

# Motivational Issues for Lecturers in Tertiary Institutions: A Case of Bulawayo Polytechnic

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**Abstract-** Motivation plays a key role in employee job performance. Principals most often fulfill their organizational goals through the work of employees. Thus Principals need to have highly efficient and productive staff members. Although many factors contribute to productivity, job performance is viewed to be the most influential one. This paper therefore established factors that motivate lecturers at Bulawayo Polytechnic to perform efficiently and effectively at the institution. The study utilized a descriptive survey. The research used a cross sectional analysis study employing a mixed method approach based on a combination of qualitative and quantitative techniques to analyze data. Questionnaires and in-depth interviews were used to collect data from respondents. Data from interviews was analysed by using thematic analysis and questionnaires were analysed by using SPSS version 16. Findings reflect that although remunerations and benefits are important factors like work load, work environment, recognition and empowerment or decision making participation an important factors motivating lecturers in tertiary education. Lecturers work load was noted as too high, some respondents were of the view that their efforts were not recognised and communication is poor in the organisation. The researchers recommend that there should be fair and consistent treatment of lecturers by the institution's management.

**Index Terms-** Motivation, Lecturer, Tertiary Institutions

## I. INTRODUCTION

Managers most often fulfill their organizational goals through the work of employees. Thus, managers need to have highly efficient and productive staff members. Although many factors contribute to productivity, job performance is viewed to be the most influential one. Job performance itself is a function of four variables: ability, understanding of the task, environment, and motivation (Schraw, 2006). Accordingly in order to perform well, employees need to have the knowledge and tools that are required for the job as well as the will to do what is asked from them. Therefore, motivation can be generally equated with action and the understanding of motivation unfolds to be a key to the success of any private or public organization. For that reason, motivation has long been a central topic for scholars and practitioners. An abundance of theories and approaches were developed in order to explain the nature of employee motivation (Wellingham, 2007).

Another handful of studies were conducted in an attempt to discover whether public sector employees have different motivation antecedents than their private sector counterparts.

And indeed a special motivation theory, called Public Service Motivation (PSM), was conceptualized to explain how public employees differ from private workers in the level and type of their intrinsic desire to work and serve (Taylor, 1997). Yet, grasping motivation should not be limited to theoretical aspects alone. Managers do not live in ivory towers and they need applicable ways to transfer the concepts of motivation into everyday life practice. This is especially pertinent to the public sector where the latest financial crisis presented governments with an exacerbated situation. On the one hand, economic meltdown has increased the demands on public services, while on the other it has led to a collapse in taxation revenues and, in turn, a retraction in funding of public services (Public Affairs Ireland, 2010:2). Thus, public sector managers must motivate their employees to perform at the highest levels of productivity and effectiveness and get "more for less" (Porter, 1982:89).

The problem is that motivating public employees is easier said than done. Public workers have a reputation for being lazy and lethargic (Wright, 2001:560) and managers' room for maneuver is ostensibly very little, due to rigid civil service laws. Moreover, the public sector suffers from aging and plateauing employees, who are especially hard to motivate. The study is therefore aimed at researching into the motivational strategies that exist at Bulawayo Polytechnic.

## 1.1 THEORETICAL FRAMEWORK

### Herzberg's Motivational Theory

Frederick Herzberg studied how a work environment would affect the work environment by causing satisfaction or dissatisfaction. His idea was that if people were satisfied at work, they would be motivated to work. He interviewed employees about their feelings at work and then published his findings in his book called "The motivation to work".

His theory is also called the motivation-hygiene theory because he considered the factors that satisfied employees to be motivators and those factors that were dissatisfying to be hygiene factors. Hygiene factors being present does not avoid job dissatisfaction, but if you take them away you will find that they can de motivate an employee (Werner, 2006). Examples might be the loss of a regularly expected pay rise or some decrease in how you perceive your work environment. Herzberg identified the top six factors leading to dissatisfaction and the top six factors leading to satisfaction in the work place (Vandenabeele,2007). These are listed in order from highest importance to lowest importance in Fig 1 below on factors affecting job attitudes

LEADING TO DISSATISFACTION	LEADING TO SATISFACTION
-Institutional Policy	- Achievement
- Supervision	- Recognition
- Relationship with boss	- Work itself
- Work conditions	- Responsibility
- Salary	- Advancement
- Relationship with peers	- Growth

There is one important distinction to notice when it comes to self motivation and motivating others. Steers (1987) notes that the factors that tend to bring us the most satisfaction at work and therefore it is assumed that the most motivated people are the ones that have control over and that are most motivation, are the ones that have control and that are most related to our own job performance. If we do something we enjoy that alone can provide satisfaction. Taking on more responsibility, advancing and growth are all ways to be satisfied at work (Willingham, 2007). People can volunteer for additional responsibility, look for ways to grow skills and discover what would be necessary in terms of our performance to take advantage of opportunities for advancement. Perry (1990) argues that workers might not be able to control company policy or the other factors that can lead to dissatisfaction, but we can certainly control our own work performance.

If you happen to be a manager, this information is also important is also important because it shows you how different decisions you make may affect your employees. If you focus on motivation by putting in place factors on the left hand side, you might relieve dissatisfaction, but you won't necessarily create satisfaction and motivation (Werner, 2006). Failing to provide opportunities for growth, advancement, additional responsibility, achievement and recognition and you will have a team lacking satisfaction and motivation. This is important to realize that you have a better chance of achieving motivation when you focus on the individual, not on the traditional "carrots" (salary, benefits, prestige etc).

## 1.2 LITERATURE REVIEW

Identical to every organization, lecturer's motivation in higher education institutions is one of the imperative and inevitable objectives of institution management. Lecturers in higher education level play an important role in the institution's success and its good will among students and academia (Taylor, 1997). Again motivation is significant contributor in lecturers' performance in delivering knowledge and grooming their students as the global citizens and masters of their specialized areas.

As Filak & Sheldon, (2003) put their opinion that motivation is crucial to the long term success and performance of any educational system. Similarly, Porter et al (1973) stressed that lecturer's motivation is important for several different reasons. It is important for lecturers self satisfaction and accomplishments, and for the reason that motivated lecturers more probably work for educational reforms and progressive legislation particularly at higher education level and finally it is the motivated lecturers who assures the completion of reforms that are originated at the educational policy making level (Perry, 1990). They further emphasized that lecturer's job satisfaction

and motivation is associated with decreased number of institutional absenteeism and turnover.

Ololube (2004) explored the same point of view that increased motivation of lecturers' leads to an increase in productivity that gives boost to the educational systems; hence the function of educations motivational methods cannot be underemphasized. Different theories of motivation like Maslow's hierarchy of need theory, Herzberg's motivation hygiene theory and Adam's Equity theory are been stated in literature (Schraw, 2006). These theories provide fundamental basis of motivation that help describing the motivation of employees in a systematic way and in understanding the contemporary theories of motivation like goal setting theory, reinforcement theory and expectancy theory etc. Maslow's (1943) need-based theory of motivation is the most commonly known theory of motivation according to which there are five fundamental needs of a person i.e., physiological, security, affiliation, esteem, and self-actualization.

On the contrary, Herzberg (1959) has described motivators as internal motivating factors which always stimulate the employee's motivation to put his best efforts. These motivators for lecturers include recognition from departmental head, empowerment, students' achievement or career advancements (Willingham, 2007). As lecturers play the mentoring role for their students, their primary motivation is associated with students learning achievement. The more students will grow and learn the more satisfaction of task achievement and job involvement would be increased among these mentors. Furthermore viewing the previous literature on lecturers motivation, different authors have explored various issues of motivation for lecturers in higher education institutions which can be valuable contribution in enhancing lecturer's job satisfaction and involvement in particular and for organizational growth as whole (Steers, 1987).

As Adams et al (1989) highlighted in their study that student achievement can be a factor of motivation for lecturers, i.e., if students are hardworking, talented and high achievers, lecturers will be more motivated as a strong relationship between teacher satisfaction and student achievement not only will raise lecturer's job satisfaction but also will prompt him to put his best.

Clarke et al (1995) have also found same relationship between student lecturers' relationship and have asserted that students can be more satisfying aspect for teachers than an administrative support. However, Bohlender et al (2001) stressed compensation as one of the important considerations in human resource management. They emphasized that it is a tangible reward to the employees for the services; therefore compensation must be in accordance to the need fulfillment of employees.

Along with compensation Fuhrman (2006) pointed out that job descriptions are important factors in motivating or de motivating employees. As unclear job description, stressful working environment, irrelevant administrative assignment can create overburden upon lecturers and lead them to job dissatisfaction. Similarly, as Davidson (2007) concluded in his research that high workload, large number of students in classes and burden of non teaching activities are the problems in creating a good job design for teachers in higher education institutions. On the other hand Ofoeqbu (2004) established that a lecturers

needs different resources like technology (computers, projectors, multimedia and internet etc) and facilities (pens and financial aids etc) for effective classroom management and institution's improvement.

Institution's support in providing class aids and academic resources can prove to be effectual motivators for lecturers in order to have their extreme efforts. Hughes (1991) in his research found professional growth as fundamental motivators for lecturers. He further described that teacher's professional learning is a component of their career development that gives them effectiveness and satisfaction in teaching. (Hughes, 1991). Likewise, Lynn (2002) supported the idea that educational leaders should provide professional learning and growth opportunities in order to motivate teachers and to enhance their performance. Wright (1985) asserted that satisfaction of lecturers is closely related to recognition. He further explains that lecturers get motivation from the recognition of their achievements and accomplishments by their head, when they get appreciated for their valuable contribution or receive constructive feedback in order to correct their flaws. This open feedback and appreciation not only compel lecturers to perform better but also allows the organization to grow in a collective manner (Werner,2006).

As Memmott et al (2002) stressed that organizations must provide feedback to its employees in order to create open communication in the organizational set up. Martinez (2006) makes the same point describing that the lack of feedback leads to increased frustration in lecturers and this disturbance impacts negatively on lecturers performance. Similarly, Armstrong (2006) is of the opinion that training is one of the most important activities that can be used as a motivational program for employees' development. Training programs are one of those different input factors that give motivation to teachers' for their performance enhancement. (Woodward, 1992). Hall et al (1997) examined in his research that autonomy is the most imperative factor of lecturer's motivation. They further added that teachers when given due authority or autonomy while designing their courses, class management and scheming evaluation mechanism, feel more confident and self-initiators as compare to those who are always instructed for the said tasks. The same as Praver et al (2008) found that teacher's empowerment is having academic freedom, i.e. planning lessons, formatting syllabus and selecting text books to recommend their students by their own and not by the department.

Moreover, Short et al (1994) found that lecturer's empowerment is a process in which lecturers develop the capability to grow and to resolve their problems. They explained that decision making, professional growth, status, self-efficacy, autonomy and impact are the six dimensions of lecturers' empowerment. The above mentioned factors are giving a quick glimpse of major contributors of lecturer's motivation. The major task of human resource management in universities or higher education institution is always centered to enhance the job satisfaction level, particularly of lecturer as they are building blocks of institution as well as society at large.

### 1.3 Materials and Methods

#### 1.3.1 Research Design

A descriptive survey research design was used in the study. As noted by Rwodzi, Muchenje and Bondai (2011) surveys allow

for the collection of detailed description of existing phenomena with the intent to repeal current practice.

#### 1.3.2 Population and Sample

The population of this study was made up lecturers at Bulawayo Polytechnic. There were 25 lecturers in various divisions/ departments who were identified for the study. This population included both males and females with different qualifications, experience and age.

#### 1.3.3 Instruments For Data Collection

This research used a cross sectional analysis study employing a mixed method approach based on a combination of qualitative and quantitative techniques to analyze data. Questionnaires and interviews were used to collect data from respondents. Data from interviews was analyzed by using thematic analysis and questionnaires were analyzed by using SPSS version 16.

#### 1.3.4 Data Analysis and Data Presentation

The collected data was analysed using SPSS version 16 and thematic analysis which developed themes and categorised the patterns in the data. Tables, pie charts and graphs were used to show information collected and how it was expressed. Comments and analysis were given after presentation of data on each table and graphs. Percentages were used where ever possible to come out with findings, conclusions and recommendations emanating from the study.

### 1.4 Results

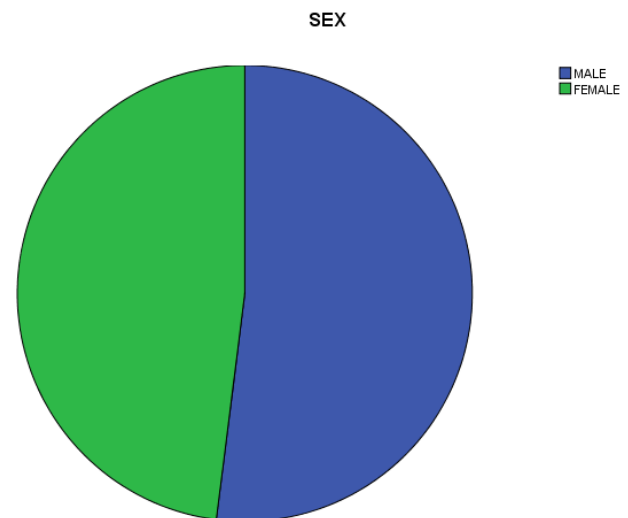


FIG. 2- Sex

Fig. 1 is a pie chart on sex of the respondents who participated in the study. The pie chart reflects that 52 percent of the respondents were male and 48 percent were female. In this regard it can be noted that there was almost a balance in number between the study respondents.

II. AGE GROUP

The least number of respondents who participated in the study was above 51 years. This age group had 12 %.

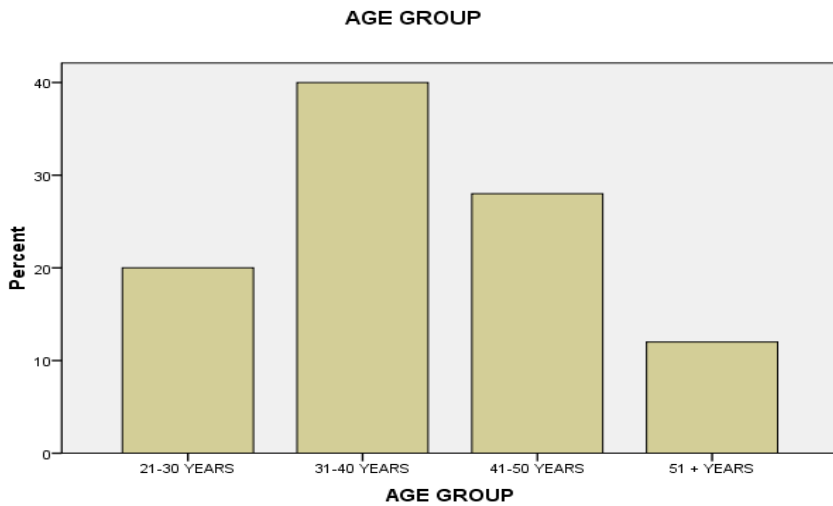


Fig 3 - Age Group

Fig 2 reflects the age range of the respondents who participated in the study. It can be noted that the majority of the respondents (40%) were between 31 and 40 years. This was followed by 28% whose age range was between 41 and 50 years.

LEVEL OF EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DIPLOMA	7	28.0	28.0	28.0
	HND	7	28.0	28.0	56.0
	DEGREE	5	20.0	20.0	76.0
	MASTERS	6	24.0	24.0	100.0
	Total	25	100.0	100.0	

Table 1- Level of education

Table 1 shows the level of education of the respondents. The majority of the respondents 56% had either diplomas or higher national diplomas. The researcher noted that the respondents were mostly in engineering courses who had diplomas and HNDs. Twenty percent of the respondents had degrees and 24 percent of the participants had masters degrees. It can thus be noted that the majority of the respondents had diplomas and higher national diplomas which therefore gives an opportunity for further advancement in studies for respondents in this category.

III. LEVEL AS LECTURER

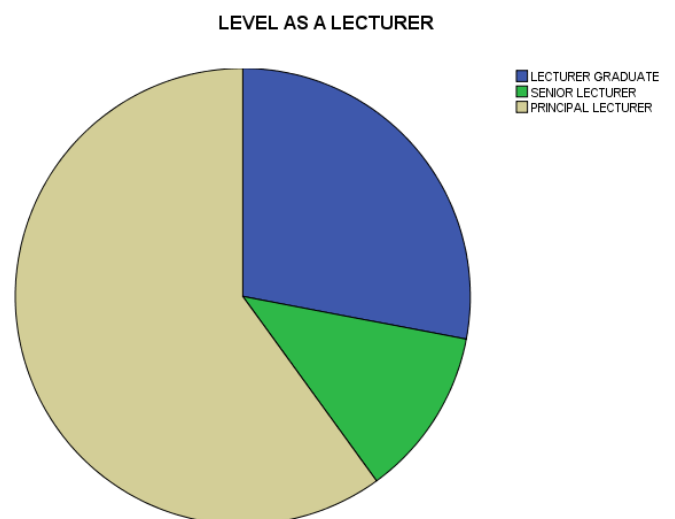
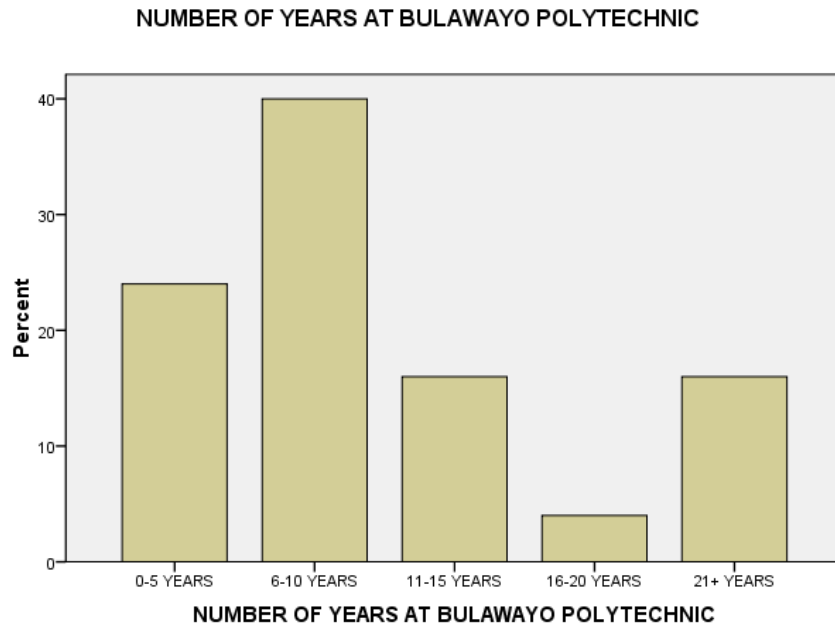


FIG. 4 - Level as Lecturer

Fig 3 shows the level of the lecturer. The majority of the lecturers (60%) who participated in the study were principal lecturers. This was followed by lecturer graduates who had 28%. 12 % of the respondents were Senior lecturers. It can therefore be

noted that the majority of the respondents were experienced lecturers as the majority were either senior lecturers or principal lecturers.



**FIG.5 - NUMBER OF YEARS AT BULAWAYO POLYTECHNIC**

Fig 4 shows the number of years that the respondents have spent at Bulawayo Polytechnic. 40 percent of the respondents had 6-10 years at Bulawayo Polytechnic and this was the majority. This was followed by 24% which had under five years

at Bulawayo Polytechnic. The least percentage had four percent and the respondents in this category had 16- 20 years at the institution.

**Motivational Strategies At Bulawayo Polytechnic**

**ARE YOU AWARE OF THE MOTIVATIONAL STRATEGIES AT BULAWAYO POLYTECHNIC?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	15	60.0	60.0	60.0
NO	10	40.0	40.0	100.0
Total	25	100.0	100.0	

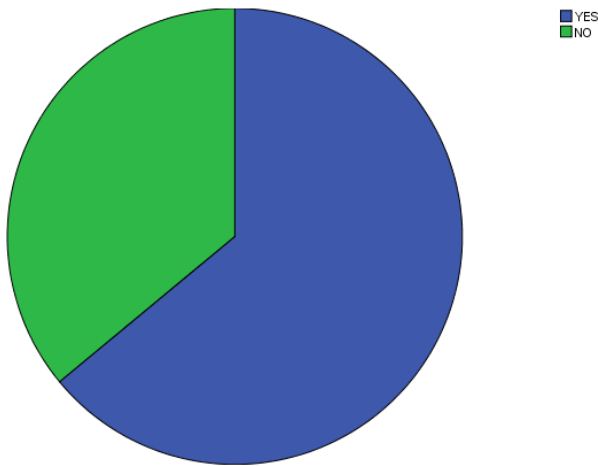
**Table 2 - Motivational Strategies at Bulawayo Polytechnic**

Table 2 reflects the perceptual view of the respondents with regards to the motivational strategies at Bulawayo Polytechnic. The majority of the respondents (60%) noted that they were aware of motivational strategies at the institution. 40% of the respondents noted that they were not aware of any motivational strategies offered at Bulawayo Polytechnic.

#### IV. MOTIVATIONAL STRATEGIES AT BULAWAYO POLYTECHNIC

Fig.4 shows the perceptual view of the benefits of motivational strategies at Bulawayo Polytechnic. The majority of the respondents (60%) noted that they were aware of motivational strategies at the institution. 40% of the respondents noted that they were not aware of any motivational strategies offered at Bulawayo Polytechnic.

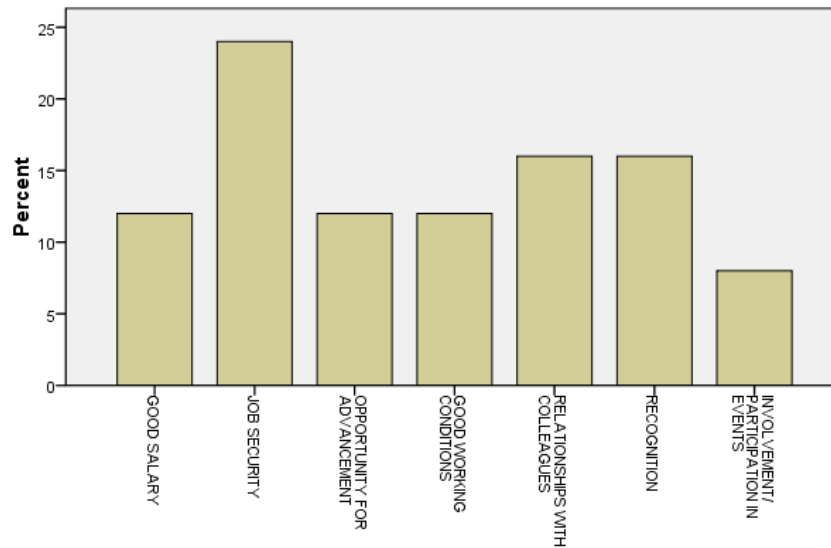
HAVE YOU BENEFITED FROM THE MOTIVATIONAL STRATEGIES AT BULAWAYO POLYTECHNIC?



**Fig. 5 - BENEFIT OF MOTIVATIONAL STRATEGIES AT BULAWAYO POLYTECHNIC**

#### V. RANKING OF MOTIVATIONAL FACTORS

RANKING OF MOTIVATIONAL FACTORS



RANKING OF MOTIVATIONAL FACTORS

**Fig 6- Ranking of motivational factors**

Fig 5 shows motivational factors and how they have been ranked by respondents who participated in the study. The majority of respondents (24%) noted that job security was a motivating factor for them at Bulawayo Polytechnic. On the other hand, 16% apiece of respondents were of the view that relationships with colleagues and recognition were motivating

them to stay at the institution. This was followed by opportunity for advancement and good working conditions which had 12% apiece as well. It can thus be noted that job security is a motivating factor which most respondents value at the institution.

**RANKING OF MOTIVATIONAL LEVEL**

**RANKING OF MOTIVATIONAL LEVEL AT BULAWAYO POLYTECHNIC**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	VERY HIGH	2	8.0	8.0	8.0
	HIGH	5	20.0	20.0	28.0
	FAIR	12	48.0	48.0	76.0
	LOW	6	24.0	24.0	100.0
	Total	25	100.0	100.0	

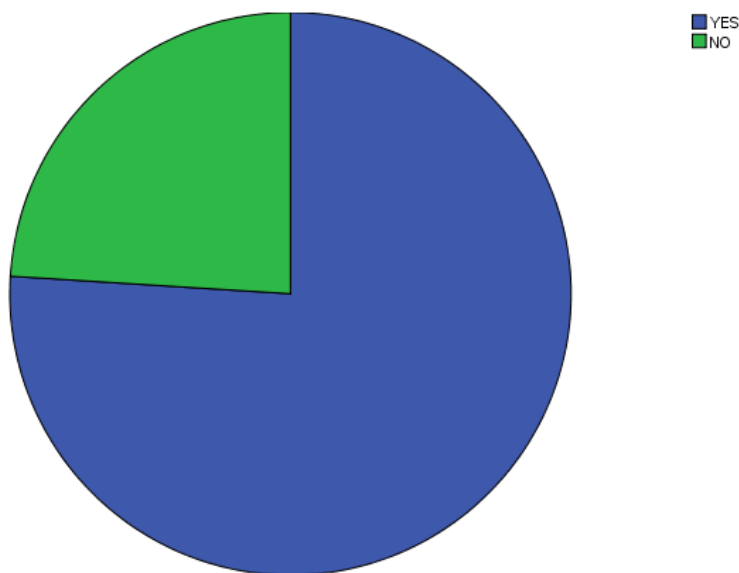
**Table 3- Ranking of motivational level at Bulawayo Polytechnic**

Table 3 reflects the motivational levels of respondents at Bulawayo Polytechnic. The majority of the respondents (48%) were of the view that motivational levels at Bulawayo Polytechnic were fair. 24% of the respondents were of the view that there was low morale at the institution. 8 percents of the respondents were of the view that the morale was very high at the

institution. It can therefore be noted that the institution has a fairly fair to very high motivational level.

**MOTIVATIONAL STRATEGIES RELATIONSHIP TO PRODUCTIVITY**

**ARE THE MOTIVATIONAL STRATEGIES RELATED TO PRODUCTIVITY**



**Fig. 7 - Motivational strategies related to productivity**

Fig. 6 shows the percentage for motivational strategies related to productivity at Bulawayo Polytechnic. From the pie chart, it can be argued that 76% of the respondents were of the view that the motivational strategies at the institution were related to production while 24% were of the view that the motivational strategies were not linked to productivity.

**Employee's Motivation**

Based on the interviews the respondents noted of good salary for the employees as well paid employees are more motivated and more disciplined. It is easier to control an institution well paid employees than when they are not well paid. One respondent noted that employee motivation as based on their

bonuses. The more employees have regular incentives, the more their commitment. Another respondent went on further to highlight the underpins thus the psychological state of the employee's (what they actually want) as a bolster to motivate them for better performance.

One respondents in an interview underscored some motivational factors which include internal promotion system for the employees, organizing workshops for the employees, organizing contest for best worker of the year and having a balanced work load for each worker. In this regard, it can thus be noted that the above motivational strategies are necessary to increase employee's performance.

### **Communication with employees**

Respondents interviewed noted that communication is vital for organizational set up. Respondents called for enhancement of communication which they noted that it would help the HODs in their technical planning as well as development of new strategies.

### **Institution's celebrations**

Based on interviews conducted, 75% of the interviewed respondents noted that institutional celebrations are important when the institution has achieved desired target objectives. This will be an indication to let employees be aware of the fact that they are on focus, sign of company appreciation to the staff. It can therefore be noted enhancing communication gives opportunity for the lecturers to interact most closely to each other and it boosts the moral of employees. On the other hand, 25% of the employees acknowledge that institutional celebrations are not necessary to them. They noted that the institution should put their resources on gainful company activities and company celebrations don't acknowledge individual efforts.

### **Decision making**

Employees interviewed were of the opinion that it is vital for involved in decision making within the institution. This is because the employees are closer to the students and they can best give feedback about the reactions of clients to the services rendered by the institution. This could be achieved by the employee's attending and participating in general meetings thereby contributing their ideas on how to improve customer's relationships. This creates a situation where employees become an integral part of the decision making process of the institution.

## **1.6 DISCUSSIONS**

From the findings, some employees are motivated when they meet their target goals while other employees are more motivated when they are working under pressure. Yet, other employees were more motivated when they have challenging task. Furthermore, some employees enjoy working in a company where they have job satisfaction. The above findings are consistent with Frederick Herzberg two factor theories for motivation. Herzberg contends that employees are influenced by two factors: the motivators. Furthermore, most of the respondent are motivated when there are operating in favorable working condition which include: having daily communication with the boss to note their progress, having a verbal and written appreciation from the boss will increase their motivation for high performance. Therefore, these survey finding are underpinned by the theoretical consideration of Frederick Herzberg hygiene factors. To Herzberg, these hygiene factors will enhance employee dissatisfaction if not fulfilled. (Saiyadain 2009: 158)

The survey findings shows that majority of the respondents are more motivated when they take part in general meetings and are given the opportunity to contribute their opinion on the overall company policies. The findings equally illustrates that it is the responsibility of the managers to motivate the employees which creates an enabling ground for high performance within employees. This view has a direct correlation with John Adair's fifty-fifty theoretical reasoning on how employees can be motivated for higher performance within a company. John Adair presupposes that fifty percent of motivation comes from within a person and the remaining fifty percent comes from the environment. To him, within these external factors; the nature

and quality of leadership within a company is very important . This therefore justifies the fifty-fifty theory of John Adair. (John 2006:41)

Employee's motivation for better performance is so vital in order for the company to attend its goals. The management of the company should understand the diversity that exists within the company. To summarize this finding, employees at Ultimate companion limited have an overall fair job satisfaction. The employees are not satisfied with their current salary situation at the company which illustrate that financial motivation is important within a company. The finding equally shows that majority of the employees are motivated most to perform when they receive non-financial reward. Also, majority of the employees show a great intrinsic value for higher performance. Finally, the management at Ultimate companion limited should not stick to a single motivational strategy in order to achieve greater performance from the employees.

## **1.7 CONCLUSION**

The primary goal of the study was to explore various issues of motivation for the workers at Bulawayo Polytechnic. Results of the study suggest that although compensation and benefits package is a key motivator for the workers but there are some other non monetary issues that affect workers' motivation at Bulawayo Polytechnic and these include: job design, work environment, career development, recognition & rewards, feedback, training, participation in decision making and empowerment. Findings of the survey show that the role of supervisor (HOD) is much important in retaining and motivating teachers in higher education unfortunately there is a communication gap between the HOD and workers in some departments, it must be eliminated. Therefore it is highly recommended on the basis of this survey to provide training to the HOD to make them good administrators. Workload of lecturers at Bulawayo Polytechnic is much high along with other administrative activities it must be reduced to get good results in research and teaching. Lecturers must be properly recognized for their achievements and feedback must be provided to them continuously and they must be given a sense of appreciation by involving them in departmental decision making.

## **1.8 RECOMMENDATIONS**

Despite the fact that the majority of the respondents attend to the fact that employee motivation with the public service was effective, few challenges were identified and need to be tackled or addressed to achieve optimal efficiency and productivity in the service. In this regard the study recommends that;

- Employees of the institution should be given equal opportunities and recognition. Moreover, the whole motivational system should be made more transparent to all employees.
- There should be training and development programs open to workers. This should include both on the job and off the job training which will help workers to upgrade their knowledge and be able to meet their target.
- Since more respondents are motivated by incentives, management should look at the various incentives that will help motivate employees.



- There should be creation of opportunities for the department to meet and bond on frequent basis in order to enhance their working status.
- Managers should involve employees in their decision making process.
- There should be provision of informal recognition as it costs nothing. Formal recognition does not cost a lot, but it requires thought and preparation. Taking the time and putting the thought into preparing the element of recognition is sometimes even more appreciated than the element itself.

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