STRATEGIES TO ENHANCE TEACHER MOTIVATION IN SATELLITE SECONDARY SCHOOLS IN THE RESETTLEMENT AREAS OF MATABELELAND NORTH PROVINCE

BY

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THESIS SUBMITTED TO THE ZIMBABWE OPEN UNIVERSITY IN FULFILMENT OF THE REQUIREMENTS FOR DOCTOR OF PHILOSOPHY IN HUMAN RESOURCES MANAGEMENT

SUPERVISOR: PROFESSOR. O. MAFA

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ABSTRACT

The main purpose of this study was to determine strategies to improve satellite school teachers’ performance and their job satisfaction in the resettlement areas of Matabeleland North Province. The study was guided by the following three objectives: To determine factors affecting motivation among teachers in secondary satellite schools in Matabeleland North Province; To establish the effects of teacher motivation on job satisfaction and performance among teachers at secondary satellite schools in Matabeleland North resettlement; To identify motivation strategies, that can be employed to enhance teachers’ job satisfaction and performance in secondary satellite schools in the resettlement areas of Matabeleland North Province. A multiple case study Method was used in the study. A sample of 22 participants was selected carefully from the target population using a homogenous, purposive sampling method. The 22 participants comprised 15 teachers (5 per school) who took part in Focus Group Discussions (FGDs). Interviews included 2 Teachers in Charge (TICs), 3 District Education Officers and 2 teachers’ representatives (one from PTUZ and the other one from ZIMTA). Three FDGs of five participants per group and seven interviews with the Teachers in Charge of the schools were conducted. The D.E.Os, as well as teachers' representatives were among the interviewed participants. When I was analysing the data, I read repeatedly the transcripts. Preliminary themes were then identified, and classified the quotations according to themes. The quotations were then discussed making an analytic comparison to arrive at an interpretation and conclusion. The major findings were: Lack of appropriate teachers’ accommodation; lack of staff rooms and classrooms; economic factors; lack of teaching and learning resources; unfair treatment by mother schools; Health and safety; transport infrastructure; water and sanitation; availability of shops and police stations; calibre of pupils, social factor, government policies and work overload. Major conclusions were: the government should directly allocate resources to satellite schools without allocating via the mother schools; satellite school teachers deserved economic incentives due to the hardships they were experiencing. Major recommendations were that: the Ministry of Primary and Secondary Education should provide resources direct to these satellite schools rather than allocating indirectly through the mother schools; the communities should find means of developing their satellite schools and not wait up to the government. The study is summarised by a 7 points teachers' motivation model which suggests that teachers' job satisfaction and performance in satellite schools could be attained if the following motivational factors are observed: accommodation; teaching and learning resources; remuneration; social factors as well as health and safety. The main recommendation was that the responsible Ministry should adequately motivate satellite school teachers so as to enhance their job satisfaction and performance.
ACKNOWLEDGEMENTS

Special thanks go to my supervisor Professor Onias Mafa for his constructive comments during the study. I would also want to acknowledge the following: Mbekezeli Dube, Ms Mangena the Chamber Secretary of Victoria Falls Municipality, Mr. Roland Sibanda, Matilda Msimanga the Heads of Mosi Oa Tunya High School, Mrs. Cynthia Khumalo the Head of Chinotimba Primary in Victoria Falls, DR Finity, Tariro Msekiwa, Rudo Shoko, Irene Mwanza, Sduduzile Maphosa, Zanele Dube, Mheli Moyo, Sbonokuhle Dube, Thulani Siziba, Sipho and Ebyfania Ncube, Janet Msweli, Anele Moyo, Paidashe Shava, Moment Bhebhe, Danisa Mkhwananzi for their support through proof reading and editing the thesis.

I want to express gratitude to the Apostles Mr and Mrs Madindi as well as the Bishop Mr and Mrs Moyo of Victory Life Tabernacle, Pastor Ndlovu of Abundant Life Centre in Victoria Falls, for spiritual support.

Again, I want to appreciate my uncle Chief Shana and the Mkhosana families of Jambezi in Hwange District, relatives, friends and colleagues at Mosi Oa Tunya for providing invaluable advice, assistance and guidance throughout this study.
DEDICATION

I dedicate this study to Ceasar Moyo and daughter Monalisa Mafuka for the unwavering support and love during my study.
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CHAPTER 1

INTRODUCTION

1.1 Introduction

Upon attaining independence in Zimbabwe, there has been an expansion in the education sector as indicated by various scholars. The mass expansion in the Education sector was a result of the Fast Track land Reform which causes the establishments of satellite schools in resettlement areas. According to The Ministry of Primary and Secondary Education (2013), in Matabeleland North Province, where this research was carried out, 13 such schools were established. These schools are characterised by poor infrastructure and unwelcoming conditions of service. Therefore, these satellite schools are being shunned by teachers because of the nonconductive environment resulting poor pupils’ performance. The study is aimed at investigating and analysing the challenges brought about by motivation and recommend strategies to enhance motivation among teachers in the satellite secondary schools in the resettlement areas of Matabeleland North Province in Zimbabwe. This chapter also outlines the statement of the problem, objectives of the study, research questions, significance of the study, hypothesis, assumptions, scope of the study, the definition of terms and summary.

1.2 Background to the study

In 1979, there were 2 401 primary schools in the country, by 1991, the number had almost doubled to 4 549 (Zvobgo, 1997). In terms of enrollment, in 1980, the total primary school enrolment was 1 235 994 but it rose by 86% to 2 294 934 in 1991 (Mumbengegwi, 1995). The
number of secondary schools increased from 177 in 1979 to 694 in 1981, an increase of 292.10% in three years (GoZ 2013). In 1985, there were 1,215 secondary schools, and by 1990 the number had risen to 1,512 and 1,531 by 1997. The enrolments in both primary and secondary schools rose from 1 235 994 in 1980 to 3,956,131 in 2012 (GoZ, 2013). To further improve access to education, the Government of Zimbabwe (GoZ) revised and amended the Education Act in 2006 and adopted policies and procedures to improve the availability of education (GoZ, 2013).

In 2010 the number increased to 1825 and in 2012 there were a total of 2312 secondary schools. The ZIMSTAT (2013) also reports that there has been an increase in the number of schools from 1980 to 2006. However the report further reveals that there was a decline in 2009 as some satellite schools closed down due to the Fast Track Land Reform exercise. The period between 2006 and 2012 the number of schools increased from 1644 to 2312 secondary schools. During this period the enrolment increased from 861 343 to 936734 for secondary schools. A level enrolment was at 65177 inclusive of 200 from the satellite school. Whilst efforts by the government to enhance access to education are welcome, there is, however, need to ensure that strategies to ensure that teachers are motivated and are satisfied with their jobs. This is critical to ensure that teachers are performing well and are delivering effective service to their students.

1.2.1 Distribution of Satellite Schools in Zimbabwe.

With the Fast Track Land Reform Programme (FTLRP), about 2000 primary and secondary satellite schools were established in resettlement areas. The FTLRP compelled the Ministry of
Primary and Secondary Education to set up numerous primary and secondary satellite schools in the new resettlement areas, as shown in Table 1.1

Table 1.1: Distribution of Satellite Schools in Zimbabwe in 2013

<table>
<thead>
<tr>
<th>Province</th>
<th>Primary schools</th>
<th>Satellite Primary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mashonaland West</td>
<td>660</td>
<td>172</td>
</tr>
<tr>
<td>Masvingo</td>
<td>845</td>
<td>159</td>
</tr>
<tr>
<td>Mashonaland Central</td>
<td>460</td>
<td>86</td>
</tr>
<tr>
<td>Matabeleland South</td>
<td>496</td>
<td>54</td>
</tr>
<tr>
<td>Midlands</td>
<td>831</td>
<td>85</td>
</tr>
<tr>
<td>Matabeleland North</td>
<td>497</td>
<td>45</td>
</tr>
<tr>
<td>Mashonaland East</td>
<td>721</td>
<td>65</td>
</tr>
<tr>
<td>Manicaland</td>
<td>811</td>
<td>34</td>
</tr>
<tr>
<td>Bulawayo</td>
<td>127</td>
<td>1</td>
</tr>
<tr>
<td>Harare</td>
<td>208</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>5656</strong></td>
<td><strong>701</strong></td>
</tr>
</tbody>
</table>

*Source: Ministry of Primary and Secondary Education (2013)*

The table depicts the distribution of satellite primary schools nationwide. It indicates the total number of schools per province as of 2012 with Mashonaland west having the highest number. These schools in resettlement areas were unregistered and attached to established and registered parent schools (Hlupo and Tsikira, 2012). This effectively means that satellite schools do not have a legal standing, hence no specific budgetary allocation and no school heads (Hlupo and
Tsikira, 2012). Yet with time, Ministry authorities realised the need for developing these satellite schools and also put in place substantive administration. The Ministry of Primary and Secondary Education appointed a Teacher in Charge (TIC) for each of these schools for effective administration (Hlupo and Tsikira 2012).

1.2.2 Distribution of Satellite Secondary Schools in Matabeleland North Province

According to the Ministry of Primary and Secondary Education (2013), in Matabeleland North, there are 13 secondary satellite schools. The province has seven districts and some districts do not have satellite secondary schools. Districts without satellite secondary schools include Lupane District, Nkayi District, Binga District, and Tsholotsho District.
Table 1.2: The Distribution of Satellite Secondary Schools in Matabeleland North in 2014

<table>
<thead>
<tr>
<th>District</th>
<th>No of Schools</th>
<th>School</th>
<th>Enrolment of Boys</th>
<th>Enrolment of Girls</th>
<th>Male teachers</th>
<th>Female teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bubi</td>
<td>1</td>
<td>Alfa Alfa</td>
<td>41</td>
<td>38</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Bambanani</td>
<td>65</td>
<td>76</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Battle Field</td>
<td>31</td>
<td>39</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Dabengwa</td>
<td>42</td>
<td>85</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Emhlabathini</td>
<td>50</td>
<td>41</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Esiphiken</td>
<td>48</td>
<td>35</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Lukala</td>
<td>44</td>
<td>66</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Makhosini</td>
<td>55</td>
<td>78</td>
<td>1</td>
<td>6</td>
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<tr>
<td></td>
<td>9</td>
<td>Mbembesi</td>
<td>47</td>
<td>66</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Hwange</td>
<td>10</td>
<td>Matetsi</td>
<td>63</td>
<td>38</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Umguza</td>
<td>11</td>
<td>Mahlotova</td>
<td>163</td>
<td>175</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Makhabisa</td>
<td>77</td>
<td>89</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Munondu</td>
<td>40</td>
<td>51</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td>766</td>
<td>877</td>
<td>37</td>
<td>43</td>
</tr>
</tbody>
</table>

*Source: The Ministry of Primary and Secondary Education circular (2012)*
Table 1.2 shows the distribution of secondary satellite schools, girls and boys enrollment as well as teachers’ distribution by gender in Matabeleland North. Bubi has the highest number of satellite schools (eleven) followed by Umguza with three satellite schools and Hwange with one, making a total of thirteen satellite secondary schools. It also shows the enrolment of pupils as well as the number of female teachers which outweigh that of male teachers.

Expansion of both secondary and primary schools is still continuing. As of 2013, there were 1,554 satellite schools, 888 of which were primary and 666 were secondary (GoZ, 2013). As noted above, challenges related to the quality of educational services, to a large extent, depend on teachers' job satisfaction and motivation.

1.2.3 The Conditions in Satellite Schools

The Zimbabwe Parliamentary Committee states that infrastructure in satellite schools is bad, that is classrooms, teachers' accommodation and ablution facilities at satellite schools are almost non-existent (Parliament of Zimbabwe, 2012). In some instances, teachers' accommodation comprises of huts made of pole, dagga and grass thatch or dilapidated old farm houses or tobacco barns (PoZ, 2012). United Nations International Children’s Emergency Funds (UNICEF) (2009) confirms the same state of affairs, noting that most of Zimbabwe's satellite schools in resettlement schools do not have adequate water and sanitation facilities and this poses a health hazard to students and teaching staff. The Secretary for Education informed Parliamentary Committee that satellite schools suffer from the scarcity of resources such as classroom blocks, furniture, learning and teaching material, textbooks and qualified teachers (GoZ, 2012).
In addition, the Parliamentary Portfolio Committee in 2012 found that the teachers' conditions of service at satellite schools were poor. At Belgownie in Mazowe, it was found that teachers had no accommodation and they had to travel up to 12 kilometres distances to and from work. In Mwenezi District, teachers at some schools were also reported to be walking distances of about 80 kilometres to access the nearest road network. Still in Mwenezi District, the Parliamentary Committee found that most schools had no reliable sources of clean water. In worst cases, teachers had to rely on children and parents who, in some areas, travelled distances up to 25 kilometres to a water source. There was also a high rate of absenteeism of teachers, for instance, parents at Takunda Primary School, in Mutare, revealed that teachers had a tendency of leaving schools on a Thursday and come back on Tuesday. The Parliamentary Portfolio Committee also found that most teachers at satellite primary schools in resettlement areas were not getting incentives (PoZ, 2012). This was the case, despite that government stipulated policy which states that teachers should be paid 10% of the collected levies as incentives.

Parents and School Development Committees (SDCs) in resettlement areas, in different provinces, including Matabeleland North as well as the Ministry of Primary and Secondary Education, demand high degree of teachers' performance, loyalty, hard-work, professionalism, and commitment (GoZ, 2013). In this regard, teachers' levels of motivation and strategies to enhance their job satisfaction cannot be over-emphasised. According to Ingersoll (2001), recruitment programs would not solve staffing and job dissatisfaction in both public and private schools. Performance is low in resettlement satellite schools as pupils' results are poor because
teachers lack motivation. There is a need for tailor-made strategies to enhance teachers' motivation and job satisfaction in secondary satellite schools in Zimbabwe in order to improve their performance.

1.3 Statement of the problem

Satellite secondary schools in the resettlement areas of Matabeleland North are expected to render professional and quality service provision in the form of teaching pupils in these schools. However, there are concerns being raised about working conditions such as lack of accommodation as well as teaching and learning resources. These resettlement areas also have inadequate medical centres and police stations. Teachers are also complaining about poor road infrastructures that make them suffer walking long distances to access transport to and from their homes or town. These factors have lead to high teacher turnover in the satellite secondary schools in Matabeleland North Province. Therefore there is need to interrogate strategies that can be employed in order to motivate the affected teachers so that their performances levels are raised.

1.4 Purpose of the study

The main purpose of this study was to determine strategies to improve satellite school teachers’ performance and their job satisfaction in the resettlement areas of Matabeleland North Province. The study also aimed at establishing strategies that would be adopted by the relevant ministries
in the enhancement of teachers’ motivation in secondary satellite schools in resettlement areas of Matabeleland North Province.

1.5 Objectives of the study

The study was guided by the following three objectives:

1.5.1 To determine factors affecting motivation among teachers in secondary satellite schools in Matabeleland North Province;

1.5.2 To establish the effects of teacher motivation on job satisfaction and performance among teachers at secondary satellite schools in Matabeleland North resettlement;

1.5.3 To identify motivation strategies, that can be employed to enhance teachers’ job satisfaction and performance in secondary satellite schools in the resettlement areas of Matabeleland North Province.

1.6 Research questions

The study was guided by the following questions:

1.6.1 What are the factors affecting motivation among teachers in secondary satellite schools in Matabeleland North resettlements?

1.6.2 What are the effects of motivation on job satisfaction and performance among teachers at secondary satellite schools in Matabeleland North Resettlement?

1.6.3 How can teachers in Matabeleland North’s secondary satellite schools be motivated so as to enhance their job satisfaction and performance?
1.7 Significance of the study

This study would be of importance to the Ministry of Primary and Secondary Education as well as the Public Service department, since it highlights the effects of teachers’ motivation to performance and quality of education. It was of benefit the researcher for research skills and techniques were sharpened and enhanced. The study would as well be of importance to the heads of satellite schools as it may improve their motivational skill. It may also be useful to Non Governmental Organisations who may wish to donate towards the improvement of the school. The Government would also benefit on the knowledge of employee motivation as well as reward and performance management in their various disciplines. Finally, the study would add to the body of knowledge on Human Resources especially the areas of performance and reward management.

1.8 Assumptions of the study

It was assumed that the Ministry of Primary and Secondary Education would allow the research to be carried out as well as avail the required data on pass rates, conditions of service and teacher turnover. It was also assumed that participants would give their honest opinions on the issues concerning teacher motivation. The other assumption was that if teachers were given rewards in the satellite schools they become motivated and may improve performance.
1.9 Delimitation of the study

The study was confined to Matabeleland North Province, covering three of the seven districts as they were the only districts have Satellite Secondary Schools in their resettlement areas. These are including Bubi, Umguza, and Hwange. The focus of the study was to explore strategies that can be utilised to enhance teachers' motivation in Matabeleland North satellite secondary schools.

1.10 Limitations of study

These include limitations of the qualitative paradigm such as issues of subjectivity that was overcome by having multiple data generating techniques, thus triangulation, hence increased the scope of opinions thereby improving trustworthiness. Also, some participants dominated the interview in a focus group discussion thereby not leaving room for others to air their opinions. This was circumvented by having small groups, hence allowing everyone to participate in the discussion. Again, due to the nature of the satellite schools which were located in the farms, an audiovisual could not be used to generate data as this would compromise confidentiality. As a teacher, I realised that teachers seemed to be in fear of being charged by the Ministry of Primary and Secondary Education for divulging vital information due to the Secrecy Act. However, all the data generated in this study were done manually with the aid of a research assistant.
1.11 Research methodology

1.11.1 Qualitative Methodology

This study was informed by a constructivism philosophy and a qualitative methodology was employed in this study. Kothari (2004) also purports that a qualitative research is concerned with qualitative phenomena such as those relating to or involving quality or kind. The major disadvantages associated with a qualitative research are that, qualitative data generation methods are time-consuming. Secondly, it is generally viewed as less reliable than quantitative research due to its reliance on smaller sample sizes. However, a smaller sample accords ample time to thoroughly interact with participants and gaining an in-depth understanding of their situations. Also, a qualitative inquiry is generally open-ended however, the participants have more control over the content of the data collected (Kothari, 2004).

1.11.2 Research Method: The Case Study

According to Creswell (2012), research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing. Creswell (2007) identifies five designs in qualitative research; narratives, phenomenological studies, grounded theory studies, ethnographies, and case studies. The study used a case study research method. Kothari (2004) views a case study as a method which is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community. It is a method of study in depth rather
than breadth. The case study places more emphasis on the full analysis of a limited number of events or conditions and their interrelations.

1.11.3 Sampling Techniques

Singh (2006) defines sampling as the process of selection of sampling units from the population to estimate population parameters in such a way that the sample truly represents the population. In purposive sampling, the researcher sought individuals and sites that could best supply relevant information needed to answer the research questions raised (Creswell, 2008). Matabeleland North Province has 13 satellite schools and some participants were selected from only 3 schools. A total sample of 22 participants was purposefully selected for this study including District Education Officers (D.E.Os), teachers, Teachers in Charge (TICs) and teachers' representatives (from Zimbabwe Teachers Association (ZIMTA) and Progressive Teachers Union of Zimbabwe (PTUZ). The main purpose of sampling is to draw inferences about a population of interest with a view to making the research findings economical and accurate (Singh, 2006). It is not possible to conduct a study of the total population, hence a sample is needed in order to conduct a detailed study. Accordingly, our sampling population will be 30-50 as suggested by Creswell (2007) for a case study.

1.11.4 Data Generation Techniques

The study triangulated instruments to establish trustworthiness. Face to face interviews, focus group discussions, as well as direct observations, were used to generate data. Creswell (2009)
indicates that, in qualitative interviews, one can conduct face-to-face interviews with participants, interview participants by telephone, or engage in focus group interviews.

1.12 Ethical and legal considerations

Creswell (2009) identifies codes of ethics as the ethical rules and principles drafted by professional associations that govern scholarly research in the disciplines. According to Hesse-Biber and Leavy (2011), moral integrity of the researcher is a primary ethical consideration for a study that uses content analysis, and it is the researcher’s duty throughout the study to ensure that the integrity, credibility, reliability or dependability, and the validity of the study are protected.

1.13 Definition of key terms

- Stimpson and Smith (2001) define motivation as the intrinsic and extrinsic factors that stimulate people to take actions that lead to achieving a goal.

- A satellite school is defined by (Hlupo and Tsikira 2012) as a nascent school that operates under the patronage of a well established mother school.

- Resettlement involves the selection and transfer of people from a State in which they have sought protection to a third State which has agreed to admit them – as refugees – with permanent residence status. Resettlement also carries with it the opportunity to eventually become a naturalised citizen of the resettlement country (UNHCR, 2011).
• A teacher is someone who guides and directs the learners. The individual is thus responsible for giving instructions and guidance to a specific class or classes (Kurebwa, 2012).

In this study;
• Teacher motivation refers to the intrinsic or extrinsic drive that yield job satisfaction and increase a teacher perform.
• A teacher is one who imparts knowledge in the process of learning at a given school.
• Satellite school: is a school which has not been well established or unregistered and it operates under a registered one called a mother school. This kind of school does not get a direct allocation of resources from the government, it is receives resources through the mother school.
• Resettlement area: refers to former commercial farms where people were reallocated land, most of these areas are too remote, far from the main road and healthy centre.
• A strategy refers the long term solutions which could be adopted by the relevant ministries to enhance teachers’ motivation in the satellite schools.

1.14 Organisation of the thesis
Chapter one outlines the background of the study, statement of the problem, objectives of the study, research questions, delimitations and limitations, significance of the study, assumptions, scope of the study, the definition of terms and a summary of the entire study.
Chapter two reviews literature related to teacher motivation in the satellite secondary schools in the resettlement areas of Matabeleland North Province in Zimbabwe. The issues covered include a theoretical framework that informed the study, the factors affecting teacher motivation in the United States of America, Australia, China, and Gambia as well in other African countries.

Chapter three discusses the research methodology that was employed in this study to generate data. The case study method will be outlined as well as its strengths and weaknesses. Data generation instruments, that is, the focus group discussions, and the interview guides are discussed. The chapter also presents target population, research instruments, trustworthiness, sample and sampling procedure, and data generation procedure. Focus group discussion guides, interview guides as well as observation protocols were used to generate data.

Chapter 4 presents, discusses and interprets the data that was generated through focus group discussions and interviews. The presentation and discussion are done in three sections, namely: factors affecting teacher motivation in satellite schools; the effects of motivation on teachers' performance as well as the strategies that could be adopted to enhance teachers' performances and job satisfaction in satellite schools.

Chapter 5 outlines the summary of the study, the summary of findings and conclusions which are guided by research questions. The chapter also suggests some recommendations as well as the recommendation for further study. A model is drawn from the findings on how satellite school teachers’ motivation may enhance job satisfaction and performance.
1.15 Chapter summary

The chapter made an overview of the adoption and use of the motivation strategies that may improve performance in the satellite schools of Zimbabwe. The chapter outlines the statement of the problem, objectives of the study, research questions, significance of the study, assumptions, scope of the study, the definition of terms and summary. The next chapter explores literature that relates to teacher motivation. It includes the theoretical framework which is an assumption that informs the study. The chapter also revisits the concept of motivation that would as well highlight on the forms of motivation including the financial and non-financial rewards. Furthermore, it focuses on examining factors affecting teachers’ motivation as well as strategies that can be employed to enhance motivation among teachers.
CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

The previous chapter outlines the background of the study, statement of the problem, objectives of the study, research questions, delimitations and limitations, significance of the study, assumptions, scope of the study, the definition of terms and a summary of the entire study. This chapter, therefore, explores literature that relates to teacher motivation. It includes the theoretical framework which is an assumption that informs the study. The chapter also aims at revisiting the concept of motivation that would as well highlight on the forms of motivation including the financial and non-financial rewards. Furthermore, it focuses on examining factors affecting teachers’ motivation as well as strategies that can be employed to enhance motivation among teachers.

2.2 Conceptual framework

2.1 The Teacher motivation concept
Figure 2.1 illustrates the relationship on the concept of motivation, job satisfaction and performance. Factors influencing teacher motivation may include working conditions such as accommodation, health and safety issue, incentives and transport among others. Therefore, motivation may improve job satisfaction which then enhances teacher performance as highlighted in figure 2.1 above. Rasheed, Aslam and Sarwar (2010) state that teachers’ motivation in education institutions is one of the imperative and inevitable objectives of institution management. Teachers at higher educational level play an important role in institutions’ success and its good will among students and academia. Motivation is also a significant contributor to teachers' performance in delivering knowledge and grooming their students as the global citizens and master of their specialised field.

Filak (2003) say that motivation is crucial to the long-term success and performance of any educational system. It is important for teachers' self-satisfaction and accomplishments, and for the reason that motivated teachers more probably work for educational reforms and progressive legislation, particularly at higher educational level. One may note that it is the motivated teacher who assures the completion of reforms that are originated at the educational policy making level. They further emphasised that teachers' dissatisfaction and demotivation is associated with decreased number of institutional absenteeism and turnover.

Ololube (2004) points that increased teachers’ motivation leads to an increase in efficiency that gives a boost to the educational systems, hence the function of education motivational methods cannot be undermined. This study, therefore, seeks to explore, in detail, factors affecting teacher
motivation including the effects of teacher motivation on performance as well as identifying and crafting the strategies that could enhance teacher motivation in satellite schools.

2.3 Theoretical framework

This study draws from a number of motivational theories that include: Maslow's hierarchy of needs, Frederick Herzberg's motivation and hygiene factors, the Expectancy theory and the Equity theory. This section provides a detailed discussion of these theories, including justification of why these theories were deemed appropriate for this study.

2.3.1 Maslow's hierarchy of needs

Stimpson and Smith (2011) cite that Abraham Maslow's research was not based solely on people in the work environment and his findings have significance for students of psychology and sociology too. He was concerned with trying to identify and classify the main needs that humans have. Our needs determine our actions as we will always try to satisfy them and we will be motivated to do so. If work can be organised so that we can satisfy some or all of our needs at work, then we will become more productive and satisfied.
Huitt (2007) sites that Maslow attempted to synthesise a large body of research related to human motivation. Prior to Maslow, researchers generally focused separately on such factors as biology, achievement, or power to explain what energises, directs, and sustains human behaviour. Maslow posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs.

Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency. The first four levels are:

1) Physiological: shelter and food among others

2) Safety/security: out of danger;
3) Belongingness and Love: affiliate with others, be accepted; and

4) Esteem: to achieve, be competent, gain approval and recognition.

Huit (2007) notes that an individual is ready to act upon the growth needs if and only if the deficiency needs are met. Huit (2007) adds that Maslow’s initial conceptualisation included only one growth need—self-actualisation. Self-actualized people are characterised by 1) being problem-focused; 2) incorporating an ongoing freshness of appreciation of life; 3) a concern about personal growth, and 4) the ability to have peak experiences.

5) Cognitive: to know, to understand, and explore;

6) Aesthetic: symmetry, order, and beauty;

7) Self-actualisation: to find self-fulfillment and realise one’s potential; and

8) Self-transcendence: to connect to something beyond the ego or to help others find self-fulfillment and realise their potential.

2.3.1.1 Interpretation of Maslow Hierarchy

This hierarchy was interpreted by Huit (2007) and (Smit et al., 2011) as follows:

- Individuals’ needs start on the lowest level and once one level of need has been satisfied, humans will strive to achieve the next level.

- Self-actualisation is not reached by many people, but everyone is capable of reaching their potential.
Once a need has been satisfied, it will no longer motivate individuals to action – thus, when material needs have been satisfied, the offer of more money will not increase productivity.

2.3.1.2 Criticisms of Maslow’s approach

Maslow’s hierarchy of needs has been criticised in Simpsons and Smith (2011) who are of the view that not everyone has the same needs as are assumed by the hierarchy. In addition, it can be very difficult to identify the degree to which each need has been met and which level a worker is ‘on’. Again, money is necessary to satisfy physical needs, yet it might also play a role in satisfying the other levels of needs, such as status and esteem (Simpsons and Smith, 2011).

2.3.1.3 The applicability of the theory for teachers

Regardless of the criticisms of the theory, Maslow's theory is applicable to the study on teacher motivation (Huitt, 2007). Satellite school teachers' physiological need include shelter, water, and food. The relevant ministry should cater for the teachers’ physiological needs as advised by Maslow in Huitt (2007). TICs of the satellite schools should identify their subordinates’ needs and motivate them. TICs of satellite schools should also allow teachers to attain their self-actualisation as this would motivate them. The relevant ministry should provide shelter for the teacher as it is a basic need as illustrated by Maslow’s Hierarchy of needs. With reference to Huitt (2007) the ministry of Primary and secondary Education should issue teachers long term contracts as that would fulfil teachers’ security needs as highlighted by Maslow. The society should accommodate and involve teachers of their satellite schools in the development of the schools as this would fulfil their need of belongingness. Teachers in the satellite schools should
be offered an environment that would make them achieve their dreams even those that are not in-line with teaching. Since satellite schools have teachers whose qualifications are not in-line with the job, the relevant ministry should allow them to study in their area of specialisation. However, such would motivate them and they would perform well.

2.3.2 Frederick Herzberg’s motivation and hygiene factors

Despite basing his research on just 200 professionally qualified workers, Herzberg’s conclusions and famous two-factor theory have had the greatest impact on motivational practices since Taylor’s work is almost 60 years earlier.

2.3.2.1 Frederick Herzberg’s interpretations

The major findings of the theory are as follows:

● Job satisfaction resulted from five main factors – achievement, recognition for achievement, the work itself, responsibility and advancement. He called these factors the ‘motivators’. He considered the last three to be the most significant.

● Job dissatisfaction also resulted from five main factors – company policy and administration, supervision, salary, relationships with others and working conditions. He termed these ‘hygiene factors’. These were the factors that surround the job itself (extrinsic factors) rather than the work itself (intrinsic factors). Herzberg (1968) considers that the hygiene factors have to be addressed by management to prevent dissatisfaction, but even if they were in place, they would not, by themselves, create a well-motivated workforce.
2.3.3.2 Criticisms of Herzberg’s theory

Herzberg’s theory is criticised on the basis of assuming that working conditions do not motivate teachers, however, teachers can only be dissatisfied. Again it does not consider money as a motivator but rather as a dissatisfying factor. Herzberg assumes that teachers can be motivated by non-financial factors such as recognition, growth, work itself, among other factors. It has also been suggested that wide and unwarranted inferences have been drawn from small and specialised samples, and that there is no evidence to suggest that the satisfiers do improve productivity (Armstrong, 2010)

2.3.3.3 Applicability of the theory to teachers

Despite the criticisms cited above, Herzberg's theory has its applicability in human resources management. With regard to teacher motivation in the satellite schools, the theory suggests that teachers be motivated non-financially through recognising their efforts.

- The TICs of the satellite schools should identify and implement other motivators such as recognition and introduce teaching methods that make work interesting for teachers.
- TICs of the satellite schools can also give teachers responsibilities through practising a democratic style of leadership. This would give teachers a sense of ownership and they could be motivated.
- The relevant ministry can motivate teachers non-financially by recognising their effort and rewarding them even with praise.
The relevant ministry would motivate teachers by giving them titles, for instance, appointing the TICs of the schools as substantive heads even without increasing their salaries.

However, regardless of its criticisms of the theory, Herzberg's is relevant to teacher motivation. The theory relates to the Expectancy theory as discussed below.

2.3.4 Expectancy theory

Vroom cited in Stimpson and Smith (2011) suggests that individuals chose to behave in ways that they believe will lead to outcomes they value. His expectancy theory states that individuals have different sets of goals and can be motivated if they believe that there is a positive link between effort and performance. It is also assumed that as a result of motivation favourable performance will result in a desirable reward which would satisfy an important need and the desire to satisfy the need is strong enough to make the work effort worthwhile.

His expectancy theory is based on the following three beliefs:

● ‘valence’ meaning the depth of the want of an employee for an extrinsic reward, such as money, or an intrinsic reward such as satisfaction;

● ‘expectancy’ referring to the degree to which people believe that putting effort into work will lead to a given level of performance; and

● ‘instrumentality’ referring to the confidence of employees that they will actually get what they desire regardless of what has been promised by the manager.
Even if just one of these conditions or beliefs is missing then, Vroom argues that workers will not have the motivation to do the job well. Therefore, according to Vroom, managers should try to ensure that employees believe that increased work effort will improve performance and that this performance will lead to valued rewards.

2.3.4.1 Applicability of the theory for teachers

Stimpson and Smith (2011) notes that favourable performance will result in a desirable reward, TICs of the satellite schools should use non-financial rewards to motivate teachers so as to enhance their performance. Therefore TICs of the satellite schools in the resettlement areas should create a positive link between teachers’ effort and their performance. With reference to Simpson and Smith (2011) the relevant ministry should reconsider setting attractive rewards for teachers who are performers. This would attract an individual teacher’s individual effort and they would perform to attain the reward. The relevant ministry should also improve their reward system for teachers since if the reward does not come when expected, the teachers would be demotivated.

The expectancy theory is one of the techniques that could be used to enhance satellite school teachers’ motivation and performance. Cited below is the equity theory, another motivational technique that could be used to improve teacher motivation among satellite school teachers.
2.3.5 Equity Theory

According to Stimpson and Smith (2011), John Adams' equity theory is built on the belief that employees become demotivated towards their jobs and employer if they feel that their inputs are greater than their outputs. Inputs include effort, loyalty, commitment, and skill. Outputs include financial rewards, recognition, security and sense of achievement. While many of these factors cannot be quantified, Adams argue that employers should attempt to achieve a fair balance between what employees give an organisation and what they receive in return. If workers consider that their inputs are greater than the outputs received, they will be moved to try to redress this imbalance. When a balance is reached, then employees will consider their treatment to be fair and will respond with positive attitudes and high levels of motivation.

To add on Smit, Cronje, Brevis and Vrba (2011) purport that in the equity theory, individuals compare their inputs and outputs to those of someone they perceive as an equal to establish if the reward they receive is fair. According to the equity theory, an individual must be able to perceive a relationship between the reward he or she receives and his or her performance. The individual perceives a relationship based on a comparison of the input-output ratio between himself or herself and someone else whom he or she regards as an equal. The equity theory also explains that: Inputs refer to effort, experience, qualifications, seniority, and status. Outputs include praise, recognition, salary, promotion, and so on; The equal peer could be a co-worker in the organisation or a worker in a different organisation doing a similar job; A worker’s comparison of his or her own situation with another comparable worker’s situation leads to one of three
conclusions: the worker is under-rewarded, over-rewarded, or equitably rewarded (Smit et al., 2011).

2.3.4.1 Criticism of theory

The Equity theory is criticised has been criticised because it is over-simplified and is based on laboratory rather than real-life research (Huseman et al., 1982). It has also been suggested by Carrell and Dittrich (1978) that equity can be perceived not only on a person-to-person basis, as the theory posits, but also by reference to the fairness of processes in the organisation as a whole. The need to have equitable reward and employment practices which are supported by equity theory cannot be questioned; the problem is how to achieve equity.

2.3.5.2 Applicability of the theory for teachers

Regardless of its criticisms, equity theory remains one of the most effect technique for motivating satellite school teachers’ performance. With reference to the equity theory in Simpson and Smith (2011) The Ministry of Primary and Secondary Education should provide teachers in the satellite school with an environment similar to established school to improve motivation. The equity theory states that employees compare themselves with their counterparts and the relevant ministry should fairly reward teachers in the satellite schools. Again, with reference to the equity theory, teachers’ comparison of their own situation with their counterpart in other schools would lead to one of three conclusions as cited by the equity theory: the teacher is under-rewarded, over-rewarded, or equitably rewarded. It is, therefore, in this regard that
teachers are demotivated as they compared themselves with other teachers from established schools and find that they are not fairly compensated for being in such a poor environment (Smit et al., 2011).

All the aforementioned theories are applicable in that situation in the Education system of Zimbabwe. These five theories namely, the Maslow’s Hierarchy of needs, McGregor theory X and theory Y, Herzberg two factor theory, Expectancy theory and the Equity theory can be employed to enhance teacher motivation as cited above.

2.4 Types of motivation

Yousaf, Latif, Aslam and Saddiqui (2014) state that financial rewards refer to pay that directs the employee towards certain behaviour and these include bonuses, fringe benefits, transportation and medical facility. From the survey, the researchers found that there are different factors that affect the motivation of employees which can be classified into two categories, that is, financial and non-financial rewards. Yousaf et al. (2014) also state that although financial rewards are important for employee motivation in third world countries like Pakistan, where the inflation rate is so high that people are struggling to retain their social status, the importance of non-financial rewards cannot be overlooked. According to Yousaf et al. (2014), pay is whereby employees are offered a financial reward for their services so that they are eager to work to the best of their abilities, hence pay must be closely linked to satisfaction. The effectiveness of an organisation depends on employee performance. However, employees who do their best want reasonable pay. An equitable pay makes them feel motivated, hence are more productive to the organisation. In
Pakistan, money is ranked at the top for creating more quality oriented employees. It is believed that people who have more money are well recognised in society as compared to those who do not have and this explains why money is often viewed to be directly related to performance (Yousaf et al., 2014).

Motivation in public employees is easier said than done. However, this may be due to the fact that there are some major factors that can hamper motivational efforts. Public sector employees have a reputation for being lazy and lethargic (Wright, 1994). In 2007, Buelens and Van den Broeck (2007) proved that public employees work fewer hours and show less commitment to their organisation than their counterparts in the private sector. This meant that public managers have a tough starting point as their window of opportunity to motivate the employee is quite narrow and is limited to relatively short working hours.

While the above views refer to teacher motivation in Zimbabwe, Buelens and Van den Broeck (2007) concur that Public Sector Employees work in a friendly and respectful atmosphere. The extended environment includes elements of job security and stability and type of organisational reward system. Public sector employees are generally assumed to favour people-oriented leadership style more than private employees (Buelens and Van den Broeck, 2007). In Zimbabwe, teachers' incentives were introduced and were verbally lifted in 2012.
2.5 Teacher motivation

The Parliamentary Portfolio Committee in 2012 found that the teachers' conditions of service at satellite schools in Zimbabwe were below standard. At Belgownie in Mazowe, it was found that teachers had no accommodation and they had to travel up to 12 kilometres distances to and from work. In Mwenezi District teachers at some schools were also reported to be walking distances of about 80 kilometres to access the nearest road network. Still in Mwenezi District, the Parliamentary Committee found that most schools had no reliable sources of clean water. In worst cases, teachers had to rely on students and parents who in some areas travelled distances up to 25 kilometres to a water source. There was also a high rate of absenteeism of teachers, for instance, teachers at Takunda Primary School, in Mutare, parents revealed that teachers had a tendency of leaving schools on a Thursday and come back on Tuesday. It is, therefore, due to the concerns raised above, about working conditions and high teacher turnover in the satellite secondary schools that the researcher set to identify the strategies on how teacher motivation can be enhanced in Zimbabwe (Parliamentary Portfolio Committee, 2012).

2.6 The relationship between motivation and performance

In a study in Mogadishu, Ali, Dahie and Ali (2016) found out that there is a significant relationship between the dependent and independent variables under discussion, according to the results shown above. The three dimensions of teacher job satisfaction such as reward, autonomy, and social benefits were found to be positively correlated to the other predictors of employee motivation namely work environment, cooperation, and facilitation. In addition to that, it was
also found that school performance was also significant related to the other variables. The two hypothesis of their study were accepted, the predictor, teacher motivation had significant relationship with criterion variable (organisational performance). In addition, Job satisfaction was found as mediator between teacher motivation and organisational performance (Ali, 2016).

Adeyinka, Asabi and Adedotun (2013) also unveil that the negative performance of students towards educational aims and objectives could be attributed to the low motivation of teachers. Many teachers have left teaching in public schools for greener pastures in private schools as a result of lack of motivation and incentives needed. Students in most public schools are disadvantaged in that the classes are overcrowded and they do not have adequate learning facilities and all such affect teacher motivation. In some instances, they lack adequate textbooks and laboratory types of equipment (Adeyinka et al., 2013).

Robbins, Judge and Sanghi, (2009) purport that motivation differs from situation to situation and also depends on individuals, hence motivation also plays an important role for teachers because it helps to achieve the target in an efficient way. Teacher motivation is very important because it improves the skills and knowledge of teachers as it directly influences the student’s achievement (Mustafa, and Othman, 2010). If, in schools, the teachers do not have sufficient motivation, then the schools are less competent as they may not be in a position to directly influence the students and the education system.
Ofojebe and Ezugoh (2010) discuss extensively Teachers’ Motivation and its influence on Quality Assurance in the Nigerian Educational System. They purport that, like anywhere in the world, schools in Nigeria are an arena which accommodates various human and material resources. These human resources who are students, teaching and non-teaching staff are inputs that operate within the whims and caprice of this arena. Most essential of these inputs are the teachers who facilitate the teaching and learning process for the achievement of educational goals and outcomes. Fagbamiye (1987) in Ofojebe and Ezugoh (2010) is of the view that teachers' lack of dedication to duty has led to a fall in the standard of education. Teachers are key actors in curriculum innovations and if they do not have the right competencies and motivation to fulfil their roles it may create some pitfall in education.

2.6.1 Teacher motivation and performance in Zimbabwe

Teachers are the most important factor in determining the quality of education that children receive in schools (International Institute for Educational Planning (IIEP), 2006; Ololube, 2006 Dike, 2009; Gwaradzimba and Shumba, 2010). As such, governments have the responsibility to ensure that teachers perform to the best of their abilities in their classrooms. Chireshe and Shumba (2011) also purport that the goals of Education for All (EFA) can only be achieved if teacher motivation is high. Id21 education (2009) adds that the education-related Millennium Development Goal (MDG) of basic education for all by 2015 might not be achieved if teachers are not motivated.
Sibanda, Muchena and Ncube (2014) analyse employee engagement as a precursor to unlocking organisational performance in a public sector organisation in Zimbabwe and state that Zim-PSO has been plagued by a number of challenges, as the economy has for the past decade or so, suffered various forms of fragility. These have consequently affected the operations of the organisation, as evidenced by perennial performance problems. The net effect of this was the failure of the organisation to fulfil its obligations to employees, resulting in low employee morale, lack of employee commitment and strained management/employee relations in general. Sibanda et al., (2014) adds that the organisation has not been remitting pension dues to the respective underwriters such as Old Mutual and Government Pensions. Management respondents indicated that this was largely because the organisation has for a long time had very constrained revenue inflows and is trying to offset salary commitments to current employees until revenue inflows improve. Deci, Koestner and Ryan (1999) observe, "…intrinsic motivation energises and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It manifests in behaviours such as play, exploration, and challenge seeking that people often do for external rewards" (Deci et al., 1999:658). Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999). In Zimbabwe, teachers are part of the Public sector and they are also affected by the same level of motivation, hence their performance is affected in the same manner.
2.7 Factors affecting teacher motivation

Schieb and Karabenick (2011) elaborate on some of the factors affecting teachers’ motivation, these include: teachers’ achievements and Related Outcomes, Beliefs, Classroom Characteristics, Collaboration, Curriculum, curriculum theories, Testing and Standards, Technology, Teacher Characteristics, Student Characteristics, Student Behaviour, School Administration/Leadership, Reform and Innovation, Quality of Education, Program Comparisons, Policies, International Comparisons, Institution/School Features, Identity, Grade Level and Empowerment. Factors affecting teacher motivation will be discussed in detail below.

2.7.1 Working Conditions

Bennell and Akyeampong (2007) identify working and living conditions as another factor which influences teachers’ motivation. Working conditions are also an important decision factor that influences decisions to enter the teaching profession. Career aspirants are attracted to a job where working conditions are good but are discouraged by poor working conditions. In the context of the teaching profession, a and Agbenyega (2013) explain that working conditions refer to the physical and material environment that teachers are exposed to such as classroom space, class size, working hours, staff accommodation, electricity, classroom furniture, and the availability of teaching and learning materials. In studies conducted in Ghana, Agezo (2010) as well as George and Mensah (2011) identified large class sizes and lack of sufficient teaching and learning materials as some of the factors that contribute to teacher job dissatisfaction.
Alam and Farid (2011) also concur that motivation of teachers is affected by many factors in Germany that include: Personal/social factors: Classroom environment; Socioeconomic status: Student's behaviour; Examination stress: Rewards/incentives; Self-confidence/personality of the teacher. In their study on factors affecting the motivational level of teachers at secondary school level in Rawalpindi city, they found that they include; low salaries: economic status; poor standard of life; the calibre of students and poor reward systems. Finding decent accommodation in rural areas is a major headache for most teachers (Bennell and Akyeampong, 2007).

2.7.2 Lack of teaching and learning Resources

Regarding the effect of work, situational factors on teacher motivation, Nyakundi (2013) found that 47% of the respondents strongly agreed that inadequacy of teaching and learning resources in schools de-motivates teachers. In the same way, Agezo (2010) reveals that lack of resources in a school also contributes to teacher job dissatisfaction, which can then lead to attrition.

2.7.3 Poor remuneration

Bennell and Akyeampong (2007) say that typically, teachers in Africa have at least five direct dependents. Only in India and Lesotho do qualified teachers earn anything like a living wage that covers even their most basic subsistence needs. The situation for the very large numbers of unqualified and newly qualified teachers is considerably worse. Pay is so low that teachers, like many of their students, do not eat properly before coming to school. Over one-third of teacher
respondents in Ghana, Sierra Leone and Zambia agreed with the statement that ‘teachers in this school come to work hungry’ (Bennell and Akyeampong, 2007).

In view of the aforementioned, Nyakundi (2013) concurs that the reward system affects teacher motivation. This was evidenced in her study of Thika West District by the fact that 49(53%) of the respondents strongly disagreed with the statement that the pay given to teachers is not worth the services they render. The study also found that 32(35%) of the respondents strongly disagreed that hardworking teachers are encouraged by giving them presents. It was further found that 43(47%) of the respondents strongly agreed with the statement that teachers are promoted on the basis of their qualifications and performance. The study also found that 41(45%) of the respondents agreed that teachers output outweigh the pay they receive in terms of salary. The study finally found that 55(60%) of the teachers strongly agreed that teachers who get low pay with regard to their inputs normally get de-motivated affecting their performance.

2.7.4 Work overload and large classroom sizes

Bennell and Akyeampong (2007) notes that very large class sizes are the norm for most teachers in all the case study countries. In countries such as India and Pakistan, rural schools typically have just one or two teachers. Not surprisingly, most teachers at these schools feel isolated and lack support and collegiality.
2.7.5 Lack of teacher training and management

On the effect of training on motivation, Nyakundi (2013) observes that training affect teacher motivation as indicated by 63(93%). The study found that 65(71%) of the respondents strongly agreed with the statement that training improves teachers’ confidence, thus improving their performance in terms of curriculum delivery. It was also found that 54(59%) of the respondents strongly agreed with the statement that fully trained teachers are ever motivated to teach, thus improving their performance in terms of curriculum delivery. The study further found that 42(46%) of the respondents strongly agreed that training among teachers improves their job satisfaction, thus improving their performance. It was finally found that 39(42%) of the respondents agreed that the availability of training opportunities among teachers motivates them to perform.

2.7.6 Low occupational status

Bennell and Akyeampong (2007) state that occupational solidarity among teachers is generally low in Africa, but quite high in South Asia. In most of the case study countries, teachers have low opinions concerning the overall effectiveness and value for money of their trade unions. Multiple teacher unions are increasingly the norm in both Africa and Asian countries, which seriously undermine occupational solidarity, especially when unions are negotiating with the government (Bennell and Akyeampong, 2007).
2.7.7 Student indiscipline

Kochhar (2001) perceives indiscipline as a breach of the social order, good moral behaviour, self-accepted and self-maintained social values of life. The menace of indiscipline originates from Adam and Eve, the first couple to live on earth. As such, it is enough to conclude that indiscipline in our schools today dates back to the genesis of formal education (Dolton and Van der Klaauw, 1999; Clarke, 2002; Boakye, 2006). In today's world, most schools virtually have no safety and orderliness let alone talks of harmony which is crucial for every learning environment (Clarke, 2002; Salifu, 2008). In fact, the importance of student discipline to teacher motivation cannot be over emphasised. Adelabu (2005) and Agezo (2010) also have examined the impact of student indiscipline on teacher motivation and expressed the view that student indiscipline affects teachers' enthusiasm, love, and passion for their profession, thus moving them to get attracted to other professions.

2.7.8 Lack of transport

Nadeem et al. (2011) find out that transport is a major problem for women, travelling long distances alone to school especially in rural areas of the Bahawalpur district. There are many threats and hazards towards their life as they generally travel for one to two hours to reach their destination for one time. It was also concluded that if the teachers are provided better facilities like teaching aids, equipped computer labs and transport service are performing well as compared to those teachers who had not.
2.7.9 Security and political Issues

Teachers and teacher unions complain that most of the additional resources have been used to increase enrolment capacity and education quality without directly addressing the professional needs of teachers (Bennell and Akyeampong, 2007). Bennell and Akyeampong (2007) add that conflict and security such as war, insurgency and insecurity have had a major impact on teacher motivation and commitment in countries such as Sierra Leone and Nepal. The lack of secure and safe school compounds is also a widespread concern, especially in urban schools in Africa. Nadeem et al. (2011) concurs that undue political interference also affects the teacher’s performance.

According to scholars cited above, teacher motivation is influenced by a number of factors. Some could be financial factors such as incentives, salaries, and allowances. On the other hand, motivation could be as a result of nonfinancial aspects which may include recognition, accommodation, water facilities, sanitation, health and safety, the calibre of students and transport among others. Therefore, the study aimed at identifying those factors that affect teacher motivation in Zimbabwe’s satellite schools.
2.8 Factors affecting teacher motivation in Zimbabwe

2.8.1 Poor general working conditions

Social Services Policy Brief (2013) indicates that despite the obvious racial segregation, Zimbabwe's education system was once among the best in Africa, though currently suffering from a prolonged detrimental decline in public funding and poor infrastructure which has contributed to poor teacher motivation. In support of the above study, Dolton and Marcenaro-Gutierrez (2011) contend that the only condition that would attract qualified teachers to the profession is the awarding of attractive salaries to teachers. In a study that sought to investigate why Zimbabwean teachers seem demotivated in teaching as a profession, Chireshe and Shumba (2010), using a sample survey of 62 primary school teachers on the Bachelor of Education-in-Service Programme at a University in Zimbabwe, found that poor salaries are among the most important factors that are responsible for the low morale and subsequent brain drain in the education sector. Therefore, the awarding of competitive salaries to teachers will greatly enhance the latter's commitment to the profession. Chireshe and Shumba (2010) also reveal that the remuneration of teachers in Zimbabwe has remained poor due to the prolonged economic recession which left the government without enough public resources to improve their salaries.

Chireshe and Shumba (2011) observe that teachers in rural areas often have to contend with poor staff accommodation, dilapidated infrastructure, poor transport links, higher workloads and political victimisation. In a comparative study on motivational levels of urban and rural teachers in Masvingo, Nyanga et al. (2012) noted that teachers in urban areas enjoy better working conditions than their rural counterparts. They noted that teachers in urban areas receive
additional allowances from School Development Committees (SDCs) and enjoy favourable promotional and growth opportunities because of their proximity to centres of power, unlike rural teachers.

Ngwenya (2014) adds to the factors which motivate teachers in Zimbabwean public schools amid the economic challenges ravaging the country. In Ngwenya's study, the responses of thirty-seven teachers indicated that participants were motivated by financial gains, job security and the availability of adequate resources, contrarily to the major findings of Maslow and Herzberg. The absence of these in their workplaces equally demotivates them. Interesting, though, was that a few teachers claimed that autonomy, recognition and developmental supervisory strategies were appropriate ingredients needed for self-actualisation. They further suggested that all stakeholders should be mobilised in a collaborated manner to provide adequate resources and infrastructure in schools to minimise demotivating conditions. In support of the above study, Deckers (2010) purports that theories of motivation conducted by Maslow and Herzberg in developed countries reveal that workers are motivated by high order needs, hence contrary to these findings, ethnographic studies reveal the opposite.

The infrastructure in satellite schools is bad, that includes the classrooms, teachers' accommodation, and ablution facilities (PoZ, 2012). In some instances, teachers' accommodation comprises of huts made of pole, dagga and grass thatch or dilapidated old farm houses or tobacco barns (PoZ, 2012). Most notably, Zimbabwe's satellite schools in resettlement areas do not have adequate water and sanitation facilities and this poses a health hazard to students and teaching
staff. The PoZ also reveals that satellite schools suffer from the scarcity of resources such as classroom blocks, furniture, learning and teaching material, textbooks and qualified teachers.

In 2012, the PoZ made the following observations regarding the conditions of service in satellite schools: First, at Belgownie Mine teachers had no accommodation and they had to travel up to 12-kilometre distances to and from work. Second, in Mwenezi District teachers at some schools were also reported to be walking distances of about 80 kilometres to access the nearest road network. Third, most teachers at satellite primary schools in resettlement areas were not getting incentives despite that government stipulated policy which states that teachers should be paid 10% of the collected levies as incentives.

In support of the above study, Zvavahera (2015) states that currently, accommodation is the major cause of teacher demotivation, especially in the rural areas. The researcher observed that facilities (classrooms and teachers' houses) in most schools in the Chiweshe District were inadequate, non-existent or dilapidated. In satellite schools, tobacco barns and farm sheds were used as classrooms and in some cases, as accommodation for teachers. Most of the teachers had on average, a family of five yet they were allocated at most two rooms only. Zvavahera (2015) relates that all teachers had shared accommodation and in some schools, only heads of schools were not sharing. Eighty-one percent (81%) of the respondents had shared accommodation, and nine percent (9%) lived in barns. Ten percent (10%) who happened to be heads of schools were not sharing.
Mhishi, Bhukuvhani and Sana (2012) concur that there are a number of rational reasons teachers may prefer urban postings. One of the concerns about working in rural areas is that the quality of life may not be as good, and teachers have expressed concerns about the quality of accommodation, classroom facilities, school resources, and access to leisure activities as well as health concerns. In consensus with Mhishi et al. (2012) Akyeampong and Stephens (2002) state that teachers may perceive that living in rural areas involves a greater risk of diseases and pests. Similarly, in the districts of Mbire and Guruve in Mashonaland Central, where Mhishi et al. (2012) conducted their study, poor infrastructure, very high climatic temperatures and low rainfall, perennial flooding, frequent attacks by wild animals on people, domestic animals, and crops, the high risk of contracting malaria and cholera, and the infestation of the tsetse fly are real worrisome problems. Mhishi et al. (2012) purport that teachers may also see rural areas as offering fewer opportunities for professional growth, while urban areas offer easier access to further educational development. Most of the teachers have lived all their lives in cities and being deployed to rural areas does not enhance the status expected after graduating, it seems to be devotion. Ministry of Health and Child Welfare (2012) adds that the nearest rural health centre is at Somabula Centre 33km from Fairfield Farm.

These health factors indicated by Mutema and MHCW (2012) affect teacher motivation in the area of Somabula. Mutema's study reveals that before the FTLRP, the nearest school from Fairfield Farm was 31km away and was a boarding school where commercial farm workers could not afford to send their children. Resettled Former Farm Workers at Fairfield Farm are currently sending their children to Lukulubaba primary and secondary schools which were
established as satellite schools in the year 2000 to cater for resettled farmers. This is in agreement with the report of the Thematic Committee on Millennium Development Goals of 2012 on the provision of education in resettled areas in Zimbabwe which reveals that satellite schools were established in resettled areas during the FTLRP implemented by government beginning of the year 2000. Previously, there were no schools around commercial farms as white farmers had very small families and they either drove their children to schools far away from their farms or sent them to boarding schools. The schools which cater for children of Resettled Former Farm Workers (RFFW) are located at Rhovil Farm homestead which is 12km away from the Fairfield Farm. Teachers are accommodated in the farmhouse and the old dilapidated horse stables and garages are used as classrooms (Mutema, 2012).

According to Mutema (2012), the location of the schools 12 km away from Fairfield farm is not ideal for the learning process. Children end up getting to school tired, thus this has a negative impact on their education. The challenges being experienced by the schools impact negatively on the education of children at Fairfield Farm. The challenges range from inadequate furniture and teaching equipment to high student dropout due to lack of interest as the children of RFFW lack the motivation to acquire higher education. Inadequate furniture subsequently leads students to learn while sitting on floors or bricks. This is not a conducive environment for learning purposes (Mutema, 2012).

Mutema (2014) adds that the Zimbabwean Land Reform Programme of 2000 yielded both positive and negative results. It gave birth to a new phenomenon, the satellite schools,
established in former commercial farming areas. Parliament of Zimbabwe (2012) also highlights that some satellite schools are located in remote parts where there are no road networks, clinics, and police stations.

2.8.2 Poor remuneration

Mhishi, et al. (2012) also unearth that teachers in rural areas may even find it more difficult to get their salaries on time. Sometimes to the extent of having to put up with various frustrations such as political mistrust, corruption by officials, and the late submission of relevant papers to higher offices resulting in late payments. In Zimbabwe, nearly all teachers are civil servants. Their deployment and distribution to meet the demand in the various regions, districts and types of schools (regardless of ownership) are the responsibility of the government.

Other studies on stress among teachers show work overload as the top factor in work–related stress (Antonius et al., 2000; Kiryacou, 2001) and other factors identified include: poor school conditions (Schonfield, 1991); difficult student behaviour (Antonius et al., 2000); pace of bureaucratic change and management concerns, time and other pressures (Nhundu, 1999; Chireshe and Mapfumo, 2003).

2.8.3 Low staff morale

The other factor which affects teacher motivation in Zimbabwe is staff morale. The Parliament of Zimbabwe (2012) reveals that the existence of the satellite schools brought about some
challenges that have impacted negatively on the Education sector which include among others: the poor working condition for teachers and non-conducive environment for learning. The PoZ (2012) adds that as this was a temporary measure, most satellite schools were not centrally located and some children are travelling distances of up to 20 km to and from school. In view of the aforementioned statement, when these students get to school, they are tired and may not concentrate in class. Such students are not able to attend to assigned homework as they get home late, hence demotivation to teachers.

There are a number of factors affecting teacher motivation as articulated by various scholars with the major ones including; accommodation, transport, teaching resources, furniture, health, and safety as well as salaries. However, the aim of this study is to discover factors that affect teacher motivation in the satellite schools in Zimbabwe, hence cite strategies to enhance motivation among teachers.

2.9 The effects of teacher motivation

Bennell and Akyeampong (2007) highlight that the country studies confirm that the major staffing challenge for public education systems in most low-income countries remains how to achieve an equitable spatial distribution of teachers between rural and urban areas. The unattractiveness of living and working in rural areas means that most teachers strongly resist being posted to rural schools. Consequently, rural schools invariably have relatively less qualified and experienced teachers, teacher turnover is higher and with higher vacancy rates, teachers have to work harder than their colleagues in urban schools.
Bennell and Akyeampong (2007) note that the key indicator of low levels of teacher job satisfaction and motivation are high rates of teacher attrition through resignations. Bennell and Akyeampong (2007) argue that while resignation rates are very low in sub-Saharan Africa, this is not the consequence of high levels of job satisfaction, but rather an acute paucity of alternative employment opportunities. Low attrition in the context of pervasive teacher de-motivation only tends to make matters worse because dissatisfied teachers are unable to leave. High teacher transfer rates between schools are also indicative of teachers who are unhappy with where they are working and, more generally, with what they are doing. Ali et al. (2016) has the view that lack of motivation would lead to dissatisfied and uncommitted teachers who may have higher rates of turnover, absenteeism, and withdrawal behaviours.

Inayatullah and Jehangir (2013) examined the effect of motivation on job performance in public and private schools of Peshawar City in the Province of Khyber Pakhtunkhwa. The findings of the study revealed that there is a significant and positive relationship between teachers’ motivation and their job performance. These findings are supported by a number of scholars that include Robbins, Judge, and Sanghi (2009) who emphasise that motivation plays an important role in the organisation. It increases the productivity of employees and goals can be achieved in an efficient way. The behaviour of employees can be changed through motivation in any organisation. Furthermore, Mustafa, and Othman (2010) concur that teacher motivation is very important as it improves the skills and knowledge of teachers since it directly influences student’s achievement. Therefore, if in schools teachers do not have sufficient motivation, then they are less competent which directly influence the students and the education system.
2.9.1 Impact of motivation in sub-Saharan Africa

United Nations Education Scientific and Cultural Organisation (UNESCO)(2012) adds that teacher shortages remain a major obstacle for countries to achieve the goal of universal primary education (UPE). To quantify the scope of recruitment needs, the UNESCO Institute for Statistics (UIS) produces annual projections of the global demand for primary teachers needed to achieve the target by 2015. Quantifying the future need for more teachers is the first step towards informed planning and policymaking. UIS statistics indicates that in 2010 a total of 1.7 million additional primary teaching positions will need to be created by 2015. This information bulletin also analyses teacher flows in sub-Saharan Africa.

2.9.2 Effects of teacher motivation in South Africa

Iwu, Gwija, Benedict and Tengeh (2013) observe that, in South Africa, highly motivated educators experience job satisfaction; and also perform better than their poorly motivated counterparts. In terms of motivation, the results further suggest that a mix of intrinsic and extrinsic factors tend to exert influence on the educator's motivation. For instance, working conditions, job security, and perceived growth opportunities in order of importance were noted to be contributing factors. As far as the obstacles are concerned, these educators encounter such obstacles as; lack of resources, work overload and lack of recognition, noted in order of severity.

A positive relationship between the factors that influence an educators' motivation and the level of obstacles encountered was noted. The implication is that, notwithstanding the rankings of the
two sets of factors, no factor should be addressed in isolation (Iwu, et al., 2013). The aforementioned views are supported by scholars such as Mji and Makgato (2006) who view teacher motivation as a cause of high school learners' poor performance. This means that desirable teacher qualities were lacking.

2.10 The impact of teacher motivation in Zimbabwe

2.10.1 Quality of education

In Zimbabwe, disparities in the amount of money paid as incentive compromise quality of education in general and in particular the quality of students produced by such a system. Rambe and Mawere (2011) argue that structural dysfunctions such as corrupt practices (demanding bribes from students to pass exams/tests, appointments influenced by rent seeking behaviour, teacher absenteeism, poor instruction) in the education sector frustrate the delivery of quality learning outcomes. It is, therefore, argued that in an education system where there is salary incongruity among teachers in the same ministry doing the same type of work and with similar qualifications compromise the quality of work done as underpaid workers are always demoralised. In most cases, this results in bribes from students (especially those from middle class families) who after realising the impossibility to master the subject with demoralised teachers they have in their schools would simply preoccupy themselves with bribing teachers for extra lessons or with passing on to the next grade/level without concentrating on the quality of their own work. In fact, where teacher wages are not typically fully responsive to local labour market conditions or to individual characteristics, many teachers receive substantial rents (Chaudhury et al., 2006) in the form of illegal private tutoring to supplement their incomes.
According to Rambe and Mawere (2011), such transactions can be two-way; where a teacher corrupts a student by demanding bribe or parents offering bribes to educators to secure students’ progression to another grade or even pass an exam, thus compromising and diluting professional integrity and educational quality. In short, rent seeking behaviour erodes commitment to professional instruction.

To add more to the effects of teacher motivation in Zimbabwe, (Chadamoyo and Mahlatini(2013) reveal that the teacher incentive policy, as an element of motivation, is an idea that has been received with mixed reactions in the rural primary schools in Zimbabwe. Despite Government efforts to improve the teachers’ salaries through rewarding them with a 10% teacher incentive policy, evidence generated by this study indicate that the Zimbabwean Government is still struggling to enforce the policy to ensure achievement of the intended objectives in the rural primary schools. Chadamoyo and Mahlatini (2013) add that observations on the ground reveal that the policy has not been wholly accepted by the education stakeholders. Instead, it has caused sour relations between government, school heads, teachers, parents, and students, with teachers feeling they are underpaid and demanding more money from parents and government. School heads are under pressure to meet teachers’ demands and, in the process, they flout government policy. SDAs are crying foul and feel cheated by both teachers and Zimbabwean government and children from poor backgrounds are discriminated and not learning.

Mutseyekwa (2010) alludes on how teacher motivation has compromised the quality of education in Zimbabwe. Mutseyekwa highlights that the economic difficulties in Zimbabwe have reversed some of the gains previously achieved in the provision of education. There has been an
exodus of teachers from Zimbabwe to neighbouring countries in search of higher wages and better conditions of service (Mutseyekwa, 2010). The situation has not improved as the conditions of service and salaries still remain unattractive. The president of ZIMTA, Chikowore, in 2008 argued, “The socio-economic status of the teacher in Zimbabwe declined drastically over the years”. Thus, the schools are failing to attract experienced teachers. It is also noted that the Minister of Finance in his 2011 Budget statement indicated that, in 2010, 24% of the teachers in schools in Zimbabwe were unqualified.

2.10.2 Poor staffing and inefficiency

Mhishi, Bhukuvhani and Sana (2012) reveal that, as a result, rural schools have been poorly staffed or have longer delays in filling posts. Even if posts are filled, the rural schools may have fewer qualified teachers than their urban counterparts. Mhishi et al. (2012) state that teachers in rural schools may teach less than their counterparts in urban areas as any trip away from the area to visit a doctor, to collect pay, to engage in in-service training, or to visit family may involve long journeys and losses in many hours. In addition, where teachers walk long distances to school, they may arrive at their workstations late and leave early. Furthermore, Mhishi et al. (2012) state that transport difficulties due to poor roads often even make supervision visits from inspectors less frequent in many schools of the Mbire and Guruve districts, especially those in isolated parts, where access is by four-wheel drive vehicles, which the Ministry of Education, Sports, Arts, and Culture cannot afford (Mhishi, et al., 2012). Mulkeen (2005) concur that inefficiency could be a result from that rural teachers often have less access to support services than their urban counterparts and fewer opportunities to attend in-service courses.
2.10.3 Teacher migration

Shizha and Kariwo (2011) highlight that though another factor affecting human development has been the brain drain, one of the benefits of the massive brain drain, or emigration of intellectuals from Zimbabwe, has been the remittances in foreign currency back into the country. To a large extent, the near collapse of the Zimbabwean economy has been averted by financial support from families abroad. Although the brain drain means people are not using their skills for the benefit of their own country, indirectly the country is benefiting from foreign currency inflows. On the other hand, Shizha and Kariwo (2011) also state that Zimbabwe has become a human resources training ground for other countries. The quantitative gains in education made since independence, in 1980, have not been used optimally to the benefit of Zimbabwe. The brain drain has been largely a result of the economic and political climate in the country. Poor salaries and unattractive working conditions, as well as political instability in the country, have been the push factors that have made many professionals leave the country (Shizha and Kariwo, 2011).

2.11 Strategies to enhance teacher motivation

In order to improve the quality of education, teacher motivation is one factor that needs to be addressed. UNESCO (2012) suggests that some kinds of attrition emanating from poor teacher motivation may be reduced by changes in policy and practices. Much of the discussion has focused on addressing the pull of alternative employment through increased teacher remuneration. However, it may also be possible to address some of the other factors, through reducing the push factors and increasing the attractiveness of teaching as a profession. Therefore, strategies to enhance teacher motivation are discussed below.
2.11.1 Salaries and wages

Bennell and Akyeampong (2007) purport that nearly all the country reports recommend that teacher pay should be significantly increased. The core of the teacher motivation crisis, especially in sub-Saharan Africa, is that teacher pay is seriously inadequate. As the country studies clearly show, despite some improvement in pay in recent years in some countries, most primary school teachers, particularly in relatively high-cost urban centres, are simply unable to meet their basic household needs. As a result, many of them are forced to find other sources of income. Those who cannot earn additional income slide into poverty.

Ali et al. (2016) concur that the most important thing that school principles can do to raise employee satisfaction is focus on the intrinsic parts of the job, such as making the work challenging and interesting. Although paying employees poorly will likely not attract high-quality teachers to the schools or keep high performers, managers should realise that high pay alone is unlikely to create a satisfying work environment. Ali et al. (2016) suggests that: Since teacher motivation is important for the improvement of school performance, it is advisable that the government impose the minimum-wage law for school teachers' pay which possibly caters for teacher's performance when given some due care and attention; The government should also create social benefits for school teachers as a means to enhance and motivate them; Moreover, it is also recommended that school teacher be given some allowances such as rental, medical and transportation allowances which could probably motivate them.
2.11.2 Fixed contracts

The education discussion paper DEVCO B4 (2014) postulates some strategies that were implemented in order to enhance teacher motivation in various countries, hence Di Gropello (2006) observation that in four Central American countries (El Salvador, Guatemala, Honduras, Nicaragua), teachers were better motivated and performed better when they had a fixed instead of open-ended contract tenure. Fair and accurate evaluations of teacher performance were required. Pole de Dakar (2009) says that in Chad, community contract teachers have better learning outcomes (as measured by PASEC) than civil service teachers for second-grade students and similar results for fifth-grade students. Community teachers are paid by parents, locally, which civil servant teachers might have to travel to another locality to receive their salary. Being paid by parents might also incentivise the teacher to attend school regularly since their pay might be docked.

2.11.3 Economic incentives

Nyakundi (2013) avers that teachers will be motivated if they are well remunerated. This can be achieved through offering incentives to teachers and rewarding teachers whose subjects’ students perform better. This will motivate them to improve on curriculum delivery. Alam and Farid (2011) also recommend that the salaries of the teachers be increased and fixed, according to their qualifications, and incentives be provided to the good teachers so as to acknowledge their efforts and motivate them to continue with their better performance. It will also be an incentive for other
teachers and they will follow good teaching practices. Recognition of teachers’ works on showing good results may be an incentive for the improvement of their efficiency.

2.11.4 In-service training and teacher development

Alam and Farid (2011) view teachers as the backbones of the educational institutes adding that the future of our nation lies in their hands. In order to improve the quality of education, there is a dire need to spend on the teacher training, which in return may provide quality education.

In corroboration with above view, Nyakundi (2013) suggests that teachers should attend in-service training to update their skills. By attending training, teachers will develop confidence in teaching their subjects and become motivated. Nyakundi (2013) is also of the view that the school management should ensure that the school environment should be conducive. This can be done by ensuring high standards of discipline among students and ensuring that school rules and regulations are adhered to.

Alam and Farid (2011) recommend that no teachers should be appointed without a professional training in education and that refresher and in-service courses should be arranged for the teachers at regular intervals of time. It will update the teachers in the contents of the related subjects as well as in the area of teaching skills. Jidamva (2012) concurs that some teachers need professional development because they lack essential skills in the profession. The lack of innovative skills to develop their own teaching and learning materials and lack of knowledge and
skills to teach the outlined topics in the syllabus is evidence for lack of professional qualities and this needs attention from both planners and teacher educators. Jidamva (2012) adds that professional development has to be provided, not only in teacher training colleges and universities where teacher preparation is on large scale, but also in schools. School-based programs are appropriate as they do not draw out teachers from schools, but rather allow them to continue with teaching.

Australia has implemented some strategies to improve teacher motivation which include the Career Change Program which enables non-teaching professionals to undertake a teacher education course while employed as supervised trainee teachers (Australia Teacher Demand and Supply Report, 2011). The Australian Government also came up with the Teach for Australia (TFA) which prepares outstanding graduates from all degree disciplines for teaching in disadvantaged schools. A Graduate Pathway was also introduced and this provides assistance for graduates in priority degree disciplines to undertake education training and financial incentives to attract them to government schools upon becoming qualified. Australia Teacher Demand and Supply Report (2011) also established a Graduate Retention Incentive Program which provides financial incentives over four years to retain 100 high-quality teacher graduates appointed to hard to staff rural schools. A Special Education Scholarship was also introduced enabling current teachers and those returning to the profession to obtain special education qualifications (Australia Teacher Demand and Supply Report, 2011).
2.11.5 Provision of teaching and learning resources

Regarding the effect of job satisfaction, Nyakundi (2013) comments that schools should ensure that school environment is conducive for teachers to ensure their motivation and satisfaction with their jobs. This can be achieved by ensuring that there are adequate teaching and learning resources.

Nzulwa (2014) cites a number of suggestions to improve teacher motivation; these include putting in place realistic and attractive professional compensation packages, models of staff recognition and other all-around motivational programmes. Nzulwa (2014) highlights that without the above in place; teachers may continue to spend more time engaging in income-generating activities outside their work. Additionally, aspects of job enlargement, opportunities for promotion, pay increments, bonuses, and luncheons, good performance measures, that foster career development, should be in place. Nzulwa (2014) further states that transparent and professional recruitments and selection, promotion, appraisals training and separation as well as open communication channels need also be addressed. Sound management of employee relations and respect to labour relations agreements also need to be prioritised. Employees’ welfare services such as lunch, tea, good furniture, spacious /ventilated offices and a distinct corporate image will be good for the professional pride. Respect and fair administration of the code of conduct will ensure that teachers own the professional conduct. The employer should enlighten teachers on the code of regulations and ensure that they are conversant with it and deal with their issues with meaningful privacy.
In summary, the governments should put in place a sound professional and ethical management system of all teachers welfare issues that envisage teachers motivational needs, with a view of adequately meeting them.

2.11.6 Decentralisation and delegation

According to Jidamva (2012), other issues that need attention are overcrowded classes, lack of facilities such as housing, offices and other support materials. These require prioritising in the existing plans, where both the central and local government can collectively work together to meet these challenges. Decentralising and delegating of responsibilities to local authorities is a way of minimising these challenges, but one question that remains is whether the people at the grassroots know their responsibilities (Jidamva, 2012). This means a capacity building is also needed to empower the different actors at local levels in planning and prioritising according to the needs. Jidamva (2012) notes that it is the role of policy makers to ensure awareness among communities on planning and prioritising so as for the constructions to include the other facilities than classrooms and hostels that are given higher rank in the priority list. Jidamva (2012) adds that with regard to teacher motivation in Tanzania, the teachers have suggested the introduction of teaching allowances, special allowances as a means of improving teacher morale at work.

2.11.7 Recruitment and deployment policies

There have been some indications that changes to deployment policy could improve motivation. In Lesotho, individual schools are allowed to select the teacher to be employed, a system which
tends to favour local teachers or teachers who are believed likely to accept the post (Mulkeen and Chen, 2008). In general, systems of local recruitment tend to increase teacher satisfaction and reduce attrition (Bennell and Akyeampong, 2007). In Ghana, there are indications that deployment systems that allow newly qualified teachers, especially young women, to take posts in rural communities, where they would perhaps feel safer, for example, near their relatives, and systems that posted two newly qualified teachers together to the same school, would help to enable teachers move to difficult locations (Hedges, 2002). Hedges also adds that, in countries where there are large numbers of untrained teachers, provision of in-service training may reduce attrition. For untrained teachers working in rural areas in African countries, there may be few other opportunities for salaried employment, but their status as untrained teachers limits their prospects for promotion, and in some cases for long term employment.

2.11.8 Staff Development and Training

Ezugoh (2010) states that; staff training, retraining and development must be noted and strengthened. The governments should not pay deaf ears to teachers’ motivational needs especially in such areas like good salaries or remuneration and promotion. Fredriksson (2004) in Ezugoh (2010) emphasises that teacher professional development is a key guarantee of quality education. Reviewing some factors affecting the academic achievement of school children, Fredriksson (2004) concluded that in developing countries, the influence of school variables like the education of teachers, is of greater importance and studying the quality of primary schools in four developing countries showed that the quality of teacher was one of those factors which made a difference between high and low – performance schools.
2.11.9 Physical Facilities

Chandra (2004) in Lockheed (2010) says that provision of safe housing is important to female teachers. Mulkeen and Chen (2008) concur that, indeed, a strong correlation between access to adequate housing and the presence of female teachers has been suggested in rural Malawi (Mulkeen and Chen, 2008). The Program to Motivate, Train and Employ Female Teachers in Rural Secondary Schools (PROMOTE) in Bangladesh (1995–2005) is an example of a programme that combined teacher training and housing in rural areas. It provided women teachers with safe housing near schools once they completed teacher training. Provision of a safe housing may also help retain women teachers in rural areas. If safe housing is not economically feasible, daily transport has to be offered to women teachers in order to retain them in rural areas. Improving sanitation facilities at schools is a policy issue for both girls and women (Suryadarma, Suryahadi, Sumarto and Rogers, 2004 as cited in Lockheed, 2010).

2.11.10 Involvement in decision making

Samkange (2012) states that involvement in decision-making could be used as a motivational factor, such would include involving teachers in decision making as this would contribute to sense of ownership. A number of scholars are in agreement to aforementioned view. Dessler (1986) alludes that this was prevalent in areas such as co-curricular activities, syllabus interpretation and organising of school functions. In such areas, participation in decision-making helped the teachers to be "ego-involved" with their work practices. Participation and involvement can be viewed as strategies that can be used to motivate staff. Maslow explains motivation in terms of drives that have to be satisfied before the next higher need is met (Gibson, 1981). These
needs are categorised into five. These are the physiological, safety, social, ego, and self-actualisation needs. Participation and involvement of subordinates in decision making could be viewed within the context of relating to the developing of ego needs and self-actualisation (Gibson, 1981).

At the same time, in Zimbabwe, teachers highlighted that they were not involved in decisions on supervision (Samkange, 2012). Such responses tended to suggest that clinical supervision, as a strategy, was not being used in the schools. Clinical supervision has to involve the teacher and the supervisor at all the different stages. In support of Samkange's views, Sergiovanni and Starrat (1983) view clinical supervision as an in-class support system designed to deliver assistance directly to the Teacher Involvement in Decision Making: A Case for School Administration and Management in Zimbabwe teacher in order to bring about the necessary changes in classroom and teacher behaviour. In that respect, clinical supervision is viewed as contributing to staff development and thereby organisational development. It is also credited with focusing on improving instruction through systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification (Richard Weller in Acheson and Gall, 1987). Clinical supervision includes several stages in which the supervisee and the supervisor have to involve each other. These include establishing the teacher-supervisor relationship, the supervisor and the teacher planning a lesson together, planning strategy for observation, analysing the teaching-learning process, planning the strategy of the supervisor-teacher conference, conducting the supervisor-teacher conference and renewed
planning encompassing agreed changes in the preceding conferences (Sergiovanni and Starrat, 1983).

2.11.12 Local deployment

Mhishi, et al. (2012) says that various strategies should be adopted in order to enhance teacher motivation in Zimbabwe. Craig, Kraft, and du Plessis (1998) in Mhishi et al. (2012) suggest that one possible solution to the shortage of qualified teachers and their retention in rural areas is to engage teachers who are “indigenous” to those rural places or to train relief teachers already serving in those areas through Open and Distance Learning. Mhishi et al. (2012) add that the presumption is that those individuals will have family roots in these areas and/or some economic interest (for example agricultural activity such as cotton growing in the Zambezi Valley), and so they may be more willing to train and remain in these rural settings. To justify this approach, it is believed that if teachers become established within their own community or home district, they may gain extra benefits from the proximity of relatives, which may help to ensure long-term stability. In consensus with the above view, Black, Esanu, Mugambe, Namwadda, and Walugembe (1993) highlight that working close to one's extended family may provide some level of moral as well as financial support and subsidy. Moreover, research studies in many countries have shown that twice as many teachers who trained through ODL stay in the profession longer than those trained in conventional colleges (UNESCO, 2001).
It should, however, be noted that the assumption that teachers recruited from a certain rural area would want to return to their own communities has been challenged by a number of researchers as educated members of a disadvantaged group may view their education as a means of social mobility and may have no desire to remain in the community once they are qualified (Azam, 2001).

2.11.13 Provision of resources

UNICEF (2011) purports that in September 2009, the Ministry of Primary and Secondary Education, Sport, Arts and Culture (MoESAC) launched Education Transition Fund. The ETF is a multi-donor pooled fund, managed by UNICEF and seeks to support the Government of Zimbabwe in delivering education services by providing teaching and learning materials and technical assistance to the MoESAC. UNICEF (2011) indicates that to date, the fund has procured and delivered a total of 22 million textbooks for both primary and secondary schools (UNICEF 2011). The report adds that 7 million textbooks and storage cabinets were delivered to secondary schools in six subject areas of English, Shona, Mathematics, History, Geography and Science (UNICEF, 2011). This was a 'landmark' development especially that pupil: textbook ratio was 1:9 on average (Chakanyuka et al., 2009) before the intervention. School Development Committees (SDCs) were trained in school governance. Secondary schools also received laboratory kits to support the teaching of science subjects like Chemistry, Physics, and Biology (MoESAC, 2013). Through the same fund, schools were promised annual school improvement grants (SIGs) from donors (MoESAC, 2013). With evident donor fatigue throughout the whole
country, the hope of SIGs is fading away. Through Educational Transition Fund (ETF), only one component of quality education was partly addressed, that is, teaching and learning material.

Most Zimbabwean scholars who investigated on issues related to the factors affecting teacher motivation identified problems in availability of teaching resources and infrastructure, flexible working hours, access to training and education. They viewed these as some of the factors that need to be improve to enhance job satisfaction as working conditions for teachers in Zimbabwe are generally poor more so in rural areas.

2.11.14 Job satisfaction

Mutema (2014) suggests that 1) if education provision is to play a key role in enhancing sustainable development, the government of Zimbabwe should come up with a framework to guide the operations of the satellite schools. 2) The resettled communities should be proactive in improving their children’s learning conditions and the teachers in these schools should also actively participate in promoting the provision of education for sustainable development.

As noted by most scholars in the literature above, that teacher play a critical role in the development of skills, knowledge and human capital in any nation. This study, therefore, aims at identifying strategies to improve teacher motivation. Kalyar (2010:1) puts it: "…Teachers are critical to the successful functioning of the educational system and for improving the quality of educational institutions". Chireshe and Shumba (2011), therefore, suggest that teachers' dignity
should be restored as to enhance motivation and this can be done through improving on their salaries, working conditions and providing them with resources.

Hlupo and Tsikira (2012) suggest the following strategies to enhance teacher motivation in remote schools: The rise of satellite schools was a result of a state-initiated land reform programme. The state, therefore, has to come up with mechanisms to cushion these school children out of the murky waters of ‘educational disorder,' they are entangled in, if the dream of educational equity and equality is to be realised; The state should not just expect communities to build schools but should be a major stakeholder in financing such buildings; The government has to reconsider rural and hardship allowances for the obvious reason of attracting qualified and experienced teachers. In as much as those teachers at mother schools get fairly sound incentives, those at satellite schools will feel that their services are appreciated and valued through these rural and hardship allowances; Despite local authorities lacking in terms of resource provision, the government has to partner with donors who may chip in with projects to improve facilities and amenities such as drilling boreholes and building clinics near satellite schools; Some forms of donor support, such as salary supplement for staff at satellite schools can also uplift morale of teachers, but such initiatives should be result-based; The proceeds of the ETF should have been earmarked specifically for satellite schools; Parents and communities are a rich source of human capacities which can be tapped to enrich and improve the education of children. A sensitisation programme could be done where emphasis could be made on maintaining existing infrastructure and establishing new facilities through well-coordinated state supervision (Hlupo and Tsikira, 2012).
2.12 Knowledge gap

The review of the related literature reveals various empirical studies by scholars in the same field. The researchers outline teacher motivation in various countries. However, I am not aware of a scholar(s) who investigated on teacher motivation in the secondary satellite schools in the resettlement areas of Matabeleland North Province, specifically those that are a result of the fast-track land reform program. I am not also aware of any scholar who investigated and cited clear solutions on the problem of teacher motivation in the satellite schools regionally or internationally.

2.13 Chapter summary

This chapter reviewed literature related to the concept of motivation and explored on the strategies to enhance teacher motivation among teachers. The chapter discusses the three theories that informed the study, these are the Maslow hierarchy of needs; Herzberg two factor theory as well as the Expectancy theory. Maslow highlights on the orderly satisfaction of needs from physiological needs which is a higher need to self-actualisation which is the lower need. Herzberg alludes that people are not only motivated financially but other nonfinancial factors such as working conditions. Hence financial and nonfinancial motivation forms of motivation are extensively discussed. The chapter also highlights on factors affecting motivation among teachers that include: personal/social factors: classroom environment: rewards/incentives: infrastructure; poor management and administration. The expectancy theory indicates that there is a positive link between effort and performance as favourable performance will result in a
desirable reward; the reward will satisfy an important need; the desire to satisfy the need is
strong enough to make the work effort worthwhile. The expectancy theory is based on the
following three beliefs: ‘valence’ meaning the depth of the want of an employee for an extrinsic
reward, such as money, or an intrinsic reward such as satisfaction; ‘expectancy’ referring to the
degree to which people believe that putting effort into work will lead to a given level of
performance; ‘instrumentality’ refers to the confidence of employees that they will actually get
what they desire regardless of what has been promised by the manager. It is noted by the
expectancy theory that favourable performance will result in a desirable reward. TICs of satellite
schools can use non-financial rewards to motivate teachers so as to enhance their performance as
teachers may need to be rewarded when they perform well. Furthermore, the chapter outlined the
relationship between motivation and performance as well as the strategies that can enhance
teacher motivation which includes the development of teacher career, offering incentives and
hardship allowances, among others. The next chapter focuses on the qualitative methodology and
the case study method as well as the population under study, sampling procedure, ethical
consideration as well as the instruments employed in this study.
3.1 Introduction

The previous chapter reviewed literature related to the concept of motivation and how it has been utilised to enhance teacher performance. The purpose of this chapter is to outline, discuss and justify research methodology that was used in this study to generate the relevant data and information using the interview guide, focus group discussion guide as well as observation protocol. The chapter also presents research method, target population, research instrument, sample and sampling procedure. The issues regarding trustworthiness and ethical considerations are also discussed. Finally, the chapter spells out how data generated was processed, analysed and interpreted.

3.2. Research Philosophy

Soini, Kronqvist and Huber (2011) indicate that “traditionally in philosophy the basic epistemological questions have been concerned with the origin of knowledge. They view epistemology as a technical term in philosophy which refers to how we know and the relationship between the knower and the known. It is distinguished from ontology (what exists, and the nature of reality) and axiology (values), as well as methodology.

Lincoln and Guba (2000) argue that constructivism is the appropriate epistemological paradigm for qualitative research. The position that our understanding of reality is a social construction,
not an objective truth, and that there exist multiple realities associated with different groups and perspectives. Lincoln and Guba (2000:168) termed this a "relativist" and "transactional/subjectivist" position, in opposition to views that were variously labeled positivist, realist, objectivist, or empiricist; the latter "assume the possibility of some kind of unmediated, direct grasp of the empirical world.

A broader use of "epistemology" is common in writing about approaches to research, a use that includes ontology and sometimes axiology and methodology (Soini et al., 2011). Therefore, epistemology is best described as referring to how people know what they know, including assumptions about the nature of knowledge and reality. Soini et al. (2011) asserts that combining ontological realism and epistemological relativism is contradictory, and that the ontological concept of a reality independent of our theories can serve no useful function in qualitative research, since there is no way to employ this that will avoid the constraints of a relativist epistemology. One may note that the epistemologies for the Qualitative Research seeks to highlight and illustrate the variety of epistemologies and the personal stance every researcher have to take to these questions. However, ontology refers to the knowledge and how the researcher views it, whether objective or subjective. A researcher who views knowledge as objective adopts a positivistic or post positivistic philosophy. A constructivists or interpretivism views knowledge as subjective. The study is informed by social constructivism and it is qualitative in nature.
3.2.1. Postpositive Paradigm

Postpositivism refers to the thinking after positivism, challenging the traditional notion of the absolute truth of knowledge (Phillips and Burbules, 2000) and recognising that we cannot be positive about our claims of knowledge when studying the behaviour and actions of humans. The postpositive tradition comes from 19th-century writers such as Comte, mil, Durkheim, Newton, and Locke (Smith, 1983), and it has also been articulated by writers such as Phillips and Burbules (2000).

Creswell and Plano Clark (2007) states that postpositivism reflects a deterministic philosophy in which causes probably determine effects or outcomes. Thus, the problems studied by postpositivists reflect a need to examine causes that influence outcomes, such as issues examined in experiments. It is also reductionistic in that the intent is to reduce the ideas into a small, discrete set of ideas to test, such as the variable that constitutes hypotheses and research questions.

3.2.2 Advocacy/participatory Paradigm

Another group of researchers claims knowledge through an advocacy/participatory approach. Kemmis and Wilkinson (1998) indicate that: participatory action is recursive or dialectical and is focused on bringing about change in practices meaning that at the end of advocacy/participatory studies, researchers advance an action agenda for change. It is emancipatory in that it helps unshackle people from the constraints of irrational and unjust structures that limit self-
development and self-determination. The aim of advocacy/participatory studies is to create a political debate and discussion so that change will occur.

3.2.3 Pragmatic Paradigm

As a philosophical underpinning for mixed methods studies, Tashakkori and Teddlie (2003) and Patton (1990) convey that the importance of focusing attention on the research problem is social science research and then using pluralistic approaches to derive knowledge about the problem. According to Cherrholmes (1992) and Murphy (1990), pragmatism provides a basis for the following knowledge claims: Pragmatism is not committed to any one system of philosophy and reality; Individual researchers have a freedom of choice. They are free to choose the methods, techniques, and procedures of research that best meet their needs and purposes; it is not based on a strict dualism between the mind and reality completely independent of the mind. Thus, in mixed methods research, investigators use both quantitative and qualitative data because they work to provide the best understanding of a research problem.

3.2.4 Socially Constructivism Paradigm

This study is informed by social constructivism combined with interpretivism. Creswell and Plano Clark (2007) indicate that in this worldview individuals seek understanding of the world in which they live and work. Interpretive research is fundamentally concerned with meaning and it seeks to understand social members' definitions and understanding of situations (Hemming, Rensburg and Smit, 2004: 20). Denzin and Lincoln (2000) argue that qualitative research
involves an interpretive and naturalistic approach: "This means that qualitative researchers study things in their natural settings, attempting to make sense of or to interpret phenomena in terms of the meanings people bring to them" (p. 3). The constructivist recognises the importance of subjective human creation and is built upon the premise of social construction (Baxter and Jack, 2008). The approach enables the collaboration between the researcher and the participants ‘while enabling the participants to tell their stories' (Crabtree and Miller, 1999:10 in Baxter and Jack, 2008). Furthermore, knowledge is established through the meanings attached to a phenomenon studied; researchers interact with the participants of study to obtain data; inquiry changes both the researcher and the participants and knowledge is context and time dependent (Coll and Chapman 2000; Cousins, 2002). The researcher has direct contact with and gets close to the people, situation and phenomenon under study; the researcher's personal experience and insights are an important part of the inquiry and critical to understanding the phenomenon (Patton, 2002). The researcher does his/her work to capture the thinking of the participants from the participants' perspective as accurately as possible as opposed to the researcher reporting what he/she thinks (Fraenkel and Wallen, 2000).

According to Creswell (2007), a qualitative research is one that uses methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice, hence sociologists using these methods typically reject positivism and adopt a form of interpretive sociology. Creswell (2007) also indicate that the goal of the researcher, then, relies as much as possible on the participants' views of the situations. Creswell (2007) also explains that the subjective meanings are not simply imprinted on individuals but are formed through
interaction with others (hence social constructivism). In support of the aforementioned, Lincoln and Guba (2000) allude that rather than starting with a theory (as positivism), inquirers generate or inductively develop a theory. Creswell and Plano Clark (2007) also articulate that constructivist researchers often address the process of interaction among individuals and that the researchers make an interpretation of what they find. Hence the researchers' intent is to interpret what other scholars know about the world and this is the reason qualitative research is often called interpretivism.

3.3 Research Methodology

3.3.1 Mixed Methodology

The qualitative versus quantitative debate has coincided with the rapid development of mixed methods, which combine qualitative and quantitative methods in ways that ostensibly bridge their differences in the service of addressing a research question. The roots of mixed methods are typically traced to the multi-trait, multi-method approach of Campbell and Fiske (1959, cited in Teddlie and Tashakkori, 2009), although it is considered a relatively new methodology whose key philosophical and methodological foundations and practice standards have evolved since the early 1990s (Tashakkori, 2009). Johnson and Turner (2003) have argued that the fundamental principle of mixed methods research is that multiple kinds of data should be collected with different strategies and methods in ways that reflect complementary strengths and non-overlapping weaknesses, allowing a mixed methods study to provide insights not possible when only qualitative or quantitative data are collected.
Other authors have also criticised the whole idea of mixed methods (Smith and Hodkinson, 2005; Denzin, 2006) citing criticism which is sometimes framed in terms of the response of advocates of a particular “stance” to arguments for mixing methods: the purist stance, the pragmatic stance, and the dialectical stance.

3.3.2 Quantitative Research Methodology

According to Creswell and Plano Clark (2007) quantitative research methods attempt to maximize objectivity, replicability, and generalisibility of findings, and are typically interested in prediction. Integral to this approach is the expectation that a researcher will set aside his or her experiences, perceptions, and biases to ensure objectivity in the conduct of the study and the conclusions that are drawn. Key features of many quantitative studies are the use of instruments such as tests or surveys to collect data, and reliance on probability theory to test statistical hypotheses that correspond to research questions of interest. Quantitative methods are frequently described as deductive in nature, in the sense that inferences from tests of statistical hypotheses lead to general inferences about characteristics of a population. Quantitative methods are also frequently characterised as assuming that there is a single truth that exists, independent of human perception (Lincoln and Guba, 1985).

Creswell (2012) cites the following merit for this methodology stating that: In quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs. Describing a trend means that the research problem can be answered best by a study in which the researcher seeks to establish the overall tendency of
responses from individuals and to note how this tendency varies among people. For example, you might seek to learn how voters describe their attitudes toward a bond issue. Results from this study can inform how a large population views an issue and the diversity of these views.

In Creswell (2012), demerits of this methodology are said as follows: Some quantitative research problems require that you explain how one variable affects another. Variables are an attribute (such as attitude toward the school bond issue) or characteristic of individuals (like gender) that researchers study. By explaining a relation among variables, you are interested in determining whether one or more variables might influence another variable. For example, quantitative researchers may seek to know why certain voters voted against the school bond issue. The variables, gender and attitude toward the quality of the schools, may influence individuals’ vote on the bond issue.

3.3.3 Qualitative Methodology

This study used Qualitative research methodology. Merriam (2009) is of the view that qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. Creswell (2012) emphasise an epistemological stance stating that a qualitative research uses methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. Sociologists using these methods typically reject positivism and adopt a form of interpretive sociology. According to Creswell (2012), qualitative methods are usually employed
by relativists, whose corresponding ontological and epistemological position is of the world that is only socially constructed and all knowledge that people can have about it is subject to interpretation. Relativists use interviews, focus groups and other qualitative methods to get an in-depth sight into a field. Yin (2008) views a qualitative research is a method of inquiry employed in many different academic disciplines, traditionally in the social science, but also in market research and further contexts. Its aim is to gather an in-depth understanding of human behaviour and the reasons that govern such behaviour. Hence, smaller but focused samples are more often needed than large samples. Keyton (2001) and Patton (2002) add that the researcher conducts studies in the field that is natural, trying to capture the normal flow of events without controlling extraneous variables.

Qualitative research methods allow researchers to explore the views of homogenous as well as diverse groups of people by probing underlying values, beliefs, and assumptions to gain a full understanding of what is driving their behaviour (Choy, 2014). According to Cole (2005), qualitative researchers are more concerned about uncovering knowledge about how people feel and think in the circumstances in which they find themselves than making judgments about whether those thoughts and feelings are valid.

Cassell and Symon (1994) give the following list defining characteristics of qualitative research in contrast with quantitative research: Focus on interpretation rather than quantification; an emphasis on subjectivity rather than objectivity; flexibility in the process of conducting research; an orientation towards process rather than outcome; a concern with context regarding behaviour
and situation as inextricably linked in forming experience; and finally, an explicit recognition of the impact of the research process on the research situation.

3.3.3.1 Advantages and Disadvantages of Qualitative Methodology

In this study, there was personal contact with the participants, hence gather rich and first-hand information through one on one and group interviews rather than relying on assumptions and secondary data. It was also possible to tackle sensitive issues, this was possible since good relations were created, supported by the letters from the relevant ministry and also participants were assured of confidentiality. Creswell (2012) notes that qualitative research involves studying phenomena in their natural habitat, rather than in a laboratory setting like quantitative research. Griffin (2009) purports that a qualitative research has an increased degree of flexibility in the research method. The ability to avoid a reliance on the researcher predetermined assumptions and the ability to focus on the meaning of key issues for participants, especially any contradictions on inconsistencies in their perspective. He also states that qualitative research can enable one to tackle sensitive issues, to appreciate the wider social context of people's experiences and to make connections across different areas of participants' lives.

The process of data gathering was also costly as compared to acquiring quantitative data whereby one would use statistical information. It required one to travel across the province since the districts that were sampled are far apart. A qualitative study is also time-consuming (Guest et al., 2012) as it involves not only collecting the data but also transcribing, coding, and interpreting
the data. If research is done in a foreign language, add the extra step of translation to the analysis process. Coding then needs to be summarised somehow and interpreted for the intended audience. The good news is that in most cases, large samples are not needed for qualitative inquiry. And not all qualitative analyses need to be so rigorously executed. In some cases, a “quick and targeted” analysis (Guest et al., 2012) is all that is warranted or possible within exigent time constraints. In this study, interviews and group discussions were booked. Each interview was taken discretely meaning that I attended eight different participants apart from the three focus group discussions in three districts in Matabeleland North Province. Cassell and Symon (1994) concur that the major disadvantages associated with qualitative research are that qualitative data generation methods are time-consuming; Secondly, it is generally viewed as less reliable than quantitative research due to its reliance on smaller sample sizes as well the issue of being subjective, hence results depend on researcher's interpretations and descriptions.

However, in this study, a smaller sample accorded ample time to thoroughly interact with participants and gaining an in-depth understanding of their circumstances. Yauch and Steudel (2003) purports that, a qualitative inquiry is generally open-ended; the participants have more control over the content of the data collected as observed by the researcher. This allows for a broader inquiry for participants to raise issues that matter most to them. In the study, the problem of subjectivity was circumvented through using more than one data gathering method, thus triangulation of techniques while reflexivity addressed the issue of researcher bias, this is whereby one keeps referring to the topic, statement of the problem as well as research questions for guidance.
3.4 Research method

A research method can be viewed as a grand plan of approach to a research topic. William (2006) pointed out that the research problem determines the type of method to be used, not the other way round. Creswell (2007) listed five strategies of inquiry in qualitative research; narratives, phenomenological studies, grounded theory studies, ethnographies, and case studies. Below is a brief discussion of the case study research method that was used in this study.

3.4.1 The Case Study Method

Kothari (2004) views a case study as a method which is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community. It is a method of study in depth rather than breadth. The case study places more emphasis on the full analysis of a limited number of events or conditions and their interrelations. Furthermore, Kothari (2004) adds that the case study deals with the processes that take place and their interrelationship. Thus, a case study is essentially an intensive investigation of the particular unit under consideration. The purpose of the case study method is to locate the factors that account for the behaviour patterns of the given unit as an integrated totality.

According to Yin (2003), a Case Study Method should be considered when the focus of the study is to answer “how” and “why” questions and also when the researcher wants to cover contextual conditions that he or she believes are relevant to the phenomenon under study, and also when the
boundaries are not clear between the phenomenon and context. Stake (1995) notes that a case studies may also include multiple cases, called a collective case study in which multiple cases are described and compared to provide insight into an issue. A case study researcher might examine several schools to illustrate alternative approaches to school choice for students (Stake 1995). A multiple case study was therefore employed by the researcher as the study aimed at investigating more than a single school in the resettlement areas of Matabeleland North Province.

In this study, the question that was supposed to be answered was on motivation strategies that would enhance job satisfaction and performance of teachers in secondary satellite schools in resettlement areas of Matabeleland North Province. A multiple case study was found the most suitable method as it permitted me to understand the broader context within which the teachers operate. A case study was found to be appropriate as the study was focusing on generating data from three schools in different districts of Matabeleland North Province.

3.4.2 Advantages and Disadvantages of Case Study Method

A case study allowed a lot of detail to be gathered that would not normally be easily obtained through descriptive design. The data generated was a lot richer and of greater depth than can be gathered through other experimental methods. However, the method involved use of multiple techniques such as interviews, focus groups and observation, hence the challenge was when one had to conduct interviews or focus group discussions and at the same time capture and scribble all the responses. Creswell (2007) indicates that one of the challenges inherent in the qualitative case study is that the data generation in a case study research is typically extensive, drawing up
multiple sources of information such as observations, interviews, and audiovisual material. Nevertheless, I made use of only three data generation techniques that included the face to face interviews, FGDs and observations.

3.5 Population of the study

The population of the study included both trained and untrained teachers who were teaching in satellite secondary schools in the resettlement areas during the duration of the study. It also included the District Education Officers from the Ministry of Primary and Secondary Education in the province, as well as the teachers’ representatives (Progressive Teachers’ Union of Zimbabwe and Zimbabwe Teachers Association).

3.5.1 Study Sample

In this study, a sample of 22 participants was carefully selected from satellite schools in the province including the D.E.Os. 15 teachers (5 per school) took part in Focus Group Discussions (FGDs) and 2 Teachers in Charge (TICs) who were judgmentally selected. 3D.E.Os (that were purposefully selected) and 2 teachers’ representatives (from PTUZ) took part in face to face interviews. The initial sample had 38 participants, however, on arrival at schools it was noted that most of the satellite schools had 5 teachers; therefore, the focus group was reduced from 10 to 5 participants as suggested by Marshall and Rossman (2006) that the researcher needs to be flexible as a sample can change during the research process. Again, in a qualitative study a sample size is determined by data saturation therefore, only 20 participants were investigated.
3.5.2 Sampling Method

Singh (2006) defines sampling as the process of selection of sampling units from the population to estimate population parameters in such a way that the sample truly represents the population. The main purpose of sampling is to draw inferences about a population of interest with a view to making the research findings trustworthy. A sample can be also viewed as a subset of elements that truly represent the entire population under investigation as it may not possible to conduct a study of the total population. In this study, a homogenous purposive sampling technique was used to come up with the sample. This technique is popular in qualitative research, more based on judgmental considerations (Teddlie and Tashakkori, 2009). Etikan, Musa and Alkassim (2015) describe purposive sampling as follows:

“This involves identification and selection of individuals or groups of individuals that are proficient and well-informed with a phenomenon of interest. In addition to knowledge and experience, and note the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner. Unlike random studies, which deliberately include a diverse cross section of ages, backgrounds and cultures, the idea behind purposive sampling is to concentrate on people with particular characteristics who will better be able to assist with the relevant research” p2-3.

Etikan et al (2015) identify seven forms of purposive sampling these include: Maximum Variation Sampling, Homogeneous Sampling, Typical Case Sampling, Extreme/Deviant Case Sampling, Critical Case Sampling, Total Population Sampling and Expert Sampling. The study
employed homogenous sampling as it involved a selection of participants who share similar characteristics in terms of job and lifestyle as related by (Etikan et al, 2015)

Purposive sampling was used for careful selecting homogeneous samples of a true representation of the population under study in order to undergo an intensive investigation on factors affecting teacher motivation and the effects of motivation on performance as well as to identify strategies that could be used to improve job satisfaction among teachers in the satellite schools of Zimbabwe. I found homogenous, purposive sampling less time consuming as the sample was carefully selected based on the judgment of the participants that would give useful information pertaining to the study. I also found it less costly as the study had three focus groups and seven face to face interviews in the entire province. Homogenous purposive sampling allowed flexibility. For instance, on arrival at the satellite schools it was realised that most of the schools had a maximum of five teachers excluding the TICs, therefore, focus groups were reduced to groups of five and this reduced the size of the sample.

3.6 Research instruments

3.6.1 The Researcher as an Instrument

The researcher is the primary instrument for data generation and analysis (Keyton, 2000). I was the major instrument for I facilitated and conducted face to face interviews, FGDs and observations. The major problem of a researcher being an instrument is that of bias. However, researcher bias was circumvented through engaging in continuous reflexivity as suggested by Johnson and Christensen (2014). I also fully committed myself as advised by Creswell (2007)
that the researcher is the one who generates the information and should not rely on other instruments designed by other researchers, other instruments, such as the focus group discussion guides, interview guides as well as observation protocols.

3.6.2 Interview Guide

In this study, a structured interview guide (see Appendix 3) was prepared to generate data from a sample of 22 participants. Separate interview guides (see Appendix 2, 3 and 4) were used to elicit information from teachers, TICs, teacher representatives and the D.E.Os. The interview guides were open ended, hence they allowed the participants to air their opinions and also served as a control measure that directed the interview so that the interviews were complete on time. The disadvantage was that some questions attracted very long and unnecessary responses. However, the same interview guides were used in the FGDs and the advantage and disadvantages were similar to those of interview guides.

3.6.3 Observation protocol

Creswell (2007) defines a protocol as a predesigned form used to record information collected during observation. Hence this protocol enables one to take notes during an observation about the responses. The observation protocol (see appendix 5) helped the researcher to organise thoughts on terms such as heading, information and thanking the participants. However, Yin (2011) purports that having a research protocol may undermine a major strength of qualitative research, which is the ability to capture real life as others live and see it, not as researchers
hypothesise or expect it to be. Yet, the researcher's values, expectations, and perspective are implicitly contained in any research protocol.

In this study, an observation protocol (see Appendix 5) was also used to collect first-hand information on the assessment process. Notes were taken down as advised by Creswell (2007) above. Observations gave the researcher an opportunity to collect data on a wide range of behaviours, to capture a great variety of interaction and openly explore the assessment topic. The observational approach enabled the researcher to see the things that participants were unable to discuss in a face to face interview or focus group. Observational methods allowed the researcher to record the routine features of everyday life that teachers and other participants could not comment. During this research, the researcher visited schools to see if there were any infrastructures, sanitation, clean water and learning resources. Furthermore, it was important to observe how teachers shared books and how they conducted their learning activities in their classrooms. This would augment data obtained from focus groups and individual face to face interviews.

3.7 Data generation techniques
In this study, data was generated through multiple techniques which include: face to face interviews, FGDs, and observations. Each of the techniques is discussed as follows:
3.7.1 Interviews

In this study, an interview involved a conversation between two people, the interviewer who poses questions and the interviewee who provides responses. Appointments were made with the TICs of the schools through their D.E.Os and through the telephone to the teacher representatives. Dates were arranged and on arrival to the schools, I presented participants with letters from the Ministry of Primary and Secondary Education (see Appendix 7 and 8). I introduced myself together with the assistant. The purpose of the research was spelt out as for academic purposes and the participants were asked to sign consent forms admitting that they were voluntarily taking part in the face to face interview. Participants were asked for permission to record their interviews and were assured of confidentiality.

The face to face interviews allowed democracy in response to questions; the participants were free to air their views without fear. The interviews also permitted probing in the case of a question that was not satisfactorily answered; it was possible to further question the participants until saturation. Again they necessitated generation of volumes of useful data from a single participant. The interviews also attracted more accurate and honest responses, since both the purposes of the interview and individual questions were explained and clarified.

3.7.2 Focused Group Discussions

A FGD is can be viewed as a research technique which involves group interviewing in which small groups are led by the interviewer. The study comprised of 3 groups of 5 participants who
were of similar characteristics, to have different thoughts on the same subject. Heterogeneous grouping enabled the researcher to generate varied opinions from participants. Powell (1996) defines a focus group as, a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of the research. Focus group interviews are essentially a qualitative data generating technique that relies upon the systematic questioning of several individuals simultaneously in a formal or informal setting (Denzin and Lincoln, 2000).

Similarly, to the interview, appointments were made to the TICs of the schools through their D.E.Os and through the telephone to the teacher representatives. Dates were arranged and on arrival to the schools, I presented a letter from Ministry of Primary and secondary Education (see Appendix 7 and 8). I introduced myself together with the research assistant. The purpose of the research was spelt out as for academic purposes and the participants were asked to sign consent forms admitting that they were voluntarily taking part in the interview. Participants were asked for permission to record the interview and were assured of confidentiality.

Three FGDs were held with teachers from three different schools. To achieve complementarities, discussion groups of five teachers were drawn from each of the three schools. The FGDs were composed of small groups that permitted each participant a chance to contribute to the interview, it allowed democracy in response to questions; the participants were free to air their views without fear. The interview also permitted probing in the case of a question that was not satisfactorily answered; it was possible to further question the participants until saturation. The
FGDs attracted more accurate and honest responses as the purposes of the interview and individual questions were clarified. Triangulation of techniques that included interview, focused group discussion and observation were employed to ensure trustworthiness.

3.7.3 Observations

Creswell (2007) views an observation as a special skill that requires addressing issues such as the potential deception to; the people being interviewed, impression management and marginality of the researcher in a strange setting. Creswell and Plano Clark (2007) add that the process involves the observational field notes, photographing, sound recording and documents. In this study, I used a description of a physical setting, accounts of particular events or activities (descriptive notes) and personal thoughts (reflective notes). Observations involved jotting of field notes on teacher accommodation, the state of classrooms, road networks, electricity supply, availability of sanitation and health facilities as well as the police station and shops. Observations were done to enhance data generated through focus groups and interviews so as to improve trustworthiness. In corroboration with the aforementioned, Creswell (2009) identifies Qualitative observations as those in which the researcher takes field notes on the behaviour and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi-structured way using some prior questions that the inquirer wants to know activities at the research site. Creswell (2009) adds that Qualitative observers may also engage in roles varying from a nonparticipant to a complete participant.
Creswell (2007) indicates that observations have challenges that involve the technicalities of observing, such as taking field notes, recording quotes accurately for inclusion in the field notes. To overcome such problems, multiple instruments were employed in the data generation process, such as observation protocol, audiovisuals and a research assistant, so as to improve accuracy.

3.8 Measures to ensure trustworthiness of data

Some researchers consider the validity and reliability of the words to be semantically incompatible with qualitative research. Golafshani (2003) explains the difference in terminology for qualitative studies when referring to reliability and validity in comparison to quantitative studies, noting reliability in qualitative research may be better referred to as dependability. Qualitative studies tend to focus more on the trustworthiness of research through the use of inquiry audit[s] (Golafshani, 2003), rather than the quantitative objective of exact study replication. Validity, as described by Golafshani (2003), is not a single, fixed or universal concept, but rather a contingent construct, inescapably grounded in the processes and intentions of particular research methodologies and projects, hence validity is interrelated to the ‘quality, rigor, and trustworthiness’ of the research and the researcher, and the goal of validity, no matter the definition, is to increase the level of confidence in the findings. A fundamental method for maintaining validity is for the researcher to be reflexive at all stages of the qualitative research process. In addition to the aforesaid, Yin (2011) cites three objectives for building the trustworthiness and credibility of a qualitative study namely transparency, methodicness and adherence to evidence. The first objective for building trustworthiness and credibility is that qualitative research is done in a publicly accessible manner. The research procedures should be
transparent. This first objective means that the researcher must describe and document the qualitative research procedures so that other people can review and try to understand them. Yin (2011) adds that all data need to be available for inspection too. The general idea is that others should be able to scrutinise the work and the evidence used to support the findings and conclusions. The scrutiny can result in criticism, support, or refinement.

Cited in Yin (2011), Yardley (2009) concurs that in this manner, the final study should be able to withstand close scrutiny by others. A second craft objective is to do qualitative research methodically. There is a need to be adequate room for discovery and allowance for unanticipated events. However, being methodic means following some orderly set of research procedures and minimising whimsical or careless work, whether a study is based on an explicitly defined research method or on a more informal but nonetheless rigorous field routine. Yin (2011) explains that being methodic also includes avoiding unexplained bias or deliberate distortion in carrying out research. Finally, being methodic also means bringing a sense of completeness to a research effort, as well as cross-checking a study's procedures and data. A final objective is that qualitative research is based on an explicit set of evidence.

To ensure trustworthiness, I triangulated the data generation techniques and sources, also the purpose of the study was explained to participants so as to eliminate fear, hence elicit honest responses. Yin (2011) concurs that with rival thinking, triangulation also can be applied throughout a study, although the practice has tended to be associated with a study’s data
collection phase. In collecting data, the ideal triangulation would not only seek confirmation from three sources but would try to find three different kinds of sources.

I also engaged in reflexivity whereby during the interviews, I kept referring to research questions, as stated by Hesse-Biber and Leavy (2011) that, the practice of reflexivity is the awareness that all knowledge is affected by the social conditions under which it is produced. Reflexivity is frequently used by researchers to assess the interrelationship of one’s own biases and the research process in order to acknowledge the context in which information is developed (Hesse-Biber and Leavy, 2011), hence a means of guaranteeing ethical research so the study maintained ethical integrity.

3.9 Data analysis and presentation

Creswell (2012) indicates that in qualitative research, typically one gathers a text database, so the data analysis of text consists of dividing it into groups of sentences, called text segments, and determining the meaning of each group of sentences. The data generated from the participants was manually sorted, segmented and coded as indicated below. Member checking was carried out so as to allow participants to confirm the transcribed data. I took the final report of specific descriptions or themes back to participants for verification of the data generated. The segmented and coded data was, therefore, put into themes and was presented in detailed discussions with the inclusion of verbatim. The codes are shown below;
3.10 Ethical and legal considerations

Creswell (2012) notes that respect for audiences and the use of nondiscriminatory language are ethical issues. In all steps of the research process, you need to engage in ethical practices. Practising ethics is a complex matter that involves much more than merely following a set of static guidelines such as those from professional associations or conforming to guidelines from campus institutional review boards. Ethics should be a primary consideration rather than an afterthought, and it should be at the forefront of the researcher's agenda (Hesse-Bieber and Leavy, 2006) as cited in Creswell (2012). Creswell adds that it is important to respect the site in which the research takes place. This respect should be shown by gaining permission before entering a site, by disturbing the site as little as possible during a study, and by viewing oneself as a "guest" at the place of study.
Research participants were booked for both interviews and FGDs. I explained the purpose of the research and asked for voluntary participation in the data generation process. The participants were also furnished with letters of permission from the Ministry of Primary and Secondary Education (see Appendix 7 and 8). I also obtained informed consent (see Appendix 1) from each research participant in writing. Pseudo names were used as a measure to uphold privacy and confidentiality. Again, to ensure that the participants were informed about the purpose of the research, they had to sign the informed consent form (see Appendix 1) as a way of expressing that they are willingly and voluntarily participating in the data generating exercise.

3.11 Chapter summary

This chapter outlined the paradigm, methods, and techniques used in this study. The study was informed by constructivism. The three research instruments used were interview guide; focus group discussion guide and observation protocol. The target population included teachers in satellite schools and the ministry of Primary and Secondary Education. A sample consisting of 22 participants who included 15 teachers from three satellite schools in Matabeleland North Province and this was influenced by a homogenous purposive sampling procedure. To ensure trustworthiness, participants were informed about the purpose of the study. Data generation techniques were triangulated and also the participants were assured of confidentiality, hence they contributed honestly and freely. Data generated from the participants was manually sorted, segmented and coded. Member checking was carried out in the process that is referring back to the participants for confirmation of the transcribed data. The next chapter discusses data presentation, analysis, and interpretation.
CHAPTER 4

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the data that were generated through focus group discussions, observations, and interviews. A sample of 22 participants was selected carefully from the target population. The 22 participants comprised of 15 teachers (5 per school) who took part in Focus Discussion Groups (FGDs) and 2 Teachers in Charge (TICs) who were judgmentally selected. 3 D.E.Os (that were purposefully selected) and 2 teachers’ representatives (one from PTUZ and the other one from ZIMTA).

Three FGDs of five participants per group and seven interviews with the TICs of the schools were conducted. The D.E.Os, as well as teachers' representatives were interviewed. When I was analysing the data, I read repeatedly the transcripts, identified the preliminary themes, classified the quotations, according to themes, discussed the quotations and made an analytic comparison to arrive at an interpretation and conclusion. A detailed discussion of the findings from observation, individual and focus group interviews, as well as document analysis, was drawn under the following subheadings: i) factors affecting teacher motivation in satellite secondary schools; ii) the effects of teacher motivation on performance, iii) the strategies to enhance teachers' performance and job satisfaction.
4.2 Biodata of participants

Table 4.1: Participants' ages ranges

<table>
<thead>
<tr>
<th>Age range</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>3</td>
</tr>
<tr>
<td>30-40</td>
<td>8</td>
</tr>
<tr>
<td>40-50</td>
<td>6</td>
</tr>
<tr>
<td>50-60</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

Table 4.1 depicts the age range for both the FGD and interview participants. A total of 22 participants took part in the study: 3 were between the ages of 20 to 30 years, 8 participants were between 30 and 40 years, 6 participants were in the group range of 40 to 50 years while 5 were between 50 and 60 years. This was done in order to improve the trustworthiness of data generated as opinions of different age groups may differ in terms of needs and expectations.
Table 1.2: Participants’ gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
</tr>
</tbody>
</table>

The study was dominated by females as depicted by the table 4.1 above. In my view, the sample composition is a reflection of the ratio of male teachers to female teachers in the teaching profession. The ratio was in favour of the female teachers.

Table 4.3: Participants’ work experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 years</td>
<td>10</td>
</tr>
<tr>
<td>3-5 years</td>
<td>7</td>
</tr>
<tr>
<td>Above 5 years</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
</tr>
</tbody>
</table>

Table 4.3 illustrates working experience possessed by participants in their various fields which include teachers, TICs, teachers associations and D.E.Os. A bigger number of teachers had less than 2 years of working experience which was a reflection of teacher mobility. Participants that had more than 5 years of working experience were mainly D.E.Os and teacher association members.
Table 4.4: Participants’ levels of education

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>7</td>
</tr>
<tr>
<td>First Degree</td>
<td>14</td>
</tr>
<tr>
<td>Higher Degree</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

There were only 7 participants who had diplomas relevant to teaching including D.E.Os as illustrated in table 4.4 above. Most of the degree holders had nonteaching qualifications and these teachers contributed the most views on the factors affecting teacher motivation in the satellite secondary schools of Matabeleland North. They seemed to be the most affected as they felt that their qualifications were not being recognised by the Ministry of Primary and Secondary Education, since they were paid as non-qualified teachers and were also required to have a teaching qualification.

4.3 Factors affecting teachers’ motivation in satellite secondary schools

There were three of the thirteen satellite secondary schools which were under study in the resettlement areas of Matabeleland North province. The data were generated using various instruments including individual interviews, FGDs, and observations. A number of participants were of the view that the major factors affecting teacher motivation were poor staff accommodation, poor road networks, lack of teaching resources, water, health and safety, lack of incentives and job security. This concurs with Ngwenya et al.’s (2013) findings on the factors
which motivate teachers in Zimbabwean public schools amid the economic challenges faced by
the country. The above factors are discussed in detail in this section.

4.3.1 Accommodation

In both individual interviews and FGDs, participants pointed out that the major factor affecting
teacher motivation was accommodation. The following were responses in reaction to the
question that solicited for the factors affecting teacher motivation: T₂M, fgd₃ responded:

Accommodation is inadequate; some teachers get accommodation from villagers who
do it out of their own kindness or upon realisation of the plight of the teachers. Out of
desperation, the teachers find themselves taking up such places on offer. One of the
teachers was accommodated at a deserted home, 7 km away from the school and he
often complained of the home being haunted with no one willing to reveal the story of
that place though there seemed to be a reason why the owners had evacuated it.

DB, Int₂ also agreed that the structures which were being used as teachers’ accommodation in
satellite schools were farmhouses that got vandalised during the process of the land reform
program. These structures could not be considered as decent shelter. DB, Int₂ added that in most
instances there was no electricity, no windows, or even doors and no water facilities. Teachers
were provided with such poor accommodation in these satellite schools. The teachers used these
houses as their cottages and they had to improvise lighting and find water from nearby sources in
the locality. The participant further said that the situation was not easy for them as they were
confined to work from 8 am to 5pm, also taking into cognisance that they cannot ask pupils to
fetch water for them as parents complain leading to reports being made to the Ministry of
Primary and Secondary Education which might charge teachers with abuse of pupils. DB, Int₂,
revealed that the situation seemed to pose a great challenge for the teachers who came from urban areas. Therefore, as a result, the Ministry of Primary and Secondary Education was experiencing high levels of teachers' turnover. In agreement with this, DH, Int₁ echoed that some teachers could not adjust to such poor working conditions with such poor accommodation. Moreover, there were no water sources meaning one had to go for a distance of about 3km in search of water or having to go to work with unironed clothes. The participant stated that such conditions contributed to low teachers' motivation in satellite schools. TICs of the satellite schools expressed their concerns on the issue of poor accommodation and the following was a response from TIH, Int₁

We as teachers are living in substandard accommodation which is as good as squatter camps; these are poor structures which were used as farm workers’ accommodation and if you recall well these workers were treated as inferior hence their accommodation was substandard. To make matters worse these houses were vandalised, there are no windows, no proper doors and there is generally nothing to call it a structure suitable for human shelter. The Ministry Of Primary and Secondary Education does not seem o be treating the issue with any urgency.

TIB, Int₂, added that their staff cottage was an old dilapidated farmhouse that was converted to staff accommodation, with each teacher getting a room. She also said that these cottages were vandalised by locals. TIB, Int₂, further said that the cottages were not up to standard and they had no privacy as all teachers were accommodated under the same roof. These same rooms in the cottages served a multi-purpose task. On one hand, they were used as storerooms for keeping pupils' books and on the other hand, they were used for marking as well as dining rooms and bedrooms.
T<sub>2</sub>H, fgd<sub>1</sub> indicated that the above matter was a cause for concern stating that the schools were way below acceptable standards in terms of accommodation. She referred to their cottages as shacks that were meant to be farm workers' quarters while others were formerly used as barns. However, each teacher got a room from those cottages as their accommodation. She added that some of the rooms were poorly ventilated as they were previously used as barns and this compromised health of asthmatic teachers. T<sub>1</sub>B, fgd<sub>2</sub> also concurred that the infrastructure was so poor that there was no proper arrangement for a school. The participant added that teacher accommodation would not be distinguished from the village houses as they were both made of dagga. He further referred to the school buildings as dilapidated and substandard thereby compromising teachers and pupils' performance.

In view of the above TA, Int<sub>2</sub> lamented:

The situation in the satellite schools is saddening, accommodation is the biggest problem in these schools, there is no proper accommodation, and teachers' cottages are in a poor state. Teachers either stay in ramshackle and horrible farm houses or in the village houses or with villagers. This is difficult for these teachers as they have families. Some are married and they cannot be separated from their loved ones. However, the accommodation that is being offered in satellite schools is not conducive for families. Other teachers share rooms in the same small farmhouse provided by the satellite school and there is poor sanitation as the toilets have no flashing systems, therefore, teachers either use buckets or they resort to using blair latrines. Some of the teachers have to find accommodation in the village; I know of a Lumbora, Siansundu School teacher who walks about 15km every single day because the school has no accommodation.

In corroboration to the aforementioned DB, Int<sub>2</sub> confirmed that teachers were facing a challenge with accommodation in the satellite schools as there have been frequent complaints on accommodation that were lodged at his office. He pointed out that some of these satellite schools
were just names with nothing to appreciate or retain the teachers, since there was no single structure to make them proper schools. He added that some teachers either stay in the farm houses or in the village. This was not convenient for some of the teachers as they found themselves having to walk some long distances to and from school. The participant revealed that teachers were being deprived of social needs as accommodation that was being offered compromised the family standards. He referred to a situation whereby one is offered just one room that may fit only a bed, meaning that they cannot bring their families along with them. To sum up his statement, the participant stated that all he had said explained how bad the issue of accommodation was in the satellite schools. DB, Int$_2$ further stated that these teachers had resorted to living lives that are below standard as their grievances did not get a sympathetic ear from the responsible authorities. He said that it was for such reasons that some teachers decided to look for alternative employment as they could not compromise their standards of living or their health resulting in high turnover and poor performance in these satellite schools.

Other teachers complained about the state of the cottages. They said that some of the cottages were vandalised and left without windows and some had damaged roofed. They mentioned that the conditions of these cottages were a challenge during harsh conditions. The participants reported that during the dry season, there were some winds which raised a lot of dust into their cottages through the windows and roofs. They said that they suffered flu due to the dust. Teachers indicated that this was impacting on their health, as some would end up contracting asthma. Participant T$_1$H, fgd$_1$ also said:

The cottages have leaking roofs and there is no one to repair them unless we do ourselves. After A December holiday, I came back from home to find that zinc on the
roof was shifted by the wind exposing the wardrobe and there was a heavy storm. Many of my clothes were discoloured and I had to dispose them together with the wardrobe which was deformed.

Participant T₃,H,fgd₁ averred that, due to the nature of the cottages that were used by white farmers, he had nightmares dispose them together with the wardrobe which was deformed.. He said that his grandfather who was a former farm worker used to relate how they were treated at their work. The participant said he always dreamt of a white man threatening to shoot him in the head and could wake up screaming. Participant T₃,H,fgd₁ also corroborated as follows:

Since I came to this satellite school I have bad dreams and nightmares about white men coming back to occupy their farms and using us teachers being as slaves to work on the farm. I think the Ministry of Primary and education should consider building us proper cottages rather than us using the farmhouses.

On a different note, participant T₃,H,fgd₁ complained of the bats in the cottages. She blamed it on the state of accommodation and said:

We are leaving in the bushes, there are bats which disturb my sleep at night, and they fly all night long. Also, their excretion stinks badly such that when at times they make me sneeze. When I travel home over the weekends or holidays on coming back I hardly sleep because of the smell of the bat’s excretion. No matter how much I try to clean, the room still stinks badly. Some days I have nightmare maybe due to the fact that I think so much about the bats especially at night. I, therefore, go to work strained and frustrated.

The responses reveal that, if satellite school teachers were offered poor accommodation as they indicated that they had nightmares. Some highlighted inadequate accommodation as they revealed that they were not be able to stay with their families, however, living away from them has a social effect that has led to a negative impact on motivation to some teachers in the satellite schools. I also visited one of the schools in the resettlement areas and the school was a sorry site
with vandalised buildings that were left without even a window frame. Some windows were covered with plastic papers or some pieces of cloth as protection from harsh weather such as rain and the sun. The school had little huts made of dagga and poles. These small houses did not look convincing to accommodate a double bed and other furniture needed to make a home. The situation observed revealed that the type of accommodation offered in satellite schools was not conducive for families, and teachers seemed demoralised and this affected their performance. These findings are in line with observations by the Nziramasanga Commission (1999), Chireshe and Shumba (2011), PoZ (2012), and Nyanga et al. (2012) who indicate that conditions offered by satellite schools are worrisome.

4.3.2 Classrooms and staffrooms

Some participants pointed out that the state of classrooms was a cause for concern. For instance, participant T1M, fgd3 quipped that: since the satellite schools started as a temporary measure, infrastructure was in a poor state; old farm houses, tobacco barns, stables, and sites were converted into learning and teaching venues. In one of the focus groups, T1M, fgd3 also expressed great dissatisfaction on the standards of classrooms, she articulated,

As teachers in these satellite schools, we encounter challenges of poor working conditions. The schools have no single structure that makes them standardised learning institutions as there are no proper classrooms or teachers' cottages. There is only a farm house that is said to be the classroom hence teachers have to squeeze their pupils taking turns to teach while some are under the trees. The dilapidated farm house has nothing to qualify it as a classroom, it is actually a hazard to both the pupils and the teachers as the walls are not attended to, they are dilapidated and quite untidy, with cracks that can even accommodate snakes and scorpions.
Participant T₁₄, fgd₂ also concurred that these schools were just mere old farmhouses that were taken over and were vandalised by some of the community members for a variety of reasons. He stated that these structures had no windows and doors. He also highlighted the bad experience of floods that they suffered during the rainy seasons. The participant highlighted an event of a heavy storm that left teachers and pupils' books soaked in the classroom. The teacher added that the same structures that were used for learning became goats' kraals at night. Each morning, teachers found themselves responsible for making the environment conducive for learning and it became a routine such that it was some form of un incentivised job enlargement causing teachers' demotivation.

In view of the above response, participant TIH, Int1 added that the environment was just too poor and unfavourable for both the teachers and the pupils as there were no proper structures required of in a school. He highlighted that they were operating in a three roomed farmhouse with some of the rooms being too small to accommodate 10 pupils. He further mentioned that they had to take turns in using the classrooms. The participant said that the higher grades took the morning session in the classroom while the lower forms wait by the veranda to take the afternoon session. TIH, Int1 also indicated he got so concerned during harsh weather conditions such as winter and the rainy season. Pupils and teachers had to squash in the small building making learning uncomfortable as mixed grades would be in the same classroom. He further mentioned that some learning days during these seasons could even be cancelled especially for the lower forms due to such an unfavourable learning environment. In corroboration with the aforesaid, a focus group participant T₁H, fgd₁ said:
Other pupils learn from the veranda and this becomes a challenge in harsh weather such as winter and rainy season. When it is winter both pupils and teacher suffer the cold as well as the winds and this causes a lot of flu. During the rainy season, the whole school is affected as those on the veranda will scurry for cover under the roof of the so-called classes, disturbing lessons in the process.

In support of the above, participant T2H, fgd1 stated that both teachers and pupils suffered from the harsh weather adding that the classrooms were poorly ventilated making them very hot and stuffy in summer. She even referred to an incident at her school whereby a female teacher collapsed as a result of high temperatures and short of breath which was due to poor ventilation in the classroom. The participant revealed that the teacher became intolerant and resigned to safeguard her health. However, T2H, fgd1 also said that during winter, the rooms were extremely cold, since the building was made up of stones and grass roof with no window panes. He further mentioned that learning activities were disturbed as some pupils would not attend lessons at different times of the year due to aforetold reasons.

On a different note, T2H, fgd1 said that there were a lot of interferences with other teachers, since they operate under the same roof in the farm house. The participant reported that teachers had to adjust their voice projections and this had caused some conflicts as one teacher would, at some point, ask the other to lower his or her voice. He said that some teachers would not be brave enough to confront their colleagues; however, they resorted to unfriendly moods and peer evaluations. The situation, therefore, resulted in dysfunctional stress and had an impact on other teachers' health especially those who had high blood pressure and it also affected their performance. In corroboration with the above view, participant T3B, fgd2 concurred that their
satellite school had no staff room for teachers to sit during their free periods. The teachers just sat on the walls of the classrooms while others carried out their lessons. The participant stated that the situation led to teachers evaluating one another, some tend to be too confrontational leading to conflicts, thereby negatively impacting on teacher performance and turnover.

T₅H, fgd₁ raised a complaint concerning the location of the school and the democracy of the community saying that there was uncontrolled mobility of both the villagers and their animals such that the frequency of the activities affected the learning process. T₅H, fgd₁ also mentioned that their cleanliness was being compromised due to the nature of the schools. T₅H, fgd₁ mentioned that these places were specifically meant for farming and the farm worker had safety clothing. The participant further stated that their satellite school was located on a farm where there were many stones that scratched their shoes as they walked quite a distance to the classrooms from and to their cottages

On the contrary, another participant T₁H, fgd₁ commented on the state of the staffroom. The participant revealed that their satellite secondary school shared facilities with a primary school. She also said that the staffroom was as well shared with the primary school teachers and was not safe to leave books as there was no security, hence teachers then resorted to converting their congested one room accommodation as staffrooms.

In view of all the points aforementioned by the participants, I visited one of the satellite schools where I found pupils learning on the small veranda of the farmhouse. Some of the pupils were
squashing on the stones and on pieces of dirty clothes and none of them seemed to concentrate. As mentioned by one participant, the villagers passed by frequently, some drunk and speaking on top of their voices and this attracted the attention of both pupils and the teachers thereby disturbing lessons. At one satellite school, pupils were squeezed in small classrooms that were said to be the former farm worker accommodation, and this affected their learning as they looked so uncomfortable.

Several participants expressed similar concerns on the issues of classrooms as a factor affecting teacher motivation. From the responses, it can be noted that the schools that were investigated during the time of the study had no classrooms and that the common structures were farm houses. These findings are similar to conclusions arrived at by Hlupo (2012), Kabayanjiri (2012), Langa (2012), Mutema (2012) and Zvavahera (2015) who argue that, since the satellite schools started as a temporary measure, appropriate infrastructure has not been established. The old farmhouses, tobacco barns, stables, and sites were converted into learning and teaching venues. According to Herzberg’s motivation theory, poor working conditions may lead to employees’ dissatisfaction and this may drastically affect performance as teachers may spend time worried about their health and one may conclude that the atmosphere in satellite schools has contributed to high teacher turnover.
4.3.3 Lack of teaching and learning resources

According to the observations, satellite schools lacked resources as there was no furniture, they had inadequate books and some were under-deployed. In view of the aforementioned, TIH, Int_{1} said that they were working in a poor environment with no resources where pupils have to bring their own pieces of clothing to sit on as there was no furniture in the learning rooms. He also added that textbooks were in short supply and the few available ones were donations which were mainly for core subjects like Mathematics and Science, hence some parents transferred their children to schools with better learning facilities when they reach upper levels such as the form three and four.

T_{1}H, fgd_{1}, another participant from a focus group, concurred that the school depended on the obsolete material as it did not receive the Education Transition Fund books that were issued to mother schools. She also affirmed that teachers would resort to old textbooks which were mainly their personal copies and could not be issued to the pupils in fear that they could lose or damage the books. Considering that the community was so highly dependent on the Government, one would not even attempt to seek for a small pledge to acquire just a few copies for the pupils.

Concerns on furniture were also raised. T_{1}H, fgd_{1} reported that there was no furniture and so they have to sit on stones and do the marking on their laps. This, she said, affects their speed as well as pupils’ handwriting which was untidy and yet they could not be blamed for this because of the situation. Some pupils do not finish writing notes and it becomes difficult for the teacher to manoeuvre, hence it affects the completion of the syllabus in the long run.
TI1, Int5 confirmed that these satellite schools had no furniture, teachers, and pupils improvised; they either sat on stones or on the floor. He added that such uncomfortable learning environment affected both the teacher and the pupils. The pupils had challenges writing on their laps meaning that they took some time and this affected the pace of teaching and at times the teachers could not finish the syllabus on time. The participant viewed the condition as one of the contributory factors of low teacher morale and poor performance in the satellite secondary schools.

In consensus with the above response, participant T1B, fgd2, confirmed that there was no furniture supplied by the Government to the satellite schools; he also said that there were no chalkboards, no chairs, tables, and teachers' chairs. The participant remarked that it was, therefore, difficult to carry out other activities that may require use of furniture such as group works. T3H, fgd1 stressed on the issue of using detached boards which were too low such that the teachers find themselves having to bend during the whole lesson trying to write notes for the pupils and this was clearly strenuous. He also pointed out the danger that these boards brought as they sometimes fell in the event of any disturbance by wind or people. In confirmation of the response, DB, Int2 said:

There are inadequate teaching resources, satellite schools do not have furniture, and they survive by improvising, sitting on the logs or stones. Teachers have to scrounge for teaching aids and textbooks because the schools do not have but the job has to be done. One may note that results in these schools are poor because of lack of resources; the school cannot solely depend on scavenging for material. Besides, teachers migrate with their aids hence teachers may not depend on each other, since when teachers have to transfer or leave they carry along their personal teaching resources leaving the new teachers to find their own teaching materials. This is a challenge with new teachers from colleges or first-time temporary teachers who are not yet well linked and therefore have not amassed resources.
In one of the satellite schools I attended to in the study, I observed pupils sitting on an open
veranda on a dirty floor in winter while some that were said to be upper forms were squeezed in
the three-roomed farmhouse that was ill ventilated and was very stuffy. In the classroom, there
was a detached board that kept falling while pupils were copying their notes. There were a few
old kitchen chairs that seemed to be for teachers. About 16 Ordinary level pupils were sharing
two Mathematics textbooks that the teacher claimed were his personal copies. These findings are
similar to conclusions arrived at by Kurasha and Chiome (2013) as well as GoZ (2012) that there
was a severe lack of resources in the satellite schools. Bennell and Akyeampong (2007) also add
that improvement of teaching materials can be another significant incentive. Therefore, the lack
of resources in satellite schools was also another challenge that hinders effective learning and
deteriorates the teacher performance.

T3H, fgd1 said:

Our competences are evaluated on pupils’ performance. However, teacher
performance will remain a myth due to unavailability of resources in the satellite
schools, such as special rooms, practical tools, science equipment and unavailability
of textbooks. Therefore, having pupils failing to perform in their summative
examination is making us feel irrelevant teaching tools in the education sector. We
cannot rate ourselves against any teacher in established schools. For example, I know
of a teacher from a nearby established school who teaches the same subject like me
and whose subject pass rate is eighty-five percents while my own is zero percent.

Other teachers concurred that poor performance of their pupils made them feel belittled by their
counterparts from established schools. They mentioned that they felt that teachers from
established schools were better in terms of performance, since it could only be proven by the
better results they produced as per the concerns of their ministry. Teachers mentioned that performance was only possible if they were provided with teaching and learning resources.

4.3.3.1 Unavailability of Science laboratories and other specialist learning rooms

These schools solely depended on structures that were left by farmers, hence no structure was set for any laboratories because there were no resources. I quoted one participant, T3H, fgd1, who said:

Science laboratories are not available yet we are expected to teach science by the Ministry of Primary and Secondary Education. The kits that were donated do not have all the equipment required. Some of the material has become obsolete and was eaten up by termites since there has not been proper accountability and responsibility due to frequent teacher mobility.

T4B, fgd2 also concurred that these satellite schools had no laboratories and they sorely depended on the science kits that were donated by the well-wishers. However, the participants said the Ministry of Primary and Secondary Education expected them to produce good results yet these kits were not being serviced or replenished and some of the equipment had become archaic and some were even missing due to the high rate of exchange of hands caused by high teacher mobility that resulted from poor working conditions in these satellite schools. Also, on my visit to all the satellite schools, I did not see any structure that bears a resemblance to a science laboratory, a food and nutrition as well as a fashion and fabrics room. In view of the aforesaid, Zvavahera (2015) concurs that there are critical shortages of essential structures such as laboratories, as he found out that some satellite schools were not offering science subjects that
required the use of the laboratories, since these were non-existent. This simply means that pupils in the satellite schools were deprived of sciences as the schools had no equipment for the science subjects. Again, pupils in the satellite schools failed sciences due to lack of resources thereby impacting negatively on the national pass rate. Such had an effect on teachers' motivation, since pupils’ performance was reflected on their teachers and no one wants to be associated with failure, hence teachers were demotivated as they felt that they were failing to deliver the service.

4.3.3.2 Lack of practical tools

T₄H, fgd₁ said that schools were encouraged to teach practical subjects in conjunction with the Zimbabwe Agenda for Socio-Economic Transformation (ZIMASSET). However, in a FGD, T₃H, fgd₁ indicated that in their satellite school there were no tools for practical subjects. Teachers, therefore, resorted to teaching theory only in subjects like agriculture, science as well as fashion and fabrics. The participant also said that practical subjects should be learned considering the nature of the communities and the calibre of pupils so that at least they acquired a life and survival skill. The teacher appreciated that some of her pupils grasped practical subjects better than theoretical subjects, hence if well equipped, these pupils could be able to sustain themselves. Agezo (2010) as well as George and Mensah (2011) identify lack of sufficient teaching and learning materials as a factor that contributes to teachers' job dissatisfaction.
4.3.4 Unavailability of examination centres

According to DM, Int₃, the schools that were under study in resettlement areas were not yet fully registered. They operated as satellite schools, hence they could not be examination centres (according to the regulations of the Ministry of Primary and Secondary Education), therefore, they were attached to mother schools where they had their examination. However, teachers felt hassled and one of the participants, T₁H, fgd₁, averred the following:

> Our pupils register for their examinations at our mother school hence we have no pass rate ourselves. How then do we evaluate our own performance? Moreover, pupils write less than 5 subjects due to financial constraints and the nature of the school that has no learning resources; this as well affects our summative evaluation.

In consensus with the aforesaid, T₃B, fgd₂ said that these satellite schools had no examination centres as they were unregistered; during examinations, pupils had to go and camp at the nearest examination centre accompanied by teachers who do not get an out of station allowance. The teacher uttered with concern that the unavailability of an examination centre also affected pupils’ performance as they had to walk long distances and they also needed to familiarise themselves with the new environment at the examination centre. The participant expressed displeasure stating that the Ministry of Primary and Secondary education was inconsiderate of such situations and at the same time, their satellite schools were still rated with those that were well established. From the teacher's expression, I observed an indication of "them" and "us" concept. Teachers did not feel part of the organisation as they felt they were not appreciated or considered and such could be as a result of poor performance and high turnover in some satellite schools. In corroboration with aforesaid, the Parliament of Zimbabwe (2012) mentions that the existence of
the satellite schools brought about some challenges that have impacted negatively on the Education sector which include among others: the poor working condition for teachers and non-conducive environment for learning.

4.3.5 Inadequate Sporting Facilities

The Zimbabwe curricula include sports; this means all schools should be involved in sporting activities. Thus, during training sessions, teachers were required to be part of the sporting activities as expected by the Ministry of Primary and Secondary Education. However, T₁H, fgd₁ highlighted that it was difficult to attend sports due to various challenges that the participant highlighted:

Some of us have a passion for sports but there are no sporting facilities like netball and soccer pitches. We also find ourselves not participating in sporting activities since a number of pupils in our satellite school have no birth certificates on one hand and they cannot make teams due to the low enrolment on the other hand. The small number of pupils in the satellite school limits us to come up with teams under required the age groups hence both those teachers and pupils with a passion for certain sports were deprived of marshalling their talents.

DB, Int₂ confirmed that resources were affecting teachers' motivation, since levies paid by the parents were too little and not enough to purchase materials for practical subjects such as Geography and Fashion and Fabrics among others. The participant also added that teachers would, therefore, be found having to resort to theory and this affects their pass rate, hence teacher demotivation. I observed that all the schools that were under study had no soccer or netball pitches as the land resources could not accommodate such sporting activities. Some of the
areas were rocky without suitable grounds while others were just old buildings surrounded by fields.

4.3.6 Lack of incentives

A good number of teachers in the satellite schools indicated dissatisfaction emanating from lack of rural and hardship incentives. They complained that they worked in poor environments with terrible experiences of teaching in substandard structures compromising their social needs and health. However, the Ministry of Primary and Secondary Education could not appreciate them in form of some meaningful allowances. Participant TIB, Int2 muttered:

We are not even appreciated by our ministry for being in such a terrible environment, considering the hardships experienced by teachers at the satellite schools, our salaries need to be supplemented. We hold empty titles, head of departments are just by appointment and have no benefits as compared to those in well-established schools and this is a demoralising factor, how do you influence others who know you are at the same level and getting paid the same amount. We have no incentives, with all the hardships, no one recognises us instead we are rated with teachers from other schools only in terms of performance. These teachers have other benefits that we do not have; for instance, our pass rate incentives have been scratched and we do not have hardship allowance and no proper rural allowance.

DH, Int1 confirmed that the Ministry of Primary and Secondary Education was not rendering any special treatment to the teachers in satellite schools despite the hardship they encounter. He revealed that the only benefit that has been there was the rural allowance that every rural teacher was earning and it was insignificant. The participant also said that he was a rural teacher in the Zimbabwe Dollar era, at some point it was 10% and at one time it was calculated on mileage but was currently not so sure though the participant conferred that it was next to nothing.
Other teachers complained that even after making efforts to acquire post-graduate diplomas their salaries have not been reviewed. They said that the Ministry of Primary and Secondary education says that they were under economic crisis and they could not upgrade teachers' salaries. The participants stated that this also was a demotivating factor since the teachers who had upgraded themselves were still getting the same salary as temporary teachers. They also indicated that they had worked hard to acquire the qualifications as they were needed by the Ministry of Primary and Secondary Education yet they were not getting paid for their value.

The responses generated in this study reveal that teachers in satellite schools lack financial motivation. They also indicate that teachers have some expectations of being recognised economically since they were in remote areas where they were facing a lot of challenges. My findings concur with findings by Kubberud, Helland and Langley (1999), Chireshe and Shumba (2011), UNESCO (2010), Dolton and Marcenaro-Gutierrez (2011), Chadamoyo and Mahlatini (2013) and Kapingidza (2014) who indicated that salaries and incentives affect teacher motivation.

4.3.7 Unfavourable Social factors

Social factors include the beliefs, norms, and values of a particular society. This may have an impact in an organisation, hence may also affect teacher motivation. On further mentioning the factors affecting teacher motivation, participant TIB, Int2 highlighted that some of the community members were so tribal such that when they realised that teachers were not local, and did not speak any of the Matabeleland North Province languages, they would develop a negative
attitude towards them. These villagers would go up to the extent of telling the teachers to go back to their homes. The teachers, therefore, live in fear of such villagers as some of them tend to act out of character.

T1B, fgd2 added that the community also affected their morale in the sense that there was no academic model to guide and motivate the pupils in the society. The pupils have no one to look up to, hence they find no value attached to being educated. Some pupils also did not do their homework because there was no one to encourage them to do so, and also, due to the availability of gold in the area, some pupils especially boys spend their time panning and they were overwhelmed by the little money that they got from selling the gold. T1B, fgd2 added that parents and guardians also seemed not to care about this as they also live a life of panning and dealing in gold. The participant also said that the community was not supportive as parents did not encourage their children to learn and this was evident from the pupils' rate of absenteeism. However, those parents with brilliant children would transfer them from satellite schools to better institutions, once potential was identified. Such actions were said to show how much they despised the satellite school and also affected its pass rate, hence demotivated teachers as they seemed to be grooming pupils for other schools. T1H, fgd1 also mentioned that the challenges they encountered were centred on the community members. She indicated that the villagers were not supportive and seemed not to value education even the least as they did not even make an effort to honour their fees or attend any activity at school.
Considering the nature of the satellite schools visited, observations revealed that the social environment was not conducive for families as teachers were either sharing the farmhouse or squashed in the former workers’ quarters. T1M, fgd3 also highlighted the following:

Having mentioned all the challenges at a satellite school one would note that it is difficult to stay with our families thereby affecting our social life. Most of the times we go for months without seeing our wives/husbands and our siblings due to transport problems and time constraints as we find ourselves having to mark and scheme over the weekends as a result of heavy loads and unavailability of electricity that hinders us to mark during the night, hence we pile up work until weekends. Our families cannot visit us because we are staying in squatter camps that offer non-descent accommodation and also for fear that they may contract malaria while clinics are far.

T3B, fgd2 added that their social needs were not being catered for as they could not live with their families in such a poor environment. The teacher also mentioned that the social atmosphere was not conducive for a family as each teacher had a single multipurpose room that served as a kitchen, dining room and bedroom. She also added that they were separated from their children as these places had no preschools, hence this situation was complicated for some female teachers. The findings were supported by the Maslow's motivation theory which states that an employee's concern is based on fulfilment of basic and social needs such as shelter, accommodation, and need of belonging which may include staying with their families.

In an interview, TA, Int1, a member from the teachers association, also consensually said that some of the teachers in satellite schools who stayed far from their families were failing to play their parental duties. The participant mentioned that, some had resorted to leaving bank cards
with their next of kin if not maids. Some satellite school teachers complained that they had no total control over their salaries and that contributed to their demotivation.

I also witnessed the situation in some of the satellite schools that I visited where teachers’ cottages were so deserted with no children playing around. I observed that female participants became emotional on mentioning such social concern of being separated from their young ones as well as their loved ones due to the circumstances at these satellite schools. In view of the findings, Alam and Farid (2011) also concur that motivation of teachers is affected by personal/social factors. It was, therefore, evident from the data generated in the study, that social factors also had an impact on teacher motivation.

4.3.8 Lack of support from the communities

Participants highlighted that some community members did not value education and they were not supportive. Others mentioned that some communities were into dealing and making quick money, hence their pupils also did not value education and this was a challenge to teachers in the satellite schools that were located in such areas. In view of the aforesaid, one of the D.E.Os DB, Int2 also concurred that:

Most of these resettled communities have the impression that the Government that resettled them should provide free education for their children; therefore, they are not supportive. The villagers do not cooperate in the development of the schools, they also do not take schooling seriously and their pupils lack the parental mentorship or guidance and they also tend to have a negative attitude towards schooling. Some of these places are situated where there is dealing and people in such areas do not value learning, they are after money. These pupils become a challenge in the sense that they do not write home or school works and may be very rude as a result they intimidate
teachers thus leading to conflicts which may extend to the community members and such behaviour contributes to teachers' demotivation.

$T_{3H,fgd_1}$ corroborated with the preceding perception in this way:

The community also treats us with less respect, they at times quarrel with us before of our pupils. They make us feel that we are desperate for the job. At times when we have conflict over disciplining pupils, pupils would tell us to go back to our home areas. They ask us how we even travelled such long distances as if there were no schools where we come from. Such kind of treatment make us loose respect before the pupils we teacher and it demotivates us such that we do discipline pupils even if need be.

Other teachers concurred on fear of some community members. They indicated that they could not discipline pupils even if they did not attend to their homework. They said that some surrounding communities had parents who did not value education, however, they viewed a teacher as a bad person who wants to be always felt by pupils and may always harass them. However, teachers found themselves being confronted and interrogated by some parents. Such situations are uncalled for and have a negative impact on satellite school teachers' motivation.

Some teachers complained that they were not getting the least support that they expected from parents. They indicated that some pupils did not have exercise books, not even the 32-page ones. Teachers said from the response of pupils, they concluded that parents said that they were poor and could afford to provide neither books nor pay fees. Parents expected the school to provide books and other resources required in the teaching and learning process. Such scenarios made work of a teacher a bit more challenging. The teachers said that if pupils do not write notes and revision exercises it became a challenge to the pupils to revise and still perform in their
summative examination such as Zimbabwe Junior Certificate and Ordinary level. Other participants complained about safety issues in satellite schools. Participant T2H, fgd1 purported this:

Our school is not protected by a fence or anything and the community members use the route that passes by the school. However, when they are coming from their drinking spree may decide to pass by making noise in the middle of the night. Some will be singing in loud voices that wake us up and other would insult us with all sorts of vulgar. Some call us "amaswina" and they tell us that we should go back to our home areas. We, therefore, feel that we are not accommodated by the society and this affect our motivation as teachers. One day two drunken men passed by the cottage quarrelling and shouting at each other and they suddenly picked a fight that took almost two hours. They were throwing stones and logs and each other. Some of the objects hit the window and the roofs of our cottages and that kept me awake the whole night.

T1H, fgd1 concurred that some teachers were being verbally and emotionally abused by the community members who turned to be tribal. T1H, fgd1 said:

We are victimised by the community members for not being able to fluently speak their local languages. I come from Manicaland Province and my mother language is Shona, I have not fully learnt to speak the local languages but I understand them when they talk. However, even our pupils expect us to teach in their local languages when we are conducting English taught subjects. Fitting in the community, therefore, remains a problem.

Participant T1H, fgd1 revealed that their school was politically influenced. The teachers said that, in case they had conflicts with pupils, the issue turned political and some community member would threaten teachers telling them to go back to their home areas. Other teachers in that school indicated that they lived in fear of the community members and such affected their morale as well as their motivation.
According to Maslow’s Hierarchy of needs, the social needs come third, however, this means that teachers need to be accepted and accommodated by the society. This would enhance their need of belongingness thereby improving their motivation as well as their performance.

4.3.9 Lack of Health and safety facilities

Most participants were of the view that these satellite schools were located in the farms far from the clinics and main roads. It was also noted that satellite school teachers' safety needs were not being closely observed as explained by Maslow that employees have a need for security. Some of the teachers complained that they had chronic diseases and they needed a constant supply of drugs as well as regular medical checks. Furthermore, some of the places have very high temperatures, some were located in the bushes with high risks of contracting malaria or being devoured by wild animals and these views are in corroboration with findings by Mhishi et al. (2012).

In response to the question on factors affecting teacher motivation, T₄M, fgd₃ complained about the unavailability of clinics, shops and police station nearby. The participant further mentioned that teachers travelled a distance of about 20km to get to the nearest clinic which was poorly equipped. She added that at times there were no drugs and one would have to be referred to a hospital in town. The teacher mentioned that the situation was so much of a challenge, since at times it was difficult to walk especially when one was attacked by malaria. The participant said that they resorted to hiring a donkey-drawn cart, since there was no transport and this would take ages to get to the clinic. Another participant, T₂H, fgd₁, also concurred that there were no
clinics anywhere near the satellite school and if a teacher fell sick, he/she would have to travel 60km to the nearest health facility at his/her own expense. In consensus with the said view, T3H, fgd1 said:

I used to teach at this same satellite school with my wife, one day she had an asthma attack. We both were not aware she had such a condition and we had no medication nor any idea on how to alleviate it, colleagues could not help it too. We were told that the nearest clinic was 80 kilometres away. The school is located in the bush, there is a poor network, the road is about three kilometres away, there are wild animals around no one could walk to the nearest village to ask for help in form of transport to the road and besides there was no transport at night. We only got transported by a scotch cart and we connected a commuter omnibus and got ferried to the hospital in the nearest town. That was her last term at the school up to today she is at home taking care of our children.

Participant T3H, fgd1 concurred as follows:

I am pregnant and the Doctor has recently diagnosed me with high blood pressure. However, the environment at the satellite school area is risky as there is no clinic or health centre in their proximity. I live with the fear that should I be faced with a complication I may lose the baby and may as well die. The nearest clinic is about 65 kilometres and the road is three kilometres away from the satellite school. I always imagine how I can be rescued in case of an emergency and death keeps flashing in my mind as I see no way I can be assisted when a complication arise. My family is considering that I leave the job and go back home.

Unavailability of health centres near the satellite schools is another demotivating factor among teachers. Teachers complained that there were either no clinic or the health centre was far from the school such that in the case of emergency it cannot be reached. I also observed that there were no convenient health centres around the satellite school and their lives were at a risk as their health was being compromised. However, as advised by Maslow in his hierarchy, teachers need to feel safe and the Ministry should facilitate for such a service so as to improve teachers' motivation in the satellite schools.
Participant T₁H, fgd₁ concurred that she had asthma that usually attacked her when she is at the satellite school than when she is at her home in town as she suspected that it was due to unrepai red walls with falling paint in the cottage. The participant related how she got affected by an asthma attack and she nearly lost her life. She said that she struggled walking 3 kilometres to the road for a lift to town as there was no clinic or health centre around. She said that the incident made her feel unsafe at a satellite school and was considering moving to a school that was located in the nearness of a health centre.

In corroboration with the above view, participant T₂H, fgd₁ also related his incident when he nearly lost his life due to high blood pressure. He said that he had a confrontation with a parent at the school which he suspects could have triggered the condition. He reported that the condition could not be alleviated by the medication he had and there was need of a medical practitioner. The participant said that the nearest clinic was about 55 kilometres away from the school and the nearest road to connect transport to that place was about 4 kilometres from the satellite school. He said that his colleagues had to arrange for a scotch-cart to take him to the road. The participant said that the condition became bad that he even collapsed in the commuter bus. He said that he was dropped at the clinic where he was later transferred to the hospital where he was hospitalised four days. The participant explained how he was considerate about his health; he even disclosed that he was seeking for a job even unrelated to teaching so that he could be closer to a health centre.
T₁H, fgd₁ told a story of a child who was devoured by a lion on her way to school in the nearby community. The participant stated that such made being at satellite unsafe since there was the lack of transport and teachers walked through the bushes to the nearby road to get lifts to their home. He said that the school was surrounded by bushes that had dangerous wild animals, however, they felt unsafe due to the risk he highlighted earlier on.

On my visit to these satellite schools in the resettlement areas of Matabeleland North Province, I did not come across any clinic in the proximity of the school. In complete accord, Akyeampong and Stephens (2002) state that, teachers may perceive that living in rural areas involves a greater risk of diseases and pests. Mhishi, Bhukuvhani and Sana (2012) note that one of the rational reasons teachers may prefer urban postings is due to health concerns. According to Maslow Hierarchy of needs, support services are part of security, therefore, if teachers feel unsafe, they may be demotivated and this may either affect their performance or trigger teacher mobility and high turnover.

4.3.10 Unavailability of electricity

All of the satellite schools that were investigated were vandalised and had no electricity. The electric cables were non-functional and in some places, there were no poles. TIH, Int₁ stated that there was no electricity and they could not use their electrical gadgets such as fridges, stoves and even charging their phones and lighting. The participants also added that teachers could not watch television for current news, hence they were technologically disadvantaged.
T₁B, fgd₂ lamented that in satellite schools, teachers were as good as living in the wilderness without electricity. She indicated that this was an extra expense as teachers had to buy candles and or solar panels yet they had no incentives and they were poorly remunerated. The participant referred to the situation as rendering a charity service to the Government. The teacher expressed displeasure as she explained that they usually finished cooking very late, therefore, they could not work in ill light and as a result, they found themselves with marking back logs which forced them to work even on weekends. Consensually, T₃M, fgd₃ stated:

We work from morning to afternoon; we have no time to mark and do daily planning, and the school does not have electricity hence after school we have to seek for firewood. We have a challenge in the evening when we want to catch up with marking because there is no proper lighting and it is difficult to mark compositions and essays as they need concentration. We try pushing ourselves to mark using candles and this has cost some of us our eyesight. It is also difficult to advance our studies, some of us are temporal teachers and the ministry demands a teaching qualification. Given that we are at work the whole day and at night we cannot study in poor lighting of candles as they may strain our eyes. Again we may need to type school works hence there is no power and network on our computers and this makes learning a wish that can never be turned into reality hence we opt for a transfer or even to quit the job since it is insecure without the required certificates.

Participant T₁H, fgd₁ corroborated:

There is no electricity supply; we only watch televisions on weekends and on holiday when we go home. After having worked all day we have nothing to refresh our minds. Instead, we just sit and have a little chat while cooking then we retire to bed as early as seven o'clock in the evening. We cannot even mark at night since we do not have proper lighting otherwise candles strain eyes and some of us end up developing headaches.

In relation to above response, T₄H, fgd₁ added that these farm buildings that were being used as satellite schools had no electricity as they were vandalised, therefore, teachers incurred expenses buying firewood from the community as the nearest bushes have been exhausted. He further
mentioned that after 8 hours of work teachers needed a good rest. However, it was unfortunate that they found themselves wandering in the bush or in villagers’ homes seeking firewood to buy, since they could not send pupils in fear that they would temper around with villagers’ field poles which could raise conflicts and on the other hand, it was abuse under the Ministry of Primary and Secondary education regulations.

In the satellite schools that were under investigation, I observed that there was not even a single cable that connected electricity to any facility at the learning institutions. However, by the teachers’ cottages, there were piles of firewood and charcoal. This also posed a challenge on setting up appointments with the TICs of the schools. The reason for being unreachable was that their phones were occasionally charged. Some charged them only when they travelled to town or in case they used solar charging systems which a number of teachers seemed not to have.

The participants’ responses reveal that quite a number of the satellite schools had challenges with electricity that made life horrendous as teachers could not use their electric gadgets and they resorted to firewood for cooking and candles or another improvised lighting even for planning and marking at night. Agbenyega (2013) refers to working conditions as the physical environment that teachers are exposed to, such as electricity and accommodation. Teachers in satellite schools compare their working environment with other established schools in the rural areas. If the other schools were electrified, these teachers in non-electrified satellite schools feel demoralised considering the hardships they were facing when cooking and lighting.
4.3.11 Unreliability of transport and poor road infrastructure

Participants complained that these satellite schools were located in the farms way off the main roads. They said that due to their location, the road networks were very poor such that transport operators did not want to risk their cars on such routes, hence the teachers suffered when they needed to travel to and from the schools. T2M, fgd3 said that:

There is no reliable transport connecting to town, there is only one vehicle per day for a single trip that means if one travels to town it is not possible to come back the same day. This becomes a challenge if one does not have relatives in that particular town that mean he/she will have to sleep at the bus terminus. The dust roads are in a bad state such that there is only one commuter omnibus and this means transport is not guaranteed every day, at times it may break down for a day or more.

The member of teachers’ representatives TA, Int2, also attested that transport was another serious issue to teachers in the satellite schools located in resettlement areas of Matabeleland North Province. The participant said that teachers were not able to access their own salaries and pay their bills on time due to transport problems and the Government policy says that teachers should only go out of the premises only after working hours. He added that this situation had created hardships for teachers in the resettlement areas where there was little or no transport at all as it could not be possible to leave after five and be at school the next morning.

The teachers’ representative TA, Int1 concurred that teachers in some satellite schools, teachers had to walk very long distances on Saturday for transport to the town where the banks were and this was a challenge taking into cognisance that banks and some offices, as well as shops, closed
early on a weekend. He commented that such a situation of not accessing a salary on time was another demotivational factor among satellite school teachers. DH, Int\(_1\) also confirmed:

Transport is another problem; some satellite schools are far from towns and main roads hence teachers are facing challenges of getting transport to visit their families on both weekends and month ends. Where transport is likely to be available, exorbitant fares are being charged for instance a distance of 60km can be paid an equivalence of 100km fare hence expensive for a teacher to travel to their families or to town for personal business. It is unfortunate that there is no conventional transport; the even female teacher may have to travel in open trucks. Such transport may not convenient for ladies considering that some African women wear skirts and dresses and getting into a truck can be challenging. The other challenge is that these trucks will be fully loaded, squashed and squeezed with luggage and men, also having to travel for a distance of over sixty kilometres.

Participant T\(_1\)H, fgd\(_1\) also concurred as follows:

The road is far from the satellite school such that we walk about 4 kilometres with our language and in the bush. We suffer a lot during the rainy season because we are just dropped by the road where there is no shed to hide from rain or the sun. One day when I dropped at the bus stop there were some scattered clouds, as I had walked about a kilometre a dark cloud overshadowed and suddenly there was a heavy pour. I and my groceries got soaked up by the rain.

T\(_2\)B, fgd\(_2\) participant related that the last time her husband visit her at the satellite school was when he spent the whole night in the bush with a Honda fit on the way leading to the school. She said that he hit stumps consecutively and was left without a spare wheel. She said that the husband spent the whole night until he was rescued by a commuter omnibus that ferried him 60 kilometres to the nearest town where he got the tyres fixed. He got to school the day next around five o'clock in the afternoon when he was meant to return to work the next morning. She added that the husband has not visited her since then due to poor road infrastructure and she has been the one who commutes home to visit the family.
According to the observations, most of the roads leading to the satellite schools were in a bad state. The vehicle that I used for this research also required a major service after carrying out the research in the satellite schools in the resettlement areas of Matabeleland North Province. The vehicle had leaking oils as it hit some stumps and big stones along the roads to the satellite schools. On my way to one of the satellite school, there was a small bridge made of logs. This bridge was scary and some villager reported that there have been incidences of cars being trapped and falling into the small bridge. Participant T1H, fgd1 also mentioned that he also owned a car, however, he only used it the first year and it broke down beyond repair as he drove home and back each weekend. Participant T3B, fgd2 said:

I own a car but I rather leave it parked at home and suffer in public transport than to damage my vehicle. I only brought it once here at the satellite school and I struggled to get here and send it back home. It was during the rainy season and my old Nissan Sunny was got stuck up in the mud I then forced forward while the road was slippery and the car swayed and hit a tree. However, I suffer getting each time to get to the road to connect transport to my home. It pains me much when there is an emergency and I have to go home.

Another teacher related how her wardrobe was destroyed during transportation from her home to the satellite school. She said that she hired an old truck that operates along that area as transport was a challenge. The participant said the vehicle had an accident as it took off from the main road taking the 5 kilometre route to the satellite school. The teacher said that due to the condition of the road, the car lost its breaks on a steep slope and the driver could not control it. The car is said to have hit several trees as the driver attempted to stop and in the process, the wardrobe broke into pieces. She added that till that day she was hanging her clothes on the wall regardless of the dust that filtered in through the damaged roof and windows.
Another participant concurred that he also hired an old open van that seemed to be the only truck which operated on the route to the satellite. The teacher said he boarded the vehicle around eleven o'clock in the morning so that he could get to the school early. It was said to have started raining along the way and the driver had no plastic to cover the goods. The participant said that the bed was soaked by the rain such that even after trying to dry it, it remained stinking.

Another teacher reported that the only transport that was available to and from his home was the train. He said that many a time he could not get home in case of emergency or even on holidays as the train travelled on certain days. He indicated that this was due to the poor road infrastructure that commuters could not operate on those routes to the satellite school. He added that the distance from the school to the railway station was about seven kilometres. He expressed his demotivation as he explained how he walked such long distances to the train. The participant also stated how inconveniencing it was staying behind at school during holidays waiting for the day that the train would be travelling.

In corroboration with the aforementioned, on my visit to two of the satellite schools, I travelled over sixty kilometres into the bushes with poor road networks and did not come across a vehicle. In this study, the participants' responses unveil that transport was another greatest challenge faced by teachers. This was due to the location of the satellite schools which were far from the main road and also had bad routes that commuters would not sacrifice their vehicles on. The findings are in line with Nyagura and Reece (1990) who purport that the poor conditions in Zimbabwe rural day secondary schools may include lack of transport which is an important
factor in creating stability and high motivation and morale for teachers. Mulkeen (2005), Chireshe and Shumba (2011), Mhishi et al. (2012) and Nyanga et al. (2012) also concur that teachers in satellite schools have challenges with poor transport links. If teachers have challenges visiting their families and loved ones back home, they may be demotivated as their social and physiological needs were not being fulfilled and this may affect teacher performance as well.

4.3.12 Poor water supply and sanitation

Teachers in the satellite schools complained about walking long distances in search of water as there was no water supply nearby. Some teachers were unhappy about the poor sanitation as there was no running water for the flush toilets, since the farmhouses were vandalised and looted, hence they had no other option but to use the pit latrines. This became a terrible experience to some teachers who came from urban areas as they were used to flush toilets and these views are concurred in findings by Mutema (2012). One of the participants, T3M, revealed the following:

We fetch water from boreholes which are as far as about 5km from where we stay, we bath in the river that is 3 km away to save drinking water. We usually bath and wash very early and late at night to save the embarrassment because of villagers, livestock and pupils also use the river for the same purpose. However, when the river is flooded it is difficult to bath and washes as the water would be muddy. Pupils only fetch water for us when they are punished, that would mean we have to get pupils punished every day so that they can fetch water for us and this becomes unfair to the children.

T2H, fgd1 also added that teachers had challenges of water supply. The participant stated that the sources were a bit far such that asking for pupils to fetch them water would become an issue of abuse. In another FGD, participant, T3B, fgd2 also concurred that teachers had water problems
as they had no running water within the school. Water sources were quite a distance from the school. Moreover, the water was infested with impurities making it unsafe for drinking though they had no choice. They either boiled the water or sacrificed to bring their containers of water during the weekends when they visited their homes in town. In support of this view, participant T₂H, fgd₁ was so displeased about issues of sanitation. The participant averred that their satellite school had no flush toilet inside, they use blair toilets that were situated some 200 meters away and had challenges at night since there were wild animals in the vicinity. In an interview, DH, Int₁ confirmed that:

There is also a challenge on water supply, water sources are a far from some of the satellite schools such that teachers have to walk quite some distances in search for water. NGOs have been addressing the water supply issue, they built pit latrines and donated some boreholes in various satellite schools however some of those boreholes have not been functional for some time and there is no one willing to repair them. Therefore, teachers can be accommodated in the farmhouse but they will have to use a blair latrines because there is no water to flash. The toilets and bathrooms were not functioning at all as some of the water connection systems were tempered with.

T₂H, fgd₁ teacher concurred as follows:

We do not have a water source at our satellite school use water from the well. We fetch our water alongside the river because the borehole broke down. This water from the well is not so clean, it has some impurities, and it is also discoloured and is not suitable for washing white linen. As a result, our clothes have dilapidated such that when we travel back to town inferior before our friends.

I also witnessed the aforementioned problem in one of the satellite schools I visited. The ladies’ toilet was in an unpleasant state. I was welcomed by flies and cracked floors and the walls were
dilapidated. The investigations that were carried out in Matabeleland North Province also reveal that sanitation was another serious problem that was being faced by teachers in the satellite schools. Some participants stated that there was a challenge with water sources while others complained of toilets that had no flushing systems. Some were displeased about the use of blair toilets. Findings from this study are in accord with articulations made by UNICEF (2009) and PoZ (2012). This atmosphere of satellite schools was a contributory factor to teachers’ non-conducive working conditions thereby leading to poor performance and or high turnover.

4.3.13 Availability of shops, police stations and banks

During the data generating, when participants were asked about factors affecting teacher motivation in the satellite secondary schools, among the responses they mentioned was the unavailability of shops and police stations.

4.3.13.1 Availability of shops

Participant T2H, fgd1 revealed this:

There are no proper shops, teachers have to bring their groceries from town, there are a few tuck shops in people homesteads and it is not convenient for teachers to be seen in the community during odd hours considering that we knock off a bit late and those shops are a walking distance and one would get there a bit late hence if seen associating with pupils of opposite sex it may attract a charge from the Ministry of Primary and Secondary Education.

T1B, fgd2 also added that the teachers started working as early as eight o'clock in the morning and dismissed at five o'clock in the evening, hence they had challenges in accessing the shops on
time since they were a walking distance from the school. He also complained that these shops were understocked and could not even provide fresh bread. However, their prices were exorbitant as compared to supermarkets in urban areas.

In an interview, TA, Int2 said that teachers had resorted to bringing groceries which did not require refrigeration from towns, hence they lived on tinned and canned foods some of which were not healthy. He highlighted that this was because there were either no shops in the proximity of the satellite schools or there were little shops that could not even supply fresh bread. T2H, fgd1 corroborated as follows:

I am diabetic and I have a special diet because I needed the job I accepted deployment at a satellite school. However, I am faced with challenges on my diet. There are no shops near the shops near the satellite school. The nearest shops are about 10 kilometres from here and they do not provide the type of goods I require. I, therefore, find myself having to travel regularly on weekend to town for such groceries. I also cannot buy them in abundance as there is no electricity supply as the school and the food might go bad. When I calculate the expense at the end of each month it totals to above a third of my salary. At one point when my groceries were finishing, I tried to skip some meals avoiding an expense of travelling into town. I fell sick that I was ferried to the doctor and was admitted for 4 days.

T4H, fgd1 concurred:

I only eat fresh food when I am in town since there is no electricity supply and I cannot connect a refrigerator. When going back to work my wife prepares for me dried foods such as vegetables, canned meat and dried beans.

T2B, fgd2 also complained of the unavailability of shops which provided fresh food such as vegetables and fresh bread. She said that more than twice she has sent pupils to buy her some food on their way home and they brought expired products. The participants indicated that the only time she ate fresh meat is when a villager near the school slaughter a cow and teachers were
given some pieces each for their relish. This also concurred with what many teachers in the schools that were under inquiry said, who complained that shops were under stocked and they did not provide fresh food.

4.3.13.2 Availability of police stations

Other participants complained of the unavailability of police stations in the proximity of the schools. Some teachers stated they felt unsafe since they were in the bush. They said that the police would even assist with transport in case of emergencies, since there were no clinics and convenient transport. Participant T₂H, fgd₁ said that their school has no security fence; at times they could not wash in the morning and leave clothes on the washing line to dry while at school. The participant said that they had to attend to their washing on weekends and wait for it to dry up since there were thieves who picked clothes from the washing lines. T₂H, fgd₁ even related her incident when she forgot her purse on the bed near the window only to find it gone and she lost her sixty-three dollars. Participant T₂H, fgd₁ corroborated as follows:

I lost my expensive suit that I wore on my wedding in 2013; I had left the suite hanging near the window as I had no wardrobe on coming from work I found the suit vanished. I had nowhere to report my case as when I asked my colleagues they could not refer me to any nearest station. A colleague also informed me that it would be another expense as policemen from the area would take ages to attend to the case and I would keep travelling to the station. He said that the police were also having transport problems.

Participant T₁B, fgd₂ mentioned that female teachers even preferred sharing the cottages with the male teachers who were not our husbands for security reasons. The participant said that a lot happened especially at night. T₂H, fgd₁ added that at times they could hear some footsteps and
some teachers had lost their items as the thieves would use a wire to fish them out since the windows are broken and we cover with boards.

I also observed that in some schools that were under investigation, shops and police stations were far from the satellite schools. Some of the shops were observed to have been understocked as some did not have fresh bread. According to the Maslow's Hierarchy of needs, safety comes second. Maslow says that for employees to be motivated they need to feel secure at their workplace. Thus, unavailability of police stations contributed to poor teacher motivation in the satellite secondary schools in the resettlement areas of Matabeleland North Province.

4.3.13.3 Availability of banks

Participants complained that due to the location of the satellite school, they faced some challenges in accessing money from the banks and other cash points. They indicated that some of these satellite schools were on the farms, in the bushes where the network was also a problem.

We are living like farm workers here in the satellite school. There is a problem with transport to the bank and we suffer to get cash. In the case of emergency back home we have challenges of sending money. The ministry of Primary and Secondary education only permit us to be out of the school only on weekends, thus from Friday after work till Sunday, on Monday we are required to be on duty. This makes it difficult for us to travel as most of the banks operate half day on Saturdays ATMs working so at times we get into town and use cards to buy groceries and use the little pocket money to travel back to the school.

Participant T2B, fgd2 concurred that the issue of accessing cash was another challenge that teachers in satellite schools were faced with. He said the nearest shops in the resettlement areas
did not offer cash points or swiping facilities, which meant that teachers could not use the plastic money, however, cash was needed to pay for their groceries. The participants said that they failed to top up their groceries even if they had money in their accounts simply because it could not be easily accessed. The participant said that the only way to get money was by travelling long distances into towns which seemed to be an expense. He added that on month ends, their morale was low as they will be thinking about how they could access their salaries and even send money to their families.

T1M, fgd3 indicated that the situation was unfair especially to satellite school teachers who could not access their salaries on time due to unavailability of banking facilities or cash points. He said that this was unfair as they compared themselves with their counterparts in the urban areas who had unlimited access to banks. The participant mentioned that urban school teachers did not need a weekend to go to the bank as they could do this on their spare time even during the week.

Participant T2H, fgd1 complained that due to the location of their satellite school, there was either poor network or none. He said that they climbed a mountain that is a distance from the school in search for network. However, a transaction could not be completed due to network instability. The participants said this meant that they could not use e-banking for transferring money to their families or for making other forms of payments. Participant T2H, fgd2 supposed this:

Imagine if you were a teacher and you are told that your child is on the list of pupils who have not paid fees, or your child has been sent away from the University for none payment of fees, not because you do not have the money but simply because you have no access to it to make such transactions. Trying to explain this situation to someone who has no idea of the environment at a satellite school would be a waste of
time. Some people would not believe that someone who has her or his good qualifications would opt for such poor conditions of work.

Participant T2H, fgd1 indicated that even when they travelled into town, they risked getting stuck up there. She said that banks limited withdrawals per day which could be $50 or $100 depending on the availability of cash. The participant indicated that at times, the money would only be enough to cover transport expenses and nothing else. T2B, fgd2 added that a third of her salary was spent on travelling to the banks to try and withdraw her salary. The participant also said some of the money was lost through multi-transactions that aimed at accessing all the salary.

We have challenges of accessing our pay as we are also faced with transport challenges. Given that our free days are Saturday and Sunday we cannot travel and get to the banks on time. However, banks have limited cash issued per day and at times that may not suffice, it may cover travelling costs and nothing would be left for pocket money. Besides, multi-transaction that we make out of desperation also attracts more bank charges. We teachers at the satellite schools incur many expenses as compared to our counterparts in the urban areas that can conveniently use plastic money without having to travel like we do.

In corroboration with the aforementioned TA, Int1 revealed this:

Satellite teachers have very limited access to their salaries. The Ministry of Primary and Secondary Education only allows them to be away from work on weekends and on holidays. However, taking into cognisance that the teachers were facing challenges of transport and that banks closed earlier on Saturday and did not open Sunday, it was difficult for teachers to access their salaries. The participant also added that teachers in the some of the satellite school had no access to network hence they could not use e-banking. He also indicated that some transactions on e-banking needed rectification in the case of mistakes and this would require them to travel to where there were financial institutions. He said that this was one of the major issues that affected teacher motivation in the satellite schools. DB, Int2 concurred that teachers in satellite schools were faced with challenges of accessing their salaries. The participant also stated that what attributed to the situation was poor road network that created transport problems.
In view of the aforementioned, Herzberg's theory indicate that if employees do not receive their salary, they become dissatisfied. However, if this becomes excessive for employees, the condition may lead to demotivation. The reason for people to work is such that they get paid and attend to other needs as indicated by Maslow's hierarchy of needs. Therefore, satellite school teachers cannot access their salaries to cater for their basic needs and they become demotivated which adversely affect their performance.

4.3.14 Unmotivated learners

Quite a number of teachers in the satellite schools were displeased with the Calibre of their pupils. They complained that some were too old for their grades and they faced challenges in instilling discipline. Participant T₅H, fgd₁ expressed concern about low pupils' self-esteem as follows:

The calibre of pupils that attend school have low morale, most are old for the grades. Some have not been attending school for a long time and when the satellite school was established they were made to skip some grades, some found themselves at secondary straight from as low as grade four. Teaching such a pupil is a challenge as there are many concepts that were not attended to, most of such pupils tend to be slow learners and trying to concentrate on these children would be at the expense of the intelligent ones who need to move with the syllabus. Given that we have no resources it is a challenge to issue remedial or homework as they may need material or books to interact with.

Another participant, T₂H, fgd₁ revealed that pupils had low self-esteem, they could not attune to self-learning, they were too submissive and docile such that they highly depended on the teacher unlike those in urban schools who were able to research on their own and participate in group discussions. The teacher also said that these pupils did not put effort in their school work, even if
the teacher issues homework, they would not attend to it instead some would bring excuse such as having gotten home late or that they were attending to home chores, some would even absent themselves in cases where they did not attend to their homework.

ParticipantT2B, fgd2 also complained about the attitude of pupils towards schooling. The teacher mentioned that pupils who attended these satellite schools were too old for their grades and were not serious with their school work. She added that the attitude probably emanated from the nature of the school that had neither resources nor proper structures, hence a number of pupils in satellite schools did not seem to put maximum effort in their learning. She also added that pupils were always full of excuses. The participant highlighted that teachers could not discipline these children following the Government policies that were tilted in favour of pupils and also in fear of the society that was too myopic and vocal, backed by politics. To add on, the teacher said that some of their pupils in the resettlement area were involved in gold panning; they always thought of money and gave less value to education as they thought they could earn a living out of gold panning.

In corroboration with this view, DB, Int2 said that in some resettlement areas, teachers expressed some concerns of pupils who enrolled at an elderly age and had unbecoming behaviour of being rude. The participant commented that these pupils were likely to badly influence other pupils in smoking as well as disrespecting the teachers. The participant also concluded that such bad behaviour would result in some potential girls falling pregnant and end up not sitting for the exams thereby affecting the pass rate.
In view of all the aforementioned, DB, Int2 also indicated that some pupils walked very long distances such that they got to school tired and during the lessons they would be thinking of their long walk back home. He also added that these children get home late, since satellite schools start in the morning until afternoon; they would be tired and cannot even attend to homework, however, they found themselves having to prepare again for school the next day and this affects them at school. She also mentioned that in resettlement areas like Bubi, children, especially boys, would prefer panning over schooling and at times they absconded lessons or did not attend to school work. The PoZ (2012) concurs that most satellite schools are not centrally located as this was a temporary measure and some children were travelling distances of up to 20 km to and from school.

Other participants who were teachers in the satellite secondary school also indicated that they conducted a lesson in local languages including those that should be taught in English, the likes of Science, Commerce, Geography, Mathematics and English itself. Teachers said marking such pupils' books was a challenge as some would have literally translated, hence losing sense. Participants added that other pupils would have written anything they felt like even if it would not relate to the subject.

Participant T2H, fgd1 said that pupils at his satellite school were a challenge to work with as they lacked self-motivation. T2H, fgd1 indicated that the calibre of some of these students required a lot of patience as they are dependent on the teacher. The teachers indicated that some of these pupils would go with homework over the weekend and still come back on Monday without
attending to it. He said that when teachers ask them about not attending to their homework, they would tell them they had no time or they did not know what to write. T2H, fgd1 added that even if this was the situation at the satellite school, the Ministry of Primary and secondary still demanded a good pass rate. The participant indicated it was unfair that the teacher would be rated incompetent for the poor performance of such pupils.

Responses from the participants reveal that the calibre and behaviour of pupils also negatively impacted on teacher motivation in the satellite secondary schools in Matabeleland North Province. Some teachers were disgruntled about the children who were of elderly age while some teachers complained about pupils' unbecoming behaviour and bad attitudes towards school work. Scholars like Adelabu (2005) also attest to the effect of pupils' behaviour on teacher motivation.

4.3.15 Work Overload

In further response to the research question on factors affecting teacher motivation in the satellite secondary schools, participants complained about their work overloads. Participant T3B, fgd2 complained of the workload stating that teachers in their satellite school taught at least 3 subjects at different levels and were expected to also attend to sporting activities. She added that these subjects demanded to be schemed for individually and some of them were not in the line of their specialisation but because their choice was limited they, therefore, found themselves having to practice them before the pupils and this compromised their performance. On the same note, participant T1H, fgd1 complained about the work overload as stated below:
In our satellite school, teachers have many roles such as being the head of departments, caretakers as we monitor the grounds and our surrounding in general; we also have a boarding house whereby we find ourselves playing a parental role such that when pupils fall sick at night we have to find means of ferrying them to the clinic. The school is understaffed there are five teachers including the Teacher in Charge who serves as the head of the school and is loaded with duties of both the head and a teacher. Therefore if two teachers attend other activities only 3 teachers remain and the school cannot run normally as some classes would not be attended to hence cause a disorder. Considering that the head position is demanding, most of the times when two teachers are away the TIC might be away and only two teachers remain at the school.

In an interview in Matabeleland North Province, DB, Int2 attested that teachers in the satellite schools took two or more subjects depending on the enrollment of the school. The participant also stated that these overloads were a challenge to some teachers as it increased their work on scheming and planning.

Teachers were piqued about having classes that were over normal load, hence there was no incentive for extra work. Therefore, the study workloads and overtime negatively impacted on teacher motivation in satellite secondary schools in Matabeleland North Province. Similar findings are concurred by Antonius et al. (2000), Kiryacou (2001) as well as Chireshe and Shumba (2011) who indicated that in Zimbabwe, teachers are entitled to working not more than eight hours as this would attract overtime, however, as stated by the satellite schools teachers and other participants in this study, it was evident that teachers were overloaded and have no time to rest. Such conditions would have an effect on health as it may attract fatigue, stress, hypertension, chronic headaches, as well as high blood pressure and these conditions, have also been a contributory factor to teachers’ demotivation in the satellite schools of Zimbabwe.
Concerns were also raised on the issue of working hours. A teachers’ representative, TA, Int1, commented that he had also noted with concern that in these satellite schools some teachers if not all were overworking. Taking into cognisance that normal working hours for an employee are 8 hours, one would realise that teachers at the satellite schools were working overtime as they had extra responsibilities and loads of work. He also added that teachers commence duty as early as 7 am and knock off as late as after 5 pm, yet they had to teach, attend sporting activities and mark while they were understaffed in some of these schools. The participant also indicated that these were the very teachers who had no electricity to catch up with work at night, hence they found themselves having to work over the weekend. He also added that teachers had too many loads of having to scheme, plan and mark for more than 3 classes, hence the overload would stretch up to the weekend.

In view of the aforementioned, participant T2B, fgd2 also complained about working overtime. The teacher highlighted that they surpassed the normal working hours daily as they started work as early as 7 am and knocked off as late as 5 pm, thus over 10 hours. She also mentioned that they also had another overtime and extra responsibility of checking on the pupils who stayed at the boarding house. The teacher explained that since some pupils stayed very far, they were given accommodation during the week and they could go home on weekends. However, she said that this contributed to their workload as well as working hours as they were responsible for these children even at night in case they fell sick.

T2H, fgd1 was disgruntled that they start work early in the morning until after five in the evening whereas some schools in town worked lesser or normal hours. The participant also mentioned
with emotion that he knew of some schools in the nearby urban area that had hot-sitting, hence the morning session teachers dismissed at 12noon and the afternoon knocked off around 5 pm. He, therefore, highlighted that with reference to such schools, teachers in satellite schools worked a double shift.

Participant TIB, Int2 purported that teachers in these remote schools worked long hours, thus from 7 am to around 5 pm just like those in well-established schools who had all the facilities. He highlighted with concern that these teachers would have to buy firewood for cooking, ironing and for warming their water for bathing while others have electricity. He added that teachers in resettlement areas even sacrifice their weekends in order to catch up with their work such that on one or two weekends you find them at school instead of travelling to their families yet they were not rewarded for all the unfavourable conditions they endure. TA, Int2 showed displeasure on the way teachers were being treated and working for long hours. He attested that:

I am not afraid to say this, as it is an act of unfair labour practice. I have discovered that these satellite schools are now even being used for disciplinary action by the Ministry of Primary and Secondary Education. I once accommodated a teacher who was transferred from Marist for a misconduct and as some form of punishment he was sent to one of the satellite schools in Limbora where he is struggling and failing to cope and also I know of a teacher and a headmaster who are being transferred to a resettlement satellite school for failing to produce good results.

The overall response to the question on factors affecting teachers’ motivation in satellite schools was negative. Participants showed aggravation in general working conditions of teachers, which included unfair treatment. However, there were a number of factors affecting teacher motivation in the satellite secondary schools in Matabeleland North Province. These include accommodation, classrooms, Calibre of pupils, economic factors, teaching and learning
resources, among others. The aforesaid corroborated with findings by Bennell (2004) who states that conducive working environments for teachers may include light workload in terms of class size and a number of teaching hours and with good leadership from principals they are likely to be motivated to have job satisfaction. Therefore, Poor working conditions have an impact on teacher motivation and may affect the performance of both the pupils and teachers.

4.3.16 Lack of recognition

Some of the teachers in satellite schools complained about the lack of recognition saying that they were not involved in the Ministry of Primary and Secondary Education for anything to do with the development of the schools, neither were their grievances considered. Participant T3B, fgd2 argued:

We are not appreciated at all, we are not given recognition even by our immediate bosses, we are completely blamed for the poor results even if the reasons are so clear to everyone and none of us can influence it. We give our maximum effort; we are so loyal to our employers who are not being fair to us by not supplying the satellite schools with the necessary teaching material so that we can bring about better results.

TIH, Int1 corroborated:

We are TICs of the schools are also affected by the same factors affecting teacher motivation. We only have unpaid titles, we also carry out duties like any other teachers, we take classes like the teachers do. We are also affected by the issue of accommodation as we share the substandard cottages that were once farmhouses. As classroom practitioners and we are also affected by the lack of teaching and learning resources such as practical tools, science equipment and textbooks yet we also run the schools. Such is a challenge as our pupils end up not writing summative
examinations, therefore, this situation affects our motivation as we also wish to evaluate our performance with our counterparts from established schools.

T₂H, fgd₁ indicated that he felt that the Government of Zimbabwe was less considerate to its education sector and teachers were not being well recognised. He added that his conclusions were drawn from the way teachers were being treated. The participant highlighted that teachers were being offered poor working conditions especially in the satellites where they were living in poor accommodation among other conditions. He also added that among the other civil servants, teachers had not received their bonuses but only to receive a complicated new curriculum at the beginning of the year which required them to be resourceful. He added that it was in this regard that teachers in satellite schools poorly performed as they were demotivated.

The response is supported by Herzberg's motivation theory which identifies motivators and dissatisfiers. Herzberg's theory indicates that employees can be motivated non-financially by means of merely recognising them. In view of the aforementioned, Ngwenya (2014) states that the absence of recognition and developmental supervisory strategies in schools may demotivate teachers as they could be appropriate ingredients needed for self-actualisation. On the same note, Nzulwa (2014) cites models of recognition as a tool that can be used to improve teacher motivation. From the participant's responses, it was evident that teachers need to be recognised so as to make them feel part of the organisation as stated in the non-financial motivation factors of Herzberg. However, lack of recognition may lead to demotivation which results in high rate of turnover as teachers would consider moving to other institutions in search for favourable working conditions.
4.3.17 Government Policies constraints

The participants showed dissatisfaction with the policies governing teachers under the Ministry of Primary and Secondary Schools. In this study, a teachers’ representative also expressed so much displeasure on the policies concerning teachers’ salaries, hence in an interview participant TA, Int lamented:

Some Government policies are not fair to teachers in the resettlement area. In the past few days, I accommodated a teacher who had travelled to collect his salary and could not get transport back. This teacher had no relatives in town and cannot afford to book accommodation in a lodge with his little salary. When he related his story I then offered him a place to spend the night. The teacher highlighted to me that he had committed a disciplinary offence as the Ministry of Primary and Secondary Education, regardless of the situation does not allow a teacher to be late for duty hence an issue of transport could not be an excuse as every teacher is expected to be on duty during working hours. Honestly, this is very unfair to teachers from satellite schools and employees should be entitled to their salaries therefore if they have problems and static policies that hinder them from accessing them they have no reason to keep rendering their services. Teachers like any other parents would need to access their pay, budget them, pay bills, some may also need to pay school fees for their children.

Participant T2B, fgd2 mentioned that it was impossible for teachers to access their salaries during the week since they were not permitted to be out of station during working hours. She said that the only days they were allowed to be away from school were Saturday and Sunday, and they still have serious transport problems getting into town. The participants added that most of the times they got to town when banks and other shops were closed. T3H, fgd1 mentioned the following:

Our ministry is making demands on educational qualifications which are relevant to teaching yet some of ours are recently from college acquiring a degree in our
areas of specialisation. However, taking into cognisance poor salaries were are getting as non-qualified teachers we cannot afford enrolling for teaching programs that would demand us to travel into town to and attend lessons and submit assignments. Also taking into consideration that some of us are from traditional backgrounds with extended families we also have to take care of the siblings, in the same manner, we were taken care of. The issue of being threatened about non-teaching qualifications makes us feel insecure and demotivated.

4.3.17.1 Constraints of the new curriculum on the satellite schools

Some participants complained about the enactment of the new curriculum starting various issues that had an impact on their motivation, job satisfaction and competencies. These included: The number of compulsory subjects; the availability of resources; availability of ICT media and the new syllabi.

TA, Int2related that in line with the recommendations of the Nziramasanga Commission(1999), the Government of Zimbabwe through the Ministry of Primary and Secondary education made deliberate moves to adjust the curriculum of education in Zimbabwe. The participant further said that the adjustments made by the curriculum were aimed at fulfilling a variety of gaps that have been noticed due to the national and global indicators that required specific skills to be possessed by humans for better survival in the global market. TA, Int2further related that the curriculum aimed at closing the gaps that seemed to exist between the Zimbabwe educational graduates and the graduate's world over. It was a curriculum that aimed at awarding the ability of the children in different learning areas paying attention to specific areas that were seen to be ignored by the system in the past. TA, Int2added that over and above, the academic qualification of the new curriculum would give much attention to physical education. With reference to ICT and mass
display on the surface, the participant said the initiative did indeed seem to glorify the engagement. However, the practical implementation of this was observed to pose big challenges to both the teachers and the pupils and not sparing the parents.

TA, Int1 also said that teachers in the satellite schools felt that they were reduced to clerks as they spent a lot of time doing paperwork instead of delivering lessons in the classroom. He added that the main thrust of the teacher in the school is to teach the children and produce results which should give intrinsic satisfaction and boost the curriculum vitae of the teacher. He said, however, this seemed to have been overlooked and, instead, burdened the teacher with volumes and volumes of paperwork. The participant indicated that this would affect teacher performance in the classroom as there was limited time left for lesson delivery. T3H, fgd1 said that:

The timetables are overcrowded due to the new curriculum requirements. We feel that the requirements of the new curriculum do not allow us enough time to deliver the entire required lesson in a week. Most of the children attending satellite schools come from a reasonable distance and as such need to be released in time for them not to compromise their safety. This compromises the time in the class. The urban teachers have the option of requesting the pupils to come to school earlier than timetabled or to finish late so as to cover as much ground as possible. The teaching cycles seem to suggest that the five day week is no longer sufficient for the school timetable yet the six-day timetable compromises the satellite school teachers who are already yearning for a three day weekend which would give them enough time with their families whom they, not habitat with due to accommodation constraints. The urban counterparts still enjoy the privilege of requesting weekend lessons with their students should there be a need. When it comes to results we teachers, are expected to produce good results as much as the urban schools, failure of which is regarded as incompetence hence no growth in the field and that contemptuous reference made of the satellite teachers.

Other teachers as well complained that the new curriculum created a work overload. They indicated that they were required to also prepare files for each student they taught. The teacher
said that they were also supposed to draft daily lesson plans for each lesson and class they taught. According to the new curriculum, they were also required to coach pupils for carrying out research projects per class and resources were not provided. In view of the aforesaid, TA, Int corroborated:

The government has been very quick to introduce the new curriculum without harnessing enough resources for the implementation. These resources range from both the human resource and material resources. The introduction of ICT and physical education require the acquisition of computers, laptops and tablets which the ministry has failed to act on. As already alluded to earlier on electricity for the smooth running of this programme is a prerequisite yet the Ministry has been haste to introduce the curriculum. Moreover, the Ministry has not provided all the other basic modalities such as the availability of electronic requirements like wifi and network requirements. The teachers feel so trapped that they are expected to perform a miracle without any resources.

TA, Int related that the supervisors in the education department were in the form of HODs, school heads, Education inspectors as well as schools inspectors. The participant said that teachers felt that each of the above-mentioned superiors were not well versed with the actual specifications of the curriculum and each one kept exerting the pressure on the lower level with the ultimate result that the teacher takes all the heat, since the teacher is right at the bottom of the strata. TA, Int also said that the satellite school teachers felt that their plight is far worse off than that of their urban counterparts as the latter had the opportunity to network and workshop each other on the requirements of the curriculum. Participant T, fgd said:

Since we opened schools and received the new curriculum I have not taught and it has been a week now. The participant related how the new syllabi were challenging teachers. He said that they required being typed and daily lesson plans needed to be extracted from these syllabi. He added that subjects like Commerce which he taught had some Heritage Studies which he did not know. He said that to add on to the effect they had no textbooks, not even the Commerce ones as they relied on their personal
copy. The participant said that the challenge was that the teachers had to scrounge for resources since the new curriculum had been brought with none.

TA, Int2 also concurred that the new curriculum seems to be exerting, even more, pressure on the teachers leading to some teachers teaching subjects they did not specialise on. He said that this situation compromises the teachers’ performance and it was also a recipe for disaster. TA, Int2 added that this mismatch of teachers and subjects would result in dissatisfaction among teachers leading to forced transfers or some teachers simply leaving the profession completely. The participant also said that there were a lot of threats to the teachers that were served due to the new curriculum.

Participant TA, Int2 was of the opinion that job satisfaction is one of the tools that may be used to motivate employees. Job satisfaction is the sum total of the job content, resources and reward. The advent of the new curriculum posed a great blow on teacher motivation, especially in the satellite schools. Before the introduction of the New Curriculum, a satellite school teacher has been facing a lot of challenges, especially on resource side. TA, Int2 added that the current curriculum was being implemented with a lot of resistance emanating from the shortage of resources. Textbooks had been a problem to the extent that only teachers’ copies were available, with absolutely nothing for learners. Further, TA, Int2 said that Integrated Science, being a compulsory subject, was being taught theoretically from the textbook with almost nothing practically. The participant said that the same applied to biology. The participant also stated that by nature, Science being a practical subject, required a lot of experiments which needed
laboratory facilities. However, the participant added that these laboratories have not been established in most satellite schools. TA, Int$_1$ comments:

In addition, most satellite schools especially in Matabeleland North Province, have been operating being understand staffed, some of the staff being on a temporary basis. Now the introduction of the new curriculum is likely to negatively impact on teacher motivation. The New Curriculum was introduced with a lot of changes vis-à-vis the current curriculum but without equitable resources to support its implantation. Many new subjects were introduced, these may include Heritage Studies, Economics, History, PE, English, Mathematics, Indigenous languages, Combined Science and Agriculture.

TA, Int$_2$ concurred that the core curriculum subjects were changed making most of the subjects that were once core to be optional subjects. This has not only impacted on the resource requirements but also make some of the teachers irrelevant or redundant. A lot of training of staff has to be considered for the classroom practitioners, otherwise lack of equitable skills to implement the new curriculum would be a demotivating factor among teachers.

Participants TIH, Int$_1$ said that due to lack of equitable resources and skills requirements, the new curriculum is going to be poorly introduced leading to failure of the most learners and this poor performance may contribute to teacher demotivation in satellite schools. With a lot of projects in each subject and filling for each area, teachers in satellite schools may be demotivated. Research projects demand a lot of skills and resources. The files in each learning area require a lot of resources, especially from the parents. Participant TIH, Int$_1$ also added that in the then economic environment, most parents were finding it difficult to provide for their families, more so school fees. Now the New Curriculum was coming with files and projects
which will demand more resources from the same struggling parents which may fail to provide the needed resources. Failure to provide these resources would make the work of the classroom practitioner very difficult resulting in teacher demotivation. T3H, fgd1 said

I believe the English curriculum has to start from form one and this is not clear as in some subject the syllabi have been already changed. These are some of the grey areas that still need to be clarified. Form three is old curriculum and they have to do registers. That is where it does not make sense and a term will pass just speculating. We are disturbed by trying to interpret the syllabus.

Scheming is another challenge, we are required to scheme on computers that we do not even have. Besides, we have problems of not having a supply of electricity which will simply mean that we have to travel to town and pay internet cafes so that we can type and print the syllabus. Alternatively, we will have to go out of our budgets and acquire the computers yet we are poorly remunerated and we have a lot of things that are covered by the same salary.

TA, Int2 said teachers complained that the curriculum was seen to be more of a burden than anything else to the teachers who felt undermined and taken for granted by the employer. He further purported that the attitude seemed to be of that those who cannot stand the heat should vacate the kitchen. TA, Int2 added that Judging this fairly, one is tempted to wonder if the value of the teacher is that low in practical terms in Zimbabwe. It was agreed upon by the researchers that the level of education that one possesses should be in line with the respect the individual commands in society. TA, Int2 added that it, therefore, would adversely affect the teachers if they were treated like gardeners who can be easily replaced.
Other participants complained about projects that were introduced in the new curriculum. They indicated that in satellite schools, the issue of was a mammoth task among teachers at satellite schools. Teachers mentioned that as were meant to be compulsory is was a challenge given the calibre of students enrolled in these schools as some could not read and write well. They added that the research would require some ICT tools like internet and gadgets like computers and cell phones. Teachers indicated an impossibility considering the economic status of the people in the communities that surrounds the satellite schools. The issue of projects seemed to be stressful and it was another contributory factor to teachers’ motivation.

T1B, fgd2 stated that, according to her understanding of the new curriculum, many subjects required the use of ICT tools. She said that such gadgets required financial resources to purchase them and needed a supply of electricity which the satellite school did not have. The participant felt that upon decisions of crafting the new curriculum satellite schools were not taken into consideration with reference to the resources required. The teacher said that they would then have to find themselves improvising by using a chart that they would have to buy themselves. She explained the expenses they were already incurring by being at satellite schools; these included buying firewood, lighting accessories and transport expenses.

TA, Int1 mentioned that the assessment that the teachers were subjected to did not seem to be a fair bargain for the teachers who felt that there was no proper guideline upon which the assessment would be carried out. TA, Int1 added that the people assessing the teachers did not seem to know what exactly the teacher was to be assessed on. He said there was no clear
standard against which the teachers were assessed on and, hence the teachers felt that they were at the mercy of other individuals who might just dent their careers. The participant added that due to the requirements of the new curriculum there seemed to be a lot of movement of the teachers in the departments so as to stabilise operations. The participant also indicated that satellite schools already had staffing challenges due to the statistics and the ministry requirements.

Other teachers expressed that due the implementation of the new curriculum and they had work overload and confusion. They said that they did not know the dos and donts as at some point it was as if all syllabi were changing and teachers had prepared their schemes. Teachers said that later syllabus for Commerce and other subjects were supposed to be introduced from form one thus ZJC, however, the then form three and four would continue with the old syllabi. Some teachers also added that even the names of other subjects had changed and other subjects' syllabi had completely changed too. Some teachers said some of the instructions were not clearly laid and they required clarifications so that they could map their way forward. The other teachers said that it only came to their attention after having taught for two weeks that they had new syllabi for their subjects. They indicated that such poor coordination had affected their level of motivation and it would as well affect their performance.

Other teachers added that apart from pupils’ file, teachers were required to have files too. She said that these files included personal documents, schemes of work, Key Result Areas, supervision crits, mark lists, remedial schemes and their marking lists, extension work schemes
and their marking work and daily lesson plans among other documents. The teacher further said that this was a lot of work and it also demanded the teacher’s time while they were meant to implement the curriculum and improvise resources. The participant indicated some dissatisfaction and revealed that teaching was no longer a place to be especially for the teachers by default.

Some teachers were of the view that the new curriculum had brought about so many rules and tight supervision. TH, fgd1 said that in the new curriculum era the D.E.Os were called the District School Inspectors. He said this simply meant that they no longer stayed in their offices but were required to be out there monitoring and supervising the teachers. However, with reference to theory Y of McGregor, employees that have experience should not be closely monitored as it may affect their motivation. Furthermore, Delegation is a motivation tool, if teachers are clearly instructed to implement the curriculum and resources are provided they would not resist the change. However, teachers indicated that the sudden change is not backed by resources. The participant stated that lack of resources coupled with extreme supervision would be demotivating leading to their poor performance.

Other teachers complained that at college, they did not practice on the new subjects that they have been introduced to in the new curriculum and teaching the required resources so that they could familiarise. However, the new curriculum was implemented without supporting teaching and learning material demanding the teacher to be resourceful. The participants also said that they now lived in fear of their jobs as some of the teachers seemed to be almost irrelevant to the
education systems. Other participants highlighted that due to the uncertainty within the Ministry of Primary and Secondary Education, teachers may need to go back to college for the acquisition of the new qualifications relevant to the new curriculum before they found themselves out of the system. Such uncertainty may lead to fear of unknown among the satellite school teachers which may impact negatively on the motivation. Teachers would as well be affected as teachers may spend their time strategically planning and this would affect their performances.

Not all the participants complained about the new policy. Some teachers at the satellite schools seemed to be comfortable with the new curriculum, considering that course work contributed 30 percent, they had hope that it would contribute to better performance to some of their pupils. A participant indicated that other pupils were affected by the change of environment as they travelled for their examination at a mother school. He said that some of the pupils would get a grade D, however, he was certain that if all things were held constantly, the introduction of a coursework mark would improve pass rate in the satellite schools. However, other teachers were concerned that the policy was implemented in an unfavourable economic situation whereby the government cannot provide resources to back up the new curriculum. Other teachers indicated that the situation demanded them to scrounge for teaching and learning resources as the Ministry of Primary and Secondary Education expected them to perform without question. Such brought uneasiness and increased workload among teachers in the satellite schools and it, therefore, impacted negatively on their motivation. On a different note, another participant complained about the implementation of the new curriculum with reference to the informal education. TA, Int2 lamented:
The introduction of non-formal education is burdening the same teacher. This seems to make teachers work under extreme pressure seeing the recipients of the former are also eager to take and enjoy their privilege. Refusal to kick start these programmes will be misinterpreted especially on political lines and invite more trouble for teachers more than anything else. The introduction of these programmes seems to cause a lot of confusion for the teachers as youth seem to have uncontrolled access to the schools. Some of these youth are on a destructive mission such as having love affairs with school children whom the teacher is expected to supervise. Teachers fear victimisation by these youths. Teachers equally fear the frequency of the presence of older people in the school will be a big setback in their everyday running of the school. Some teachers especially fear clashes between female teachers and married women of the community due to the constant interaction between the former and the latter.

In the study, participants complained about the implementation of the new curriculum. Participants cited that the Ministry of Primary and Secondary Education had not provided the resources to back up the curriculum. Others said that it created an overlord among teachers while some complained about the continuous teacher assessments. Other teachers also complained about the Key Result Areas as well as the deployment policies as stated below.

Participants said Key Result Areas were a performance evaluation technique used by the Civil Service Department to review teachers’ performance. Teachers appraise themselves and their supervisors are involved in the process. T3M, fgd3 indicated that these KRAs were another factor which demotivated teachers. The participants said that it was a waste of time attending to a document that brought no reward. Some teachers indicated that lessons were lost while teachers were attending to the KRAs as it came with new changes almost each time.

Other participants pinpointed and the deployment policies. Teachers complained of the poor condition of the satellite school indicating that the recruitment policies should consider
deploying teachers in their home areas in the case of satellite schools. T1B, fgd2 noted teachers were just recruited and deployed at the satellite schools. No one told them about the condition of the school that they were going to as they were left to go and discover on their own. The participant also indicated that even when they get to the schools, there are no heads as the satellite schools were being supervised by TICs. He mentioned that these TICs were mere teachers who were given unpaid titles. The participant added that these could not do much on the orientation of a teacher as they also had their load to take like any other classroom practitioner. He further stated that he viewed orientation as some form of welcome into a new working environment, however, the satellite schools experienced high teacher turnover due to lack of induction and orientation.

In this study, participants highlighted that the Government policies were too stringent and needed to be made flexible in order to improve teacher motivation in the satellite schools in Matabeleland North Province. The impact of Government policies is well documented by a number of scholars, for example, Hedges (2002) as well as Bennell and Akyeampong (2007). If the Government policies are unfavourable for its employees, they become dissatisfied as stated by the Herzberg two factor theory. Again, if these policies are not considerate of its employees’ welfare and needs as stated by other teachers above, the situation would result in demotivation as well as under performance.
4.3.18 Unfavourable treatment by mother schools

Since satellite schools were not registered, they operate under a mother school, hence resources were allocated to that particular school. This also means that satellite schools do not have examination centres and their pupils sat for their summative examinations at the mother schools and were attached to them. Some participants complained about the treatment they received from these mother schools. T2B, fgd2 said:

We face some challenges from our mother school, we are deprived of our privileges a lot such that many times we do not get our pay slips on time and we may not know our next pay dates. Again the stamp is centralised such that if we have any documentation that may require school or work stamp we then have to travel such long distance of about 45km just for stamping. We also encounter some harassment from assessors from the mother schools when they come for assessments, they treat us badly, they make accusations and they seem to be on a fault finding mission. They tear us apart rather than grooming us. After all, the mother schools centralise everything and we bow so much that we cannot make the least decision without consulting them.

T3H, fgd2 concurred the following:

Teachers in established schools treat us with contempt. I think they view us as inferior as they rate us against our satellite schools which have no resources and have no standard buildings. The mother schools can even donate very old books some of which are not covered by the syllabus. Such treatment makes us we have lost respect and status quo, and we feel demotivated by the situation.

Other participants also complained that mother schools treated them unfairly. They stated they treated them with contempt since their schools were not established. They also
mentioned that due to the state of their schools, they were being treated with little respect. The participants said that they were given very old teaching and learning resources when mother schools received resources.

4.3.19 Poor location of the satellite schools

The satellite schools were in the farms conveniently located for the benefit of the resettled communities. However, some teachers complained about the unfavourable conditions. She stated that apart from poor road networks, electricity and water supply, her satellite school was located in a geographic area which was extremely hot during summer and cold during winter. Explaining the condition, the participant said that in summer they drank warm water. She said that, however, in winter they could find frozen water if they leave a container outside. The participant said that both extremes of these conditions affected teachers’ health as some had asthma that could be triggered by the cold and some had high blood pressure due to the extreme heat.

Participant T₃B, fgd₂ said:

The satellite school is in the middle of the bush and at night we hear lions roar at a very close range and we cannot sleep. We cook earlier and stay indoors after sunset in fear of wild animals even if it is hot. Apart from lions, there are elephants and some dangerous snakes.

In view of the aforementioned, T₃B, fgd₁ concurred that the schools are poorly located. He related a story of a female teacher who went on a weekend and she found a snake lying on her
bad. He said that the lady nearly collapsed as she realised the snake when she was sitting on the bed. The participant also related another story of a teacher who arrived late at night by bus. He said the teacher bumped on some elephants and he ran for his life. He got to school only to find that he had lost both shoes.

Other participants also complained about the location of the schools. Teachers said that the satellite schools we established in the bush where they were practising to live in harmony with nature. They stated that there were dangerous animals around the satellite schools, such as elephants, cheetahs, lions and snakes among others. T3H, fgd1 said:

Our school is located near a river. It is in the bush and also surrounded by vegetation. Therefore, at night we suffer a lot from mosquitoes. The rooms are very small and ill-ventilated; we cannot open windows at night because of mosquitoes, at the same time we cannot use mosquito coils in fear of affecting our health through choking or suffocation. At times mosquitoes attack us so much that we cannot catch our sleep the whole night and we go to work strained.

Some participants also concurred that the satellite schools were poorly located in the bushes and it was risky walking at night from the bus stops. They said that the surroundings had dangerous animals like elephants, lions, cheater, buffalos and snakes. Therefore, when teachers considered such risks they either stayed at schools and travel at once on paydays. This has also contributed to stress thereby affecting teachers’ motivation.
4.3.20 Limited learning opportunities

Other teachers complained that there are very limited opportunities at the satellite schools. The participants also revealed that the environment hindered them from furthering their studies. They said this was because there was poor phone network and there was no electricity supplies. They also said that they could not study during the day as their duties occupied them the whole day and after the lesson, they had work to mark. Teachers said that improvising lighting would be an option but it was another expense to acquire solar panels and accessories.

In corroboration with the aforementioned, Abraham Maslow in his hierarchy of needs theory, indicates that employees have a need to self-actualize. Maslow says that the need of self-actualisation may have nothing to do with their work, however, employees need to attend to their personal achievement as in the process of acquiring these needs they are also motivated to perform on their current job. Similar to Maslow, some teachers may wish to further their studies and if they are given the opportunity their motivation as teachers would be enhanced.

4.3.21 Low teacher status and standard of living

Participants reported that the standards of living in the satellite school were poor as they lived a pure rural life. They said that this is because they used firewood and candles just like the other people in the community while teachers from other established schools had electricity supplies. With reference to the equity theory, employees compare themselves with their counterparts and if they realise an adverse gap they become demotivated. Similarly, teachers in the satellite
schools compared themselves with other teachers in established rural schools who have basic facilities that were not offered by their satellite schools such as electricity and water supplies. Therefore, the issue of unavailability of electricity impacted negatively on the satellite school teachers' motivation. Basing on the observation as well as the participants' views, one would deduce that their performance was affected too as they could not mark at night. This could also mean that pupils were issued inadequate work.

Another teacher added that they fetched firewood from the bush with the community members and they also obtained water from the community well alongside the river. The participant said that the situation of being exposed to the whole community compromised their status as they felt they were inferior in terms of the standard of living. The participant said this was another demotivating factor to teachers in her satellite school.

Another teacher also concurred that their standard of living was being compromised at the satellite schools. The participant said that they were using the farm workers' houses as their cottages, however, there were no flushing toilets instead they used pit latrines. She described the latrines as some ill ventilated structures that had scratched floors, with bad odour and discoloured walls.

In consensus with the above view, another teacher also said:

I had no idea of what a satellite was like as I was desperately seeking for employment from college. I was deployed here I could not believe what I saw. Some ram shakes
called teachers cottages and other poor structure meant to be the toilets and I felt
demotivation creeping in my system. The first time I used the toilet I lost appetite the
whole week up to today I rarely use them I rather do cat sanitation in the bush. But,
for how long will I leave such a life? I am considering finding a job at an established
school with proper toilets as this affects me daily and it makes matters worse during
the rainy season when the toilets emit some bad odour. Each time I squat in that toilet
I feel so inferior as compared to my brother and cousin who teach some established
schools.

Concurring with the aforementioned, participant TA, Int₁ purported that in the past decades,
teachers were dignified people among the societies as community members would even seek
help from them. However, the environment offered in the satellite schools by the Ministry of
Primary and Secondary education have portrayed teachers as paupers who beg for help from the
community. He said that the schools have poor accommodation without electricity and water
supply. He also added that there are no clinics near the school and in the case of an emergency,
teachers got help from the community members who ferried them by their scotch carts to connect
for transport to the health centres. In addition, TA, Int₁ stated that such a kind of life, that exposed
satellite school teachers to the society, make them feel that they have lost status and it impacts
negatively on their motivation. The participants also added that a lot happened as they mixed
with the community members by the wells and boreholes in search of water. He said community
members would comment anyhow thereby degrading the teachers even before the pupils they

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Participants highlighted various factors that affect teacher motivation in the satellite schools. These include accommodation, unavailability of teaching and learning resources, transport infrastructure. They also mentioned about the unavailability of electricity, water supply, clinics, police stations and grocery shops. Others indicated that other factors included the calibre of students, the communities, poor location of the schools, poor standard of living, unavailability of learning opportunities and the Government policies among others. Consensually, Hlupo (2012) also note that these schools in resettlement areas were unregistered and, thus were attached to those established and registered parent schools. He also said that this effectively means that satellite schools do not have a legal standing, hence no specific budgetary allocation. Therefore, their resources were allocated through the mother schools as observed in this study. In view of the aforementioned, Bennell and Akyeampong also talk about theories like Locke’s (1976) goals for motivation, Herzberg’s (1966) motivation-hygiene factors, Vroom’s (1964) expectancy theory and Maslow’s (1943; 1954) hierarchy of human needs which are very relevant to the teaching profession in Low-Income Developing Countries (LIDCs). If teachers were displeased about general working conditions such as accommodation, health, and safety, the social and economic environment, as explained by above-listed theories, they may be demotivated and may not fully perform.
4.4 The effects of teacher motivation

4.4.1 Lack of competence

Some teachers in satellite schools confessed that they lacked competence due to the poor working conditions and lack of recognition by both the society and the Ministry of Primary and Secondary Education. Some indicated that they would remain non-qualified teachers as the circumstances at their schools were not permissive for advancement or to acquire a teaching qualification. Participant T₄M, fgd₃ said:

We do attend lessons but it is difficult to teach without the resources, pupils learn better when they interact with material like books or other visual aids and if they are not provided lesson delivery may be poor or can be in vain as pupils may not understand without illustrations or demonstrations. Yes, we are demotivated by poor working conditions and we spend time worrying and thinking of finding other jobs as we feel neglected and isolated. Some of us are under pressure from parents and families who keep asking us why we are staying in such poor areas when we hold such qualifications, some of us hold honours degrees, some are engineers hence we feel intimidated and we are busy trying to find other jobs hence less effort on the current job.

The responses indicate that teachers were demotivated by poor working conditions and they were lacking competency as they felt neglected by the Ministry of Primary and Secondary education. The aforementioned views are supported by scholars such as the South African Department of Education (2000) as well as Mji and Makgato (2006) who view poor teachers’ motivation as a contributing factor to high school learners’ poor performance. Mustafa and Othman (2010) also concur that motivation may serve as a drive that would improve teachers’ performance. With reference to the Expectancy theory, teachers may benchmark themselves with their colleagues in other schools in terms of rewards and working environment and they expect fair rewards for a
job similar to their counterparts. Therefore, if they developed a feeling of dissatisfaction, their performance was negatively affected.

According to other participants in this study, poor performance was one of the major effects that resulted from a lack of teacher motivation. The participants were of the view that if teachers had accommodation, teaching resources and incentives among other working conditions, they would perform well. However, with the current circumstance, teachers were so demoralised and they spent their time thinking of means that could get them out of such dire situations they were experiencing in the satellite schools.

In an interview, DB, Int2 admitted that motivation was one of the essential tools for enhancing performance. The participant linked teacher motivation to national pass rate stating that the poor conditions in the satellite schools in resettlement areas have had a great impact on the national end of year examinations. The participant, however, was also of the view that performance would improve if the Ministry Of Primary and Secondary Education and the Government of Zimbabwe would improve the satellite schools as well as teachers' working conditions by providing decent accommodation and hardship allowance as well as teaching and learning resources. In support of his opinion, he indicated that if teachers were retained, a good rapport between the teachers and pupils could be established, specialisation would also be implemented due to favourable conditions resulting in job satisfaction and performance.
On a different note, T₂M, fgd₃ raised a concern on male teachers being separated from their wives and beloved ones. He said that since the accommodation could not cater for their families, they were forced to separate leaving their wives with children and considering the issue of transport they would only visit once a term. The teacher mentioned that this leads to issues of infidelity that put them at risk of contracting HIV/AIDS and such would have an impact on their performance. Furiously, the participant also added that such instances were an emotional torture and would result in poor performance or committing offences or crimes of dating or abusing pupils and or being a nuisance to the community. On another view, T₃M, fgd₃ highlighted the impact of health on teacher performance. She said that some teachers were sick with chronic diseases like HIV/AIDS, while others were diabetic, and some had issues with blood pressure and asthma. The participant said that these people needed a regular supply of medication and should be in the proximity of a health centre which other resettlement areas that were under investigation could not provide. He added that it was in this regard that some teachers failed to perform as they were either sick or anxious about their health.

DM, Int₃ concurred that with reference to conditions in satellite schools, thinking of performance was a myth as one could not talk of quality education where there was no furniture or resources. He shared that even though highly qualified teachers could be deployed to the schools, without resources still results could not be attained. The participant added that both pupils and teachers needed to feel the learning environment through the setup of the classroom, however, if such a condition was not provided, both parties would be demotivated. He also mentioned that group work was easier when there was furniture. The participant also indicated that marking required
furniture as bending to mark on the laps could cost teachers lots of effort and would make the job boring and tiring, hence performance could be compromised. T5B, fgd pointed out:

Our morale is just low because of the working conditions, we do not sleep comfortably because of poor accommodation, we do not eat proper meals because we cook on the fire and we are not used to such life. Moreover, we will be from work tired. We also go to work shabbily dressed because we have no electricity to properly iron our clothes. We are strained by overloads, having to mark on weekends while we have no proper lighting at night hence with such poor working conditions our performance is greatly affected.

On my visit to one of the satellite schools, teachers' morale seemed to be low as I observed one female teacher; both her classroom management and the lesson delivery were too poor due to her voice projection, she spoke in a low voice and did not exhibit confidence. In view of this observation, Millennium Development Goal (2012) states that low teacher morale poses a serious challenge to the education system. Although children continue to go to school, they often receive an irregular education. In view of the teachers' concerns, DB, Int2 mentioned that poor teachers' motivation would always compromise performance as she highlighted this:

If teachers are staying in non-electrified accommodation it would mean that when they knock off they have to fetch firewood and water then start preparing their supper that would mean they may not be able to plan their lessons for the next day nor mark pupils work.

Iwu, Gwija, Benedict and Tengeh (2013) also observe that, in South Africa, highly motivated educators experience job satisfaction; and also perform better than their poorly motivated counterparts. Adeyinka, Asabi and Adedotun (2013) also unveil that the negative performance of pupils towards educational aims and objectives could be associated with the low motivation of teachers.
Other participants cited incompetence as a result of some government policies such as the implementation of the curriculum. Views were aired on the effects of the government policies on teacher motivation. Some participants highlighted how the new curriculum had an impact on satellite school teachers’ motivation. TA, Int$_2$ contributed the following view:

> Change of syllabus means that teachers are no longer specialists on the subject as they have to learn how to deliver the new content to the pupils. This will mean that they need time to master the content and this may cause a lot of frustration affect the lesson delivery. The issue of having daily lesson plans will add up to the duties and can increase workload. This would set us under pressure as they have to compile the files and also prepare lesson plans as well as having to prepare notes for the pupils. Research projects require a lot of time and teachers need to be trained on how to conduct and supervise the work. If teachers remain unequipped they may end up unfairly rating the pupils. Also, some teachers indicated that the projects required are not specified and teachers are not clearly guided on what to do.

Other teachers indicated that the new curriculum had brought a lot of changes so much that they feel irrelevant into the new systems. For instance, on who teaches history now has to teach heritage studies and this means teachers have to learn it and find resources since there are currently no resources to back up the new curriculum. This is stressful and it contributes to the demotivation of the teachers in satellite schools.

TA, Int$_2$ said that the implementation of the curriculum was not feasible as the schools lacked teachers with the necessary skills and knowledge as well as resources. He indicated that such would mean work overloads and teachers would not be able to perform well. Consensually, T$_3$M, fgd$_3$ said at his satellite school there were not qualified teachers, however, the new curriculum would be a challenge as they were to implement new course content for a new subject such as
Heritage studies. Also, there is extra work as a class teacher of having to record pupils work in and compile the file with records for all pupils. T₃M, fgd₃ added that the subjects now require projects and this would add to the workload of teachers as they to learn how to supervise the projects, as well as how to mark them. He also said the situation would result in teachers having to fabricate results as the curriculum has brought about lots of complications and work overload.

In corroboration with the above views, T₁M, fgd₃ said:

The new curriculum advocates for a high level of ICT in both lesson delivery and scheming, teachers are required to scheme electronically yet others are not computer literate. In satellite schools, this is a challenge as there is no electricity. It may mean that when we go back home some of would not enjoy our weekends and holidays as we should be scheming on computers. When we get back to school we will still have fatigue and stress and it would be difficult to perform well. We talk of ICT in the new curriculum yet we still use old chalkboards instead of the white boards. Teachers cannot be expected to dip into their pockets to buy instructional media like markers and manila for charts. The truth is, there are no resources to support the new curriculum and performance will remain poor in the satellite schools. How does the issue of exit profile work? The projects the pupils are meant to do? There is just too much work that is being created for class teachers but pay remains the same. This has so much effect on us teachers in satellite schools consider the hardships of accommodation, transport and electricity that we already have. Also considering that some of us have our areas of specialisation, we might have to consider moving to relevant fields or even across the borders.

TIH, Int₁ concurred in the following manner:

The issues of PE, sports and mass display require training. As it stands, no teacher in this school knows what mass display is. Taking into cognisance that deployment if poor in satellite schools this would increase the burden of having to take such subjects as PE. Due to the new curriculum, subjects are too many. Much guidance is needed as pupils would end up choosing an irrelevant subject for Advanced level. As TICs, we are faced with challenges of having to choose subjects that relate to our given environment but still considering the compulsory subjects.
Other participants indicated that since the Ministry of Primary and secondary education was struggling to remunerate teachers. Implementing the new curriculum would bring about a huge economic demand, considering the teaching and learning resources required which could not be provided. Therefore, poor motivation coupled with the lack of resources may lead to poor teacher performance. Participant TA, Int2 commented that mismatch of teachers and subjects would result in dissatisfaction among teachers leading to forced transfers or some teachers simply leaving the profession completely.

Participants expressed workload brought about by the new curriculum would affect their motivation as well as their motivation. They indicated that planning, preparing daily lesson plans and supervising projects was too much work for a satellite school teacher who could not work at night due to unavailability of electricity. The demands of the new curriculum would mean that teachers would spend most their time attending to paperwork. The participants added that the situation would not permit teachers to rest even on holidays and they would be strained. However, the result of such work-overload would demotivate teacher and would have a negative impact on their performance. On the effects of curriculum, participant T3M, fgd3also said

The new system has brought about some complication among us teachers. We are already faced with a challenge of parents who do not cooperate in terms of their children’s education, parents who do not want to buy exercise books for the children and they expect us to teach them. The Ministry of Primary and Secondary School has not supplied any resources for new curriculum has not promised to. This would mean the teachers have to provide the resources as supervision has already commenced. We are already demotivated by the low salaries that we get and acquisition of teaching and learning material comes as another expense. The issue of providing resources for the new curriculum needs to be revisited by the Ministry of Primary and Secondary Education as it may cause high teacher turnover or underperformance to demotivation among teachers.
T_{3H, fgd1} said teachers would be demotivated if they felt that they were irrelevant within the ministry due to the implementation of the new curriculum that brought about a change which replaced subjects in their areas of specialisation. The participant was of the view that teachers would begin to think strategically, some may consider moving to their area of specialisation while other may even relocate to neighbouring countries for the same job. Participant T_{1B, fgd2} indicated that some of the subjects that were made compulsory seemed to lack relevance among other teachers. He mentioned subjects like PE among the other seven which include Agriculture, Combined Science, English, Heritage Studies, Indigenous languages and Mathematics. He also added that the Ministry of Primary and Secondary Education did not provide resources for these subject and teachers were facing challenges of teaching them in the Satellite schools.

4.4.2 Lack of Loyalty

Some teachers in the satellite schools were discontented with the conditions of service rendered by the Ministry of Primary and Secondary education such as poor accommodation and lack of incentives. From the responses and nonverbal cues, I observed that these teachers were demoralised and had lost loyalty as some of them even mentioned that they would fake illness and extend their weekends. Similarly to these findings, Ndlovu et al. (2014) concur that some teachers were no longer applying themselves fully in order to deliberately influence extra lessons. Participants now lacked dedication and were also lacking loyalty and self-motivation.
Participant T₃M, fgd₃ disclosed this:

The motivated workforce can be dedicated; they can work hard and achieve an educational goal. If teachers would feel recognised they may develop a sense of belonging and put more effort and yield good results. Job satisfaction can bring about self-motivation, teachers would be responsible with the ministry's resources and guard them jealously and be conservative while using them effectively and efficiently to attain the educational objective. However, demotivated as we are, we cannot be loyal to the Ministry of Primary and Secondary Education; we are ready to leave anytime should opportunities arise.

DH, Int₁ mentioned that due to the situations at the satellite schools, teachers were becoming unreliable to leave pupils in their hands as they could move when they got opportunities in other avenues. He said that the highest turnover was observed to be from those teachers who held engineering and nursing qualifications. The participant also indicated that such turnover was a challenge to the district office as they found themselves continuously recruiting and this was very strenuous. He added that the process was also becoming costly to the Government and as a result the accounts department had tough times making follow ups on teachers who quit frequently and try stop their salaries.

TIB, Int₂ stated that at some point teachers had developed a tendency of working four days a week as they claimed that they were not well remunerated. He said that some teachers would leave the school on Thursday afternoon or Friday at break time and resumed duty on Monday after lessons until disciplinary action was enforced. The participant mentioned that some teachers would claim to be sick over the weekend and would furnish the school with supporting documents from the doctor and that could not be disputed. It was evident with reference to the
participants’ views that if teachers were demotivated they would lack loyalty. The poor working conditions contributed to dissatisfaction among teachers such that they at times tried to avoid work as stated in the theory X of McGregor that some employees tend to avoid work. This was because their needs were being disregarded by the Ministry of Primary and Secondary Education.

Participant T2M, fgd3 indicated that a motivated employee develops loyalty to the organisation, hence, if working conditions were to be improved job satisfaction and performance would be enhanced. The participant also added that as a result of a favourable working environment teachers would be retained in the satellite schools and this would yield better performance by both teachers and pupils. The participant also indicated that teachers in resettlement satellite schools were at a disadvantage since their colleagues in town had resorted to extra lessons so as to get extra money. These views are in corroboration with findings by Ndlovu et al. (2014) who said that if teachers are poorly motivated they may not apply themselves fully in order to deliberately influence extra lessons. Sergiovanni and Starrat (1993) also mention that if teachers are well motivated they tend to be committed and loyal to their schools hence positive impact on pupil learning.

4.4.3 Teacher migration

The district officers who participated in this study articulated that they faced deployment challenges due to teachers’ dissatisfaction. They stated that the situation resulted in teachers
migrating from one school to the other within the same area. Some district officers also highlighted that poor teacher motivation was being experienced in most African countries and has resulted in high levels of teacher migration even across the continent.

TIH, Int₁ stated that teachers complained about the kind of working environment that was offered by the Ministry of Primary and Secondary Education at the satellite schools especially the accommodation hence they always quit. TIH, Int₁ also disclosed that a young male teacher had abandoned pupils to further a study in his area of specialisation. The participant also added that every term a new teacher was deployed especially in Mathematics and Science which were the core subjects. TIH, Int₁ mentioned that other teachers were leaving for Namibia, Dubai and South Africa. In a similar study, findings by Shizha and Kariwo (2011) concur that Zimbabwe was experiencing the greatest brain drain in the education sector resulting in many unqualified and under-qualified teachers recruited to fill the vacant posts. MoESAC (2011) also concur that, unfortunately, the great majority of nonqualified and under qualified teachers were in rural schools and these untrained teachers are a recipe for poor quality education. Furthermore, UNESCO (2004) also indicates that teachers’ education, training and experience are crucial for pupils’ achievements.

According to the participants, teachers were either shunning the satellite schools or not taking up the deployment or they quit and opted to stay at home unemployed. However, other teachers took the offer as a stepping stone and start seeking jobs and when opportunities arose they left without notice. Participant TIH, Int₁ was of the view that other teachers had their area of
specialisation and when got opportunities they left, while a number of them left for private schools in urban areas where there were better working conditions. The participant also indicated that some teachers transferred or just left opting for their families as the environment could not cater for a decent accommodation for them. He added that conditions seemed not conducive for some of the female teachers and they quit the most as compared to male counterparts. TA, Int2 corroborated:

It is because of the unfavourable working condition on the ground at the satellite schools that teachers are working to sustain themselves in the short-run and they are transiting to what may be greener pastures for that moment or rather to private schools in the urban areas. Again there is an issue of rating teachers or schools according to performance, how is that issue justified as we have some schools that enrol pupils with good grades. Again a satellite school cannot be compared to other schools that have all the resources; hence this kind of evaluation is demotivating teachers in such remote schools. Teachers migrate to private schools because they are demotivated by being rated failures when the situation leading to underperformance is beyond their control.

T3H, fgd2 concurred:

Some of us grew up in urban areas; we are experiencing rural life for the first time. However, it has been difficult to cope in this remote environment characterised by poor accommodation, without flash toilets and no electricity supply in the cottages and we are praying for opportunities to arise in our area of specialisation.

In view of the aforementioned by the research participants, Ndlovu et al. (2014) state that in addition to the low teaching salaries there was a shortage of experienced teachers as many left Government schools in search for better remuneration in the private sector. Teacher migration implied that experienced teachers were not retained therefore lack of experienced and qualified teachers may result in poor national pass rate which may also compromise the quality of education in the country.
4.4.4 Teacher Turnover

Conditions at other satellite schools were so poor such that teachers displayed a lot of dissatisfaction. TIH, Int\textsubscript{1} said that TICs suffered a lot when a teacher abandoned the classes or resigned as they had to inform the D.E.O while the pupils were unattended. TIB, Int\textsubscript{2} also confirmed that transport was one of his greatest challenges due to the location of satellite schools and this had contributed to teacher turnover. He reported that on some Fridays, teachers could not get transport to their homes and ended up travelling on Saturday. TIB, Int\textsubscript{2} highlighted that as a result, teachers spent a few hours at home and returned to work without attending to family issues such monitoring their children’s school work and other social issues. TIH, Int\textsubscript{1} also mentioned that other female teachers complained that their children had bonded with housemaids as they now spent much of their time with them. He also added that a number of teachers resigned because they did not want to risk their marriages as they at times got stuck up for the whole month at school due to transport problems. DH, Int\textsubscript{1} said:

> We are experiencing high staff turnover, at times it is very high but at some point, it is moderate hence we have not estimated or rather calculated the turnover per term. We have had teachers coming and going frequently, especially the ones with degree whom if an opportunity arises they move to their areas of specialisation. Recently we had teachers who held nursing qualifications; they gave short notices and left classes unattended. Other teachers would just abandon pupils and leave without communicating, and all this is a result of frustration emanating from the poor working environment.

On another view T\textsubscript{3}H, fgd\textsubscript{2} purported this:

> The problem is after being deployed to a satellite school, when you get here you feel that your dreams are now shuttered. There is no proper cottage, no electricity and water supply the school. The nearby borehole that was said to be donated has long ago broken down by the community members. Since I came here I have been trying
to work my way out back to the urban area. I am even seeking for the least job in my area of specialisation just to vacate this poor environment which hinders personal growth. There is no network here so how do I further my studies or rather improve myself, or even acquire a teaching qualification as required by the government. I think I will have to consider other avenues and leave the education sector. Another challenge is that I only can speak to my wife and children when I am in town on my way home. Due to transport problems, I only go after a month each time a lot would have happened and my wife would have undergone the tough times alone. I feel separated from my family. However, my wife and children cannot come and stay with me due to the poor conditions offered by the satellite school. My children would not find good preschools. Bringing my family in such non-conducive social environment would be an inconvenience to my family, therefore, I am considering going back home and try something else and at least be there for my family.

It was also noted that teachers were not being effectively inducted and oriented after deployment to satellite schools and such was another reason for high teacher turnover. As mentioned earlier by another participant, teachers need to be inducted like any other employee. Introducing and welcoming newly deployed satellite school teachers to their new working environment would make them feel part of the family. One would give a background of the school and also explain the new development as well as the strategic plans set ahead for the development of the school. This would be better done by a member from the District Offices on behalf of the employer. Such would have an impact on their sense of belonging regardless of the poor conditions offered by the schools. However, if they are not effectively inducted and oriented they would get to the satellite school and have many unanswered questions that would affect their motivation and may opt to leave.

In view of the findings of this study, scholars like Chapman, Snyder and Burchfield (1993) are of the view that poor working conditions would lead to high turnover. Mhishi, Bhukuvhani and Sana (2012) reveal that as a result of poor working conditions, rural schools have been poorly staffed
or have longer delays in filling posts. Mhishi et al. (2012) also add that even if posts are filled, the rural schools may have fewer qualified teachers than their urban counterparts due to poor working conditions in rural areas. Shizha and Kariwo (2011) also state that Zimbabwe has become a human resources training ground for other countries.

4.4.5 Lack of job security

A number of teachers expressed insecurity in these satellite schools as other participants mentioned that they lived in fear of the former farmers. Teachers are also disgruntled about the unfair school rating and the pressure they received from the Ministry of Primary and Secondary Education, on teaching qualifications yet the environment was not conducive for such developments. Other teachers highlighted that they were continuously receiving threats from the Ministry of Primary and Secondary Education of contracts being terminated for non-teaching qualifications.

Participant T5H, fgd2 said that they felt that they were unfairly treated by the responsible authorities and the communities as they either lived like prisoners who had no say even if they suffered or lived in fear of the community who unethically claimed that they owned these places. He added that in his satellite school, teachers' performance was affected as teachers were also living in fear of the former farmers and yet in their proximity, there was no police station to seek refuge in cases of attacks.
In support of the above view, TIB, Int₂ concurred that it was due to the insecurity that their performance was adversely affected by such condition lead to demoralisation. He complained that the Ministry of Primary and Secondary Education did not recognise them or seek their opinions as people on the ground that had ideas on how these satellite schools could be improved. However, the best their employer could do was threatening to terminate contracts for unqualified teachers who seem to be loyal and these teachers do not feel part of the organisation. He concluded that lack of recognition was the other factor that affected teachers’ performance in the satellite schools. Consensually, DB, Int₂ was of this view:

However, if teachers are provided with decent accommodation they can bring along their families and their social needs would be fulfilled hence motivation. If electricity is provided they can easily further their studies, acquire teaching qualifications and attain their job security; take for instance temporary teachers would not have to leave to colleges but would rather do distance or e-learning within the confines of the school and without leaving pupils unattended.

In corroboration to the above statement DB, Int₂ added that if working conditions which include job security, were improved, teachers at satellite schools would derive satisfaction and may develop loyalty thus reducing teacher mobility and increasing efficiency as when the teachers were motivated they would work harder and produce good results.

The participants gave various views on the impact of teachers’ motivation on their performance. They cited lack of competence, lack of loyalty, teacher migration, and lack of job security as well as teacher turnover as discussed in the context above. The findings are in corroboration with Chapman et al. (1993), Mji and Makgato (2006), Mustafa, and Othman (2010) and Ndlovu et al.
(2014) who view teacher motivation to have caused lack of competence and loyalty, teacher migration and mobility, high turnover as well as poor performance.

4.5 Strategies to enhance teachers’ motivation

4.5.1 Improvement of infrastructure and related amenities

When participants were asked to give opinions on how teacher motivation could be enhanced so as to improve satisfaction and performance, they cited improvement of teachers’ salaries, improving infrastructure and provision of resources, among others.

Participant T1B, fgd2 suggested:

The Ministry of Primary and Secondary Education should improve the infrastructure in the satellite schools; they should establish at least a classroom so as to show that these are developing into schools rather than these dilapidated vandalised farmhouses and barns. The society should also bear in mind that these schools benefit their children and themselves since these schools run in the interest of the community, therefore, they should be supportive and also provide learning resources so that we teach effectively. Teachers' workload should be reduced, either by deploying more teachers in satellite schools or by reducing the number of subjects taught in satellite schools to avoid straining and overloading the teachers.

In corroboration with the aforesaid, scholars like Van der Westhuizen (1991:1997), Hofmeyr (1992), Owens (1995), Kalyar (2010) as well as Chireshe and Shumba (2011) suggest that teachers’ motivation can be enhanced through improving their salaries, working conditions and providing them with sufficient resources.
In addition, participant T3B, fgd2 said that it should be taken into cognisance that water is life, therefore, it should be within or in the proximity of the school, for the convenience of both teachers and pupils during and after lessons. He highlighted that hygienically both teachers and pupils must wash their hands after visiting the toilet as well as before and after eating. The participant also stated that water was also needed in case of emergencies such as when a teacher or a pupil had a bleeding nose, faints or collapses. T4M, fgd3 was quoted in response to what strategies can be put forth to improve teachers’ motivation and enhance performance and their satisfaction;

We only can be motivated if our concerns are attended to, thus improving the working conditions as follows; provision of decent accommodation or cottages: improving or setting of proper structures for schools by establishing at least a classroom block or two per satellite school. She added The Government as our employer should come to our rescue by improving standards in the satellite schools as they have a huge impact on the national examination results. The Government should find donors to establish proper schools and improve these satellite schools in the resettlement areas because as it is we live in fear of teaching in the farmhouse in case these whites who were evicted come back and cause havoc.

Other participants were of the opinion that the Government of Zimbabwe should build clinics in the propinquity of the satellite schools or provide a health practitioner or at least a nurse to cater for the community’s health needs as there were no clinics near some satellite schools. Again, others proposed that the Ministry of Primary and Secondary Education should build proper schools. Others added that the Government of Zimbabwe also needs to attend to sanitation and should provide clean water sources to the satellite schools. On a different note, T1M, fgd3 claimed that:

Security needs should also be catered for; the Government should assign police officers to these satellite schools as the police stations are far away. Since I started at this school I have not seen a police officer. We, therefore, live in fear that anything
can happen since these places were repossessed from whites and in the case of anything we have nowhere to run to. On another note, the Government should not take responsibility for private schools failing to improve their own schools; they should let the private schools pay their own teachers hence focus on improving working conditions of such schools as satellite which are just there by names with no single structure that shapes their existence.

TIH, INT$_1$ suggested that the Ministry of Primary and Secondary Education should source learning material because it was difficult for teachers to source teaching aids that were also not sufficient. The participant added that the situation was paralysing the learners and demotivating the teachers. DB, INT$_2$ was of the opinion that the Ministry of Primary and Secondary Education should work towards getting these satellite schools well funded and setting proper infrastructure, that is, teachers getting decent accommodation so as to retain teachers. The participant also said that there should be means to improve these satellite schools in order for them to conform to the required standards. He also added that this would enable these satellite schools to get registered and get their own financial allocation since their funding was currently attached to their mother schools hence they were experiencing sabotage, they either get very little or nothing at all.

In corroboration with the above mentioned, Adebayo and Gombakomba (2013) identified the availability of teaching resources and infrastructure, flexible working hours, access to training and education as others of the factors that could lead to improved job satisfaction as working conditions for teachers in Zimbabwe were generally poor mainly in rural areas. Chireshe and Shumba (2011), Hlupo (2012), Kabayanjiri (2012) and Langa (2012) also suggest that working conditions including infrastructure should be improved so as to enhance teachers’ motivation in the satellite schools.
4.5.2 Provision of economic benefits

Teachers in satellite schools were disgruntled with their economic benefits and they suggested that the Ministry of Primary and Secondary Education should allocate them hardship allowance for living in such poor working environments that included poor accommodation, bad road networks, unavailability of proper health institutions and electricity. In view of the suggestion, Bennell (2004) concurs that provision of economic and other incentives is considered a key factor for bringing teachers to rural areas. Bennell and Akyeampong (2007) also purport that even if a hardship allowance is given, it is not enough for the teachers to undertake additional hardship in rural areas. Participant, TA, Int_2 exuded:

I suggest that the Government should loosen some policies such that the Ministry of Primary and Secondary Education is enabled to award teachers at the satellite schools some hardship allowance of about 20% apart from the rural allowance which is currently 5% of about $330, as these can motivate and may aid in the retention of teachers in these remote areas.

In consensus, participant T_3B, fgd_2 said that:

Teachers in established schools and or in urban centres are different from us. They can make extra money through other businesses or extra lessons, which is not possible with us hence the Government should reward us. Teachers in the satellite schools need to be appreciated by a special token of hardship allowance as well as meaningful rural and transport allowance depending on the location of the school.

TIB, Int_2 said that, as a means to alleviate teacher suffering, pupils and the community should at least fetch water and provide firewood to the teachers at no cost as these teachers have no incentives to compensate for the hardships they face in these remote areas. While DM, Int_3 was of the opinion that teachers in satellite schools should be given incentives to cater for the hardships...
they encounter in these areas. The participant indicated that incentives would cover for their transport and compensate the teachers for working under such unfriendly environments and having to abandon their families and risk staying in places where there were no clinics and proper water supply or sanitation. In support of the opinion, UNESCO (2012) indicates that many African countries, including Botswana, Uganda, Lesotho, Zambia, and The Gambia provide an additional allowance for teachers located in rural schools (defined in a variety of ways).

Another participant T2H, fgd1 also suggested that the Ministry of Primary and Secondary Education should recognise higher qualifications in the satellite schools and increase the salaries even by the least amount so as to motivate teachers to learn and be experts in their areas of specialisation hence improve performance. The participant also added that the public service should consider paying teachers in satellite schools hardship allowance depending on the state of the school as well as the working conditions. On the contrary, TA, Int1 recommends that parents should be allowed to motivate teachers either in cash or kind, thus they may fetch water for teachers, give them even a goat as a token of appreciation or even contribute small amounts of money and give as incentive every month. He also added that parents should be given responsibility because they were hiding behind the Government policy which stipulates that pupils should not be sent away from school for any payment of fees, hence they were so relaxed and look up to the Government. In view of the aforesaid, the PoZ(2012) also suggests that parents must pay fees as that will help develop the schools.
4.5.3 Teacher development

Teachers in the satellite schools expressed a wish to further their education or acquiring teaching qualifications as required by the Ministry of Primary and Secondary Education. However, the environment was not permissive. They suggested that the relevant ministry should at least equip them with developmental courses related to their job so that they could be recognised as trained teachers. On the same note, Tarrant (1991) advises school heads that they should be prepared to recognise the abilities of teachers and their individual differences in needs, and select appropriate assignments and incentives, and give them the opportunity for growth and self – actualisation. Also, during this study, it was noted that a number of the teachers in satellite schools had no teaching qualifications hence there was a need for teacher development.

TIB, Int2 suggested that continuous staff development was needed so as to keep improving teachers in the satellite schools since some of them were non-qualified teachers who had never been in a classroom and had no knowledge of pedagogy. Other teachers also highlighted that if they were developed and obtained teaching qualifications, they will feel secure and this would improve their job satisfaction and yield motivation. Other participants suggested that teachers should be deployed to satellite schools in their home areas to avoid accommodation and transport problems.

In support of this view, Black, Esanu, Mugambe, Namwadda, and Walugembe (1993) suggest that working close to one’s extended family may provide some level of moral as well as financial support and subsidy. In addition, Australia Teacher Demand and Supply Report (2011) says that
other strategies to improve teacher motivation may include the Career Change Program which enables non-teaching professionals to undertake a teacher education course while employed as supervised trainee teachers. The Australian Government also came up with the Teach for Australia (TFA) which prepares outstanding graduates from all degree disciplines for teaching in disadvantaged schools. Chireshe and Shumba (2011) and Mhishi et al. (2012) are of the view that teachers in satellite schools should be developed so as to enhance their motivation, job satisfaction as well as to improve performance.

4.5.4 Teacher deployment and induction

Other teachers revealed that they were treated as outcasts in the satellite schools, as some community members regard them as foreigners meaning that they were from another province and were not of their tribe. They then were of the view that the Ministry of Primary and Secondary Education should consider such social issues and deploy teachers in their home area or consider tribal relations to avoid the victimisation of teachers that results in fear which also impacts on performance.

Furthermore, TIB, Int2 said that the Ministry of Primary and Secondary Education should work out on deploying teachers who would suit the societal tribes in various schools so as to minimise conflicts among teachers and communities. He reported that at times villagers would not accept to have an external tribe being dominant at a school, for instance, in some Ndebele speaking villages, they would not accept the dominance of Shona speaking teachers.
Other opinions included that, the Ministry of Primary and Secondary Education should induct the teachers before deployment, they should know the place where they are going to and they should agree to the conditions and this would avoid high turnover and teacher mobility. Another view was that the Ministry of Primary and Secondary Education should deploy more teachers to reduce the loads in satellite schools, as other teachers were taking more than 2 subjects in different levels, hence may call for a lot of paperwork during the planning and scheming as well as extra marking load.

T3H, fgd2 also suggested that satellite school teachers should get effective induction and orientation immediately after deployment. This would include giving a background of the school and also explaining the new development as well as the strategic plans set ahead for the development of the school. This would be better done by a member from the District Offices on behalf of the employer. Such would have an impact on their sense of belonging regardless of the poor conditions offered by the schools. TIH, Int1 also suggested:

The Public service should deploy substantive heads alternatively TICs should be promoted into heads of schools and these should be democratic so as to motivate teachers, they should be the ones who orient new teachers. They should also be in a position to listen to their grievances, involve them, let them participate in decision making and allow constructive criticisms.

This was in line with Craig, Kraft, and du Plessis (1998) in Mhishi et al. (2012) who suggest that one possible solution to the shortage of qualified teachers and their retention in rural areas is to engage teachers who are “indigenous” to those rural places or to train relief teachers already serving in those areas through Open Distant Learning.
On the contrary, DH, Int1 said:

If the Ministry of Primary and Secondary Education can manage to recruit qualified teachers the problem at the satellite schools would be partially solved because degreed teachers with non-teaching qualifications are job seeking and when they get something related to their area of study they migrate. However, the Ministry of Primary and Secondary Education is working towards getting more qualified teachers for satellite schools for these qualified teachers have shown loyalty so far in the few schools where they have been deployed.

On the other hand T1H, fgd2 recommended:

I suggest that teachers should not stay for too long at the satellite schools, they should move to established as new teachers are being deployed from college. My wife is also a teacher at an established school and each time she gets good results it affects my ego. I really feel I should move to an established school or find a job in my area of specialisation before I lose respect before my wife and family.

The majority of the participants suggested that the Ministry of Primary and Secondary education should be considerate in terms of the application of policies especially when it comes to teachers in remote areas such as the satellite schools as these schools offered a poor working environment that was not favourable to some teachers. Amongst other issues discussed was the idea of provision of accommodation that cater for teachers' families and deploying teachers in their home areas Scholars such as Hedges (2002) as well as Craig, Kraft, and du Plessis (1998) in Mhishi, et al. (2012) support teacher deployment policies that take cognisance of issues raised by participants in this study.
4.5.5 Government Policies

Various participants were of the view that the Government of Zimbabwe should revisit their teachers’ employment policies and consider issuing teachers in satellite schools fixed contracts as this would improve security needs as well as teachers’ motivation. This is supported by Di Gropello (2006) who states that teachers are better motivated and performs better when they have a fixed- instead of open-ended contract tenure.

In FGDs, other participants complained about the force that was being exerted by the Minister of Primary and Secondary education, Dr Dokora. They indicated that he has made them feel so insecure since he was becoming unpredictable in his conduct. Participant, T4B, fgd2 pleaded with the Minister of Primary and Secondary Education to stop posing a threat to teachers including those on open contracts, but rather fix favourable terms. He also mentioned that Minister of Primary and Secondary Education had become unpredictable such that at some point he required all teachers to have Mathematics inclusive of the so-called qualified ones. The participant assumed that if fair contracts were secured then teachers would be retained. In corroboration with this view, another participant in a FGD, T1H, fgd1 was of the following opinion:

The Minister of Primary and Secondary Education should stop harassing teachers inclusive of those in the satellite schools. Teachers are demoralised by working under uncertainty, they are always uncertain if they would continue working the next term as the Minister continuously announces replacing graduate teachers with a non-teaching qualification. The Minister should consider that teachers in most satellite schools have no access to universities or learning facilities due to them being poorly located away from main roads. He should take into cognisance the poor environment
of having no electricity. The Minister must bring about constructive means of improving both the satellite schools and their teachers.

Participant T₃M, fgd₃ recommended that policies should not be too rigid for teachers in the satellite schools just like those teachers who were in the comfort of established schools. The participant was of the view that teachers in satellite schools should be awarded special treatment by the Ministry of secondary and primary education taking into cognisance the state of the school and the harsh condition that they were enduring in the resettlement areas. On the same view participant T₁B, fgd₂ concurred:

The Government must also set strict policies on fees because its lenience is affecting especially the poor satellite schools that need levies to develop. Most parents are not paying school fees taking advantage of the Government policy which states that pupils should not be expelled from school for nonpayment. Taking into consideration that in satellite schools pupils pay next to nothing, the Government should loosen rules and allow the schools to demand school fees from parents since the responsible ministry cannot afford setting up schools. The Government should be aware that the same citizens that are being protected from not being harassed on fees have enough money to drown themselves in illicit beer daily when they can save and pay the little fees so as to build their schools.

TA, int₁ was of the view that the Government should loosen the civil service reward policies and award teachers at the satellite schools with hardship allowance of about 20% apart from the rural allowance which is currently 5% of about $330, as these could motivate and aid in the retention of teachers in these satellite schools. He also suggested that schools should be ranked according to resources to avoid demotivating teachers from remote schools. Participant T₁M, fgd₃ suggested that:

Teachers that have served for 5 yrs should be transferred to better schools so that those from the college can also be deployed to satellite school. It is unfair that some teachers who are fresh from college would get schools in town while we languish in
the bush for the rest of our lives. Why can we not be given equal opportunities, at least if the duration of stay in the satellite school is known teachers may focus knowing that it is only a phase but as it stands teachers in satellite schools are always job seeking because their period of stay is not known and many cannot risk staying in such non-conducive environment sacrificing their families and beloved ones.

The responses on the strategies to improve teacher performance and job satisfaction revealed that the Government had contributed little or nothing towards the establishment of the satellite schools. Participant T₃M, fgd₃ recommended:

Since the new curriculum is still causing confusing and teachers need to gradually adapt. I suggest that all subject syllabi should start from ZJC level and the old syllabus should be allowed to run up to Ordinary level, thus giving the new curriculum about 4 years of its implementation.

Participant T₁M, fgd₃ was of the view that the curriculum should have been gradually introduced starting with a few subjects then monitoring the change process for two years. The participant added that this would allow teachers to cope or to adjust to the new environment. However, the move required teachers to quickly adjust in more than a subject or two which would have a negative impact on their motivation and performance. T₅H, fgd₂ was of the following view:

The project should be introduced to Advanced level students so as to prepare them for tertiary learning. This would then exclude the satellite schools and they enrol up to Ordinary level. Already our pupils are facing challenges the current subjects, adding a project would drive many of them out of school.

Participants had concerns on their job security due to some unanticipated changes in the government policies. They referred much to the implementation of the new curriculum which demanded the inclusion of new subjects that most teachers had not trained for at college. They also highlighted that such actions by the Ministry of Primary and Secondary Education was an indication that sooner or later their jobs were at stake if they did not upgrade themselves.
4.5.6 Involvement and participation

During the study, it was noted with concern that teachers in satellite schools were so isolated when it came to the development or other school issues. These teachers were seen as strangers and were partially or rather in several cases not involved in the progression of the school. Participant T\textsubscript{2}H, fgd\textsubscript{1} was of the view that the communities should involve teachers in the development of the satellite schools as this would create a sense of belonging and motivation as teachers could feel being part of the society and teachers would grow to understand and know the position of the community in terms of the school development. The participant emphasised the involvement of teachers as she added that teachers would also provide essential ideas to the school development project. The reason for her opinion was based on the fact that they were the victims who endured the poor working conditions so through their experience they may have valid contributions on how to improve the situation at hand.

In support of the aforesaid, Samkange (2012) states that involvement in decision making could be used as a motivational style; involving teachers in decision making was viewed as contributing to ownership of organisational goals. A number of scholars are in corroboration to aforementioned, as Dessler (1986) alludes that this was prevalent in areas such as co-curricular activities, syllabus interpretation and organising of school functions. Consensually, Gibson (1981) finds out that participation in decision making helps the teachers to be "ego-involved" with their work practices. It was, therefore, in this regard that one would consider participation and involvement as a strategy that could be used to motivate staff.
4.5.7 Role of the communities

In response to strategies to enhance teacher performance and job satisfaction, there were other responses highlighted on the communities' responsibility. Participant, T3H, fgd1 was of the opinion that it was the communities' responsibility to build proper schools as the teachers' duty was to perform their job, however, if the teachers were not satisfied they had an option to search for greener pastures or migrate to schools that offer a better working environment. The participant mentioned that the communities should learn to be responsible enough and stop shifting the blame to the Government when they were aware of its economic crisis. The participants added they should contribute the little they could and try to find donors that could help them develop the school as they were direct beneficiaries. DB, Int2 suggested that:

Parents should not just fold hands and wait for the Government but rather they should start up small projects such as rearing chickens or growing vegetables as teachers' incentives and they should even cater for firewood and water so that teachers concentrate on their jobs. The community leaders should play a role in scientising people on the importance of education in the society. They should highlight the benefits of equipping children with lifetime skills and also make them realise that the schools work in their interest and they have to be supportive by mobilising resources. They should change their political mindset and pay fees so that schools are developed. Communities can as well provide labour rather than the schools having to hire people all the time.

The participant added that the society could as well embark on projects at satellite schools such as rearing chicken and gardening hence money generated would then be channelled towards the development of the school. T1B, fgd2 was of the view that parents must cooperate and contribute towards the development of the schools. The participant added that parents should pay
development levies and start projects that would improve or build the schools. DH, Int₁ concurred:

Minimum levy is $20 hence for most parents in those remote areas, to arrive at that, they would have exhausted all their means. However one may find that other children are accommodated by BEAM but it cannot cater for all of them since it has a stipulated number hence we have advised the schools’ TICs to let some parents provide their labour for fees, or rather pay in kind.

A number of issues raised by participants in this study are in the same accord with the recommendations of PoZ (2012) and UNESCO (2012) that communities should also partake in the development of the satellite schools by paying their school fees.

4.5.8 Ministry of Primary and Secondary Education’s role

When participants were asked to recommend strategies that could be employed in order to improve teacher performance and job satisfaction, participants referred to the responsible authorities. DM, Int₃ was of the view that these schools should be funded by levies paid by parents. The participant suggested that the responsible ministry should provide funds for parents to kick-start the projects for the benefit of their satellite schools. Participant, TIB, Int₂ suggested that the Ministry of Primary and Secondary Education should appoint substantive heads of schools than T.I.Cs so as to ensure full responsibility and accountability. He also cautioned the Ministry of Primary and Secondary Education that they should take consideration that the few resources at the satellite schools were being eroded by frequent change of T.I.Cs.
Participant T₄H, fgd₁ advised that the Government should directly allocate resources to satellite schools without allocating via the mother schools. She added that the satellite schools also required technological advancement since the Government has proposed typed schemes of work, however, computers were donated only to established schools. Another participant, T₃M, fgd₃ added that these satellite schools should have sick bays and at least a nurse provided by the Government to attend to both pupils and teachers since there were no clinics nearby. She added that the Government should also provide transport to the mother schools for the examinations so as to avoid travelling frustrations to both pupils and teachers. On the same note, the participant suggested that the Government could arrange with other ministries such as police or army to pick both teachers and pupils to and from examination centres until the end of examinations so that both do not camp away from work and home for a long time.

Other D.E.Os were also in consensus with views shared by various participants above. DB, Int₁ suggested that the Government should at least provide basics to support practical subjects so that pupils sit for exams. She highlighted that Fashion and Fabrics pupils required both theory and practical in order to complete the course. However, a number of pupils were deprived of practical subjects in the satellite schools as facilities were not available. In continuation, she said that practical subjects should not be meant for only established schools as also pupils in satellite schools highly required such life skills. Another participant suggested that the Ministry of Primary and Secondary Education should have gathered their resources, especially for remote school prior to implementation of the new curriculum. TA, Int₁ suggested:
When crafting such policies as the new curriculum all stakeholders should be fully involved mainly the teachers' representative members. He said that they would have made a suggestion on behalf of the teachers and they would have communicated in advance to prepare teachers. He said that the Ministry of Primary and Secondary Education would not notice the effect now but later. The participant further purported that already the in the old Education systems teachers were demotivated by poor remuneration and lack of resources. He added that the new system was only going to worsen the situation causing demotivation especially among teachers in the satellite schools.

Another representative said that as a result of the ineffective implementation new curriculum, resistance to change was likely to be experienced. He explained how the education system worked citing that it also operated in the interest of the society. However, some societies such as those in the resettlement areas were not aware of the change and were resisting cooperating in terms of providing resources. The participant stated that this would cause conflict between teachers and parents in the resettlement area. Such situation would again have a negative impact on teacher motivation and their performance.

Some participant said that teachers had resorted to forming group chats on social media to try and map the way forward as the new curriculum had a lot of ambiguities. He added that such efforts brought less or no solution as the answers are with the people involved in the crafting of the curriculum. The participant suggested that the Ministry of Primary and Secondary Education should invite teachers to pose constructive criticisms as well as ask a question on what they did not clearly understand on the new curriculum. He said that such clarification would help to boost teachers' motivation whose morale is currently low. Participant T4M, fgd3 suggested:
I suggest that the teachers be trained on the implementation of the new curriculum and be left to work with their TICs that having regular checks with the member of the District Offices. Such delegation would add to the sense of responsibility of a single teacher and they would be motivated to achieve and send a positive feedback. I also suggest that supervision should be done quarterly than regularly to avoid disturbing teachers' morale.

DB, Int$_2$ also commented that considering technological advancement whereby schools were adapting to electronic learning and self-learning, the Government should provide computers and such materials that facilitate e-learning so as to promote better teaching and learning for all citizens. Some participants suggested that the Ministry of Primary and Secondary Education should make special arrangements specifically for satellite school teachers. The said that such arrangements could be made with selected banks such as ZB, CABS and POSB for teachers from teachers from satellite schools to access only their salaries on one transaction each month end.

Other participants were of the view that the Ministry of Primary and Secondary Education could organise mobile banks to deliver satellite school teachers’ salaries each month. The participants said this could be possible if teachers were to use banks selected by their ministry for that special service. Some even suggested that they would have appreciated even if they would be allowed to collect 60% of their salaries from the mobile banks.

One would conclude that this has led to the lack of resources, bad infrastructure and poor working conditions that have highly contributed to teachers' demotivation. In the view of the aforesaid, Langa (2012) states that the birth of satellite schools was a stop-gap measure since the schools do not meet the expectations of conventional schools. He goes on to say that the Senate
Thematic Committee says the schools just made-shift because they were not meant to be schools. Surprisingly, it is now many years after the Fast Track Land Reform Programme and these schools were still there with no effective changes whatsoever. Instead, the Ministry of Primary and Secondary Education continues to deploy teachers in the satellite schools despite the fact that it was just a stop gap measure. These views are similar to findings by Chireshe and Shumba (2011), Langa (2012), Mhishi et al. (2012), Nyanga et al. (2012), Zvavahera, (2015) and Ndlovu et al. (2014) who mention that teachers in rural areas often complain about poor staff accommodation, dilapidated infrastructure, poor transport links, higher workloads and political victimisation.

Participant T3H, fgd1 was of the view that the Ministry of Primary and Secondary Education should provide the satellite schools with resources like pupils’ files and other basic material that would be needed for projects. She said that this would be for the effective implementation of the new curriculum as parents in these remote areas did not seem to be supportive of their pupils' learning. The participant added that failure to which teachers would be held incompetent during their supervision and they would be demotivated by the results.

4.5.9 Teacher supervision

It is noted from the participants' view that the Ministry of Primary and Secondary Education was closely supervising them. Teachers complained of such tight supervision as being unfair since they their working conditions were poor, mainly characterised by lack of teaching and learning resources and poor infrastructure. Their justification was that the environment was a
contributory factor to their under-performance comparing themselves with teachers in well developed schools. However, they claimed that working under close supervision demotivated teachers and would create the "us" and "them" concept. Participants indicated that this situation affected their performance as classroom practitioners hence they suggested that the Ministry of Primary and Secondary Education should treat them with lenience considering their working conditions.

Another participant suggested that the Ministry of Primary and Secondary Education should train teachers on the new curriculum and allow them to work under minimum supervision. The participant added that such delegation would give teachers sense of responsibility and they would as well feel recognised. He also indicated that teachers were left alone to work and give feedback they would not complain about the new curriculum. However, they would feel as part of the group, as the implementers and this would enhance their motivation. Participant T2B, fgd2 said:

> We are learned people, self-empowered, and we do not need cohesion. Most of the teachers in Zimbabwe have degrees this mean that we are empowered enough to work under minimum supervision. The Ministry of Primary and Secondary Education should instruct us to introduce the new curriculum and allow us to send feedback in form of questions, complaints and suggestions as we are the workforce on the ground. Too much supervision would put pressure on us and we are bound to make a lot of mistakes due to fear, also this would result in resistance to change that would be only noted on pupils performance after summative examination.

T3H, fgd1 suggested that the Ministry of Education should have a single teacher appraisal technique at a time which they view as effective. He indicated that there was the issue of Key
Result Areas whose value some teachers do not see and there was constant supervision that was implemented together with the new curriculum. The participant was of the view that minimum supervision and more delegation would result in a good performance as teachers would feel recognised.

According to Herzberg’s motivation theory, teachers could be motivated non financially by means of recognising their efforts with a mere comment. They may as well be motivated by making the job more interesting. However, various strategies were suggested for enhancing teacher motivation in the satellite schools of Matabeleland North Province. These included improvement of infrastructures, involvement and participation, teacher development, supervision, improving economic benefits, teacher deployment and induction. Other participants advised that the communities and Ministry of Primary Education should take note of roles as cited in the context.

4.6 Chapter summary

This chapter presented and discussed results from the qualitative analysis of factors affecting teachers' motivation as well as the strategies that could be employed to improve teacher performance and job satisfaction among satellite school teachers. The study observed that teachers working in Zimbabwean satellite schools were beleaguered with various challenges that demoralise them and force them to migrate, transfer or resign. The main challenges alluded to include the poor state of infrastructures such as classroom and accommodation; health facilities,
inadequate teaching, and learning resources; security; low remuneration with no hardship allowance and generally poor conditions of service for teachers. Other participants suggested that the Ministry of Primary and Secondary Education should improve the conditions of service so as to enhance teacher performance and job satisfaction. The next chapter will focus on the summary of study, findings, conclusions and recommendations to the relevant authorities.
CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter data that were generated from direct observations, interviews and FGD was analysed, discussed in thick descriptions and interpreted. Some relevant information from D.E.Os, TICs of the satellite schools, teachers, and teachers' representatives' unions were cited in verbatim to enhance trustworthiness. Chapter four was guided by research objectives and empirical findings from chapter 2 were used to support the findings of the study. Chapter five focuses on summarising the chapters and findings as well as drawing up conclusions and recommendations, guided by the research questions of the study. The chapter also unveils a model which relates to the findings on how teachers can be motivated to enhance job satisfaction and performance.

5.2 Summary of the study

The main purpose of this study was to determine strategies to improve satellite schools teachers’ performance and their job satisfaction in the resettlements areas of Matabeleland North Province. This was done with reference to the objectives and research questions. The objectives were as stated below:

- To determine factors affecting motivation among teachers in secondary satellite schools in Matabeleland North Province;
• To establish the effects of teacher motivation on job satisfaction and performance among teachers at secondary satellite schools in Matabeleland North resettlement;
• To identify motivation strategies, that can be employed to enhance teachers’ job satisfaction and performance in secondary satellite schools in the resettlement areas of Matabeleland North Province.

The research questions of the study were as follows:

• What are the factors affecting motivation among teachers in secondary satellite schools in Matabeleland North resettlements?
• What are the effects of motivation on job satisfaction and performance among teachers at secondary satellite schools in Matabeleland North Resettlement?
• How can teachers in Matabeleland North’s secondary satellite schools be motivated so as to enhance their job satisfaction and performance?

Chapter one outlined the background of the study, statement of the problem, objectives of the study, research questions, delimitations and limitations, significance of the study, assumptions, scope of the study, the definition of terms and a summary of the entire chapter.

In Chapter two, I reviewed literature related to teacher motivation in the satellite secondary schools in the resettlement areas of Matabeleland North Province in Zimbabwe. The issues covered include a theoretical framework that informed the study, the reviewed literature including factors affecting teacher motivation in the United States of America, Australia, China, and Gambia as well in other African countries.
Chapter three discussed and justified the research methodology that was used in this study to generate the relevant data. The case study method was outlined and its strengths and weaknesses were identified. Data generation instruments, that is, the FGD, and the interview guide were discussed. The chapter also presented target population, research instruments, trustworthiness, sample and sampling procedure, and data generation procedure. FGD guides, interview guides as well as observation protocols were used to generate data. A sample of 22 participants was purposefully selected from the target population. The 22 participants were selected from different categories, hence the sample comprised of 15 teachers, 2 TICs of satellite schools under investigation, 3 D.E.Os and 2 teachers' representatives.

Lastly, in chapter 4, I presented, discussed and interpreted the data that was generated through FGDs and interviews. The data generated were coded and placed into themes and were then discussed in thick descriptions. The presentations and discussions were done in three sections, namely: factors affecting teacher motivation in satellite schools; the effects of motivation on teachers' performance as well as the strategies that could be adopted to enhance teachers' performances and job satisfaction in satellite schools.

5.3 Summary of the findings

Research question one: Which are the factors affecting teachers’ motivation in satellite schools?
Lack of accommodation

Lack of appropriate teachers’ accommodation was observed as there were no standard cottages in the schools that were visited during the research. Teachers expressed a lot of discontentment on the type of accommodation offered by the satellite school.

Lack of Staff rooms and classrooms

Since the satellite schools started as a temporary measure, infrastructure was poor such as old farm houses and barns were converted into classrooms. These buildings were very old and dilapidated; they lacked qualities of a standard school. Teachers complained about these infrastructures as being unsuitable for pupils. Teachers mentioned that both pupils and teachers suffered during harsh weather conditions such as in winter and during rainy seasons as some of these places were vandalised and left with no window panes. From direct observations, the buildings were old and were in need of major repairs and refurbishments. Some of them warranted demolition as they posed danger to teachers and pupils. Most classrooms had leaking roofs, cracked floors and walls. Some classrooms did not even have doors, hence teachers carried books and other teaching materials to their homes on a daily basis. In some schools, while other pupils occupied the farmhouses, some had lessons on the veranda while in some places they resorted to learning under the trees.

Lack of incentives

It was revealed in this research that satellite school teachers had no allowance to compensate for all the suffering endured in these resettlement areas where there were faced with challenges of
poor accommodation, no electricity, poor health facilities as well as transport problems. Poor remuneration has a negative impact on teacher motivation, hence may lead to attrition.

Inadequate teaching and learning resources

Teaching and learning resources also impacted negatively on teacher motivation in the satellite schools in the resettlement areas. Teachers lamented on the unavailability of resources such as textbooks, teaching media, science equipment and other practical requirements such as agricultural tools. However, it was evident in this study that resources were not provided and the teacher was struggling to impart knowledge in satellite schools as pupils had inadequate or rather no textbooks in some satellite schools.

Unfavourable treatment by mother schools

Since satellite schools are not registered, they operate under a mother school, hence resources are allocated through that particular school. Teachers reported that their satellite schools were under sabotage by these mother schools as they could receive all resources and did not share fairly and from the direct observation in this study pupils were sharing very old textbooks. It was also revealed that satellite schools do not have examination centres, however, their pupils sit for their summative examination at those schools that they are attached to, who have centres. Most participants complained about the treatment they received from these mother schools. They cited selfishness and unfair treatment of their schools through centralisation of all operations. At some satellite schools, teachers mentioned that they collected their payslips from a mother school that
was far hence they could stay for months without getting them and would resort to asking from other colleagues their next payday.

**Lack of health and safety facilities**

Health and safety is one of the human resource major concerns and may impact on teacher motivation. Medical centres or clinics were not available in the proximity of the satellite schools. Teachers had to travel to nearby towns for their medication including those with chronic diseases. It was evident that since most of these satellite schools are either located in the valley or in bush areas, this situation did not affect the only teachers, but also pupils suffered during malaria season. Some of the teachers expressed insecurity in these satellite schools stating that they lived in fear of the former settlers. They were also disgruntled by the pressure they received from the Ministry of Primary and Secondary Education, on teaching qualifications yet the environment was not conducive for such developments.

**Unavailability of Electricity**

The satellite schools that were investigated were vandalised and had no electricity, the electric cables were non-existing such that in some places there were not even signs of electric poles. Teachers complained that they could not use their electrical gadgets, such as televisions, refrigerators, stoves or even charging their cellular phones.
**Poor transport Infrastructure**

Some satellite schools are in remote locations mainly on former commercial farms and thinly populated communal areas. Owing to such kind of locations, road infrastructure was in a poor state leading to unreliable transport connecting to towns. The state of roads was so poor that people did not want to risk their cars to commute on them. Most of the routes leading to these satellite schools required 4x4 vehicles as some places were either too rocky or muddy. It was evident that teachers had challenges travelling on weekends even on month ends to collect their salaries.

**Poor water supply and sanitation**

One of the challenges at the satellite schools included poor water and sanitation facilities. Some schools had blair toilets constructed by the donors while some constructed their own substandard toilets. In most schools, these facilities were shared by both teachers and pupils since the so-called staff houses had no running water or flush toilets. Some teachers complained that they fetched water far from the schools as there were no water sources close to the premises.

**Availability of shops and police stations**

Some satellite schools are located in remote parts where there are no grocery shops and police stations. Lack of convenience shops, they lamented compels them to buy all necessities from towns failure of which they go without. Fresh foods are not available since necessities are bought once a month. Some teachers also cried about lack of police visibility in their areas of operations.
which they asserted compromised security. Police reaction they observed was slow and usually, officers attributed their inefficiency to lack of transport and long distances.

**Availability of banks**
Participants complained that due to the location of the satellite school, they faced some challenges in accessing money from the banks and other cash points. They indicated that some of these satellite schools were on the farms, in the bushes where the network was also a problem.

**Unfavourable social factor**
Social factors include beliefs, norms, and values of a particular society. These may have an impact on the Ministry of Primary and Secondary's ethos and may also affect teacher motivation. Teachers unveiled that they were being harassed by villagers as some communities were tribal they wanted teachers who spoke their language. Some schools have churches as responsible authorities which then compel teachers to unwillingly submit to their control.

**Unmotivated learners**
In most of these resettlement areas, most pupils could not attend schools due to long distances travelled. Hence schools enrol pupils that are old for their grades and these are difficult to control especially if they are in their teens. Teachers also complained of low self-esteem by these pupils.
Work Overload

Teachers lamented about their workloads, in some schools they indicated that they were understaffed while others taught more than two subjects at various levels, hence scheming and marking became one of their challenges since also their schools were not electrified. Other teachers in satellite schools reported that they commenced duty at 7 am and knock off after 5 pm. However, considering that some were teaching at least three classes, teachers had lots of marking and recording after work. Other participants in this study also acknowledged that teachers in these schools worked overtime.

Government Policies constraints

The participants showed dissatisfaction with the policies governing teachers under the Ministry of Primary and Secondary Education. A teachers' representative showed discontentment on the policies concerning teachers' salaries. He said that the responsible Ministry needed to revisit its policies considering teachers in the satellite schools. Furthermore, he highlighted that teachers in satellite schools needed some form of recognition due to the poor working conditions they experienced in those remote areas.

Constraints of the new curriculum

Other participants complained about the implementation of the new curriculum indicating that it brought about work-overload as they were required to attend to a lot of paper. Participants also highlighted that the curriculum was not backed by resources, however, teachers needed to improvise. They said that such impacted on their motivation as well as their performance.
Poor location of the satellite schools

It was observed that some satellite schools were located in the bushes, in the resettlement areas of Matabeleland North Province. However, participants complained that they were scared of wild animals and that they had challenges of travelling to the main road to connect transport to their home, banks or to health centres.

Research question two: What are the effects of motivation on job satisfaction among teachers at secondary satellite schools in Matabeleland North Resettlement?

Lack of competence

Teachers unveiled that lack of resources affected their lesson delivery as some of these resources, such as textbooks served as media as well as teaching aids. Loss of loyalty resulted from poor teacher motivation as one Teacher in Charge reported that teachers were no longer applying themselves fully. In some schools, it was reported that some teachers would vanish and never come back leaving pupils unattended.

Teacher turnover

Most teachers in satellite schools are those that have non-teaching degrees or qualification. Due to uncertainty and poor working conditions in these schools, most of them are job seeking, hence when they get jobs in their areas of specialisation they leave even without notice.
Conditions at some satellite schools were so poor such that teachers revealed some discontentment. The D.E.Os unveiled that they were experiencing very high levels of turnover as some teachers could not even go to the schools after deployment or they went and left immediately or they would not return after weekends and holidays.

**Research question three;** How can teachers in Matabeleland North’s secondary satellite schools be motivated so as to enhance their job satisfaction and performance?

**Provision of economic and other incentives**

Participants indicated that provision of economic and other incentives should be considered as it is a key factor for returning teachers in satellite schools. It was also suggested that the Government should consider the provision of hardship allowance and other economic incentives to satellite school teachers.

**Teacher development**

Most of the teachers that were deployed in satellite schools had no experience as they were either from college or had non-teaching qualifications and were new to the job. Participants suggested that teachers in satellite schools needed to be inducted and developed so as to improve performance as well as their job security, hence motivation.
Deployment Policy

In this study, it was observed that deployment of teachers was random, regardless of conditions at satellite schools that included accommodation. Some participants suggested that teachers be deployed to satellite schools near their homes.

Teacher supervision

It was noted from the participants’ views that the Ministry of Primary and Secondary Education needed to be democratic as it was highly bureaucratic in nature. However, close supervision would demotivate teachers and would create the “us” and “them” concept.

Government Policies

Participant also highlighted that the Public Service Commission should consider issuing fixed contracts to teachers in satellite schools so as to eliminate insecurity that has greatly impacted on teachers’ motivation. Other participants showed dissatisfaction of fees policy (which state that pupils must not be sent away for non-payment of their dues) that was set by the government indicating that it has cultivated laziness among parents contributed a standstill in the development of the satellite schools.

Role of the Ministry of Primary and Secondary Education

It was suggested that the Ministry of Primary and Secondary Education Should establish the schools and consider allocating resources direct to the satellite school in order to enhance development. Participants said that such move would improve satellite school teachers’
motivation. Other participants suggested that the Ministry of Primary and Secondary education should consider paying hardship allowance to teachers in satellite school in order to compensate for the poor conditions and therefore improving their motivation.

**Involvement and participation**

During the study, it was noted with concern that teachers in satellite schools were so isolated when it came to the development or other school issues; teachers were seen as strangers and were partially or rather in some cases not involved in the progression of the school. Teachers needed to be involved in the running of the schools' projects.

**Role of the communities**

Participants indicated that it was the communities’ responsibility to build proper schools rather than relying on the government. The communities should contribute the financially and physically towards the development of the schools as suggested by some participants, for their own benefit.

**Induction and orientation**

It was suggested that satellite school teachers should receive an effective induction and orientation immediately after deployment. This would include relating the background of the school to the teacher and also explaining the new development as well as the strategic plans set ahead for the development of the school. This would be done by a member from
the District Offices on behalf of the employer. Such would have an impact on their sense of belonging regardless of the poor conditions offered by the schools.

5.4 Conclusions

The study aimed at determining factors affecting teachers’ motivation in the satellite secondary schools in the resettlement areas of Matabeleland North Province. Teachers disgruntled about their working conditions and the research concludes that in satellite schools, teacher’ motivation is influenced by a number of major factors. The participants also contributed opinions on the effects of teachers’ motivation on performance as well as the strategies to enhance teachers’ motivation so as to enhance job satisfaction and performance.

Research question one: What are the factors affecting motivation among teachers in secondary satellite schools in Matabeleland North resettlements?

- Poor infrastructure was observed, the reason being that since after the fast track land reform program, the government realised that people needed schools in those resettlement areas and communities were made to identify temporal structures that could be used for learning. However, all these premises were vandalised and the government did not make any effort to improve the infrastructure. In these schools, there was no evidence of them being learning institutions as there were no standard classrooms and staff cottages. However, poor accommodation leads to teachers' demotivation.
• There was a lack of teaching and learning resources as observed that these satellite schools lacked learning resources such as textbooks, examination centres, science laboratories as well as other practical equipment, hence a great challenge to the teachers.

• From the direct observations, satellite schools were not electrified, they were vandalised and left without power cables. Teachers had challenges of using their electrical gadgets and it was also difficult for them to cook, scheme, plan and mark at night.

• Satellite school teachers deserved economic incentives due to the hardships they were experiencing; they expected some reward in form of hardship allowance coupled with rural allowance.

• Most teachers in these satellite schools had non-teaching qualifications and were so insecure since the Ministry of Primary and Secondary Education kept insisting on the requirement.

• Teachers' performance was affected by the unavailability of practical equipment which made it impossible for their pupils to sit for practical subjects in their summative examinations.

• Government Policies also demotivated teachers. This involved the implementation of the new curriculum which required a lot of documentation such as teachers’ file, pupils’ individual files for evaluations, among other documents required.

• The Ministry of Primary and Secondary Education was not providing resources to the satellite school and such hindered development. There was also no involvement and participation of teachers towards the development of the satellite schools and this demotivated them
• The communities were not playing their role in developing the school as per their agreement with the Government of Zimbabwe. The poor state of the satellite schools impacted negatively on teachers' motivation.

• Teachers had lost their status due to the poor conditions that were being offered by the satellite schools in the resettlement areas of Matabeleland North Province. Schools were poorly located as participants complained about poor road networks, unavailability of clinics, shops and police stations in the nearness of the satellite schools. Teachers were also demotivated of being deployed to other communities where they faced tribalism other than be deployed at their home areas.

• The calibre of pupils found at the satellite schools in the resettlement area was another demotivating factor. Teachers complained about their negative attitude of not attending to school work and of being too dependent as compared to pupils in urban areas who were self-motivated.

**Research question two:** What are the effects of motivation on job satisfaction and performance among teachers at secondary satellite schools in Matabeleland North Resettlement?

• From the D.E.Os' responses, one would conclude that there was high turnover as well as teacher mobility in search for greener pastures as well as the favourable working environment.

• The study established that due to the situations at the satellite schools, teachers were becoming unreliable to leave pupils in their hands as they could move when they got opportunities in other avenues.
• From direct observations, teachers migrated because due to the kind of working environment that was offered by the Ministry of Primary and Secondary Education at the satellite schools especially the unavailability of suitable accommodation and standard classrooms.

• From the participants' views teachers were affected by the new curriculum that was implemented without resources to support the system. Also, the teachers had too much paperwork due to the demands of the new curriculum. However, the two factors highlighted above were affecting teachers' performance.

• If teachers were not effectively inducted and oriented upon deployment to the satellite schools they may be demotivated by the poor state of the schools and leave.

Research question three: How can teachers in Matabeleland North's secondary satellite schools be motivated so as to enhance their job satisfaction and performance?

• From the participants' responses, one would also conclude that if infrastructure and the issue of economic incentive are well-addressed motivation among teachers in satellite schools may improve.

• It emerged from the study that at times villagers would not accept to have an external tribe being dominant at a school, for instance, in some Ndebele speaking villages, they would not accept the dominance of Shona speaking teachers. Deploying teachers in their home area or considering tribal relations would avoid the victimisation of teachers and would improve teachers' motivation.
• It was also found in this study that a number of parents were not paying school fees taking advantage of the Government policy which states that pupils should not be expelled from school for nonpayment. However, the Government must also set strict policies on fees because its lenience is affecting especially the poor satellite schools that need levies to develop.

• Further, the study established that satellite schools were managed by TICs. However, the Ministry of Primary and Secondary Education should appoint substantive heads of satellite schools than T.I.Cs so as to ensure full responsibility and accountability of resources. This would as well serve as motivation to the appointed teachers.

• The study concludes that the Government should directly allocate resources to satellite schools without allocating via the mother schools. Availability of resources would improve teachers’ motivation hence job satisfaction and performance.

5.5 Recommendations

The recommendations were made in response to the findings highlighted in the study as follows:

• The government should establish structures to shape these satellites into schools. This would enable registration of the schools so that they may receive their funding direct and develop the schools into standard learning institutions.

• The Ministry of Primary and Secondary Education should provide resources direct to these satellite schools rather that allocating indirectly through the mother schools which, according to participants responses, seemed to sabotage them.
• Teachers deployed to such schools need to be on fixed term contract and those without teaching qualifications should be developed and awarded with certificates that are only valid in satellites schools. This would improve job security hence retention as well as motivation.

• The Ministry of Primary and Secondary Education should find means to orient and induct satellite schools teacher upon deployment so as to improve the rate of turnover.

• The Ministry of Primary and Secondary Education should provide resources to support the implementation of the new curriculum so as to enhance teacher motivation and performance.

• The Ministry of Primary and Secondary Education should minimise supervision and delegate teachers so as to improve their motivation as well as performance. The delegation would make teachers feel recognised hence motivation.

• The Ministry of primary and Secondary Education should tie their performance appraisals with a reward so that they make relevance to the teachers. Rewards could be praise or any other non-financial reward.

• The Ministry of Primary and Secondary Education of Zimbabwe should consider: appointing substantive heads of satellite schools; or promoting the TICs as this would empower them to lead another teacher since currently they seem to be at par in terms of benefits and titles.

• The Ministry of Primary and Secondary education should deploy substantive heads other than TICs who may also so be on open contracts. Considering the working conditions in satellite schools, the responsible authority should reward satellite school teacher with hardship allowance coupled with rural allowance.
• The Ministry of Primary and Secondary should consider quarterly visits to the school as constant supervision may demotivate teachers who would leave in fear of being evaluated.

• The communities should find means of developing their satellite schools and not wait up to the government. The communities should as well involve teachers and allow them to participate in decision-making as well as to air their views on the development of the satellite schools.

5.5.1 Recommendation for further study

This study used a case study under a qualitative paradigm and data generation sources were triangulated for trustworthiness. Further research could adopt a mixed methodology and use both case study and descriptive survey methods. Suggested topics could be as follows:

• The impact of teachers’ motivation on pupils’ performance at Ordinary level.

• An analysis of factors affecting teachers’ performance.

• An investigation of the factors affecting the quality of education in Zimbabwe.
5.6 The teachers’ motivation model

Teacher’s performance can be derived from the factors indicated in the model that is illustrated in Figure 5.1. Teaching and learning resources such as textbooks, boards, furniture and practical
equipment can also improve teacher performance. Teacher remuneration includes rural and hardship allowances. Shelter includes classrooms and cottages. Social recognition includes involvement in school development process as well as community support. Unavailability of police stations is part of health and safety issues. Physiological amenities are factors such as availability of water and electricity. Empowerment entails staff development and equipping teachers in satellite schools with necessary skills that make them viable within the Ministry. Teachers’ job satisfaction in satellite schools could be attained if they were socially recognised, provided with shelter as well as teaching and learning resources, well remunerated, empowered and if their health and safety needs were taken into consideration. Job satisfaction would then improve the satellite school teacher’s performance.
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Social Services Policy Brief (2013): Ruzivo Trust


UNESCO Strategy on teachers. 


LIST OF APPENDICES

Appendix 1

Consent Form

This saves to ensure confidentiality of data obtained during the course of the study entitled "STRATEGIES TO ENHANCE TEACHERS’ MOTIVATION IN THE SATELLITE SECONDARY SCHOOLS OF MATABELELAND NORTH PROVINCE IN ZIMBABWE”

The study is merely for academic purposes, for a D-Phil with Zimbabwe Open University. Attached is a letter of permission from the Ministry of Primary and Secondary Education. After reading and understanding parties are kindly asked to sign their names indicating they agree to comply.

I hereby affirm that I will not reveal or in any manner disclose information obtained during the course of this study. In any reports, papers, or published materials I write, I agree to remove obvious identifiers.

Participant’s Signature:……………………………

Researcher’s Signature:……………………………
Appendix 2

Focus group discussion guide

1. Would you describe the factors affecting your motivation as teachers in secondary satellite schools in Matabeleland North resettlements?

2. How does motivation affect your performance?

3. What are the benefits of job satisfaction among teachers at secondary satellite schools in Matabeleland North Resettlement?

4. How can teachers in Matabeleland North’s secondary satellite schools be motivated so as to enhance their job satisfaction and performance?

5. Would there be any information that you may want to add with relations to the discussion?
Appendix 3

Interview guide

1. What are the factors affecting teachers’ motivation in secondary satellite schools in Matabeleland North resettlements?

2. What are the effects of motivation among teachers at secondary satellite schools in Matabeleland North Resettlement?

3. How would you relate performance with teacher motivation?

4. What are the benefits of job satisfaction among teachers at secondary satellite schools in Matabeleland North Resettlement?

5. How can teachers in Matabeleland North’s secondary satellite schools be motivated by the Ministry so as to enhance their job satisfaction and performance?

6. Is there any other information pertaining motivation which you would like to add on?
Appendix 4

Interview guide for workers representatives

1. Would you describe the working conditions at satellite school in the resettlement areas of Matabeleland North Province?

2. What do you think are the factors leading to such conditions in the satellite school?

3. How are the working conditions affecting your teachers’ motivation?

4. How can teacher motivation be enhanced at satellite secondary school in the resettlement areas of Matabeleland North Province?

5. Is there any other information pertaining motivation which you would like to add on?
Appendix 5

Observation protocol

1. Was accommodation available and adequate?
2. Was there water supply within the school?
3. Were there classrooms and staffrooms?
4. Were there learning and teaching resources?
5. From the way teachers responded did they sound motivated?
Appendix 6

Letter seeking for permission from the Ministry of Primary and Secondary Education

Fungai Sithole
Mosi Oa Tunya High School
Victoria Falls
19 May 2015

The Provincial Education Director
Matabeleland North Province
Post Office Box 555
Bulawayo

Dear Sir/Madam

RE: Permission to carryout a Doctorate Research in the satellite secondary school of Matabeleland North Province

I am Fungai Sithole, EC No 5710445E, a teacher at the above mentioned school, hereby see permission to carry out an academic research in the satellite schools of Matabeleland North Province. The topic is on “Teacher motivation in the satellite schools in the resettlement areas of Matabeleland North Province. This would include the three districts which are Hwange, Umguza and Bubi. The study would be qualitative and instruments such as interview guides and observation protocols would be used. The sample would be inclusive of District Education officers aoF the selected districts, Teachers In Charge, teacher as well as teachers’ representatives. Enclosed is the letter from Zimbabwe Open University.

Yours faithfully

Fungai Sithole
Appendix 7

Letter of permission from the DEO Hwange

All communications should be addressed to
"The District Education Officer"
Tel 081 32368

Ministry of Primary and Secondary Education
P.O. Box 230
Hwange

The PED
Matabeleland North Province
P.O Box 555
Bulawayo

Dear Madam

RK REQUEST TO CONDUCT RESEARCH IN HW ANGE, BUBI AND UMGUZA
DISTRICTS; FUNGAI SITHOLE; REGISTRATION NUMBER P145460E. GRADK
TEACHER, SCHOOL: MOSI OA TUNYA HIGH, DEPARTMENT STATION: 36201
5~40.

Fungai Sithole is a DPhil/PhD candidate of Zimbabwe Open University. The requirement of the
University is that the candidate conducts research and produces a thesis. I hereby request that she be
allowed to conduct her research in your province. She is under instruction that data gathered shall be
kept confidential and used exclusively for her thesis.

Please may you be of assistance to her. Her topic is: 'Teacher motivation in the satellite
Secondary Schools in the resettlement areas of Matabeleland North province. "

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Appendix 8

Letter of permission from the PED Matabeleland North Province

All communications should be addressed to "The Provincial Education Director"
Ministry of Primary and Secondary Education
Tele-Fax: 67574
Matabeleland North Province
E-mail: nuzworthl2@gmail.com
P.O. Box555
Bulawayo, Zimbabwe

Attention: Ms Fungai Sithole

AUTHORITY TO VISIT SCHOOLS IN BUBL HWANGE AND UMGUZA DISTRICTS: MATABELELAND NORTH PROVINCE

Reference is made to your letter dated 19 May 2015 requesting for permission to conduct a research at Matetsi Primary school in Hwange, Mathabiswana, Mnondu and Mahlothova in Umguza district, Alpha Alpha, Battlefields and Dabengwa in Bubi district.

You are hereby granted permission to conduct your research at the above mentioned schools. However, your research should not in any way disturb the smooth running of the schools.

You will be required to furnish the Province with a copy of your findings after the research.

NB: Before proceeding to the schools please ensure that you pass through the office of the District Education Officers - Bubi, Hwange and Umguza Districts