. They are:

- What is meant by the concept motivation?
- What factors motivate teachers to teach with inspiration?
- What instructional strategies may be employed by principals to motivate their teachers?

The literature review clarified the concept motivation within the context of teacher motivation, described some major factors that motivate teachers effectively and identified strategies or tasks that principals should adopt to motivate teachers. The literature review provided answers to the first research sub-question, however, the second and third research sub-questions were answered partially, in that they were analysed from an international perspective.

In the empirical investigation the second and third research sub-questions are answered from a Mauritian perspective with as special focus on the Flacq district. Data are thus collected to address the following two research sub-questions:

- What factors motivate teachers in the Flacq district to teach effectively?
- What instructional leadership strategies should principals of secondary schools in the Flacq district employ to motivate teachers?

4.3 RESEARCH DESIGN

One of the most important choices that any researcher should make in the construction of his or her study is the research design. The researcher should choose the research design which would help him or her find the best possible answers to the formulated research questions. According to McMillan and Schumacher (2001:30-31), a research design describes the procedures for conducting the study, including when, for whom and under what conditions the data will be obtained. Furthermore, it is the plan or blue print according to which

data are to be collected to investigate the research question in the most economic manner (Huysamen 1995:10). McMillan and Schumacher (2001:31) further maintain that the research design is a very important part of an investigation since certain limitations and cautions in interpreting the results are related to each design and also because it determines how the data should be analysed.

For the purpose of this empirical investigation, the qualitative research design is preferred to the quantitative research design because the intention is to attain a deep understanding of teacher motivation with all its nuances as well as the principal's role in teacher motivation. In that regard a qualitative research design is viewed as a collection of approaches to inquiry, all of which rely on verbal, visual, auditory and olfactory data (Ramphele 2000:41) to ensure a deep understanding of the phenomenon that is studied.

McMillan and Schumacher (2001:396) identify the following features that are peculiar to qualitative research and that apply to the study on teacher motivation and the principal's role therein:

- Assumptions

Qualitative research is based on constructivism that assumes reality as multilayered, interactive and a shared social experience interpreted by the individuals. People's perceptions are what they consider 'real' to them and what directs their actions, thoughts and feelings. For that reason the phenomenon of study is studied within its natural setting in pursuit of a deep understanding. In this regard McMillan and Schumacher (2001:376) concur that when a study requires a contemporary focus within a real-life context, a qualitative research design is more appropriate.

- Goal

Qualitative research is first concerned with understanding the social phenomena from the participants' perspective. Understanding is acquired by analysing the many contexts of the participants and by narrating participants' meanings from these situations and events.

- Multimethod strategies

Research strategies are flexible using various combinations of techniques to obtain valid data. Participants' perspectives are studied with interactive strategies (such as artifacts, in-depth interviews and observation).

- The researcher's role

Qualitative researchers become immersed in the situation and the phenomena studied. They assume interactive social roles in which they record observations and interactions with participants.

- Context sensitivity

Human actions are strongly influenced by the settings in which they occur. The researcher collects data at a specific site and/or from specific individuals. In this regard the concept motivation can only be inferred from the words, opinions and thoughts of teachers themselves within the specific context. McMillan and Schumacher (2001:395) rightly assert that the researcher of a qualitative study interprets the phenomena in terms of the meanings people bring to them. These meanings assist the researcher to understand and represent points of view which are often obscured (Hammersley 2000:2).

In this study on teacher motivation and the role that principals fulfill in it, the researcher assumed that teachers are best equipped to recognise the factors which really inspire and motivate them in their work setting. In the same vein, principals, in their capacity as leaders and managers, are continuously pursuing

various strategies to motivate teachers to teach effectively through their principalship. By using a qualitative research design, the researcher was able to gain a deep understanding of teacher motivation through interaction with teachers and principals who gave him their views, meanings, opinions and perceptions of teacher motivation. In this regard teachers spoke for themselves about the factors that affect their motivation at school.

According to Hammersley (2000:2), the qualitative researcher enjoys five advantages when employing a qualitative research methodology. These advantages pertain to the study on teacher motivation in the following ways:

- The appreciative capacity

The qualitative research design helps the researcher to appreciate the participants' behaviour and opinions within their specific context. The context includes how the participants perceive their specific work setting and themselves (Hammersley 2000:2). The researcher of this study was likely to have a better view of the factors that motivate the teachers working in the Flacq district.

- The designatory capacity

The designatory capacity has the ability to capture and present data as distinctly as possible (Hammersley 2000:3). It thus enables the qualitative researcher to be tuned in to the participants and the specific situation. This permitted the researcher to get the necessary information about teacher motivation within a specific context in a clear and non-ambiguous way.

- The reflective capacity

In qualitative research introspection is built in before, during and after the research in pursuit of a continuous search for more relevant answers to the formulated research questions (Hammersley 2000:3). This aspect of the methodology is very important since the researcher should be able to constantly

reflect on all the issues raised to arrive at a deep understanding of the phenomenon under investigation. In this regard teacher motivation was constantly viewed from different perspectives in the schools.

- Relevance to policy-making and practice

Qualitative research can provide valuable data to improve educational policies and practices because the research methodology is designed to develop 'bottom up' abstractions and observations. The focus on the real thoughts and opinions of teachers and principals pertaining to teacher motivation and principalship in the Flacq district could arouse government sensitivity to factors crucial to teacher motivation with a view to improved teaching and learning. The Mauritian government's attempt to attain world class quality education, as explained in paragraph 1.1, may be influenced by such grass roots findings.

- Corrective capacity

According to Hammersley (2000:3), the corrective capacity of a qualitative investigation is the potential to inform and shape existing perceptions of practitioners and policy-makers at micro and macro level in education. In this regard the study on teacher motivation may inform the principals in the Flacq district about effective and relevant principalship strategies required to develop effective schools. It can also contribute to the introduction of new approaches to their leadership.

Based on these features and advantages, the qualitative research design was considered most appropriate for an investigation into the role of principals in the motivation of secondary school teachers in the Flacq district of Mauritius.

A final motivation for choosing a qualitative research paradigm is that it focuses on the whole, rather than the parts. According to Gerdes and Conn (2001:1), a holistic perspective is developed by allowing participants to tell their own story in their own words and from their own perspective. Thus, by collecting and

considering the different perspectives and views of teachers and principals through interviewing, the researcher developed a holistic perspective of teacher motivation and the role to be played by the principal therein.

The foregoing discussion indicates that a qualitative research design is the most appropriate methodology to use to collect data on the major factors responsible for teacher motivation and the strategies that principals should employ to enhance motivation amongst the teacher corps.

4.4 RESEARCH METHODS

Since the qualitative research study is exploratory, the researcher had to collect data in face-to-face situations by interacting with selected people in their own settings. The phenomenological approach to qualitative research is therefore used in this study (Cherry 2000:54). McMillan and Schumacher (2001:36) cite Seidman (1998) by stating that the phenomenological approach is directed towards understanding the participants' perspectives on their everyday lived experience with a phenomenon.

4.4.1 SELECTION OF PARTICIPANTS

According to McMillan and Schumacher (2001:433), the selection of participants for interactive inquiry begins with a description of the desired attributes or profile of persons who would have the same knowledge of the topic. Therefore, the persons selected must share the same experience, be affected by the same set of circumstances and be involved with individuals who are daily affected by these circumstances.

Motivation is a phenomenon which is lived and experienced daily by teachers when they interact with their colleagues, learners, the principal and other stakeholders. For that reason it could be assumed that all teachers teaching in the demarcated area of investigation could be selected as participants, i.e. all teachers in secondary schools in the Flacq district of Mauritius.

A sample is a small proportion of a population selected for observation and analysis (Sidhu 2001:253). By observing the characteristics and studying the perceptions, opinions and views of the selected sample, the researcher is in a better position to make certain valid conclusions about the perceptions, opinions and views of the whole population from which it is drawn. In the Flacq district of Mauritius, there are 14 secondary schools with seven state secondary schools and seven grant-aided private secondary schools. From this population the sample was drawn employing non-probability sampling that is regarded as the most common type of sampling used in educational research (McMillan & Schumacher 2001:174; Sidhu 2001:259). The advantage of non-probability sampling lies largely in the area of purposefulness and convenience (Sidhu 2001:259). Based on researcher-interviewer judgment, in this study participants were selected according to the criteria of purposefulness in terms of information rich potential and convenience in terms of availability and accessibility.

4.4.1.1 Purposeful sampling

With purposeful sampling, the researcher selects particular elements from the population that will be representative or informative about the topic of interest (McMillan & Schumacher 2001:175). The strategy is to identify information-rich participants in order to gain insights and develop a deep understanding of a specific phenomenon without any generalising intentions (Devers, Kelly & Frankel 2000:2; Sidhu 2001:40-41). Purposeful sampling was regarded as appropriate to further the understanding of a particular phenomenon such as the role of principals in motivating secondary school teachers in the Flacq district of Mauritius.

For the purpose of this study, the researcher selected teachers teaching in the Flacq district. He selectively and purposely chose participants who were likely to

provide valid information about the research problem. The researcher hand picked participants after having briefed them on the topic. Indicators for selection were based on identifying those teachers from each research site with whom the researcher had worked previously and with whom he had a positive relationship which ensured trust and openness. On this account each selection was based on researcher-judgement of choosing participants who would provide genuine comment and share perceptions and experiences of their work life and who would not be inhibited by cultural differences. In Mauritian state schools most teachers and principals are of the majority ethnic group; the researcher is of the minority group. The researcher therefore had to consider the possibility of biased responses and restricted himself to those colleagues assumed to be bias free, (Blaxter, Hughes & Tight 2003:163) who understood research and with whom trust could be developed to provide reliable, genuine information.

4.4.1.2 Convenience sampling

Convenience sampling as strategy pertains to selecting participants on the basis of accessibility and expedience (McMillan & Schumacher 2001:175; Sidhu 2001:270).

With a consideration of purposefulness, the researcher selected those participants whom he could contact on phone or meet easily during the school holidays. Based on considerations of time and available funds, the researcher selected participants who were close to the researcher's place of residence or place of work.

The researcher selected five secondary schools as research sites and at each site the school principal and three teachers were selected. He considered the research sample of 18 participants to be adequate because in qualitative research, a small distinct group of participants is usually investigated to understand the problem in-depth (Hoberg 1999:57). Moreover, the researcher's aim behind this research is not generalisation but a deep understanding of the

phenomenon of teacher motivation in the Flacq district. As succinctly pointed out by McMillan and Schumacher (2001:404), the logic of the sample size is related to the purpose of the study, the research problem, the major data collection techniques and the availability of the information-rich cases. The purpose with this study is to gain a deeper understanding of the phenomenon of teacher motivation and the role which the principal should fulfill in this.

4.4.2 DATA COLLECTION

Research involves the process of gathering information about the phenomenon to address the research problem by answering the formulated research questions. Since this study is qualitative and exploratory with a view to in-depth understanding, the researcher interacted with the participants to ensure that the most reliable and valuable data was obtained.

4.4.2.1 The researcher's role

With a qualitative design the researcher has a major role in the data collection process to obtain valid data to answer the research question. Roles may vary in terms of the way in which the researcher's presence affects the social system or the participants being studied (Sidhu 2001:275). According to McMillan and Schumacher (2001:435), possible roles of the researcher are: a complete observer, a full participant, a participant observer, an insider-observer or the dual role of participant researcher. In this study, the researcher took the dual role of participant researcher by means of interviewing. This is a typical role of the researcher in qualitative inquiry (McMillan & Schumacher 2001:435).

As a participant researcher in interviews, the researcher took the traditional neutral stance whereby participants' perceptions, thoughts and opinions were not influenced. Though the researcher was not an active participant in the data collection process, he became immersed in the situation, continuously revising

decisions about the data collection strategies during the data collection process. On account of the researcher's neutral role, he refrained from acting as an expert; instead he considered the participants as information-rich experts in their natural settings regarding the phenomenon under study.

The researcher investigated the research problem using multi-methods to obtain data from the daily life world of the participants (paragraph 4.4.2.4). After the data collection process, the researcher carefully interpreted the collected data in pursuit of a deep understanding of the role of the principals in teacher motivation.

4.4.2.2 Negotiating and gaining access to the research site

Identifying and negotiating access to the research site and to participants in their social and natural setting is an important procedure of the qualitative research design (Devers et al 2000:3). Before the identification of the research site and the selection of the participants, the researcher sought permission from the highest education authority, namely the Mauritian Ministry of Education and Human Resources. A letter requesting permission was sent through the principal of the researcher's school. The letter to request admission to research sites was in the form of a brief proposal that included an honest reflection of the primary purpose of the research (Devers et al 2000:3). Aspects addressed in the letter included the research title, research problem and aims, the importance of the study in terms of effective principalship in the Flacq district of Mauritius and the research instruments that would be used in the study at the five schools (Appendix A).

The Mauritian Ministry of Education and Human Resources took some time to send the approval letter. As the researcher was scheduled to conduct the study during a particular period of time when the participants would be available with no administrative disturbance, permission was secured telephonically. The researcher later received the letter of approval from the Ministry (Appendix B).

4.4.2.3 Establishing rapport with the participants

Ary, Jacobs and Razavieh (1996:476) emphasise that “human and social behaviour must be understood from the “insiders’ perspective”. In order to achieve this, the researcher focused on establishing and maintaining good relationships with the participants to enhance the credibility of the research (Devers et al 2000:2). The researcher developed trust and reciprocal relationships with the participants by ensuring them of the confidentiality of their responses to permit fruitful interaction (Sidhu 2001:87).

4.4.2.4 Research instruments

According to McMillan and Schumacher (2001:443), interviews may be the primary data collection strategy to provide information on how individuals conceive their world and make sense of important events in their lives. The researcher considered interviewing to best fit the purpose of collecting data for a deep understanding of the phenomenon of teacher motivation and the role of the principal in ensuring a motivated teacher corps.

Interviewing represents a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information. The interviewer focuses on the content specified by the research objectives for a systematic description, prediction or explanation of the phenomenon under study (Cohen, Manion & Morrison 2001:269). One of the major advantages of the interview is that it provides access to what is ‘inside the person’s head,’ and as such it makes it possible to determine what a person knows, likes or dislikes and thinks (Cohen et al 2001:268). In this study, the researcher used interviewing as a data collecting instrument because the data required should be based on emotions, experiences, and feelings for the sake of a deep understanding. For that reason the researcher valued the contact with key players in the research field who could provide privileged information (paragraph 4.4.1). Another major advantage

of the interview is its adaptability in terms of following up ideas, probing responses and investigating motives and feelings further (Bell 2004:135). The researcher relied on the fact that with interviews information can be obtained not only in terms of participants' words, but also in terms of non-verbal communication, such as tones of voices and facial expressions. This contributed to more complete and subtle meanings of the collected data.

A major disadvantage of interviewing as data collecting instrument is that it could be prone to subjectivity and bias on the part of the interviewer (Cohen et al 2001:269). Another contextual disadvantage of interviewing is the interviewer effect of personal identity. A researcher's ethnic origin could impact on the amount of information participants are willing to divulge and their honesty about what they reveal in the interview sessions (Denscombe 2000:116). Apart from ethnic origin, data may also be affected by the gender and age of the researcher as interviewer. Response effects in terms of the eagerness of participants to please the interviewee with their information may also serve as hampering factor in collecting honest data (Bell 2004:139). To counter these hampering effects as far as possible, the researcher employed purposive sampling (paragraph 4.4.1).

The researcher used two types of interviewing for the purpose of this research, namely focus group interviewing and individual interviewing.

(a) Focus group interview

A focus group is defined by Barbour (1999:S19) as a researcher selected group that is convened for the purpose of discovering a specific research problem. In a focus group interview, the participants interact with each other rather than with the interviewer, with the result that data emerge from the interaction of the group (Cohen et al 2001:289). A distinct advantage of focus group interviewing is that a focus group can evoke a level of candour and spontaneity from the participants that provides data that is not readily collected by more conventional interviewing techniques (Winslow, Honein & Elzubeir 2002:566).

The researcher used the focus group interview because it offered the opportunity to interview a number of teachers at the same time. Due to its flexibility, focus group interviewing leaves room for variation in responses (Fontana & Frey 2000:649) based on the assumption that participants are important sources of information about themselves and the issues that affect them and that they can articulate thoughts and feelings clearly. On account of its economical virtue in terms of producing a large amount of data in a short period of time (Cohen et al 2001:288), focus group interviewing is convenient for both the researcher and the participants due to generally experienced time constraints.

The focus group interview used in this study is semi-structured. The researcher-interviewer developed an interview guide consisting of a comprehensive list of themes relating to teacher motivation. These themes were determined from the literature study and relate closely to what was discussed in chapters two and three (Appendix C). These themes are addressed by asking probing questions and focusing on follow-up questions to 'discover' the real perceptions, feelings, views and opinions of participants about the factors that determine teacher motivation.

The researcher planned five focus group interviews with three teachers in each group, i.e. 15 teacher participants in total participating in focus group interviewing (paragraph 4.4.1.1). An informal invitation either personally or telephonically was made to the participants. Each invitation was made with a clear explanation of the purpose of the interview assuring participants of the confidentiality of the data and the anonymity of their participation. The selected participants were asked to set a time and date that were convenient to them. Since the principal of each research site was involved and had been already approached for an individual interview on his or her role in teacher motivation, the researcher obtained permission to schedule a focus group interview at each research site. Each focus group interview was conducted in the school's audio-visual room. Participants' permission was obtained to audio tape the focus group interviews. The researcher encouraged participants to engage in spontaneous and open

conversation. In that regard participants directed questions to each other and responded to comments made. With due consideration to group dynamics, each participant was given the opportunity to respond to issues and questions. An interview schedule was referred to during the conducting of the focus group interviews.

At the end of each interview session, the researcher gave the participants the opportunity to listen to the recorded interview and to add any additional comments. According to McMillan and Schumacher (2001:403), the researcher should remain open to new concepts and ideas during the entire interview process. Each focus group interview lasted about one hour.

The researcher transcribed each interview and gave the transcript to each participant for verification of the correctness of the collected data. The researcher followed the same procedures with all five focus group interviews.

(b) Individual interview

An individual interview is a verbal exchange of information between two persons for the principal purpose of one person gathering information from the other (Pole & Lampard (2002:126). The researcher used individual interviewing as data collecting instrument to interview the five principals representing each research site. Denscombe (2000:113) affirms that individual interviewing allows interviewees to “speak their minds” and to lend themselves to in-depth investigations particularly with regard to personal accounts of experiences and feelings. Participants discuss their interpretations of the world in which they live and express how they regard situations from their own point of view (Cohen et al 2001:266). On account of their leadership positions as heads of their schools responsible for effective instruction, the school principals could provide information-rich inputs concerning teacher motivation. The purpose of the individual interviews with principals was to gather data on the professional experiences, practices, perceptions and role of principals in motivating their staff.

The researcher was especially interested in the specific kind of motivational strategies that each participant principal employed.

The individual interviews were conducted according to the same procedures that were applied with the focus group interviews. An interview guide was developed pertaining to the same aim as the individual interviews, namely to determine motivation strategies applied by principals in the motivation of their staff (Appendix D). In this way the researcher was able to prompt participants to provide essential and relevant information about the issues under consideration. Each individual interview lasted about one hour.

(c) Pilot interviews

A pilot focus group interview and a pilot individual interview were conducted prior to the interview sessions with the selected participants. Among the three teachers in the pilot focus group, two were registered for MEd degree studies (UNISA and the University of Brighton, UK). The principal participating in the pilot individual interview was doing a PhD in Mathematics Education at the University of London. They provided valuable advice on techniques to ensure the flow of information and to ask relevant follow-up questions. Although members of the pilot interview groups did not serve as participants of the formal interview groups, relevant data emanating from these communications were incorporated in the data analysis. Conducting pilot interviews enabled the researcher to refine his potential probing questions, to refine his techniques needed to allow a coherent flow of information and to improve his skills of time management during the interview.

4.4.3 DATA PROCESSING

In qualitative research, data analysis is a rigorous process involving working with the data, organising data into manageable units, categorising, comparing, synthesising data, searching for patterns, discovering what is important and what is to be learned (Hoberg 1999:65). It is a rigorous task because qualitative research usually generates voluminous data as the researcher is found with numerous transcripts of verbatim accounts of what transpired in the interviews. These data have to be analysed for the sake of interpretation.

In this study, data analysis was done by examining closely the responses of each focus group interview and each individual interview, taking into consideration the research problem. The researcher used Tesch's method (cf. De Vos, Strydom, Fouche, Poggenpoel, Schurink & Schurink 1998:343). The steps followed in the research are outlined as follows:

1. Get a sense of the whole by reading through all transcripts. Jot down ideas as they come to mind.
2. Select one interview and go through it by asking: "What is this about?" thinking about the underlying meaning. Write thoughts about the meaning of each piece of information in the margin.
3. Do this with all the interviews. Make a list of all the topics. Cluster similar topics together. Major topics, unique topics and leftovers are identified.
4. Take the list and return to the data. Abbreviate topics by means of codes and write these codes next to each segment of data in the transcribed interview. The researcher looks for new categories and codes.
5. Form categories by grouping topics together in an attempt to determine relationships between categories.
6. Make a final decision on the abbreviation of categories and codes. The codes are alphabetised.
7. Assemble all the data material of each category in one place.
8. Recode existing data if necessary.

After the categorisation and coding of data into themes, the researcher analysed and interpreted the themes to find answers to the research questions. Data analysis and interpretation manifested as research findings are discussed in chapter five.

4.5 TRUSTWORTHINESS AND TRANSFERABILITY

The researcher did not aim at generalising the findings, but focused on the extension of understandings. The pursuit was a deeper understanding of teacher motivation in the district of Flacq. Closely linked to the achievement of improved understanding is the responsibility of ensuring the trustworthiness and transferability of research findings.

The researcher used the four criteria model of Guba (cf. De Vos et al 1998:349-350) to ensure trustworthiness. The four criteria relate to:

- i. *Truth value* (credibility), which is obtained from the discovery of human experiences as they are lived and perceived by informants.
- ii. *Applicability* or transferability, which demonstrates the applicability of the findings to another context.
- iii. *Consistency* or dependability of the data confirming the replicating of findings to the same subjects or in similar contexts.
- iv. *Neutrality* (conformability) relating to the freedom from bias of the research procedures and results, namely the degree to which the findings are the function solely of the informants and the conditions of the research without any other biases, motivation or perspectives.

The trustworthiness of the research findings and eventual study were addressed as follows:

1. The conducting of focus group interviews with teachers and individual interviews with principals were reliable strategies since the purpose was to gather in-depth information from those individuals who were in their

- natural setting and were information-rich and experienced in relation to the research. This ensured a fuller and authentic understanding of teacher motivation because direct contact at the point of data collection ensures validity (Denscombe 2000:37). According to Cohen et al (2001:288), focus group interviewing is a triangulation strategy in itself since it helps to ward off bias and guarantee trustworthiness.
2. Before each interview session, the researcher spent some time with the participants to establish a positive rapport and to set them at ease. This built trust between the interviewer and the interviewee(s).
 3. The use of multimethods permitted the triangulation of data (McMillan and Schumacher 2001:408). The researcher used two types of interviewing to collect data and crosschecked the data with literature review findings.
 4. The researcher contacted three teachers who were not his colleagues to discuss the appropriateness of the data collection strategies. Peer debriefing enhanced the researcher's reflexivity and thus ensured trustworthiness. According to McMillan and Schumacher (2001:412), a peer debriefer helps the researcher understand his or her own position and values and his or her role in the inquiry. Two of the teachers were enrolled for MEd studies and one for doctoral studies thus ensuring valid peer debriefing.
 5. The language, argot and jargon of the interviewer and the interviewee exert a powerful influence on the interview situation (Cohen et al 2001:125). The researcher suggested the use of mother-tongue, namely Creole, for the interview when the participants were not at ease in English. Creole is the only language spoken and understood by all Mauritians. Mother tongue discussions helped to eliminate possible bias that could have occurred on the ground of race, religion, status and social class (McMillan & Schumacher 2001:121).
 6. Because the aim of the study was to have a unique view of the teachers' and principals' understanding of teacher motivation, the researcher

- avoided the use of leading questions in the interviews which might have influenced participants' answers (Cohen et al 2001:122).
7. The researcher used audiotapes to ensure the flow of information during the interviews. Note taking would have had a disturbing effect on the data collection process as opposed to tape-recording which enables the researcher to concentrate on the process of interviewing (Blaxter et al 2003:173).
 8. Dependability raises the important issue of participant validity (Cohen et al 2001:120). To address dependability, the transcripts were taken to the participants to adhere to the demand for member checking (McMillan & Schumacher 2001:410).
 9. The researcher used verbatim accounts of transcripts which are highly valued as valid data (McMillan & Schumacher 2001:409).
 10. To ensure trustworthiness the researcher made use of low-inference descriptions and descriptions of important terms were expressed as literally understood and used by participants (McMillan & Schumacher 2001:409).

These strategies were considered to be sufficient to ensure the trustworthiness and transferability of the conducted study.

4.6 ETHICAL CONSIDERATIONS

Ethics as a set of moral principles suggested by an individual or group, and which is widely accepted, offers rules and behavioural expectations about the correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and learners (De Vos et al 1998:24). Ethical considerations are very important when research is conducted. Blaxter, Hughes & Tight (2003:158) state that ethical issues are especially predominant with qualitative research because of the closer relationships between the researcher and the researched. Cohen et al (2001:292) identify three main areas of ethical issues when interviews are used, namely informed consent,

confidentiality and the consequences of the interview. To these, Blaxter et al (2003:158) add the aspect of being truthful and the desirability of the research. It is the responsibility of the researcher to do everything possible to respond to these issues.

In this study, the researcher adhered to the following ethical measures in the process of data collection, analysis and dissemination:

1. Participants were contacted for participation in the study either face to face or telephonically whereby they were informed of the purpose of the study. They were also assured confidentiality before, during and after the study. The researcher bore in mind that subjects must agree voluntarily to participate without physical or psychological coercion (Christians 2000:138).
2. The participants chose the interview time and date to their convenience.
3. In order to concur with research protocol, written permission to conduct the research at the chosen research sites was sought and obtained from the Mauritian Ministry of Education and Human Resources.
4. The researcher remained open and honest to the participants during the entire investigation to ensure that all information important to them was reflected.
5. To guarantee the confidentiality, anonymity, non-identifiability and non-traceability of the participants, the researcher used codes instead of names.
6. The researcher guaranteed that the transcripts and the audiotapes would be kept in a secure place and that no one except the researcher would have access to them; eventually the audio-taped and transcribed interviews would be destroyed.
7. The researcher informed the participants of the research findings.

4.7 CONCLUSION

Chapter four presented a detailed description of the exploratory and qualitative research design used to investigate the research problem. It focused on the theoretical purpose, justification of the methodology used, the data collection strategies, the trustworthiness and transferability of the study and the ethical issues to which the researcher adhered to in the empirical investigation.

In chapter five, the interpretation and presentation of the collected data will be discussed as research findings.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

In chapter four the research design which entailed a qualitative research paradigm was explained.

In chapter five, the data analysis and interpretations of the qualitative research are discussed. The researcher presents the results obtained from an analysis of the data obtained from two types of interviewing, namely focus group interviews and individual interviews. The results were analysed using the Tesch method (paragraph 4.4.3). The findings are interpreted in relation to the research aims and the research questions with a consideration of the relevant literature.

The two major questions that the researcher used to obtain the relevant data in interviews and that relate to the contextualised second and third research sub-questions (paragraphs 1.4 and 4.2) are:

- What factors impact on your motivation to teach with inspiration in your school? (Focus group interviews with teachers)
- What instructional leadership strategies are you employing to motivate your teachers to teach effectively in your school? (Individual interviews with principals)

For the purpose of data presentation and with a consideration of confidentiality and fluent discussion, the five schools were identified as School A, School B, School C, School D and School E. Principals from each of these schools were

identified as Principal A, Principal B, Principal C, Principal D and Principal E respectively. In each school, a group of three teachers, with at least one female teacher, was interviewed (paragraph 1.6.2.3).

5.2 RESEARCH FINDINGS

The results obtained from an analysis of the data collected with the interviews were organised into categories and sub-categories. Two main categories with related sub-categories emerged from the data and serve as main headings and related sub-headings for a discussion of the research findings.

Following is an outline of the two main categories with related sub-categories that emerged from the data:

- Factors that impact on teacher motivation in the Flacq district:
 - Learners
 - Discipline
 - Instructional resources and materials
 - Paperwork and workload
 - Class size
 - A school's physical working conditions
 - Location of school
 - Gender discrimination
 - Parental involvement
 - Teacher autonomy
 - Collegiality
 - Teacher empowerment
 - Praise, recognition and feedback
 - Principalship

- The instructional leadership role of the principal to motivate teachers:
 - Managing school discipline
 - Communicating school's vision, missions and goals
 - Managing resources and materials
 - Supporting and empowering teachers
 - Providing professional development and growth to teachers
 - Monitoring instruction and curriculum implementation

Each of these themes is discussed in the ensuing paragraphs. In the discussions, applicable verbatim quotations that are extracted from the raw data are used to illustrate important findings.

5.2.1 FACTORS THAT IMPACT ON TEACHER MOTIVATION IN THE FLACQ DISTRICT

The various factors that determine teacher motivation in developed as well as developing countries (chapter 2) are relevant to Mauritius since teachers in the Flacq district are also motivated by a combination of these factors. What became evident, however, is that motivation is determined by the degree of match between individuals and the specific context in which they work. These contextualised factors relate to the following:

5.2.1.1 Learners

Against the background of the fact that teachers derive the most enjoyment from their learners while at the same time their learners are one of their greatest frustrations (Wright & Custer 1998:89), participants agreed that learners' attitudes impact on their motivation as teachers. In this regard three themes are identified relating to the impact of learners on teacher motivation:

- (a) Learners' attitudes to learning
- (b) Learners' attitudes to teachers

(c) Learners' academic performances.

(a) Learners' attitudes to learning

Motivated learners display an interest in activities, work diligently, feel self-confident, stick with tasks and perform well (Pintrich & Schunk 1996:3). Thus, teachers desire to have such model learners to increase their own professional enjoyment (Stenlund 1995:156). From the interviews it became clear that the extent to which learners are motivated has an impact on teacher motivation. Participants from all the selected schools expressed their concern with regard to their learners' interest in doing homework. One participant teacher from school D explained: *"When learners show interest in their studies and do their work, you are motivated to teach them. But, when they are themselves demotivated, you then feel demotivated."*

Participants had consensus that demotivated learners do not do their homework, are lazy, passive, do not do any extra work, and absent themselves for any reason such as religious festivals or on Mondays. When learners do not show an interest in their studies, teacher motivation is reduced in various ways. Depression is common as expressed by a participant teacher from school A: *"I feel depressed...when an 18-year old learner told me that he had not yet read his literature book."* Teachers might also develop a laissez faire attitude. In this regard a participant teacher from school B stated: *"I personally enter some classes to teach the essentials for the sake of teaching, with no enthusiasm, with no expectations from the learners. Even when they don't do their class work, I don't care!"*

Collected data clearly revealed that teachers' morale is very low when learners are not committed and not responsible enough in their studies. The contrary, however, also became evident: teachers feel satisfied when their learners show an interest in their own learning. In this regard, a teacher from school C remarked

as follows: *“The commitment that the learners show for the subject motivates me to work more in the interest of the learners.”*

Participants’ opinions concurred with the perspective of Stenlund (1995:152) that enthusiastic learners have a positive influence on the quality of work life of their teachers.

(b) Learners’ attitudes to teachers

Learners’ attitudes to teachers in terms of their respect for their teachers were found to be very important for teacher motivation. It seemed, however, that learners are very respectful towards their teachers in the Flacq district. In this regard, a participant teacher from school A asserted: *“Hopefully, the learners don’t fight back where we gracefully scold at them because of their misbehaviour or lack of interest in their studies. They respect us.”* Moreover, teachers who are respected in turn respect their learners. This results in a positive school culture that is conducive for an optimal achieving of teaching and learning.

The perspectives of the teachers from the Flacq district of Mauritius on respect and status coincide with Maslow’s Hierarchy of Needs theory which maintains that individuals have the need to be respected and if teachers feel that their status and self-esteem needs are not being met, they become discouraged (Steyn 2002a:91).

(c) Learners’ academic performances

The academic performances of learners were found to be an important determinant of teacher motivation in the Flacq district of Mauritius. In four of the five selected schools, the teachers show significant concern for the academic level of the learners. According to participants, the academic performances of the learners are in general very low. One teacher of school D attributed this to the fact that *“they come from poor families with low socio-economic backgrounds.”*

Despite their dedicated efforts and the implementation of new strategies to teach these learners, the teachers felt discouraged with the learners' poor academic performance. These discouragements manifested in various reactions from participants, such as an urge to stop teaching in private schools in an attempt to escape the demoralising effect of weak scholastic performance. In this regard a participant from school D said: *"I work very hard for them but when the results are out, I am very... very disappointed. The academic level is so low that very often I think of leaving this school for a public college where though the learners are quite undisciplined but at least you get what you expect from them as far as academic achievement is concerned"*. Other participants tend to wrongly blame themselves for their learners' bad performances as expressed by a teacher from school A: *"I feel I missed something somewhere and I have the tendency to blame myself."*

It is evident that the teachers of the Flacq district are also motivated by the academic achievements of their learners, as was confirmed by Kruger (2003:209) with regard to teachers in general.

5.2.1.2 Discipline

Disruptive learner behaviour contributes to teachers' diminished self-esteem and lack of confidence, and it impacts on their ability to teach. Participants concurred that every school should have a school discipline policy which sets the agreed boundaries for attitudes and behaviour. A teacher of school A stressed the importance of such a policy in terms of consensus and productivity: *"There is a college handbook in which all the school's rules and regulations that should be observed by the learners are written. I don't have to waste time asking a learner why he or she has applied hair colour or gel."*

Participants pointed out that when these rules and regulations are clear and well communicated to the learners, all stakeholders feel at ease and are encouraged

to do dedicated work. In this regard a participant teacher from school A stated: *“Our school’s discipline arrangements make me feel less stressful before and during my instructional practice... I can optimise my teaching time”*.

It was clear from the interviews that when a well developed discipline policy is effectively applied and accepted by all stakeholders, teachers feel secure and are able to do their jobs with confidence. Increased motivation on account of good discipline results in teachers using new and more interactive teaching methods. What was also revealed in the interviews, however, was that teachers feel disappointed when they do not get the necessary support from the principal to enforce discipline when learners are disruptive. This failure of principals is to the detriment of successful teaching and learning. The comment from a teacher from school E clearly articulated this feeling: *“When I don’t get the principal’s support, I lose my interest to teach because learners are abusing in their behaviour because they indirectly get the support of the principal.”*

Participants’ demotivation on account of a lack of principal support to counter disruptive learner behaviour coincides with the findings of Blandford (1998:4) and Vail (2005:18). They state that teachers feel isolated and lose their confidence in teaching when they are unable to get support from the school management about school discipline. This also substantiates the statement in the L’Express (2007: 11) that teachers feel most disempowered to deal with cases of ill discipline when there is a lack of support from school leadership.

5.2.1.3 Instructional resources and materials

From literature findings it is clear that the availability of resources and materials is not a pre-requisite for teachers to be more motivated. However, a lack of resources and materials impacts negatively on teacher motivation. Good facilities boost teacher motivation (Lethoko, Heystek & Maree 2001:316). From the interviews it is clear that at all the selected schools there are adequate physical

resources. However, instructional materials and resources such as the Cambridge examination reports, reference books and access to internet for teachers are almost nonexistent. The participant teachers considered these instructional resources essential to effectiveness. These resources are essential to equip themselves adequately to prepare the learners for the Cambridge University 'O' and 'A' level examinations and hence to achieve excellence.

Participants had consensus that secondary school principals and the general public evaluate school excellence by the quality of the results obtained in the 'O' and 'A' level exams. As a matter of fact, the main goal of secondary schools is to attain academic excellence in the two important international examinations, namely the Cambridge University "O" and "A" levels examinations. A participant teacher from school A commented: *"We feel the principal's expectations are high in terms of good results and therefore we are motivated to meet his expectations since he is providing us with all the necessary instructional materials and resources."* Participants agreed that supplying instructional resources and materials is one of the most helpful ways of supporting teachers. They emphasised that when resources are provided, teachers feel inspired and more confident to teach since they are able to develop new teaching strategies and discuss instructional matters with colleagues in other schools at the teacher forums during free periods.

What was also clear from the interviews and which concurred with the findings of Mbatha (2004:37) is that inadequate instructional supplies contribute to frustration for both teachers and learners and impede progress towards instructional objectives. Participant teachers complained that a lack of instructional resources and materials negatively impacts on their motivation. Low motivation owing to constrained resources relates to feelings of helplessness and humiliation as expressed by a teacher from school B: *"I feel helpless and humiliated when a learner also asks me for examination reports and I can't help him/her."* Another argument from the interviews relates to the fact that optimal

learning depends on good motivation based on quality assignments that rely on good resources. A teacher from School C said:

“For example, I gave a project, but the learners were not able to do it well because of a lack of reference and research books in the school library. This discourages me since I can’t arouse a greater interest from my learners in my subjects through small projects.”

An interesting finding relating to instructional resources is that although in some schools resources are available, teachers do not use them because they are afraid of unforeseen damaging costs for which they will be held responsible. A participant teacher from school D explained:

“The resources are there but I won’t dare use themyou are warned that if you break them, you will have to bear the cost. So, I prefer not to use them. I have the feeling the School Management Team (SMT) does not trust me to be a professional teacher.”

(The School Management Team is the few five or six senior teachers or Heads of Department who are consulted by the principal on decision-making about school matters.)

Whatever the reason for not employing appropriate resources, it was clear from the interviews with teacher participants that a lack of resources and materials make the teacher less effective and supportive. This impacts on learner achievement and in its turn on teacher motivation.

5.2.1.4 Paperwork and workload

Paperwork is becoming a major factor demotivating teachers in the Flacq district of Mauritius. Participants pointed out that teaching is becoming too bureaucratic and there are too many administrative demands. They are under pressure by the

Ministry, the principal and the school inspectors to do administrative tasks; in short, they are overloaded. Participants' objections about administrative work were articulated as follows:

"I have to do the job of the secretaries and I have to put my signatures on more than three hundred learner's files at the end of each school term. If I don't do so, I will be scolded and I will receive a written warning for incompetence. I feel bored because I feel that I am not in school to teach but to do paper work." (A teacher from school D).

Added to the huge amount of administrative work is the fact that teachers' teaching workload has also increased: *"Now teachers have at least 28 teaching periods per week - previously teachers used to have at most 25 periods"*. (A participant teacher from school E).

Teachers blame educational reform for their overloaded schemes of duties. Importantly, participants did not find the paperwork crucial to improved school effectiveness. A teacher from school E commented as follows:

"I don't know what the philosophy of the educational reformers is to increase our workload and, at the same time, asking us to do this bureaucratic work. I feel it's useless to do paperwork because the inspectors rarely come and they won't have the time to scrutinize the paperwork of each of the hundreds of teachers."

Excessive paperwork and administrative tasks exacerbate teachers' workloads in the Flacq district of Mauritius. This reflects a worldwide trend (Barmby 2006:263) and although teachers perceive these tasks as meaningless, they neglect their teaching duties to complete paperwork because, as a teacher from school E acclaimed: *"I have no choice!"*

5.2.1.5 Class size

The Flacq district is the biggest of the nine districts of Mauritius. It is also one of the most populated. Over the past ten years, four public and one private school have been constructed; yet, classes are still overcrowded. There are at least 40 learners in each class. Large class size impacts on teaching motivation as teachers cannot teach effectively in such classes. Participants indicated that they cannot use effective methods as it is impossible to give individual attention and maintain discipline in large classes. In this regard a participant teacher from school E explained:

“They are over forty learners in each class and this demotivates me in that I can’t give full attention to each of them and so I can’t attain my teaching objectives and the learners are too mischievous and numerous to be well-managed.”

Related to large class size and the impact on effective teaching is the feeling of powerlessness among competent teachers. This has a generally demoralising effect on the culture of teaching and learning. In this regard a participant teacher from school B confessed:

“I feel powerless to change this situation and this desperate me as a teacher who always want to help the learners. A simple example, I can’t use group work and cooperative approaches to help the poor performing ones.”

The hampering effect of large class size on the choice of teaching methods and maintaining order in the classroom is a common problem in third world societies. Abdo (2001:144) states that teaching methods adopted by teachers are affected by class size and providing enough individual attention to learners is a real problem. In large classes as in the Flacq district of Mauritius, teachers spend more time on solving classroom discipline and control problems and less on providing feedback to learners.

5.2.1.6 A school's physical working conditions

Teachers spend most of their working days on the school premises and the physical working conditions of a school depend on the school's financial state. Although not every teacher has the opportunity to work in a new school building, Vail (2005:19) points out that the state of a school's physical facilities affects teacher morale. In this regard good physical working conditions impact positively on teacher motivation and boost their self-image because *"you have the feeling that you are working in a newly-built school and you feel proud to belong to such a school ... parents and local people regard you with appreciation."* (A participant teacher from school B).

Lethoko et al (2001:316) maintain that people are more likely to value attractive, new, and properly maintained facilities and infrastructure. When teachers constantly lack such facilities, they become demotivated. The teachers indicated that they appreciate a spacious staffroom and a comfortable staffroom is a sign that they are appreciated as professionals. In this regard a teacher from school D complained:

"The staffroom is very overcrowded, with sometimes five teachers sitting by a small table. You don't have enough space to keep your personal belongings. I need to feel at ease and to feel that I have the stature of a teacher, well-treated. But in my school, I am treated like the school clerk; no, less than a clerk."

When the physical working conditions of teachers are inadequate, their feelings of professionalism and morale are affected.

5.2.1.7 Location of school

It was evident from the empirical investigation that the location of the school is an important factor that determines teacher motivation. When teachers work in remote schools, they are not as motivated as when they are posted near their place of residence. In the Flacq district, teachers are normally posted to schools that are close to their place of residence. They therefore travel short distances to school every day. This emerged as a major motivation factor as teachers were not tired by arduous travelling. A participant teacher from school B explained as follows: *“It takes me five to ten minutes to reach school everyday. When I reach here, I am still fresh and not tired.”*

Apart from maintaining energy levels on account of being spared a tiresome commute to school, participants emphasised the convenience of close proximity to school should a family crisis occurs. A participant teacher from school B emphasised:

“When a family member is ill, I may go home quickly, take care of him/her and then come back to school. I don’t feel that I should absent myself from school or take a half-day leave in that case. This, of course, encourages me to give the best I can for the school and the learners.”

Participants agreed that teachers staying close to work show a greater commitment than teachers who live far from schools. Teachers teaching close to home are able to do their jobs with ease and without stress. They are at peace concerning any personal or family problems. However, where schools are situated in remote areas, far from the commercial and trade centres and where local citizens are mostly unemployed, teachers are less satisfied because *“When I walk through the narrow road to reach the school, the local people make unnecessary comments and they even laugh at you.”* (Participant teacher from school E).

The remoteness of rural surroundings in itself also seems to impact negatively on teacher motivation. In this regard another participant from school E pointed out that the school *“is near the sugar cane fields ... I don't feel I am going to work in a nice place every morning. I don't have the enthusiasm to work here.”*

It is clear that the location of the school in terms of its proximity to the teacher's place of residence, the criticism of the local residents and its immediate surrounding environment impact on teacher motivation in the Flacq district of Mauritius.

5.2.1.8 Gender discrimination

Apart from other responsibilities, the principal also acts as moral leader. The actions of the principal cannot be separated from the values attached to concepts of *'right,' 'wrong'* and *'not appropriate'* (Bennett & Anderson 2003:17). Some principals in the Flacq district are conspicuously gender biased. A female teacher of school E described gender bias as follows: *“The principal handshakes the male teachers but not a simple good morning to us, the women. Sometimes he just turns his back to me.”*

This concurs with the argument of Donald, Lazarus and Lolwana (2000:207) that institutionalised discrimination occurs where gender discrimination is built into the structure of schools and accordingly practised by management. The hampering effect thereof on teacher motivation is obvious.

The interviews also indicated that gender bias is not limited to one gender towards the other; gender discrimination is also practised by female principals against the female teachers. In this regard a male participant from school D pointed out that *“the acting principal (female) is against the female teachers, always pestering and harassing them.”*

Data from the interviews revealed that the forms of gender discrimination in the Flacq district relate to the following:

- Open ignoring of female teachers
- Consultation of only males regarding school decisions (SMTs)
- Special privileges for male teachers

Participant female teachers expressed their feelings in this regard as follows:

“I feel vulnerable as opposed to my male counterparts. I feel victimised.”

(A teacher from school D).

“I feel humiliated and frustrated.” (A teacher from school E).

Contrary to the instances of conspicuous gender discrimination prevailing at the sites of study, it was also revealed that the opposite is also true. In that regard a female teacher of school A considered herself to be respected as she always gets certain privileges because she is a woman. She commented: *“The principal never segregates female from male teachers... Above all, as a woman, I often need a leave for other reasons; he never refuses me.”*

It is clear that at the selected secondary schools in the Flacq district, teachers receive varying treatment from the principal, based on gender. It is also clear that principals' attitudes towards female teachers impact on female teachers' motivation, attitudes and morale in the work setting. The occurrences of gender discrimination prevailing in the area of study is consistent with the conclusion of Van Deventer and Kruger (2003:271) who cite Booysen (1999:19) that discrimination in schools is associated with patriarchal ideology, based on the superiority of men and that the division of labour is often based on stereotypical gender roles.

5.2.1.9 Parental involvement

It is increasingly acknowledged worldwide that the teacher alone cannot fulfil the education task; there should be a close relationship between parents and teachers that relate to a symbiotic relationship (Badenhorst, Calitz, Van Schalkyk, Van Wyk & Kruger 1996:109). Participants concurred that the involvement of parents in the school impacts positively on their motivation as teachers. They unanimously maintained that they were happy and committed to teaching when they received strong support from parents. In the selected schools parents' involvement occurs mainly with regard to intervening positively to solve disciplinary problems with poorly behaved children. This impacts significantly on positive teacher motivation. A teacher from school B commented in this regard: *“You see when I have parental support; this motivates me to do my level best for the learners. It's very encouraging.”* Contrary to the positive effect of productive parent involvement, teachers are discouraged by indifferent parents. In this regard a teacher from school C complained: *“I feel discouraged because the parents are not giving me the helping hand that I expected from them at home.”*

Literature reveals that constructive parent involvement boosts teacher morale and creates a better school climate (Greene, Mercedes & Tichenor 2003:1). Against the background of the different types of parent involvement prevailing at schools (Epstein 1995:708), the same conditions apply to the Flacq district of Mauritius, with the same effect on teacher motivation.

5.2.1.10 Teacher autonomy

Teachers are entitled to experience inherent pleasure and satisfaction in the carrying out of their work-related activities (Bakker 2005:28). This is possible when a balance prevails between the challenges of the classroom or school situation and teachers' skills to cope with these challenges. From the interviews with teacher participants it emerged that teacher autonomy is a significant factor

that impacts on teacher motivation. Participants emphasised that autonomy is very important to them. They identified autonomy as little or no parent interference in their teaching and the freedom to do their job, whether curricular or extra-curricular, according to their own wisdom. A teacher from school A explained his interpretation of job autonomy and its impact on teacher motivation:

“We are given all the necessary guidelines about what is expected from us and then we are free to decide when to do what, provided they are done. This makes us feel professional as we are treated as professionals by the principal.”

When principals adopt a democratic leadership style based on the belief that teachers are self-directed and that they therefore should be given full autonomy in their teaching (Mc Gregor - Theory Y), teachers are committed to their work on account of job satisfaction (paragraph 2.8.5). On the contrary, an autocratic leadership style tends to reduce teachers' morale because they experience too much control over their actions (Vail 2005:17). The empirical investigation indicated that these literature findings on teacher autonomy and teacher motivation are relevant to circumstances prevailing in the Flacq district of Mauritius.

5.2.1.11 Collegiality

Teacher commitment and motivation are enhanced by factors such as the sharing with colleagues and the support of peers which manifests in positive feedback from colleagues, sharing educational values and having friends with similar professional interests and needs (Day, Elliot & Kingston 2005:573). From the discussions with participants it became evident that collegiality is consciously sought after in the Flacq district with good effect, especially with regard to the novice teachers. A participant teacher from school A explained:

“The principal has grouped the teachers according to the relevant faculty. This creates the opportunities to discuss instructional matters. This helps me a beginner teacher to learn from the more experienced teachers who share their teaching strategies with me.”

The same participant emphasised her increased confidence on account of collegial support. In her own words: *“I feel encouraged since I am well mentored by them... I feel more confident... Somehow I grow professionally...”*

Not only is collegiality practised in terms of didactical support to novice teachers, but also in terms of support with personal problems. Supportive cohesion prevails amongst staff of the selected schools because *“when you have a problem, be it personal or professional, the colleagues are here to help. When there are school activities...all teachers collaborate to make them successful. We work hand in hand.”* (A teacher from school B). A third participant added that the colleagues of her school *“are very friendly... and very supportive.”* (A teacher from school C).

Wood and Weasmer (2002:187) found that in school cultures where collegiality and collaboration are practised, high degrees of staff satisfaction and feelings of professional involvement among teachers prevail. From the empirical investigation it is clear that similar conditions are present at selected schools in the Flacq district. The prevalence of collaboration, comprehension, communication and collective problem-solving amongst staff has a significantly positive impact on teacher motivation in terms of cohesion. *“We feel oneness”. “We are members of the same family...we are close and I am happy.”* (A teacher from school D).

The other side of the coin, however, was prevalent at some schools in the area of study. In that regard some teacher participants pointed to the detrimental effects of frustration, alienation, depression and discouragement on account of a lack of collegiality. A teacher from school E commented as follows: *“I feel unhappy,*

there is no one who takes care of you, of your problems or who is ready to solve my problems. I feel lonely.”

‘Family ties’ among teachers have a positive effect on teacher motivation (Dinham & Scott 1998:370). The interviews indicated that participant teachers of secondary schools in the Flacq district also value the existence of a community of practice.

5.2.1.12 Teacher empowerment

Power points to the capability of doing something, the possession of control over others and delegation of authority (Gouchenour & Dimino 2004:1). In this regard participants acknowledged the importance and the right to participate in decision-making processes concerning school goals and policies. For teacher participants teacher empowerment is associated most particularly with the opportunities to exercise professional judgment, to hold views and opinions about school matters on school committees and to be delegated curricular and extra-curricular responsibilities. When they are empowered in these ways, they become more committed to teaching and endeavour to attain school goals. This is evident from the following comment from a teacher of school A:

“I was approached by the principal to form part of the school pedagogical team. This increases my self-esteem and I become motivated to prove to others that I am a good teacher. I also said to myself that I have to be to that expected level.”

The fact that teacher empowerment assures staff that they are valued as reliable, not only encourages them to live up to such expectations, but also motivates them to take initiative in their pursuit of teaching/learning excellence:

“The principal gave the teachers responsibilities and hence it means power to solve learners’ problems with parents personally at our level... I feel happy to be a reliable person for my principal. Such responsibilities constitute a challenge for me and I try my best to shoulder them... I am more willing to take initiatives on my own in the learners’ interests.”
(Another teacher from school C).

It is clear that the empowerment of teachers leads to higher self-esteem, increased knowledge of pedagogy, improved collegiality and increased breakthroughs in curriculum initiatives (Keiser & Shen 2000:1). This is also true of the experience of participant teachers of the Flacq district. Muijis and Harris (2003:441) argue that teacher empowerment enhances teacher self-esteem which leads to increased motivation. This also applies to the Flacq district of Mauritius.

An interesting phenomenon relating to teacher empowerment that also emerged from the interviews with participant teachers was that principals delegate power and responsibilities mainly to a few privileged teachers. Participants felt that these teachers tend to ‘backbite’ other teachers in the presence of the principal or they are the senior teachers who form part of the School Management Team (SMT). A participant teacher from school E called these teachers ‘*the inner circle*’ and emphasised that their existence results in feelings of inferiority and marginalisation amongst excluded teachers. In the teacher’s own words:

“Only these few privileged teachers have their say in the school ... we are not involved in decision-making...as a result, I feel I am considered as inferior, a second grade teacher ... I feel marginalised.”

In concurrence with the findings of Keiser and Shen (2000:1), in some instances there is a difference in teachers’ perceptions of teacher empowerment and the perceptions of the principal. It occurred in the case of certain selected schools in

the study that principals perceived their staff to be more empowered than what teachers themselves felt.

5.2.1.13 Praise, recognition and feedback

It is important that teachers' work contexts support, reinforce and shape their perceptions of themselves, both personally and professionally (Evans 2001: 302). Teachers have to be nurtured in various ways by the principal so that they become motivated and committed to their teaching job.

The participant teachers agreed that praise and recognition from their principals, the parents of their learners and their learners themselves impact positively on their motivation. Constant recognition from the principal encourages teachers to excel in their profession as is evident from the following comment of a teacher from school A:

“The principal recognises my effort in contributing to the better school results at HSC exams. He would say “Madam, you have got good results. Thank you. Keep it up!” This praise encourages me to improve my teaching so that next year the results are better. I feel more committed to my job for the school achievement and success.”

Another participant from school C emphasised the positive effect of parents' gratitude for the success of their children on account of teachers' efforts. In her own words:

“Some parents came to school or give me a phone call to tell me that they appreciate my personal efforts... that help their children to get better results... I feel like somebody who is considered by the parents and I have then the feeling that I have to give more of myself for the learners.”

A third participant recalled the motivation coming from the learners themselves:

“I don’t say that I should get it. But when you receive a gift from the learners as a token for your contribution to their academic success, you become more motivated.” (A teacher from school C).

Conversely, the lack of praise and blame and criticism for petty mistakes or nonsensical matters are detrimental. In the latter case teachers become frustrated and they engage in curricular and extra-curricular activities just for the sake of doing them, without much enthusiasm and devotion. In this regard a teacher from school D contemplated as follows: *“I don’t expect a gift from the management, but a few words of thanks would have been sufficient to make me happy and motivated to teach effectively next time for better results.”*

The data and the findings of Schmidt (2005: 13-15) indicate that an atmosphere of appreciation is important for teacher motivation. When teachers are recognised, rewarded and praised, principals reap a rich harvest of renewed professional enthusiasm amongst their teachers.

5.2.1.14 Principalship

By creating a school climate that promotes the quality and the frequency of interactions between teachers and principals, school managers create an environment in which teachers are willing to contribute positively and enthusiastically to the success of the teaching and learning activities (Van Deventer & Kruger 2003:14). It became clear from the interviews with teachers that the personal qualities of the principal influence teachers’ attitudes towards their profession and the school. The participant teachers listed the following qualities of the principal that inspire them and boost their motivation and morale:

- The principal's readiness to listen, to be frank, to discuss things and find solutions to problems encountered by teachers.
- The principal's openness ("S/he adopts an open-door policy")
- The principal is a good communicator and a visionary leader.

Such qualities of the principal help the teachers to develop a sense of security at work and commitment to the school vision. When principals respect human dignity and ensure rational trust, it encourages teachers to pursue increased excellence creatively. A teacher from school B explained:

"I feel proud to have a principal who understands and supports me. It boosts up my enthusiasm to work in my classes and to innovate my teaching activities. I feel free in my instructional practice, free to use methods that I feel best suit my learners. This is encouraging."

Constant motivation from the principal results in the development of mutualism, cohesion and a feeling of belonging as is evident from a teacher from school A: *"I feel that I am an integrated part of the school... of the school family. As such, I become willing to work for the school."*

On the other hand, when principals are insensitive to teachers or offend them in front of learners or non-teaching staff, teachers are *"...hurt in self-esteem... feeling no more status as a teacher."* (A participant teacher from school E).

It was clear from the interviews with teachers that when principals adopt democratic leadership styles characterised by the human touch, teachers experience greater stimulation at work and high levels of work motivation. When principals are autocratic, teachers lose their self-confidence and become less enthusiastic about working towards school goals. This is consistent with Evans's findings (2001:299) that the nature of teachers' working lives within the social and administrative structures of the school is leader-dependent.

5.2.2 THE INSTRUCTIONAL LEADERSHIP ROLE OF THE PRINCIPAL TO MOTIVATE TEACHERS

The investigation of the factors that impact on teacher motivation in the Flacq district of Mauritius was followed by an exploration of the strategies that principals employ to motivate staff to teach effectively. The findings on the role of the principal in teacher motivation are discussed in the ensuing paragraphs.

5.2.2.1 Managing school discipline

A school without an effective discipline policy that encompasses strategies and support mechanisms that are available to teachers, learners and parents will not function effectively as a centre for teaching and learning (Blanford 1998:39). Principals are responsible for maintaining good order and discipline, and they should provide support to teachers who are experiencing difficulties with disruptive learners.

From the data collected in the interviews with principals it was clear that principals perceive the maintaining of discipline as one of their important leadership tasks since disciplinary problems are a major cause of demotivated teachers. Teachers become discouraged when they have to use their teaching time to discipline learners. To enhance teacher motivation, principals in the Flacq district of Mauritius adopted the following strategies with regard to discipline:

- They develop a school discipline policy that clearly states the rules and regulations and disciplinary actions in cases of the non-compliance with school rules. Principal A called it a “*college (school) handbook*”.
- They empower teachers to take disciplinary actions because “*the teacher may give the learner a written warning, write a note in his/her notebook for parents’ intention, call the parent to school and may give him/her a detention class.*” (Principal E).

- They intervene when classes are disruptive to remind learners of their responsibilities with regard to achieving school goals.
- They share their expectations of learner behaviour with the learners.
- They deal with aggressive parents in the absence of the teacher concerned. *“This is a sort of framework that I have developed at my school to manage discipline and to motivate teachers to work without fear in the school. They know that when parents come to pester or harass them, the management will back them.”* (Principal A).

When principals employ these strategies, they abide by the specifications of the Mauritian Ministry of Education and Human Resources (2007:3) to be proactive in preventing bad discipline and ensuring that schools are safe havens for teachers and learners. A safe working place according to Maslow’s Hierarchy of Needs is a motivating factor for teachers (chapter 2).

5.2.2.2 Communicating the school’s vision, mission and goals

Principals not only have to know and go the way, they also have to show the way because *‘if vision is not shown, teachers will not know what they have to do to achieve the schools’ goals’* (Principal B). It was clear from the individual interviews with principals that they all feel strongly about emphasising and communicating the school’s vision on a constant basis. They emphasised that the school’s vision provides sense and meaning to the teacher’s core function of educative teaching and is thus basic to teacher motivation. In accordance with the beliefs of Sergiovanni (2004:24) that the principal is a director and coordinator who is involved in the obtainment of lasting commitments to new strategic directions, principal C emphasised that a principal should be visionary by showing staff the way forward. Only when decisions are communicated and shared, do teachers feel committed to work collaboratively and inspiringly. In principal C’s own words:

"I always encourage the teachers to participate and voice out their opinions on issues I raise in staff meetings. So, we share what we think best for the school... I always try to make them feel comfortable... that there is a cordial relationship between the principal and themselves... I don't want to make them feel that they are inferior parties."

From an analysis of the data collected in the individual interviews with principals it became clear that they communicate their schools' visions, missions and goals by using the following strategies:

- A school handbook (for private schools) or a school development plan (for public schools) that provides a framework for strategic planning which identifies long and short term objectives. *"In the college (school) Handbook, the SMT has clearly elaborated on the school's mission and vision, what are the aims of this college and how we can achieve these aims."* (Principal A).
- An open-door policy with teachers
- Morning assemblies. *"In the morning assembly, I always try to communicate my vision."* (Principal B).
- Regular staff meetings. *"I organise a staff meeting to share with them what my vision and goals for the school are and what I expect from them..."* (Principal B).
- Through dialogue with teachers either in the principal's office or in informal meetings/conversations about educational research or the school's goals. *"To tell you frankly, I seize each opportunity I get to do so when I meet the teachers informally in the school yard or out of the standard meeting."* (Principal E).
- Through regular workshops where principals seize the opportunity every time to remind teachers of the school's mission and vision.
- Organising social gatherings such as a tea party or lunch at school or school outing for the teachers at the end of each school term.

It is clear that principals should communicate their schools' goals, visions and missions clearly, consistently and constantly to teachers using the above strategies because according to Cavanagh (2002:18), uncertainty in the minds of teachers about their work prevents contemplation of the future. It emerged from the interviews with participant principals of selected secondary schools in the Flacq district of Mauritius that they indeed act as 'high priests' who, according to Mc Ewan (2003:69), seek to define, strengthen and articulate those enduring values, beliefs and cultural strands that give schools their identities and that motivate teachers to excel.

5.2.2.3 Supporting and empowering teachers

The school is a complex organisation with increasing demands and exigencies falling onto the shoulders of the principal. For that reason, principals cannot perform all their managerial tasks alone. Principal C felt strongly about this: *"The principal can't shoulder all the school activities; he needs the teachers."* Principals therefore have to empower teachers. According to Steyn (2002b:273), this relates to respect for teachers and the willingness to train them, to set reasonable and clear expectations for them and to grant them autonomy to contribute meaningfully and directly to their work. Principals C and D reported that teachers are given full autonomy in that *"empowering also means that I don't interfere with the day-to-day running of his/her class. He/she has a responsibility we give him/her guidelines... I give him/her the liberty"*. (Principal D).

Participant principals empower their staff in the following ways:

- Teachers are involved in the setting up and organisation of extra-curricular activities such as the celebration of important Annual Days such as prize-giving and sports days.
- Teachers are given the authority to take disciplinary actions against disruptive learners.

- The principal creates opportunities for collegiality among the teachers within and between subject departments. Teachers are given the opportunity to form school committees dealing with extra-curricular activities and to organise departmental meetings where they may share ideas and discuss matters concerning the subject and the learners' performance.
- The monitoring of teachers' instruction is delegated to the head of department.
- Decisions with regard to school pedagogy and other policies are taken by the School Management Team along with the principal.

Principal E acknowledged the importance of teacher empowerment by reporting that "*Empowerment brings along with it the sense of responsibility. When you empower the teachers they feel that they are more important and they are concerned about the school.*" Linked to Steyn's (2000:273) interpretation of teacher empowerment as autonomy to contribute meaningfully and directly to their work, the researcher interprets this involvement as the opportunity to share in decision-planning, organising and implementing processes at schools. Teachers' participation in decision-making improves their morale as they are always willing to be involved or consulted by the principal in school matters. However, teacher involvement in the Flacq district relates mainly to extracurricular activities while the Heads of Department and the senior teachers who form part of the School Management Team are consulted for decision-making with regard to school goals and policies (School Based Management activities). In this regard principal D admitted that: "*Teachers...well...as far as pedagogy is concerned I leave it to the Heads of Department. But, as far as activities like debates, drama, quiz and projects, then teachers are concerned... I call upon the young teachers.*"

All five participant principals reported that they take decisions in consultation with HoDs and senior teachers, but not with all teachers for the following two reasons:

- It is difficult to discuss a particular matter with all fifty to sixty teachers in the staff in an open discussion.
- All teachers do not have the school's mission, vision and goals at heart. Only those teachers who can contribute to the attainment of the school's goals and vision and who can criticise ideas positively are empowered.

This may cause some frustration among teachers (paragraph 5.2.1.10), since the principal does not create a wider sense of empowerment. However, according to Jones (1997:37), it is common practice amongst principals to consult with teachers with the most experience and who are the most senior on campus. For that reason teachers who are part of the older age group have the highest morale. Nevertheless, the Management Plan (2001:11) of the Mauritian Ministry of Education and Human Resources on the duties of principals states that teacher empowerment comes through involving the staff in decision-making as was evident from the interviews with teachers (paragraph 5.2.1.12). Thus, staff involvement serves as a significant teacher motivation factor.

5.2.2.4 Managing resources and materials

For the effective management of the instructional programme of the school, resources must be made available to teachers. Resources help teachers to teach optimally so that teaching and learning take place in the most effective way. The principal is the resource provider who should also manage the resources optimally to enhance teacher motivation. From the empirical investigation it was clear that all the selected secondary schools have ample physical resources which include science laboratories, libraries, audio-visual rooms and lecture theatres. Linked to physical resources, however, is the need for the aesthetic maintenance of the physical environment. It was evident that principals of the selected schools are sensitised to aesthetical values. Principal A explained as follows:

“The physical appearance of the school should be nice so that teachers may feel proud... I have invested in the best resources and facilities with the hope that my teachers will be motivated to work... when the teachers see the working environment and all the resources and facilities at their disposal, they should say to themselves that they should work to their best... The teacher is working in a dust-free area where he or she feels that his health is important and cared for by the management... For the staff room, I have provided them with a cleaner space than my own office, with tiles, furniture and even a coffee-corner... the work is being done well.”

As is the case with many schools worldwide however, principals of the Flacq district are also limited by financial constraints to provide and manage resources and facilities optimally. Furthermore, the management and allocation of the school funds and budget are not within the prerogative of the principal. It is the responsibility of the Parent Teacher Association (P.T.A) to decide on the allocation of funds for the purchase of resources and teaching and learning materials. Principal C reported that: *“I should tell you that as far as funds or finance is concerned, I can’t do much about it. I don’t have access to the school funds. The P.T.A does.”* With regard to the purchase of expensive resources such as electrical appliances, it is the responsibility of the Mauritian Ministry of Education and Human Resources to take the final decision on provisioning. What emerged from the interviews with participant principals was that the principal’s responsibility of managing resources and materials is limited to:

- Identifying the needs of resources.
- Planning the resources needed a year ahead with HoDs.
- Making suggestions or requests to the Ministry of Education and Human Resources about the identified resources required by teachers or make arrangements telephonically with other colleges (schools) to provide the most urgent resources.
- Creating an effective stock-taking system.

- Maintaining the resources by ensuring the optimal use of them by teachers.

Participant principals emphasised that despite the limited financial grant that the state provides to the Parent-Teacher Association, the principals attempted to offer the most important instructional materials such as newsletters on educational research, Digital Video Disc (DVD) films on teaching strategies, the Cambridge International Examination Reports, reference books and internet facilities to teachers so that they can innovate and optimise the instructional practice to the benefit of their learners. Participant principals felt that adequate resources motivate teachers to take risks and to strive for teaching excellence. This is in agreement with Abdo's (2001:115) statement that the supply of sufficient instructional materials and school facilities is one of the major tasks of the principal to support teachers and improve learner achievement.

5.2.2.5 Providing professional development and growth to teachers

Programmes and materials do not bring about effective improvement and quality in schools but people in the education system do (Steyn 1999:206). When principals as staff developers make it their mission to alter the professional practices, beliefs and understanding of teachers to achieve the ultimate aim of school effectiveness, there is greater job satisfaction and higher morale among the teachers. The participant principals had consensus that teachers' professional development contributes to more effective instruction. The comment of principal B is illustrative of this:

“All they (the teachers) learn at the institute (M.I.E) (Mauritius Institute of Education) may be used by them in their classes and they become more effective teachers. The school as well as the learners will benefit from their in-service training.”

The principals from the two private colleges (schools) (Principals A and D) reported that they develop their teachers professionally by using the following strategies:

- They develop faculties in the school

The teachers are encouraged to assemble in the staff room according to their respective faculties. This facilitates subject focused group discussions and a sharing of ideas about teaching and management strategies of the specific subject. Collective problem-solving, instructional support among teachers, peer learning and a mentoring of young teachers by senior and more experienced teachers of the subject occur. This results in teachers gaining greater self-confidence as subject experts and they develop an increased sense of professionalism as they feel that they are better equipped for teaching.

- They organise in-house training

The principal, together with either the senior teachers or an invited expert plans, organises and conducts workshops on professional development programmes held at the end of the school term or at the end of the year. In these workshops, DVD films on teaching strategies used in Europe and the latest educational research or teaching are discussed. The teachers are given the opportunity to interact, respond and discuss to what extent the latest teaching strategies may be adopted in their teaching for improvement and enhanced effectiveness. The weaknesses of the teachers are also discussed, without naming and shaming, and strategies for improvement are proposed.

What appeared to be a problem is that the principals of the state colleges (public schools) are not in a position to adopt these two staff development strategies because of not having the authority (*"It's not within my authority to do so"* - Principal E) or the necessary resources and facilities to carry out such workshops

“I don’t have the necessary resources or facilities to provide them with such professional development programmes” (Principal B).

In state colleges (public schools) all the teachers are at least first-degree holders and the participant principals reported that they always encourage them to follow in-service courses such as BEd (Hons) degrees or Post Graduate Certificates in Education (PGCE) offered at the Mauritius Institute of Education. The participant principals of public schools pointed out that they can, however, act as facilitators of teachers’ professional development. They may release as many teachers as possible for these courses and they may reschedule their timetable to permit them to attend these weekly courses. In fact, public school principals send teachers to one-time seminars whenever and wherever they are held, even abroad. The principals share and discuss the various appropriate theories of education with teachers in staff meetings as often as possible. Participant principals also pointed out that they encourage beginner teachers to observe the classes of experienced teachers. This enables beginner teachers to benefit from the examples of expertise which enhances the professional development of novice teachers tremendously.

The principals restrict their roles to the facilitation of teachers’ professional development rather than design the professional development programmes themselves. With a consideration of their restricted authority as staff developers - *“Unfortunately, I don’t have enough authority apart from class visits and individual advice”* (principal C) – principals are conscious of their important roles and they do their best to ensure the professional development and growth of their staff. In this regard the approaches of the participant principals concur with the view of Blase and Blase (2004:185) that the principal should maintain behaviour that is associated with a professional learning community which emphasises peer observation and feedback. Teacher motivation is advanced when principals provide support for teachers’ professional growth within the sphere of peer collaboration.

5.2.2.6 Monitoring instruction and curriculum implementation

Principals as instructional leaders have the crucial role to monitor the implementation of the curriculum. They are instructional resources to teachers. What became apparent from the interviews with principals, however, is that the principals can no longer accomplish this task alone because of the multifaceted dimension of instructional leadership and the increasing responsibilities of the principal. The participant principals justified that they do not directly monitor instruction for the following reasons:

- They have too many administrative tasks such as receiving frequent calls from the Ministry of Education and Human Resources and from the Regional Directorate, paperwork and dealing with parents who have problems in the office.
- Some of the participant principals do not have deputy principals - *“I don’t have a deputy principal...”* (principal B) – to whom they could have delegated some administrative tasks in order to have time for monitoring of instruction and curriculum implementation.
- Principals are not experts of all subjects taught. In this regard all participant principals reiterated the comment of principal C: *“I am not an expert in all subjects that are taught at school.”*
- Teachers tend to equate the principal’s legitimate power and authority with fault-finding and the power to write negative reports on teachers. Participant principals pointed out that teachers have developed a certain aversion to class visits and supervision and for that reason principal A complained: *“If I step into a teacher’s class, he or she will get panicked.”*

This does not mean that principals are neglecting their roles as curriculum implementation monitors. The Management Plan (2001:4) of the Mauritian Ministry of Education and Human Resources clearly stipulates that *“the principal should monitor curriculum implementation and effect class visits to provide firsthand feedback about teachers’ performance, competencies and*

effectiveness". Principals maintained that monitoring of instruction is very important and should be done at all costs. Principal E pointed to the value of the soundboard effect of consistent monitoring:

"If we (principals) don't evaluate from time to time, we won't attain our objectives or goals...Monitoring should be a sharing of views and ideas because no one is perfect...It helps the teacher to reflect on his/her teaching so that he or she may progress and become more effective."

The principals delegated the monitoring of the curriculum and instruction tasks to their Heads of Department and to senior teachers. According to principal A, *"they are more knowledgeable in the subject matter"* and can therefore monitor the relevant teacher's instruction and implementation of the curriculum better. In that regard, HoDs are assigned with the task of being agents of curriculum implementation (Management Plan 2001: 10). They monitor the subject content and syllabi in consultation with principals who, in turn, have weekly meetings with HoDs to discuss the monitoring of particular teachers' instruction. Post conferencing with teachers is done by the principal who gives the necessary praise, feedback and recommendations for improvement. The empirical investigation revealed that principals do not monitor the teaching of all teachers, but only that of beginner teachers. In this regard principal E justified: *"The (beginner) teacher is content-based and teacher-oriented"* and for that reason principals closely monitor novice teachers to make them more effective.

From the interviews with the selected three principals, it became evident that principals' monitoring of curriculum implementation is related to the following activities:

- Cross-checking
"I cross-examine the teacher's scheme of work, record of work and daily lesson notes with his/her learners' exercise books." (Principal A).
- Maintaining a computerised learner data sheet system
"...in which the marks of each learner for the monthly test are entered...reach my office at the end of the month..." (Principal D).

- Sharing and discussing pertinent educational research articles in staff meetings and departmental meetings

“I received newsletters which publish the latest educational and teaching research from the International School Improvement Network...during our annual workshop sessions I share this information with my teachers and we discuss about them.” (Principal A).

- Assessing departments’ self-evaluation workshops

“All the departments should come forward ...with a report on their own performance for the year...I ask them to tell me what they may do to improve next year.” (Principal D).

- Involving teachers in extra-curricular activities

“The teachers are given the opportunity to participate in various activities of the school...” (Principal E).

- Considering learner feedback on teachers

“I also have feedback and information about teachers’ performance in class through what I call the ‘Pupil’s Voice’.”(Principal E).

Though the principals in the Flacq district of Mauritius do not monitor teacher instruction and curriculum implementation directly, they are fully involved in subtle monitoring to ensure that effective instruction and effective curriculum implementation take place at their schools. This is in agreement with Van Deventer and Kruger (2003:247) who pointed out that although the principal stays accountable, instructional leadership has broadened to include HoDs and senior teachers as managers taking responsibility for curriculum implementation management.

5.3 CONCLUSION

The research findings presented in this chapter identified the various factors that impact on teacher motivation in the Flacq district of Mauritius and the instructional leadership strategies that principals employ to enhance teacher

motivation. The motivational strategies were identified by participant teachers which are crucial for principals to consider to enhance teacher motivation. It was also evident from the research findings that principals are conscious of their roles as instructional leaders and that they try their best to assume these responsibilities to motivate staff to teach effectively for the sake of school excellence.

The next chapter provides a summary of the findings and conclusions on teacher motivation, as well as recommendations for further research.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In chapter five, an analysis and interpretation of the data collected on teacher motivation and the role of the principal therein were presented. Data were collected among teachers and principals in five secondary schools in the Flacq district of Mauritius to achieve the following aims of the study, namely:

- To identify and describe the factors that motivate secondary school teachers in the Flacq district of Mauritius.
- To investigate and describe the role of the principals in motivating the teachers to teach effectively.

The aims of the study have been achieved by the presentation of a thorough literature study on the concept of teacher motivation (chapter 2) and principalship (chapter 3), the empirical research which has been conducted in the Flacq district and the analysis and interpretation of the results of the study (chapter 5). A qualitative research paradigm based on individual and focus group interviews was used to obtain reliable data from the participants (chapter 4).

In this chapter, a summary of the study is presented. Conclusions are drawn on the factors that enhance teacher motivation and on the role of the principal in teacher motivation. This is followed by recommendations on what the principal

should do to promote teacher motivation. The limitations of the study are pointed out and suggestions made for further research.

6.2 SUMMARY OF THE STUDY

The aims of the study were to identify and describe the factors that motivate secondary school teachers to teach effectively in the Flacq district of Mauritius and to explore the instructional leadership strategies that secondary school principals should adopt to motivate teachers to teach effectively (paragraph 1.4). A review of recent literature on teacher motivation and the principalship was presented in chapters two and three. The following aspects were considered, namely the importance of teacher motivation (paragraph 2.2), the factors influencing the motivation of teachers in both the developed and the developing world (paragraphs 2.3.1 and 2.3.2), the concept of motivation (paragraph 2.4) and the various motivational theories (paragraph 2.9). The principal's role as an effective leader (paragraph 3.3) and as a motivator of teachers (paragraph 3.6) and the instructional leadership role of the principal within the context of teacher motivation (paragraph 3.4) were reviewed.

6.2.1 TEACHER MOTIVATION

Because teachers are individuals with varying and unique needs, different factors influence teacher motivation. The definition of motivation includes not only needs fulfilment but also goal-setting. Motivation has three components, namely energising human behaviour, directing behaviour by creating a goal orientation for the individual and maintaining and supporting behaviour (paragraph 2.4). The factors that energise teachers' behaviour are related to drives, personal and professional needs, incentives, fears, goals, social pressures, self-confidence, interests, curiosity, beliefs, values and expectations from the principal and other stakeholders in the school setting (paragraphs 2.3 and 2.4). These energising factors are categorised into two types of motivation, namely intrinsic and extrinsic

motivation (paragraphs 2.5.1 and 2.5.2). Though teachers are optimally motivated when they are both internally and externally motivated, intrinsic factors have a more sustainable impact on them than extrinsic factors (paragraphs 2.5.3 and 2.9). An analysis of Maslow's hierarchy of needs theory, Herzberg's two factor theory and McGregor's theory X and theory Y confirms the view that intrinsic factors are dominant in motivational sustainability (paragraph 2.9) and accordingly it gives a holistic view of the factors that determine teacher motivation. It has also brought to light that the principal has a major role to play in creating a conducive working environment and in managing the necessary opportunities that will inspire and motivate teachers to work optimally towards the realisation of the school's mission.

Principals as figure-heads of schools and as instructional leaders should be motivators of their teachers to achieve school effectiveness. They should not limit their role to being a manager who spends most of the school time on administrative tasks and the classical management functions (paragraph 3.2). They should be effective school leaders who motivate teachers by acting as a supporter, reinforcer, professional staff developer, a resource provider, a team member, an identifier of talent and an architect of change, a transformer, a facilitator, a behaviour-modeller, a coordinator, a good communicator and a visionary leader (paragraph 3.3). The principals can adopt various strategies accordingly to motivate teachers to teach effectively and inspiringly. The instructional leadership tasks in this regard were thoroughly considered (paragraph 3.6) following a survey of the instructional leadership roles of the principals recently researched and reported on in the literature (paragraph 3.5).

The literature review provided a theoretical and conceptual framework to conceptualise the research investigation in terms of teacher motivation and the role of the principal as a motivator of teachers in the Flacq district of Mauritius. A qualitative research design was used to collect information-rich data from purposefully selected teachers and principals because the intention was to attain

a deep and holistic understanding of teacher motivation with all its nuances and the input from the principal to develop and maintain teacher motivation (paragraph 4.3). Focus group interviews were used to obtain selected teachers' views, meanings, opinions and perceptions of teacher motivation and individual interviews were conducted with the principals to obtain their professional perceptions, practices and experiences as they 'speak their minds' (paragraph 4.4.2). The collected data were analysed by using Tesch's method of data analysis (paragraph 4.4.3). Analysed data was interpreted to determine the factors that impact on teacher motivation and the role of principals in motivating teachers to teach inspiringly. A thorough discussion of the interpretation of the research data was presented in chapter five. It was found that many of the factors that determine teacher motivation in the developed and the developing worlds are present in the district of Flacq. But there are other factors that are particular to the specific study, namely location of school (paragraph 5.2.1.7) and gender discrimination (paragraph 5.2.1.8).

6.2.2 TEACHER MOTIVATION AND PRINCIPALSHIP

When principals identify, recognise and meet the basic and motivational needs of teachers, they are able to assume their roles as effective instructional leaders and inspirational leaders who transform their schools into motivated ones. However, principals assume their roles as instructional leaders to a restricted extent in terms of supporting and empowering teachers (paragraph 5.5.2.3.), managing resources, materials and facilities (paragraph 5.2.2.4), providing them with professional development and growth (paragraph 5.2.2.5) and monitoring instruction and curriculum implementation (paragraph 5.2.2.6). Their principalship is performed within the parameters of the centralisation of the Mauritian education system.

Teachers needed to feel secure so that they may teach with confidence and without fear. They longed to have respectful learners who obey their authority

(paragraph 5.2.2.1). The principals do their best to maintain discipline of learners, but their actions do not meet the expectations of the teachers who are frustrated by incidents of incompetent discipline management (paragraph 5.2.1.1).

It became evident from the empirical investigation that important instructional resources and materials (paragraph 5.2.1.3) take preference to good physical appearance of schools (paragraph 5.2.1.6). Teachers may work in a physically attractive school building but what is more important to them to teach effectively is the availability of sufficient instructional resources and materials that relate to the prevailing mission, vision and goals of the school. In the Flacq district, the ultimate goal of all the schools is academic excellence. Therefore, teachers view the availability of these resources and materials to be crucially important to enable them to reach their teaching goals. Though principals were financially constrained and they did not have the authority to provide resources without the approval of the Mauritian Ministry of Education and Human Resources (paragraph 5.2.2.4), they acknowledged that they should cater for teachers' resource needs as a motivational factor which determines optimal performance.

Principals could not shoulder all the school's activities and tasks (paragraph 5.2.2.3). As teachers are the brokers between the principal and the learners, principals need to promote full teacher empowerment, not a contrived version thereof: all teachers look for job variety and greater responsibility, especially in decision-making with regard to school curricular matters (paragraph 5.2.1.12). Principals need to value the importance and needs of each and every teacher.

The principals in the Flacq district are not staff developers, but rather facilitators of teacher professional development (paragraph 5.2.2.5). It is, however, clear that teachers value the importance of feedback, praise and recognition (paragraph 5.2.1.13) and the significance of collegiality. Collegiality prevails in the Flacq district of Mauritius but there is not a community of practice, particularly not in the public schools (paragraph 5.2.1.11).

The monitoring of instruction and of the implementation of the curriculum is performed by principals in accordance with the Management Plan of the Mauritian Ministry of Education and Human Resources (2001): they delegate this task to the Heads of Department and senior teachers (paragraphs 5.2.1.12 and 5.2.2.3). It was found that there is a misconception in the Mauritian education system at all levels, namely that only the instructional practice of the beginner teachers needs to be monitored (paragraph 5.2.2.6). Teaching however is a dynamic process and an activity that keeps changing with the changing classroom circumstances. Teachers need to know whether they are using the most appropriate and effective teaching methods, materials and techniques, and they therefore need to be supervised and constructively evaluated (paragraph 5.2.1.13).

A democratic leadership style by means of which the principal respects the human dignity and status of teachers heightens teacher self-esteem (paragraph 5.2.1.14). The trust and fiduciary relationship between principals and teachers enhances job security and teacher autonomy. Teachers, like all other professionals, need to be treated as professionals by their superiors so that they have the professionally oriented freedom to do their jobs (paragraph 5.2.1.10).

In the Flacq district, excessive workload, which is exacerbated by administrative and paper work (paragraph 5.2.1.4), and overcrowded classes (paragraph 5.2.1.5) are de-motivating factors over which principals have no authority. Within the hierarchical system of education, principals cannot use their instructional leadership role to reduce teachers' workloads and class sizes. The education system in Mauritius is still centralised and the devolvement of power is not yet a reality. The Ministry is devolving its administrative duties to the teachers and principals instead of helping principals to cater for the emerging needs of teachers (paragraph 5.2.2.6).

Gender discrimination is a significant and distinct de-motivating factor for teachers in the Flacq district (paragraph 5.2.1.8). Teachers' frustration and de-motivation are based on Adam's equity theory, according to which the experiences of unfairness by leaders cause de-motivation (paragraph 2.9.4).

The conclusions from the study are presented in the ensuing paragraphs.

6.3 CONCLUSIONS FROM THE STUDY

Many conclusions may be drawn from the literature study and from the findings of the empirical investigation. These conclusions serve as basis for recommendations in the form of guidelines to principals of the Flacq district and the broader Mauritius to be better informed and equipped to enhance teacher motivation for the sake of improved teaching and learning.

6.3.1 CONCLUSIONS FROM THE LITERATURE STUDY

6.3.1.1 Factors that impact on teacher motivation

An analysis of the five theories of motivation, namely Maslow's hierarchy of needs theory, Herzberg's two-factor theory, the expectancy theory, the Adam equity theory and the McGregor's theory X and theory Y revealed that the dominant motivational factors that determine teacher motivation are (paragraph 2.8):

- The feeling of job security in the working environment
- Collaboration, affiliation and interpersonal relationships among teachers
- Recognition of achievement and accomplishment in terms of feedback and praise from the principal, and rewards. This would raise the teacher's internal feelings of self-worth such as self-respect and self-confidence.
- Status associated with the respect of teachers from others

- Professional growth and development that allow teachers to assume increased responsibilities by taking on meaningful and challenging work.
- Policies and administrative practices
- The management and leadership approach of the principal in terms of fairness, control and monitoring of instruction, that is, a leadership style that allows teacher autonomy and shared decision-making.

The dominant teacher motivational factors pertaining to both the developed and the developing world are (paragraph 2.3):

- Teachers' interaction with learners
- Professional development
- Collegiality
- Remuneration
- Recognition and feedback associated with supervision
- The school's culture of teaching and learning.

All of the factors identified above are intrinsically directed, except remuneration, the school's culture of teaching and learning, policies and administrative practices, feedback, praise and rewards, the management and leadership approach and job security which are extrinsic motivational factors.

6.3.1.2 Instructional leadership role of the principal in motivating teachers

The principals' role is to manage effective instruction. Therefore, they have to advocate high-quality instructional practice in classroom by using various beliefs, decisions, strategies and tactics. It is only when they assume their instructional leadership role optimally that they can motivate teachers to teach effectively.

The most prominent tasks pertaining to the principal's instructional leadership role within the context of teacher motivation are (paragraph 3.5):

- Defining and communicating school's goals, mission and vision
- Motivating and managing resources for the school
- Supporting and empowering teachers
- Establishing and maintaining positive relationships with teachers
- Monitoring the curriculum and instruction
- Providing professional and staff development

The principal can adopt these strategies optimally to motivate teachers to teach effectively. However, the principal's instructional leadership role is not sufficient to motivate teachers. Principals should be transformational leaders (paragraph 3.7). Principals should also directly influence teachers' behaviour and attitudes to teaching by using facilitative and distributive approaches to leadership where principals believe in the capacity of all teachers to act as agents of change and where teachers are not only followers but also leaders within the school (Hallinger 2003: 339). Some of the characteristics of transformational principals that motivate teachers to perform optimally are the accessibility towards teacher involvement and participation in decision-making, building relationships and the sharing of power and responsibilities (McLean 2004:117; Barnett & McCormick 2003:70). In other words, instructional leadership is closely related to choosing an appropriate leadership style that would motivate teachers.

6.3.2 CONCLUSIONS FROM THE EMPIRICAL INVESTIGATION

6.3.2.1 Factors that impact on teacher motivation

The factors that determine teacher motivation in the secondary schools of the Flacq district of Mauritius are found to be a subset of factors that influence teacher motivation worldwide. The major factors found to impede on teacher motivation are:

- Teachers in the Flacq district of Mauritius feel discouraged and less committed when learners' attitudes to their learning are negative. When learners do not do their homework, are passive and are not interested in their studies and then subsequently perform poorly, teachers are discouraged. The respectful attitude of learners towards teachers in general is a motivating factor (paragraph 5.2.1.1).
- Teachers are motivated when learners do not display disruptive behaviour. In general, the rules and regulations about discipline are clear to the learners and principals are doing their best to maintain discipline. However it was found that principals do not do enough to maintain discipline optimally which makes teachers feel disempowered (paragraph 5.2.1.2).
- Most of the schools in the Flacq district have sufficient teaching and learning resources. However, teachers are de-motivated by a lack of sophisticated materials and resources such as access to the internet, recent reference books and examination reports such as the Cambridge Annual Internal Examination reports. Teachers consider these resources and materials as important for effective teaching; a lack of these resources is discouraging (paragraph 5.2.1.3).
- The teachers are very discouraged by too much paperwork and administrative tasks that are imposed on them by the Ministry, the principal and inspectors. As a result, they are feeling overloaded. They are doing the administrative tasks under informal protest and at the expense of their teaching tasks (paragraph 5.2.1.4).
- The teachers are not able to adopt effective teaching methods in classes of forty learners and more. Class overcrowding is preventing them from attaining their teaching goals optimally (paragraph 5.2.1.5).
- A lack of a spacious staffroom de-motivates teachers (paragraph 5.2.1.6).
- Gender discrimination serves as a significant de-motivating factor to teachers in the Flacq district (5.2.1.8). Some principals do not practise gender equity. They are therefore not moral leaders whose principalship is

based on the notions of caring, justice and ethics (Bennett & Anderson (2003:17).

- A lack of parent support reduces teacher enthusiasm to teach (paragraph 5.2.1.9).
- A lack of community of practice with regard to instructional procedures causes frustration and insecurity among teachers (paragraph 5.2.1.10).

The major factors found to enhance teacher motivation in the Flacq district of Mauritius are:

- Teachers are proud to work in very attractive surroundings with well maintained facilities and impressive school infrastructure (paragraph 5.2.1.6).
- Almost all the teachers are posted and transferred to schools conveniently close to their places of residence. The majority of teachers live and work in the same district and the impact thereof on productivity serves as significant motivation factor (paragraph 5.2.1.7).
- Parents' involvement in their children's learning and positive parental support in general enhances teacher motivation (paragraph 5.2.1.9).
- The teachers in the secondary schools of the Flacq district are autonomous in their classes and in the running of extra-curricular activities as they are considered as professionals by the principal and the parents (paragraph 5.2.1.10).
- Collaboration, communication and collective problem-solving generate a sense of professionalism, mutualism, care and support amongst teachers (paragraph 5.2.1.11).
- Opportunities to participate in decision-making that mostly pertain to extra-curricular activities empower teachers. However, the fact that curriculum related responsibilities are mostly delegated to senior teachers frustrate many teachers (paragraph 5.2.1.12).
- Recognition and praise by the principal for devotion, commitment and contribution to the achievement of school goals motivate teachers to stay

- enthusiastic. Blame and critique on insignificant incidents that are out of their control de-motivate teachers (paragraph 5.2.1.13).
- Teachers are motivated by principals who are person-oriented and who practise democratic leadership styles; autocratic and purely task-oriented principal approaches de-motivate them (paragraph 5.2.1.14).

6.3.2.2 The instructional leadership role of the principal in motivating teachers

- With regard to disciplining learners so that teachers may use their teaching time more effectively and to enhance teacher motivation, the principals developed school discipline policies with clear rules and regulations. These policies are considered when dealing with disciplinary actions, when reminding learners of their responsibilities as learners and when dealing with aggressive parents in the absence of teachers (paragraph 5.2.2.1).
- The principal as a visionary leader communicates the school's vision, mission and goals through a school hand-book or a school development plan that provides a framework for short and long term strategic planning. This is communicated through regular morning assemblies and staff meetings, through dialogue with teachers that may be formal or informal, through regular workshops in the school by organising social gatherings and by adopting an open door policy with teachers (paragraph 5.2.2.2).
- Principals of the Flacq district of Mauritius empower teachers by involving them in the setting up and organising of extra-curricular activities, by giving them the authority to take disciplinary actions against disruptive learners, by creating opportunities for collegiality among the teachers within and between subject departments, by delegating the monitoring of teachers' instruction to the Heads of Department and by giving opportunities to the School Management Team to take decisions regarding school pedagogy (instructional matters) (paragraph 5.2.2.3).

- As resource providers, the Mauritian principals are financially constrained to manage the resources, materials and facilities of their schools effectively. The allocation of the school budget is monitored by the school's Parents Teacher Association. The principal's responsibility of managing resources and materials is limited to identifying the needs of resources, planning the resources with the Heads of Department, making suggestions or requests to the Ministry of Education and Human Resources about the identified required resources, creating an effective stock-taking system and maintaining the resources. Principals attempt to provide teachers with the maximum possible number of reference books and examination reports (paragraph 5.2.2.4). To enhance teacher motivation, principals continuously rethink their roles as effective resource providers.
- As professional staff developers, the powers of most of the principals (especially those in the state schools) are limited because of a lack of authority and the necessary resources and facilities to set up professional teacher development programmes. Principals mainly act as facilitators who grant release to teachers to attend in-service training programmes and one-time seminars, to share and discuss appropriate theories of education with teachers in staff meetings and to encourage clinical observation and mentoring. Only principals of private schools organise regular in-house training and the encouragement of subject departments to develop teachers' professional growth and development (paragraph 5.2.2.5).
- Principals do not monitor instruction and curriculum sufficiently because they are overloaded with administrative tasks. They are also not instructional experts in all subjects. Principals are regarded by teachers as authority-figures who are there to control teaching. Principals therefore delegate the monitoring of instruction to Heads of Department and senior teachers who, on their turn, focus on only beginner teachers. Principals however monitor and develop instruction and curriculum by cross-

checking teachers' schemes of work, by keeping record of work via learners' exercise books, by sharing and discussing pertinent educational research articles with teachers, by involving teachers in extra-curricular activities, by considering the feedback of the learners, by considering the self-evaluation of teachers in regular workshops and through a computerised learner data sheet system.

6.4 RECOMMENDATIONS FOR PRINCIPALS

The following recommendations in the form of guidelines to principals are postulated. These guidelines may serve to assist secondary school principals in the Flacq district and broader Mauritius to employ their instructional leadership roles optimally to enhance teacher motivation.

- Principals should monitor learners' academic progress and learner attitudes to learning. This can be done by developing learner monitoring systems where all the major stakeholders, namely the principal, teachers, parents and the Student Council collaborate effectively. The stakeholders should work out a system and ensure that it operates consistently and effectively. This will help restore and maintain discipline in the school so that a sound culture of learning and hence optimum teaching may prevail in the school.
- Principals cannot escape their roles as resource providers since teachers need to be well equipped with instructional resources and materials. Despite financial and authority constraints in Mauritius, principals should assume their roles as resource providers by devising a school financial committee comprising of the principal, learner representatives, the Heads of Department and one or two accounting teachers who have financial management expertise. Such a committee could skillfully manage a limited school budget and design sustainable fund raising activities to ensure that important resources and materials are available to teachers. Principals should encourage the sharing of

available resources between and among the various subject departments to ensure their efficient use.

- As was evident in the Flacq district, a democratic leadership style enhances teacher empowerment. The principal should not hesitate to delegate responsibilities to any teacher. Indeed, delegation of power and authority should not only be given to senior teachers and to Heads of Department. Beginner teachers and less experienced teachers are resourceful staff who are ready to be tapped and are the ones who are prone to take more risks and initiatives to prove their potential and competencies. Principals should therefore allow collaborative and participatory decision-making whereby teachers are voluntarily invited to participate in school matters and policy-making, in both extracurricular and curricular activities. A participatory leadership style may help build teacher morale and encourage teamwork, collegiality as well as the professional development and growth of teachers.
- The principal as a staff developer should develop a pool of resource staff who has the responsibility to plan, design and present staff development programmes for teachers. The pool of resource staff should consist of teachers with varying years of teaching experience so that with sharing of experience the best staff development programmes may be set up. Principals should provide their support by their physical presence and active participation in the programmes. By so doing, teachers may consider themselves as important agents of change and they may hence feel part of all waves of change in all educational aspects. This may enhance their self-esteem and motivation. Principals should also find the appropriate time to organise teacher development workshops during the school term period. These workshops should preferably take place during the last week of each term before the school holidays start and after the term examinations are completed. The workshop week could be an activity week for the learners. The non-teaching staff and the senior learners or the Student

Council could be given the responsibility to organise and supervise learner activities while the teacher development workshops are conducted. The principal may write an explanatory statement to the Ministry of Education and Human Resources about the importance of these professional development programmes to seek its approval.

- Principals should be responsible to inform teachers about the value, purpose and importance of the monitoring of instructional practices. They should ensure that teachers' conception of supervision be shifted from the traditional view of 'snoop' vision, fault-finding and deliberate criticism and blaming to the modern view of coaching, professional development and improvement associated with supervision. Principals should convince teachers that the monitoring of instruction is not judgmental but developmental. By means of a regular visible presence through Management by Walking Around (MBWA), the principal should informally monitor instruction and find the opportunity to talk about instruction with teachers, recognise and praise their competencies in teaching, make suggestions, give constructive feedback on the instructional practice and even solicit the teacher's advice and opinions about instruction in an inquiry-oriented approach. This may help develop a cooperative, non-threatening teacher-principal partnership built on trust, openness and freedom to make and accept mistakes. This will allow for each teacher's self-analysis, reflectivity and monitoring of his or her own instructional progress and professional growth. This will also facilitate the principal's monitoring of instruction of even the most experienced teachers as it will not be considered as an intrusion of the principal on teachers' professional judgment and prerogatives.
- Principals of the Flacq district should develop a network of principals aimed at creating a culture of mutual dependency and support about effective instructional leadership strategies. This is because a principal is overwhelmed by dealing with the myriad administrivia (administrative

work load) and as such principals tend to neglect the instructional aspects of principalship as their available time is filled by management oriented demands. The network of principals is a way of building an effective community of principals where a common set of leadership principles and practices is formed, new instructional initiatives are discussed, effective teaching strategies are developed, monitoring of instructional practice is refined, techniques of assessing learner progress are considered and the designing of teacher professional development strategies and problem-solving strategies are shared among the principals (Fink & Resnick 2001:598-601). In accordance with the networking suggestion, principals should do inter-visitation where they learn how to improve their instructional leadership practices through peer learning and coaching. This will help principals grow professionally as effective teacher motivators on account of improved principalship skills.

- Principals should also delegate more of the administrative tasks to administrative staff so that they may have more time for instructional leadership related activities pertaining to teacher motivation. This is supported by McEwan (2003:13) who asserts that principals who are strong instructional leaders delegate authority and share responsibility, and that developing systems and routines reduce both paperwork and a 'reinventing of the wheel'. Principals should train administrative officers to perform these tasks effectively. For example, administrative phone calls from the Ministry may be taken by an administrative officer or they may give instructions about the completion of forms to be submitted to the Ministry. Principals should also leave daily less urgent or trivial administrative tasks for after the school day or for Saturday mornings when the teachers and learners are not at school. Principals should therefore prioritise instructional leadership during the school hours.

- Principals should value the importance of fairness and gender equity in the realisation of the school's mission and goals. In an organisation like a secondary school where there should be a shared vision, shared values and shared beliefs, gender discrimination has no ground and no sense. Principals should develop and adhere to a code of ethics to promote teacher motivation. A code of ethics for the principal should promote fairness and equity in instructional leadership practices.
- Principals should actively encourage parent involvement to assist teachers with discipline problems and other problems related to their children's learning. Parent involvement should especially be encouraged in extra-curricular activities, however to a limited extent, because teachers emphasised that limited parental involvement serves as a teacher motivating factor.
- Because of principals' statutory limited power and authority with regard to the professional development and growth of teachers in the Flacq district, principals should adopt a distributive approach to principalship in that they give teachers the opportunity to act as leaders. Teacher leadership results in powerful communities that are competent to initiate and sustain change along with the principal (Crowther et al 2002:xii). Especially within the Mauritian context where secondary school principals' terms of office do not exceed five years in a particular school, "*the sleeping giant of teacher leadership can arouse as a strong catalyst of change*" (Katzenmeyer & Koller 1996:2). This will result in teachers themselves becoming committed to design professional development programmes, collegial opportunities, disciplinary policies and other initiatives to promote a motivated school. This will help principals to assume their instructional leadership roles more effectively and independently and in an indirect way result in a shift from centralised governance to a more decentralised authority and power structure in which principals have more freedom to perform

their instructional leadership responsibilities pertaining to teacher motivation.

6.5 LIMITATIONS OF THE STUDY

The aims of the study have been achieved as a deeper understanding of the phenomenon of teacher motivation and the role to be fulfilled by the principal in this motivation action has been obtained. However, the following limitations of the research are acknowledged:

- The study investigated teacher motivation and principalship within one of nine districts of Mauritius. The research findings are therefore geographically limited.
- Research findings served only to have reached a deeper understanding of the studied phenomenon. No generalisation is possible.
- The sample used did not include learners whose perceptions and opinions of teacher motivation could have resulted in a more comprehensive understanding of teacher motivation.
- The research was conducted in both state and private secondary schools. However, because of the many differences between these schools in terms of management, governance, leadership and teacher profile, the findings may be relative due to a sample that was not homogenous.
- The Flacq district represents a rural area and the findings therefore are limited to rural area perceptions.

6.6 SUGGESTIONS FOR FURTHER RESEARCH

The limitations of the study call for possible recommendations for further research. The researcher suggests:

- Further research should investigate the effects of teacher motivation on learner motivation since learning is usually the outcome of teaching.

- Teacher motivation in state secondary schools should be studied separately from teacher motivation in private secondary schools on account of different approaches and arrangements.
- In addition to interviews, quantitative research approaches should be used to be able to generalise findings.
- The impact of decentralised school governance on teacher motivation as opposed to the impact of centralised school governance on teacher motivation should be investigated.

6.7 CONCLUDING REMARKS

The study on teacher motivation in the Flacq district of Mauritius and the role to be fulfilled by the principal in such a motivation effort has confirmed that teacher motivation is a complex phenomenon that is determined by a series of interrelated factors that cannot be considered in isolation. These school-based motivational factors associated with teachers' needs as professionals are closely related to the important role that principals fulfill in transforming teachers into dynamic 'teaching machines'. Effective principalship has a sustainable impact on improved teacher motivation and pertains to effective instructional leadership. It is evident that the principal should adopt a supportive and participatory leadership style that is community-oriented to give more impetus to teacher motivation.

The study confirmed that "motivation could make a mule dance" (Ukeje 1991: 2) and that when principals treat teachers right, according to their needs and expectations, "teachers can move mountains for them" (Evans 2001:303).

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APPENDIX A

A LETTER OF REQUEST TO THE MINISTRY OF EDUCATION AND HUMAN RESOURCES

Mr BELLE L J (Education Officer)
5, Tagore Avenue
Morc Roy
Bel Air R/Seche

This 6th July 2007
The Director
Zone 2
Ministry of Education and Human Resources

Thru'
The Rector
Bel-Air SSS

Sir,

I am actually conducting a research entitled *The role of secondary school principals in motivating teachers in the Flacq district of Mauritius*.

The study may assist in improving principalship in state secondary schools, based on the latest leadership approaches to school management and leadership, namely instructional leadership and transformational leadership.

For the purpose of this study, being the researcher, I am using the focus group interview with teachers and semi-structured interview with principals as research instruments.

I would be very grateful to you, Sir, if you could please grant me the permission to conduct this research and to involve principals and teachers in the state schools in the Flacq district. I would like to assure you that in no circumstance will my study encroach onto the normal duty of the participants involved, nor on my own normal teaching time.

I thank you beforehand, Sir, for your comprehension and consideration.

Yours Faithfully,
.....

BELLE L J (Postgraduate research student)

APPENDIX B

A LETTER OF APPROVAL FROM THE MINISTRY OF EDUCATION AND HUMAN RESOURCES

MINISTRY OF EDUCATION & HUMAN RESOURCES- ZONE 2

Ref : ME/Z2/PF/B/805

Date: 30 July 2007

Mr Louis Jinot Belle
Education Officer
u.f.s Rector, Bel Air SSS



Dear Sir,

Please refer to your letter dated 6 July 2007.

2. Permission had been obtained for you to conduct your research entitled "The role of secondary school principals in motivating teachers in the Flacq district of Mauritius" bearing in mind that it will not encroach on your normal scheme of duties.

Yours faithfully,



S. J. Chundoo (Mrs)
for Ag. Director

My doc: Dear sir sp

Sir F.Herchenroder Street, Beau Bassin

Fax No. – 466-4070

APPENDIX C

FOCUS GROUP INTERVIEW SCHEDULE WITH SECONDARY SCHOOL TEACHERS

Major question to the teachers: **What factors motivate you to teach in your school?**

THEMES:

- Interaction/relationships with learners, colleagues and the principal
- Learner's academic performance and attitudes to education
- Discipline
- Collegiality, cooperation, communication, collective problem solving, collaboration
- Principalship
- Classroom autonomy
- Feedback, recognition,
- Teacher empowerment
- Shared decision-making
- Professional development and growth (with reference to PGCE in-service course)
- Working hours
- Teacher's workload
- Class sizes
- Supervision from the principal
- Physical working conditions/resources
- Remuneration
- Educational reforms
- Outside criticism

APPENDIX D

INTERVIEW SCHEDULE WITH EACH SECONDARY SCHOOL PRINCIPAL

Major question to the principal: **What instructional leadership strategies are you employing to motivate the teachers of your school to teach inspiringly?**

THEMES:

- The visionary leader
- The principal as a resource provider
- The principal as an instructional resource
- Teacher support and empowerment: collaboration, collegiality, cooperation, collective creative problem solving, delegation, SMT, shared decision making/power
- Professional teacher development and growth
- Interpersonal relationship/personal approach to teachers
- Transactional leadership

APPENDIX E: A TRANSCRIBED INTERVIEW

FOCUS GROUP INTERVIEW WITH TEACHERS IN SCHOOL E

Interviewer I: What factors impact on your motivation to teach inspiringly in your school?

Teacher M: First, I don't like the place of location of the college. It's near the sugar cane fields and it is at the end of the village. The physical building itself is unpleasant, dirty, not well-painted. It's not pleasant for me to be coming here to work. I don't feel I am going to work in a nice place every morning. I don't have enthusiasm to work here.

Teacher B: I also don't like the location of the school. When I walk through the narrow road to reach the school, the local people make unnecessary comments and they even laugh at you. I don't know for what reasons. Even when you are in the class you see that the learners don't respect the teacher. They don't behave properly in class even in the presence of the teacher. But, what motivates me to work here is the school is very near to my place of residence. I think it's for you also, isn't it?

Teacher M: Yes, just 5 minutes drive from home and I am in the school yard.

Interviewer I: Can you please give some examples of learners' behaviour in your school?

Teacher B: For example, they are talkative in class, and when I tell them to behave properly they don't obey. They also don't show an interest in their learning. This is the type of learning culture that has been there for years.

Teacher M: The college is known for its bad school culture in the Flacq district. It has a bad image for the teachers and parents from other schools.

Teacher S: When you are working in this school with such an image, you are from the start demotivated. For example, for the other teachers in the Flacq district I work in a school where teachers are posted as a punitive transfer. As a result, I feel ashamed to tell other teachers from other schools that I work in this school. Hopefully, I work with teachers with whom I previously worked in previous schools and thus I feel at ease and quite happy to some extent.

Interviewer I: Well, you mentioned that you feel at ease since at least you work with people you already knew. What type of relationships exists at the school level?

Teacher B: Yes, there are in general good relationships among the teachers though there are some who group together aside and they don't mingle with others. Some don't even come into the staff room to have a chat with the colleagues.

Teacher M: Yes, my Head of Department doesn't come to sit by the teachers in the department. He never sits and communicates to us. When I have a pedagogical problem or I have to ask for some clarifications about the subject matter, he is never here and I have then to deal with the principal who unfortunately has no expertise in my subject. The principal is aware of this situation but he does nothing to solve it.

Interviewer I: Is there a lack of communication at another level in the school which impacts on your motivation or is it alright?

Teacher M: Once the principal himself acknowledged in the staff meeting that there was a breakdown of communication and many problems were arising because of that. Because of this lack of communication which still exists, I feel unhappy, there is no one takes care of you, of your problems or who is ready to solve my problems. I feel lonely.

Teacher B: Often, we notice learners moving to the school hall and then we realize that there is an assembly. Only some teachers are aware of the fact that there will be a school assembly. You don't know what is going on in the school. You are told that there is a

staff meeting only ten minutes before it is held. So, your entire teaching plan for the day is disturbed. I feel really discouraged.

Interviewer I: So, what kind of relationship exists between the principal and the teachers?

Teacher B: There is not enough space in the staff room because we don't have enough space to put our personal belongings and it can't accommodate all the teachers. That's why there is no comprehension and the sense of togetherness among the teachers. Because there are no good relationships or friendliness between the teachers of the same subject department, I hesitate to go and look for the Head or another colleague I don't know where on the school compound to talk and discuss about the teaching of a particular theme or difficult concept. I can neither discuss my personal problems nor my professional problems. I feel alienated. Above all, I am a lady teacher.

Teacher S: Above the discipline of learners. Once I noticed two girls were not in the class when they were in fact present at school. I reported it to the principal personally who assured me that disciplinary actions will be taken against them. However, to my surprise, next day when I asked the two girls where they were they told me that they were in the sickroom. No disciplinary actions were taken against them and the principal didn't even call them in his office. This to tell you that you are unable to manage your class and to discipline your learners when you don't get the principal's support. This is very discouraging. I lose my interest to teach because learners are abusing in their behaviour because they indirectly get the support of the principal.

Teacher M: Somehow the principal is a demotivating agent because he tolerates this breakdown of the school culture of learning. He should have been visible on the school premise so that he may know that learners are not in their class, that they are disturbing their classes etc. Principal visibility is important to have a good school climate.

Interviewer I: How do you feel then?

Teacher B: You feel irritated because you are working in a mess. I can't concentrate in my teaching and I prefer then to do the minimum just for the sake of teaching. I don't care whether the learners have understood the lesson. I don't have the incentives to use innovative strategies to be more effective. There is a lack of effective leadership which allows such a deteriorating situation. You know even, some teachers are tolerated by the principal; they do let their learners do whatever they want. This demotivates me and I start to adopt the prevailing attitudes of the principal and the other teachers: a careless or laissez-faire attitude towards the learners as well as towards my teaching job itself in the school. I devote less time to effective teaching and try to concentrate on my personal matters.

Teacher M: I think the large class sizes also contribute to the learners' misbehaviour and our inability to manage the classes. We shouldn't forget that these learners have very poor socio-economic background with many family problems. There are over forty learners in each class and this demotivates in that I can't give full personal attention to each of them and so I can't attain my teaching objectives and the learners are too misbehaviourous and numerous to be well-managed.

Teacher S: Even the learners' academic performance is very poor and this is also demotivating.

Teacher B: Added to that, we have much paperwork to complete.

Interviewer I: How does paperwork impact on your motivation?

Teacher B: Because when the school inspector comes to your class or to the school, they check whether you have completed all the ministry papers that you are supposed to fill about your teaching or the learners' performance, so I prefer to devote my time to what the Ministry requires from me to be on the safer side. But, of course, this is done at the expense of my teaching time. I feel I am neglecting my teaching, that I am giving more

importance to paperwork. I prefer to give fewer class activities or homework to be able to get some time out of my teaching time to complete the paperwork. But, I have no choice.

Teacher M: And, you know now teachers have at least 28 teaching periods per week. The teaching workload is heavy and you have to do paperwork. I don't know what is the philosophy of the educational reformers in increasing our workload and at the same time asking us to do this bureaucratic work. I feel it's useless to do the paperwork because the inspectors rarely come and they won't have the time to scrutinize the paperwork of each of the hundreds of teachers.

Teacher M: Another factor that impacts negatively on my motivation is that the learners don't do their homework. Very often I have prepared my lesson and I enter my class with enthusiasm. When you start correcting the homework, you notice that they haven't done their homework. I feel discouraged and no more enthusiastic.

Teacher B: This is the culture since long in the school and therefore we teachers cannot do much to make them work. We cannot scold at them. I feel desperate in this sense.

Interviewer I: Does it mean that this lack of leadership and the breakdown of the culture of learning impact on your culture of teaching?

Teacher M: You know the principal is aware of the school culture but he doesn't dare take actions. He talks to the learners about discipline, but he is not hard enough to make positive change at the school in terms of school discipline.

Teacher S: From my point of view and through my observations, I can tell you that the principal has some "advisers" among the teachers. Only these few privileged teachers can have their say in the school. I feel marginalized. You see, when you leave your home in the morning with the knowledge that you will meet people who have good and friendly relationships with you, who will talk to you, you will definitely have the willingness to do something for the school. But when I wake up in the morning and think of having to

come to this school I already feel discouraged. I won't give the best of myself. I don't enjoy my school life during the day.

Interviewer I: You mentioned that some teachers are advisers to the principal. Advisers about what?

Teacher S: Advisers about the running of the school. Be it for the school curricular or extra curricular activities, the principal consult them first before taking decisions. It is the SMT, but these teachers often get certain privileges. For example, they get more free time per week than us. Then, you feel frustrated because you must stay at school till the last bell whereas they are leaving early almost everyday.

Teacher M: There is the saying "being in the good book and being in the bad book" is a demotivating factor. The principal doesn't give the same treatment to all the teachers. Only those who back bite the other teachers and who are his advisers are in the good book for these reasons specifically, while those teachers who are working hard for the school are in the bad book. This demotivates me.

Teacher S: I would call the group the inner circle

Teacher M: (A female teacher). Am I right to say that the inner circle consists of male teachers only?

Teacher S: Yes. There is the gender factor.

Teacher M: I feel humiliated and frustrated at the same time when the principal discriminate among the staff. Female teachers are ignored or are not treated as the male ones. The principal handshakes the male teachers; but not a simple Good Morning to us, the women. Sometimes he just turns his back to me.

Interviewer I: Does it mean that male principal do gender discrimination against female teacher as in your school?

Teacher M: No, not at all. In my previous school where I was last year, the female acting principal was also discriminating against the female teachers and giving privileges to the male teachers. The male teachers were being called in her office when she had to take school decisions.

Interviewer I: As you mentioned, there is SMT in the school, does the whole teaching staff get the opportunity to share decisions in the school?

Teacher B: No, we are not involved in decision-making. As a result, I feel that I am considered as an inferior or a second-grade teacher when in fact we are all equal as far as our scheme of duties are concerned. The new or beginner teachers hesitate to come into the staff room because they feel humiliated. I am new here and I feel humiliated. I prefer to stay outside the staff room.

Teacher S: You know the school climate is a determining factor. It is very bad here and I don't commit myself so much to the school goals.

Teacher B: The school is very equipped. There is a big gymnasium, a lecture theatre which we use to the maximum. It's only that there is a bad school culture and a bad school climate which discourages us to a large extent.

Interviewer I: So, I am right to conclude that with regard to resources there is no problem.

Teacher M: Yes. We have all the resources we need. We make an optimum use of them.

Teacher S: Another thing that demotivates me in this school is that when you take a leave on a day, the next day you come, you see that you are ordered to replace absent teachers out of your last free periods. As if you don't have the right to take a sick leave or a local

leave. I feel that I am punished for having been absent. I feel that I am being deprived of my rights as a worker. There is a lack of professionalism from the principal.

Teacher M: On the next day when you are notified early in the morning that you have to replace other teachers, you are discouraged and you have a low moral to teach for the day. I feel that I am being provoked by the principal and it often happens that when I have many classes on a specific day I just absent myself from work for a useless reason. I don't feel like I should cater for the learners.

Teacher S: Another factor that demotivates me is that the principal does not accept that there are problems that need to be solved at the school. For him, everything is going on smoothly. For example in a group discussion with the school inspector, I explained that the learners' academic performance is low because our learner intake each year is getting worst and that we no more get the good performing learners as we used to in the past. But, the principal disapproved my point of view and said to the inspector that the learners enter the school with good academic level. He even reprimanded me after that meeting. You see, the principal and the teachers are not on the same wave length. There is a divergence in our visions and goals and those of the principal. How can we work effectively in such a school? I am really discouraged. When I realize that he doesn't think like me, I don't keen for the school achievement.

Interviewer I: In that case, do you go according to the visions and goals of the principal or according to yours?

Teacher S: I go according to mine since I have to face the classes everyday.

Teacher M: Another problem that my colleagues frequently face but that really bring my moral down is that when the principal insults a teacher in front of the learners or other workers on the school premise. Then you know that teacher feels that he no more has status for the learners and then the latter will no more respect him. He feels embarrassed because he is hurt in his self esteem.

Interviewer I: Is there anything else that impact on your motivation at this school?

Teacher M: Our principal doesn't recognize our potential and contributions to the school. I feel frustrated when he gives much consideration to those who don't work but are in his inner circle, and not when I try my best to achieve the school's goals.

Interviewer I: Before we end, do you something to add?

Teacher S: Yes, the school may have an old physical appearance, but the principal has to play his major as a change agent in the most positive way for the benefit of the school. This is lacking in our school.

Interviewer I: Ok. Thank you for your participation. Have a nice afternoon.

Teacher B: Just to add that I feel that the principal is treating us like kids while we are adults and some of us are even more professionally qualified than him.

APPENDIX F: A TRANSCRIBED INTERVIEW

INDIVIDUAL INTERVIEW WITH PRINCIPAL A

Interviewer: What instructional leadership strategies are you adopting in your school to motivate your teachers to teach inspiringly?

Principal: All people say that you should have motivated learners who are willing to work. Teachers often say that they can't teach effectively because learners are not willing to work or they don't listen to them. This is one factor that I always consider.

Interviewer: Tell me what you do to motivate teachers to teach?

Principal: Well, I couldn't take into consideration all the factors that would impact on teacher motivation to be able to motivate them in turn. This is because the factors are interrelated. As far as discipline is concerned, I have developed a strategy so that all teachers talk the same language about school discipline to ensure consistency among teachers and the administration in the application of the school rules and regulations. This will help the learners also to be aware of the school discipline and when disciplinary actions are taken against them, they will know that they haven't respected the school discipline. The SMT and I have developed the College Handbook in which you have the operating procedures of the college, all the rules and regulations of the school, what the teachers' responsibilities and the learners' responsibilities are. This Handbook is accessible to all the school stakeholders. At the end of the academic year all the learners are requested to be re-registered by having a registration package in which each learner has his/her her personal up-dated Handbook. This helps the teacher to manage and do his class effectively since the learners can't say to him/her that they don't know the school discipline and the disciplinary actions that may be taken against him/her. The teacher may give the learner a written warning, he/she may write a note in his/her notebook for the parent's intention, he/she may call the learner's parent to school, he/she may telephone his/her parent, he/she may even give him/her a detention class. In a sense, I have empowered the teacher, from the management point of view, that he/she has a

certain structure to operate without him/her to be getting into a problem. This is a sort of legal framework that I have developed at my school level to manage discipline and to motivate teachers to work without fear in the school. They know that when a parent comes to pester or harass them, the management will back them.

Interviewer: What else do you do to motivate the teachers?

Principal: In my school, a teacher was teaching up to three subject matters and all the subjects were not having the same number of teaching time for the same class. I found that unacceptable and a factor that was demotivating the teachers. As a teacher of Maths, I found the time needed to prepare my lesson for one subject insufficient, then I asked myself how could a teacher prepare and teach three subjects in an effective way. So, I have developed the concept of faculties as in the university context. Today, in my school we have five faculties. In each faculty, for example there are the physics teachers, the chemistry teachers and the biology teachers. This has helped me to make a good staff room where teachers of the same faculty are grouped. We have developed these strategies to change the established culture in the school. Today all teachers teach only one subject in which they have a mastery, in which they have got their first degree. This is an important thing I have done to enhance teacher motivation. Indeed, one teacher happened to come to my office to tell me that he didn't want to teach an additional subject because he was not keen to teach it, though according to the educational authorities he should teach it. I could have taken disciplinary actions against him. But, if I had obliged him to teach that second subject, he would not have been motivated. Could you figure out what harm he would have done to the learners? I consider that a teacher would be motivated when he/she is given the opportunity to teach his subject matter in which he/she is knowledgeable. Today, all the teachers are happy as they surely feel that they are experts in their subject and they develop a sense of professionalism.

Interviewer: When you say "We", it means who?

Principal: Well, I developed these ideas and then I called upon some of the senior teachers to polish the ideas. Of course, I consider it a bad policy to invite every teacher of the school to give their suggestions. It doesn't work in the Mauritian context. What I do is that I work with some key senior teachers to develop strategies and then I suggest them to the whole staff in staff meeting where I ask all the teachers for their opinions and views about the strategies. This is the way I function and I see that it is functioning well in the school. Yes, I always do a brainstorming session with a group of teachers that of course I select. I know what teachers work for the achievement of the school and what teachers work only to have their end-of-month salary. I select those teachers who can contribute to the attainment of the school goals and vision and who can criticize ideas positively.

Interviewer: Then, how do you do to motivate the other teachers?

Principal: Then, once the strategies are developed, then discussed them in a workshop or in one or two staff meetings where all the teachers are invited. I open the debate on these issues. I have always tried to see to it that I am the authority power during the debate. I initiate the debate to show to them both the negative and the positive sides of the issues. This will surely motivate them to amend their teaching in a positive way. Since I am the school head and the owner of the school, their employer, so they have a tendency to accept everything I tell them. That's why I initiate the debate for a fruitful brainstorming.

Interviewer: Well, could you elaborate on the idea of staff room?

Principal: Yes, I have found that the concept staff room is very important to enhance teacher motivation. This common place allows the exchange of useful ideas among the teachers. Our staff room was old and very limited in space. I have invested a lot in it and today we have accommodated faculty-wise in the staff room. The staff room is very tidy.

Interviewer: What is purpose of having grouped the teachers faculty-wise in the staff room?

Principal: In physics, chemistry and biology, there are common concepts. These teachers may do group discussion among themselves. This facilitates their job in the sense that the Head of department may organize a meeting at any time with them quickly and easily with the colleagues since they sit all together. You see, in terms of motivation this is encouraging. You know when you are among your colleague-subject teachers, you feel free to ask your friends how they explain a particular concepts with which you are having teaching difficulties. They discuss teaching strategies among themselves. A young beginner teacher may feel free to ask pedagogical questions. He won't feel ashamed or hesitated to approach them. So, this encourages not friendship...I am not having the word for this. Ha..

Interviewer: Collegiality..

Principal: Yes, collegiality among the teachers. They may share innovative ideas or their teaching and management strategies to solve problems that may be encountered by anyone of them. Since often our young teachers leave this college for the state colleges. So, when a new teacher is recruited, he is quickly initiated to the job and he feels well supported by the teachers in his/her faculty. He won't feel lonely when he has a problem in his/her teaching or class. This also forms part of his/her professional development of the teachers. This is very important as this is what we call being part of the Continual professional development, the concept of CPD. He will surely be motivated to teach effectively. Now, for the staff room itself, I have provided them with a cleaner space than my own office, with tiles, furniture and even a coffee-corner where can make their tea during their free time. This is very fine for them. All these are very motivating for the teachers as I see teachers are using and enjoying these facilities and the work is being done well.

Interviewer: What other facilities do you provide to motivate the teachers?

Principal: Well, having done this, I have been trying my best to make as much as possible resources at their disposal to facilitate their teaching. But, before going to this, I would say that at the end of each year, I take all my staff to a restaurant for a get-together. You

make it lightly, but to my view it contributes to teacher motivation. Besides, as I told you earlier, when I organize the workshop for teacher professional development, the management provides free lunch and coffee break on both days. Even during the term, when there is the celebration of the Independence Day, we organize a get-together with snacks among the teachers and the administrative staff. The teachers financially contribute half of the cost out of the Staff Welfare Fund and the other half is contributed by the management. On that occasion, the teachers together with the principal and the SMT have some free time to discuss unimportant matters other than teaching and crack jokes in a very funny way. I think that this really makes my teachers feel proud of the management and the school where they are working. This does motivate them.

Interviewer: In what other way are you making your teachers feel proud and motivated?

Principal: The last few years SMT and I have given much attention to the physical aspects of the school. You should have noticed the big infrastructural changes that have occurred. Our college now is modern compared to how it was five years back when it was very dusty, with no aesthetical concepts, with dirty toilets etc. I think that the physical appearance of the school should be nice so that the teachers here may feel proud to say to the public that they work at this college. Today, even before the teacher says how the school is, the public already tells him that it should be nice working here as you have so many facilities in a modern infrastructure. I think the teacher should be proud of his/her school. The teachers are indeed happy, following the feedbacks I get. They get very positive feedbacks from the general public. The teachers feel internally very proud; they don't feel ashamed to say where they work.

Interviewer: Could you say what else are you doing as far as resources are concerned?

Principal: With the limited budget that we have, we have tried to use optimally the financial grant that the State gives us and the management itself has had to sacrifice much of our financial resources to do these infrastructural changes and to provide the necessary resources and facilities to the teachers here. We have invested massively in these

important things. I have invested in the best resources and facilities with the hope that my teachers will be very motivated to work. This is because when they are coming in this school, they will be happy to be using the most up-to-date materials and will have an effect on their motivation to be here a whole day. He will feel that he is working in a working environment where he knows that we expect him to work effectively and in return he will get something better. He has a good working environment. These are the psychological aspects of teacher motivation on which I lay much emphasis. With all these instructional strategies that I have been using to facilitate their teaching, the teachers should realize by now that the management means business. For me, it is very important as a factor to motivate my teachers by creating the trust that they should have in the school management. Because if the school management can't instill trust in the teachers, I don't think that they will be motivated. The school management should inspire the teachers to teach effectively. We have working more on the intrinsic aspect of motivation of teachers. When the teachers see the school working environment and all the resources and facilities at their disposal, they should say to themselves that they should work to their best. The teacher is working in a dust-free area where he/she feels that his/her health is important and cared for by the management. I think this is very important for any person to feel motivated on his/her work site. Though there are deadwoods, that is teachers that will not feel motivated whatever you do for them because they have developed certain negativity in themselves, yet I can tell you that above 95% of my teachers are devoted to their school and work. And I can trust them since they are ready to take initiatives and responsibilities. And in terms of the personal approach I have with my teachers...

Interviewer: Yes, what personal approach do you use with your teachers?

Principal: From feedbacks and observation, I have learnt that teachers didn't appreciate when the former principal, my father, reprimanded them or talked loudly to them on the school compound before their colleagues or learners. So, whenever, there are problems with a particular member of the staff, I don't make of it a big issue. I don't dramatise the situation. As far as possible I try to keep the problem confidential between the teacher

and I. Then, if despite the fact that I have called the teacher and talk to him/her personally in my office in an attempt to solve the problem, I find that he/she still makes the same mistakes or shows the same weakness then I show to him/her that I no more appreciate his/her attitudes. I will be very diplomatic with the teacher and in the next staff meeting I will point out that a certain teacher behaved in a manner that is against the school ethics and that the other teachers should not repeat such a mistake. I may show my disapproval of such a mistake from a teacher but I never mention the name of the person, though I could have use what other principals used and call “naming and shaming” in such a situation. That teacher may realize that he/she made a mistake but the principal has kept his/her anonymity. I know the teachers appreciate this approach because teachers found in such a situation have come to my office to thank me afterwards for having kept their anonymity. I have always said to my teachers that I don’t expect them to be perfect because no one can be perfect on earth. But, we should not use that as an excuse to keep on making mistakes. We should learn from our mistakes. If the teacher may show that he has improved out his/her mistakes that would be wonderful. I expect the teachers to grow out of their mistakes. That’s why I use that diplomatic approach with them.

Interviewer: How far do you expect the teacher would improve by him/herself? What are you doing to help them grow or develop professionally?

Principal: You know the fact that I have done degree in education in England, my college today is affiliated to the university where I followed my degree. I received newsletters which publish the latest educational and teaching researches from the International School Improvement Network. That is, we are very up-to-date with the new strategies of teaching. During our annual workshop sessions I share all these information with my teachers and we discuss about them. I compile them and distribute them as handouts to them for their reading and information. Even DVD films on teaching strategies that are used in England are brought to them for the purpose of the workshop for their own professional development. We set ourselves the time to watch them, interact about them, and discuss to what extent we may adopt them in our teaching for greater effectiveness. The teachers can share ideas about their own teaching and suggest improvements. I send

two key teachers with pedagogical background over the year to visit classes. I have already provided all teachers the evaluation criteria beforehand. The two key teachers then tell them what was wrong, what was good and what needed to be improved. I also have feedback and information about teachers' performance in class through what I call the "Pupil's Voice". Indirectly by talking with the learners I know which teacher is working and who is not. I also evaluate a teacher's work and attitudes to his/her teaching by using triangulation. I listen to learners' opinions. Then, I check the copybooks of his/her learners. If the teacher is not working in his/her class and that is confirmed by the learners and copybooks of learners, then I call him to the office to talk to him about his attitudes to work and I recommend him/her to please do his job because he/she is employed for that. So, I take my time to understand and be sure that a particular teacher is not working following complains either from parents or learners. I don't blame the teacher at the very first complain.

Interviewer: Yes, the very fact that you mentioned earlier that you don't visit classes but send key teachers to evaluate teachers. Why, and how do you monitor instruction in classes?

Principal: Well, you know, there is something called "Power Authority". As a principal, I have more power in my school, like any principal in any private school. I am not only the principal but the owner of the school and the teachers' employer. If I step into a teacher's class, he will get panic. I prefer to send colleagues to monitor colleagues in classes. To do this, we have developed charts so that senior teachers who do evaluation know what to evaluate and all teachers know all the evaluation criteria. Through workshops, I have made it clear to all teachers what I expect from them from instruction. I personally don't believe in the effectiveness of the evaluation practice of the National Inspectorate which comes to monitor a particular teacher's instruction with a very long list of evaluation criteria only once a year. You can't evaluate it over 40 minutes once a year to come to conclusion about the teacher's performance in a particular year. So, we have taken the National Inspectorate evaluation chart and from it developed our own for our school. For me, what is most important is what the teacher does in the first ten minutes (how he/she

introduces and ends it is very important) and the last ten minutes of his/her lesson. The teacher's scheme of work and daily lesson notes should be matched with evaluation chart. The senior teacher who will go to supervise and monitor the teacher's instruction and then peer mentoring will sets in for improvements in instruction. I believe in peer mentoring since there is no power authority to prevent fruitful discussions on teaching strategies. I can tell you that this type of instruction monitoring is functioning effectively in my school since when I cross-examine the teacher's scheme of work and daily lesson notes with the learners' exercise books I see that teachers are working to my expectations in their classes. I also send senior teacher who is knowledgeable in the subject matter to evaluate a teacher doing that subject. This is because he knows the subject matter. It will be difficult for me to evaluate the instruction of a French teacher when I have a Mathematical background. I won't be able to give instructive feedbacks and advice to the teacher. A language class is not taught as a Maths class.

Interview: When you send one or two specialist or senior teacher into a class for monitoring instruction, how does the mechanism work? How is the follow-up done?

Principal: If the two teachers have seen that the instruction was well done, I send him/her a paper telling him/her what were positive aspects of the instruction, what were not to the satisfaction or expectations of the principal and I encourage him/her to keep it up. It happens also when negativity outweighs positivity. Then, when the beginner teacher's teaching does not match with the school's philosophy, I just thank them at the end of the year and tell them I am terminating their contract. But, of course before that step, I give them the opportunity to improve their instruction within a month when a second evaluation of their progress is made.

Interviewer: You just mentioned that you have school's philosophy. How do you as a principal communicate the school's mission, vision and goals or as you call it philosophy to you teachers so that they impact on teacher motivation?

Principal: In the College Handbook, the SMT has clearly elaborated on the school's mission and vision, what are the aims of this college and how we can achieve these aims. It is better when they are written and accessible to the teachers as in the handbook than to just tell them verbally. Also, regularly in staff meetings I remind the teachers of the school's mission and goals and my expectations from them so that these goals are achieved. Our aim is to get better, bigger and stronger.

Interviewer: Thank you, Sir, for all the information you have provided. Sorry for the precious time that you have given for this interview.