

**Motivational Strategies used by Principals in the
Management of Schools. The Case of some Selected
Secondary Schools in the Fako Division of the Southwest
Region of Cameroon**

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DEDICATION

This work is dedicated to my parents, Mr. Chi Timah Paul and Mrs. Angum Mbah Grace and to my loving sister and husband, Mr. and Mrs. Forcham.

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It is a big challenge doing Master's Degree although incredibly rewarding process, there is nothing good than when you finally arrive your destination. If not of some special people who made enormous sacrifices and contributed greatly, I would not have succeeded and my goal would also not have been accomplished. Therefore, there are many people I will like to acknowledge and thank for their wonderful support throughout this studies.

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ABSTRACT

The study examined the Motivational Strategies of Principals in the Management of selected secondary Schools in Fako Division of the Southwest Region of Cameroon. The study was guided by three research objectives and three research questions.

The descriptive survey design was used to collect data from a representative sample of the population using questionnaires for teachers and principals. The data was analyzed using means and standard deviation and presented on tables and histograms.

The findings revealed that: motivational strategies of principals include those related to Empathetic, Supportive, caring and just on academic and disciplinary matters; positive leadership Characteristics/ Behaviors; and transformational leadership style. This is explained by the aggregate mean score of 3.293243 on a scale of 1 to 4. The findings revealed that motivation is significant in the teaching-learning process and is positively related to the teaching/learning process (3.572973). Finally, the economic state of the nation, the character of the school administrator, school physical environment, political image of the nation, school location and the financial status of the school; in that order are the factors that influence staff motivation in secondary schools.

To conclude, the problem of the secondary schools is not teacher motivation by principals, but is due to other factors like; non-upgrade of teachers' salaries by government since after the 1990s global economic meltdown. There is therefore a need for government to revisit the salary situation of teachers among other factors.

Key Words: Motivation, Principals, Management, Secondary Schools, Fako-Division, Cameroon

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1 INTRODUCTION

The efficient and effective management of any organization lies in the abilities of the top management to put in place measures that would ensure constant greater productivity and a comfortable working relationship between management and the followers. Consequently, motivation has often been an effective tool used by managers and administrators to boost productivity and commitment among members of staff in any organization. The word motivation is derived from the Latin word *motus*, a form of the verb *movere*, which means to move, influence, affect, and excite (Re'em, 2011, p. 4). Srivastava and Bhatia (2013, p. 18) said that, motivation triggers, directs human behavior and how this behavior is preserved to achieve a particular goal. They posit that, motivation is also a set of processes that arouse or stimulate, direct and preserve human behavior towards achieving some goals (p. 18). In secondary schools where principals are the main administrators of both staff and students, the motivational strategies and the ways they are employed by these administrators have either impacted positively or negatively on the attainment of the organizational goals depending on the administrative and managerial style of the Principal.

According to Saeed and Muneer (2012), secondary schools administrators have in most cases made use of motivation in order to boost the morale of both staff and students in the teaching and learning process, thereby promoting high quality and output. These motivational strategies are often adapted from the various motivational theories postulated by different theorists and implemented in the form of rules, reforms and regulations that guide the institution. Theories of motivation are therefore a set of tools for understanding, explaining, and making predictions on the forces that push people to behave in a particular way or take a particular action (Shah and Shah, 2000). Amongst the various motivational strategies are ones which when applied could

effectively increase productivity and achievement among staff and students in the institution, so long as the teaching-learning process is concern.

Cameroon is one of the many countries where poor management of human and material resources in secondary schools has been attributed to the local school administrators. According to Asongwe (2008), the Cameroon secondary school system in recent years has been flawed with managerial problems leading to crises between principals, staff and students of institutions. From every indication, the management styles of these principals have not been engaging, thus straining the working relationship they have with their subordinates. However, Asongwe (2008) further posits that there are some of these schools that have excelled both administratively and academically, meaning that the management styles adopted by principals of these schools are different from the ones of crises stricken schools.

TABLE 1. Past performances of some private/government secondary schools in Fako Division in the General Certificate of Education (G.C.E) Examination (Source: <http://www.globexcam1.com/en/cameroon-gce-results>)

CENTRE	SCHOOL	RESULTS			
		YEARS	2010	2011	2012
1037	Saker Baptist College Limbe		98.82	100	99.01
1011	Bishop Rogan College Soppo		100	100	100
1035	Saint Joseph College Sasse		100	100	100
1402	Frankfils Comprehensive Collge Buea		96.08	86.96	81.82
1101	Goovernment Bilingual High School Muyuka		77.64	71.55	54.59
1098	Government Bilingual High School Muyuka		79.32	78.44	69
1001	Bilingual Grammar School Molyko-Buea(External)		42.61	46.3	40.84
1145	Government High School Idenau		72.22	76.19	66.67

However, before proceeding into the study, it will be necessary to situate Cameroon and the evolvement of its educational system over time especially in the domain of secondary education.

1.1 Background to the Study

Cameroon is a Country in Sub-Saharan African with a population of about 19 million people (as of 2008 population statistics) spread on a land surface area of 475, 442 square kilometers. It shares a long boundary to the west with Nigeria and the Atlantic Ocean, to the North with Lake Chad, the East with the Republic of Chad and Central African Republic and to the South with Garbon, Congo Brazaville and Equatorial Guinea. Cameroon was colonize in 1984 by the Germans and, at the end of the first world, it was mandated by the League of Nation to the British and to the French government (DeLancey & DeLancey, 2000, p. 7). The French took the larger part of the country which was officially called East Cameroon While British took over West Cameroon .The West sector was named "British Cameroon". The French part of the country had it independent on the 1st of January 1960 and due to this independent, it now had a new name which was and still known to be the Republic of Cameroon. Before the name of British Cameroon was changed to West Cameroon which was due to the fact that, British Cameroon were campaigning for independence, a plebiscite was held on February 11th 1960 under the United Nation supervision in which the citizens where given two options of independence by joining the Republic of Cameroon or by integration with Nigeria (DeLancey & DeLancey, 2000, p. 7). The result of the plebiscite was overpoweringly for reunification (233,571 against 97,741). This gave the British Southern Cameroons automatic independence and reunification with the Republic of Cameroon, and this was attained on October 1st 1961. After the reunion of the two Cameroon, that is, West and East, the Federal Republic of the country was born. After a May 20, 1972 referendum, the name of the country was changed to be called the United Republic and by presidential Decree of 1984, it became the Republic of Cameroon (DeLancey & DeLancey, 2000, p. 7).

The country has a general literacy rate of about 70% with this rate increasing as age decreases. Generally, about 72% of the youths between the ages of 15-24 are literate and about 60% of females between this ages are literate as well (United Nations Development Program) (UNDP, 2013 p.1). Cameroon is a bilingual country with two official languages; French and English. Consequently two models of education existed during the post-colonial period known as the French and British models. These systems of education reflected the reunification of the French and British Cameroon (Nsamenang & Tchombe, 2011, p. 483-492).

An unsuccessful attempt to blend both systems of education was considered in 1976 (Esch, 2012, p. 305). Cameroon being dominantly French speaking (70% of the population) experienced a clear dominance of the French language after independence. However due to leading commercial position of English language in the world today English language is nowadays considered the main language (DeLancey & Mbuh, 2010, p. 70.) Schools are predominantly Government schools which are run by the state. Besides Government public schools a good number of quite expensive Christian missions schools and lay private schools that have contributed greatly to the functioning of the educational system (Mbaku, 2005, p. 15). In Cameroon, there are institutions for Teacher training and also technical education institutions. The Cameroon educational system is based on the British model which is divided in to primary (six years, compulsory), middle school (five years), Secondary (high school, two years), vocational and tertiary (University), which generally begins in September and ends in June with examinations. At the end of the middle school and secondary school periods, students are expected to take the General Certificate of Education (GCE) examinations ordinary and advanced levels. My focus in this work however is geared towards secondary schools in the Anglophone (English Speaking) regions precisely in Fako Division. The study is further base on the secondary educational sub-systems, also known as the lower (middle school) and an upper level (high school). Upon completing the upper secondary school with a pass grade in the (GCE) A-level examinations ,two options are available; either the students engage in a vocational training college or they further go to pursue their academic dreams in a higher

educational institution (University) (Classbase, 2012). The importance of secondary education in Cameroon cannot be over emphasized as, it is at this level where the fate of students is decided as concerns their admission into higher education institutions in the country. Thus it is germane that principals of these secondary schools exercise high level of managerial skills that would always encourage and motivate teachers to prepare the students for higher education.

1.2 Problem Statement

It is common practice nowadays to find Cameroon government secondary school teachers do their jobs with a lot of laxity, while putting more efforts in other schools around. That is putting more efforts to teach in both mission and private schools and less effort in public schools which they are originally employed and paid by government. Some of the lay private schools are even owned and managed by these government secondary school teachers. Consequently, these teachers tend to spent more time in highly demanding private schools than their public schools. This practice generally has adverse consequences on the general management and performance of public schools. This is just one of the many crises that have plagued public schools in Cameroon. One therefore begins to question the management strategies of public school administrators. It is believed that, a good performing school should have an effective teacher motivation system as a potential strategy to remedy some of these crises, amongst other managerial attributes. Consequently, to better understand and solve the problems at stake, it is primordial to first of all have a full understanding of the different motivational strategies that different public secondary school principals use in Cameroon. Therefore, the research relates failure in public schools to poor management strategies especially relating to issues of motivation and thus seeks to investigate if the motivational strategies uses by principals in the management of public secondary schools in Cameroon are in line with best practices.

1.3 Purpose of Study and Research Questions

The main aim of this study is to investigate the motivational strategies that are commonly used by principals in the management of secondary schools in the Fako Division of the South West Region of Cameroon. Specifically, the objectives of this study are:

To investigate the motivational strategies used by school principals in the motivation of staff in selected secondary schools in Fako Division Cameroon.

To ascertain the importance of staff motivation in relation to the teaching and learning process.

To investigate the factors that influence staff motivation in the selected secondary schools.

From the objectives of the study, the following research questions shall guide the study:

How do principals of selected secondary schools in Cameroon motivate their staff?

How is teacher motivation in the selected secondary schools in Cameroon important in relation to the teaching learning process?

What are the factors that influence staff motivation in the selected schools?

1.4 Significance of the Study

Generally, this study is important in that it will expose the best motivational strategies that could be used by school principals in the motivation of staff in Cameroon secondary schools. By so doing, it will go a long way in improving quality and productivity in the teaching and learning process. Furthermore, the study is also important in that it will bring out best alternatives of motivation in the effective management of staff and students in a situation where motivation has happen to fail as an effective tool of human resource management. The study shall be specifically important to the following persons:

School authorities especially principals – in relation to the management, understanding of teachers and the formulation of guidelines for recruitment of teachers.

Teachers and students – By influencing the best motivational strategies that will positively affect their performance and satisfaction in the execution of their functions in the school milieu.

Researchers can use the result of this study as a framework to improve performance in schools.

1.5 Scope of the Study

Geographically, the study shall be limited to selected secondary schools in the Anglo-Saxon (English speaking) part of Cameroon that constitute the North and South West Regions; and precisely in Fako Division of the South West Region of Cameroon.

Content wise, the study shall focus particularly on principals and teachers of some selected secondary schools, their staff motivation strategies, the extent to which the motivation strategies positive affect the work morale of teachers, the factors that influence their motivation strategies and the importance of staff motivation in relation to the teaching-learning process.

1.6 Definition of Key Terms

1.6.1 Motivation

According to Greenberg (1999, p. 75) motivation is the process of arousing, directing and maintaining behavior towards particular goals. This act of arousing according to Greenberg is linked to the vigor and readiness to produce. Direction is the vote of behavior and upkeep is the inclination to behave in a certain manner until the desired objectives are met.

1.6.2 Motivational Strategies

Motivational strategies are methods that encourage the individual's goal-related behavior (Dornyei, 2001, p. 28). This is because human behavior is very difficult to understand and there are many different ways in promoting it (p. 28).

1.6.3 Principals

In the educational setting, the principals of secondary schools are the chief administrators of these schools.

1.6.4 Management

According to Kotter, (1990) as in Northouse (2007, p. 10), the function of management is to make available order and consistency to an organization like, putting in place agenda, fixed timetable, allocate resources, be responsible to put in place structure, institute rules and procedures, develop incentives, make creative solutions and take corrective action. He posit that, management and leadership are vital if an organization needs to succeed (Kotter, 1990, pp.7-8) as cited in (Northouse, 2007, p. 10).

2 REVIEW OF RELATED LITERATURE

The main aim of this study is to investigate the motivational strategies that are commonly used by principals in the management of schools in Cameroon, specifically in the study area which is

Fako Division in the South West Region of the country. The goal of this chapter therefore is to present a general review of the literature in connection with the subject under investigation. It is meant to present a general analysis of literature on principal's motivational strategies used in their various schools to motivate their teachers and staffs.

The chapter also presents a review of the literature on how theoretical foundations with reference to contemporary motivation theories amalgamate, or join forces with contemporary leadership styles of school principals, to provide possible and better motivational needs to teachers and how the school principals might, in turn, facilitate teacher motivation.

The chapter will also present some previous related empirical studies and their relationship with the present investigation. Based on the above, the chapter will be presented under the following major headings;

Conceptual Framework

Theoretical Framework

Empirical literature and

2.1 Conceptual Framework

In this section, the three main concepts to be examined include; Principal, Motivation and Management.

2.1.1 Principal

The general awareness to the value of education both to individuals and nations, has led to the growing and widespread demand for all types and levels of education in the world and in Cameroon in particular. Education is no more for the privileged few. This has led to a rapid expansion of educational institutions and enrolments. Since the 1970s, Cameroon has witnessed a phenomenal rise in education expansion and the trend is likely to continue for decades following the growing international advocacy for education for all over the globe. The society therefore expects these schools to take good measures so that there will be a good result, since the expected major changes in the society rest on the shoulders of schools.

In the educational setting, the principals of secondary schools are the chief administrators of these schools. The principals are responsible for implementing the educational policy of the country in the secondary school and usually report to the delegate for secondary education in their area (Blackman and Fenwick, 2000). The functions of the principals among others include scheduling, budgeting, instructional supervision, maintenance of physical plants and custodial services to both students and staff as well as playing the role of a liaison officer between the school, and the ministry and community (Educational Research Service, 2000, p. 10). According to Bhella (1982, p. 3) the responsibilities of the principals are too bulky for them, thus the position of the vice principal to who other functions are also delegated. This view is supported by Educational Research Service (2000, p. 10) who opined that the principal is often aided in his responsibilities by vice principal(s) and other administrative staff, with most of the functions centered around planning, supervising instructions, attendance and discipline, time tabling, record keeping, co-curricular activities, staff and students' affairs.

The minimum qualification for the post of school principal varies from country to country. In Nigeria for instance, Adessina (1998, p. 15) and Edem (1992, p. 7) agree that the minimum qualification for the post of principal in Nigeria is a first degree in education. However, teachers with first degrees in other disciplines other than education

are expected to take a year of postgraduate studies in education if they desire to be appointed principals of secondary schools.

On the contrary, there is no clear cut minimum requirement for the post of principals in Cameroon secondary schools. According to the Cameroon Education Law (1984) in section 37 (3), says that "*A decree of the president of the Republic shall lay down special rules and regulations governing the corps of education personnel*". This means that the criteria for the appointments and functioning of heads of educational establishments (including secondary schools) and other personnel are often decided by the president of the republic through a presidential decree. That is why from my observation in many secondary schools in my country Cameroon, most principals are appointed not because of their qualification but due to their political loyalty to the party in power. It is therefore common to find a graduate of the first cycle of the Higher Teacher Training College, appointed principal to rule over graduates of the second cycle of the same school.

2.1.2 Motivation

Motivation is the internal drive that stations human beings to achieve goals. Motivation is directly linked to an individual's needs. On the surface, needs seem understandable. We all need food, shelter, love, self-esteem, and purpose (Anyim, Chidi, & Badejo, 2012, p. 34). To be motivated means to be moved to do something. A person who feels no drive to act is being characterized as unmotivated. Whereas, someone who is strengthened in doing something is considered as being motivated (Ryan & Deci, 2000, p. 54). Basically, motivation is the force that initiates, guides and maintains goal-oriented actions or behaviors. It is what drives individuals to act, whether to take food in order to reduce hunger or get into a university to earn a degree (Kendra, 2000). According to Greenberg (1999, p. 75) motivation is the process of arousing, directing and maintaining behavior towards particular goals. This act of arousing according to Greenberg is linked to the vigor and readiness to produce. Direction is the vote of behavior and upkeep is the inclination to behave in a certain manner until the desired objectives are met. Furthermore, Emeruwa, (1998, p. 8) posits that motivation is the act of giving people a

reason or incentive to act. That is a feeling of enthusiasm, interest, or commitment that makes an individual or a group of people want to act toward the attainment of set goals and objectives. To corroborate the above definitions of Greenberg and Emeruwa, McClelland (1985, p. 2) contends that, motivation is the extent to which persevering exertion made by an individual is directed toward a goal. Arif, (2003, p. 165) holds the view that; motivation is an extremely complex concept, and motivating teachers and students in an educational organization is critical to the attainment of teaching-learning objectives. Both environmental and personal factors influence motivation in organizations, and needs, goals, attributions, beliefs, expectations, rewards and incentives all affect motivation in one way or the other.

From the above definitions, maybe it can be seen that there are four major revolving aspects involved in the motivation process – effort, persistence, direction and goals.

2.1.3 Factors Influencing Motivation

Motivational strategies are methods that encourage the individual's goal-related behavior (Dornyei, 2001, p. 28). This is because human behavior is very difficult to understand and there are many different ways in promoting it (p. 28). In sum, almost every stimulus a person is open to may possibly affect his/her behavior. Motivational strategies refer to those motivational stimuli that are consciously used to achieve some systematic and lasting positive effect (Dornyei, 2001, p. 28).

There are many factors that will motivate people to work, but they can be broadly divided in two major types or call influential factors of motivation (Anyim et al., 2012, p. 34). These include factors in the external environment – also known as extrinsic motivation, and factors within the individual concern – also known as intrinsic motivation (Ryan & Deci, 2000, p. 54). Reeve (2001, p. 95) supported this view that, there are two types of motivation, namely, the extrinsic and the intrinsic motivation. To him, people may be motivated by factors in the external environment such as pay, supervision, benefits, and job perks. He sees this type as extrinsic and that in which people are motivated by the love they have for job or task as intrinsic motivation (Reeve, p. 95). In

explaining the two types of motivation, Deci (1993, p. 147) adds that individual's behavior in any organization working for externally determined rewards falls in the extrinsic category while those who are trying to satisfy their curiosity and competence falls in the intrinsic category. According to Arif (2003, p. 165), both intrinsic and extrinsic motivations are very important in learning. Teachers need to ensure a balance in intrinsic and extrinsic motivation strategies especially when immediate satisfaction is inadequate or little in the learning situation.

2.1.4 The Place of Motivation in Education

Education in its every day sense could mean formal training that is given in schools, colleges, and universities, for the acquisition of the abilities for example, read, write and calculate. According to Denga (2005, p. 2) education is the process by which every society tries to preserve and promote the stored knowledge, skills and attitude in its cultural settings and heritage in order to foster endless wellbeing of mankind and assure its survival against the irregular, at times aggressive and destructive elements and forces of nature. To further substantiate this, Ogbonna (2011, p. 23) sees education as a process of acculturation through which an individual is helped to attain the development of his/her potentialities, and their maximum activation when necessary according to right reason and to achieve his/her perfect self-fulfillment.

The former United Nations Secretary General, Mr, Koffi Atta Annan, who wrote that *"education is a human right with immense power to transform"* (UNO, 2005). This signifies that the political, economic and social stability of any society is undoubtedly and directly linked to its educational system. From these, it can be deduced that education is the physical, intellectual, moral, social, and emotional cultivation of the whole person in a formal or informal setting for smooth functioning of the society and the person concerned.

However, the place of motivation in the attainment of the above stated lofty goals of education cannot be overemphasized as they (motivation and education) are inextricable linked to each other. According to Ofoegbu (2004, p. 56), the importance of

motivation in educational administration for instance is only beginning to be understood and applied to professionals and other employees within the school system. Ofoegbu (2004, p. 56) concludes that it is vital and essential to recognize the motivational value of intrinsic factors like; wish for achievement or self-fulfillment in order to strike a balance on what has been an over dependent on extrinsic motivators.

Primarily, motivation comes from the willingness to learn or acquire new knowledge geared towards the construction of an authentic product for an appropriate audience, thus protecting the audience from being disappointed. Motivation is not the same for every individual. This is due to the differences in needs, goals and personalities. For instance, different teachers and students are motivated differently at different times and in different courses of instruction. Schunk (2002, p. 172) posits that; good teachers are sensitive to students' motivational needs and so try to create a climate that supports the development of the learning community.

Furthermore, Crowl (1997, p. 245) argues that teachers perform vital role in motivating learners. Teacher motivation according to Crowl, is made up of two beliefs; firstly in their own teaching ability and secondly on their belief in the students' learning ability. Crowl (1997, p. 245) posits that, the ability of the teacher to believe in the effectiveness of her teaching skills is known as teacher efficacy. This efficacy is reflected in the teacher's great personal effort in building a rousing learning environment.

Motivation is therefore an important factor in education especially in the administration of school staff and the teaching and learning process. It implies the stimulation and sustenance of interest in education. This means that interest is an underlying factor in education, as no education can take place without the interest of stakeholders especially staff and students. Thus, motivation plays a pivotal role in learning. Like Bhatia (1977, p. 124) puts it; no real education can takes place without motivation, as it brings especially the teachers and learners to a proper frame of mind for teaching and learning, concentrating their attention and energies on the tasks or knowledge to be dished out or acquired.

2.1.5 Some Motivational Strategies which can Be Employed by School Principals/Managers for Teachers/Employees and Staff Motivation

Taylor and Tashakkori, (1996, p. 77) argues that the basic motive of man at work is economic, as money is the principal motivation instrument. Thus, for teachers to be motivated, their economic situation must be well catered for by providing them objective pay and incentives. They posit that, School principals should create special financial incentive measures if they are not directly involved with salaries, or they should lobby for special financial incentives for their staff from the relevant authority. Such measures will boost their work morale for effective performance in the teaching-learning process.

Johnson (1986, p. 60) argued that while the power of money and material rewards as motivating instruments could not be ignored, emphasis should however be shifted from economic man to social man, which is concerned with the effects of group membership and interaction on production, attitudes and job satisfaction. It is the above views that gave rise to the human relation movement which maintained that man does not only work for money, but for other personal and interpersonal considerations, such as personal worth, recognition, friendship, social pressures from group members and level of job satisfaction. This is supported by Robbins (2003, p. 161) that, beyond economic needs, man has some social-psychological needs that should be satisfied in order to stimulate behavior toward work thereby increasing productivity.

According to Van Wart (2008, p. 218) rewarding as a motivational strategy is made up of tangible incentives such as promotions, increases in pay, increased discretion, superior work assignments and provision of additional responsibility. To him, a Reward does not necessarily have to be a financial one. Greenberg/Baron (2003, p. 2003) are of the view that, the first task of a manager is to find out what motivates his/her employees and make a balance between employee's needs and the offered reward.

Van Wart (2008, p. 217) continues that, recognition is a motivational strategy which is very important, it is an intangible incentive that shows gratitude and offer praise. But yet, it has been underutilized by most managers in organization. He further said that,

recognition have an optimistic meaning and it acknowledges good behavior or actions. Van Wart (2008, p. 217) is therefore of the opinion that, managers in organizations can provide this strategy in their organization while managing by walking around their organization and can also do it by giving a warm hand shake, through celebration, a good word and a short written comment on a piece of paper just to name a few.

Lanzeby (2008, p. 24) is also saying that, managers always uses feedback to shape employee performance. But his point here is, how do managers uses this feedback? Because to him, feedback motivates employees and improves their actions. But, if it is poorly carry out, it can demotivate employees. Lanzeby (2008, p. 24) view here is that, managers should structure feedback in a way that, the victims will accepts the comments for future improvement rather than using criticism for negative performance.

According to Re'em (2011, p. 40) Responsibility and autonomy are things in organizations which are not been valued by everyone in the organization. To him, some employees likes and wish for it while others try all their possible best to avoid it. He therefore states that, managers must try to know their employees character before given them more freedom.

Career advancement along with career services, are very essential in organizations. Therefore, managers should conduct timely, structured, and in-depth interviews with employees to know their needs and aspirations. Managers should further provide career advice and fit a career plan to the employee (Van Wart, 2008, p. 217) by doing all this, employees will be highly motivated and eventually, there will be greater productivity.

Re'em (2011, p. 42) Stressed that, training plays an important role when it comes to employees motivation in the organization because it prevents them from failing, due to a lack of skills. Therefore, managers should offer employees with so much training in order to increase their chances of doing a successful and competent job.

Interpersonal relationships is something which matters a lot in the society. Van Wart (2008, p. 216) content that, given each and every employees due, regardless of your position in the organization, means their basic humanity is appreciated and valued. He

posits that, managers should implement a person-orientated leadership style and show a positive regard for others to the highest degree possible.

2.1.6 Management

There exists no particular date of the beginning on how organization should be structured and managed (Shafritz & Ott, 2001, p. 27). But, management came into play around the 20th century with the arrival of our industrialize society (Northouse, 2007, p. 9). The reason for the creation of management was in order to reduce turmoil in organization and to make organizations run more successfully and resourcefully (Northouse, 2007, p. 9). The key functions of management according to Fayol (1916) were planning, organizing, staffing and controlling. He posits that, all these functions are still in use in the field of management today (Northouse, 2007, pp. 9-10).

According to Kotter, (1990) as in Northouse (2007, p. 10), the function of management is to make available order and consistency to an organization like, putting in place agenda, fixed timetable, allocate resources, be responsible to put in place structure, institute rules and procedures, develop incentives, make creative solutions and take corrective action. He posit that, management and leadership are vital if an organization needs to succeed (Kotter, 1990, pp.7-8) as cited in (Northouse, 2007, p. 10).

2.2 Theoretical Framework

Theories are analytical tools for understanding, explaining, and making predictions in particular areas of study (Shafritz and Ott, 2001, p. 1). Many theories exist in varied fields of study, including the arts and sciences. A formal theory is syntactic in nature and only makes meaning when given a semantic component by applying it to some content (i.e. facts and relationships of the actual historical world as it is unfolding). Theories of motivation are therefore a set of tools for understanding, explaining, and making predictions on the forces that push people to behave in a particular way or take a particular action (motivation) (Shah and Shah, 2000). Researchers have been able to

develop a number of different theories to explain motivation. Each individual theory tends to be rather limited in scope. However, by looking at the key ideas behind each theory, one can gain a better understanding of motivation as a whole. Below are some of the different theories of motivation as postulated by their authors and the implications of these theories on educational practices?

Again, the theories below were chosen for this study by the researcher because the theories are related to the topic under investigation. The theories talked on how employers should motivate their employees at work and the present study is also looking at what motivational strategies are being used by principals in some selected secondary schools in the south region of Cameroon.

Abraham Maslow and the Maslovian motivation theory of Hierarchical Needs

McClelland's theory of Motivational Needs

Frederick Herzberg's two factor theory of motivation (Hygiene theory)

B. F Skinner and the Reinforcement theory

2.2.1. Abraham Maslow and the Maslovian Motivation Theory of Hierarchical Needs

Abraham Maslow (1908-70), saw human needs in the form of a hierarchy, ascending from the lowest to the highest, and he concluded that when one set of need is satisfied, this kind of need ceases to be a motivator (Hoffman, 1988, p. 79). To him, in order for an individual to be motivated, these needs must be satisfied.

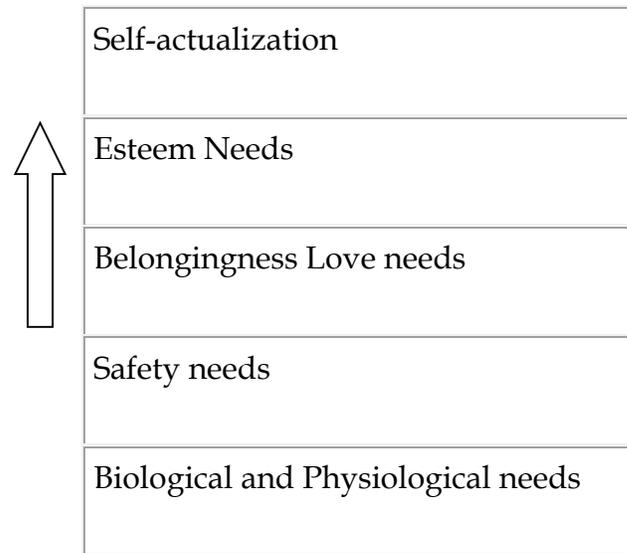


FIGURE 1. Maslow hierarchy of needs. Available at, <http://www.businessballs.com/maslowhierarchyofneeds5.pdf>.

Physiological Needs:

Physiological needs are very essential for human life. Example of such needs include; water, food, air, shelter, sleep, warmth, medicine. Just to name a few. According to Maslow, unless these needs are being satisfied and meet in such a manner that life will be maintained; no other motivating factors can work (Shafritz and Ott, 2001, p. 168).

Security or Safety Needs:

This is the next level of needs in Maslow Hierarchy of needs which ought to be satisfied after the physiological needs are already being satisfied. According to Pfeifer, (1998, p. 269), in order to develop and learn, we need to make sure that we are safe where ever we are be it in lives or in our jobs. We need certain steadiness in our lives. We need to be well organize in every aspects in our daily lives such as feeling secure where ever we are. To Maslow, this is a motivating factor.

Social Needs:

Such needs include love, friendship, to sum up it is the socialization/interaction of an individual in the society. When the physiological and security needs are being satisfied, the next level of need to be satisfied is the love and belonging need. To Maslow, we need to give and receive love in order to overwhelm the feelings of isolation and disaffection (Nyameh, Douglas, Teru and Titu, 2013, p. 93).

Esteem Needs:

When the above mentioned needs are being met, self-esteem needs can become prevailing. This needs include both the needs for self-esteem and the esteem a person gets from friends. In life, we need to be respected while we also need to respect others. According to Maslow, when esteem needs are being met and satisfied, we feel belong in the world and if they are not met, we feel inferior and valueless in the society (Nyameh, Douglas, Teru and Titu, 2013, p. 93).

Need for Self-Actualization:

To Maslow, this is the highest needs amongst the others. And he is of the view that, unless the previous needs are being met and satisfied, then the needs for self-actualization is triggered (Nyameh, Douglas, Teru and Titu, 2013, p. 94). He sees these needs in regard to human life as that point of life in which an individual has reach where he/she was destined to reach (Nyameh, Douglas, Teru and Titu, 2013, p. 94).

2.2.2 Implications of Maslow's Theory on Educational Practices

Maslow's theory is of great importance in educational practices both in students and staff administration. Learning to understand in schools is one of the most important goals in education and the need to make meaningful use of the information learned. The essential tool needed in achieving these goals is motivation. If teachers and students are unmotivated in one way or the other, it is likely that very little learning will take place and if by chance some learning takes place, it is probable that it will not be retained. Consequently, in other to maximize the effectiveness of the entire school system and

individual classrooms in particular, administrators must consider teachers' needs, and both administrators and teachers must consider the needs of students in their hierarchical order. This must be their top priority in the development of school programs so that students can have the capabilities of reaching their highest levels of potential. For instance, a teacher who is frequently owed salary arrears, and a student who comes to school without eating or taking breakfast will not be concentrating in the teaching - learning exercises but will preoccupy themselves with the need for food. It is therefore the duty of the school system to identify these needs and address them before teaching and learning continues. This explains why in some schools, the administration ensures that children take breakfast every morning before learning commences.

In school administration, the implication of Maslow's theory is that administrators need to know the needs of the personnel in order to better manage them and looking for means to satisfy them. The school administrator must help the personnel achieve their basic needs. For instance, as principal, to satisfy the needs of a new teacher, one needs to sit down with the teacher and discourse his needs and how the school could be of help for him to perform well in his task. The table below summarizes the application of Maslow's theory in an educational setting and at the home.

2.2.3 McClelland's Theory of Motivational Needs

McClelland (1987) sees human motivation into a set of basic needs. To him, people are more motivated strongly by some needs and are less strongly motivated by some other needs (Hedberg, Hirth and Petzold, 2002, p. 4). They posit that, according to McClelland, everybody is in possession of all these three needs which are; the needs for Power, Affiliation and Achievement, but merely with a different kin degree (p. 4). The result of McClelland study reveals that 80 % of human daily cognitive activities could be related to the above three social motives (Hedberg, Hirth and Petzold, 2002, p. 4).

McClelland Basic Needs are:

The Need for Achievement: To McClelland, it is the desire for an individual to strive to achieve a set goals and also to try to put an effort to succeed (Hedberg, Hirth and Petzold, 2002, p. 4).

Need for Affiliation: It is the need for social interaction with individuals in the society. Also, it is the need for close interpersonal, and friendly relationship (Hedberg, Hirth and Petzold, 2002, p. 4).

Need for Power: It is the need to influence others in order to get things done the way they were supposed to be done in which if it was not use, it would not have been done (Hedberg, Hirth and Petzold, 2002, p. 4).

In applying this theory to the educational setting, there is need for school administrators to study their staff and know where each of them falls under this classification. By so doing, they will be able to place every member of staff where they are fit and could best be motivated to perform so as to ensure proper management. Staffs that have very high need for Power and work very hard could be engaged by the principal in most decision making exercises and could even be recommended for appointment to other post of responsibility when the time comes. This will not only make school management effective but will equally reduce the opposition in the school administration by power-hungry staff.

2.2.4 Frederick Herzberg's Two Factor Theory of Motivation (Hygiene Theory)

Frederick Herzberg and Snyderman's (1959) two - factor theory is heavily a need base theory because the theory turns to find out how workers should be satisfy at the work place (Shafiwu and Salakpi, 2013, p. 183). This theory seeks to investigate what will make employee to be satisfied and dissatisfy in the work place. To them, the factors that can cause job satisfaction are not the same as those that will cause job dissatisfaction. They see these two factors as distinct from each other (Shafiwu and Salakpi, 2013, p. 183). Proponents of this theory referred to the two factors in the environment that causes

workers to be dissatisfied as hygiene factors and that which causes them to be satisfied as motivators (Shafiwu and Salakpi, 2013, p. 183). According to Herzberg, (1987) the hygiene factors will decrease performance of workers in the workplace and some of these factors are; policy and administration, technical supervision and salary (Shafiwu & Salakpi, 2013, p. 183). They further see motivating factors as those that will make workers work harder such factors are achievement, recognition and responsibility of the work itself and conclude that the opposite of satisfaction is not dissatisfaction (Shafiwu and Salakpi, 2013, p. 183).

Applying this theory in the educational practices, it can be said that educational managers and administrators need to understand that apart from making available motivators for their subordinates, they must equally ensure that they put in place the hygiene factors because, even though their presence do not motivate, their absence will limit the output of staff. In summary, there will be job dissatisfaction in the absence of hygiene, but there will be no job satisfaction in the absence of motivators.

2.2.5 B. F Skinner and the Reinforcement Theory

He is the author of the reinforcement theory which has been seen as one of the theories of motivation (Skinner, 1971, p. 2). According to Terpstra, (1979, p. 378), this theory has much to give managers in organizations as regard motivating their employees at work. To them, an individual's behavior can be seen as a function of its consequences. This view is supported by (Redmon and Housell, 2013) who also opined that, an individual's behavior is a function of its consequence. As Skinner holds that it is the external environment that helps to shape the individual behavior (Redmon and Housell, 2013). They posit that this theory has been used in many domains in life such as animals training, raising children and even motivating employees in the workplace. This theory pays more attention on observable behavior rather than personal states like the needs theories do. In sum, this asserts that stimuli are used to shape behavior (Redmon and Housell, 2013). When an individual behavior is motivated, that motivated behavior tends to be repeated whereas, that which is not motivated will not be repeated (Terpstra, 1979, p. 378). They

posits that, there are two types of reinforcement. These include positive and negative reinforcement. Positive reinforcement will cause a behavior to be repeated while negative will cause the avoidance of a bad behavior not to be repeated (Terpstra, 1979, p. 378).

In educational settings, studies have shown that the conformability of the school environment motivates both teachers and learners in the teaching and learning process. Consequently, in order to improve teacher and students performance, school administrators must ensure that the physical environment is made attractive to teaching and learning. For instance, the level of students understanding and teacher's effectiveness will not be the same in an un-cemented dusty and cramped classroom, and a comfortable, air conditioned and well-spaced out classroom. The theory also applies in a situation where there are students or pupils with mobility and visual problems in the school environment. The nature of the school physical environment may determine their level of success in school.

2.2.6 The Importance of Theories in Educational Administration or School Leadership

The theories discussed above will be inconsequential in principalship or educational leadership if they are not exploited and applied by the school principals and others concerned in the management of schools. The non-use of theories by a good number of administrators today is one of the reasons for the many trials encountered by school leaders (Dearden, 1984, p. 4).

Many school administrators if asked would take the position that there is a dichotomy between theory and practice. They see educational management as essentially a practical activity with their job including the determination of aims, the distribution of resources, and the upkeep of discipline, making of schedules, the evaluation of effectiveness, etc., and all involving action (Willower, 1980, p. 2). When principals are engaged in practical oriented activities, it is always a difficult task trying to convince them that theories are helpful. The attitude of teachers has been so expressed by Dearden (1984, p. 4) when he stated that; teachers themselves commonly see theory with a combination of respect and

doubtful; respect because it is believed to be difficult, and doubtful because its bearings are unclear on the detailed decisions as to what to do next morning (Dearden, 1984, p. 4).

It is equally noticed that educational administrators have the feelings that educational management is anti-theoretical. (Willower, 1980, p. 2). Vividly portrays this feeling by stating that; the use of theory by practicing administrators is a tough and problematic undertaking. Certainly, it is clear that theories are simply not used very much in the realm of practice (Willower, 1980, p. 2).

It could be stressed that management decisions are not subjective. Any decision taken is a reflection of the view one has of the organization. That view or perception is usually colored by experiences and attitudes (Landers and Myers, 1977, p. 365). They posit that, each attitude takes on the character of frames of reference or theory which will influence one's decision-making process. From the above mentioned, it could be seen that, the term "theory" is not something far-off from one's day-to-day experience. There is nothing more practical than a good theory. It will help to unify and focus the view on the organization on the role and relationships within the organization and on the illusive phenomena of leadership and achievement (Landers and Myers, 1977, p. 365).

There are many other reasons while principals of schools have much to learn from theory

It is quite satisfactory for them to rely on facts as the whole guide for their actions. Every evidence requires interpretation and life in the school has become too complex for them to make decisions simply on an event-by-event basis. They need some frames of reference to provide them with an inside for the important management task.

They cannot depend solely on experience in interpreting facts and making decisions. This will be narrow, thus discarding other means. If they are familiar with arguments and insights of theorists, they will be in a better position to deploy a wide range of experience and understanding in solving today's problems.

Rightly, Walker (1984, p. 18) makes a strong plea for them to make use of theories.

Above all, theory is useful as long as it relevant to practice in education. The practitioner and the academic have different purposes for theory. Theodorsin makes this clear as he states: *“the academic tends to ones understanding for knowledge while the manager seeks understanding for action; to enable him perceive the possible options open to him and the likely consequences of each “(Theodorssin, 1982, p. 137).*

2.3 Empirical Literature

This section of the study seeks to summarily review related empirical studies and show their relationships with the present study. Based on this, I consider the following studies: Oluremi, (2008, p. 305) carried out his own study on which he was trying to see how principals’ leadership behavior will influence a school learning culture in some secondary schools in Ado-Ekiti, Nigeria. The research design which he adopted for the study was the descriptive survey design. The study population was made up of all secondary schools in Ekiti state. There are all together 161 schools in this state, but the researcher randomly selected just 65 as the sample for the study. The instrument he uses to collect the data for the study was a questionnaire tagged Teachers Perception of Principals’ Leadership and School Learning Questionnaire (TPPLSLQ). Furthermore, he analyzed the data by testing the hypotheses for the study by using the spearman rank correlation and the one way ANOVA. The result gotten from the study showed that, the leadership behavior of a principal will influence the school learning (p. 310). As a result of this, it was recommended that, principals need to have a better understanding of leadership behavior and this can be done through regular attendance of meetings or workshop on leadership and school management Oluremi, (2008, p. 310).

The relationship between Oluremi’s investigation and the present study is that while Oluremi’s investigation centered on the effect of leadership behavior on school learning culture in Ekiti State Nigeria, the present study seeks to investigate the motivational strategies of principals in secondary schools in the Fako Division of Cameroon. Though the two studies are not directly related to each other, the leadership

behavior of principals can affect the motivation of teachers and students in a school. Also, there is a correlation between the type of behavior exhibited by the principal in the execution of his duties and the motivation strategies he decides to use and their effect on teachers and students in the teaching-learning process.

Ololube, (2006, p. 9) in a different study tries to evaluate the differences and relationship between the level of teachers' job satisfaction, motivation and teaching performance in River State of Nigeria. In this study, the researcher collected the data using a questionnaire called 'TEJOSAMOQ'. He further analyzed the data using the multiple statistical procedures which were: variance, standard deviation, mean point value, t-test of significance and one-way analysis of variance (ANOVA). The result gotten from the findings revealed that teacher linked sources of satisfaction seem to have a bigger effect on teaching performance, as teachers are also not happy with the school strategies and administration, pay and fringe benefits, material rewards and advancement Ololube, (2006, p. 14).

Another related empirical study is that of Saeed and Muneer (2012, P. 462). In his study, he tries to assess the work motivation of male and female teachers of secondary school teachers in Karachi. Based on this study, the knowledge of work motivation is aimed at better understanding of teachers. In this study, all secondary school teachers in Karachi were participants. The plan or design of the research was the survey design. Stratified random sampling design was adopted where 300 (74 males and 226) teachers were sampled from 72 schools. Data was collected using tailor-made questionnaire and was analyzed using the t-test statistical tool. The result gotten from the findings showed that female teachers were more motivated to their work than the male teachers. As a result of this, the study also suggested that principals should put in place a lively leadership style and should also try to encourage the participation of teachers in decision making Saeed and Muneer (2012, P. 462).

The above study is related with this present study in that they are all concern with motivation of teachers in secondary schools. However, while the reviewed study tried to

compare the motivation of males and female teachers, this present study is looking at the different motivational strategies applied the principals in the management of secondary schools. Also, whereas the reviewed study was carried out in Karachi, the present study is concerned with secondary schools in the Fako Division of Cameroon. This therefore means the reviewed study is not directly the same like this present study and so the need for this study.

3 RESEARCH METHOD

It should be noted that the main purpose of this investigation is to ascertain the motivation strategies employed by secondary school principals in the motivation of teachers in the Fako Division of Cameroon. This chapter describes the general procedure adopted in the collection of data through which the problem of the study was to be addressed. It therefore spells out in clear terms the feasibility of the plans for actualizing the purpose of the study.

3.1 Research Design

The research design adopted for this study is the survey study design. This design has been used because the study possesses the features of a survey study. According to Creswell (2005, p. 354), survey studies are methods in quantitative research in which the researcher administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviors or characteristics of the population. Creswell, (2005, p. 354) posit that, with this method, survey researchers uses questionnaire in collecting the data. This study on ascertaining the motivational strategies used by secondary school principals in motivating teachers particularly in the Fako Division of Cameroon is therefore a survey study to be characterized by an in-depth study of the motivation strategies employed by principals in the motivation of secondary schools teachers in the Fako Division of Cameroon. Other aspects of the study that make the survey design suitable for it are that; the study will demand an intensive and extensive collection of data from a particular set of people (sample) in a particular area (secondary school teachers in Fako Division), employing the questionnaire techniques of data collection. Furthermore, the study shall be limited to a particular sector of education – secondary education (which is a social Unit). More so, the findings of the study shall be limited only to secondary schools in Fako division, and consequently, the result will be generalized on the entire secondary education sector in Cameroon. The findings will

however provide relevant background information that will give rise to more extensive studies in this domain. All these are what made the investigation a survey study and consequently the need to adopt such a design.

3.2 Area and Population of the Study

This study was conducted in Fako Division of the South West Region of Cameroon whose capital is Buea (Presidency of the republic of Cameroon, 2014). The South West region is divided into six administrative Divisions, notably: Fako, Koupé-Manengouba, Lebialem, Manyu, Meme, and Ndian. Fako Division (the area of study) covers an area of 25410093 km² and as of 2010 had a total population of 634,854 (Kimengsi and Tosam, 2013, pp. 607-608). The capital of the Division is Limbe. Fako Division is located between latitude 4° and 4° 30 North of the Equator, and longitude 9° 30 of the Greenwich Meridians There are seven Sub-Divisions in the Fako Division namely; Buea, Tiko, Muyuka, Limbe 1, 2 & 3, and Idenau Sub Divisions. It is bounded in the South and South West by the Atlantic Ocean; to the East by the Littoral region and to the North by Meme Division (Presidency of the republic of Cameroon, 2014). It is largely inhabited by the Backwerians (the major ethnic group of the division). The study will be carried out in the main Government Bilingual Secondary Schools in each of the local governments in the Division.

The parent population shall consist of principals, vice principals and teachers of all the secondary high schools in Fako Division. According to the Fako Divisional Delegation for Secondary Education, there are 67 Secondary and high Schools with 2585 teachers. The target population consists of principals, vice principals and teachers of all the 29 government secondary high schools in Fako Division. The accessible population is made up of the staff and principals of the main and four leading Government Secondary High Schools in Fako Division. The staff and principals of these institutions (Accessible population) have been chosen because these are the schools that attract a good number

of students and also attract the highest number of teachers posted by government to each subdivision. Below is a tabulated presentation of the target and accessible populations.

TABLE 2. Target Population of the study

Major towns in Fako	N° of Gov. Sec Schools	N° of Principals & Vice	N° of teachers
BUEA	12	35	510
LIMBE	6	22	291
MUYUKA	6	15	203
TIKO	4	12	236
WEST COAST	1	2	38
TOTAL	29	86	1278

Source: Fako Divisional Delegation for Secondary Education

TABLE 3: Accessible Population

Main Government Secondary High Schools	Number Of Staff Principals & Teachers vice
Bilingual Grammar School Buea	6 110
Government Bilingual High School Limbe	6 108
Government Bilingual High School Muyuka	4 71
Government Bilingual High School Tiko	4 63
Total Number of Principals and Teachers	20 352

The sample population of the study consists of 178 teachers and 20 principals purposively and proportionately selected from the staff of the four main government secondary high schools in Fako Division. However, considering the small number of the principals, all the 20 principals and vice principals of these schools were considered.

TABLE 4. Proportionate distribution of the sample population according to the different schools

Main Government Secondary High Schools	Number Of Staff	
	Principals Vice	& Teachers
Bilingual Grammar School School Buea	6	55
Government Bilingual High School Limbe	6	54
Government Bilingual High School Muyuka	4	36
Government Bilingual High School Tiko	4	33
Total Number Of Principals And Teachers	20	178

Source: Southwest Regional Delegation for Secondary Education

Given the fact that, it is your research topic that decides the choice of population to be study, sample and sampling techniques, this present study will adopt the simple random sampling of the probability sampling technique. According to Kendall Hunt, (1978, p. 163) simple random sampling technique should give each and every one in the target population the chance of being selected for the study. The above sampling technique has been chosen because it is very pertinent and crucial to the realization of the objectives of this investigation. The study is based on the motivational strategies employed by government secondary school principals of Fako Division - Cameroon in motivating their teachers. It is therefore vital that the researcher choose a sample made of elements of the population that are directly and heavily concern with the issues under investigation. Thus the decision of the researcher to purposively and proportionately choose the staff of the main government secondary schools in the area of study is to ensure that the population concern in this study is properly represented and the necessary data collected for the study.

3.3 Instrumentation

The instruments used in the collection of data are a teacher motivation questionnaire for teachers and principals. While the questionnaire for teachers will answer research questions one and two, research question three will be answered by principals. The questionnaire has been prepared using the four-point Likert scale (strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD)). The items found on the questionnaire are gotten from related literature on motivational strategies and also from related instruments consulted for similar studies elsewhere. To be precise, most were consulted from the empirical literature reviewed in chapter two of the study. The questionnaire is organized in sets of items addressing the different research questions. The various items in the questionnaire are positively cued statements relating to the research questions being addressed by the group of items. The respondents are expected to respond to each of the items by placing a bold tick (✓) on the response or Likert option they consider appropriate in relation to what prevails in the school in terms of staff motivation by the principals.

In order to identify the strategies used by principals in the management of schools (For research question 1), the researcher made use of a construct on the teachers questionnaire consisting of four dimensions: Characteristics (Motivating through positive leadership Characteristics/ Behaviors), Empathy (Motivating by being Empathetic, Supportive, Caring and just on academic and disciplinary matters), Incentives (Motivating through fair and prudent financial management, regular payment of salaries and remuneration and the provision of necessary instructional and technological material), and Style (Motivating teachers through the leadership style of the principal). On the questionnaire, each of the dimensions consisted of ten items (totaling forty items). These items were divergent but reflected all of the dimensions. "The principal is an appreciative person and often appreciates teachers openly" or "The principal consults his teachers in critical decision making processes in the school" are two examples of items that appeared on the questionnaire under the characteristics and Style

dimensions respectively. As earlier stated above, four-point likert scale was used to measure the respondents' perceptions on the forty questionnaire items. The categories of the scale are: Strongly disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). Higher values on this scale therefore indicate positive perceptions on the items, dimensions, and the overall construct (Motivation strategies).

To ascertain the importance of staff motivation in relation to the teaching and learning process (For research Question 2), the researcher identified 10 specific motivation strategies and ask respondents to rate them according to their perceived relation to the teaching/learning process. The selected items were diverse and reflected a broad spectrum of the items in our construct for motivational strategies. The same four-point likert scale was with categories as follows: 1 (Strongly disagree), 2(Disagree), 3 (Agree), and 4 (Strongly agree) to measure these responses.

Finally, in order to identify the factors that influenced staff motivation in the selected schools (For research question 3), school Principals were asked to rate 7 selected factors according to their perceived influence on staff motivation. Again, we use the four-point likert scale to rank these items according to their importance. Throughout the analyses, scores greater than or equal to 3 (Agree on the measurement scale) were considered as representing positive perceptions, while those less than 3 were considered otherwise.

The type of validity adopted for the study is the content and face validity. After developing the questionnaire, it will be presented to two experts (including the research supervisor) for scrutiny. They will be required to review the questionnaires in relation to the objectives of the study, research questions, clarity of the items and compatibility to statistical tools for analyses. They shall be consulted individually with copies of the instruments, purpose of the study, and research questions. After their inputs and criticisms on the effectiveness of the questionnaire in achieving the required objectives, the necessary corrections shall be made. After the validation, the instrument will then be trial tested on a small section of the population (that is not part of the sample) in order to

get their own contributions to the questionnaire and then look for the internal validity and reliability coefficient of the instrument. This type of validity was used because the researcher needed to know whether; the content and structure of the questionnaires reflected the class and level of academics of the respondents in terms of the appropriateness of the language, expressions and the general instructions; and whether the instrument can effectively test what it is out to fine out.

The services of two reliable research assistants were employed for the collection of the necessary data for the study, considering the absence of the researcher in the area of study. They were expected to visit the schools under study, distribute the questionnaire to teachers and principals with permission from the school authorities. After the collection of data, it was collated for onward analyses. It is important to note that before the data was collected, the internal validity and reliability of the instruments were ascertained using the trial tested instruments.

After calculating the Cronbach's alpha for the trial tested instruments, the results for the classified proposed motivation strategies for research question one indicated as follows: Positive leadership characteristics/Behaviours ($A = 0.6564$), Empathy, supportive, caring etc ($A = 0.4946$), Prudent financial management and incentives ($A = 0.3101$), and leadership styles ($A = 0.6050$). Even by our already moderate standards ($A \geq 0.6$), the Empathy and Incentives sub scales were found to be unreliable ($A < 0.6$). However, the sixth item in the Empathy subscale "The principal creates professional competition among teachers" and the fourth item on the Incentives subscale "The principal regularly provides instructional material and technologies for teachers" were found to be reversed (contribute negatively to scale reliability), and were both dropped from the instrument. With this procedure, the new Empathy subscale (9 items) became reliable ($A = 0.6333$), while the incentives subscale (9 items) improved but remained unreliable ($A = 0.4943$). Therefore the Empathy subscale was retained in instrument and analysis with 9 items (excluding the reversed sixth item (# 16)), while the incentives subscale was completely dropped from the instrument for lack of internal validity and scale reliability. Consequently, the final construct for motivation strategies used by principals was made

of 3 dimensions with 29 items: positive leadership characteristics (10 items), Empathy, supportive, caring etc (9 items), and leadership style (10 items) (see appendix 1); while the 10 items on the importance of motivation on teaching-learning process (Research Question 2) and the 7 items on possible factors that influence motivation (Research Question 3). The instrument was generally found to be reliable ($A=0.7572$).

3.4 Method of Data Analysis

Data for the study was analyzed and interpreted using descriptive statistics - specifically the mean and standard deviation to answer the research questions. Analyses were also done through descriptive explanations, tabulations and diagrammatic descriptions (histograms). Considering the questionnaire for data collection, the acceptable mean was 3 (Agree +) while the rejected mean shall be below 3 (2.9) (Disagree -). Consequently, a mean of 3 and above shall be considered generally as "Agree" while a mean of below 3 was generally considered as "Disagree". It should be mentioned here that analyses were done with the application of a computer statistical program (Stata).

4 PRESENTATION OF RESULTS

This chapter is concerned with the analysis of the data collected from the field and the presentation of findings in accordance with the various research questions outlined in the chapter one of the study.

Looking at the return rate of the questionnaires, a total of 148 completed questionnaires out of the 178 sampled were returned from the sampled population (staff in selected secondary schools in the south west region of Cameroon) amounting to 83.14 percent of the sampled population. The responses gave answers on motivation strategies as well as their relationship to the teaching/learning process. None of the questionnaire items were omitted by any of the 148 respondents. Also 14 (70 percent) school principals out of the 20 sampled completed and returned the principals' questionnaire which gave information about factors that influence staff motivation in secondary schools.

4.1 Research Question 1: Motivational Strategies Used by School Principals in the Motivation of Staff

In section 3.8, in the chapter, we specified a construct for assessing motivational strategies used in the motivation of staff. The final construct retained for analyses consisted of three dimensions (positive characteristics, Empathy, and leadership Style) with 10, 9, and 10 items respectively. The respondents had to assess the items on a scale of 1 to 4. A total of 148 respondents responded to the items in this regard. In the following analysis, we aggregate the scores of the three dimensions into 1 score. This aggregate score tells us if as a whole, respondents believe the motivational strategies itemized in the construct are being implemented in the selected institutions by the school principals.

We also provide mean scores for each dimension in the strategy mix. This tells us the contribution of each dimension to the overall strategies. The analysis is summarized in Table 5 below:

It can be observed from Table 5 that on average, the respondents rated the overall use of motivation strategies by a mean score of 3.293243 on a scale of 1 to 4. This score is greater than “Agree” (3) on our scale, indicating that; the respondents generally agreed that the items and dimensions of motivational strategies presented to them (as classified under Empathetic, Supportive, Caring and just on academic and disciplinary matters; positive leadership characteristics/ Behaviors; and leadership style of the principals) are applied by principals in in their respective institutions.

TABLE 5. Analysis of Motivational Strategies

Dimension	Number of Items	Mean Score	Standard Deviation	Minimum Score	Maximum Score
Positive leadership characteristics	10	3.3	.3469988	2.1	4
Empathy, supportive, caring etc	9	3.290541	.3405674	2.111111	3.888889
Leadership Style	10	3.289189	.431125	1.8	4
Overall	29	3.293243	.2897194	2.303704	3.796296

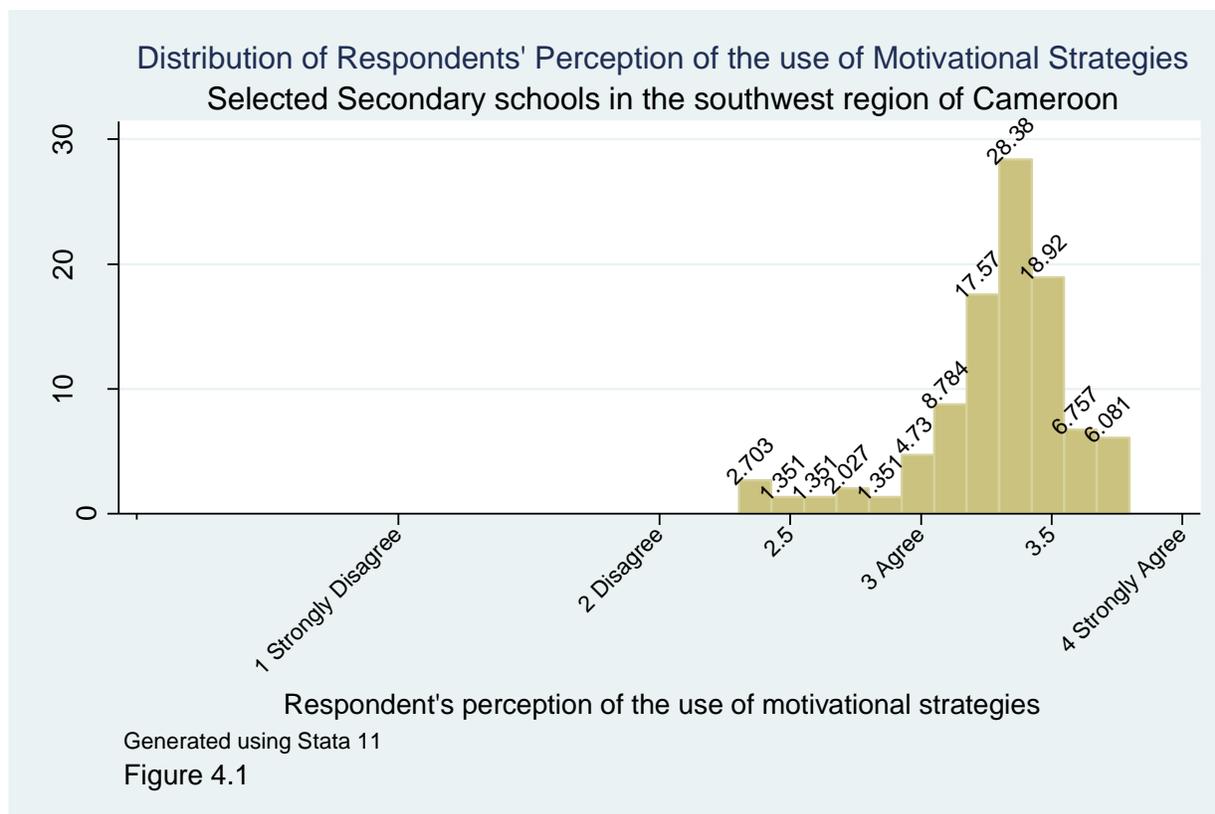


FIGURE 2. Respondent's perception of the use of motivational strategies

The averages for the separate dimensions of motivational strategies (positive characteristics, empathy and leadership styles) do not deviate much from the overall or average mean score. The highest is for; "positive leadership characteristics" which stands at 3.3, while the lowest is for the "leadership style" dimension at 3.289189. All three scores stand above (3) "Agree" on our scale, hence all three dimensions constitute elements of motivational strategies used by principals in the management of schools as perceived by the respondents.

From figure two above the histogram clearly shows that the respondents were closer to the strongly agree limit on the x axis than to the strongly disagree limit. This implies that positive tendencies to better performance by motivating staff are being cultivated in the educational system in Cameroon. Thus, building a solid paradigm for future generations.

4.2 Research Question Two: Importance of Staff Motivation in Relation to the Teaching-Learning Process

We have just identified a diverse number of strategies used in different dimensions by principals as motivational strategies in the management of secondary schools in the area under study. Although these items are quite specific in nature, we have been able to group them into three categories. For instance, aspects related to positive leadership characteristics of the Principal which contain items like: “The principal is very punctual and also encourages punctuality among teachers” and “The principal is not stiff but flexible in his dealings with teachers and students” among others. We also have items related to the leadership style of the Principal like: “The principal provides job security to his teachers” etc.

In order to see how the use of these strategies affects the teaching/learning process, we asked participants to respond to 10 elements of motivation in relation to the teaching/learning process. Each element in this group is some combination of the 29 items identified as motivational strategies used by principals. These paints a more realistic picture in the implementation of motivational strategies as no single principal is expected to pursue all 29 identified items simultaneously.

As before, participants responded to these elements on a scale of 1 to 4. This time around, due to the composite nature of the elements involved, mean scores were provided individually for each item. This is useful in identifying which strategies work the most. If significant deviations arise, it could provide an important guidance to school Principals wishing to adopt motivational strategies as a means to improve teaching and learning in their institutions. We then provide a grand mean score that tells us how overall, motivation relates to the teaching/learning process. The results are presented in Table 6 below.

TABLE 6. Perceptions of motivational strategies in relation to the teaching/learning process (On a scale of 1 to 4)

Elements of Motivation	Mean score	Standard Deviation	Minimum Score	Maximum Score
Allotment of duties to teachers according to their interests and choices.	3.5	.7142857	0	4
Teachers' job security measures by the principal.	3.587838	.5462183	1	4
Provision of ample chances for teachers' professional growth.	3.567568	.523751	2	4
Self-study for professional growth among teachers.	3.594595	.506258	2	4
Appropriate placement of teachers in positions where their individual abilities can be fully utilized.	3.581081	.5346944	2	4
Financial incentives to teachers for extra work done.	3.581081	.5346944	1	4
Assistance and guidance by principals in achieving targets.	3.513514	.5652823	1	4
Timely recommendation of teachers for promotion.	3.608108	.5905737	1	4
Trust in teachers' abilities to achieve desired goals.	3.527027	.6329495	1	4
Financial incentives to teachers for better performance.	3.668919	.4722001	3	4
Overall/ Average	3.572973	.3399869	2.4	4

From the mean scores in Table 6, we can see that respondents more than agree on the importance of all the elements of motivation in relation to the teaching/learning process. These scores do not deviate significantly from each other as they range from a minimum of $M=3.5$ "The allotment of duties to teachers according to their interests and choices" to a maximum of $M=3.668919$ "Financial incentives to teachers for better performance". In all, participants or the teachers agreed that motivational strategies are positively related to the teaching/learning process with a mean score rating of 3.572973.

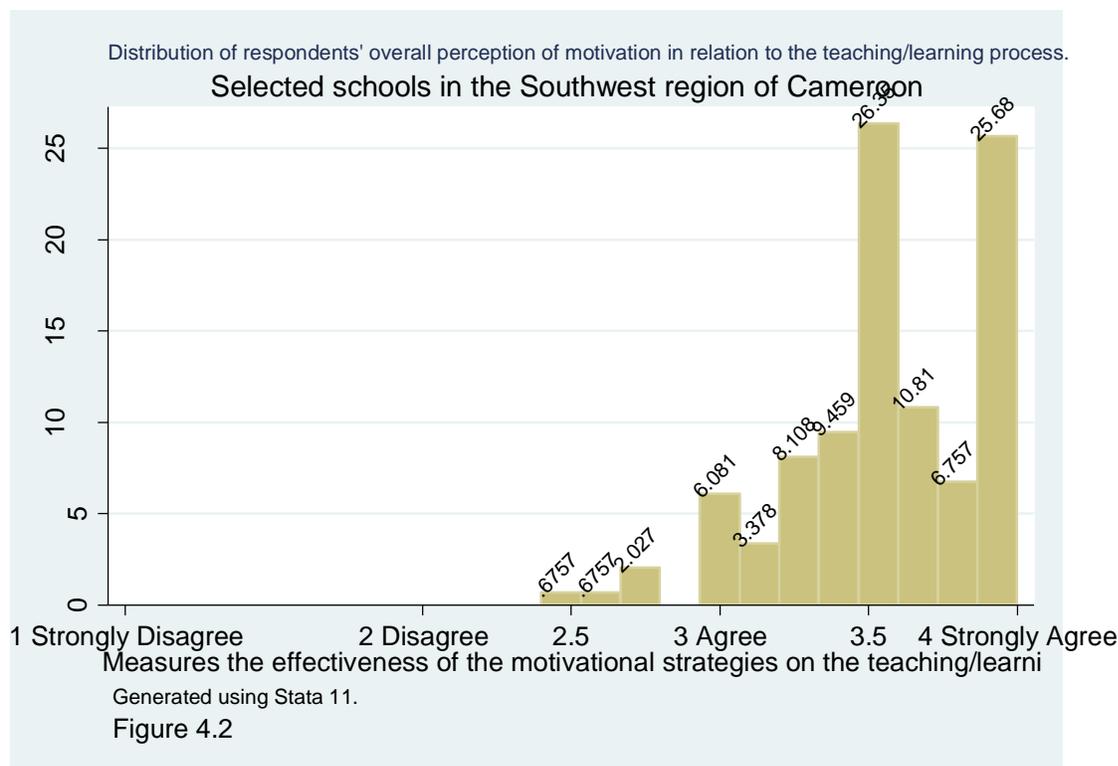


FIGURE 3. Respondents' overall perception of motivation in relation to the teaching and learning process

A close look at the histogram reveals that more than 96 percent of the respondents agreed (Agree and strongly agree) that the different aspects of motivational strategies positively affects the teaching learning process and thus being very important in the teaching learning process in secondary schools.

Table 6 and figure equally concur with the fact that at least some selected schools in Cameroon according to our sample show modern leadership practices due to the high percentage of respondents strongly agreeing with our questionnaires.

4.3 Research Question three: Factors that Affect Staff Motivation in Secondary Schools

In order to answer research question three, we identified 7 factors with potentials to affect staff motivation in secondary schools. School Principals were then asked to rate these factors according to their relevance to staff motivation. This classification will enable us

to determine which factors truly apply, and if and how some may be more important than others. The mean scores for each

Factor are shown in Table 7. The overall aggregate mean score has not been computed in Table 7 because; the researcher considers these factors to be independent.

TABLE 7. Comparing factors affecting staff motivation in Secondary Schools

Factor that influence teachers' motivation	Mean Score	Standard Deviation	Minimum Score	Maximum Score
The character of the school administrator	3.785714	.4258153	3	4
The academic or training qualification of school administration.	2.785714	.9749613	1	4
The financial status of the school.	3.071429	.7300459	2	4
The school physical environment especially the infrastructural design and availability	3.785714	.4258153	3	4
School location	3.214286	.6992932	2	4
The political image or state of the nation.	3.285714	.6112498	2	4
The general economic state of the nation.	3.857143	.3631365	3	4

We can see from Table 7 that the principals agree on 6 of the seven factors as influencing staff motivation in secondary schools. The factor "The academic or training qualification of school administration" has a mean score of 2.785714 which is less than "Agree" (3) on our measurement scale, so school principals do not agree on this factor as affecting staff motivation in secondary schools.

We also notice that perceptions on the influential factors deviate largely from each other, with the factor "The general economic state of the nation" ranking highest.

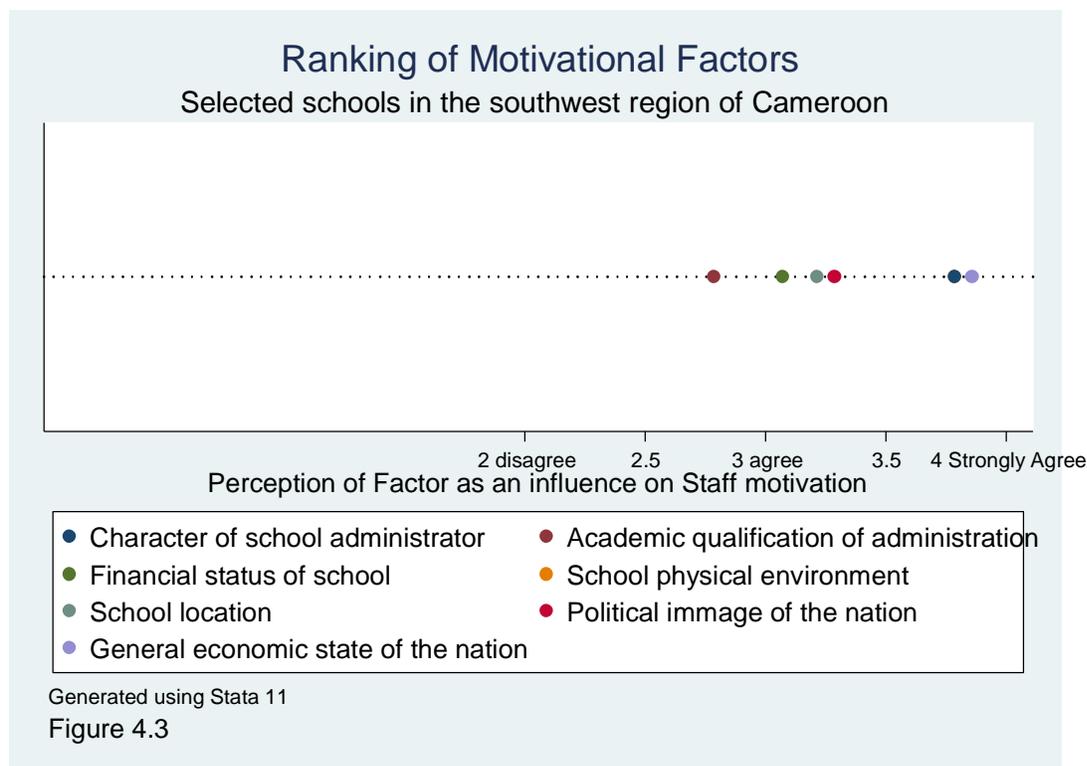


FIGURE 4. Ranking of Motivational Factors

Factors to the right of the Dot Chart are those perceived by School principals as being of greater influence on staff motivation in secondary schools. Note that the element “The character of the school administrator” has the same ranking as the element “The school physical environment especially the infrastructural design and availability”, both of which have a mean score of $M = 3.785714$. That is why there are 6 rather than 7 dots on the chart as the two are represented by the same dot.

The factors employed in the questionnaire for Research Question 3 showed that “The general economic state of the nation” factor was approved by the staff as being the most influential motivational factor. This means that staff motivation is mostly financial as compared to the other 2 research questions. Although financial incentives as motivational factors was omitted from this study its presence cannot be completely ignored though.

4.4 Summary of Findings

Having analyzed the data and presented the findings on the three research questions as seen in the preceding paragraphs, we consider a summary of the above findings in relation to the research questions as follows:

For research question one on how principals motivate their teachers in secondary schools, the study established that different motivational strategies classified under Empathetic, Supportive, Caring and just on academic and disciplinary matters; positive leadership Characteristics/ Behaviors; and transformational leadership style of the principals are the different motivational strategies used by the school principals. This is explained by the aggregate mean score of 3.293243 on a scale of 1 to 4. This score is greater than “Agree” (3) on the measuring scale, indicating that; the respondents generally agreed to the motivational strategies presented to them as being used by principals in their respective institutions.

As concerns research question two on the importance of staff motivation on the teaching-learning process, the study found out that: motivation is significant, if not very important in the teaching-learning process. The teachers agreed that motivational strategies are positively related to the teaching/learning process with an overall mean score rating of 3.572973 on the various items relating to the importance of staff motivation on the teaching learning process.

Finally, on research question three relating to the factors that influence teachers' motivation in secondary schools, the study ascertained that: the general economic state of the nation, the character of the school administrator, school physical environment, political image of the nation, school location and the financial status of the school; in that order are the factors that influence staff motivation in secondary schools. This is seen from the agree mean scores of 3 and above on the various factors.

5 DISCUSSION OF THE FINDINGS

This chapter provides explanations to the findings in the previous chapter with reference to the views of the various writers and theorists discussed in the literature review (chapter two of the study). Also, recommendations on how to possibly improve teacher motivation were proposed including suggestions for further research given that, “solving one problem gives rise to other problems”. The shortcomings experienced in the design and execution of the study have also presented.

5.1 Research Questions

5.1.1 Research Question 1: How do principals of selected secondary schools in Cameroon motivate their staff?

The study found out that secondary school principals in the Fako Division of Cameroon motivate their teachers through different motivational strategies classified under Empathy, Supportive, Caring and just on academic and disciplinary matters; positive leadership Characteristics/ Behaviors; and transformational leadership style of the principals. This is explained by the aggregate mean score of 3.293243 on a scale of 1 to 4. This score is greater than “Agree” (3) on the measuring scale, indicating that; the respondents generally agreed to the motivational strategies presented to them as being used by principals in their respective institutions.

Looking at the motivational strategies related to empathy, supportive and caring attitude of the principals, it is seen that principals acknowledge teachers achievements, care for their egos, give appropriate workloads for teachers, encourage hardworking teachers, and act as role models to teachers among others. On strategies related to positive leadership characteristics/behaviour, principals display constructiveness and optimism in the running of schools, innovate and promote innovative spirit among teachers, appreciates teachers openly with impressive titles and promote punctuality among teachers by example. In motivating the teachers through their leadership styles, the

principals indiscriminately allows teachers to enjoy fringe benefits, delegate functions to teachers to feel a sense of belonging and encourage freedom of actions among teachers thereby promoting teachers creativity among other things.

As seen above, the motivational strategies employed by school principals in Cameroon Secondary schools, answered Van Wart (2008, p. 218) view in literature, who states that, rewarding as one of the motivational strategies, does not necessarily have to be a financial one but it can also be done in different ways. Greenberg/Baron (2003, p. 2003) posits that, the first task of a manager is to find out what motivates his/her employees and make a balance between employee's needs and the offered reward.

The study revealed an average mean of approximately 3.3 for research question one. This means according to the scale presented earlier in the study that, the stakeholders are willing to embrace other societal friendly means of motivation such as that proposed above by van wart. Furthermore, the motivational strategies employed by school principals in Cameroon are in line with those opined by Mbua (2003). He argues that positive leadership behaviour, transformational leadership style and high performance leadership initiatives of school principals are necessary strategies for teachers' motivation. This view is also supported by the transformational leadership theory and high performance theory as outlined by Mortimore (1998) and Sergiovanni (2000). The study revealed that leadership practices by principals in most secondary schools account for better motivation to the teachers according to the scale. Mortimore (1998) argues that the transformational approaches to leadership have been advocated for effective management of the school system. Reasons being that, they inspire teachers to do their best and enunciates meaningful visions for the school. The principal as a leader acts in both formal and informal ways to build teachers commitment in the institution.

Relating transformational approaches to leadership to effective management of the school system above puts the principal in the frontline of the scene with all the power and the necessary tools to carry out his job, this might be true in some schools but the

schools under research in Cameroon do not provide the principals the same atmosphere of work.

The high-performance theory according to Sergiovanni (2000), is focused on de-emphasizing top-down hierarchies and the laying out of tracks that tell people how to do their jobs. According to Sergiovanni (2000, p. 21), decentralization is the key in the high performance theory, where the school leadership empowers teachers and other necessary stakeholders to make their own decisions on how to do things within the school system. Such empowerment strategies act as motivators to not only the teachers but the entire staff and external stake holders.

One of the strategies of teacher motivation which was dropout of this study due to the unreliability of the instrument in relation to this is the financial incentive or reward strategy. This strategy is supported by the expectancy and equity theories.

Besides financial influence on motivation, other societal factors such as, cultural, corruption, nepotism etc. exist in our secondary schools eco system and were left out also. They equally to a more or lesser extend influence teacher motivation although left out of this study due to the scope of study, their potential and actual influence cannot be totally ignored as far as motivation is concerned. . The authors below emphasize on the influence finances has on teacher motivation.

Johnson (1986, p. 24) posits that, the expectancy theory holds that individuals will likely put in more effort in task which there are some expected reward they value such as a bonus or promotion than when there is none. On the other hand, the equity theory is of the opinion that, individuals are displeased if they are not rightly compensated for their effort and achievement. However, it was ascertained during this study that the financial rewards and other job related incentives within the government secondary schools sector is to a greater extent not within the jurisdiction of school principals but directly with the ministry of secondary education. Consequently, this is the likely reason for the unreliability of the section in the questionnaire that addressed this domain.

5.1.2 Research Question 2: How is teacher motivation in the selected secondary schools in Cameroon important in relation to the teaching learning process?

Considering the importance of staff motivation on the teaching-learning process, the study found out that: motivation is significant, if not very important in the teaching-learning process. The teachers agreed that motivational strategies are positively related to the teaching/learning process with an overall mean score rating of 3.572973 on the various items relating to the importance of staff motivation on the teaching learning process.

Some of the motivators that positively influence performance as found out from the study include; the allotment of functions to teachers based on their areas of interest and choices, job security and ample chances for professional growth, appropriate placement of teachers in positions where their individual abilities can be fully utilized, offering of financial incentives to teachers for extra work done, providing assistance and guidance to teachers for the achievement of target goals and objectives and finally Principals' trust in teachers' abilities to achieve the desired goals and objectives of the school. The findings largely or to a greater extent indicate that the motivators that are significant to the teaching learning process are not rewards or incentives (extrinsic motivation) but are related to leadership behavior of the principals and other aspects of an enabling environment. For instance, the constant coaching and guidance of teachers, coupled with the recognition of the good efforts of the teachers by principals through open praises and cheering, strongly influence their commitment to tasks there by improving the teaching-learning process.

As In Research Question 1 above, Leadership practices employed by principals have once again proven to be very significant in motivating teachers. This implies that the principal is one of the most influential motivational factors in secondary schools under the scope of this research. Therefore, the leadership practices employed by various principals in their respective schools determines the motivation transmitted to their

teachers and thus the teaching –learning process. A high mean of approximately 3.6 according the scale of analysis of the study backs the opinion above.

This is in line with Frederick Herzberg’s two factor theory of motivation (Hygiene theory) which argues that; what motivates individuals is not the reward or incentive for work done, but the satisfaction derived from performing the task (Frederick Herzberg and Snyderman, 1959). The findings are also related to the views held by Robert Owen in his theory of motivation. Owen posits that; people are similar to machines and consequently, a machine that is looked after properly, cared for and well maintained, performs effectively, efficiently, reliably and for a longer time. Similarly individuals or employees are likely to be more efficient and effectively if they are well treated and taken care of. By implication, Students and teachers will equally perform effectively better in their various tasks in the school if they are given proper treatment and well taken care of through the provision of the necessary working materials and facilities; and the exercise of collaborative leadership on the part of the principals. The findings can also be associated with the high-performance theory as earlier seen in this chapter which according to Sergiovanni (2000), is focused on de-emphasizing top-down hierarchies and the laying out of tracks that tell people how to do their jobs. Through this, the school leader decentralizes leadership by empowering teachers and other necessary stakeholders to be creative in making their own decisions on how to do things effectively within the school system. Such empowerment strategies do not only act as motivators to teachers but foster the teaching learning-process.

5.1.3 Research Question 3: What are the factors that influence staff motivation in the selected schools?

Finally, on research question three relating to the factors that influence teachers’ motivation in secondary schools, the study ascertained that: the general economic state of the nation, the character of the school administrator, school physical environment, political image of the nation, school location and the financial status of the school; in that

order are the factors that influence staff motivation in secondary schools. This is seen from the agree mean scores of 3 and above on the various factors.

A deep examination of the above factors influencing motivation of teachers in the secondary schools in Fako Division will show that they either fall under extrinsic or intrinsic factors of motivation. This is confirmed by different scholars who argue that motivational influences can be broadly divided in two major types or influential factors of motivation (Anyim et al., 2012, p. 34). These include factors in the external environment – also known as extrinsic motivation, and factors within the individual concern – also known as intrinsic motivation (Ryan & Deci, 2000, p. 54). Reeve (2001, p. 95) supported this view that, there are two types of factors that influence motivation, namely, the extrinsic and the intrinsic motivation. Furthermore, the fact that; “the general economic state of the nation” was earmarked by principals as the first influence of motivation among them tie with the arguments of Taylor and Tashakkori, (1996, p. 77) who believe that the basic motive of man at work is economic, as money is the principal motivation instrument. They posits that, School principals should create special financial incentive measures if they are not directly involve with salaries, or they should lobby for special financial incentives for their staff from the relevant authority. Unfortunately, payment of salaries of teachers in Cameroon government secondary schools is directly under the control of the ministries of secondary education and the ministry of finance. The extra financial engagements of the schools are mostly for the day to day running of the schools and can barely provide extra incentives to teachers.

The influence of other factors apart from the economic, concur with Johnson (1986, p. 60) who argued that while the power of money and material rewards as motivating influences could not be ignored, emphasis should however be shifted from economic man to social man, which is concerned with the effects of group membership and interaction on production, attitudes and job satisfaction. It is the above views that gave rise to the human relation movement which maintained that man does not only work for money, but for other personal and interpersonal considerations, such as personal worth, recognition, friendship, social pressures from group members and level

of job satisfaction. This is supported by Robbins (2003, p. 161) that, beyond economic needs, man has some social-psychological needs that should be satisfied in order to stimulate behavior toward work thereby increasing productivity.

Unlike the first 2 research questions, teachers' motivation is more dependent on the general state of the nation as mentioned above and has a more financial visage than the other cases investigated above. Also it is relevant to mention that most incentives teachers receive for their work or extra does not have much to do with the principal as the state usually handles matters itself.

5.2 Conclusion

This study has successfully examined the motivational strategies used by principals of secondary schools in the Fako Division of Cameroon. After collecting and analyzing data in line with the three research objectives, the researcher found out that; the motivational strategies of principals range from exhibiting positive leadership characteristics, being empathic, supportive and compassionate to the needs and desires of teachers and leading through transformational leadership practices. The study has also established that, use of the above motivational strategies by principals among others has a very significant importance in the teaching-learning process. In other words, there is a positive correlation between motivation and the effectiveness of the teaching learning process. In ascertaining the factors that influence motivation among secondary school teachers in the area under study, school principals acknowledged that extrinsic and intrinsic factors influence motivation in the Division with the extrinsic factor of the "general state of the nation's economy" being the first influence. The study in general shows teachers believe very much in the use of financial or economy rewards in schools as motivational strategies. Unfortunately, financial remuneration in government secondary schools in Cameroon is centralized at the ministries of finance and secondary education, and the little funds raised by schools are used for the day to day running of the school. Thus the principals have no direct control of reasonable funds which they can use to motivate

teachers through increase salaries or the payment of other allowances. Considering that principals of government secondary schools adequately motivate their teachers through different strategies except economic related strategies, and giving that government secondary school teachers are the most paid set of teachers in the country, one can therefore conclude that, it's either the teachers are not satisfied with their present salary or financial motivation or there are other factors causing their laxity towards the teaching job in these schools other than motivation.

5.3 Recommendations and Suggestions for further study

Having concluded the study with the findings clearly revealed, I therefore earmark the following recommendations which if implemented will go a long way in reducing the laxity among government secondary school teachers in Fako Division and their numerous teaching engagements in private schools coupled with their normal teaching schools.

Firstly, government should explore means of upgrading the salary of secondary teachers through the increase of their allowances such as housing or family allowances. This is because; the findings revealed that the economic state of the nation is a very strong influence of teacher motivation. It is common knowledge in Cameroon that since the reduction of teachers' salaries as an austerity measure to reduce the effects of the 1990 global economic crunch, the salaries have never been upgraded again despite the recovery of the nation's economy and increase growth in recent years. Thus these teachers continue to be disgruntled with government for the non-upgrade of their salaries despite the much wastage in government expenditure framework in the country.

Again, even though the principals of Cameroon secondary schools have no direct access to financial remuneration at school, This researcher thinks, in the hierarchical chain in Secondary schools, they are at the peak and so in the better position to let the authorities in charge of finance to know that, financial reward as a motivational strategy is one of the strongest influences of staff motivation in their schools as the findings revealed. It is

hoped that when this is done or seen to be done, Cameroon government secondary schools teachers will stop leaving their schools for private schools to hunt for more and at the end of the day, poor results from government secondary schools.

Furthermore, the findings of this study also revealed that, motivation is significant, if not very important in the teaching-learning process. This researcher therefore thinks that, it is not only the principal who is being involved in the teaching learning process to motivate the staff. The teaching and learning process is being comprised of many stakeholders like teachers, parents, students just to name a few who can also motivate one another so that, there will be a greater output from this process.

After the study, the researcher is suggesting the following as possible areas for further research by future researchers.

This very study can be replicated in another Division in the country or in lay private or confessional schools in the country.

The attitude of government secondary school teachers towards the salary situation in Cameroon.

The influence of motivation on the effectiveness of teacher-trainers in government and private teachers' training colleges in the Fako Division of Cameroon.

The influence of Leadership Behavior in the teaching-learning process in government and confessional secondary schools in Fako Division.

The Comparative Relationship of Principal Leadership and Teacher Morale in government and lay private secondary schools in Fako Division.

5.4 Limitations of the Study

In the course of the study, the researcher encountered a series of challenges which can be said to have affected the findings of the study in one way or the other. Though some of these challenges really hindered the efforts of the researcher, they were not enough to completely alter the course of the study. It is however, important to state these challenges

so that future researchers in related areas and in a similar setting should be aware of them when embarking on such a study.

The first challenge encountered was the unwillingness of some school teachers and principals to welcome the research assistant into their schools who went to collect data on behalf of the researcher. Considering the fact that the study was being carried out by a citizen based out of the country, they made it clear that they were uncertain of the effective use of their opinions that would be analyzed and discussed in a foreigner land. After convincing them about the importance of the study in the country, some of them were ready to respond to the questionnaire.

Also, some of the respondents in some two of the schools were not ready to complete the questionnaires until they were accompanied by a financial motivation. This situation delayed the research assistant in the data collection process. The principals were however able to prevail on some of them to complete the questionnaire, after the principals had been motivated by the research assistant to convince the staff members who were not ready to complete them.

The researcher experienced a serious challenge during the collation and analysis of the data. After entering the data in the Statistical package for social sciences for analysis, there was a breakdown in the computer and the failure of the SPSS, prompting the research to resort to the use of statistical software STATA.

These challenges were necessary because they helped in contributing to the study, by fulfilling the common saying that no piece of research is in its entirety perfect.

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APPENDICES

Appendix 1

Teachers Motivation Questionnaire

Dear Respondent,

I am Acheck Timah Apolline, a Postgraduate student of **Educational leadership** at the University of Jyvaskyla Finland. I'm here to collect data for my M.Ed thesis on the topic: **"Motivational Strategies used by Principals in the Management of Schools: The case of some selected Secondary Schools in the Fako Division of the Southwest Region of Cameroon."** I'll be most grateful if you could spare me a little of your time and respond to this instrument with all objectivity and sincerity. Thank you very much for your understanding.

Please tick (√) in the appropriate column as an indication of the level of agreement or disagreement with the statement in relation to what exist or prevails in your school.

Note: **SA** - Strongly Agree

A - Agree

SD - Strongly Disagree

D - Disagree

MOTIVATION STRATEGIES OF PRINCIPALS				
Motivating through positive leadership Characteristics/ Behaviors	SA	A	SD	D
The principal is always constructive and optimistic in his leadership of the school				
The principal is an innovative person and also encourage teachers to be innovative				
The principal is an appreciative person and often appreciate teachers openly				
The principal is not stiff but flexible in his dealings teachers and students				
The principal is appreciative and guides the teachers to develop a sense of humour				
The principal provides personal loyalty to the teachers				
The principal awards teachers with impressive titles				
The principal does not publicly chides a teacher when he makes mistakes				
The principal is very punctual and also encourages punctuality among teachers				
The principal always expect better performance from the teachers				
Motivating by being Empathetic, Supportive, Caring and just on academic and disciplinary matters	SA	A	SD	D
The principal acknowledges teachers' achievements				
The principal cares for teachers' egos				

The principal is sympathetic and empathetic to his teachers				
The principal encourages hardworking teachers				
The principal gives appropriate workload				
<i>The principal creates professional competition among teachers</i>				
The principal acts like a role model for the teachers				
The principal believes in fair play on all matters				
The principal never compromises on disciplinary issues				
The principal writes annual confidential reports about teachers realistically and timely				
<i>Motivating through fair and prudent financial management, regular payment of salaries and remuneration and the provision of necessary instructional and technological material</i>	SA	A	SD	D
<i>The principal ensures the regular payment of salaries to teachers and other remunerations</i>				
<i>the principal leads and assists his teachers to gain achievable targets</i>				
<i>The principal handles school financial matters prudently and fairly</i>				
<i>The principal regularly provides instructional material and technologies for teachers</i>				
<i>the principal provides extra financial incentives to teachers for extra-work done</i>				
<i>The principal gives appropriate relief time to teachers</i>				
<i>The principal criticizes teachers constructively</i>				

<i>The principal expresses his opinion to teachers in an interactive manner</i>				
<i>The principal applies leave rules equally and fairly.</i>				
<i>The principal develops a habit of self-study among teachers</i>				
Motivating teachers through the leadership style of the principal				
The principal allots duties to his teachers according to their choices and interests				
The principal often delegates responsibility to teachers in the running of the school				
The principal gives verbal and nonverbal recognition to the teachers				
The principal indiscriminately allows teachers to enjoy fringe benefits				
The principal and his team show special interest on staff who have medical challenges				
The principal provides job security to his teachers				
The principal consults his teachers in critical decision making processes in the school				
38. the principal provide ample chances for professional growth of teachers				
The principal is never reluctant to allow teachers freedom of action				
The principal places teachers on jobs in which their individual potentials can be fully utilized				

IMPORTANCE OF TEACHERS MOTIVATION IN RELATION TO TEACHING-LEARNING EFFECTIVENESS				
The allotment of duties to teachers according to their interests and choices enhances their performance and effectiveness in the teaching learning process				
Teachers job security measures by the principal enhances the effectiveness of the teachers in their career				
The provision of ample chances for teachers professional growth helps in boosting the performance and effectiveness of the teachers in their careers				
Self-study for professional growth among teachers improves their effectiveness and performance in the teaching-learning process				
Appropriate placement of teachers in positions where their individual abilities can be fully utilized increases their teaching performance and effectiveness				
Financial incentives to teachers for extra work done motivates them to perform better and more effectively in their various functions				
Assistance and guidance by principals in achieving target goals and objectives augment teachers effectiveness in the education process				
Timely recommendation of teachers for promotion enhances their performance in their teaching functions				
Principals' trust in teachers' abilities to achieve desired goals leads to improve performance and effectiveness among teachers				
Financial incentives to teachers for better performance leads to increase better performance and effectiveness				

Items with *ITALIC* were dropped from the analysis because of their unreliability

Appendix 2

Questionnaires for principal

Dear Respondent,

I am Acheck Timah Apolline, a Postgraduate student of **Educational leadership** at the University of Jyvaskyla Finland. I'm here to collect data for my M.Ed thesis on the topic: **"Motivational Strategies used by Principals in the Management of Schools: The case of some selected Secondary Schools in the Fako Division of the Southwest Region of Cameroon."** I'll be most grateful if you could spare me a little of your time and respond to this instrument with all objectivity and sincerity. Thank you very much for your understanding.

Please tick (√) in the appropriate column as an indication of the level of agreement or disagreement with the statement in relation to what exist or prevails in your school.

Note: **SA** - Strongly Agree

A - Agree

SD - Strongly Disagree

D - Disagree

FACTORS THAT INFLUENCE STAFF MOTIVATION	SA	A	SD	D
The character of the school administrator can positively or negatively influence teacher motivation depending on the direction of such character				
The academic or training qualification of school administration has a direct influence on teacher motivation in secondary schools				
The financial status of the school is a determinant of teacher motivation strategies of in secondary institutions of learning				
The school physical environment especially the infrastructural design and availability are determinants of teachers motivation				
School location is an influence on the motivational strategies of principals in secondary schools				
The political image or state of the nation can be an influence on the motivational strategies of school administrators in secondary schools				
The general economic state of the nation is an influence on principals' motivation strategies in secondary schools				