Strategies Used by Principals to Motivate Teachers in Secondary Institutions in Belize

Eleanor Bodden Gillett and Wei-Wen Chang

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Strategies Used by Principals to Motivate Teachers in Secondary Institutions in Belize

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ABSTRACT

Belize is a developing country in Central America and education is one of the focus areas of the government. Within the educational system principals perform a crucial role as a leader in motivating teachers which is fundamental to the development of education in Belize. Hence the purpose of the study was to investigate the strategies used by principals to motivate teachers in secondary institutions in Belize. Therefore a qualitative case study was used and the chosen sample comprised of principals and one member of the Ministry of Education (MOE) using in-depth interviews; and teachers using open-ended questions to gather data. The research findings revealed that principals employed many strategies which included monetary and nonmonetary forms to increase teachers' motivation in the workplace. Finally, the study provides suggestions on how to address the issue of motivating teachers in secondary institutions in Belize.

Key words: teachers' motivation, secondary school principals, motivational strategies
Introduction

"Teachers are one of the most important groups of professionals for our nation’s future and they determine the quality of education that children receive" (UNESCO, 2006, p.1). Belize is a developing country on the eastern coast of Central America. Education is one of the main focus areas of the government of the country. This was uttered by the Minister of Education,

Keys do not open doors by themselves. Keys must be supported, they must be positioned, they must be turned by someone possessing that key in order that that lock be opened. Education is our key and it is up to us to support, position and turn this key to open the door to social justice and a safe and healthy environment, (Belize News 5, 2008, p. 1).

As a result, the Ministry of Education has spent a significantly large amount of money to improve the education system in Belize which includes infrastructure, services and most importantly, the human resource capital where there is a need for principals to strengthen and assume their roles as administrative leaders. When speaking of the term ‘roles of a leader’ it also includes motivating employees, which is a major concern for principals of secondary schools. This was also affirmed by Panti,

The principals are the ones who actually execute whatever education within their schools, so when there isn’t that leadership within an institution, you see what I call a phenomenon of interpersonal relationships going sour within the institutions and that hampers education within institutions, (Belize News 5, 2008, p. 2).

Thus the current study focuses on motivational strategies implemented by principals to boost their teachers’ morale to enable them to do their job with enthusiasm.

Research Purpose

Motivation is selected as the focus of the research because the literature reveals that this dimension of understanding teachers’ ability to do their jobs effectively is persistently neglected. A classic case as reported by 7 News (Belize News 7, 2008) was that at a secondary institution “23 teachers did not show up – they called in sick. Only 7 were left, and by midday the students themselves gave up and walked out. The rest of the teachers left shortly after that – and by 1:30 pm – the school was deserted” (p.1). It is alarming to see that more than three quarter of the teachers did not show up to work.

Presently in Belize, there is no data on teacher motivation that would have helped principals in secondary schools to be equipped to better manage their employees. Thus, the searcher places importance on evaluating the performance
of teachers in secondary education institution in Belize. A better understanding of the motivational strategies which will help principals in secondary schools in Belize and finding solutions to the problem of teachers not being motivated. The research questions for the case study are:

1. What are the motivational strategies used by principals in secondary education to motivate teachers?
2. What are the challenges faced by principals in motivating teachers?
3. How does administration manage staff members who are not motivated?

The study identify the motivational strategies used among secondary institution principals, similarities and differences in motivational strategies, effectiveness of the motivational strategies, and other factors which is significant in assisting principals and the Ministry of Education (MOE) in Belize.

**Literature Review**

Empirical studies have examined many factors in an attempt to find which ones promote motivation. Motivation is a word we use to describe and account for how we do things and as Robins & Judge (2007) states; it is the processes that account for an individual's intensity, direction and persistence of effort toward attaining a goal. On the contrary the study of motivation does not come with a clear definition to mark its domain and boundaries. Motivational theories attempt to explain how effort is generated and channeled. Theories of work motivation is plentiful, even though some theories share common processes and constructs, there is no single, inclusive and widely accepted explanation of work motivation.

Some of the theories that have been examined is displayed in Table 1 such as Maslow's hierarchy of need theory, McGregor Theory X and Theory Y, Herzberg two-factor theory, expectancy theory, equity theory, McClelland theory of needs and Marston DISC Theory to have a better understanding of the human needs and what motivates them to perform better. Nevertheless the review reveal the following behaviors of motivating human: must first fulfill their needs at the lower level of the hierarchy which is physiological needs before they can move up to the other level; their attitude towards work can determine success or failure and the more positive reward given to them the more likely they will be greatly motivated.

Harvard Business School Press (2005) state that, "clearly, motivating people to be their best requires complex approaches and a deep understanding of human nature" (p. 17). However, we have to bear in mind that what works best for one person will not work for another. Individuals are unique and have different needs, behavior and, way to take our problems and challenges, and with this issue it is important to realize that what motivate one person may not motivate the other in the same way, but maybe for some persons with different status.
nature and quality of the teachers’ motivation” (Diamantes, 2004, p. 2). According to Ladew (1998) “the first critical question to ask yourself when you become a supervisor is whether you’re going to manage the people who report to you or lead them,” (p. 8). The author also state that research after research shows that one gets the greatest end result when they manage assets and lead people. The writer even went further to mention that many organizations have been unsuccessful because they believe that business is built on management and that leadership takes care of itself. Leadership must come first; that means you must be knowledgeable about how to be a leader before you can succeed as a supervisor. As Ubben & Hughes (1992) mentioned, “Principals make a difference. But what is it that principals do that makes the difference?” According to Adair (1990 p. 5), “leadership and motivation are like brother and sister.” It is difficult to think of a leader who does not motivate others.

In conclusion, it can be seen that developing countries in education needs to focus and place importance on motivating and value teachers if they want to have a quality education system. This can be done in two ways firstly, by principals along with the help of government in compensating teachers intrinsically or extrinsically. Secondly, principals must demonstrate their leadership ability depending on the situation they encounter. As a result the environment will be a better place for teachers which will increase performance and low staff turnover in secondary institutions.

**Methodology**

This chapter describes the framework, methods, case study and procedures used to collect data in the research.

**Research Framework**

The research framework (Figure 1) of the study was developed in accordance with the purpose of the study of the literature review. The researcher tries to establish the role of the different factors that would influence principals implementing strategies to aid in the increase of teachers’ performance.

**Research Approach**

This study utilized qualitative research to investigate the participants under study for the development of the data gathering that address the research questions. Qualitative research was conducted in order to explore and analyze the motivational strategies used by principals in secondary institutions in Belize. The researcher used two methods of data collection. This was in the form of open-ended questionnaires for teachers and structured interview for principals and member of the MOE.
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Table 1. Comparison Factors among Motivational Theories

<table>
<thead>
<tr>
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<th>Herzberg Two-Factor Theory</th>
<th>Expectancy Theory</th>
<th>Equity Theory</th>
<th>McClelland Theory</th>
<th>Marston DISC Theory</th>
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<td>-Physiological Theory X</td>
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<td>-Improve performance</td>
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<td>-Decisive</td>
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<td>achievement</td>
<td>-Influential</td>
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<td>-Social</td>
<td>-Threatened</td>
<td>-Achievement</td>
<td>inequity)</td>
<td>-Need for</td>
<td>-Steady</td>
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<td>-Esteem</td>
<td>-Forced</td>
<td>-Recognition</td>
<td>desire</td>
<td>Power</td>
<td>-Complaint</td>
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<tr>
<td>-Self-Actualization</td>
<td>-Controlled</td>
<td>-Responsibility</td>
<td>-Value on outcome</td>
<td>-Need for</td>
<td>-Affiliation</td>
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Education in developing countries is at a critical stage, as international efforts are stimulated towards the success of internationally agreed targets to expand and improve education as part of the Education For All (EFA) movement. “Motivation cannot be done to someone – it cannot be controlled or commanded into being; it is a complex human dynamic that, at best, we can aim to understand and work to inspire” (Northwest Regional Educational Laboratory, 2001). As a result it is the responsibility of the government to ensure that teachers perform to the best of their abilities. In order to get this task done government must take notice of a number of factors that affect teachers’ performance. Teacher compensation is vital but not the only factor in teacher motivation; Educators may be compensated through salaries or other cash payments, food, training, or special assistance such as shelter, transport or agricultural support. Neves de Jesus & Conboy (2001) stated that there are three reasons why teachers motivation is important first for the effect on student motivation, secondly the advance of educational reform and finally for the satisfaction and fulfillment of teachers themselves. Beyond the level of personal well-being, such feelings of satisfaction are consistently associated with lower levels of organizational absenteeism and turnover.

Principal’s Role as Motivators in Secondary Institution

Education leader is an important part of the education environment, “it is with the educational environment that the organizations members interact and therefore the principal can determine the
nature and quality of the teachers' motivation" (Diamantes, 2004, p. 2). According to Ladew (1998) "the first critical question to ask yourself when you become a supervisor is whether you're going to manage the people who report to you or lead them," (p. 8). The author also state that research after research shows that one gets the greatest end result when they manage assets and lead people. The writer even went further to mention that many organizations have been unsuccessful because they believe that business is built on management and that leadership takes care of itself. Leadership must come first; that means you must be knowledgeable about how to be a leader before you can succeed as a supervisor. As Ubben & Hughes (1992) mentioned, "Principals make a difference. But what is it that principals do that makes the difference?" According to Adair (1990 p. 5), "leadership and motivation are like brother and sister." It is difficult to think of a leader who does not motivate others.

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**Sampling Size**

The researcher used random sampling to draw a sample from the given; this gave an equal chance of being selected for the study. The purposeful sampling techniques were used to collect data from a member of MOE in Belize. The researcher targeted 14 principals in secondary institution from the six districts in Belize. The principals were chosen from three areas of management: government, special aided and grant aided. From these three management sector half was randomly selected from each part. Purposive sampling was used to gather data from the member of MOE, since the participant have more affiliation with principals in secondary institution in Belize. The last set of participants was 12 teachers chosen from the institutions where the 14 principals were selected from. After the selection of the 12 teachers a teacher list was used to choose the teacher that appears at the middle of the list to be the participant.
Validity and Reliability

According to Johnson & Christensen (2004), "reliability and validity are the two most important psychometric properties to consider in using a test or assessment procedures" (p. 132). Therefore since the researcher conducted a qualitative research the questions were develop by the researcher. As stated by Johnson & Christensen (2004), when qualitative researchers speak of research validity they are usually referring to a research that is plausible, credible, trustworthy and therefore defensible. Thus the researcher used expert validation to ensure the reliability of the instruments. Another strategy that will be use in this study is data triangulation which is said to be one of the best strategies was used by the researcher in this study to enhance internal validity. This method involves diverse data sources which consist of the participants to explore the same phenomenon.

The reliability is based on the assumption that the triangulation method is effective because the interviews were taped and the questionnaires are transcripts which are used to track the process of the data and also saved for future reference if needed.

Research Procedure

a. Data Collection

Upon the completion of the instruments the researcher sent an email with the consent letter attach to the sample size requesting their active participation for the in-depth study. This was followed by a request to seek the appropriate interview time, date and place. The interviews were conducted by the researcher in Belize by recording the information using an audio tape for which permission was granted by the interviewees.

b. Data Analysis

After conducting the interviews which lasted for a month the researcher then transcribed the data. The transcribe text and data from questionnaire was categorized and theme based on the research questions, thereby trying to establish any emerging pattern. The data collected was analyzed and compared among the selected participants in each group in order to present findings that gave rise to the literature review, research framework and the research questions to be answered.

Results and Discussion

Strategies that Relate to Research Framework

The summary of Table 2 shows strategies that are used to influence principals' in motivating teachers which are related to the theoretical framework of the study. The information gathered from the participants claimed that all participants believe that their role is important to the society and they do their
Table 2. Strategies that Relates to the Research Framework

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Research findings</th>
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<tbody>
<tr>
<td>Recognition</td>
<td>Self actualization</td>
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<td>Organizational Culture</td>
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<td>Communication</td>
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best to meet the expectation of the mission statement of the organization. The study also showed that the participants understood clearly what the term “teachers’ motivation” means. They understand that it is having the internal drive and enthusiasm about their career and their physical work environment. According to the results, we can conclude that the occupation of a principal is not just being and instructional leader but that they also take on duties of other profession such as nurse, counselor, accountant, parents etc. Although bombarded with all these multi-task they still have yet another larger task of motivating teachers which is an area of major concern for principals if the institution should be a successful one. Nevertheless the principals take on the job enthusiastically in seeking solutions to the problem. For this reason principals employ several strategies in achieving one of their goals of motivating teachers, both intrinsically and extrinsically so that teachers can love what they are doing; these strategies take two forms: monetary and nonmonetary.

As the findings revealed, the most common strategy employed is recognition this is classified as a nonmonetary form. Principals believe that recognition is the best form of motivation for teachers because teachers feel that they are appreciated by the organization for a job well done. The literature also stated that “some experts argue that nonmonetary rewards can have a far more motivating influence than monetary form” (Harvard Business School Press, 2005). We must however take into account that the nonmonetary form is not the only motivator that will increase employee motivation and
performance. Principals also believe that monetary form plays a vital role as one principal mentioned that money makes the world go round. However because of the lack of financial resources especially in government institutions, only some of the institutions can apply this form of strategy. The analysis also reveals that principals did not use salary as a strategy motivator because teachers are paid according to their qualification and also it was mentioned that teachers should not look at an increase in salary as a motivator because a salary increase is usually nullified by heavy taxation.

As these principals take on the task in motivating teachers in some form it can be viewed that they are faced with a number of challenges such as untrained teachers, individual personality, and no love for the profession etcetera. Yet with all these challenges principals never give up. Instead they use a number of interventions such as: one on one discussion, spiritual support, seeking help from others etcetera, to motivate their teachers.

From teachers perception they agreed that principals are doing their best to motivate teachers but there are some areas that they believe principals need improvement, such as being consistent, supporting teachers, respecting decision among others. Most important they believe that principals need to separate their personal and professional lives in the workplace. On the other hand the member of MOE states that there are several reasons why principals are faced with this dilemma in motivating teachers. These are because:

1. Some of them are chosen for the post of being a principal because they are seen as senior in the workplace.
2. They are seen as a role model for students because they attend church regularly.
3. They have some connection with someone in MOE.
4. They lack the leadership ability because the people responsible for choosing principals wrongfully taught that they had the leadership abilities.

Therefore if all these negative ways of choosing a principal are eliminated it is believed that teachers motivation will be soaring through the ceiling and principals would spend less time in that area of motivating teachers. This then will lead to the school and MOE accomplishing the vision and mission of education.

**Significance of Five Motivational Theories**

From the analysis we can conclude that there are five motivational theories that are significant to the study as indicated in Table 3 which emphasize that employees as human beings has different needs. Apter (1982), cited that Maslow’s hierarchy of needs theory hypothesized that within every human being there exist five needs: (1) physiological, (2) safety, (3) social, (4) esteem and (5) self-actualization. All these five needs
Table 3. Findings of Motivational Theories that is Significant to the Study

<table>
<thead>
<tr>
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where presented in the study as ways to motivate teachers. The result also supports Herzberg Two-Factor theory belief (Robbins & Judge, 2007), that an individual’s relation to work is basic and that one attitude toward work can very well determine successor failure.

Nevertheless most of the facts gathered from the research showed that the leaders of that institution contribute a great deal to teachers' performance and meeting the overall goal of the organization. Nonetheless there is still room for improvement when it comes to treating workers fairly. As referred to in the literature review, equity theory states that people will work when they believe that there is a positive outcome from their behavior (Werner & DeSimone 2006); therefore the lack of unfair treatment can contribute to staff low motivation. The data also support (Vroom, 1964) expectancy theory which also states that people choose their behaviors and effort levels after considering whether their behaviors and effort will improve their performance.

From the data collected principals and the MOE member identify that there are some teachers who are self-motivated but on the other hand there are some teachers that are not self-motivated. Therefore, in order to get these teachers motivated they must apply some negative reinforcement. According to Adair (1990), McGregor Theory X is labeled as negative which assumes lower-order needs dominate individuals and Theory Y is labeled as positive which assumes higher-order needs dominate individuals. Hence it can be seen that in secondary institution principals have both Theory X and Y teachers.

However, the data disclosed that principals’ do not pay much attention to their teacher’s behavior but place greater emphasis on the goals of the institution.
As the literature bring to light that we have to bear in mind that what works best for one person will not work for another (Harvard Business School Press, 2005). For this reason it is important for a principal to not only focus on the goals of the institution, but also emphasis must be place on employees to identify and classify the type of employees in the institution and also the causes of their behavior. This will help principals to effectively work with teachers in using the right strategy to motivating them to increase their performance and make the environment a better place to work.

Emerging Data from Results

After collecting the results and analyzing the information it was interesting to find out emerging data from principals, teachers and the member of MOE on the research topic which was not mentioned in the literature review.

Principals are not Consistent in Giving Recognition

The first emerging data from the findings is that teachers believed that some principals are not consistent in giving recognition. Teachers deemed that principals does not give recognition frequently, that it will be offered sometimes and in other instances it will take a long period of time for it to be offered again. Principals must bear in mind that teachers are human being as well and need to be treated equally and not like George Orwell's 'animal farm' where some are more equal than others. In doing so teachers will feel like they are appreciated for a job well done which will give them that sense of motivation in the workplace.

Some Principals Lack Vision and Management Ability

A second data that emerged from the findings is some principals lack vision and management ability. This is so for several reasons, these being: 1) because some principals were chosen for the post because they are seen as the senior person in the institution in regards to years; 2) they are seen as role models for students since they go to church regularly; 3) they know someone in the MOE; and 4) they are not able to transfer the information learnt to the real world. As a result of this some principals are not able to lead and manage their institution effectively and cause some teachers to become de-motivated.

Large Group of Untrained Teachers

Lastly, there is a large group of untrained teachers in the profession. Therefore these teachers are not able to function properly in the classroom because they lack the pedagogy and methodology skills. Hence this leads to teachers' low motivation. However, if principals and MOE wants to see teachers performing at their best it is imperative that principals hire teachers who are
qualified or encourage them to be qualified to teach the students of the future.

Therefore one can conclude that the duty of a principal in motivating teachers to improve their performance is a challenge because of the diverse personality of teachers. However they must keep in mind that they should not give up because it is important to motivate employees through the effective use of monetary and non-monetary forms and a comfortable organizational culture to generate the excellent performance that enables secondary institution to meet its goals.

Conclusions and Recommendation

Despite the limitations of the study, there are a number of conclusions on secondary educational institution that can be drawn. First, as one can visualize, with only 24 hours in a day and the unlimited duties encountered by principals on a daily basis, that it is a difficult job to handle efficiently especially if they want the institution to be a success. Despite the magnitude of the task principals will not meet their goals and the level of institutional accomplishment desired if they overlook one of the ultimate factors, that is teacher motivation.

Second, the signs of low motivation displayed by teachers are areas of focal concern for principals in secondary education in Belize. The fact is that the task of teachers is critical and central to the development and success of students and the institution. However, with all the countless strategies, which include both monetary and non-monetary forms and interventions utilized by these principals to overcome the challenges face by these leaders with the aim to motivate teachers, it still appears that there is minimal improvement in some teachers' behavior.

Third, principals of secondary institution and member of Ministry of Education are fully aware that motivating teachers is a challenge for many reasons. However from among them there are two major reasons that can be observed and can be damaging to the lives of students and the institutions: (1) the teaching profession is seen as a stepping stone for individuals; and (2), too many untrained teachers are in the classroom without the requisite methodology and pedagogy.

Fourth, incentives seem to be a concern in the profession of teaching. Probably this is the reason for these two events: (a) teachers showing no passion for the profession; (b) and they use the profession as a stepping stone. Hence if the MOE does not find some way of compensating teachers properly they will always face the problem of losing the money they spent for the training of teachers. Likewise they are also losing teachers which could be an asset to the education system.

It can be concluded, therefore, that the principal is still the leader of the school and must be held responsible to ensure that teachers are motivated in the
workplace. Discovering what matters to teachers and how best to motivate them for sustained and improved performance is a complicated challenge for principals. The results have also shown that extrinsic rewards have been used by principals but generally do not produce the desired results; nevertheless it is still an important way of motivating employees. Also special attention must be given to the individual since they are motivated differently. Hence, it is important that principals use both monetary and non-monetary strategies if they want to motivate teachers. And the end result will be positive for principals, teachers, students, parents and the wider community.

**Recommendation**

This section provides recommendations by the researcher to the following groups: principals and members of MOE who are responsible for teachers’ motivation in secondary institution in Belize. These recommendations were generated from this research finding. The researcher believes that the following will be valuable to the improvement of teachers’ motivation in secondary institution in Belize.

**Recommendation for Principals in Secondary Institution**

a. **Focus on Teachers as Individuals and not as a Group**

Principals should focus on teachers as individuals and not as a group in order to see what motivates each person and apply a strategy that will work for that person. It is evident that each institution has a diverse culture where each person is unique and has different needs and behaviors. Hence they are motivated differently depending on what they hope to achieve. In realizing each individual characteristics and motivators, the principals will see what strategies should be employed to elicit best results from their teachers.

b. **Pay Attention to the External Environment**

As principals of an education system it is important to pay attention to the external environment and address any situation that may cause teachers to be withdrawn from their responsibilities and objectives in the institution. Therefore it is important that principals make use of teachers’ motivational survey each year so it can give them a better understanding of the needs of teachers.

c. **Give Teachers Recognition, Respect and Support on a Regular Basis**

It is important for principals to give teachers recognition, respect and support on a regular basis if they want to strive to get teachers’ motivation soaring through the ceiling. In doing so, it will make teachers feel that they are recognized and appreciated for their hard work which will lead them to develop a sense of belonging to that institution.
d. Plan Professional Development Programs for Teachers Especially Untrained Teachers

Professional development programs should be planned for teachers, especially untrained teachers in the areas of stress management, classroom management and team building. These programs will help teachers to better cope with students’ behavior and also in building better relationships with co-workers so that the environment will be a happier workplace.

e. Principals need to Liaise and Share Information with each Other

The findings also indicated that principals are not willing to share information with other principals in other secondary institutions. However, if principals are to overcome the problem of teachers motivation in secondary institutions they need to liaise and share information with each other. Hence it is important for principals to unite and help other principals who are searching for answers to the problem.

Recommendation for Members of MOE

a. Re-examined Selection and Promotion Policy for Principals in Secondary Institutions

Selection and promotion policy for principals in secondary institutions need to be re-examined. The study reveals that some principals were not coping with the heavy responsibilities entrusted upon them. This calls for qualified and experienced personnel to be promoted to occupy headship positions when they become vacant. Promotion or selection of principals based on an assessment of classroom competency alone is inadequate. Competencies in leadership and organizational knowledge and skills among other appropriate qualities should also be included in the criteria for selection and promotion in order to ensure that the beginning principals have sound knowledge and skills in educational administration.

b. A System of Mentoring Should be Mandatory for New Principals

Upon selection of a principal, a system of mentoring should be mandatory for the purpose of providing a proper induction into the responsibilities that they are expected to perform. The new principal will have regular contact with the mentor. The mentor in this situation could be a practicing principal.

c. To Keep Teachers for a Long Period of Time in the Profession it is Important to Create Attractive Benefit Packages

If members of MOE want to have teachers working in this profession for a long period of time then it is important that more monetary and non-monetary rewards are given to them especially creating attractive benefit packages. As a consequence this will give them
satisfaction and a sense of belonging to the institution. Teachers will see the job as a long-lasting career and not as a stepping stone.

d. Provide Leadership Workshops for Principals

Provide leadership workshops for principals because education is neither stagnant nor static. Hence in providing these workshops for principals it helps them to keep abreast of the changes in the role as a leader; therefore they will be equipped with the knowledge and skills to apply changes to their environment when the needs arise.

e. Work Along with Principals of Secondary Institutions

Ministry should work along with principals of secondary institutions to ensure that teachers are identified in order to get the proper training needed to be efficient in the classroom.

f. Establish Professional Representative Bodies for Secondary Institutions

Ministry of Education should establish professional representative bodies for secondary institutions such as counselors which help to ease the workload of principals. Hence this will give principals more time to deal with other pressing issues that is important to the success of the institution.

Recommendation for Future Study

The following four recommendations are for future researchers to explore other areas in the field of education as it relates to principals and their immediate environment.

a. Research on the Role of the Secondary Institution Principals

There is a need to conduct further research on the role of the secondary school principals and their understanding of the demands and challenges as principals. This research then will help principals to be better equipped for the dynamic educational environment.

b. Explore Teachers’ Motivational Level from Teachers’ Perspective

Researchers could explore teachers’ motivational level from teachers’ perspective to see how they view their leaders when it comes to motivating teachers. This information can be compared with this research to see if there are any similarities between the strategies used by principals and the expectation of teachers in secondary institutions.

c. Research on Effective Programs for Principals

Additional research can be done on effective enhancement programs for principals that may help them to become better leaders. Probably programs or methodologies from other country’s can
be reviewed to determine if they can be effective to Belize.

d. Research on the Motivational Level of Untrained Teachers

Additional research can be done on the area of the motivational level of untrained teachers in secondary school in Belize. Therefore the research could give rise to the reasons for the lack of motivational level in secondary schools and suggestions could be given to principals and to members of the Ministry of Education to solve the issue.

Limitations of the Study

The study was delimited to secondary school principals who had at least two years experience, teachers in secondary education and member of the MOE who works directly with secondary institutions in Belize. Therefore the results of this research should not be generalized to all teachers and principals in Belize. The research was delimited to 15 principals selected through random sampling. The random sampling limited the research to having majority of the principals from the Belize district and none from the southern district of Toledo. Because the researcher had to return to Taiwan, time was a major limitation and interviews had to be done within one month. The distance in getting to the teachers and principals for the interviews, also made time delimitation. Also because of time factor the researcher only interviewed one person from the MOE.

Several attempts were made to get in touch with the other two members but these were unsuccessful because these people were always busy and could not be reached. This was a major limitation because the study could have been strengthened by the increased representation from this group which would have given more contribution on the government’s education officer’s point of view.

Because of unavailability of Belizean literature on this topic, the researcher had to rely mainly on literature not directly related to our Belizean society. Hence no comparison was made between literatures and findings at the end of the study. Nevertheless the research instruments were used to obtain results related to the Belizean environment to give answers to the research questions. Hence the researcher was limited to formulating questions for the interview and the survey based on arbitrary issues that arise in Belize; to date there is little or no documented studies on issues or problems that arise in secondary schools in Belize.

In conclusion the researcher hopes that the information gathered on the topic “strategies used by principals to motivate teachers in secondary institution in Belize” will be beneficial to both principals and members of the MOE in solving the problem of teachers’ motivation in secondary institution for the betterment of education in Belize.
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