

# Strategies Adopted by Principals to Motivate Teachers: A Case Study of Secondary Schools in Ekondo Titi Sub Division, In Ndian Division of Cameroon

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**Abstract:** This descriptive survey investigated the strategies used by principals to motivate teachers in Secondary schools in Ekondo Titi Sub Division, Ndian Division of the South West Region of Cameroon. It intended to answer one research question; “What strategies do principals in secondary schools in Ekondo Titi Sub Division use to motivate teachers? Data were collected from 140 teachers and 7 principals through the use of a questionnaire made up of structured items and were analyzed using the statistical package for the Social Sciences (SPSS) version 21. Open-ended items were thematically analyzed. The strategies used by principals to motivate teachers in Secondary schools include issuing certificates of recognition; assigning teachers to represent principals in official meetings; awarding prizes for hard work; recommending teachers for promotion and involving teaching in decision making that affects them. Based on these findings it was recommended as follows: principals need to adopt practices that show they trust teachers, promote greater collaboration between teachers, give timely feedbacks and serve as role models.

**Keywords:** Strategies, Motivation, Principals, Secondary School, Tangible Incentives, Enabling Working Environment, Empowerment, Shared Decisions Making.

## I. INTRODUCTION

Early concerns of achievements of the desired outcomes of schooling, was attributed to home rather than factors within schools. Later Rutter (1979) conducted research which revealed that schools make significant contributions to academic achievements of students. Attributes of effective schools, ethos of a school, norms of collegiality among teachers, strong instructional leadership of principals and an environment that favored teachers to bring out their best efforts were critical to achieving missions allotted to the education sector. A key responsibility of principals is to effectively manage human resources. Motivation of teachers will go a long way to enhance teachers’ moral, commitment and productivity on a sustained basis. Law of Cameroon Education No 98/004 of April 14, 1998 affirms teachers as guarantors of quality education but only those who are adequately motivated are likely to guarantee such.

## Background of the study

Motivation is a complex but important aspect to promote teachers’ effectiveness in the teaching/ learning process. Elton Mayor and his associates closely associated with the human relations movements of organizations conducted researched to bring out the importance of human resources to the productivity and profitability of organizations mostly in the private sector. Today, there is general agreement that employees constitute an organization’s most critical resources. Consequently, there is growing interest in the conditions of service of workers the quality of their work lives in general and their motivation in particular especially in the education sector. Thus, school improvement efforts, quality educational experiences and outcomes to students are unlikely to succeed regardless of their socio-economic background factors in the absence of highly motivated teachers.

Hence the success of the education sector significantly depends on the quality, commitment and performance of people who work there. In Cameroon there is enough evidence relative to the poor working conditions of service of teachers (Draft Report of the Sector Wide Approach of Education, 2006) it can be logically argued that interest in teacher motivation is tied to the importance of the education sector, specifically to the contributions it is expected to make towards the sustainable developments and achievements of goals of the Growth and Employment Strategy Paper (2010-2020) of the Cameroon. It is also based on the logic that principals occupy administrative position which they can use to improve the conditions of services of teachers by creating and sustaining an enabling culture.

During the Sector-wide meetings in 2006, many points were raised with one of them focused on the improvement of efficiency and the preservation of quality in education. Education is recognized by the government of the Republic of Cameroon as a major actor in the promotion of active and responsible citizenship. Some of the country’s missions assigned to secondary education is to train citizens who are rooted in the Cameroon culture, but who are also open to the world and respectable of the general interest and of the

common good, promote science, culture and social progress, develop a sense of creativity, initiative and entrepreneurship and to train and improve managerial staff. The mission to train and improve managerial staff implies teacher's motivation within the Cameroonian context has been a problem thus becoming an issues of concern by clearly articulating it on the mission for secondary education in Cameroon. The working conditions of teachers are poor (the situation is worse in private schools): low salaries, inadequate office space, no libraries worth the name, low status, among others. These conditions hurt the ability of the system to attract and hold intelligent and committed persons in teaching positions. The conditions of service are so de-motivating that many teachers have to adopt coping strategies for survival, amongst them second jobs. In the worst case, many teachers in Cameroon leave teaching in search of greener pastures.

#### *Arguments for Paying Attention to the Motivation of Teachers*

Bhata and Srivastava (2013) affirm that motivation triggers and directs human behavior and how this behavior is preserved to achieve a particular goal. In real life, the motives for many activities are both intrinsic and extrinsic. Young (2001) defines motivation as what drives us to do the things we do and this should be of greater interest to the education sector on which other sectors critically depend. Motivation accounts for the level, direction and persistence of efforts expanded at work. Arguments in support of the need to pay attention to the motivation of teachers can be grouped into five broad categories as follows: academic, social, economic psychological and good governance. Each of these is examined in greater detail below.

##### *a) Academic Arguments*

The effects of motivated teachers on schools, students and society are indirect. The motivation of teachers has been linked to the ability of students to learn and achieve at higher levels. Teachers attitudes, whether good or bad, filters down to learners (Vail, 2005). Motivated teachers are likely to be characterized by positive psychological and social, and academic tendencies. They are more likely to be interested in their own continuous professional development, more likely to work with other teachers, and more likely to believe in their ability to make a positive difference in the lives of all students. When teachers are interested in their own learning, students are also likely to take greater interest in learning.

The academic argument for interest in the motivation of teachers is probably best captured by Sarason (1982) when he asserts that when teachers find teaching interesting, exciting and challenging, they are likely to make students see teaching as interesting, exciting and challenging. Motivated teachers are likely to have a higher sense of efficacy. According to Wheatly (2000), teacher efficacy refers to beliefs about teacher's ability to influence students to achieve at expected and even superior levels. Such teachers see teaching and learning as what Glickman (1985) refers to as "a cause beyond oneself" or the belief that making a positive difference

in the lives of all students is a responsibility that is shared by all the education stakeholders. On the other hand, demotivated teachers may produce de-motivated students with poor results (or school drop outs) who will cause a lot of deviance in the society ([www.boxingscene.com/motivation](http://www.boxingscene.com/motivation)).

##### *b) Economic Argument*

The provision of education can be viewed as an investment. It is an investment in human capital development. Logically, when there is an investment, greater returns are expected. We are more likely to expect and reap higher returns to investments in secondary education when teachers report that they are highly motivated. Motivated teaches are likely to be more effective and efficient. This is very important within the context of our education sector which does not always have adequate resources. Abdo (2001) and other researchers have pointed out that the strength of a nation depends on the high quality, motivation, and commitment of its teachers. Teachers of a secondary school are likely to be more stable when they are motivated. Having a pool of demotivated teachers is not in the academic, social and economic interests of schools. When teachers are motivated they, secondary schools are likely to achieve their objectives (Cottler & Zehn, 2000).

##### *c) Social Argument*

From a social perspective, motivated teachers are likely to share norms and values which are in the best interest of schools, students and the larger society. In addition, the quality of interpersonal relations between teachers and students, and between teachers and other stakeholders is likely to be better. For example, when principals motivate teachers, the interpersonal relationship between them will likely improve. This has the potential to reduce teacher attrition or number of teachers who abandon teaching ([www.boxingscene.com.motivation](http://www.boxingscene.com.motivation)). Motivated teachers are more likely to work with other members of the community. When the society is motivated by the activities of a school, they will share the vision of the school and will be more supportive of the school's activities such as attending meetings and other school events.

##### *d) Psychological Argument*

From a psychological point of view, motivation is related to the physical and mental health of teachers. Teachers who are not adequately motivated are more likely to experience greater levels of stress and poor health than their counterparts with more positive perceptions of job satisfaction. A motivated teacher is more likely to enjoy a harmonious lifestyle with his/her colleagues. S/he may even stay motivated in the face of challenges and negative people, setbacks and unsupported colleagues. This is in line with Vroom's Expectancy Theory which states that employees may persist in the face of challenges or obstacles if the desired out comes or rewards are highly valued. ([www.fobes.com/sites/gleenllopsi2012](http://www.fobes.com/sites/gleenllopsi2012)).

### *e) Good Governance Argument*

Good governance is characterized by norms such as accountability, transparency, participatory decision making, effectiveness and efficiency, equity, among others. These norms are critical to the effectiveness and efficiency of organizations in general and the education sector in particular. When teachers perceive that they are adequately motivated, they are more likely to work individually and collectively to ensure that schools practice good governance. However, teachers need to be highly motivated since they are the pivot in schools. No matter how excellent education may be, unless teachers are motivated they will not apply themselves diligently to teach, learners will not be motivated to learn and schools will not be effective.

### *Reasons why Principals may not be adequately Motivating Teachers*

Motivating teachers is one of the responsibilities of all individuals in a supervisory role. The causes of motivational behavioral problems are familiar. They evolve over time. Meanwhile, while some principals do not have problems carrying on with the exercise others may be finding it difficult to adequately motivate their teachers due to reasons like the following:

The fact that principals are not trained before appointment may create a vacuum for lack of knowledge on how to motivate teachers working with them. They are aware that the teachers earn salaries (more than some principals) and may not see the need for any extra motivation. The poor working conditions of teachers is general as stated in the Draft Document of the Sector-wide Approach to Education (2006) also have negative effects on the roles of principals. According to Titanji (1994) teachers in Cameroon don't have job satisfaction for they no longer experience work with enthusiasm, sense of mission and challenges as before. Since principals are not adequately motivated it is likely that they too may not be able to adequately motivate their teachers.

Principals may be dissatisfied with efforts put forth by teachers at the workplace i.e. some teachers exhibit deviance so much so that the principals are unable to match the job done to the teacher's ability and experience, the teacher's pay and many other factors. From observation, when the teachers do not encourage principals to appreciate them positively, they will not be inspired to motivate teachers adequately. Too much work may cause principals not to adequately motivate their teachers. The principals may feel overloaded (such as in lay private secondary schools) where the principal may act as bursar, discipline master, etc. with chunks of work to perform so much so that it can make him/her not to notice efforts of teachers to (timely) adequately motivate them (eye witness report). If teachers are motivated adequately, they will be inspired to bring out the best in them; the secret behind successes, excellent academic records and good citizens of a country would be realized.

## II. STATEMENT OF THE PROBLEM

The government of Cameroon recognizes teachers as the guarantors of the quality of education. While it can be argued that alone teachers cannot guarantee the quality of education, they are still critical to school improvement efforts. The Draft Document of the Sector-wide Approach to Education (2006) presents needed reform directions for the education sector. To successfully implement envisaged reforms requires, among other things, highly motivated and committed teachers. Judged by the numerous problems of the secondary education sub-sector, one is tempted to assume that teachers are not likely to be highly motivated. The motivation of teachers is a shared responsibility of employers and other education stakeholders. Secondary school principals occupy critical positions that they can be used to motivate teachers and increase the potential for the achievement of the objectives of secondary education. The contributions of principals towards teacher motivation are well documented in the literature. However, little is known about strategies principals used in the Republic of Cameroon in general and Ekondo Titi in particular to motivate teachers. A lot of research has been conducted on this subject in other parts of the world but there are very few studies in Cameroon. This constitutes a problem because teachers' conditions of service are critical to school improvement efforts.

### *Purpose of the Study*

The purpose of the study is to investigate the strategies adopted by principals to motivate teachers in secondary schools in Ekondo Titi Sub-Division.

### *Research Question*

This study is aimed at answering one research question: "What are the strategies used by principals in Ekondo Titi Sub Division to motivate teachers in secondary schools?"

## III. METHODOLOGY

### *Research Design*

This researcher adopted a descriptive survey research design. According to Inyang (2011), the survey design is a research method that is used to collect data about an issue over a large area, community or a population within a short time using a questionnaire, direct observation or structured interview or a combination of all of them.

### *Area of Study*

This study was carried out in Ekondo Titi Sub Division, one of the sub-divisions of Ndian Division, in the South West Region of Cameroon.

### *Population of the Study*

The target population was 10 principals and 221 teachers of 6 public, 3 Lay private and 1 (the lone) confessional secondary grammar school in Ekondo Titi Sub-Division. The researcher's choice of teachers was because they were better

placed to evaluate the principals’ motivational strategies as it was not quite proper to allow only the principals to evaluate themselves. Principals were also asked questions on the motivational strategies they employ to encourage their teachers. Teachers and principals were sampled from all the three types of schools, namely, public, denominational and lay private.

*Sample and Sampling Procedure*

The sample size of the study consisted of 140 teachers and 10 principals sampled using the simple random and purposive sampling techniques.

*Instrumentation*

Questionnaire and interview guide were the instruments adopted for the study. The questionnaire was designed for teachers and it consisted of 32 closed ended questions measured using a four point Likert Scale response options anchored as follows: “Strongly Disagree (SD); Agree (A); Disagree (D) and Strongly Agree (SA)”. The questionnaire also consisted of few opened ended questions to give respondents the opportunity to present ideas that were not initially captured by the close-ended questions

*Reliability of the Instrument*

To test for reliability, a pilot study was carried out in one of the secondary schools in Ekondo Titi Sub-division that was not sampled for the study. To this end, the reliability analysis for this study was performed using the Cronbach’s alpha coefficient to measure the internal consistency of the respondents’ responses which stood at 0.907.

*Data Collection Technique*

The data required for the study was collected personally by the researcher by having a face-to- face contact with the respondents.

*Procedure for Data Analysis*

The quantitative data collected using a questionnaire for teachers was analysed using SPSS version 21 by using frequency count, percentages, mean and standard deviation while qualitative data collected using interview guide for principals were analysed thematically.

Table 1: Demographic information for Teachers

Variable	Frequency	Percentage (%)
Gender		
Male	97	69.3
Female	43	30.7
Total	140	100
Age Group		
20-29 years	64	45.7
30-39 years	58	41.4
40-49	13	9.3

50 years and above	5	3.6
Total	140	100
Longevity in service		
Less than 5 years	83	59.3
5 to 10 years	38	27.1
11 to 20 years	14	10.0
21 years and above	5	2.6
Total	140	100

There were more males than females in the study. For every 10 participants, about 7 were males (specifically 69.3%). Most participants fell within the 20-29 age groups (about 50%). As far as longevity in service is concerned, about 60% of the teachers have spent less than 5 years in service. This reveals a young teaching force.

Table 2: Demographic information for Principals

Variable	Frequency	Percentage (%)
Gender		
Male	6	85.7
Female	1	14.3
Total	7	100
Age group		
30-39 years	2	28.6
40-49 years	4	57.1
50 years and above	1	14.3
Total	7	100
Longevity in Service		
Less than 5 years	3	42.8
5-10years	3	42.8
11 years and above	1	14.4
Total	7	100

There were more males than females that is, there were 6 males out of the 7 principals. Only 1 of them was above 50 years of age and only 1 had been in service for more than 11 years.

IV. FINDINGS

*Research Question: What are the various stages used by Principals to Motivate Teachers of Secondary Schools in Ekondo Titi Division?*

*Tangible Incentives*

Table 3: Principals Motivating Teachers Through the Use of Incentives.

Test items	Strongly agree/ Agree	Strongly disagree/ Disagree	Mean	SD
Praising them for behaving in desired ways	91% (128)	9% (12)	1.77	0.703

Acknowledging their contributions to the smooth running of the school	90.7% (117)	9.3% (13)	1.80	.659
Recommending them for promotion	62.9% (88)	37.1% (52)	2.29	.977
Awarding prizes for hard work	53.6% (75)	46.4% (65)	2.48	.971
Issuing certificates of recognition	33.6% (47)	66.4% (93)	2.86	1.015

The most widely used tangible incentives used by principals in motivating teachers were praising them for behaving in desired ways as agreed by 91% (128) of teachers followed by acknowledgment their contribution 90.7% (177) and recommending them for promotion 62.9%.

*Creating an Enabling Working Environment*

Table 4: Motivation of Teachers by Enabling Working Environment

Test items	Strongly agree/Agree	Strongly disagree/Disagree	Mean	SD
Ensuring that they can visit his/her office when they have things to discuss	97.1%(136)	2.9%(4)	1.55	.554
Ensuring order and safety in the school environment	94.3% (132)	5.7% (8)	1.57	.669
Being friendly and approachable	93.6%(131)	6.4%(9 )	1.60	.655
Defending teachers from public assaults	92.1% (129)	7.9% (11)	1.76	.695
Trusting and respecting teachers	90.8% ( 127)	9.2%(13)	1.74	.685
Promoting positive community – school relationship	90.7%(127)	9.3%(13)	1.81	.677
Encouraging self-expression in teachers	89.3%(125)	10.7%(15)	1.85	.634
Asking teachers to help each other	88.6%(124)	11.4%(16)	1.83	.678
Not only seeing the bad things done by teachers but also the good ones they do	85.0%(119)	15.0%(21)	1.96	.698
Entrusting teachers with task that reflect their ability.	82.9%(116)	17.1%(24)	1.93	.765
Doing things that show that he/she trusts them	79.3%(111)	20.7%(29)	2.06	.681
Doing what he/she preaches	74.3%(104)	25.7%(36)	1.97	.848
Being empathetic when drawing up time tables	71.4%(100)	28.6%(40)	2.13	.812

Creating an enabling working environment by ensuring that teachers can visit the principal in the office when they have things to discuss was the most widely used motivational strategy used by principals in motivating teachers as agreed by 97.1% (136) of the teachers, followed by ensuring order and safety in the school environment 94.3% (132), being friendly and approachable 93.6% (131), defending teachers from

public assaults 92.6% (129), trusting and respecting teachers 90.8% (127) and by promoting positive community–school relationship 90.7% (127).

*Empowerment*

Table 5: Teachers Acknowledge Empowerment as a Motivational Strategy used by Principals

Test items	Strongly agree/Agree	Strongly disagree/Disagree	Mean	SD
Ensuring that they have basic resources to do their work	91.4%(128)	8.6% (12)	1.80	.670
Encouraging teachers to work in group	85.0%(119)	15.0%(21 )	1.93	.696
Organizing social events to enable teachers socialize with each other	83.6%(117)	16.4%(23 )	1.83	.921
Giving timely feedback after supervising teaching	83.6%(117)	16.4%(23 )	1.98	.704
Being a role model	81.4% (114)	18.6%(26 )	1.84	.862
Assigning teachers to represent him in official meetings	45.0% (63)	55.0%(77 )	2.65	1.112

Empowering teachers by ensuring that they have basic resources to do their work was the most extensively used strategy used by principals in motivating teachers as agreed by 91.4% (128) of the teachers, followed by encouraging teachers to work in group 85.0% (119), and by organizing social events to enable teachers socialize with each other and giving timely feedback after supervising teaching as agreed by 83.6% (117).

*Shared Decision Making*

Table 6: Shared Decision Making as a Strategy for Motivating Teachers

Test items	Strongly agree/Agree	Strongly disagree/Disagree	Mean	SD
Involving teachers in decision making on students’ discipline	93.6% (131)	6.4% (9)	1.70	.631
Involving them to determine goals and objectives for various activities	90.7% (127)	9.3%(13)	1.85	.587
Involving teachers in decision making	85.0% (119)	15.0% (21)	1.94	.841
Trying new ideas with colleagues	80.0% (112)	20.0%(28 )	1.98	.772
Involving teachers in decision making that affect them.	73.6% (103)	26.4%(37 )	2.14	.883

As far as motivating teachers by encouraging shared decision making, involving teachers in decision making on students’ discipline was the most highlighted strategy used by principals in motivating teachers agreed by 93.6% (131) of them, followed by involving teacher to determine goals and objectives for various activities in schools 90.7% (127) and by involving them into decision making of the school as agreed by 85.0% (119).

However, most of the items have means below the cutoff point of 2.5 on a scale of 1-4. This suggest that principals are adequately motivating teachers by using the above ways shortlisted under the four main themes. Two items that is issuing certificate of recognition and awarding prizes of hard work are not adequately used by principals in motivating teachers as tangible incentives with just 33.6% (47) and 53.6% (75) out of 140 respectively strongly agreed and agreed that they are motivated through such medium. The mean for issuing certificate of recognition was 2.86, far above the cutoff point of 2.5 with awarding prizes for hard work scoring a mean of 2.48 very close to the cutoff point of 2.5. Assigning teachers to represent principals in official meetings is also not adequately used by principals to motivate teachers with only 45%(63) out of 140 teachers strongly agreed and agreed with the usage of this strategy with a mean of 2.65 above the cutoff point of 2.5 in secondary schools in Ekondo Titi sub-division.

*Teachers’ Acknowledgement of Additional Motivational Strategies Adopted by Principals*

In addition to structural items, a question was asked if principals used additional motivational strategies to motivate teachers aside those shortlisted on the questionnaire.

Table 7: Teachers’ Acknowledgement of Additional Motivational Strategies used by Principals in motivating them

Response option	Frequency	Percentage (%)
Yes	50	35.7
No	90	64.3
Total	140	100.0

Majority of the teachers 90 out of 140 (64.3%), reported that principals do not use other strategies in motivating them.

Table 8: Principals’ Reasons for Motivating Teachers

Themes	Quotations
To improve teachers’ effectiveness	“To improve teaching” “To make them work better and be more effective” “I motivate my teachers so that they could work better” “To encourage them to improve on their performance and output”
To arose teachers interest	“They should put more interest in their job “So that the teachers will be happy and value their job”.
To improve management of staff	“I motivate my teachers so that I can better manage them”
To promote duty consciousness	“To encourage assiduity and punctuality” “To promote completion of syllabuses”.
To strengthened relationship	“To strengthened our relationship at work”.

All the 7 principals who responded acknowledged that they do motivate their teachers in Secondary Schools in Ekondo Titi Sub Division and gave reasons for doing so were to sustain teachers interest in their job, improve on school effectiveness and management of staff, to promote duty consciousness

among teachers and to strengthened relationship at work among teachers and between teachers and principal. It should be noted that principals were making efforts using some official actions and personal initiative to motivate teachers even though there maybe limitations in finances and other material resources.

V. DISCUSSION OF FINDINGS

*Motivating Teachers through Creating an Enabling Working Environment*

Results from the findings revealed that the most dominant strategies of all those used by principals to motivate teachers under the above theme is that of “Being empathetic when drawing up time tables.” According to Lamy (2009) time tabling is the basic axle around which a school turns, for it gives the sense of order and succession of the school activities. Principals may not be able to satisfy all teachers as far as drawing up time tables is concerned following the Ministerial Text. Doing things that show principal trust teachers have a mean of 2.06. This implies that principals may not be adequately meeting the psychological needs of safety, security and social needs of teachers i.e. protection from threats, freedom from fear, love, belonging, receiving and giving friendship, etc. For example, to confirm the above allegation other items connected with trust in the questionnaire such as “Trusting and respecting teachers” has a mean of 1.74 and “Being friendly and approachable” has a mean of 1.60. (all below 2.5), implying that it does not tie with the ideas of Maslow in his theory of Hierarchy of Needs. Nyameh *et al.*, (2013) also affirm that trust is reciprocal and to establish effective relationship or collaborative work-force one (principals) need to give and receive love (from teachers) in order to overwhelm the feelings of isolation and job dissatisfaction.

Furthermore, encouraging self-expression amongst teachers was found to have a mean of 1.85 which is an indication that principals are inadequately using the said strategy to motivate teachers. According to Fonkeng and Tamajong (2003), self-expression deletes misleading assumptions, bridges the gaps between people and promotes a steady supply of information about alternatives and their possible effects. If principals adequately motivate their teachers by encouraging them to express themselves, it may help clear distorted information in the school milieu for a better climate to exist. Not only seeing the bad things done by teachers but also the good ones was another motivational strategy that teachers perceived principals are inadequately using it with a mean of 1.60.

“Doing what he/she preaches,” was another strategy that seemed to be inadequately used by principals to motivate teachers in secondary schools in Ekondo Titi Sub Division. It had a mean of 1.97. Looking at the demographic data responses for principals majority of them are less than 50 years old. Moreover, only one out of the 7 has served in that capacity for more than 11years. Furthermore, these principals may not have undergone special trainings before their

appointments. When principals do not do what they preach teachers will regard them as phonies.

“Entrusting teachers with tasks that reflect their ability” had a mean of 1.93. This implies that principals assigned tasks to teachers without taking into consideration, their capabilities. Such practices negatively affect teachers’ motivation. Asking teachers to help each other was another motivational strategy that was perceived by teachers to be inadequately used by principals with a mean of 1.83. Vrooms (1998) in his Expectant Theory also affirm that, the competences teachers bring to their work places are not the only determinant of their motivation; situational variables are involved. Teachers have the positive attitude towards their work and the level of satisfaction increases with work security and seniority. When teachers are isolated from each other they cannot take advantage of the support their colleagues can offer (Titanji, 1994).

Promoting positive community-school relationship was another strategy not adequately used by principals in motivating teachers. According to Titanji (1994), teachers in rural areas enjoy closer relationship with parents (community members) more than those of the urban areas leading to more support and job satisfaction. Therefore, motivating teachers by promoting a positive community-school relationship is of great importance.

Ensuring order and safety in the school environment scored a mean of 1.57. It implies that principals are inadequately using the strategy for motivation of teachers which is not in line with Maslow’s idea of providing security and safety needs. Bad working conditions have adverse effects on teachers’ performance and behavior (Ofeogbu, 2004). Ensuring teachers visit the principal office when they have things to discuss had a mean of 1.55. This was perceived to be the least of all the teacher motivational strategies used by principals.

All in all, creating an enabling working environment for teachers by principals increase teachers’ enthusiasm, gives them a sense of belonging, sustains productive teaching behavior, increases team work and teachers self-esteem. Ofeogbu, (2004) affirms that motivated teachers will always find better ways of doing their job and are seriously concerned about effectiveness.

#### *Motivating Teachers through Tangible Incentives*

From the findings it was observed that principals are using tangible incentives to motivate teachers. The most widely used of them as perceived by the teachers was “Issuing certificates of recognition” with a mean of 2.86. The adequate use of this strategy by principals may be due to awareness of its value and the availability of modern technological facilities that facilitates its production. According to Owens (1995) teachers are motivated when they are given the opportunity to attain the feeling of professional self-worth, respect, competence and a sense of accomplishment.

However, praising teachers when they behave in desired ways was another strategy used by principals for motivation of teachers although not adequately with a mean of 2.48. Acknowledging teacher’s contributions to the smooth running of the school and recommending them for promotion were other strategies not adequately used by principals with a mean of 1.80. Vroom (1964) affirms that teachers evaluate the value of rewards, the efforts that will achieve them and the performance required.

#### *Motivating Teachers through Empowerment*

With reference to this category of motivational strategy, findings revealed that principals motivate teachers by assigning them to represent him/her in official meetings. The use of this strategy dominated all others under the theme on empowerment with a mean of 2.65. This implies that principals are encouraging employee growth. According to Fonkeng and Tamajong (2013) assigning teachers gives principals the opportunity to know their attitudes towards work. Ensuring that teachers have basic resources to do their work was also used to motivate them. Principals are aware of how timely provision of basic teaching materials can motivate teachers and facilitate the teaching/learning process. While principals are doing what they could to make ends meet on this aspect, teachers are of the opinion that much still has to be done. Mbatha (2004) emphasizes that inadequate supplies of basic resources contribute to frustration for both teachers and learners and impede progress towards instructional objectives.

However, encouraging teachers working in groups was perceived not to be adequately used given that it had a mean of 1.93 below the cut-off point of 2.5. To elucidate, organizing social events amongst teachers was not adequately used by principals in motivating teachers (mean 1.83). Healthy relationships between teachers and principals are critical to school improvement efforts and principals are aware of this (Titanji, 1994). Giving timely feedbacks after supervising teaching and role modeling by principals were not adequately used (mean less than 2.5). To improve on instructions in school principals need to increase motivation of teachers by giving timely feedbacks after supervision. This creates open relationship, trust, and rapport to foster teachers’ growth and effectiveness (Glickman 2001). Teachers in turn will know their errors and seek for improvement to achieve their intended goals. Nonetheless, principals are advised to increase efforts in empowering teachers in order to achieve institutional goals.

#### *Motivating Teachers through Shared Decision Making*

From the findings it was revealed that majority of the teachers agreed that principals are inadequately motivating them as far as shared decision making in general was concerned. For example, the strategy of involving teachers in making decisions (mean =1.94), involving teachers in making decisions on students’ discipline (mean =1.70), involving teachers to determine goals and objectives for various activities (mean =1.85), trying new ideas with colleagues

(mean =1.98), involving teachers in decision making that affects them (mean = 2.14) were not adequately used by principals in motivating their teachers. According to Fonkeng and Tamajong (2003) decision making involves possessing the relevant information before reaching a decision. Thus, principals may not have to involve teachers in taking every decision they make in a school. They can involve teachers when necessary. Irrespective of the nature of decision to be made, teachers have to be clearly inform on it nature. This is so because Titanji (1994) stated that unmotivated teachers can adopt deviant behavior that can affect the climate/culture of the school.

#### *Principals Perspectives use of Motivational Strategies on Teachers*

All the 7 principals who responded to the questionnaire acknowledged that they do motivate their teachers (i.e. scoring 100 %). They said that they praised the teachers, advised them, celebrate events and even give them financial assistance etc. Principals also gave reasons for motivating their teachers which were to improve teachers' effectiveness. This is important in that Anderson and Kaprianou (1994) pointed out that for teachers to make school effective they will always find better ways of doing their job. Another reason for principal motivating their teachers was to sustain their interests in the job. Researchers like Bhata and Srivastava (2013) affirm that motivation triggers and directs human behavior and how this behavior is preserved to achieve a particular goal.

Strengthening of relationship amongst teachers and principals and to ensure effective staff management were other reasons the principals gave for motivating their teachers. Vroom (1998) states that motivated teachers may persists in the face of challenges or obstacles if the desired outcomes or rewards are highly valued.

### VI. CONCLUSION

Giving the fact that principals are applying some official actions and have adopted several personal initiatives for motivation of teachers, the teachers too have acknowledged the efforts of principals. Teachers wish to be more dedicated and effective in their job despite their conditions of service in the area of study but receiving the level of motivation as they should, would therefore be of a greater advantage to the teacher, the school and principal, students, the community the stakeholders and the entire nation. Principals should motivate teachers by caring and not by scaring; for it is important to retain professional interest than possessing it.

### VII. RECOMMENDATIONS

Teachers in Cameroon are considered the guarantors of quality education to the society through the students they teach. The nation counts on their contributions for its emergence by 2035. Several implications aimed at gaining the utmost cooperation of motivated teachers through their principals emerge from this study. Based on the findings the

following recommendations are made to the government, principals and teachers.

#### *(a) The Government*

- Ensure that they improve on the condition of service of principals/teachers serving in Ekondo Titi Sub Division as was done to their colleagues in neighboring Bakassi Zone.
- Include risk allowances to teachers to encourage effective presence and work because of the terrible road network in Ekondo Titi Sub Division.
- Increase the budgetary allocation for the secondary education sector so that principals can increase avenues to tap material rewards to use for motivating teachers especially in rural areas in the South West Region.
- Include program on “Leadership in Secondary Schools and Motivation” in the various teacher training institutions so that teachers should have some training before being appointed as principals.
- Create central schools in Ekondo Titi Sub Division and equip them with modern learning/teaching facilities so that those further inland can serve as feeder schools to them. This will help reduce principal/teacher workload. It will also reduce waste of government material resources (such as empty classrooms) and many more where the population is few.

#### *(b) Principals*

- The principal should increase and diversify their motivational strategies as much as possible to encourage effectiveness in their schools.
- React promptly when neophytes complain of not being adequately motivated in the schools in Ekondo Titi Sub Division so that they can stay longer there.
- Encourage peer-coaching in schools for it is a more valuable motivational strategy to veteran teachers. This will help teachers share opportunities from seminars, workshops and personal experiences gained in the field.

#### *(c) Teachers*

To appreciate efforts made by principals to motivate them no matter how small and contribute ideas to promote effectiveness in schools.

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