THE INFLUENCE OF TEACHER MOTIVATION ON LEARNER ACHIEVEMENT: A CASE OF PRIMARY SCHOOLS IN SEROWE, BOTSWANA

by

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DEDICATION

This dissertation is dedicated to my lovely son, Abotle and my beloved daughter, Agodirwe.

I want to acknowledge and appreciate the pivotal role you have played through your technical and emotional support.

It is through your support that I managed to complete this dissertation.

I am really thankful for your patience and tolerance.

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LIST OF ABBREVIATIONS

BEC	Botswana Examinations Council
BERA	Botswana Educational Research Association
BGCSE	Botswana General Certificate of Secondary Education
JCE	Junior Certificate Education
HOD	Head of Department
NDP	National Development Plan
PTA	Parents and Teachers Association
PSLE	Primary School Leaving Examination
RASA	Remote Area Service Allowance
RNPE	Revised National Policy on Education
UNESCO	United Nations Scientific and Cultural Organisation

ABSTRACT

The study sought to investigate how teacher motivation influences learner academic performance. Motivating teachers is viewed as a critical component in the academic success of learners since when motivated teachers would dedicate their time and effort to service delivery. When teachers are intrinsically and extrinsically motivated, there is job satisfaction and they will be inspired to work hard and ensure delivery of quality content. Academic performance of learners rests solely on motivated teachers.

This research followed a qualitative research approach underpinned by an interpretive paradigm and guided by a case study research design. The sample of the study was drawn from 31 primary schools in Serowe sub-region, Botswana. Six primary schools were selected through purposive sampling strategy as a sample and each school was represented by a principal, head of department (HOD) and one teacher which makes a total of 18 participants. The researcher conducted individual telephonic interviews with principals, HODs and teachers, guided by an interview schedule. The collected data were analysed through thematic analysis.

The study revealed that teachers in the sub-region are faced with many challenges such as poor infrastructure and shortage of relevant teaching and learning resources especially textbooks. This impacts negatively on teacher job satisfaction and lowers their morale which could affect learner results. Stagnation in one position, low salaries and lack of recognition for good performance were also cited as major contributory factors for teacher demoralisation. Almost all the participants viewed in-service training as an essential factor that can promote classroom effectiveness. For quality curriculum delivery, the study recommended that the Government of Botswana should ensure that schools are well equipped with up-to-date and relevant teaching and learning resources and consider upgrading teachers' salaries to align them with those in other professions. Provision of adequate classrooms, classroom furniture and good housing is also recommended.

KEY WORDS: Motivation, teacher motivation, academic performance, intrinsic motivation, extrinsic motivation, school improvement, learner achievement, remuneration, professional development, recognition

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1   INTRODUCTION

Teacher motivation is an important way of improving teachers' attitude towards work. It is the means through which teachers are encouraged to put more effort into what they are doing to accomplish their mission (Ofoegbu, 2004). According to Dornyei (2001), motivation is viewed as a critical component in the academic success of learners since motivating employees would impel them to devote themselves to service delivery. For the growth of any nation, education is a driving tool for the country's economic development, and for this reason, educating the young generation in becoming responsible citizens is the core mandate of teachers. For teachers to be more effective, motivated and have a healthy well-being, all conditions which can motivate and urge teachers to enjoy their work should be taken into consideration (Huppert, 2009). The reason behind motivating a teacher lies with the need to attain organisational goals. Osabiya (2016) regards motivation as a person's willingness to carry out assigned duties effectively and efficiently for goal accomplishment. For teachers to put more effort in whatever they are doing, it is pivotal for principals to recognise teachers' tireless efforts through various means which include among others empowerment and renewal of skills by providing continuous professional development. Developing teachers' skills is critical as it helps broaden their competence towards quality contentment delivery. If teachers are competent with their work they will have high morale which contributes to productivity (Oko, 2014).

Ofoegbu (2004) defines teacher motivation as those things which are done to arouse teachers' interest and drive them to be dedicated and committed to service delivery in order to develop learners and the entire society. As education is a pivotal tool to improve a society's economy, investing in teacher development is a factor that every society has to place at the forefront. Bishay (2015) regards teachers as an important group of professionals for every country's future. Furthermore, Hunyepa (2016:24) asserts that teachers' efforts to motivate, challenge and inspire learners to work hard to achieve their potentials is to be recalled by many individuals who have excelled in life.

Teaching is a noble career which is the base for other professions because all experts were first taught by a teacher. To attract new teachers to the profession, every Government has to provide an environment which will inspire teachers to effectively and efficiently deliver the assigned duties (Hettiarachchi, 2010). Motivating teachers is pivotal as it enables teachers to be

dedicated to their profession and deliver adequate knowledge to learners, this helps to change the behaviour of learners to the most desirable manner. On one hand, rewarding excellence is a key factor in motivating teachers as it inspires teachers to execute their ascribed duties diligently hence automatically improving learner academic performance.

According to Carson and Chase (2009), motivating teachers contributes positively to the academic performance of learners. When teachers are happy, they will be inspired to work hard and give learners quality content. Poor student academic performance rests upon teacher motivation because teacher motivation is instrumental in helping students from deprived families to achieve (Adeyinka, Asabi & Adedotun, 2013). However, Obineli (2010) notes that a poor work environment is a component that can demoralise teachers and has an effect on their execution of duties. He postulated that a good working environment embraces work conditions that can enhance employees feeling of self-worth and urge them to put more effort in their work. Motivating teachers is crucial, as when motivated, they would have the zeal to exert their tireless efforts to achieve the organisational goals. This does not only benefit the learner but the entire society as educated learners are the country's future human resource (Mullins, 2005). The provision of adequate infrastructure like classrooms, good remuneration and good working relationships are critical to teacher motivation, as these act as a driving force that inspire teachers to carry out their duties diligently. Teachers whose needs are satisfied, perform their duties to their utmost potential to produce good learner academic results (Akpan, 2013).

Education is a fundamental human right which can contribute positively to the country's sustainable development and maintain peace and stability within and among countries. The provision of a conducive learning environment is pivotal to teachers` motivation as it encourages teachers to bring positive changes to the learners with whom they are entrusted (Osabiya, 2015). For education to bring positive changes to the lives of Batswana, it is imperative to ascertain that quality education is availed to students. To ensure the delivery of quality education, it is vital to improve the educational level, knowledge and skills of teachers through continuous professional development which would become a foundation for better academic performance of learners (Obineli, 2013).

According to Akpan (2011), teachers are regarded as the base for quality instructional delivery since they are the vehicles through which knowledge and skills are transmitted to learners. One of the ingredients to employee job satisfaction is developing a safe and secure working environment for teachers. A welcoming environment is a critical element in arousing

employees' interests to effectively carry out their assigned duties. It also impacts positively on learner attendance which results in improved classroom performance. Failure to satisfy employee needs can result in some of the employees displaying misconduct of some kind, which may include negligence of duty, absenteeism and late coming, all of which contribute negatively to the overall performance of schools (Nyakongo, 2015).

1.2 THE RATIONALE OF THE STUDY

Following my completion of Honours degree in Educational Management, I found it pivotal to study teacher motivation as an essential tool to increase job satisfaction among teachers and boost their morale towards work. I believe as a principal gaining more insights on teacher motivation will help widen my understanding of the need to ensure that employees are happy at the work place, this will assist me in managing my staff, accordingly, hence attaining organisational goals. I felt that research on teacher motivation would equip me with knowledge and skills that will help me provide quality leadership in my position as a principal. During my studies I learnt that satisfying employees' needs is the gateway to organisational vision attainment. The study by Malejane and Diraditsele (2019) revealed that there is conflict between teachers and the Government of Botswana. From their studies it is evident that conflict is stirred by unfavourable working conditions which include among others, low payments, lack of monetary incentives and shortage of accommodation. All these contributed to teacher low morale and job dissatisfaction leading to low academic performance of learners. Obineli (2003) views employee job satisfaction as a critical factor in enhancing employees' behaviour towards work because if motivated, employees will be eager to perform duties to their utmost potential in order to achieve the set goals.

Teacher motivation is paramount to learner academic performance and therefore both the employer and supervisors must ascertain that it is placed at the forefront to enable teachers to execute their duties effectively. Teachers are the most important group of professionals for every nation, it is therefore important for them to be given the credit they deserve, as doing so can bring positive changes to both the individual, the family and the country at large (Oko, 2014).

Bhat (2018) asserts that failing to provide favourable working conditions, autonomy and good remuneration to teachers can hinder teachers from doing their work efficiently. Demotivated teachers are always characterised by low morale which hinder them to deliver quality instruction to learners, thus negatively impacting on learner performance. To satisfy individual

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needs, educational administrators should devise strategies of recognising and appraising hard working teachers to attain a positive work environment and spur teachers to devote themselves to service delivery (Kivase, 2000). It is pivotal to appreciate and commend teachers for their contribution towards driving the education policy; this would spur them to be committed to carrying out the assigned duties effectively (Bhat. 2018). With reference to Herzberg's motivation-hygiene or two-factor theory, employees' job satisfaction is grounded under satisfiers and dissatisfies. Drawing from Herzberg's theory, motivators are important to employee motivation as they contribute to job satisfaction, while hygiene factors contribute to dissatisfaction. These factors should be applied separately to employees to improve performance (Adedeji & Olaniyan, 2011).

The Revised National Policy on Education (RNPE) (Republic of Botswana, 1994) regards learning achievement as solely dependent on the quality of instruction. The (RNPE) therefore recommends that employers should consider upgrading the status of teachers and improve the environments under which teachers work to make them feel valued, thus inspiring them to work hard. Teachers are the bedrock of curriculum delivery because they teach children who move into society in various professions, largely shaping the future of the nation. Studies from Mangaleswarasharma (2017) recommended further studies to be conducted to explore factors that influence teacher motivation and job satisfaction while Abazaoglu & Azekin, 2017 recommended more studies to be conducted to determine the effect of teacher motivation and qualities on the academic achievement of students.

1.3 STATEMENT OF THE PROBLEM, RESEACH QUESTIONS, AIMS AND OBJECTIVES OF THE STUDY

1.3.1 Statement of the Problem

Teachers are the bedrock of curriculum delivery and for them to commit themselves to work it is imperative to honour and recognise their contributions in developing the learners and the country's economy. Motivating teachers is an essential tool which the school leadership should place at the forefront to inspire teachers to commit themselves to organisational mission attainment. The Ministry of Basic Eeducation and school leadership should consider rewarding and appreciating deserving and potential teachers for producing sterling results. Teachers' hard work should be recognised and appreciated through promotion or incentives of various forms like scholarship and prizes. The reward system should cover all teachers whose results are impressive, thus from standard 1 to standard seven. In the current situation the Ministry of

Basic Education recognises teachers who produce impressive results at (PSLE). At school level letters of appreciation and certification are used to appreciate and recognise teachers who have done well whereas their counter parts at (PSLE) are given monetary incentives and at times they taken to trips abroad. This left behind a lot of deserving teachers who produce impressive results from standard 1-6 resulting in some teachers being disgruntled and dragging their feet when it comes to curriculum delivery, hence declining results (Mmegi, 2018). This was evidenced by the speech from the president of Botswana Sectors of Educators Trade Union (BOSETU) Mr Modukanele who asserted that they are a number of challenges crippling teachers' efforts to deliver, which includes among others dilapidated infrastructure, large class enrolments and lack of in-service training to mention but a few. He further postulated that these challenges had resulted in the decline in pass rate of (PSLE) results as far back as 2007 (Mhauli, Monyatsi & Tsayang, 2017). To overcome the challenges of declining results in schools, it is imperative for the Ministry of Basic Education and school leadership to recognise and appreciate all potential and deserving teachers irrespective of the standard they are teaching.

Even though teacher motivation has been widely researched by various countries, in the context of Botswana there is little that has been done on teacher motivation and its influence on learner achievement. Very few studies in Botswana have focused on factors that influence teacher motivation. Most studies in Botswana focused on factors affecting student motivation. Examples include: An Investigation on Students Academic Performance for Junior Secondary Schools in Botswana (Mhlauli & Mphale, 2014). Teacher Perceptions of the Effectiveness of Teacher Appraisal in Botswana (Kamper, Monyatsi & Steyn, 2006). Predicting Job Dissatisfaction among Community Junior Secondary School Teachers in Botswana (Isiah, & Nenty, 2012). The focus of my study was on the influence of teacher motivation on learner achievement in Serowe, Botswana. Gaining insights on factors that motivate teachers to satisfactorily execute their duties will widen my scope on how I can motivate my supervisees and why it is important to do so.

From 2010 to 2014, the final secondary school examination results in Botswana had shown a marked decline. In a statement from opposition leader Duma Boko, it was pointed out that the 2014 results for form fives (Botswana General Certificate of Secondary Education (BGCSE) were far below average as, only 5 796 learners from a grand total of 37 384 obtained a grade C symbol or higher (Sunday Standard, 2014). This implies that only 25.75% of the student body passed with a grade C symbol or higher while the rest of the candidates obtained a D symbol or below. The results of the Serowe sub-region, for Primary School Leaving

Examination (PSLE) revealed that some schools only attained a 40% pass rate, whereas the nation's quantity pass target is 76 % (Sunday Standard, 2014). The statistics from the Serowe education office showed that some schools are failing to attain the set target and their results are declining. The results for one of these underperforming schools recorded a pass rate of 5.8% with only three pupils out of 51 obtaining a grade C, which is far below the expected standard (Botswana Examinations Council, 2014). What is significant is that some schools in the Serowe sub-region are performing well because of an entrenched school-learning culture. The question thus emerged as to what factors hinder performance in the schools performing below average. The table below shows the Primary School Leaving Results for the Serowe sub-region from 2010 to 2012. Four best performing schools and four underperforming schools have been included in the table.

Table 1.1: Primary School Leaving Examination results 2010-2012

NAME OF SCHOOL	2010 PSLE	2010 PSLE	2011 PSLE	2011 PSLE	2012 PSLE	2012 PSLE
	AB PASS RATE	ABC PASS RATE	AB PASS RATE	ABC PASS RATE	AB PASS RATE	ABC PASS RATE
Marokana	73	98	74	94	57	93
Mokgomphatlha	60	85	49	80	50	85.3
Mompudu	48	78.8	35	78	51.3	80
Moretologa	52.5	91.3	36.7	77.6	46.6	78.4
Morojwa	30	60	20	80	17.6	41
Morula	31.3	62.5	0	16	8	39
Motsentsela	5.75	39	3.6	14.5	6.5	21.7
Motsotsojane	8	43	6.9	27	15	39

KEY: AB 65%-100%   ABC: 50%-64%

Source: Education Office Serowe, December 2015

The table below shows the same schools for the period 2013 to 2015.The results seem to fluctuate but, in most cases, are below the set target.

Table 1.2: Primary School Leaving Examination Results: 2013-2015

Name of school	2013 PSLE AB PASS RATE	2013 PSLE ABC PASS RATE	2014 PSLE AB PASS RATE	2014 PSLE ABC PASS RATE	2015 PSLE AB PASS RATE	2015 PSLE ABC PASS RATE
Mmmilo	32.14	99.8	41.9	83.9	36	81
Mogorogorwana	57.6	88.8	58.2	90.5	64.3	93
Mogwana	41.2	88.2	43.5	81.4	46.9	84.4
Mokgalo	35.4	80.5	63.2	97.4	44	79.8
Moretlwa	20	45	9.5	57.1	0	47.4
Moruda	8.7	43	43	75	26	78
Motlopi	4.17	25	0	5.8	5.8	24.4
Moumo	10.7	45	9.5	57	20.5	50

KEY: AB 65%-100%   ABC: 50%-64%

Source: Education Office Serowe, December 2015

The declining results recorded in some schools are of concern and questions have been raised about the possible cause. Factors affecting learner performance include school factors such as the school environment and the physical classroom as well as the lack of resources such as teaching materials and textbooks. The aforementioned could prevent teachers attaining the objectives; this led to low morale of teachers resulting in underperformance and low academic student outcomes (Chimombe, 2011). Teacher enthusiasm and interest for carrying out their work indicates the value placed on academic achievement, but factors such as human factors also hinder the teaching and learning process and ultimately learner performance. These factors include low remuneration and not being promoted to more senior positions which could have a negative impact in teacher's performance (Mhlauli & Mphale, 2014). Low payments have contributed to some teachers failing to meet their needs leading to some teachers buying on credit and then failing to pay their debts (Ramachandran, Sharma, Pal, Jain & Shekar, 2005). Some teachers absent themselves from school or even leave the teaching profession. Such

actions result in learners missing lessons which means that they do not complete the syllabus for the year. In other cases, when teachers remain in one position and do not upgrade qualifications or attend in-service training to keep abreast with new innovations and strategies of teaching, the teacher's content knowledge is not increased this impact negatively on learner performance (Karabenick & Scheib, 2011; Schmidt, 2004). Stagnation in one post also impacts negatively on teacher job satisfaction resulting in some teachers not executing their duties as per expected standards, which also affects the academic performance of learners (Ramachandran, Sharma, Pal, Jain & Shekar, 2005).

Abazaoglu and Aztekin (2016) argue that teacher morale and motivation are pivotal to learner academic excellence. They affirm that provision of material support, good physical conditions and incentives are some of the factors that impel teachers to execute their duties diligently. If teachers are satisfied, they attend to learners' needs with love and this motivate learners to take their work seriously hence good performance.

The annual decline of results has a negative impact on the country's economic development. It is a clear indication that the country may face the challenge of producing the relevant human resource for driving the country's future economic development (Sunday Standard, 2011). The repercussions could mean that the country will fail to produce globally competitive human resources, which in turn means the country would need to rely on human resources from other countries. Failing to satisfy the needs of teachers can result in a major effect on learner development (The Daily News, 2015).

1.3.2   Research Questions

The main research question derived from the problem statement discussions relates to the following: *How does teacher motivation influence learner achievement in Serowe primary schools?*

The following research sub-questions were formulated to answer the main research question:

1. How do the working conditions influence teacher motivation?
2. To what extent does professional development influence teacher motivation?
3. How does remuneration influence teacher motivation?

1.3.3   Aims and Objectives of the Study

This study aimed at investigating factors that influence teacher motivation. The objectives below were formulated to help the researcher answer the research question:

- To establish whether the working conditions influence teacher motivation.

- To establish the extent to which professional development influences teacher motivation

- To establish whether remuneration influences teacher motivation.

1.4   LITERATURE REVIEW

The theoretical framework and the nature of teacher motivation is briefly reviewed and explained in this section. It also briefly discusses how Botswana addresses issues of teacher motivation

1.4.1   Theoretical Framework

The motivation theories of Herzberg, Maslow and Velthouse are applicable to serve as a lens for the study on teacher motivation.

In view of Herzberg, (1974) working conditions are the key ingredients in enhancing job satisfaction among employees. Herzberg believes that favourable working conditions are crucial to employee job satisfaction, as they cultivate a positive behaviour towards work among employees. Motivators are viewed as those conditions that satisfy the well-being of employees and arouse their interest to execute their duties diligently. Herzberg (1959) regards motivators as internal motivating factors that always urge employees to put their best efforts into all that they do. Moreover, motivators are those factors in the organisation that will ascertain that the employees are recognised through rewards, duty delegation and opportunities for promotion. Conversely, hygiene factors are those factors directly linked with the content of work. They include good pay, collegial working relationship, support from supervisors, and provision of teaching and learning resources. Herzberg (1959) also perceives an enabling work environment as a critical element in enhancing job satisfaction and boosting the morale of teachers, hence improved learner performance.

Maslow's theory of needs is also cardinal for teachers' motivation as it helps supervisors and the ministry to understand what teachers need, which may include amongst others, good

remuneration, medical cover and accommodation. Maslow (1943) regards monetary incentives as a key factor in increasing job satisfaction among teachers and calls for pay structures to be aligned to the needs of teachers. Providing intrinsic rewards to teachers is also seen as an essential element which can impact positively on teacher performance (McKinney, 2000:34).

Maslow (1943) regards the actual execution of the job as intrinsic motivators, which include factors such as being commended for hard work and professional progression. Other factors that contribute to job dissatisfaction are those related to the work environment and he regards them as extrinsic or environmental factors at the work place. Bennell (2004) cited increased hours of work, the changing curriculum and work overload as the major de-motivating factors that hinder teachers from effectively performing their duties. Herzberg asserts that employees can also be demotivated by the type of supervision, policy and administration and physical working condition like dilapidated classrooms (Herzberg, 1959)

To overcome the challenges of job dissatisfaction among employees, supervisors should provide a hospitable work environment where teachers feel valued and appreciated. As the drivers of the curriculum, teachers are to be valued and appreciated for their contributions towards the organisational mission accomplishment. The need theory by Maslow that originates from a theory of personality development is considered the most fundamental theory in the workplace. The need theory of motivation by Maslow classified human needs into five layers. The first layer represents physiological needs which are paramount for sustaining and protection of human life, which include water, shelter and food. Physiological needs are regarded as the upper-most needs which need to be satisfied for human beings to execute their ascribed duties satisfactorily. Safety needs calls for job security and the need to assure employees of their protection and security in the workplace. Belonging needs emphasise relationships in the organisation while self-esteem needs emphasise the need to be commended and appreciated. Failing to satisfy self-esteem status of employees hinders performance. The fifth level is self-actualisation, the level in which potentials are realised and capacity is developed (Steyn, & van Nierkerk, 2013:115-116).

Maslow is of the belief that for one to be successfully motivated, lower needs constantly should be met (Maslow, 1954). The needs theory of motivation is of paramount importance to teacher motivation and study of motivation in general. Motivation consists of both intrinsic and extrinsic factors. If teachers are intrinsically motivated, they are self-monitored and eager to produce quality results. Extrinsically motivated teachers on the other hand, do their work

expecting to gain something in return and if they are not recognised for their efforts, they end up being demotivated and do not produce quality results. It is therefore paramount for the supervisors to recognise and appreciate teachers' contributions and provide a collegial working relationship to enhance their will-power to perform diligently (James & Nickson, 2016).

Even though many educators support Maslow's hierarchy of needs theory, there are some professionals who criticise it for its rigidity. Those who ascribe to the need for self-actualisation criticise the theory on the notion that fulfilling lower-level needs does not guarantee the fulfilment of higher levels. The critics of Maslow's theory believe the theory ignores spiritual experiences, which allow people to transcend themselves (Van Zyl, 2013).

Motivation of teachers is based on a well-defined job description and teachers' capacity to carry out assigned duties. According to Herzberg's two-factor theory, the working environment is the key factor in organisational productivity (Steyn & van Nierkerk, 2013). The theory distinguishes two sets of work factors that contribute positively to employee performance. The factors are motivators or growth factors, which serve to motivate individuals to perform delegated duties to their utmost potential. The growth factors entail employees' ability to move up the career ladder, appraisal by supervisors and involvement in decision making. Hygiene factors on one hand, call for a clearly defined job description and a hospitable work environment (Mullins, 2013). Hertzberg (1959) is of the notion that, for job enrichment factors to bear fruit, supervision, policies and reasonable remuneration must be given attention as it is through their presence that teachers desire to perform can be aroused. If teachers carry out their duties efficiently and effectively, the organisation can achieve its objectives, thus attaining quality academic results. Herzberg (1959) also regards a good working environment as a determinant of quality and quantity of knowledge children receive, it also improves the level of understanding among learners.

Motivation is seen as an inspiring ingredient, which helps employees to feel personally responsible for a meaningful portion of the work accomplished. Maslow's theory of motivation states that some factors such as physiological and safety needs are to be met for a person advances to a higher-level need. It is therefore pivotal for managers to ensure that employees' needs are met by providing an environment where employees have reasonable working hours and time for health breaks. Advancing for a higher-level need can be acquired if money, accommodation and a welcoming school climate are availed to employees, more especially teachers (Steyn & van Nierkerk, 2013). With reference to Maslow's motivational theory,

competent and skilled teachers are regarded as an essential element for academic success of learners.

The provision of a participatory work environment, fair treatment and respecting employees are key elements in ensuring employee motivation. Adeyinka *et al.* (2014) believe that one way of enhancing job performance is empowering teachers. Teacher empowerment is pivotal as it encourages self-monitoring amongst employees hence achieving organisational goals. Empowerment gives autonomy and allows an employee to have ownership of ideas and as such leads to goal accomplishment. Recognising teachers' efforts is also paramount as this will persuade them to perform better and strive to excel in their daily endeavours. Effective teachers are a foundation for learners' progress as they will support learners throughout their learning curve to help them attain the set objectives.

Velthouse's cognitive theory of motivation is also central to teacher motivation as it emphasises the need for empowerment, which is an intrinsically motivating factor. Thomas and Velthouse (1990) regards empowerment as a crucial factor, since it stimulates employees to assess their tasks in terms of the four components of intrinsic motivation, namely impact, competence meaningfulness and choice. Appreciating teachers for a job well done and delegating competent teachers' tasks is beneficial as it boosts their morale as they feel recognised and therefore become eager to own the vision of the organisation. Teachers are happy if they are assigned duties tied to the core business of teaching and learning. This minimises conflicts as the supervisors have something to guide them (job description) in monitoring assigned duties and as such, the task is meaningful to the employee (Dartey-Baah & Amoaka, 2011).

1.4.2. The Nature and Actions of Teacher Motivation

Motivation is described as the person's willingness to take on assigned duties and perform them satisfactorily. Choice is critical in teacher motivation more especially in times of committee membership where teachers are to participate in core curricula activities. Having a chance to choose where one is capable, will promote creativity and instil a sense of discipline and determination to perform the given task effectively (van Zyl, 2013).

As previously indicated, motivation is categorised as extrinsic and intrinsic. Extrinsic factors include salary, job advancement opportunities, enabling environment and teamwork. Intrinsic factors on the other hand, include personality, education intelligence, abilities and age (Herzberg, 1968). Factors such as a handsome salary, a conducive working environment and

motivating rewards are central to enhancement of teachers' performance. Consultation, is also viewed as   a base for productivity (Nyakongo, 2011). This is especially relevant because involving teachers in decision-making gives teachers a great feeling of self- worth and impels them to work hard for organisational goal attainment (Nyakongo, 2011).

Adeyinka *et al.* (2014), regard motivation as a way of stimulating employees to carry out their endeavours satisfactorily to attain good results. Motivation is also described as the process of nurturing employees and providing a welcoming atmosphere that creates room for teachers to do their work with passion. Good remuneration, collegial working relationship and appraising employees are other ways of spurring employees to work hard for increased productivity (Adedeji & Olaniyan, 2011). This can be achieved if there is participatory leadership, rewarding of sterling performance, provision of in-service training and constructive feedback for teachers (Ellis, 1984). Job dissatisfaction among teachers is a barrier to job effectiveness leading to poor unacceptable work behaviours like negligence of duties or playing truancy by some teachers.

Teachers are regarded as every nation's pillar because they develop learners socially, and academically through the transmission of knowledge and skills. Teachers' contribution to the development of learners can help solve the challenges facing education or in contrast worsen the situation if their needs are not met (Akpan, 2013). Teacher motivation entails satisfying the teachers by providing them with more challenging but satisfying jobs. This can be done by creating a welcoming atmosphere through acknowledgement of work well-done and delegating some tasks to competent teachers to help them grow professionally and improve their self-worth (Van Zyl, 2013).

Academic performance rests solely on motivated teachers and students respond positively to a well-organised instructional material delivered by passionate and devoted teachers. This means that teachers play a major role in organisational success and its goodwill among learner academic performance (Rainey, 2009). Teacher motivation in primary schools is a critical objective for learner academic performance. Therefore, to ensure teachers are motivated, a hospitable working environment is needed to enhance teachers' zeal to perform well (Ofoegbu, 2004). In addition, satisfying teachers' basic needs will boost their morale and develop a positive and progressive attitude (Nyakundi, 2012). Motivated teachers contribute immensely to classroom effectiveness, because they will be dedicated to efficiently perform their ascribed duties and inspired to act in an academically desirable manner (Asemah, 2010). Quality results

can be achievable if teachers are willing to give their best in whatever they are doing. One crucial factor to teacher motivation is aligning of the organisational goals to teachers' needs, as it is through this recognition that teachers can effectively execute their ascribed duties.

Teachers' motivation pertains to factors which encourage teachers to feel secure, valued and recognised in the workplace and be inspired to work hard for improved productivity (Ofoegbu, 2004). It is through motivation that teachers' willingness to execute their duties is enhanced. Student academic performance is rooted in the motivation of teachers since when teachers are motivated, they effectively deliver quality instructions to learners. (Robbins & Coulter, 2005). The success of learners creates satisfaction of task achievement and as such instils in teachers the willingness to perform even better than before (Fuhrman, 2006). The critical factor of motivating employees determines the welfare and success of an organisation. It is therefore critical to value teachers as the key players who support learners in their learning curve and mould them to become better future citizens (Berliner & Gage, 1998).

1.4.3   Teacher Motivation in Botswana

The Government of Botswana has identified challenges that hinder the education fraternity to carry out its mandate successfully and has dedicated itself to address these challenges. The Government has mandated itself to raise the status and morale of teachers through continuous professional development, an improved rewarding system and improved working conditions (Botswana, 1994). To ascertain that the teachers are motivated, the Government of Botswana allocated P160 million to upgrade teachers' qualification to improve their competencies hence quality results, (Sunday Standard, 2014). To overcome turn-over and the challenges facing the teaching force, the Ministry of Education has committed itself to provide favourable conditions and a comprehensive reward system that will attract new teachers to the profession and retain competent and highly skilled serving teachers (Mmegi, 2004). Every nation's success rests mainly upon teachers, it is therefore critical to develop a good salary structure, an appealing reward system and adequate infrastructure to inspire teachers to be devoted to their work to increase productivity (Abazaoglu & Aztekin, 2016).

To improve the conditions of service for teachers, the Government of Botswana has adopted the two policies which guide the education development of the country; these are Education for Kagisano (1977) and RNPE (1994.) The RNPE advocates for the country to provide access to all eligible school-going children, provide equal opportunities in education and ensure sustainable education for all. To achieve this, the RNPE recommended a package of incentives

to be created for teachers to raise their morale in order to improve productivity. To enhance teachers' commitment to service delivery, the Government of Botswana has devised measures aimed at improving their status and morale which include among others, pre-service training and continuous professional development, a package of incentives and improved working conditions of service (Ratsatsi, 2005). Equipping teachers with knowledge and skills is crucial as it would enable teachers to impart quality content to learners hence improved productivity (Iloanya, 2014).

In 1995, the Government of Botswana introduced a 20-year national vision (Vision 2016), that guided the country's development (The Republic of Botswana, 1997). The vision comprised of seven pillars: An educated and informed nation, prosperous, productive and innovative nation, a compassionate, just and caring nation, a safe and secure nation, an open, democratic and accountable nation, a moral and tolerant nation and a united and proud nation. The first pillar addressed educational transformation.

Vision 2016 mainly focused on primary education, envisioning excellent performance in the primary schools by 2016, as it forms the foundation for the secondary and tertiary sectors (The Republic of Botswana, 2013:9). A strategic plan to better equip schools with more classrooms and textbooks, as well as retraining educators was drawn and implemented as planned. In addition, the Government of Botswana implemented an in-service training plan for further training at different tertiary schools to purse different qualifications which include among others, Diploma in Primary Education (DPE) Bachelor's degree in Primary Education and Special Education. Teachers who are upgrading are paid full salary and an allowance during their period of study. This professional development is cardinal as through it, teachers are equipped with new knowledge and skills, which assist them to adapt to the changing curricula. The upgrading of teachers is beneficial to the economic status of the teachers as after completion the teacher is illegible for promotion.

The Ministry of Education, in conjunction with the Ministry of Local Government, is responsible for providing accommodation for teachers at reasonable rentals. In addition, teachers are paid a reasonable housing allowance. In 2013, teachers' salaries were up- graded through levels of operation. Primary school heads were elevated from D4 to D2 salary remuneration, thus elevating them from a lower remuneration to an improved remuneration to align their salaries with other public employees. This paved the way for other teachers to be better remunerated to high salary scales. To protect employees' health, the Government of has

a provision of 50% contribution to meet teachers medical expenses during times when they are ill and attended at private health centers,while the member contributes the remaining fifty percent (http://www.bpomas.bw/faqs). The Government also caters for the well-being of its employees by contributing a larger share of 15% for employees' pension while the incumbent contributes only 5% (www. bpopf.co.bw/employer- information). Teachers serving in remote areas are also motivated through the provision of free accommodation as well as the Remote Area Service Allowance.

The Government has also supported the incentive theory by introducing excellence awards at national level. The Ministry of Education, in conjunction with Botswana Examinations Council (BEC), hosts national excellence award ceremonies on annual basis to appreciate dedicated and excelling teachers. During the award ceremony, the President recognised and awarded prizes and medals to outstanding teachers, schools and learners (The Daily News June 2, 2018:1)

Recommendation 109 of the (RNPE) called for the Ministry of Education to declare one day for Teachers' Day celebrations. The recommendation was adopted in 1998 and to date, Botswana celebrated Teachers' Day on the first Friday of June each year. The Ministry of Education fully sponsored the activities and acknowledged teachers who contributed positively to the accomplishment of the Ministry's objectives (Ratsatsi, 2005). The awards included among others, meritorious award, long distinguished award and silver Jubilee. The Government is doing its best to satisfy the needs of teachers' especially physiological needs, which according to Maslow, are to be satisfied for one to self-actualise.

1.5 RESEARCH METHODOLOGY

The aim of the study was to better understand the influence that teacher motivation has on learner achievement. The empirical investigation was based on an interpretive research paradigm using a qualitative research approach, employing individual interviewing.

1.5.1   Research Paradigm and Research Approach

A qualitative research approach was employed to conduct this study. Qualitative research was chosen as it allowed the researcher to gain more insights by obtaining information directly from participants. The approach also offered participants the opportunity to express their thoughts, views, perceptions and feelings freely, which enabled the researcher to gain information from the voice of the participants, thus providing detailed information to answer the research question (Austin & Sutton, 2016).

Research paradigm is the process through which the researcher used participants' perceptions and experiences to explore and understand a specific phenomenon. For this study the researcher used the interpretive paradigm. Through a qualitative research paradigm, the researcher interacted with participants through immersion in the culture and situation to be studied. This helped the researcher to study the behaviour as it occurred naturally in a setting (Ary, Jacobs, Sorenson & Walker, 2014).

The major aim of this qualitative research was to interpret the phenomenon through the lens of participants and obtain first-hand information from experienced participants (Edmonds & Kennedy, 2013). To answer the research question of this exploratory study, the researcher intended to uncover participant meanings (McMillan & Schumacher, 2006).

1.5.2 Research Population and Sampling

Population refers to a large group of information-rich participants who share similar characteristics, from which the researcher can obtain relevant information to answer the research question (Salkind, 2000). A sample is a limited number of participants who are drawn from a larger group, to provide necessary information to answer the research questions (Wiersma & Jurs, 2005). The population for the study were teachers and educational managers who serve in primary schools in the Serowe sub-region of central Botswana. The schools targeted were those with excellent results and those with declining results reported from 2010 to 2014.

The Serowe sub-region was chosen as a research population since it lies in the residential vicinity of the researcher. Six primary schools in Serowe sub region were sampled for the study and six teachers, six HODs and six principals were selected as participants, totalling 18 participants. For selection of participants, purposive sampling strategy was used. Purposive sampling called for the researcher to select participants basing on predetermined traits (Vogt, Gardner & Haeffele, 2012). The sampled population were teachers who have served in the sampled schools for more than five years. Including teachers who had been on the field for a period exceeding five years in the sample was seen as pivotal as they were experienced and

provided diverse and in-depth data which enabled the researcher to understand what actually took place in their schools (Seyfarth, 2000).

The sampled schools were those excelling in the Primary School Leaving Examination (PSLE) and those that have not managed to reach the set target of 50% quantity pass from 2010 to 2014. The target sample was those teachers who had served in those schools since 2010. I believed those participants would be in a better position to explain the factors that motivate or demoralise them to perform their duties to the desired level.

1.5.3 Data collection Methods and Techniques

Yaya (2014) defines the term data as information that researchers obtained from participants during data collection process, this aided the researcher in answering the research questions. Data were collected through individual interviews using open-ended questions for all participants being the principals, HODs and teachers. Through open-ended questions, the participants could tell their story subjectively and respond at length, taking the discussion in their direction other than that anticipated by the researcher. Using open-ended questions assisted the researcher in gaining more insight as participants have the opportunity to elaborate upon their responses (Salkind, 2000).

The telephone was used to obtain first-hand information from the participants. Interviewing participants via the telephone allowed participants to express themselves freely as they did not directly deal face-to-face with the researcher which at times could make the participant nervous (Trier-Bieniek, 2012). Furthermore, the use of a telephone created a relaxed and friendly environment for the participants, hence stimulating the participants to air their views openly and freely (Vogl, 2013). The use of telephone interview was also pivotal as it was convenient and accommodated rescheduling without the researcher incurring travelling and accommodation costs (Trier-Bieniek, 2012). Its convenience also enabled the researcher to interview participants who were held up during the week at their own spare time thus even after working hours and at times in the evening. The responses from each participant interview were audio recorded by the researcher.

1.5.4 Data Analysis and Interpretation

Data analysis is the process whereby the researcher collects, organises and analyses the information collected from participants and draw conclusions from it (Ary *et al.,* 2014). To analyse data, the researcher used thematic analysis. Thematic analysis is a method of analysing

qualitative data through identification of important facts and meanings from the collected data. It included intensively examining and diagnosing themes from the collected data (Braun & Clarke, 2013). A thematic data analysis involved making sense of what the researcher had observed. It requires analysing, categorising and searching for patterns and interpreting the data (Mhlauli, 2011). The use of thematic data analysis assisted the researcher in extracting meaning from the text by closely examining the data to identify recurring themes and patterns. After identifying recurring themes and patterns, the researcher managed to   answer the research questions.

The data collected from both principals, HODs and teachers were recorded, transcribed and analysed through thematic analysis. The researcher familiarised herself with the data and read it intensively to scan for important features. The open coding method was used to organise data collected and for the researcher to make sense of it, while axial coding was used to combine data collected from various categories and lastly the result was built by selective coding and compiling the results of participants to answer the research question.

1.6   TRUSTWORTHINESS

Ary *et al.* (2014) states that trustworthiness is a corner stone in any research. According to Creswell (2009) credibility is ensured through triangulation, which involves member checking, memoing and peer debriefing. Triangulation was employed in the study as it safeguarded against the researcher's biasness and helped the researcher to gain rich data from different informants. Norms such as credibility, transferability, confirmability and dependability were taken into consideration to ensure replicability of the results. In this study the researcher promoted credibility, by collecting data from eighteen participants working in six primary schools in the Serowe sub-region. From the 18 participants six were teachers, six HODs and six principals**.**

The researcher chose participants from different portfolios being teacher, HOD and principal. To avoid bias the researcher chose participants across the structure this include those who were in management positions being the principals and HODs, and teacher who do the actual work of teaching. Teachers were viewed as critical participants in the study because they were the ones responsible for the delivery of the curriculum as such, they provided rich detailed and comprehensive information on whether they are motivated or not and how this impacted on their performance. The HODs and principals were also vital to the study because they were mandated to monitor and supervise the teaching and learning processes and ascertain that teachers were motivated in order to spur them to execute their duties satisfactorily. The six primary schools chosen were from different settlement areas being the ones in major villages, remote areas and remotest areas. Choosing schools from different areas helped the researcher to establish if the locality of the school contributed to the performance of learners.

Gaining information from across the structure helped the researcher to fully explore the topic and get relevant information from both parties, this helped the researcher to authenticate the information against each other. Through triangulation the researcher minimised biasness by gaining information from a single source (Creswell, 2009).

Participants were interviewed and they gave the researcher a true picture of what really inspired them to perform their duties. After transcribing the recorded interview responses, transcriptions were sent to participants for verification to ensure credibility. Events and personal reflections taking place in the field were also recorded in a journal. As a member of the Botswana Educational Research Association, I used the peer examination strategy to discuss my findings with my colleagues.

Published literature was used to demonstrate transferability and dependability this was achieved by ensuring that, during the data collection process, well-organised notes and records of the events taking place were kept.

1.7   RESEARCH ETHICS

Before conducting the study, the researcher requested for ethics approval from the University of South Africa. Letters requesting permission to collect data from teachers in the sampled

schools were written to the Chief Education Officer of the Serowe sub-region. Letters were also written to principals to seek permission to interview teachers. The researcher ascertained that the guidelines for effective research were adhered to. These included among others voluntary participation, informed consent, privacy and confidentiality (Hays & Singh, 2012). The concept of informed consent was placed at the forefront. The researcher adhered to this by discussing the procedures for conducting research with participants and providing information about the foreseeable risks, limits of confidentiality and voluntariness of participation. Participants were informed of their freedom to accept or decline participation and they were informed of their liberty to withdraw from the study if they felt uncomfortable. The researcher also informed participants that their names would not be disclosed or tied to any information given to maintain confidentiality. Participants' right to privacy and confidentiality were protected by not disclosing any confidential information without the participants' permission.

To avoid fabrication, falsification, and plagiarism, the researcher ascertained that information obtained from participants was credited and referenced. Transcriptions of recorded information was sent to participants for them to clarify the authenticity of information. The participants' rights and dignity were protected through equal treatment of all the participants.

1.8   DEFINITIONS OF KEY CONCEPTS

The following terms are clarified as high frequency terms for this study on teacher motivation

1.8.1   Motivation

Howard and Sharp (2003) define motivation as a driving force that makes people put their maximum effort to meet the organisational goals for increased productivity. Njiru (2014) defines motivation as a way of providing a favourable atmosphere that encourages employees to carry out assigned duties diligently to attain the aims of the school. Woolfolk (2010) regards motivation as an inner state that triggers, drives and urges an individual to act. Employee motivation is pinned under two key similar aspects being 'will-do' and 'can-do'. 'Will-do' motivation is the way individuals have accepted the duties ascribed to them while 'can-do' motivation focuses on conditions that can stimulate an individuals' ability to understand the expectations of an organisation. Betts (2000) emphasises the pivotal role of motivation as an internal driving force that inspires or urges an individual to exert more effort on assigned duties for goal accomplishment.

1.8.2 Teacher Motivation

Teacher motivation refers to provision of activities at the workplace that stimulate teachers to perform their duties satisfactorily. It is regarded as a process of organising behaviours in progress and directing employees towards the expectation of the organisation. Hettiarachchi (2010) regards teacher motivation as factors that spur, sustain and instil the spirit of hard work among teachers. Motivation encompasses forces from within and external to individuals, which inspire them to do their duties effectively (Oko, 2014**).**

1.8.3 School Improvement

School improvement is a process of providing an enabling environment which can stimulate both teachers and learners to carry out their duties eagerly. It also entails coming up with strategies that can improve curriculum delivery for improved productivity (Biggs & Tang, 2011). The provision of a welcoming learning environment to both the teacher and the child is key to improving the quality of education. Well-improved school environments create room for learners to be actively engaged and as such, increased job satisfaction among the teachers, hence good results. The foundation for quality results is pinned into concepts like meaningful teamwork and clear achievable goals (Jima, 2018).

1.8.4 Learner Academic Performance

Academic performance refers to the learners' ability to understand the content and perform better in examinations. Learner academic performance is the ability of learners to gain and understand the content delivered to them and be in a position to apply it in a different setting (Cunningham & Cordeiro, 2006). It can be achieved, if the necessary materials are availed for both the teacher and learners, as this will motivate and guide them to work hard to fulfil the desired goals. Academic achievement of learners is based on learners excelling in all academic disciplines, both in class and in extra-curricular activities. Learner academic performance depends largely on the motivation of teachers. Motivated teachers respond positively to goals and objectives and they are always willing to attend to learners needs (Oko, 2014).

1.9 CHAPTER OUTLINE

The study consists of five chapters as outlined below:

1.9.1 Chapter 1: An Introduction and Overview of the Study

Chapter 1 is an overview of the study outlining the background of teacher motivation on school academic improvement. In this chapter, the factors influencing teacher motivation were formulated. Government policies which were implemented to support the teaching fraternity and their impact on teacher motivation in Botswana were briefly discussed. A brief overview of the research methodology pertaining to the empirical investigation was also given.

1.9.2 Chapter 2: Review of Literature

This chapter presents literature relating to the importance of teacher motivation and its influence on learner achievement. The literature review offered a broad understanding of the research problem confirming what is already known about motivation and how it influenced teachers to carry out their daily endeavours effectively for enhanced classroom effectiveness. The chapter began with a discussion of literature review as well as motivation in general and its impact on teacher performance. Theories of motivation were also discussed under this chapter

1.9.3 Chapter 3: Research Design and Methodology

Chapter 3 focused on the research methodology and research design used for the empirical investigation and reasons for its choice. Research population, research sampling and data collection and analyses were discussed as well as methodological norms and research ethics.

1.9.4 Chapter 4: Data Analysis and Interpretation

In this chapter, the analysis and interpretation of data collected via individual interviewing through an open-ended question were presented as research findings. These research findings serve as answers to the research questions.

1.9.5 Chapter 5: Discussions, Conclusions and Recommendations

Chapter 5 presented the discussions, conclusions and recommendations. The findings from participants, related literature and empirical investigation are summarised, and conclusions drawn. The recommendations based on research findings are also presented.

1.10   SUMMARY

This chapter introduced the background to the study as well as the rationale for conducting the research. The researcher primarily focused on understanding how teacher motivation affected learning outcomes in primary schools of Serowe, Botswana. The consulted literature and motivation theories discussed, briefly revealed that teacher motivation was the key to learner performance. According to literature, teacher motivation was regarded as a pillar to increased learner performance, and positively contributed to overall improvement of results in schools and the quality of education for the country. This chapter also briefly outlined the methodology followed in the research and came to a conclusion with offering clarity on concepts used in the study and finally, presented an outline of this research dissertation.

CHAPTER 2

LITERATURE REVIEW

2.1   INTRODUCTION

This chapter discussed previous authors' perceptions on how teacher motivation impacts on academic success of learners. Visiting previous literature helped the researcher to gain more insights from other researchers on a similar topic. The findings from previous studies widened the researchers' scope of understanding the area to be investigated (Creswell, 2014). Furthermore, review of the literature helped the researcher to explore different theories, to gather more knowledge on the related topics, and broadened the understanding of teacher motivation. The study inquiry delves into the following: the concept of motivation, general factors influencing motivation, teaching and teacher motivation, remuneration as a factor for teacher motivation, professional development as a factor for teacher motivation, working conditions as a factor for teacher motivation, teacher motivation in Botswana. The study was conducted in six primary schools in Serowe, Botswana after realising a decline in PSLE pass rate. The focus was to investigate factors that influence teacher motivation and how it impacted on learner achievement.

Education aids human development and it is the foundation for society's success. It is an embodiment of the society it rightfully serves. Through education, people are developed socially, politically and economically. Asim (2013) considers it to be a long-term investment that rewards not only in one way but several ways. An efficient and effective education system that has the will to provide quality education enjoys developing competent and capable students. The policy guiding the education system in Botswana has emphasised the need to provide quality education system that can have a notable contribution in the country's economic, social and political development. Education, as in every country, depends on teachers as their major role is to develop students to become the future human resource (Rasheed, Aslam & Sarwar, 2010).

For a successful education system, teachers' needs should be taken into consideration, because they contribute immensely to the nation's cultural and sustainable development. Teachers play a critical role of implementing policies through transmission of knowledge to learners (Afe, 2001). Furthermore, teachers are critical to the successful functioning of any nation as they are the key players in building the personality of students (Bennell & Akyeampong, 2007). Teachers are the base for sustainable quality learning outcomes and can change the behaviour

of learners and instil in them the desire to be accountable for their learning (Akbari, 2010). Similarly, Wenglinsky (2001) notes that competent teachers are the base for improved learner performance. This therefore means that teachers' valuable inputs in the success of learners should be valued, hence failure to value teachers can impact negatively on student academic achievement.

Teachers are also regarded as the foundation in the process of any education system, as such motivating them will result in instilling a sense of ownership amongst teachers urging them to commit themselves to service delivery (Garrett, 1999). The foundation of a globalised knowledgeable education system is successful learning of individuals at a school. It is on this note that every individual learner is on a learning path. For learners to reach their destiny, teachers play an important role in imparting knowledge to these learners (Ndegwa, 2001).

Finer (2000) contends that teachers are resourceful and it is through teachers that valuable product services are provided. Finer (2000) further notes that demotivated teachers rarely perform above average of the expected outcome. This results in teachers displaying low morale and dissatisfaction, which lead to poor professional conduct and poor work performance. Gibbs (1996) suggests that to enhance teacher professionalism and productive performance, managers should implement proper motivational practices that ensure that teachers are fulfilled in their positions at school. Good performance and professionalism are intertwined; therefore, it is crucial to always maintain professionalism to drive to good performance. Highly motivated teachers perform better, resulting in students attaining the best academic results.

Education is the foundation through which socially learnt behaviours are transferred from one generation to the other to help the young generation adapt to the environment in which they live (Kimani, Kara & Njagi, 2013). Therefore, high quality education is emphasised as the key factor for the holistic development of learners to prepare them for the world of work. For quality education to be attained, every country should consider advocating for improved working conditions for teachers in its development planning. Teachers are viewed as the bedrock for sustainable education system. They are responsible for curriculum implementation and the academic growth of learners. Teachers are the vehicles through which knowledge and skills are passed to learners, and they thus play a pivotal role in developing learners both academically and socially (Akpan, 2011).

In the current era, provision of quality education is essential for improved results. It is imperative to provide quality education to learners to produce globally competitive future

human resource. Quality teaching entails various aspects which include effective classroom management and a collaborative working relationship with students and their parents, which leads to desirable outcome (Agezo, 2010). However, motivating teachers should be considered as a vital tool to enhance learner objective attainment

Nyakundi (2012) defines job satisfaction as a feeling of self-worth by an employee and an inspiration for employees to be dedicated to their work. Employee satisfaction is essential for the organisation since it provides conditions that increase teacher morale to display desirable work behaviours. It is critical for the supervisors to consider creating an atmosphere that can make teachers enjoy their work (Evans, 1986). School leaders should where practically possible eliminate factors that demotivate teachers, as low morale is a barrier to an organisation's success (Agezo, 2010).

A work environment that is not conducive is a key determinant to job dissatisfaction. It occurs when teachers do not derive pleasure from the feedback and evaluation of their work (Eheneni, 2018). Sharif and Nazir (2016) assert that a secure and safe environment contributes positively to increased employee job satisfaction and morale, hence increased productivity. In contrast, low job satisfaction could result in poor learner outcomes and possible early exit from the teaching profession.

2.2   THE CONCEPT OF MOTIVATION

Motivation is viewed as the way managers nurture and influence their staff to develop a passion for what they are doing (Njiru, 2014). It is a foundation for making people understand and appreciate the set objectives. People are motivated by different things which are influenced by their societal makeup and the environment in which one live. The level of job satisfaction rests upon things that individuals deem important to them (Al-Aamri, 2010).

Motivation can be described as the way employees are directed to carry out their duties through clarified instructions. It reveals why people prefer and enjoy some tasks irrespective of the challenges they face (Mullins, 2013). It is also regarded as an inspiring ingredient which urges employees to devote their services to accomplishment of their assignments. Kreitner and Kinicki (2007) define motivation as conditions that inspire and direct employees to voluntarily perform duties and willingly aim to achieve the set goals.

Torrington and Chapman (1983) further assert that motivation is a driving force through which employees' willingness to perform a task is spurred, developing in employees' interest towards

goal attainment. Similarly, Robbins (2000) defined motivation to work as the willpower to exert tireless efforts on assigned duties for goal attainment. Dornyei (2004) regards motivation as a foundation for effective curriculum delivery. It involves provision of good working environment and well-defined job description, all of which are necessary for productivity. Motivation on one hand, is described by Betts (2000) as an inner drive that influences employees to dedicate themselves to improved performance.

Bartol and Martin (1998) affirm that reinforcement of behaviour and persuading employees to take part in driving the organisational goals, is significant in increasing job satisfaction. Rainey (2009) views motivation as a factor that warrants an individual's eagerness to be accountable for achieving the assigned tasks. Inspiring individuals to have a drive to act is an essential way of boosting the morale of employees (Mathis & Jackson, 2002). Conversely, motivation is the way the morale of employees is increased, this can be achieved by satisfying their needs. It is an essential tool which when taken into consideration, can benefit both the teacher and the learners (Pena & Reis, 2001). Ahmed, Ali, Chaudhry & Nawaz (2010) regard motivation as a factor critical for increasing job satisfaction, which in turn aids in increasing organisational goal attainment.

Cole (2004) views motivation as the process of providing an enabling environment to stimulate employees to devote their time and energy to accomplish their assigned tasks. Motivation is based on two aspects - the willingness and capability to do the work (Cole, 2004). Incompetent employees have low self-esteem and are unlikely to produce good results because their morale is lowered which demoralises and demotivates teachers.

Different people are inspired by various things, this calls for supervisors and Government to ascertain that different incentives are offered to employees. Individual motivation is based on what an individual values as important and this depends on what encourages employees and whether they will benefit from what they are doing. According to Deci and Vroom (1977) motivation is the behaviour that inspires the individual to be dedicated to completing the ascribed duties. Providing a stimulating environment stimulates an individual's interest to contribute to the performance of the school. If motivated, employees would put more effort in what they are doing for improved results (Osteloh, Frey & Frost, 2001). It is pivotal for managers to motivate employees to urge them to contribute positively towards the attainment of goals (Tella, 2007). It is therefore critical for principals to devise and implement a variety of approaches and strategies for motivating and stimulating teachers' interest towards work,

particularly as demoralised teachers may weaken the education programmes (Burkhauser, 2016).

The success of the organisation is determined by creating room for teachers to be part of the organisation's mission attainment, which can be achieved by delegating duties to competent teachers. Highly motivated teachers are characterised by the zest and enthusiasm to initiate activities that can add value to the teaching and learning processes (Mullins, 2010). If disgruntled, employees pose a threat to the school's objective attainment leading to poor performance. This impacts negatively on the country's economic development as the Government will fail to provide sound education to learners which contributed to low academic performance (Botswana Daily News: 2019).

Al-Aamri (2010) regards motivation as the state of being induced to do something while Cole (2004) views motivation as internal and external drives that encourage people to show willingness to carry out their ascribed duties diligently. A highly motivated employee strives for excellence. It is therefore imperative to keep the teachers abreast to make them comfortable and well-equipped to face the challenges of learner behaviours and needs. Clear work goals and clearly defined job content motivates teachers as they will understand what is expected of them, creating room for teachers to enjoy their work. Empowerment of teachers by providing greater autonomy is vital for building trust and creating room for teachers to be creative in solving problems. Malik, Danish and Usman (2010) believe that organisational success rests upon a satisfied and motivated work force and good leadership. They perceive good leadership style as a requirement to enable the teacher to satisfactorily execute their duties and thus enhance efficiency in schools.

2.3 GENERAL FACTORS INFLUENCING TEACHER MOTIVATION

Teacher morale can be developed and sustained by a number of factors which differ according to what an individual considers valuable. Effective and efficient leadership is a key element of boosting teachers' morale. If the school managers are approachable, considerate and accommodative, teachers' willingness to achieve the institutional goals is enhanced, leading to improved student performance. School leadership is another factor responsible for teacher motivation. The principals need to provide an enabling environment to motivate and stimulate teachers to carry out their ascribed duties (Akert & Martin, 2012). This urges the Ministry of Education in each country to ensure that school leaders are capacitated to be able to provide the required leadership and support for their staff to ensure job satisfaction.

Participatory leadership is the foundation of a motivated work force and creates a bond between colleagues. Creating room for teachers to be heard and contribute to the development of the school mission is essential for professional growth and contributes immensely to improved performance (Devos, Hulpia & Tuyten, 2014). Blasé and Blasé (1994) view shared governance and participatory management as key to teacher motivation and critical elements for instilling the spirit of team work. They suggest that communicating the vision eases management of teaching processes, energising and motivating the teachers. Involving teachers in driving the mission of the school ensures that they are fully engaged with their ascribed duties.

Participatory decision making and delegation of tasks inculcates the spirit of ownership amongst teachers. If they own the mission, teachers will willingly work hard to contribute towards accomplishing the mission. Sharing the workload through delegation of duties motivates employees to work with passion (Armstrong, 2015). However, the principal should be sensitive to the social needs of staff as failure could pose a threat resulting in teachers neglecting their duties (Adair, 2002). Therefore, open and effective communication could promote teamwork and ensure that everyone is moving in the same direction toward the same goal.

Brenner (2004) contends that schools should be hospitable environments where there is consultation and collaboration. Developing collaborative working relationships is fundamental to organisational goal attainment as it instils the spirit of teamwork among employees and improves competency among employees as skills and expertise are shared. Interaction that teachers have with colleagues and students creates collegial working relationships and ultimately a culture of learning in the schools. Collaboration and teamwork are the base for quality outcomes as it is through these attributes that knowledge and skills are shared. Working collaboratively as a team in an organisation can yield good results since individual strengths are utilised and others' knowledge and skills are complemented (Ifinedo, 2003). Thus, effective consultation and collaborative working culture are critical for the smooth running of the school (Brenner, 2004).

An accommodative environment improves employee productivity and instils the spirit of cooperation between employees leading to increased commitment to work. Brenner (2004) advocates for the creation of an autonomous work environment, where everyone is accountable for achieving the mission of the organisation. Well-crafted school improvement plans are vital for encouraging teachers to work hard as it is through these arrangements that collegiality is

increased, giving teachers the satisfaction to commit to attaining the set objectives (Johnson, 2014).

Qayyum and Sukimo (2012) view the provision of clear measurable goals as the key elements for job satisfaction. Poor learner achievement is associated with unspecified work goals resulting in the inability to deliver quality instruction to learners (Ofoegbu, 2004). In addition, effective communication develops a spirit of teamwork between the teachers and the parents, providing the opportunity for discussing students' strengths and weaknesses. Cooperation between parents and teachers inspire learners to become interested in their own learning and taking ownership of it, hence improved results (Ifinedo, 2003).

Oredein (2000) notes that certain conditions such as good infrastructure, availability of resources as well as instructional materials arouse teachers' interest to satisfactorily execute their duties. The school managers should provide necessary tools which will enable teachers to carry out their duties. Babagana and Dungus (2011) indicate that adequate provision of teaching and learning resources and instructional materials develop a keen interest in learners to learn, resulting in improved performance. According to Eshiwani (1992), shortages of instructional materials hinder effective teaching and learning resulting in learners performing below average in their academic endeavours.

Extrinsic motivation is something done for people to ensure that they are motivated to perform assigned duties. According to Mwamwenda (1996) motivation is an employee's zeal to put more effort into accomplishing the mission of the organisation. Extrinsic motivation can be derived from qualifications, recognition or receiving praise either verbal or written (Claeys, 2011). Extrinsic motivation is triggered by external drives such as a good pay structure, opportunities for advancement, recognition and a welcoming atmosphere. These rewards provide satisfaction and pleasure that cannot be provided by the task itself. Extrinsically motivated employees work to gain something in return; however, this may not last for long because if the reward is not forthcoming, the employees may not remain motivated (Armstrong, 2015).

Nyakundi (2012) asserts that acknowledging and appraising teachers' tireless efforts persuade them to display their potential when carrying out assigned duties, which eventually results in high productivity. Intangible and psychological rewards like recognition and appreciation are essential tools for raising the level of enthusiasm among teachers, hence the attainment of objectives. Barasa (2015) is of the belief that valuing employees' contributions towards

achieving the goals of an organisation instils the spirit of hard work. Barasa (2015) postulates that praise and recognition by stakeholders has a positive influence on teacher motivation. Thus, continuous appraisal is regarded as an ingredient for teachers to excel in their profession. Managers should therefore ensure that they have the right reward strategy in their organisation as this is a vital tool for the positive performance and motivation of staff. However, failure to recognise and acknowledge good work is detrimental to an organisation as teachers can become frustrated and not be motivated to carry out their ascribed duties (Perumal, 2011). Huysman (2007) associates job dissatisfaction to failure to appreciate and acknowledge teacher performance. In addition, factors such as good remuneration, conducive working environment and motivating rewards are central to enhancement of teachers' performance, as is consultation, which is regarded as one of the major ingredients for organisational goal achievement (Nyakongo, 2015).

Intrinsic motivation is the individual's inner drive to effectively carry out assigned duties. This motivation is stimulated by the atmosphere under which one works. Intrinsic motivation, as expressed by Dornyei (2004), is carrying out a task in order to achieve the pre-determined objectives. Huysman (2007) also emphasises the role of job satisfaction among teachers as a catalyst to intrinsic factors which include security and safety at the work. Teacher motivation is influenced by conditions under which one works; therefore, a friendly atmosphere is vital for employee security and safety.

Job satisfaction, reward, equal opportunities for promotion are regarded as factors that can positively influence teacher motivation (Nyakundi, 2012). Promotion is a critical aspect to teachers' job satisfaction not only to improve employee status but if remuneration is increased it will cater for employees' basic needs. Demaki (2012) states that progressing up the career ladder is associated with improving employee status and self-worth. Attending to challenging tasks that come with promotion, increases teachers' responsibility and accountability and the promotion thus boosts their social status (Obineli, 2013). Similarly, Klecker and Loadman (2011) revealed that opportunities for advancement, and collaboration with colleagues is a key determinant to teacher motivation.

One of the factors that encourages teachers to work hard are clearly defined job descriptions which give teachers the opportunity to carry out their tasks independently, and will encourage them to own the results (Dartey-Baah & Amoako, 2011). Linked to this is constructive feedback and acknowledgement of outstanding performance which is viewed as the base for

stimulating teachers to execute their duties satisfactorily. Feedback is related to evaluation and is the vehicle through which professional growth and improvement is developed (Fraser, 2002).

Teachers are specifically affected by the number of hours worked per week, class size and parental involvement. Davidson (2005) suggests that many teachers are demoralised by poor learning environments and the poor state of infrastructure, large classes, lack of parental involvement, shortage of accommodation and poor remuneration. According to Babagana and Dungus (2011), benefits greatly impact on employee performance. Therefore, the Government is urged to ascertain that there is good structure that motivates teachers to remain in the profession. Furthermore, Daft (2009) believes that providing the necessary incentives can encourage staff to provide quality education. However, delays in salaries and failure to represent teachers in policy making are the key factors which lower teachers' self-esteem hence demotivating them to execute their duties satisfactorily (Barnetts, 2005).

Bennel and Akyeampong (2007) noted that high turnover, incompetency and low self-esteem are the result of poor motivation. According to Moleni and Ndalana, (2004), poor teacher motivation negatively affects performance and threatens to hinder the achievement of quality education. Job dissatisfaction can result in teachers leaving the profession, displaying unethical behaviours such as truancy, late coming and failure to complete assigned duties on time (Bennell & Makyunuzi, 2005).

Chandrasekhar (2011) argues that the workplace environment impacts either negatively or positively on teacher morale, productivity and job performance. He believes that an unfriendly environment demotivates teachers and as a result impact negatively on their performance. An environment which is not welcoming is characterised by lack of recognition and appraisal among staff. This is detrimental to the organisation, because if demotivated, teachers' willingness to participate in school activities is decreased (Nyan & West, 2014). Poorly designed timetables, unsuitable authority, failure to appreciate teachers' contributions and not involving them in decision making are some factors which pose threat in the effectiveness of curriculum delivery. Working in such an unconducive environments breeds feeling of stress amongst employees hence their morale is lowered (Chandrasekhar, 2011)

Demoralised teachers are not self-monitored, work in isolation and are always engaged in petty issues which hinder the teaching and learning process. These poor professional behaviours seriously compromise effective delivery of the curriculum. Poor leadership and lack of accountability also result in teachers being unproductive and displaying gross misconduct.

Bennell and Makyunuzi, (2005) assert that absenteeism, high turnover and unacceptable behaviours are an indication that teachers' morale is low.

Empowering teachers is crucial to employee motivation. Bogler and Nir (2012) are of the opinion that teacher empowerment is a viable solution to solve problems related to educational effectiveness. According to the duo, empowering teachers is critical in effecting change in their professional expertise. Chirure, Kimwarey and Omondi (2014) also emphasise the benefit of empowerment to employee motivation by asserting that empowering develops employee competence, enabling them to accomplish assigned tasks effectively. Empowered educators have developed high self-esteem, and are eager to work hard to accomplish the mission of an organisation, this yields high quality results (Irwin, 1992).

2.4   TEACHING AND TEACHER MOTIVATION

Teacher motivation is a crucial factor for student motivation. Richardson and Watt (2011) assert that clearly defined goals and an autonomous working atmosphere are connected to improved job performance. The duo believe that motivation of teachers instils in them the zest and enthusiasm to accomplish given tasks diligently for the betterment of results. Teacher motivation can also be viewed as those factors that are important for the effective delivery of the curriculum, which if not availed to the teachers would hinder teachers from devoting their energy to learners leading to poor results (Richardson &Watt, 2011). Teacher motivation is therefore a critical factor since it stimulates teachers and influences them to focus on the academic success of the learners. With reference to Analouri (2000), demoralised teachers lower the reputation of the profession by neglecting their duties and displaying unacceptable behaviours.

Cemaloglu (2002) is of the perception that teacher motivation is affected by frequent and long-lasting face-to-face relationships with students, parents, managers and staff and by the work in overcrowded classroom. Balci (2015) also have his own opinion on factors which affect teachers in performing their duties and ranked them in the following order: (i) peace and loving relations in the work environment, he is of the view that if peace and love prevail in the work place everyone will be happy, and employees are actively engaged in decision making, a sense of belonging will be developed amongst them, which will trigger them to work hard. (ii) Morale support and incentives: This calls for managers to appreciate and recognise sterling performance either through verbal or written communication. Supportive work environment is cardinal, for it inspires teachers to commit themselves to achieving the duties they are assigned

hence improved students' performance. (iii) Material support and incentives: Awarding teachers' certificates and trophies and provision of learning and teaching materials is crucial to classroom effectiveness. (iv) Having a good dialogue with student and parents. Similarly, if teachers, parents and students know what is expected of them, they will be motivated to do their work satisfactorily. This calls for effective communication and consultation by supervisors and the Government. If informed thoroughly, clearly designed and achievable goals, teachers will be inspired to perform their duties diligently.

Teachers are regarded as the bedrock of a sustainable education system for the nation, since they influence students' academic achievement. During interaction with students, teachers translate educational policies and objectives into action (Afe, 2001). Teachers have committed themselves to drive the education policy and try their best to achieve the goals even if they are faced by challenges (Akpan, 2013).

Ramachandran et al. (2005) identify teacher motivation as a process through which supervisors provide an accommodative and supportive atmosphere which motivates teachers to execute their duties effectively and efficiently. They believe that satisfying teachers' needs must be placed at the forefront to enable teachers to drive the curriculum with passion. They are of the notion that poor academic performance rests upon teacher motivation because teacher motivation is instrumental in helping students achieve (Adeyinka *et al*., 2013). They believe that teachers who are motivated, help learners to acquire more favourable disposition towards achieving the school goals.

Nyakundi (2012) views teacher motivation as a crucial element in the promotion of effective teaching and learning processes. He believes that high level of job dissatisfaction; is a barrier to effective learner outcomes. He further adds that highly motivated teachers are interested in attending to learners needs, instil in learners the desire to learn and ensure that they complete their assigned tasks for the success of the organisation. Education leaders therefore must provide teachers with more challenging jobs, create a welcoming atmosphere by acknowledging work well done and delegating some tasks to teachers to help them grow professionally, as this will promote recognition (Van Zyl, 2013).

Teacher motivation is perceived as a desire or eagerness to perform duties to one's best ability (Velez, 2007). Snowman McCown and Biehler (2008) regard teacher motivation as the conditions that inspire and urge employees to bring about change when given tasks to accomplish. If motivated, teachers will put their best effort in their ascribed duties leading to

high productivity in terms of learner academic performance. According to Skemp (1987) meeting teachers' needs would create conditions that help learners achieve satisfaction in their learning. Establishment of these conditions will make the learners enthusiastic and more interested in their learning. Teachers' motivation in primary schools is an objective of learner academic performance because it brings out the effectiveness of the teacher (Eheneni, 2018).

Teachers play a major role in organisational success and its goodwill among learner academic performance (Rainey, 2009). Satisfying the needs of teachers inspires them to act in an academically desirable manner (Asemah, 2010). Arguably, teacher job satisfaction greatly impacts on their overall job performance. Hoy and Miskel (2001) posit that employees are motivated by a variety of things which differ according to their needs. They regard adopting effective motivation as an essential way of motivating people to work as this will make employees happy and committed to achieving the desired outcome.

One crucial factor to teacher motivation is aligning of the organisational goals to teachers' needs, as it is through this recognition that teachers can effectively execute their ascribed duties satisfactorily. Karabenick, Richard and Watt (2014) are of the view that motivated teachers voluntarily come up with interventions to enhance their teaching and this results in teachers being productive. Motivated teachers are therefore determined to give their best in order to achieve good results. A well-motivated teacher is an essential tool for classroom effectiveness, because if well-motivated, teachers will be dedicated to their teaching and as such energised to teach and seek to execute their duties satisfactorily (Oko, 2014). Motivation is perceived as a way of stimulating employees to display their utmost potential for accomplishment of duties ascribed to them (Velez, 2007). Agbenyega and Salifu (2013), consider teacher motivation as the provision of an enabling work environment that can spur teachers to have passion in teaching the learners with whom they are entrusted and demonstrate desired behaviour leading to productivity.

Sabotuke (2014) defines teacher motivation as an inward and outward drive that stimulate the willingness in teachers to be dedicated and committed to delivering quality instructions to learners. Motivation can be seen as a process of getting workers, managers and subordinates to increase their performance in attaining the organisational goals and objectives in a collegial manner (Eheneni, 2018).

Motivating teachers contributes significantly in the delivery of the curriculum to learners (Green, 2002). It is through motivation that teachers' willingness to exert their efforts to drive

the mission of the school is raised. Teachers as role models act as mentors and give their students support and guidance to help them focus on their learning (Robbins & Coulter, 2005). The success of learners creates the satisfaction of task achievement and as such, instils in teachers the willingness to perform even better than before (Fuhrman, 2006). The critical factor of motivating employees determines the welfare and success of an organisation.

2.5   REMUNERATION AS A FACTOR FOR TEACHER MOTIVATION

Surbi (2015) describes salary or remuneration as fixed payment which an employee is paid on a regular basis as per the agreement between the employer and employee. Calvin (2017) suggests that salary is critical towards ensuring teachers' morale. A clearly defined pay structure is a key element for teacher retention. Remuneration is a form of acknowledgement and recognition for an individual's effort to accomplish the set objectives (Maicibi, 2005). He regards remuneration as a crucial factor which affects organisational goal attainment. It can also be defined as monetary incentives and allowance benefits that an employee earns after completing the given task. Good pay structure is a foundation for influencing employees to devote their time and energy in accomplishing the given tasks.

Motivation and payment of teachers, act as a base for effective teaching and learning. Commending teachers and giving them more credit will make them feel more secure and safe. Mwangi (2012) reiterated that income is a major factor in enhancing employee morale, so it is important to ascertain that employees are given good remuneration to retain them at school.

Recognising teachers' positive inputs by good remuneration is significant to good student academic achievement because if teachers are well paid, they tend to execute their duties satisfactorily. Improved learner performance is determined by teachers' level of job satisfaction. It is therefore imperative to ensure that good working conditions are put in place to increase job satisfaction. Improved performance rests mainly on attractive salaries (Abdel-Fattah, 2010).

Good remuneration is a key determinant for good performance because if teachers are paid on merit, it will make them feel valued and they will be able to commit themselves to service delivery hence good academic performance. Teachers want to be recognised as valuable assets for the country's human resource development. It is pivotal to advocate for better remuneration which correlates with employees' will–power to contribute towards success (Ahmed *et al.,* 2010).

Chireshe and Shumba (2011) state that poor remuneration is one of the contributory factors to job dissatisfaction resulting in low teacher morale. Low payment of employees hinders employees from devoting their time and energy to drive the objective of the school, since teachers feel demoralised and devalued, this result in some teachers leaving the profession for better paying jobs.

Employees need money to cater for their basic needs and those of their extended family members. Obineli (2010) asserts that globally, people work in order to be paid so as to acquire things that can improve their status. Monetary reward is essential to employee's motivation as it is not only needed to satisfy their basic needs but also necessary to improve employees' self-esteem and develops their positive image (Abdel-Fattah, 2010). Furthermore, failure to provide good remuneration, ineffective administration, and inadequate provision of instructional materials and shortage of infrastructure are barriers to effective service delivery (Jerotich & Box, 2015).

Employees' wages and salaries are highly crucial issues to be considered for quality service delivery. Agburu (2012) contends that for salaries to motivate teachers, there is need to have a clearly defined pay structure which will also display element of fairness. If there is unequitable distribution of wages or rewards, employees' morale will be lowered leading to negative impact on productivity. Low salaries make teachers lose their dignity and self-esteem because they fail to satisfy their needs making the environment unsecure and demotivating. Salary increments inject motivation into employees and therefore urge them to carry out their duties enthusiastically and energetically.

Arubayi (2001) notes that money is a stimulus that arouses employees' interest to put more effort on what they are doing. Akintoye (2000) emphasises the upper hand money has on motivation through job choices. According to Babagana and Dungus (2015), money does not only motivate but also attracts and retain employees. High pay motivates teachers to work at improving student achievement. Low pay demotivates committed teachers and could result in teachers looking for secondary employment such as private tutoring to cover their financial needs. This could affect their primary employment negatively as they would not have time to rest and would be less committed to their work (Umansky & Vegas, 2007).

Taylor (2008) advocated for the Government to initiate a pay structure which will accommodates the needs of teachers to retain them in the teaching profession. Money is pivotal

to employee job satisfaction because employees feel valued and secure since it develops their status and dignity.

Demaki (2012) suggests that good remuneration that comes with promotion, is a factor which positively encourages employees to be devoted to their assigned duties. If teachers are financially stable, their self-esteem and dignity are maintained. Promotion is tied to salary increase and therefore promoting teachers is crucial to satisfying their basic needs. According to Eze (2009) staff promotion is pivotal as it inspires teachers to be dedicated to their work. Highly qualified teachers not considered for promotion are demoralised which affects them negatively and they end up leaving the teaching profession for greener pastures (Michaelowa, 2002).

Housing allowance is an employee fringe benefits which is meant to cover for their accommodation expenses. If teachers are provided with housing allowance, they will feel valued and comfortable and commit themselves to execute their ascribed duties satisfactorily. However, poor working conditions experienced in the education system, often prompts teachers to resign. Unattractive salaries force teachers to leave teaching for better paying jobs, hence losing skilled personnel. This situation hinders effective delivery of the content as it affects teachers' desire to make a difference in student learning. Provision of a defined pay structure is critical in ensuring teachers' willingness to work hard for the betterment of results (Calvin, 2017).

2.6   PROFESSIONAL DEVELOPMENT AS A FACTOR FOR TEACHER MOTIVATION

Involvement of stakeholders in the education system is a key factor for quality curriculum delivery. For quality education to be achieved, the National Development Plan 3 (NDP 3) has identified gaps in the education system which need to be filled. Teacher professional training has been seen as a foundation for improved learner academic performance (Republic of Botswana, 1977). The NDP 3 called for the Government of Botswana to ascertain that they are enough trained teachers who can effectively and efficiently drive the curriculum. If trained, teacher's competence is developed, therefore delivery of instructional materials will be enhanced, hence production of good results

Continuous professional development is viewed as renewing and reviving the teaching methodologies and keeping teachers abreast with the changing curricula (Grayson & Rogan,

2003). The policy guiding education in Botswana considers professional development as a means of developing teacher competencies to enable them to adapt to the 21st century educational demands (The Republic of Botswana, 1994). The policy encourages school managers to provide teachers with opportunities for in-service training. The policy also calls for in-service education officers to organise workshops and conferences to upgrade teachers' competencies.

Providing opportunities for teachers' continuous professional development is a base for quality education to learners. Well trained teachers are a prerequisite for quality curriculum delivery (Harris & Jones, 2010). Upgrading teachers' knowledge and skills is essential as it makes teachers conversant with the content they deliver to learners. Being conversant with the subject matter allows teachers to articulate the content confidently, hence provision of quality subject matter to learners. This is critical because if their knowledge and skills are not reviewed, they would not be able to cope well with the current instructional core (Epic, Leskosek & Majeric, 2011).

In order for the country to have a competitive and productive teaching force, teacher professional development should be given an upper hand in the country's development plan. The Ministry of Education must consider enforcing continuous professional development of teachers to upgrade their competencies to adapt to the needs of 21st century learners. Professionally developed teachers have the zeal and enthusiasm to come up with new strategies to cater for individual learners' needs, hence improved student achievement (Harris & Jones, 2010). Teacher professional development helps teachers to learn new innovations and methodologies to enable them to deliver the content confidently to learners (Oduaran, 2012).

Continuous training of teachers is described as a means through which teachers' competencies are redefined and renewed to new teaching strategies that will match the current curriculum (Karabenick & Scheib, 2011). By gaining increased experience in their profession teachers will become more proficient in their daily endeavours. In-service workshops and formal meetings are key to professional development as it is through them that skills and knowledge are shared which later results in teachers delivering relevant content to learners. Teele (2006) defines, teacher professional development as a means of reviving teaching methodologies to raise teachers' potential to enable teachers to deliver quality content to learners.

According to Steyn and van Niekerk (2015), developing teacher competencies should be a continuous process that focuses on equipping teachers with skills, knowledge and attributes

which enhance teaching and learning. Oduaran (2012) described continuous professional development as a regular revival of teaching methodologies and strategies through in-service training to renew teachers' skills and knowledge.

Continuing professional development is a key component in teacher motivation as it inspires teachers to have keen interest in completing assigned duties in the set time frame. Professional development capacitates teachers to have full knowledge of the subject matter. Competent teachers are always willing to take on any assigned duty in addition to their core business of teaching a class. In-service training is central to improved learner performance as it helps individuals to keep abreast with the changes within one's area of speciality. Darling-Hammond (2017) is of the notion that upgrading teachers' knowledge and skills is an assurance of quality education outcomes. Chireshe and Shumba (2011) are of the notion that motivating a teacher can yield good academic student performance. The satisfaction of teachers has been perceived to be associated with improved student achieved (Michaelowa, 2002).

Oko (2014) opines that professional training of teachers is pivotal, more especially in-service training as it upgrades teachers' knowledge and methods of teaching, which provides quality education hence betterment of learner performance. Oko (2014) viewed establishment of seminars, workshops and symposia as paramount as they have positive effect on developing teacher competencies. The respondents believed that the aforementioned programmes would enable teachers to improve the academic performance of students through adequate and robust classroom encounters.

Competent and skilled man-power is important as it enhances the delivery of quality content to learners. Iloanya, (2014) further emphasised the need for teachers to continuously upgrade themselves through involvement in workshops, seminars, journal publications and conferences, this would help them develop new teaching strategies which can help them to adapt to the ever-changing curricula. Iloanya (2014) further regards quality teacher education as a critical element in the achievement of Botswana's step towards the number 1 pillar of Vision 2016. If the nation is equipped with knowledgeable teaching force, they will better face the challenges affecting the education system and life in general. In-service training of teachers has been regarded as a catalyst to advance the quality of teachers, because pre-service training does not fully prepare teachers to enter the classroom. It is thus important for school managers to conduct workshops, encourage peer teaching and mentoring   because during workshops

teachers interact and share experiences and insights on how to tackle some objectives (Macheng, 2016).

Bennell and Akyeampong (2007) are of the opinion that more attractive structures and opportunities should be offered for teacher professional development, because developing teachers professionally will keep them abreast with the teaching methods and tools which are currently becoming complex year after year. If well-developed, teacher's keenness to deliver quality education will be enhanced, leading to improved learner performance. Bennell and Akyeampong, (2007) believe that professionally developing a teacher is one aspect which is core in learner achievement. They believe that if teachers are capacitated on methodologies and processes of teaching and learning, they will deliver quality education to learners. Therefore, teacher capacity building is an essential component to improved productivity.

Ginsburg (2009) regards in-service training, mentoring and observation as key factors that can improve teachers' morale to perform their duties, leading to improved students' performance. It is crucial to organise training for teachers from time to time so that they acquire new knowledge and skills and update themselves with modern methodology of learning and teaching (Ginsburg, 2009). Through professional development teacher competencies are developed and as such teachers are energised to effectively carry their duties (Chireshe & Shumba, 2010). Mentoring novice teachers is central to teacher motivation and student performance. Mentoring is critical in professional development of teachers as it builds teacher competences allowing teachers to confidently present the content to learners (Fraser, 2002). Mentoring is also cardinal because mentors share the knowledge they have with new teachers and guide them, which can help new teachers adapt easily to the environment (Bennell & Akyeampong, 2007). The mentor teachers also benefit from mentees because during interaction with the mentees, the mentors renew their skills and knowledge which help them to adapt to the new teaching methodologies (Fraser, 2002).

Quality teacher education rests solely on development of teacher competencies (Korthagen, 2016). Pre-service training does not fully develop teacher competencies to meet the needs of different learners and the dynamic curriculum. In-service training is valuable in improving teachers' potential and equipping them with competencies for the teaching and learning process and developing learners (Bell & Gilbert, 1994). Education is the foundation for the country's economic, societal and economic development. The goals of the Botswana education policy and the 2016 vision plan have come up with strategies that can help the country produce

graduates who can participate in the country's economic development. Failure to upgrade teachers' qualifications hinders the country from achieving its goal of educating the nation.

Jima (2018) asserts that education is the foundation for the development of all human beings especially the children. The country's vision is to upgrade teachers' qualifications to accommodate the needs of the 21st century learner. If teachers' competencies are renewed, they can confidently and enthusiastically deliver the content to learners' hence desired outcomes (Iloanya, 2014). Competent teachers are prerequisite for quality education system. It is evident from the review of literature that a higher level of student achievement rests solely on the quality of teachers' professional development (Filak, 2003). On the other hand, professional development is critical factor in teacher motivation as it revives the teaching methodologies and strategies that are used to enhance productivity (Borko, 2004).

2.7   WORKING CONDITIONS AS A FACTOR TO TEACHER MOTIVATION

Working conditions refer to properties of work and the work environment which contribute positively or negatively to teachers work and influence teachers' attitudes towards work (Adelabu, 2005). The Chartered Management Institute (2003) regards the work environment with essentials as a prelude to job satisfaction. Razig and Maula-Bakhsh (2015) also emphasised the need for a conducive work environment since it is pivotal for job satisfaction. They revealed that a good working environment develops satisfaction amongst employees, resulting in developing an appreciative atmosphere from employees as they will feel safe and secure.

The work environment can either be welcoming or frustrating. A welcoming environment entails collaborative working spirit and a sense of ownership of the organisational mission by all employees. A good working environment is an essential tool to employees as it assists in the development of satisfaction amongst employees, and this will lead to employees appreciating their work and taking accountability of achieving the set goals. Working in conducive environments instils happiness among employees which results in employees being eager to take on tasks they are assigned and perform them within stipulated times (Raziq & Maula-Bakhsh, 2015). A negative school culture and an unhealthy environment on one hand, is characterised by a high worker turnover rate, lack of transparency and failure to complete tasks on time. A poor and dilapidated infrastructure may breed disease which will lead to employees facing occupational health diseases causing high absenteeism and turn over (Pech & Slade, 2006). Pech and Slade (2006) postulated that a hospitable atmosphere is a foundation

for employees' security and safety, which increases their zest to devote their service to the organisation.

According to Babic and Bakotic (2013) working conditions impact on the motivation of workers who work under unfavourable conditions. To stimulate employees, it is critical to provide adequate housing and learning resources. This will boost teachers' morale as they would feel they are valued as their counterparts in other professions leading to improved learner performance. An autonomous work culture instils in employees' accountability and willingness to complete the task they are assigned satisfactorily, because when teachers feel they have control on what they are doing, they have a sense of ownership, which then encourages them to display their potential (Peters & Passanisi 2012).

Karabenick and Scheib (2011) have identified the working variables as some of the working conditions necessary for workers' effectiveness in an establishment. These include freedom, achievement, and relationship with colleagues, challenging work, job security, health care provision, conducive working environment and training. With reference to the study by Opperman (2002), the work environment is composed of three elements being: the technical, human and organisational environment.

(i)   **The technical environment** is made up of infrastructure and furniture which enhance teaching and learning. Availing all these to employees in particular teachers will increase their willingness to execute their duties well.

(ii)   **The human environment:** This refers to the people who are assigned to carry out various duties in the organisation. The human environment is also concerned with how employees relate in the workplace. The human environment allows informal interaction which gives employees opportunities to share knowledge and exchange ideas.

(iii) **The organisational environment** includes values and policies that guide the organisation. If these two elements are availed in adequate quantities, there will be increased productivity

Bennell (2004) has cited a poor working relationship, working beyond clock, congested classrooms and workload as barriers to teacher's performance. For teachers to enjoy their work, principals should ascertain that a positive culture and healthy climate are prevailing in schools. A collaborative working relationship is also critical as it contributes to the sharing of ideas and experiences and giving colleagues moral support.

2.7.1 Impact of Recognition and Feedback on Teacher Motivation

Wright (2004) is of the perception that satisfaction is connected to recognition of efforts. He believes that supervisory support and appreciating accomplished tasks is a key element in enhancement of motivation. Recognition and feedback are regarded as cornerstones for a productive work force.

Wright (2004) is of the view that recognition for hard work is one way of stimulating employee performance. Appraising employees for their tireless efforts is a pillar for persuading employees to take accountability in completing tasks they are assigned. Teachers are willing to be commended for the job well done, and if commended, they will feel they are a valuable part of the organisation hence they will be committed to perform better (Steyn, 2002). Employee recognition may include monetary incentives, vacation leave and verbal appreciation, all these will make teachers feel they are valuable asserts to the organisation and as such they will be eager to contribute to the organisational productivity (Ali & Ahmed, 2009)

Bedassi (1990) opines that rewards are important to arouse an individual's zeal towards the organisation's success. Encouraging feelings of self-worth among teachers is cardinal to enhancing their commitment to service delivery. Rewarding teachers who exert their effort for attaining organisational goals promote positive attitude amongst employees. It is not only money that can be regarded as a reward, but verbal recognition is also vital to spur employee motivation. Rewarding and duly recognising hard work by management will make employees feel they are valued as part of the organisation (Fraser, 2002). Appreciating impressive results is beneficial to the organisation because employees will have the zeal to accomplish tasks for improved productivity (Peters & Passanisi, 2012).

Feedback is essential for good communication. Constructive feedback from colleagues and supervisors is imperative because it builds employee self-esteem and self-confidence. Muffins (1995) pointed out that provision of feedback is pivotal since it provides a lens through which teachers reflect on their strengths and weaknesses. Through reflecting on feedback and discussion, teachers and their supervisors collegially come up with ways of performing similar activities more efficiently in the future. Failure to give supervisees constructive feedback is seen as a thorn in teaching and learning because issues which needs to be attended to are not addressed. This lowers teacher morale and negatively impacts on teachers' performance resulting in poor learner academic performance.

Creating an open and transparent communication channel is key to teacher motivation, as it makes work safe and secure. Transparent and open communication are also crucial to employee motivation as it addresses the employees' need to feel that their voice is heard. Transparency and open communication make employees feel that they belong in the organisation therefore addressing Maslow's hierarchy of needs under belonging (Huysman, 2007). Communicating the vision, mission and values of the organisation on regular basis should be considered by managers, to inculcate the spirit of 'we sense of ownership' amongst employees. This is cardinal to an organisation because teamwork is the foundation for an organisation' success (Blasé & Blasé, 2001)

2.7.2   Impact of Leadership on Teacher Motivation

Quality leadership is central to enhancement of teacher motivation. Supervisors should provide quality leadership as it creates a supportive school environment that spurs teachers to deliver quality content to learners (McGrown, 2015). It is the principal's role to build the welcoming working environment which promotes teamwork and cooperation (Finnigan, 2012). Conversely, principals are duty bound to offer opportunities for teachers' growth through professional development programmes (Leithwood & Jantzi, 2006).

 Leadership affects teachers' commitment to service delivery. It is therefore imperative for good leadership to enhance teachers' efficiency in schools (Malik *et al.,* 2010). According to Leithwood and Jantzi (2006) the quality of leadership is a base for inspiring teachers' commitment to service delivery. Participatory decision-making bears fruit since it allows employees to contribute ideas towards the accomplishment of objectives. Allowing staff members, the opportunity to express their views and contribute to discussions, creates a welcoming environment which make employees feel respected and valued, instilling in them the spirit of ownership.

Schmidt (2005) is of the notion that principals should ascertain that an atmosphere of appreciation prevails in the organisation as this will result in renewed professional enthusiasm among teachers. Effective managers acknowledge and appraise their supervisees for their efforts in the accomplishment of the organisational goals. Managers should ascertain that they provide a transparent environment where employees are consulted and involved in the running of the school (Blasé & Blasé, 2001).

Supervisor support is one of the necessary ingredients to employee commitment to perform their ascribed duties. Good instructional leadership is viewed as cardinal to a sound school environment (Sergiovanni, 2004). Support from supervisors is a base for a secure and safe environment, as this is an assurance that teachers' contributions are viewed as meaningful and valuable to the organisation. This inspires potential teachers to aim higher and achieve their goals (Chandrasekar, 2011). Chandrasekar (2011) emphasises the need for mentoring and coaching as key to inspiring employees, especially novice teachers to ensure that they are prepared for their positions in a new environment.

The main purpose of leadership is directing and influencing supervisees to keep on board with the curriculum and extra curricula activities. Principals indirectly influence effective teaching and learning through regular assessment of student work and giving constructive feedback to teachers. According to Cotton (2003), the involvement of principals in instructional programmes is imperative as it develops teachers' competencies making them resourceful, which impact positively on achievement of students.

In addition to relational and curricular tasks, principals must perform a wide array of other duties (Leithwood & Jantzi, 2006). Quality leadership urges employees to enjoy their work and inspire them to achieve the goals of the organisation (Fullan, 2001). The principal as instructional leader has the mandate to create room for employees to feel at home by accommodating their needs and being empathetic (Leithwood & Jantzi, 2006). School leaders must understand that failure to provide necessary motivators can paralyse the education system resulting in low learner academic achievement (Leithwood & Jantzi, 2006).

Lezotte and MacKee (2006) opine that instructional leadership is a key factor for a successful teaching and learning process. Effective monitoring and supervision of teaching and learning are viewed as major determinants for improved student academic achievement. Hallinger and Hock (1998) posit that engaging teachers and stakeholders in decision-making processes is another means of creating a conducive working environment. Being part of an organisation, ensures that teachers contribute ideas and share experiences leading to ownership of the school mission. Brenner (2004) asserted that collegiality among employees in the organisation is a cornerstone for quality outcomes because employees are free to share their knowledge and experiences.

Participatory decision making is central to teacher motivation as it enables teachers to accept decisions leading to the collaborative working spirit in the organisation. Involving teachers in

the running of the school gives them an opportunity to air their views and come up with new ideas that can help accomplish the objectives (Iloanya, 2014). Denying teachers opportunities to have a say in the running of the school or matters affecting education can lead to chaos in the education fraternity. This leads to teachers becoming disgruntled and at times unions use strikes to express employees' dissatisfaction, which interrupts teaching and learning, contributing to poor academic performance (Jima, 2018).

2.7.3 Impact of Learning Resources and Instructional Materials on Teacher Motivation

Resources refer to those materials that aids learners to understand the concepts or ideas presented to them during the learning process (Kitavi, 2005). The adequate provision and effective use of learning resources is crucial to active involvement of learners as it enables learners to explore and discover things for themselves. Michaelowa (2002) finds that adequate provision of textbooks and other materials like electronic and media print can actively engage learners in their learning and make them explore independently. Provision of a wide variety of learning resources is central to active engagement of learners in the learning processes as it enriches the environment and brings about fruitful results (Husen, Saha & Noonan, 1998). Textbooks are considered as the major learning resource that help facilitate learning and deliver the content with illustrations helping learners understand concepts easily (Attakumah, 2020). Juma (2011) believes that adequacy and quality instructional materials in a school is likely to bear fruitful results while inadequate provision of textbooks acts as a barrier to effective delivery of the curriculum.

2.7.4 Teacher-Parent Relationship and Teacher Motivation

Effective parental involvement in children's learning is an important factor that encourages teachers to work hard and stimulate learners' interest in their learning. Parents are vital to the education of their children as they instil in the teacher the zeal to develop learners (Gabathuse, 2010). The Government of Botswana's First National Policy on Education (1977) recognised the need for active parental participation in their children's academic endeavours. The Policy states that the education of children should be a joint responsibility of all the stakeholders. It calls for all stakeholders to play a part in children's learning by working collaboratively with teachers and to persuade learners to have interest in their learning. The policy guiding education in Botswana advocates for active participation of the Board of Governors and Parents and Teachers Associations (PTA) in the running and management of schools. PTAs should be

active and work collaboratively with teachers to create room for parents to be actively involved in their children's teaching and learning processes (Republic of Botswana, 1994).

Active parental involvement is an essential element to improved learner academic performance and behaviour (Barassa, 2015). Active parental involvement is a crucial element in learner achievement as it allows parents to contribute towards their children's learning by helping students do their homework, which promotes positive behaviour towards school amongst students. Isaiah (2013) further maintains that, it is crucial for schools to engage parents in the day-to-day running of the school, through school visits and provision of resources. Working collaboratively with parents develops a keen interest for teachers to exert their tireless efforts and deliver quality content to learners. If collaborative working relationships are in place, parents will contribute ideas or financial support to take the school to greater heights. Parental involvement has been seen by administrators, teachers and policy makers as fundamental to educational reforms and initiatives (Llamas & Tuazan, 2016).

Active parental involvement is central to improved performance. Parent-teacher interaction is a pillar to the development of learners' keen interest towards learning. Pansiri and Bulawa, (2013) also support active involvement of parents as a key aspect regarding teacher motivation. They opined that the presence of the parents in the learners' achievement is a critical factor which cannot be ignored, particularly as parents are the first teachers of the learners. Pansiri and Bulawa, (2013) are of the view that minimal participation by parents in their children's learning increases teachers' instructional challenge. Isaiah (2013) postulated that if parents act as back benchers in their children learning, teachers' morale is lowered and this impacted negatively on their children's academic achievement.

2.8   TEACHER MOTIVATION IN BOTSWANA

For every country to achieve its goal of educating the nation, a welcoming environment should be a number one priority. The policy that drives the education system of Botswana has aimed at creating an enabling environment for teachers by improving their working conditions. According to Kimani, Kara and Njaji (2013), education is the process through which skills, knowledge and behaviour are passed through one generation to another to help individuals adapt to the society in which they live.

2.8.1 Teacher Incentive and Rewards

The Government of Botswana has reported challenges in the education profession and pledged to investigate the situation (Republic of Botswana, 1994). Akpan (2013) states that every nation's success rest upon its teachers that is why teacher motivation and job satisfaction is vital. Well-motivated teachers who are well remunerated and work in reasonable working conditions are mostly likely going to be dedicated to their work.

The Government of Botswana has aimed at raising the status and morale of teachers by improving teacher competencies, and acknowledging their hard work through rewards (Republic of Botswana 1994). Teachers are becoming of paramount importance to the education system as they are the major transmitters of quality instruction to learners (Taal, 1996). It is evident that when teachers' morale is raised, they are eager to implement the objectives ascribed to them, for enhanced productivity. The Government of Botswana actively subscribes to the incentive theory; this is evidenced by the introduction of excellence awards at national level. On annual basis, the Ministry, in conjunction with Botswana Examinations Council (BEC), host national excellence awards where the President recognised and awarded prizes and medals to outstanding teachers, schools and learners. Another reward to motivate teachers to perform well was a sponsored trip oversees, as evidenced by the Makhubu principal who was sponsored for a month trip to Britain in 2013 after his school managed to attain 98% in the 2012 Junior Certificate Examinations (JCE) (Mphale & Mhlauli, 2014)

The Government of Botswana has taken steps to address the challenges facing the teaching profession. This was emphasised in the RNPE (Republic of Botswana, 1994) which urged the ministry to improve the status of schools to provide an environment that enhance teaching and learning and accommodate learners form diverse backgrounds. To achieve this, the (RNPE) recommended the betterment of conditions affecting teaching and appealed for the Ministry of Education to initiate ways of appreciating teachers' contributions towards driving the education policy (Ratsatsi, 2005).

In 1995, the Government of Botswana introduced a 20-year national vision that would guide its development (Republic of Botswana, 1997). The vision had seven pillars and the first pillar addressed educational transformation that would see excellent performance in the primary schools by 2016. The primary education was the major focus for it would lay the foundation for the secondary and tertiary sectors (Republic of Botswana, 2013:9). A strategic plan to better

equip schools with more classrooms and textbooks, as well as retraining educators, was drawn and implemented as planned.

The Botswana education policy recommended the Ministry of Education to recognise and appreciate teachers for the critical role they play in driving the vision of education. In response to the recommendation, in 1996, the Government of Botswana began celebrating Teachers' Day to acknowledge the teaching profession and recognise those teachers who have made tireless efforts to help generation of learners realise their efforts, hopes and dreams through learning. The awards included among others meritorious award, long and distinguished award, mid-career award and silver Jubilee. The other awards included certification and monetary awards. The token of appreciation given to teachers is appreciated as it boosts the morale of teachers hence it creates a spirit of hard work among teachers. By being recipients of these awards means that those teachers are outstanding, and as such must be considered for positions of responsibilities and further training. Even though it may not seem enough to address the challenges. The Government of Botswana is doing its best to satisfy the needs of teachers' especially physiological needs which are to be satisfied for one to self-actualise (Mmegi, 2019).

2.8.2   Teacher Training and Development

Upgrading teacher competencies is the roadmap to the country's sustainable development. The Government of Botswana has planned to improve the quality of education by offering teachers the opportunity to keep abreast with the changing curriculum through the provision of pre-service and in-service training. Providing quality curriculum as advocated by Vision 2016), is taken into consideration by Ministry of Basic education. The vision appealed for continuous training of teachers to better equip teachers with new skills to improve their competencies. If teacher competencies are enhanced, they will be able to confidently deliver quality curriculum to learners. To satisfy some basic needs ascribed by Maslow, the Government of Botswana has implemented an in-service training plan for teachers to upgrade their qualifications or pursue their Diploma in Primary Education.

In a quest to upgrade teacher qualifications, other teachers are enrolled at the University of Botswana, to complete a Bachelor's degree Education in Primary or Special Education. This professional development is cardinal as the teachers' skills and knowledge are renewed to enable them to adapt to the demands of the dynamic curricula. The upgrading of teachers' competencies is beneficial to the economic status of the teacher as after completion, the teacher

qualifies to apply for principal position. Currently, to hold a post of responsibility, a minimum requirement is a diploma while for principal's posts, only degree holders are eligible. Teachers who are upgrading are supported on a full salary and an allowance during their period of study.

To ascertain that the teachers are motivated, the Government of Botswana has allocated the amount of P160 million to upgrade teacher qualifications in a quest to upgrade the education system and ensure that it is relevant to the current situation (Sunday Standard, 2014). For teachers to be able to maximise their tasks, the Government of Botswana has devoted itself to advance teachers' knowledge and skills through in-service training and improved working conditions (Mmegi, 2004).

To help managers carry out their duties efficiently and effectively the Government of Botswana has come up with innovations that can help measure performance of teachers. These tools are clearly defined guidelines which help leaders to monitor and measure performance of their supervisees basing on the set criterion. The innovations include among others, the Performance Based Reward System (PBRS), Balance Score Card and Work Improvement Teams (WITS). Effective use of these innovations has proved to be an effective way of improving the capability of school principals and boosting teacher morale (Republic of Botswana, 2003).

For every nation to succeed, the Government should give education first priority. Evidence of this for Botswana is the amount of funding allocated to education. In the 2014 budget speech, an amount of (P9.26 billion) was allocated to education to enable the Ministry to carry out its mandate successfully (Botswana Daily News, February 2014).

2.9 THEORETICAL FRAMEWORK

The study was grounded on Maslow, Herzberg and Velthouse motivation theories.

2.9.1 Herzberg's Two-factor Theory of Motivation

Teacher motivation is solely based on the extent to which teachers are satisfied with their job and inspired to execute their duties diligently. Herzberg's motivation-hygiene or two-factor theory of motivation indicates that certain factors in the workplace cause job satisfaction while a separate set of factors can cause job dissatisfaction. The theory sheds light on what organisations should do to increase job satisfaction amongst employees. He has proposed factors that positively or negatively impact on employee job satisfaction (Steyn & Van Niekerk,

2013). The theory distinguishes two sets of work factors that contribute positively to employee performance.

The factors are motivators or growth factors, which serve to motivate the individuals to perform at their utmost potential. Herzberg (1959) viewed motivators as conditions found in the workplace which inspire employees to execute their ascribed duties vigorously for improved results. When the needs of teachers are met, job satisfaction could be high and pursuit of excellence in the workplace could be achieved. Motivators can also be described as a way of recognising and appraising teachers and affording teachers opportunities for advancement (Herzberg, 1968). The growth factors advocate for supervisors to delegate employees' duties and appreciate the contributions made by supervisees. Hygiene factors relate to job demands and emphasise the provision of a hospitable atmosphere which can inspire teachers to perform better (Mullins, 2013). If a hospitable atmosphere is not availed, teachers would not be satisfied with their work and this could lead to low morale which contributes negatively to achievement of goals.

Herzberg (1974) argues that for employees to be motivated it is paramount to provide a hospitable work environment which include collegial working relationship, clear and achievable objectives and adequate teaching and learning resources. He believes that the presence of these factors is crucial as they motivate and sustain a teachers' interest to work hard in a quest to achieve the set goals. Hertzberg emphasises the need to provide an autonomous environment where teachers are accountable for accomplishment of the mission of the school.

According to Herzberg (1959), employee motivation is grounded on two behaviours being satisfiers and dissatisfies. Satisfiers are conditions present at the workplace which are capable of encouraging teachers to work hard and fulfil their inner drive. Herzberg regards satisfiers as internal motivating factors, which always stimulate employees to put their best effort in everything that they do. Herzberg's work indicated that intrinsic rewards are effective ways of improving performance of teachers as compared to monetary incentives (McKinney, 2000).

Herzberg (1959) further asserted that provision of an attractive pay structure is critical in ensuring teachers' eagerness to perform their duties. Herzberg further posits that employees can be demotivated by the type of supervision, physical working conditions like dilapidated classrooms, salary status and policy and administration (Herzberg, 1959). Luthan (1998) explains that extrinsic motivation is regarded as tangible rewards which an organisation

provides to persuade teachers to display their utmost potential when carrying out duties. For effective curriculum delivery, clear organisational policies are to be availed to teachers. Collaborative working relationships should also be encouraged to promote teamwork and cooperation among teachers (Dornyei, 2004).

Herzberg (1959) is of the notion that for job enrichment factors to bear fruit, supervision, policy and reasonable remuneration must be given attention as it is through their presence that teachers desire to perform can be triggered. Teachers' roles are paramount to the effective and efficient delivery of the curriculum. A good working environment is also regarded by Herzberg (1959) as a determinant of quality and quantity of knowledge children receive. An appealing environment on one hand, improves and facilitates learning among students. Herzberg, Maustner and Synderman (1959) state that an inadequate salary contributes to dissatisfaction which could result in some employees leaving the teaching profession (McShane & Glinow, 2003).

2.9.2   Maslow's Hierarchy of Needs Theory

Maslow' theory calls for employers to take employees needs into consideration to enhance productivity (Maslow, 1943). The motivation theory of human needs is classified into five levels. These levels include physiological need for food, shelter and water which is paramount to human survival and need to be satisfied for human beings to function satisfactorily (Maslow, 1987). Meeting employees' needs through the provision of good remuneration is paramount as it inspires them to be eager to perform their duties. Safety needs calls for job security and the need to assure employees of their protection and stability in the workplace. Belonging needs emphasises relationships in the organisation, thus working together as a team. Mentoring and coaching others are some of essential elements that can create strong bonds between employees. Self-esteem or self-status emphasise the need to be valued and respected, which motivates teachers to contribute towards the mission of the school. Acknowledging their work makes teachers feel valued and this can inculcate spirit of ownership among teachers and can result in achievement of the school' mission. The fifth level is self-actualisation, the level in which potentials are realised and capacity is developed, which can be achieved if the atmosphere is conducive (Steyn, & van Niekerk, 2013:115-116).
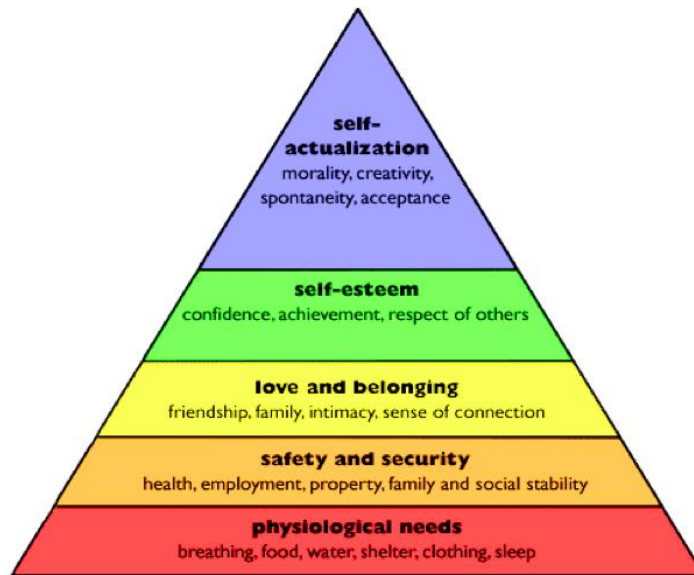
Figure 2.1: Maslow's hierarchy of needs

Maslow's needs theory is cardinal for teachers' motivation as it helps employers to understand what is needed to satisfy employees' needs at work. Maslow (1943) states that even though monetary incentives are important in preventing job dissatisfaction, it is not guaranteed as a factor that can enhance performance. Maslow (1943) regards the actual execution of the job as intrinsic motivators, which include possibilities like promotions.

Maslow's theory of motivation is pivotal in enhancing teacher motivation for improved learner performance. Maslow's theory of motivation states that some motives such as physiological and safety needs are to be satisfied to advance to belonging and safety needs (Mangaleswarasharma, 2017). Satisfying physiological needs is cardinal, as when met, they would pave way for upper level needs to be fulfilled. It can be very difficult for a hungry teacher to execute their assigned duties as well as those without accommodation. In order to persuade teachers to dedicate themselves to work there is need to provide an enabling atmosphere that motivates employees.

Advancing to a higher-level need therefore can be acquired if money, accommodation and a welcoming school climate are available to employees and in particular teachers (Steyn & van Niekerk, 2013). With reference to the motivational theory by Maslow, competent teachers are

regarded as a corner stone for a successful education system. Motivation is seen as an inspiring ingredient which helps employees to feel they are recognised and valued as part of the organisation.

The provision of a participatory environment, fair treatment and respecting employers is key to employee motivation. Adeyinka *et al.* (2013) believe that one way of enhancing job performance is empowering teachers, this is critical as it will assist the institution in achieving organisational goals. Empowerment gives employees autonomy and allows them an opportunity to be accountable of accomplishing the tasks they are assigned. Recognising teachers' efforts is also paramount as this will persuade them to perform better and strive for excellence. Teaching as a noble profession, demands that teachers dedicate their time and energy to delivery of instruction so that learners' academic performance is improved.

Teachers are both intrinsically and extrinsically motivated. If teachers are intrinsically motivated, they undertake a task eagerly to accomplish the organisational goals. Backes, Bieg and Mittag (2011) is of the view that intrinsically motivated teachers can provide an enabling environment that encourages students to take responsibility for their learning. Perlman (2012) posits that low self-esteem contributes negatively to employee performance as the incumbents are not interested in the job hence low productivity. Extrinsic motivation is pivotal to peoples' lives. It is the base for igniting people's willingness to effectively perform their duties. This calls for supervisors and the Government to ascertain that a hospitable environment is created to create an atmosphere that breeds happiness and security among teachers, this will lead to enhanced productivity (Aacha, 2010).

Even though Maslow hierarchy of needs is supported, there are some professionals who criticise it for its rigidity (Shishglu, 2015). Those who ascribe to the need to self-actualisation criticises the theory on the notion that satisfaction of lower-level needs does not pave way for an individual to fulfil the needs at higher levels. The critics of Maslow theory believe the theory ignores spiritual experiences, which allow people to transcend themselves (Van Zyl, 2013).

2.9.3   Velthouse's Cognitive Theory of Motivation

Velthouse's cognitive theory of motivation is central to teacher motivation as it emphasises the need for empowerment, which is motivating employees intrinsically. Thomas and Velthouse (1990) regard empowerment as crucial to stimulating employees to assess how their

contribution in driving the school mission improves the performance of an organisation. Appreciating teachers for a job well done and delegating competent employees' tasks will boost their morale, as they will feel recognised and therefore be eager to own the vision of the organisation. Teachers are happy if they are assigned duties tied to their core business of teaching and learning. This will minimise conflict as the supervisors will have something to guide them, such as a job description, in monitoring the assigned duties and as such, the task will be meaningful to the employee.

2.10   SUMMARY

The reviewed literature, reveals that motivating teachers' is a cornerstone for quality delivery of the curriculum. Motivating teachers is regarded as central to improved learner achievement because as drivers of the curriculum, teachers can make or break the organisational goal attainment and must therefore be a priority for every country's education system. Teachers are regarded as the base for delivery of quality education to learners. Teacher recognition and appraisal are key factors in assuring employees that their contribution in the organisation is appreciated. Commending employees' efforts instil in them a sense of belonging which boost their morale   leading to increased productivity. It is evident that varying motivation to employees is crucial as people's zeal to display their potential is aroused by different incentives. Monetary incentive alone cannot satisfy all, as such the elements of interpersonal relationship, adequacy of physical resources is also cited as key elements in enhancing employee motivation. It is clear from reviewed literature that creating a sense of belonging amongst employees makes them happy, hence leading to increased responsibility and accountability. In addition, a good infrastructure and provision of instructional materials are the key determinants of teacher motivation, which in return leads to improved learner academic performance.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter 3 focused on the description of the research methods that aimed to investigate how teacher motivation influences learner achievement in Serowe, sub region primary schools. The chapter described the methods and procedures the researcher used to obtain data from participants and the reason for choice of methods is substantiated. The descriptions of the research design, study area, population and procedure for selecting participants is also discussed. The various stages employed to carry out the research were described. The chapter concludes with a discussion of trustworthiness and ethical considerations.

3.2 RESEARCH PARADIGM, APPROACH AND DESIGN

3.2.1 Research Paradigm

The interpretivist paradigm was chosen to support this research to help answer the research question: *How does teacher motivation influence learner achievement in Serowe primary schools?* The researcher chose the interpretive paradigm because it understands the world through the lens of the participants (Willis, 2007). The interpretive paradigm pays attention to details and values people's thoughts and feelings and how they interpret the phenomenon being investigated. The interpretive paradigm is broad because it accepts individual perspectives (Willis, 2007). Gaining more insights from participants' narratives helped the researcher to obtain information relevant to provide answers for the topic of research (Morehouse, 2011). Employing the interpretivist paradigm created room for direct interaction between the researcher and participants, leading to gathering of rich information. Interpretive researchers approach reality from participants' viewpoints (Thanh & Thanh, 2015). This means that interacting directly with participants helped to understand the situation based on participants' perceptions. The interpretivist paradigm was suitable as a lens to view the findings and answer the research question which sought to investigate the influence of teacher motivation on learner achievement (Thanh & Thanh, 2015).

Guba and Lincoln (2005) are of the view that, the interpretivist approach is a proper paradigm for qualitative research. Interpretivist is believed to give a detailed report that can help the researcher fully interpret the situation. In addition, Balci (2015) viewed the interpretivist approach as a method that gives the participants the opportunity to air their views without being

derailed by the researcher's opinions. This allowed the researcher to understand the event and the situation through interaction with the participants in the environment they are living in. Interpretivists understand the situation by eliciting first-hand information from the different participants and getting directly in the sites. Interviewing people who have expertise broadened the researcher's understanding of teacher motivation and its influence on learner achievement.

3.2.2   Research Approach

To conduct the study, the researcher employed a qualitative research approach. The objective of qualitative research approach was to understand a particular aspect by finding out why a certain group of people experience the situation in which they find themselves in (Merriam, 2009). Through qualitative research, people understand and interpret why a particular group of individuals behave in a particular way different from others. It fully explains the situation and clarifies why the situation experienced has occurred (Guba & Lincoln, 2005). It widened the researcher's understanding of the world and offered reasons for a particular event. The use of a qualitative research approach was considered applicable since the researcher had an opportunity to interact with individuals in their own settings which helped the researcher gather relevant information related to teacher motivation (Creswell, 2014). Creswell (2009) emphasised that for the researcher to get detailed information on the topic under study, it is imperative to delve deeply into the research setting.

The approach focused on drawing meanings from the experiences and opinions of participants through pin-pointing meanings and purposes or reality (Merriam, 2009). Furthermore, through qualitative research, the participants were able to fully explain what they are experiencing thereby providing information that is rich and which challenged and enriched the researchers' understanding of the phenomenon to be investigated (Creswell, 2009). As it focused on understanding a given social setting through exploration, it enabled the researcher to be fully equipped with the information on teacher motivation and how it contributed to improved learner achievement. This enabled the researcher to generate new concepts and ideas regarding teacher motivation (Viswambhara & Priya, 2016).

Qualitative research seeks to understand the situation by establishing why certain things happened and depend on the participants' views (Miles & Huberman, 2009). The employing of qualitative research allowed for the data to be collected at the field or site

3.2.3 Research Design

Maxwell (2005) describes a research design as a roadmap the researcher has to follow when conducting research. It fully explains the methods and means of collecting and analysing data (Maxwell, 2005). A research design provides a glue that holds the elements of the study together. McMillan and Schumacher (2010) described a research design as a process of choosing a sample, settings and research methods to be used to gather information.

The researcher found a case study most appropriate to carry out this study. The design was applicable to this investigation because it allowed the researcher to thoroughly investigate a small group of individuals within a bounded time and setting, as such it enabled the researcher to elicit detailed information thereby increasing an understanding of teacher motivation (Yin, 2011). According to Yin (2011), case study research ensures that the topic of interest is well explored therefore revealing the essence of teacher motivation and its influence on learner achievement. Creswell (2009) views a case study as a procedure whereby a researcher explores in-depth a situation, individuals or phenomenon within the context, with the aim of being able to provide an analysis of content and processes.

Deep investigation on teacher motivation allowed the researcher to get more insights on what participants were experiencing on their natural environment.

3.3 POPULATION AND SAMPLING

3.3.1 Population

The research population is a large collection of individuals or objects from whom the researcher wants to select a sample which will represent the entire group (Bryman 2006). In this study, the population was derived from 31 primary schools in the Serowe sub-region, Botswana which is comprised of 31 principals, 56 HODs and 300 teachers.

All primary school teachers from the Serowe sub-region were targeted for the inquiry. Target population is the main group of individuals who share similar features, from which to derive the sample capable of answering the research question (Ary, Jacobs & Sorenson, 2010)

3.3.2 Sampling

Sampling is the selection of a suitable and limited number of participants who are capable of providing information concerning the topic under investigation (Ary *et al.,* 2010) According to

Merriam (2009) and Wiersma and Jurs (2005), sampling involves choosing a limited number of people or events to represent a large group to provide data in order to answer the research question.

Purposive sampling is a method through which predetermined traits are used to select participants. A purposive sampling technique was seen as a suitable method for choosing participants as members were selected basing on their knowledge, relationship and expertise regarding teacher motivation and its influence on learner performance (McMillan and Schumacher, 2010). The sampling method gave the researcher the chance to identify participants who are experienced and can provide relevant information needed to answer the research question. Participants were chosen purposefully based on their experience which meant that the researcher gained relevant information (Creswell, 2009). In this study the sampled members were selected based on the fact that they had contributed to the outcome of the school results and were able to reflect on the challenges which affected academic performance of learners in their schools.

Another sampling method used was convenience sampling, where participants were sampled based on their vicinity to the researcher (Dornyei, 2007). Convenience sampling method was found suitable for the study since the participants were employed at schools situated in the vicinity of the researcher and were available at the required time as they followed the same school calendar.

From the 31 primary schools in the Serowe sub-region, the researcher selected six primary schools, which contributed to 20% of the schools in the sub region. The schools which were used as the sites for the study were chosen based on their performance history of the (PSLE) results from 2010 to 2014. The three participants from each school included the principals, HODs and teachers. Principals were critical participants in this study since they were the ones charged with the responsibility of supervising and monitoring the instructional curriculum and implementing the ministerial policies, and as such, had insights pertaining to what the Government had for teacher motivation. The HODs were viewed as potential participants as they were mandated to effectively monitor and supervise teaching and learning in the departments, as such they gave the researcher relevant information in regard to learner achievement as they have learners' academic records at hand. Teachers were also deemed appropriate for the study as they had experience on what is happening in their classes and how they relate with their supervisors hence revealing their status of motivation at their schools.

The researcher chose a total of 18 participants as the sample for the study. The sampled participants were the ones who had worked in their stations for more than five years. The length of stay was found to be critical because those who have stayed in a setting for a longer period are content-specific experts based on their specialised expertise and close involvement on issues of teacher motivation and their impact on learner academic performance. The sampled participants were chosen as they were accessible to the researcher because they were within the researcher's locality and they could be easily reached telephonically as there is network coverage in the areas (Dornyei, 2007).

Due to the geographical distance and resource constraints the researcher chose one principal, one HOD and one teacher from each of the six primary government primary schools in the Serowe sub-region, Botswana.

3.4   DATA COLLECTION METHODS AND TECHNIQUES

Data collection is the process through which different methods are used to gather detailed information. Data collection in qualitative research is the process of gathering information from information-rich participants using a variety of methods and techniques which could include interviews, observations, questionnaires and document analysis. The goal is to gather detailed information which can help the researcher understand the reasons why a particular situation happened the way it did. The researcher opted for interviews, which were done telephonically due to Covid 19 pandemic protocols.

3.4.1   Interviews

Interviews are the communication methods through which data gathering is done verbally between the researcher and the participants. This include among others semi-structured, structured and unstructured interviews. The researcher used semi structured interviews which are a combination of structured and unstructured interviews. Semi structured interviews were opted for since they allowed the researcher to ask follow up questions in order to get deeper and detailed information of the topic under investigation, as such the participants provided rich data (Denzin & Lincoln, 2011). It also helped the researcher to guide participants on issues relating to teacher motivation. As the semi structured questions are open-ended they helped the participants to fully express themselves and provide detailed information about their experiences concerning teacher motivation (Patton, 2012). Semi- structured interview questions are used to elicit authentic account on participants' motions, feelings and opinions

on teacher motivation (Denzin & Lincoln, 2011). Patton (2012) suggested that using interviews to understand the interviewees' inner perspective is important as it creates room for participants to be free and express their thoughts and feelings, thus supplying an in-depth volume of data very quickly.

The researcher sought permission from participants to record their responses of which she was granted by all the eighteen participants. To collect information from participants in this study, the researcher used semi structured interview questions. The telephonic mode was used to interview six principals, six HODs and six teachers. Telephonic interviews were chosen for this study because they were the best methods which helped the researcher to reach participants with reduced cost and within a short time frame. It was also critical for reducing the spread of corona since it did not allow physical interaction between the researcher and participants.

Interviewing through the use of a telephone allowed participants to feel comfortable and as such they freely elaborated their answers without any intimidation. Conversely, telephone interviews helped the researcher to interact freely with participants, discussed issues and understood the situation under investigation because the participants were not face-to-face with the researcher (Carlson, 2010). On one hand, telephonic interviews promoted privacy by eliminating distractors and making it easy for the researcher to record the responses (Creswell, 2014). Through the collection of data, the researcher gained insights which helped her to answer the research question and interpret the results.

According to Block and Erskine (2012), interviews are a productive way of gaining information from participants since they allow the elaboration of participants' views to help the researcher understand the situation fully. The semi-structured interview questions were opted for because they did not restrict the participant from airing their views about the phenomenon. Denzin and Lincoln (2011) give credit to semi structured interview questions on the note that it allows the researcher to interpret and understand the situation through the lens of participants.

Semi-structured open-ended questions were used for collecting data because they provided answers relevant to teacher motivation. Open-ended interview questions were used as they allowed the researcher to develop follow-up questions during the process of the interview therefore yielded in-depth responses from participants' experiences, perceptions and feelings of worth towards motivation in their schools (Patton, 2012). To begin the interview, the researcher used interview protocols that informed the participants of the interview process, instructions, as well as specific questions to be used during the interview (Creswell, 2014). An

interview guide was developed to collect information from participants. The interview guide helped the researcher remain focused when interviewing participants (Yin, 2011). The interview guide consisted of two sections, being section A, which collected data on participants' demographic status and B which consisted of nine questions, which sought to answer the research questions. The researcher sought permission from participants to record their responses, and the participants granted the researcher permission. To avoid losing information due to some distractors, the participants' responses were audio tape recorded. The researcher read questions to participants who were allowed to answer them orally, while the researcher jotted down the main points and used the audio recorder to record the responses. Each interview took around the allocated 30 minutes. After interviewing the participants, the recorded data were transcribed into a hard copy.

3.5 DATA ANALYSIS

Data analysis is the process through which data obtained from participants were organised and analysed to get meaning from it, (Ary *et al.,* 2014). The data were obtained from participants through tape recording which was then transcribed by the researcher. According to Yin (2011) data analysis is structuring and compiling the large data collected from participants and categorising it into groups and sub-groups for comparison of results. This helped in the reduction and simplification of collected information, while at the same time producing results that may be used in other research designs. This process of analysing data involved coding or grouping the data into categories called themes. Ary *et al.* (2010) define themes as entities that link repeated ideas to bring the meaning to the research question. Themes therefore helped the researcher to select important information and drew conclusion from the combined data.

Thematic analysis was used to analyse data. Through coding, the researcher broke down chunks of information collected from participants and identified themes which answered the research question. Thematically analysing data enabled the researcher to understand the situation under investigation by grouping similar responses to reduce large chunks of data. Through thematic analysis participants' responses and quotes were labelled for easy interpretation and understanding of data. Thematic analysis created room for subjectivity as participants' views, thoughts and feelings were used as the foundation for developing themes (Patton, 2012). Thematic analysis aided the researcher in identifying important and interesting points from the collected data. Moreover, thematic data analysis enabled the researcher to thoroughly organise and reduce data for it to be easily interpreted. Furthermore, thematic data analysis helped the

researcher to gain more insights and derive the meaning from participants' narratives. The data were made sense of, interpreted and theorised (Delahunt & Maguire, 2017).

The researcher coded the transcribed data (Ary *et al.,* 2010). Coding means the identification of chunks of information selected from participants' narratives. Phrases were used to code the themes derived from participants' responses. Using phrases to code the data was critical since it enabled the researcher to make decisions basing on feedback from the participants, which helped the researcher better analyse and summarise results (Wiersma & Jurs, 2005). Open-coding helped the researcher identify and organise important facts (Austin & Sutton, 2015). Through coding, the researcher identified important features that were relevant to the study (Austin & Sutton, 2015). Coding forced the researcher to make judgements about the meanings of the data being collected (Wiersma & Jurs, 2005).

Selective coding is defined as selecting one main category that connects analysed information to capture the essence (Corbin & Strauss, 2008). In this type of coding, the researcher scanned all codes that were identified to choose the ones which were linked. Through coding, the researcher found similarities and differences from the information given by participants. The codes were then organised into categories which led to the identification of themes, concepts or ideas that have some connections with each other (Austin & Sutton, 2015). The researcher revisited the themes to find their similarities and differences and after finding connections and relationships between the codes, the researcher then combined them, to bring similar responses together and condensed them into broader themes. Through thematic data analysis, the researcher managed to identify patterns and points that provided answers to the research question (Ary *et al.,* 2010).

3.6   TRUSTWORTHINESS

Trustworthiness is the base of high-quality research and the degree to which findings from one study are true and can be used in real life situations (Willis, 2007). To achieve trustworthiness of a research study, credibility, transferability, dependability and confirmability should be assured (Guba & Lincoln, 2005).

3.6.1   Credibility

Credibility is the extent to which research is believable and appropriate with special reference to the level of agreement between participants and the researcher. Credibility is established through member checking, peer debriefing and memoing.

Member checking is a participant feedback strategy which involves giving the participants the opportunity to verify the findings. After analysing and summarising data, the researcher gave the participants the summarised data for them to check if it addressed what the researcher obtained from their responses (Carlson, 2010). In the qualitative framework, the individual perspectives are accommodated. Participants were given a chance to cross-check if the results presented were their viewpoints to eliminate the researcher's bias (Creswell, 2009). This member checking aided in ensuring that the researcher had accurately interpreted the participants' responses.

Peer debriefing is a strategy whereby an experienced colleague in the field of study is given a chance to examine and discuss the findings with the researcher. The person who is given the mandate to examine the findings should be neutral. Peer debriefing strategy helped the researcher to find out new things that were omitted when the researcher analysed the data. On one hand, it helped the researcher to give authentic results (Lincoln & Guba, 2005). Peer debriefing enabled the researcher to find out if the methodology intended for use was employed. After a careful examination of the results, the peers provided the researcher with feedback hence ensuring trustworthiness of the research findings (Lincoln & Guba, 2005).

The researcher sent the transcribed data to a colleague who is a member of the Botswana Educational Research Association (BERA) to examine the field notes and then met with the researcher to discuss the findings. The peer reviewer is regarded as a potential member who possesses expertise and knowledge on the topic under investigation, this helped the researcher to get quality advice and feedback. The feedback the researcher gained from the peer reviewer enabled the researcher to identify important information that was omitted during transcribing by the researcher and allowed the researcher the opportunity to develop new ideas with the peer (McMillan & Schumacher, 2010). The peer debriefing session benefitted the researcher as it assisted the researcher in answering difficult questions and interpreted the study (Creswell, 2014).

Memoing involves reading data several times to get meaning from it. It is a process in which, the feelings and thoughts of participants are recorded according to how they perceived the situation. It reflects what the participants have revealed when answering the research questions (Charmaz, 2006). It provides a means through which the views of the researcher can be recorded for later discussion (Ary *et al.,* 2010)**.** Memoing was employed by the researcher who read the transcribed data several times and related it to the recorded one. This helped the researcher to understand participants' views by studying the data intensively to get the meaning from the context (McMillan & Schumacher, 2010). The concept of memoing helped the researcher to retain ideas that might be lost and facilitated the development of study design. Moreover, the researcher's journal was used to monitor subjectivity, perspectives and bias (Ary *et al.,* 2010).

3.6.2   Transferability

The term transferability means the study can be repeated and provide same results (Merriam, 2009). To ensure the applicability of the research findings thick descriptions were used. The rich detailed information was found from in-depth questions asked during interviews (Ary *et al.,* 2010). To ensure transferability the researcher used verbatim quotes and thick descriptions to report the findings.

3.6.3   Dependability

This is another way of finding the authenticity of results which emphasises the need for the findings to be consistent and replicable. An inquiry audit is critical in ensuring the dependability of the study. Through inquiry auditing, an outside person was given the opportunity to review results for consistency and replicability (Merriam, 2009). Carlson (2010) describe audit trail as a way of ensuring that the findings are consistent by carefully recording all the important components of the study which included field notes, interview notes, video and audio tapes. The researcher used an audit trail to describe how data were collected and analysed. This complete representation of procedures helped judge dependability following the audit trail (Carlson, 2010).

3.6.4 Confirmability

The term confirmability is described as the neutrality and objectivity of the study. This means that the results of the study present perceptions of participants (Merriam, 2009). Confirmability was maintained by using an audit trail which explained steps taken to analyse the collected data (Wiersma & Jurs, 2005). Confirmability called for the same results or findings for the study if the same condition or situation was investigated. The research findings were confirmed through peer debriefing and member checking. These two methods allowed other investigators to draw similar conclusions and confirm the findings.

3.7 ETHICAL CONSIDERATIONS

Qualitative research approach requires researchers to follow the ascribed ethical considerations which are guiding principles to be adhered to when one is conducting research. The guiding principles are pivotal when undertaking research because they protect the rights and interests of participants (McMillan & Schumacher, 2010). Participants need to be informed of the study and understand how the results will be used.

To gain access to schools, the researcher wrote a letter of request to Chief Education Officer. Upon receiving an approval letter from the Chief Education Officer, the researcher negotiated with principals and requested them to identify teachers who are interested in taking part in the study and have worked in the institution for five years. Two weeks prior to the study's commencement, the researcher hand delivered letters to principals notifying them of the research, and gave them enough time to prepare for the interview. The letters fully explained the need for conducting the study and the guidelines to be followed during the process of data collection. The researcher sensitised the participants on aspects of confidentiality and informed consent (Denzin & Lincoln, 2011). Participants signed consent forms which assured them that any information they provided would be treated as confidential. The researcher also sought permission to audio record participants' responses.

3.7.1 Confidentiality

Confidentiality involves protecting participants' rights and dignity by not disclosing their information without their consent. To maintain confidentiality, the information gathered from participants was locked up in a cupboard to avoid it from being easily accessible to other

people. The researcher also made sure that participants names were not tied to their responses (Kaiser, 2009). To safeguard the participants' site, the researcher conducted the interview in a private location where the conversation could not be heard or seen by other staff members. The researcher safeguarded the collected data by making sure that the information was accessible only to the researcher and the supervisor. Confidentiality was maintained throughout the process of analysing data by making sure the names of schools were not disclosed rather the names of plants were used to represent each school. This information ensured that participants' rights were respected and therefore their participation in the study could be from their willingness to participate, thus calling for participants to volunteer to be interviewed. For security purposes, the audio tapes were kept separately in a locked cupboard to prevent them from mixing with other interview transcripts. The recorded information was transcribed by the researcher. To maintain confidentiality and privacy the researcher used pseudonyms to code data. (Ary *et al.,* 2010).

37.2 Informed Consent

Informed consent involves informing participants of procedures to be followed for carrying out a particular study and an explanation of what is expected from them (Hesse Biber, 2016). According to McMillan et al (2010) informed consent is maintained when the participants understand why the study is carried out and what risks they may encounter if they take part in the study. Its major purpose is to show respect for autonomy and prevention of assault on the integrity of the participant. It involves implementing a range of procedures when using human participants. Its emphasis is that the participants must have adequate knowledge about the project. Informed consent is how participants' right to autonomy is protected (Maxwell, 2005).

Before starting the research, the researcher explained the methods she is going to use to conduct the study and the reasons for conducting the study. The researcher allowed participants enough time to ask questions and then clarified any questions or issues. The participants were given consent forms to complete and sign.

3.7.3 Voluntary Participation

Voluntary participation ensures that participants' rights are respected and therefore their participation in the study should be from their willingness to participate, thus calling for participants to volunteer to be investigated (Kaiser, 2009). The researcher explained the

procedures and expectations for carrying out the study. The participants were given freedom to accept or reject the invitation to participate. They were also assured of their rights to leave if they felt uncomfortable. The topic of study was introduced to the participants and the researcher fully elaborated why she was interested in carrying out the investigation on teacher motivation. The researcher also explained to the participants how they were chosen and the reasons for choosing them as the potential participants for the study.

3.7.4   Privacy

Privacy is the participants' rights to have control over how the information they provide is collected, used and disclosed. On one hand, privacy can be defined as having control over when to share information about themselves and with whom. During the data collection, privacy of participants was maintained by conducting interviews behind closed doors. The participants were assured that the information gathered from them will not be publicised unless for official purposes and people who were involved in the study. Participants' identities would be represented   by pseudonyms instead of their names or their institution names.

3.7.5   Anonymity

Anonymity involves presenting data in the manner that cannot be associated to the person from whom it was obtained. Anonymity ensures that participants' dignity is protected and valued. This can be accomplished by telling the participant not to divulge their names when attempting the research questions. The anonymity of participant was preserved by using pseudonyms instead of their names or their institution names. This was achieved by giving schools sampled names of indigenous plants. Data analysis and dissemination of findings were safeguarded by limiting access to the findings to the participants and the researcher avoided using any information that directly or indirectly revealed the participants' identity or place of work (Charmaz, 2006).

3.8   SUMMARY

This chapter focused on the methodologies used to obtain information that provided answers to how teacher motivation influences learner academic achievement. Information regarding qualitative research, its characteristics and relevance to the study was explored. The chapter described the research methodology employed to collect data which included the sampling

procedure, data collection through telephonic interviews and thematic data analysis. Issues pertaining to trustworthiness and ethical considerations were also elaborated on. The primary focus was to gather information pertaining to factors that motivate teachers to perform their duties satisfactorily to enhance learner performance.

CHAPTER 4

PRESENTATION OF FINDINGS, DATA ANALYSIS AND DISCUSSION

4.1   INTRODUCTION

In Chapter 3 the research methodology and the research design were discussed. The reasons for choosing research instruments and strategies were justified. Chapter 4 presented the analysis of data gathered through telephonic interview with the principals, HODs and teachers. The sample for the study was six schools in the sub-region in which one principal, one teacher and one HOD represented the schools. The participants were selected from two excelling schools, two average performing schools and two underperforming schools. The researcher collected data in six primary schools in the Serowe sub-region, Botswana.

The main question for this study is: *How does teacher motivation influence learner achievement in Serowe primary schools?*

4.2   DEMOGRAPHICAL DATA RESEARCH SITES AND PARTICIPANTS

The demographic data **were** collected based on names of participant, position, age, gender, educational background, teaching experience and length of stay in current position.

4.2.1   Description of Sites

4.2.1.1 Schools

The target population was six Government primary schools of the Serowe sub-region, Botswana. From the six sampled schools, two were from the remotest area, two from remote areas and two more from the major village. Eighteen participants were sampled and included six principals, six HODs and six teachers. The six schools selected as research sites were Government public primary schools which enrolled pre-primary to standard seven learners. The enrolment of learners from the various schools ranged from 210 to 800 learners while the number of teachers ranged from 9 to 28 teachers for each school. For support staff the numbers ranged from two to four per school this included cooks and cleaners.

4.2.2   Description of Participants

4.2.2.1 Participants description by gender

The participants included 18 teaching staff personnel comprising of six principals, six HODs and six teachers. The five school principals were female while one was male, for HODs the participants consisted four males and two females. Included in the sample were three male and three female teachers. In total ten female teaching personnel were interviewed against eight male teaching personnel. The findings revealed that principals' positions in this study, are dominated by female teaching personnel while for HOD the positions are dominated by male and for teachers there is a balance.

Teaching is a female dominated profession because women are considered as more nurturing than men because of their societal roles of being attached to younger children as they are the ones mostly believed to be mandated to raise the children. Female teachers are also believed to be patient and kind hearted, this helped women to have attachment with young children (Skelton, 2009).

4.2.2.2 Participants description by age

The age range for the six principals interviewed was 45-50, while for HODs the age range was 41-50. For teachers the age range was from 41-61years.

4.2.2.3 Participants educational background

The educational background of participants ranged from Diploma to Bachelor's degree in Education. Five of the six principals had a degree qualification while one had a Diploma. For HODs three of them hold Bachelor's degree in education while three have Diplomas in Primary Education. Teachers' qualification revealed that two teachers hold a Bachelor's degree in Education while four of them hold a Diploma in Primary Education.

4.2.2.4 Participants teaching experience and length of stay in the current position

Five principals have been teaching for more than 25 years but four of them have been in principals' positions for five years, only two of them having been in a principal position for a period ranging from 6-10 years and 11-15 years respectively. The teaching experience for HODs is 6-15 years. Two HODs are newly promoted and have been in the position for less than a year while the other four ranged between 1-5 years. For teachers it is really a concern

because some of the teachers had been in one position for more than 30 years. Five of the teachers had a teaching experience which ranged from 11-15 years while one has been teaching for 35 years. The teachers experience reflected that some teachers had been in the same position for more than three decades.

4.3   RESEARCH THEMES

The research themes were derived from the questions which were used to collect information from participants. For all the research questions the participants' responses were recorded as verbatim quotes which the researcher derived themes from. Research themes are listed below:

Table 4.1: Research questions and themes

RESEARCH QUESTIONS	THEMES
	1. Understanding of the term motivation
1. How do the working conditions influence motivation of teachers?	2. Teacher job satisfaction and morale
	3. Motivation factors satisfying and dissatisfying teachers
	4. Infrastructure and learning resources
	5. Working relationships
	6. Recognition and reward by the school
2. To what extent does professional development influence teacher motivation?	7. Contribution of Professional development on teacher motivation
3. How does remuneration influence teacher motivation?	8. National Incentives

4.3.1   Theme 1: Understanding of the term Motivation

The participants were asked to explain what they understood by the term motivation. The participants responded to the question as follows:

> **P2:** *Motivation I believe, means making the people you are working with happy, the way you nurture them in order to make them feel comfortable and closer to you as a supervisor.*

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H 6: The way of giving teachers a pat on the shoulder or token of appreciation for the good work they have done. It is acknowledging teachers' efforts or contribution in helping the school to drive its mission.

T 3: Motivation is a driving force that encourages teachers to do their work with interest and aim to produce good results. I think it is a guide to inspire somebody to work hard.

The responses above showed that most of the participants understood the concept motivation. Njiru (2014) described motivation as provision of an appealing atmosphere which can provoke teachers to do their work willingly and aim higher in everything they do. It is viewed as a way of arousing teachers' interest and empowering them with skills and experiences which can enable them to carry out their duties without any barriers. Motivation is providing a welcoming environment to employees through the provision of necessary materials, good leadership and consultation (Rainey, 2009). Motivation is also regarded as a critical ingredient which organisations need in order to persuade employees to perform their duties diligently for the attainment of good results. In contrast Oko (2014)**,** posited that appreciating employees' contributions is an essential element which encourages employees to put more effort in the task they are assigned to and work hard towards achieving good results. Motivated teachers are interested in developing the learners and getting good results for the organisation. Motivation inspires individuals to execute their duties with the will-power to achieve good results in every task they are assigned (Bennell & Akyeampong, 2007).

The findings from the study revealed that most participants understood motivation as a driving force that encouraged teachers to do their work with interest and enhanced their eagerness to work hard to attain the set objectives. The participants viewed motivation as a way of inspiring, guiding and influencing teachers and creating a conducive environment to enable them to enjoy their work. Furthermore, they believed motivation is a result of the value and appreciation given to teachers' contribution on attaining the organisational goals. Participants regarded motivation as a way of acknowledging teachers' efforts and contributions towards achieving the goals set for the organisation.

4.3.2   Theme 2: Teacher Job Satisfaction and Morale

The researcher requested participants to describe their current level of job satisfaction and morale. Some participants reported to be having high morale due to favourable working

conditions at their schools. The participants cited support from supervisors and colleagues as driving force that enhanced their morale. The excerpts below were given by the participants where teacher morale was high:

H3: Teachers are working very hard, supportive and always willing to assist when given work. Their morale is high, and they are self-monitored, they are rarely followed to do their work like preparation. They are a very good group to work with.

T1: In our school I can say our supervisors have that motivating and encouraging spirit. They always encourage us to work hard in order to produce good results. They are caring and supportive, because during assessment if they identify some weaknesses, they find ways of assisting the teachers who had challenges in some objectives. They do this by inviting those who are competent on the area to demonstrate a lesson on the topic identified. This of course boost our morale towards work.

T 4: I am not happy with some things, but the morale is generally ok. Our supervisors encourage us to work hard by praising us for our good work. The parents are also responsible for their children's progress at school. If you call them as class teacher most of them turn up. This motivates us to do our work as we can discuss learner progress with their parents.

One hand, some of the participants reported that the atmosphere they are working under lowers their morale leading to job dissatisfaction. They cited lack of consultation, shortage of classrooms and poor housing status as some of the factors that contributed to their job dissatisfaction hence low morale.

The responses below were from participants where low morale was experienced:

P 4: Aaah…. Hmm…, the current level of job satisfaction, let me say since I get here in 2016 I discovered that teachers' morale was down, the reason being they were not promoted, as such they were not motivated and this resulted in low performance. I tried to motivate teachers by taking one teacher from upper department to lower and vice-versa, thinking they will produce good results still it did not work. I have discovered that they do not enjoy their work, this impacted negatively on the results. I also tried to motivate them by writing them appreciation letters if there was value addition of some sort, but since they were not promoted there was no improvement, because decried not being promoted. Even if you can recommend a teacher when it

came to the marks particularly academics ones, it gave them nothing to compete with other teachers as a result promotion became difficult and there was nothing I can do. Some teachers were demotivated by staying here for a long time, they said they were at a disadvantage because of the school's poor results.

H 3: *Teachers' morale is low because of bad state of the houses. There are only 10 houses against 25 teachers. This forced the teachers to share two bedroomed houses. Imagine a teacher having children sharing with the one who does not have children, obviously conflicts are going to arise leading to low morale at work. Teaching outside also demoralises teachers as during harsh weather conditions children are overcrowded in one classroom therefore effective teaching and learning cannot take place.*

T 3 *Um…. madam…. hei it is difficult to answer this one, but let me not hide anything, motivation is not done. The morale of the teachers is very low because there is division between management and teachers. As teachers we are never consulted, management takes decisions and then pass out the conclusion to us that does not work in our favour. Issues like appointment of invigilators are not fairly done because not all teachers are given the opportunity, there are a few who are considered, this, resulted in some teachers especially those who are never considered being not happy. Obviously if teachers are not happy their morale is also affected, and they will not do their work satisfactorily.*

The results from the study indicated that in schools where there was support from colleagues and supervisors, the morale of teachers was high, while in those schools where moral and support was low, teachers were demoralised. In schools where job satisfaction and morale were high, there was evidence of support from supervisors. Consultation and professional development through lesson demonstrations were also cited as critical factors that boosted the morale of teachers. For schools where teacher morale was low, participants cited factors like poor housing conditions, lack of opportunities for advancement and poor parental involvement as factors that demoralised them. Lack of consultation and involvement in decision making, poor working relationships between supervisors and junior staff were also cited as contributory factor to teachers' low morale. All the aforementioned conditions lower job satisfaction amongst teachers and decreased their willingness to perform their duties well, therefore impacted negatively on learner academic performance.

Job dissatisfaction on one hand, resulted in teachers not willing to take part in some activities especially extra duties, resisting change and absenting themselves from work. Poor remuneration of teachers was also cited as a contributory factor which lowered teacher morale and as such, led to teachers dragging their feet, thus negatively affecting learner achievement (Chireshe & Shumba, 2011). According to Herzberg (2003) inadequate provision of facilities like classrooms, learning resources and poor working conditions like low salaries yielded dissatisfaction amongst employees resulting in negative attitudes towards work, hence poor learner performance. On the other hand, for schools which provided support for teachers the morale was high, and this led to teachers being satisfied with their work and executing their duties diligently.

The responses from the participants showed that consultation and support from supervisors were some elements which boosted teacher morale. The study further revealed that, where there was support and consultation from supervisors, teachers' morale was improved. Creating and maintaining an enabling and conducive environment where   teachers are supported for their tireless efforts was regarded as paramount in enhancing morale of teachers, therefore inspiring them to work hard. Improving teachers' morale is pivotal as it spurs them to dedicate their efforts to assigned tasks. This is emphasised by Raziq and Maula-Bakhsh, (2015) who extrapolated that improving teacher morale in the workplace is critical because it instils positive behaviour towards work. Developing teacher morale is also beneficial to the organisation because if motivated, teachers will be inspired to work hard towards quality outcome. Providing an enabling environment that promotes access to learning and instils a spirit of hard work among learners is paramount as it instils spirit of hard work among employees (Raziq & Maula-Bakhsh, (2015).

Regarding Herzberg two-factor theory, teachers' satisfaction can be enhanced if their tireless efforts are recognised and commended. Delegating management responsibilities to teachers and creating opportunities for advancement are ways of motivating teachers. Providing opportunities for teachers to contribute in decision making is paramount to both the organisation and the learners at large. The environment where there is shared vision and effective communication influences a good working relationship which motivates employees to devote themselves to providing quality service leading to improved learner performance (James & Nickson, 2016). If teachers have a stake in what is happening in the school, they would own the organisational goals and commit themselves to achieve. The provision of a conducive working environment is also vital because it develops happiness and healthier

minds, and if happy, teachers would extend their love to the learners and attend to their academic and social needs, these will create room for learners to have interest in their learning achievement (Zafarullah & Pertti, 2017)

Conversely, if the environment is not welcoming, job dissatisfaction will manifest reducing the level of performance amongst teachers (Zafarullah & Pertti, 2017). Furthermore, supporting teachers in their daily endeavours is regarded as a critical ingredient which instils a sense of belonging to teachers, this contributes to improved teachers' morale. If the morale of teachers is increased, they will be urged to work cooperatively focusing on attaining the set organisational objectives. It is therefore pivotal for schools and principals to provide a conducive working environment to create room for teachers to enjoy their work by providing both material and emotional support.

4.3.3   Theme 3: Factors that contributed to teachers satisfaction and ddissatisfaction Teachers

The participants were asked to mention the factors that contributed to their job satisfaction and dissatisfaction. The responses from participants were as follows:

> **P4:** *Satisfying factors, aah… I believe the most satisfying factor is that teachers are teaching manageable number of pupils. Our school can only accommodate 30 learners because of the classroom sizes. It seems when the Chinese donate it, they considered the recommendation by RNPE which advocates for class size to be reduced to 30. Teachers are also happy because supervisors acknowledged them for good results this motivated them to perform better.*

> **H4***: Accommodation in our school is enough and everyone has a house. We also have enough classrooms. There is teamwork prevailing both between the school management and junior staff. Teachers do manage time and do their work on schedule, you can count this as small things, but if done well they bring peace between employees. Teachers are also free to air their views this makes them free even to confront the senior management*

> **T 5***: Mmm…. I can say I enjoyed the team work spirit prevailing in my school. The school is a nice place to work at, our supervisors are like our parents they guide us whenever we go out of way. One satisfying factor is accommodation, we all have our own two bedroomed houses and the classrooms are also enough.*

The findings revealed that for schools where teachers are satisfied, teachers showed eagerness when performing duties. Participants were also satisfied by adequate housing, being involved in decision making and recognition. Factors like recognition for good performance, active parental involvement, adequate housing for teachers, classrooms and involvement in decision making were cited as factors that satisfied teachers and instilled in them a sense of belonging.

Support from parents was also valued by participants on the note that, when parents are actively involved in their children's academic endeavour, it became easy for teachers to carry out their duties and cater for the learners' needs because they would share the learners' strengths and weaknesses with parents. Lack of parental support on one hand was cited as one factor which demotivated teachers. This affirmation is supported by Hornby and Lafaele (2011) who perceive parental involvement as pivotal in improving the education of the child. It is also critical for parents to attend educational gatherings like Parents' Day, exercise book review and consultative meetings which create a room to discuss the progress of the learners. Llamas and Tuazan (2016) also view parental involvement as paramount in the education of the child, as children whose parents have a stake in education perform better academically and are usually interested in their learning. Support and guidance from parents are necessary because interaction and discussing learner progress creates a bond between the teacher and the parent which helped mould good behaviours yielding good academic discipline and good attendance records hence improved productivity.

Other participants expressed their dissatisfaction which is caused by lack of parental involvement, they had this to say to indicate their dissatisfaction:

> *P1: Ah…., with parental support this where the trouble lies, you find that only a few of them just come to school for their children in order to check how the child has been performing. You find that it is one or two parents who come to school. When it comes to times of meetings, I mean when you call them even before Covid 19 came in, aah!!!It was a headache for parents to gather and hear what we are saying. This impacted negatively on results because a very limited number of parents' support teachers to share how their children are progressing.*

> *H 2: Another dissatisfying factor is that learners do not have role models or parents to guide them to take their education seriously. What is disappointing is that some learners stay alone at their homes, in some instances the eldest child will be the one doing standard 5, just imagine a standard five children being responsible for their*

siblings while parents are at the farms or cattle post. For PTA meetings, hei… that one is disaster they only come to school when invited for procurement or for being employed at Ipelegeng otherwise when we call a meeting less than 20 parents came, even for consultation after the end of term examinations they do not turn up. In some instances, one parent will come and collect reports for other learners whose parents failed to come and pretend they are their relatives. This demoralises teachers because they feel they are teaching children who do not have parents or guardians to discuss their academic progress with, this therefore led to the poor results of the school.

T 1: Parents in this village are not supportive, they do not even bother to check whether their children are taught properly. You call them for a meeting only a few come, for report collection one parents will take reports for other children and if you want to find out the reason for that, they will tell you there are neighbours. Let us face the truth, is the parent going to remember what has been said for more than 10 children, not.

From the participants' point of view lack of parental support, large class size, teaching all the subjects and stagnation in one position were some factors which most participants found dissatisfying. At some schools, parents were not supportive and their contribution to their children's learning was minimal leading to teachers struggling to make ends meet. The concern raised by participants is supported by Llamas and Tuazan (2016) who asserted that students whose parents do not take part in their learning, perform below average in their academic endeavour. Since these children lack guidance and support from home they struggle on their own and as such most of them do not perform satisfactorily. Lack of parental involvement often creates room for poor discipline and a negative attitude towards school, which could lead to poor academic performance (Hornby & Lafaele, 2011).

In addition to the issue of parental involvement, participants raised the issue of workload as another factor which negatively affects their motivation at work. This how the participants responded:

P2: *Another demotivating factor is class size, just imagine teaching 43 learners 9 subjects in a storeroom. The teacher is supposed to teach at least 5 subjects per day, thus marking 43x 5 (215) exercise books, this is hectic to the teacher and as such make them fail to attend to learners' work efficiently negatively impacting the results.*

H3: *The other dissatisfying factor is class size it is pathetic to teach more than 40 children who are not even supported by their parents. Besides support from parents, it*

is difficult to attend to their individual needs. Looking at the congested syllabus objectives especially upper primary syllabus some subjects especially those which are not examined end up suffering.

T3: The class size is also motivating because our classes' number ranges from 25-29. There are easy to manage the only disadvantage is that children do not get support from their parents.

The issue of large class size was cited by most participants as a major factor which contributed to declining results. Large classes impacted negatively on learner performance because there is too much work for the teacher which hindered them from attending to individual needs (Khan & Igbal, 2012). Handling large classes had a negative effect on quality instructional delivery since managing classroom behaviour has become a challenge and learners ended up displaying disruptive behaviours. The findings also revealed that handling large class sizes act as a burden on teachers as they are overwhelmed by marking learners' work and due to the workload, they are unable to pay attention to details. Participants regarded this as a demotivating factor in their efforts to attain good results as they at times fail to cover their planned activities.

A large class is viewed as challenging to both the teacher and learners because it hinders teachers from maintaining discipline, resulting in the quality of curriculum delivery being compromised as teachers spend time attending to disruptive behaviours instead of attending to teaching and learning (Mhanga, Nasango & Sylvia, 2010). Protesting against overcrowded classrooms, Khan & Igbal, (2012 are of the notion that, too many learners act as a barrier to teachers' efforts to deliver their content effectively. The emphasis is that when overcrowded learners' movement is restricted. This forces teachers to resort to using the teacher-centred approach for instructional delivery which compromises active learners' participation. Marking learners' work is also not effective in large classes as checking work is superficial and not done in detail due to the workload.

Small class size on the other hand was viewed as beneficial to effective teaching and learning because learners are always fully engaged as the teacher can cater and attend to individual needs. Small class size is critical to effective teaching and learning because teachers can motivate learners to dedicate themselves to their school work (Khan & Igbal, 2012). Small class size is also paramount because it enables teachers to have ample time to identify learners' weaknesses and strengths and attend to individual needs. The importance of teaching a smaller class size is highly commended by Mhanga *et al.,* (2010) who attested that teaching a small

class size reduces disruptive behaviours as learners are always busy with activities, resulting in their participation been improved hence academic excellence. Small classes are also beneficial because it allows for face-to-face interaction amongst learners which enables them to gain diverse ideas which is not possible in large classes (Khan & Iqbal, 2012).

The other concern raised by participants regarding workload was the issue of teaching all the subjects offered at primary schools. Below are some comments by participants:

> **P3:** *Teaching all the primary subject was also a dissatisfying factor because when teachers were trained at colleges of education, they specialised in the subjects they felt they were good at and had performed them better at their Cambridge level. When they joined the service, they were expected to teach all the subjects of which some of them they had never came across. Teaching all the subject impacted negatively on both teachers and learners results because teaching a subject you are not conversant with; one cannot give learners what is expected this demoralised teachers.*

> **H 6**: *Teaching all subjects especially for teachers who started at a diploma level is a challenge. Um…, it is a challenge because during their training, teacher trainees special but when they begin teaching they become one size fits all, I mean teaching all subjects. It is a challenge because some of the teachers struggle to teach maths and science which does not even have enough trained personnel. Mmm… imagine teaching maths where it has been giving you a headache during your academic schooling. (Tota gone mme o ka ruta jang selo se go paletse), how can you teach something you are not conversant with, you end up just doing it for records, but the learners will be disadvantaged, and their results affected negatively.*

> **T 4**: *The issue of work overload is also demotivating, teaching all primary syllabus subjects of which some of them we are not competent at.*

The participants revealed that they were dissatisfied because they are requested to teach all the subjects offered at primary schools of which some of them, they are not competent at. This acts as a dissatisfying factor because delivering the content you are not conversant with demoralised teachers. In the context of Botswana pre-service teachers specialise on the subject combination which include Math and Science, Social sciences being Religious and Moral Education and Social studies, Languages being Setswana and English and Practical subjects, being Agriculture and Creative and Performing Arts (Mokotedi,2013). The participants' concern was that during training they were given a chance to choose their area of specialisation which they

did considering their competence in some subject areas, but when they are appointed to schools, they are expected to be generalists' teachers. This issue of one size fits all when teachers joined the service impacted negatively on content delivery and demoralised teachers because they felt it is practically impossible to teach something which they are not acquainted to.

In support of the findings, subject specialisation is regarded as an essential tool for improving teachers' morale to deliver quality content to learners. If the teachers are allowed to teach the subject in which they are competent, they will deliver quality instructions to learners in an efficient and effective manner (Samukunge, 2015). Sharing the same sentiment Makhila (2008) buttressed that subject specialisation is essential to inspire teachers to have passion on teaching because of the confidence they would have when presenting matter to learners. He opined that, teaching the subject of their area of specialisation enabled teachers to present the matter in a competent and enthusiastic manner, resulting in learners grasping the matter presented to them better. Focusing on the teachers' area of specialisation will allow for quality content and the teacher would confidently deliver the matter to learners. Subject specialisation is key to teacher motivation as it breaks the curriculum into achievable tasks as compared to large areas, which ended up disadvantaging learners as at times the teacher did not cover all the content due to the workload and incompetency in some areas (Samukunge, 2015). Subject specialisation is also regarded as beneficial to learners because it enables learners to interact with different teachers of different capabilities and potentials, which will enhance their motivation to learn and positively impact on their performance (Ndawi, 2000). Teaching all the subjects was viewed as a barrier for quality content to learners. As per the verbatim quotes, teaching a subject one is not competent at affected the teaching and learning process which later affected learner achievement.

The other burning issue raised by participants was stagnation in one position. The findings from the study revealed that it took much time for teachers to move up the career ladder, this therefore led to job dissatisfaction.

The excerpts below evidenced that the participants were not satisfied with the length of stay in one position.

> **P4**: *Aah…. Hmm…, the current level of job satisfaction is really not good, let me say since I got here in 2016 what I discovered was that teachers' morale was down, because they were not promoted. They were morally down as such they were not motivated to perform their duties effectively resulting in low performance by learners.*

H 5: Teachers decry is promotion, their concern is that they stayed in one level or position for a long time and regarded this as a demoralising factor for them. In our school we have a teacher who has worked for 35 years but still holding no post of responsibility, she is just a teacher experienced and performing. It is bad and demotivating because no promotion meant no growth professionally and financially and as such, affecting the teacher's performance.

T1: Promotion is another pain; it took long for teachers to be promoted or to move from one level to another. The frustrating one is for those called senior teachers, they are just earning the same salary with us, but they are expected to supervise us, so there are the most demoralized group.

Promotion is one element critical for teacher motivation because through it, the responsibilities of teachers and their status are improved, this is because pay helps them to satisfy their needs. If teachers' needs are satisfied, teachers would exert their effort to achieve the mission of the school, leading to improved productivity (Eryman & Sonmezer, 2008). Promoting teachers is pivotal since it boosts teacher morale and motivates them to work hard to accomplish the assigned tasks (Armstrong, 2015). Promoting hard working and competent teachers is critical for professional, economic and social development. On the other hand, promotion develops in employees a positive mind-set towards work and increases teachers' dedication to service delivery. Stagnation lowers teachers' morale resulting in disgruntled teachers declining to take on delegated duties (Ozidi, 2008). Lumuli (2009) affirmed that pay and promotion cannot be separated. He opines that promotion results in an increase in salary and his belief is that increasing employee salary is fundamental as it enables employees to meet their basic needs and improve their self-esteem which later instil in teachers, the spirit of commitment to take on any task they are assigned. If the morale of teachers is high, they would ensure that they dedicate their time to duty, displaying their utmost potential in the teaching and learning process, which will result in improvement in performance. Ozidi (2008) also cited that promotion is crucial for employees to be effective in whatever they are doing, but if they do not get promotion after producing good results, their spirit and morale will be lowered and they may feel devalued.

Conversely, stagnation was revealed as a demotivating factor because staying in one position resulted in teachers feeling that their tireless efforts were neither recognised nor valued. It was on this note that some teachers no longer committed themselves to service delivery which

impacted negatively on learner performance as the ascribed duties were not delivered as per expected standards. Their major concern was that it took much time for them to progress from one level to another, especially to a management position, since for them to move to the scale D, which is regarded as the first step for promotion, they must serve in one position for a long time. Teachers were the most disadvantaged because some of them had been in the service for more than 30 years but had not been promoted. This stagnation was the most demotivating factor which lowered teachers' morale towards service delivery. Teachers were also concerned that it seemed promotion was not done on merit as some teachers from under performing schools were at times promoted to occupy vacant positions in performing schools leaving behind potential and committed teachers serving in those schools. This had frustrated the performing teachers who ended up becoming disgruntled leading to negligence of duty, which affected learner academic achievement.

Satisfying self-esteem needs by promoting and awarding teachers for their positive contribution towards organisational goal achievement is viewed as an essential tool to spur employees to devote their efforts to service delivery (Maslow, 1974). Herzberg's two-factor theory on growth needs also emphasises that provision of opportunities for promotion are vital to teacher motivation, because through them teacher's self-esteem, status and competences are developed, enabling them to efficiently carry assigned duties (Kaur, 2013).

Teacher's housing and accommodation was also cited as a factor which hindered teachers' zeal to satisfactorily perform their duties. The participants' responses below justified the concerns raised:

> *P 3: The houses for teachers are not enough therefore they are forced to share. This is a concern because in this area finding a house to rent is practically impossible as most houses are traditional houses made with mud. Sharing a two-bedroomed house is challenging and at times cause conflicts which affect teacher performance.*

> *H 3: The teachers' houses are also not adequate there are only 10 houses against 25 teachers, so some teachers are renting in the village this forced teachers to share. Three teachers are renting in the village and paying a lot of money as compared to those accommodated in institutional houses. Amongst those who are sharing there is a case where one is complaining of bad behaviour displayed by the other one who always make noise during the night. This is really disturbing and negatively affected the other teacher.*

T 4: *Accommodation is also a concern since in our school there are only six teachers' quarters against 21 teachers.*

From the study findings, teachers housing was viewed by most participants as a challenge in most schools. Some schools had enough houses, but the challenge was that they were not maintained which resulted in teachers staying in houses which may affect their health. Participants complained of a bat infestation and leakages of drains which is a health hazard to teachers. Shortage of accommodation forced some teachers to share two-bedroomed houses which created conflict especially if one of the teachers had a family while the other one is single. Another issue raised was that of payment of utilities such as water and buying electricity, as at times the other tenant is reluctant to cooperate and ended up defaulting, resulting in utility cuts which negatively affected the other tenants, these demotivated teachers and led to some failing to execute their ascribed duties satisfactorily.

The need for good housing is supported by Humayon and Rasheed (2016) who asserted that habitable housing which is well ventilated, with good water and electric supply is a key factor in enhancing teachers' zeal to execute their duties. Provision of conducive accommodation is pivotal to the safety and security of the teachers. If good housing is availed to teachers, they would feel they are valued and this will encourage them to enjoy their work. Shelter is viewed as a major physiological need which when availed to teachers can ignite their willingness to commit themselves to deliver quality instruction to learners (Bennell & Akyeampong, 2007).

Good housing is also critical because it is good for healthy lives, which results in effective and productive human resource (Mgimbudzi, 2009). If teachers like their job, they will love the learners they are entrusted with and deliver quality instructional material leading to impressive results (Mgimbudzi, 2009). Lack of teachers' accommodation and poor housing conditions is detrimental to teachers' effectiveness as it lowers their morale which at times leads to late coming and being absent from work. This poses a threat on learner achievement (Bennell & Akyeampong, 2007). Teachers regarded the issue of lack of accommodation as a factor that affected their eagerness to display their potential.

According to Juma (2011), maintaining facilities is very important for both students and teachers since it can provide an enabling environment which encourages both teachers and learners to enjoy their work. Conversely, if facilities are in a poor state they would lead to demotivation of teachers and inefficiency of content delivery.

4.3.4 Theme 4: The impact of Infrastructure and Learning Resources

The participants were asked to talk about how the schools' infrastructure and learning resources impact on their performance. The issue raised as a major concern by most participants was acute shortage of classrooms. This how the participants responded:

> **P 4:** *The school has 18 classrooms and 21 classes, so we have shortage of 3 classrooms. For the three classes which do not have a classroom, teachers are sharing one classroom and the two which did not have classrooms are taught under trees. Sharing of classes is a concern because sometimes conflict arise when one teacher complained that the other one did not maintain cleanliness and other things like not caring for textbooks and other materials. During harsh weather conditions like winter and rainy season teaching is mostly affected in a negative way because learners are crowded in one classroom which is not healthy, imagine in this era of Covid-19. When learners are taught under trees there is no effective teaching and learning as they are distracted by anything that passes by this of course hinder teachers from diligently performing their duties. As such they ended up being demoralised*

> **H6**: *The classrooms in our school are enough but their conditions are not at all good for both the teacher and learners, most of them are infected by bats, so bats droppings are always falling in the classrooms and children must sweep the classroom on regular basis. Regular sweeping disturbs the teaching and learning process as time for curriculum delivery is wasted. It is also unhealthy for learners to clean bats droppings. This demotivate teachers as they fail to cover the syllabus objectives hence poor results.*

> **T2**: *The classrooms are enough; the major challenge is their bad state. Heish….it is frustrating because some classrooms have potholes which makes it difficult to clean the floor. Some classrooms do not have windowpanes and their ceilings are falling. Due to bats infestations the droppings from bats fall on the floor and force leaners to sweep between the lessons to reduce the smell. The bats infestation is a health hazard as some learners are allergic to the smell. Some of the classrooms do not have lights, so during rainy and cloudy days, learners who have problem of sight struggled to see what is written on the chalkboard or charts, this of course affected our teaching and learning activities hence demoralising us.*

Shortage of classrooms was one of the factors that demotivated teachers in the Serowe sub-region. Even for schools which had enough classrooms, it seemed that the classrooms were in a bad state with some being dilapidated. Participants cited that during harsh weather conditions like during rainy season, or on cold and windy days, their morale was lowered because in most cases they failed to cover the instructional content scheduled for a particular period. Participants regarded this as one of the most demoralising factor because when children are taught outside the classroom, effective teaching and learning is compromised because there were some distractors which disturbed learners from actively paying attention to instructional materials.

The other concern raised regarding classrooms was the classroom size for some schools, especially for those built before independence. Before independence schooling was not a necessity, so the classroom which were built were to accommodate at least 20 learners but currently some of those old schools accommodate up to 43 learners, this led to overcrowded classes which hindered effective teaching and learning. Congestion in the classroom hindered free movement of both the teacher and the learners, resulting in individual learners' needs not being attended to. Restriction of movement in the classroom also impacted negatively on active participation of learners, hence negatively affecting teachers' zeal to display their potential.

Raziq and Maula-Bakhsh (2015) emphasised the need for provision of a conducive working environment. Their view is that if the environment is welcoming, employees' eagerness to work towards achieving organisational goals is increased leading to good student performance. Davidson (2005) also viewed a supportive and attractive working environment as a key element in enhancing teachers' effectiveness. Raziq and Maula-Bakhsh (2015) emphasised that providing a conducive learning environment by accommodating learners under well ventilated classrooms with fixed ceilings and doors is critical for enhancing learners' interest in their learning.

Regarding learning materials, a serious concern raised was that of shortage of textbooks. Almost all the participants decried acute shortage of textbooks which all believed it was another factor which demoralised them to effectively deliver quality content to learners and this contributed to declining (PSLE) results.

The excerpts below emphasised the participants concerns:

> *P 5: With the issue of textbooks the school is really struggling because almost all the standards did not have enough textbooks, for instance one stream of 120 learners share*

7 textbooks. This really affected our performance. If textbooks are not enough the teachers cannot give learners written work regularly as compared to when there are enough textbooks. Shortage of textbooks also increased workload for teachers, as they are forced to copy the content into charts and the challenge is that even the felt pens have not been supplied since 2018. This made it difficult for teachers to do their work effectively as such their morale is lowered.

H2: For learning resources I do not really want to mention it because it seems the primary education is no longer budgeted for when it comes to textbooks. I am saying this because for some classes especially standard seven maths 47 learners shared 5 textbooks. In some classes learners are expected to share 2 textbooks, imagine there are more than 50 pupils in each stream. This shortage of textbooks has increased teacher's workload because they must copy every content on charts, so things like comprehension are not done effectively, this therefore affected reading, leading to poor performance. Poor performance of learners' demoralised teachers more so that on termly basis they have to account for results. What pains them more is that they did not have control on purchasing of textbooks.

T6: Hei....mm.... (tota) emphasising the point, with textbooks I do not know whether textbooks are regarded as a need. I am saying this because it has been long without adequate supply of textbooks, at times, we are supplied with a few old textbooks, and this shortage of textbooks is the major contributory fact to poor result. This lowered our morale and impacted negatively on results. If textbooks are available, we can give learners exercises to do on their own, but currently we are forced to write on charts which is also a challenge because even the felt pens are not supplied on regular basis. The school has a WI-FI but as class teachers we do not benefit much from it because the signal does not reach the classrooms, it is only accessible to the staff room.

One participant had a different view and said*:*

H5: Let me once again appreciate that we have a photocopying machine and a computer which enabled us to download activities for our classes.

The results from the study showed that schools were running without an adequate supply of textbooks, and this had demoralised teachers and made it difficult for them to effectively deliver quality curriculum to learners. From the participants' point of view, teaching without a textbook was a major factor affecting the teachers' performance. The participants postulated

that shortage of textbooks was frustrating and time consuming as in some instances where they were no photocopying machines, teachers we forced to copy the information from the textbook into manila charts. Teachers also cited this shortage of textbooks as a barrier to effective curriculum delivery when it came to the issue of diagrams especially when the teacher was not skilled in drawing. Learners did not have the opportunity to study and practise working with printed material, which affected the lower classes who were not used to reading printed material. Some participants appreciated WI-FI in their schools and regarded it as blessing to overcome the challenge of shortage of textbooks.

Michaelowa (2002) attested that for quality results to be attained at least two learners should share one textbook. He is of the view that adequate provision of textbooks is the basis for quality learner outcomes, as it creates room for learners to work at their own pace and increases teachers' enthusiasm to deliver the content to learners with confidence. This aligns with Nyakundi (2012) who is of the view that having a textbook for each learner is important as through it, learners can attain the set objectives easily. Lumuli (2009) also attests that the adequate instructional materials are critical in enhancing teachers' zeal to perform their assigned tasks as they can give learners exercises on regular basis. Najumba (2013) also posited that ensuring the supply of adequate learning materials especially textbooks, exercise books and teaching materials is critical as it strengthens individualised learning, which improves learner academic performance. Providing enough learning materials to learners motivates teachers and promotes active engagement of learners in their learning.

Adequate provision of textbooks where each learner had an opportunity to have a textbook was also regarded as key in enhancing learner objective attainment. Effective use of instructional materials was viewed as important because it helped learners to understand the concepts more clearly because instead of depending on the teacher, they can easily follow illustrated examples, it also saved the teachers energy and time. If every individual learner had a textbook, the learner-centred approach could be employed ensuring active learner participation and minimising disruptive behaviours like noise and bullying. Inadequate provision of learning resources and textbooks were regarded as a barrier to effective teaching and learning because learners cannot learn at their own pace. Dependency on the teacher also limits the chances of broadening learners' knowledge as in most cases, learners rely on the teacher for elaboration of concepts (Nyakundi, 2012).

School furniture was also mentioned as a demotivating factor for teachers. Most of the participants revealed that their schools have shortage of classroom furniture for both learners and teachers. Excerpts from each of the participants stated thus:

> *P5: We also have shortage of furniture, both desks and chairs, so learners are sharing desks and for chairs learners are using metal chairs which were phased out in 2010 and replaced by plastic ones on the basis that they are heavy for the leaners. This impacted negatively on learners' performance as writing while learners are seated on the ground is uncomfortable and time consuming. This therefore demotivated both the teacher and the learners resulting in poor academic performance.*

> *H3: Furniture is also a problem in our school, because after the plastic chairs were broken, we resorted to using the metal ones which were phased out some ten years back on the basis that they are not good for learners. They were reported to be heavy and cold during winter seasons and at times they injured learners. Um… because we do not have any option, we ended up using them because learners cannot write while seated on the ground. The desks are also not enough, madam we are really suffering for the resources no!!!, no!!!, something must be done. At times children are forced to write while seated on the ground, this took a lot of time for them to complete their work this negatively affected teacher's service delivery. During results accounting teachers point fingers at us on the basis that as managers were failing to request for furniture on time. This demotivate us as supervisors because we are trying our best but affected by lack of resources which we cannot provide.*

> *T1: Furniture is not enough for learners; we are currently using steel ones which are rusty and not good for learners and teachers. Some teachers use learners' tables which are too small for the teachers' material, so the teachers work is not done well and this impacted on learners' objective attainment, resulting in poor performance.*

Provision of classroom furniture is important in creating a classroom conducive to learning and thus improving learning outcomes. It is important to equip the classrooms with appropriate desks and chairs to help learners maintain a good posture which is regarded as healthy living conditions (Wingrat & Exner, 2005). Wingrat and Exner, 2005) are of the view that if the desks are not in good condition or not suitable to learners, they can be a threat to their health as they can negatively affect their posture thus straining the spine. Classroom furniture seemed to be a problem in many schools with plastic chairs being broken, outdated steel chairs being reinstated

for use and many school desks having no tops. This hindered teachers from executing their ascribed duties effectively and affected learner syllabus coverage, hence declining results.

Shortage of classroom furniture negatively affected the teaching and learning process forcing learners to be squeezed into desks this affected the attention of learners, resulting in poor performance of learners (Adejemi, 2008). Participants reported that shortage of furniture forced learners to share desks and at times sit on the ground and use their laps as tables while writing. The study by Adejemi (2008) emphasised the need for physical teaching and learning materials to learners. Their view is that proper furniture instil in learners' interest and willingness to learn.

Providing an enabling environment to employees is supported by hierarchy of needs theory by Maslow, which advocates for safety needs to be fulfilled to enable employees to execute their duties satisfactorily. Providing a secure working environment like good housing and classrooms which are well ventilated, with good flooring, electricity and water is critical because it makes employees feel secure and valued (Kaur, 2013). As observed by Maslow, a teacher who did not have proper shelter does not sleep well, this affected the teacher's commitment to service delivery. If an enabling environment is not provided, teachers would be demotivated as they would feel insecure and their morale will be lowered. If their morale is lowered their commitment to work is also lowered, resulting in a decline in learner academic performance. Herzberg's two-factor theory also regards good working conditions as key ingredient in motivating employees as it determines the quality and quantity of instruction delivered to learners. A good working environment is critical in development of young minds (Kaur, 2013).

4.3.5   Theme 5: Working Relationships

The participants were asked to rate their working relationships and explain how this impacted on their day-to-day service delivery. Some of the participants expressed their satisfaction and viewed the schools they were working as a happy family. They reiterated that the positive working relationship prevailing in their schools inspired them to pull their socks and aimed high in whatever they are doing. Both the school management and teachers shared the same sentiments and appreciated the conducive environment they were working in. They buttressed that team work in the school motivated them to do their assigned duties at the best of their ability, this resulted in their schools recording quality (PSLE) pass rate on annual basis.

The excerpts below were from participants where team work and cooperation were prevailing:

P2: We relate very well, teachers are very supportive and did their work without being followed. As I have already mentioned, our relationship is good as during term ending, we at times meet to have a cup of tea especially the last term of the year since we will be parting for a long time. These motivated teachers and inspired them to work hard, that is why our school is performing well

H4: The relationship is outstanding and encouraging. Teachers are supportive and always willing to give help when there is a need. Spirit of volunteerism is also prevailing in the school. We always plan together as the whole staff on issues of developmental plan and school annual plan. Planning together is a sign that they recognise us as part of the organisation and as such value our contribution towards achieving the school mission. Mmm......what I can tell you is that the working relationship is really encouraging and stress free that is the reason why our school is performing even though we have challenges of shortages of classrooms and learning resources.

T3: Since our supervisors are very caring and supportive, I can say our morale is more than average. There is good working relationship, our superiors are welcoming and can extend their care to us even when we have social problems. At times when a teacher gets sick and is given sick leave, we contribute some money to buy the teacher fruits and drinks, this made us feel at home. These spur teachers to work hard for impressive results because they feel the warmth of their supervisors and colleagues.

For some schools especially those performing well, good working relationship was prevailing. The participants' revealed that the good working relationship in their schools was important because it made the atmosphere welcoming and this motivated them to effectively and efficiently deliver the content to learners. From the excerpts above, teachers from some schools revealed that they enjoyed the good working relationship and the support they got from supervisors and their colleagues. They opined that collaborative working relationship contributed positively to their school results as they managed to assigned duties to some teachers basing on their expertise, this urged them to do their work with passion. The participants regarded collegial working relationship as a critical tool for enhancing their zeal to commit themselves to achieving assigned tasks satisfactorily. Sharing the same sentiments, Rosales (2015) postulated that a good working relationship is one of the best ingredients in the

organisational goal attainment. Rosales (2015) is of the belief that where good working relationship prevails teachers will support each other and share better ways of addressing a given task. Sharing expertise would motivate the less experienced and inspire them to perform the given assignment efficiently.

On a similar line, Rosales (2015) further contends that a good working relationship is a factor that develops cohesion between teachers, resulting in the spirit of cooperation and teamwork prevailing amongst them. Peer teaching is viewed as an element through which teachers' satisfaction, growth and performance can be developed therefore inspiring them to work towards achieving the set goals (James & Nickson, 2016). Cooperation and teamwork amongst employees are critical elements in an organisation because they inspire teachers to be highly focused on what they are doing (James & Nickson, 2016). Cooperation bears fruit because there is sharing of ideas and peer assistance. Cornelissen (2016) perceived an environment where collegial working relationships are found, as a critical element because employees' well-being, like collaboration, empathy and trust, are enhanced through work interactions.

A collegial working relationship boosts teachers' morale. If the morale is increased, teachers' eagerness to perform their ascribed duties will be improved and they will work harmoniously focusing on improved productivity. If there is good working relationship, all employees will be given a chance to contribute towards the decision that affected the success of the organisation. Goal sharing and effective communication are the key determinants of teacher motivation as through these, teachers are motivated to do their work effectively and efficiently as they would feel there are part of the organisation (James & Nickson 2016). According to Maslow (1943), a sense of belonging is another factor critical for collegial working relationship at the workplace. It is therefore pivotal for school leadership to recognise and commend sterling performance to inspire teachers to work hard. This will make the atmosphere conducive and boost the morale of teachers spurring them to perform to the best of their ability.

The response from some participants especially those from underperforming schools revealed that the working relationships in their schools was not good and impacted negatively on the performance of both the teachers and leaners. The participants decried lack of recognition and involvement in decision making as one of the factors demotivating them. Some cited division between school managers as a pain in their school, because if there is no collegial working relationship between managers, it became difficult for them to enjoy the environment they are working in. Participants viewed this as a contributory factor to their job dissatisfaction, which

led to low academic performance. This how some of the participants from under performing schools responded:

> **P3**: *The working relationship in our school is sour because teachers do not want to adhere to set standards like dress code and staying at the area during the vacation. This is straining for management as they used time for teaching and learning to attend to the issues of teacher indiscipline. This is time consuming and stressful as teachers' thought we are harassing them. Some ended up neglecting their duties after being approached regarding failure to adhere to the policy guidelines. This affected learners' performance as a times the syllabus is not completed.*

> **H2**: *The relationship in this school is sour because in meetings there is no respect. Teachers are not happy and as such if you present items to them, they already have a negative mind towards what you are presenting, even before they understood the content. Even if you want to delegate them a task, they did not accept the delegated tasks, saying they cannot do extra work without being paid. They did not even work collaboratively in their streams, even though we encouraged them to plan together especially as a stream they did not condone to our suggestion. If one teacher needs help it is rare for a colleague to volunteer to assist. Mmmm...Eish...... That is what we are experiencing here, it is unhealthy to work in this kind of an environment for a long time. All these had led to low morale amongst us and this impacted negatively on our school and resulted in our school scoring below average since 2014.*

> **T6**: Aah.... *Mmm.... when it comes to supervisors and teachers. hei... there is a problem because the school is divided, therefore there is a barrier between the two., it seems there are two schools working in parallel, one for supervisors one for teachers. This led to differences between supervisors and teachers as supervisors rarely wanted to take opinions from teachers, so we end up not working towards the same goal. The problem in this school is how supervisors do things, teachers are never consulted. Division in the school led to lack of ownership of the school mission this led to teachers being demotivated as such affecting learner performance hence, the low performance experienced on annual basis.*

The findings indicated that schools which were not performing well were characterised by lack of support and poor working relationships. The participants viewed poor working relationships in their schools as a contributory factor for poor performance in their schools because it

demotivated them. The participants' views are supported by Rosales, (2015) who buttressed that a poor working relationship is characterised by lack of consultation and poor communication. He further stated that poor interaction between co-workers is detrimental to the organisation because it can affect the employees' emotions leading to negative attitudes towards work.

If there is no collegial working relationship, each employee would work to achieve results as individuals not for the organisation, this will lead to employees being reluctant to share information and compete as colleagues instead of sharing a common goal. Working in isolation lowered the morale of teachers who need to be empowered, especially the newly appointed and inexperienced teachers, thus impacting negatively on learners' performance (Bennell & Akyeampong, 2007). In an environment where people did not relate well, there are sometimes conflicts which wasted time allocated for teaching and learning, as supervisors are at times forced to solve petty issues instead of supervising teaching and learning. A working environment not conducive to teaching and learning, also leads to absenteeism and late coming of employees, resulting in contact time for learners being reduced and as such leading to poor learner achievement (Cornelissen, 2016).

According to Maslow (1943), for employees to be satisfied at the workplace, they need recognition, appreciation and group affiliation. If participants felt they are part of the organisation, they would share ideas and strategies that can improve results. Group affiliation is also critical as it creates a bond between employees, which could lead to employees experiencing a sense of belonging and feeling ease and associated with others. Failure to meet social needs lowers teachers' morale hence negatively affecting results.

Responses from participants revealed that for schools where there was collegial working relationships, teachers were motivated to perform their duties and they supported each other in working towards achieving a common goal. However, some participants reported poor working relationships in their schools. The findings revealed that poor working relationships were regarded as detrimental to the teachers' well-being as it affected their performance negatively. In schools where the atmosphere was not welcoming, teachers felt insecure and this led to some neglecting their duties because they felt they were not part of the organisation.

4.3.6 Theme 6: Recognition and Reward by the School

The participants were asked if they were recognised and rewarded for their hard work. Recognition was seen by most participants as a contributory factor in teacher motivation. Participants were of the view that been commended for a job well done is key in enhancing the morale of teachers. Furthermore, participants postulated that being commended for achieving an assigned task is an ingredient to boosting morale at work and as such urged them to perform duties satisfactorily.

The excerpts below were derived from participants regarding recognition:

> *P3: With this one, we try by all means to involve teachers in decision making. Typical example is allocation of classes, as management we gave teachers a chance to allocate other teachers for the classes, they must teach on the coming year. After that we tas school management come together with our class allocation and compile the one for the school. Teachers are also involved in drawing annual plan for the school. Since the school has only two heads of department, we delegate teachers some tasks like supervising departmental activities, the work they perform well. Teachers who performed well are written letters of appreciation, certificates and given verbal appreciation. This aroused teachers' interest to work hard in order to produce impressive results*

> *H 2: I believe in this area we are trying even though the school is faced with a challenge of finances. Financially, primary schools depend on contributions from parents through development fee payments. To buy the rewards the school liaised with the business community to buy a floating trophy. The trophy was competed for by houses who performed well academically. The other way of awarding or recognising teachers' efforts is using appreciation letters and certificates which are awarded to teachers and other support staff for good performance in all angles of the school. During the school vacation we usually go for a retreat at designated places, this one covers the entire school community both teachers and support staff.*

> *T5: As teachers we are involved in planning for the school activities. Those good in some areas are used to demonstrate lessons for those who have weaknesses. This motivated those who are competent to keep up the spirit of hard work. Performing teachers are recognised by writing them appreciation letters and giving them*

certificates. This encouraged those lagging behind to work hard in order to achieve the objective of the school.

The findings revealed that some school leadership recognised and rewarded teachers' efforts in various ways which included amongst others appreciation letters, verbal appreciation, retreats and certificates of excellence. Rewarding and recognising teachers' efforts bore fruit as those schools where teachers were rewarded, had evidence of high job satisfaction which boosted the morale of teachers, hence good performance of learners. The participants reiterated that they were willing to be motivated by money especially when they had gone an extra mile. Being recognised for their tireless efforts was cited as since the schools which recognised teachers' for impressive results had a history of excellent performance in the PSLE results.

It is evident from the participant responses that recognising teachers' tireless efforts was key in motivating teachers. From the findings the schools which performed well were reported to be appreciating and commending teachers for their positive contribution towards achieving the mission of the school. In some cases, performing schools took the school community for a retreat, or they wrote appreciation letters to the teachers, or awarded certificates or appraised them verbally. The awarding of certificates and appreciation letters was beneficial to teachers as they can use them for future reference when they apply for promotions (Malik *et al.,* 2010). Wright (2004) shared the same sentiments and postulated that acknowledging teachers' efforts is a sign that leaders valued teachers' contributions and saw it paramount to inspire them to commit and dedicate their time and energy towards driving the school mission. Feedback through recognition and appraising teachers' efforts is an essential factor in spurring teachers' eagerness to perform their duties. Acknowledging teachers' efforts for the work well done is vital for boosting their morale resulting in increased productivity (Ali &Ahmed, 2009).

Participants cited delegation as one way of recognising teachers' competence and empowering them. Participants believed that being delegated a task is a sign of trust and acknowledgement of being recognised as an important part of the organisation. This is what some participants shared:

> **P3:** *Since the school has only two heads of department, we delegate teachers' tasks like supervising department, the work they perform well.*

> **H4:** *We also empower teachers by delegating them duties, as I mentioned earlier, they carry out the tasks they are delegated to satisfactorily well. This urged them to work hard and contribute towards the accomplishment of the objectives of the organisation*

T2: Teachers are delegated tasks which help develop teachers' skill to perform duties for some positions hence helping them grow professional. I believe this is good because if a teacher is promoted, she will have experience on the area.

The findings revealed that potential teachers are recognised by delegating them duties for post of responsibilities. According to the participants, delegating teachers to carry out duties for a higher position contributed to the teachers' professional development. Delegating competent employees' tasks to perform, boosted their morale, as they would feel recognised and become eager to own the vision of the organisation (Sabotuke, 2014). Delegation is key to teacher motivation because it helped develop and empower teachers making them feel they are trusted, and valued members of the team. It is also crucial to delegate the teachers because it showed that supervisors had trust in their teams and therefore through delegation, the team members developed their knowledge and, skills which could motivate them to commit themselves to work. Delegation is also pivotal to subordinates because it builds their confidence as they are exposed to higher levels of managerial tasks (Sabotuke, 2014).

Rewarding teachers for good results was also cited as a key factor which aroused teachers' interest to diligently deliver quality matter to the learners, hence improved learner performance. This how the participant responded:

P6: As management we appreciated those teachers who performed well especially those teachers who managed to reach the set target of 50% AB or 80% ABC by awarding them prizes during prize giving ceremonies, to acknowledge their positive input in taking the school to greater heights.

H2: During prize giving ceremonies those teachers who excelled at various activities are recognised in public for their contribution for good results by awarding them prizes. The awarding of prizes had made a difference in our school as after being awarded prizes teachers morale towards work improved and they started doing their work eagerly and our school managed to add value to the PSLE results.

T2: Nothing, but let me not only focus on myself, but there are also individuals who are recognized during prize giving. The school only rewards those who have reached the target, the managers never consider others. The leadership do it especially for PSLE teachers. This is something as even those who did not qualify to be awarded tried hard to pull up their socks for them to be part of the awardees in the future, this contributed to improved results

Rewarding teachers was minimal in some schools due to insufficient funds. The participants cited that even though funds were a barrier, some schools tried their best to reward teachers for their contribution towards achieving positive results. Some schools failed to satisfy this area especially regarding material awards like trophies, medals and other awards due to financial constraints. Awarding teachers for their contribution towards achieving the organisational goal through material and financial reward was a significant way of making teachers feel valued and important to the organisation. This inspired teacher to dedicate their time and energy to service delivery by going an extra mile in order to accomplish their tasks (Armstrong, 2015). Furthermore, Ali and Ahmed, (2009) attested that rewarding teachers for their contribution towards achieving the organisational goal is crucial as they will be inspired to put more effort on their ascribed duties and love the learners they are entrusted with, which will enhance learners' zeal to learn.

Velthouse's cognitive theory of motivation viewed recognising and appreciating employees for work well done as cardinal to employees' job satisfaction. The theory states that if teachers are appreciated and acknowledged for the job well done, their willingness to accomplish their mission is enhanced. Herzberg's two-factor theory also advocates for the need to give teachers opportunities to grow and fulfil their potential through delegating competent teachers' tasks to perform, thus affording them the opportunity to mentor those who are not competent. Recognising and rewarding teachers for good performance urged them to display their utmost potential on assigned duties hence quality teaching and learning for learners in the classroom (Sabotuke, 2014).

4.3.7 Theme 7: Contribution of Professional Development on Teacher Motivation

The participants were asked to tell how professional development contributed to their motivation. The responses from participants revealed that professional development was regarded as pivotal in enhancing teacher competencies, for quality content delivery.

The excerpts below were given by participants who viewed in-service workshops as a key factor in improving teachers' skills and knowledge:

> *P6: I think there is aah... mmm... the school conducts workshops to address issues like professionalism or whatever enhances teaching and learning because at times there is a teacher who is not performing well. We identify their needs and plan for a workshop*

to remedy the situation. After being trained in workshops teachers implement what they have learnt and this improved the way they present the content to learners.

H1: *As I have already mentioned, we conduct workshops after identifying teacher's needs. Workshops helped us because through them we share experiences on how to tackle some challenging issues like objectives and the best methods of teaching a particular subject. After been workshopped teachers' performance in various areas are developed, and as such they are motivated to do their work. This is usually evidenced by improvement in learner performance.*

T4: *Workshops are done on termly basis based on the needs identified. This helped us cope with the syllabus content which I think is difficult for some of us. Those who attend workshops on regular basis perform better than others because they used the skills and knowledge they gained from the workshops.*

The findings revealed that developing teachers' competencies was regarded by most participants as a key factor in enhancing teacher job satisfaction which contributed to improved learner academic performance. Even though in-service training at schools was limited, the participants appreciated professional development as they believed the knowledge gained through in-service training helped teachers to adapt to the changing curriculum and teaching methodologies. The participants' views are supported by Oduaran (2012) who emphasised that teacher professional development is pivotal as teachers' knowledge and skills are developed and their expertise and competencies enable them to adapt to the changing curriculum. Workshops are important to teachers' professional development as they improved their confidence in the delivery of teaching and learning, hence improved learner performance.

If teachers are equipped with new skills and competencies, they will present the subject matter to learners in a confident manner enhancing learners' objective attainment (Davidson, 2005). In-service training has an effect on teachers' attitudes and assist them in handling students better (Ginsburg, 2009). Moreover, continuing professional development renews the teachers' knowledge and skills, enabling them to be conversant with the content they deliver to learners (Oduaran, 2012). However, the findings revealed that most schools did not provide in-service training on a regular basis, and this negatively affected teachers' content delivery as the curriculum is ever changing and needs new innovations and methods.

The other factor which was viewed as a key ingredient in professional development was mentoring. The responses below were given by participants: Newly appointed teachers and

those not performing well paired with their colleagues who produced impressive results. This helped motivate those whose results were not good. Below are the participants' responses in view of why mentoring is important in enhancing teacher morale towards work:

P5: *Teachers are also developed through mentoring, thus when allocating classes, we pair performing teachers with those who are not performing well, we encouraged them to plan together, this bore fruits as the performing teachers guided those who had challenges and this bore fruits as class performance was in most cases improved. Due to the fact that teachers are expected to teach all the subjects in primary school syllabus, there is a plan for teachers to plan collaboratively for those conversant in the area of objective interpretation to assist the ones who have difficulty in the area.*

H6: *Teachers who joined the schools were inducted by the induction committee and sensitised on schedules of operation and the procedures of daily school progress. When allocating classes, we consider pairing newly appointed teachers with the experienced teachers. This helped them to share their experiences leading to job satisfaction which led to improved results.*

T 2: *Yes, if someone is competent in an area they usually assisted those who had difficulty addressing the objective through mentoring. Teachers who performed well were allocated classes to share with the ones underperforming. This helped those not doing well to learn better strategies from competent teachers. This motivated those who underperformed as they learnt better ways of approaching the subject matter. This contributed to improved results since teachers shared what they were good at, leading to job satisfaction.*

Mentoring is another means used to develop teachers' competencies. Some of the participants explained that they mentored newly appointed teachers. Mentoring helped to support and develop novice teachers to adapt to the teaching environment. Through mentoring, experienced and skilled teachers assisted novice teachers with strategies of handling the content and dealing with learners (Chandrasekhar, 2011). Mentors also benefited from newly appointed teachers because during mentoring, they shared ideas with novice teachers which helped renew and regenerate their skills. Mentoring enhances the mentors as they feel valued and important to the organisation as they are tasked with assisting novice teachers by sensitising them with policies and statutes guiding the teaching profession (Fraser, 2002).

Lesson demonstration is another critical factor in teacher professional development. During lesson demonstrations teachers observe methodologies employed for a sound lesson presentation. Teachers' expertise is also shared through lesson demonstration by teachers who are competent at presenting some lessons and interpreting difficult objectives well. This helped teachers who are not conversant with some objectives and teaching methodologies to acquire skills from their colleagues.

The excerpts below emphasise the need for lesson demonstration.

P 5: Due to the fact that teachers are expected to teach all the subjects in primary school syllabus, there is a plan for subjects' specialist to demonstrate lessons especially the ones for challenging objectives in order to assist those having challenges in presenting the matter to the learners. During lesson demonstrations skills and knowledge are shared. These help teachers to improve the way they conduct lessons, which leads to results improved results.

H2: Lesson demonstrations are also done to assist teachers who are not competent with some subject matter. Through lesson demonstrations there is a slight improvement in results. I believe if we can continue with this, one day we will celebrate good results.

T 1: Our heads of departments at times invite subject teachers to assist us by demonstrating lessons to the classes which have some problems with interpreting some objectives and presenting the content. Through lesson demonstrations we managed to gain better ways of presenting some objectives. This encouraged us to work hard as we gain support from others.

Lesson demonstration is one critical factor in teacher professional development. Through lesson demonstrations teachers acquire basic skills from those presenting lessons to them. Observing teachers presenting a lesson is another factor which helped teachers identify better methodologies for quality content delivery. Through observation of their peers who are competent on certain areas, novice teachers learn the best strategies to handle student behaviours and better ways managing classrooms (Chandrasekhar, 2011).

Participants also viewed feedback as an essential tool to teacher motivation. They were of the notion that been given feedback helped teachers to improve on areas which had deficiencies and capitalised on their strengths. They believed that feedback can help develop teachers' skills if it is done after every assessment.

The excerpts below present participants' responses:

> *P1: Another way of developing teachers is feedback. After every assessment we called teachers in streams and gave them feedback. Through feedback we discussed the findings and came up with ways of improving weak areas and shared the strengths we have identified. All these motivated teachers as they felt valued and their skills were developed so they managed to improve their teaching methods, this contributed positively to our results.*

> *H4. Teachers are given feedback after lesson observations, checking of pupils work and preparation notes. This helped supervisors to identify teachers' strengths and weaknesses. After this, those doing well are requested to share the strategies they used to achieve he objectives with those not good at some areas. This is beneficial to those with weaknesses as they ended up improving.*

Feedback was regarded by some participants as an essential tool which inspired teachers to work towards improving productivity at the workplace. This is supported by Bennell and Akyeampong (2007) who attested that giving constructive feedback drives teachers to perform their duties diligently because through feedback they can identify their weakness and strengths. If teachers know their strengths and weaknesses, they can devise interventions that would help them to improve on weak areas and draw on their strengths. Lack of feedback inhibits effective performance of teachers leading to lowering of morale and job dissatisfaction as they will be left uninformed (Armstrong, 2015).

4.3.8   Theme 8: National Incentives

The study revealed that the Government of Botswana tried to motivate teachers by providing monetary incentives and other rewards to improve teachers working conditions. Rewarding teachers for their contribution in driving the education policy was of great importance to the nation of Botswana and the global society. This is because a motivated teacher produced quality results which benefited the country as human resource will be availed for future professions.

The comments below were made by some participants regarding national incentives:

P4: *Mmm...... I can say for good performance the Ministry of Education is trying because teachers who teach standard seven and had excelled academically are motivated by being given cash and at times taken abroad for retreats. But in case of our school because we never reached the target teachers from our school never benefit from that. But I do appreciate the effort taken by the government of Botswana to recognise and award performing teachers as this motivated some to improve.*

H6: *The Ministry recognised performing teachers and schools especially for standard seven results. Those teachers who performed better in PSLE results were recognised at sub regional, regional and national level where they are given awards. At times they are given money for appreciating their contribution towards good results.*

T6: *Aahh... Ministry of Education, mmmn...... these are for performing schools only. On annual basis during national awards those teachers who had excelled in PSLE results are recognised and appreciated through material awards as medals and money. For non-performing schools like ours we never benefited from the awards.*

Drawing from the participants' responses, it was evident that the Government of Botswana had put measures in place to appreciate teachers' efforts basing on their results. The findings revealed that teachers from schools which were not performing well felt that their efforts were not recognised and as such they were demotivated. The Government of Botswana tried its level best to implement the recommendations by the policy guiding the processes of education. The policy recommended that the Ministry of Basic Education should devise strategies of appreciating and rewarding deserving teachers in order to raise their job satisfaction (RNPE, 1994). In a quest to inspire teachers to drive the education processes of the country, the Government had accepted the recommendation and in 1998 it began implementing National Teachers' Day celebration. The activity is celebrated on the first Friday of June on annual basis. During the celebration, the Ministry of Basic Education valued the teaching profession by acknowledging those teachers who had contributed immensely to the development of learners and helped them realise their talents, hopes and dreams (Mmegi, 2021). On that day, a few outstanding teachers were recognised and awarded certificates and medals for their contribution in developing the nation. The awards are categorised into four categories being: meritorious award, long and distinguished service award, mid-career award and silver jubilee. The awards are intended to appreciate teachers who have contributed to improving education in Botswana.

The teachers, learners and schools who excelled in Standard 7, Form 3 and Form 5 examinations were also recognised and appraised for impressive results. In this activity, teachers, learners and schools which had performed well were given incentives in the form of money, retreats and certificates (Botswana Daily News 2019).

In addition, the Government offers fringe benefits for which every teacher is eligible for. Some of the participants appreciated the little effort the Government of Botswana is doing to motivate them. They were of the view that this helped them meet some of their basic needs.

The excerpts below presented the participants responses:

> **P2:** *There is also leave travel concession which teachers and their immediate family members, spouse and children under the age of 21 qualify to be paid the allowance after every two years.*

> **H2:** *Teachers' are paid housing allowance on monthly basis, their concern was that those not staying in institutional houses especially in big villages and towns are at a disadvantage because the amount is too little to pay a private house, but mmm……… (gago tshwane) half a loaf is better than nothing). Leave and travel concession is another incentive which teachers benefited from; it is better because it covers even your immediate family members.*

> **T1:** *Teachers are also paid transfer allowance; they are even paid millage for their cars while their goods are transported with Government vehicle. Teachers are also paid housing allowance even though it is too small to pay for private rented houses in big villages and towns.*

The findings revealed that for those teachers serving in remote areas there is an allowance, and they are provided with free accommodation. This is how the participants responded:

> **P5:** *Those teachers working in remotest area are paid Remote Area Service Allowance (RASA) and provided with free accommodation.*

> **H6:** *In case of people working in remotest areas they are paid RASA.*

> **T4**: *We do have monetary incentives. We are paid RASA, given five days off during the vacation and free accommodation. I take 5 days as an incentive because leave days can be converted to money.*

The study revealed that the Government is trying to motivate teachers by providing monetary incentives for teachers. The incentives are provided at different levels. Some of the participants did not appreciate the allowances they are given citing that they are too low, giving housing allowance of P309.00, as an example. Participants were of the view that the amount is only beneficial to those accommodated in institutional houses as the rental ranges from P309.00 to P361.00 per month. Their concern was that, for those teachers working in major villages and towns where there is shortage of accommodation, the allowance is too little, as rentals in those areas range from P1 500.00 to P3 000.00 per month. Some participants appreciated the RASA allowance and posited that it helped them to cover some of their expenses. Leave travel concession was also cited as a motivator because it covered the nuclear family members including children below the age of 21.

Monetary incentives are regarded as one of the major factors which contributed immensely to employee job satisfaction because people work to satisfy their needs and wants from what they earned for the service (Armstrong, 2015) It is therefore critical for employers to ascertain that they provide a good monetary reward package so that it will attract and retain teachers in the profession. Paying teachers based on their potential and competency would make them feel appreciated. It is therefore cardinal for the Government to provide all the essential fringe benefits and ascertain that teachers are paid on time (Adjei & Amofa, 2014). If remuneration and allowances are not satisfying teachers' morale lowers resulting in poor learner outcomes (Armstrong, 2015).

The Government of Botswana also contributes 15% of the employees' salary towards their pension while the member contribution is only 5% of their salaries (https://www.bpopf.co.bw). In addition, the Government contributes 50% towards employees' medical aid cover (http://www.bpomas.co.bw). This is beneficial to teachers during the times when they have consultations with private medical practitioners or receive treatment at private hospitals. Teachers who are earning a D4 scale salary and below are eligible for interest free advance.

4.4   SUMMARY

Motivating teachers is a key element for organisational goal attainment and provision of quality instructional delivery, this is because teachers are the ones who drive the educational goals. Motivated teachers are always happy and as such they are inspired to carry out their duties satisfactorily. Serowe sub-region teachers were dissatisfied by various factors which included

among others poor parental involvement, poor working conditions, shortage of classrooms and teacher accommodation, stagnation in one position, large class size and inadequate provision of learning resources. Participants viewed these as the major barriers to effective teaching and learning. This lowered teachers' morale and hindered them from effectively delivering quality content to learners which could negatively impact on learner achievement.

Based on the study findings it can be inferred that motivating teachers is pivotal for schools to perform better, because when motivated, teachers would be spurred to exert their efforts towards obtaining quality results. The study also indicated that teacher effectiveness can be enhanced by paying teachers good salaries and fringe benefits, providing favourable working conditions and developing their knowledge and skills. In-service training is cardinal because through it, teaching methodologies are revived leading to improved teachers' competencies which results in improved content delivery.

Recognising and rewarding teachers was also cited as critical ingredient in teacher motivation. Being commended and appreciated for the work well done gave teachers hope and a feeling that they are part of the organisation, even if they were working under unfavourable conditions, as this enhances productivity. Failing to avail the aforementioned factors to teachers would result in teachers developing a negative attitude towards work, this could affect the academic performance of learners.

The study findings are supported by the Herzberg's two-factor theory and Maslow's hierarchy of needs who advocate for satisfaction of employees' needs for organisational mission attainment. For employees to exert their efforts towards attaining the organisational goals, they need to be intrinsically and extrinsically motivated which can be achieved by recognising and rewarding excelling teachers. Motivating teachers should therefore be placed at the forefront in order to boost teachers' morale which leads to job satisfaction.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

In Chapter 4, the themes which were derived from participant responses were presented. Verbatim quotes from participants' responses were used for discussion and interpretation of data. Literature from various sources was used to support the themes that emerged from the participants' responses. This final chapter focused on presenting the summary of study findings, drawing conclusions and offering recommendations of research on the influence of teacher motivation and learner achievement.

The purpose of the study was to investigate how teacher motivation influences academic achievement of learners in primary schools in the Serowe sub-region, Botswana. The rationale of the study was that teachers' morale is dwindling because the conditions of service is not welcoming, leading to teachers not performing well hence poor learner performance. It is therefore pivotal for school leadership and the Government 0f Botswana to ensure that the status and motivation of teachers is improved to enable teachers to execute their duties satisfactorily. As agents of curriculum change, it is necessary for supervisors and the Government to place teachers' needs at the forefront in order to increase job satisfaction and urge them to perform better to achieve quality learner results.

5.2   SUMMARY OF CHAPTERS

This section presents a summary of chapters

5.2.1   Chapter 1

Chapter 1 discussed the purpose of the study, rationale for the study and research questions. A brief description of the research design and the measures taken to guarantee trustworthiness and ethical consideration were also discussed.

5.2.2   Chapter 2

In Chapter 2, the literature review which focused on teacher motivation and its influence on learner achievement, was discussed. The theoretical background was also provided to broaden

the researcher's understanding on the influence of teacher motivation and learner achievement. To gain more information on factors influencing teacher motivation, the researcher explored remuneration as a factor for teacher motivation, working conditions as contributory factor to teacher motivation and professional development as a factor to teacher motivation which results in improved learner achievement.

5.2.3 Chapter 3

Chapter 3 outlined and discussed the research design and methodologies employed. The choice of research instruments and strategies regarding the research topic were also justified. The purpose of research, research questions and objectives were highlighted.

5.2.4 Chapter 4

In this chapter, the researcher presented and interpreted the findings from participants' responses which were supported by verbatim quotes. The data collected from principals, HODs and teachers through telephonic interviews were presented and discussed according to the research questions and the aims of the study. The researcher invoked the literature to support the participants' voices.

5.2.5 Chapter 5

This chapter presents the summary, recommendations and conclusions of the research findings. In this chapter the findings were summarised according to the themes derived from the interview questions. The recommendations are offered based on the participants' responses and future research recommendations were made.

5.3 SUMMARY OF THEMES

5.3.1 Theme 1: Understanding the Term Motivation

The findings revealed that participants understood the term motivation as an ingredient through which employees are inspired to work towards achieving organisational goals. Participants viewed it as the base for instilling the passion for teachers' willingness to execute their duties. Through motivation the teachers feel valued and important hence increased morale and job satisfaction, leading to improved learner academic achievement.

5.3.2 Theme 2: Teachers' Morale and Job Satisfaction

The morale of teachers differed depending on the working conditions at different schools. The participants cited that there were various factors which contributed to their job satisfaction and morale which included support from supervisors, consultation and being involved in decision making. Active parental involvement, remuneration and adequate supply of teaching and learning materials were also cited as essential elements for teacher job satisfaction and morale. The findings revealed that supporting and empowering subordinates is a foundation for job satisfaction. Supporting teachers in their daily endeavours was viewed as critical ingredient in enhancing teacher motivation. Support from colleagues and supervisors is a crucial element in making teachers feel they are valued, this inspired teachers to exert their efforts towards achieving the set goals. Where participatory decision making is practised, a sense of belonging prevailed among teachers, which urged them to commit and dedicate themselves to work and always aim to produce quality results. If teachers had a stake in the running of the school, there is no need to follow them to their work, rather they will be self-monitored, reducing the supervisors' time of following them to do their work, which gives supervisors ample time to attend to other duties.

Conversely, parental involvement was viewed as a cardinal element for improved learner performance. The findings revealed that active participation of parents in their children's learning is a pivotal tool for teacher job satisfaction as it inspired teachers to do their work with passion. Actively involving parents in their children's learning is critical because it enhanced teacher-parent collaboration, creating room for the two parties to attend to leaners' needs, resulting in improved academic performance. On one hand, teachers working in schools where parents had distanced themselves from their children's learning were struggling with the teaching and learning process. This led to job dissatisfaction among teachers leading to low morale which hindered teachers to perform effectively.

Remuneration was another factor revealed by participants as a challenge lowering participants' morale. The findings revealed that the payment for teachers is not satisfactory because they were neither paid based on merit nor qualification. Low salaries and stagnation in one salary scale demotivated teachers, which had resulted in some teachers, especially long serving and hardworking teachers, looking for other means of sourcing money like private tutoring to enable them to meet their basic needs.

Remuneration is viewed as a base for all the basic needs as it is capable of increasing teacher job satisfaction. Provision of adequate remuneration to teachers is a motivating factor because if well paid, teachers could meet their basic needs like buying and building houses of their choice, paying for their children's education and paying for their medical needs. It is therefore imperative for the Government of Botswana to pay teachers' reasonable and adequate salaries to improve their social status. Adequate pay was therefore regarded as a cornerstone in stimulating teachers' commitment and dedication to deliver quality education efficiently and effectively to learners. Failing to pay teachers' salaries that can meet their needs dwindled their motivation leading to declining results in schools.

5.3.3   Theme 3: Factors satisfying and dissatisfying teachers

Active parental involvement, participatory decision making and recognition, adequate housing and availability of classrooms were cited as factors that stimulated teachers to do their work passionately. In schools where parents were involved in their children's learning there was evidence of good performance and discipline. The participants revealed that if parents had a stake in their children's learning, it became easy for teachers to assist the learners. Poor parental involvement was viewed as detrimental to learner academic performance as it dwindled the motivation of both teachers and learners. Poor parental involvement meant learners did not have any one to support and guide their learning and only depend on the teacher. If parents are not part of the children's learning, learners develop negative attitudes towards learning which led to poor attendance and disruptive behaviours, resulting in poor academic performance.

Participants viewed teaching a large class as a factor that hindered them to effectively attend to learners' individual needs. Large classes were characterised by disruptive behaviours which impacted negatively on learner performance as the teacher had to attend to disruptive behaviours instead of attending to the teaching and learning processes. Teaching a small class size one hand is viewed as a motivating force as it enabled teachers to attend to individual learner's needs, allowing teachers to give constructive feedback to learners. Small class sizes also enabled the teacher to effectively maintain discipline and allowed learners to be actively involved in their learning. Teaching a small class is also beneficial because it allowed the teacher to have ample time to prepare for the learners hence giving quality content to learners. It is therefore pivotal to reduce the class size to enable teachers to effectively execute their duties (RNPE, 1994).

The findings also revealed teaching all the primary syllabus subject as another dissatisfying factor for teachers. Teaching all the subjects was regarded as a demotivating factor for teachers because they felt their area of specialisation is compromised, as during pre-service training, they were given the opportunity to choose the subjects they are competent at basing on the subject they performed better at their (BGCSE). Participants cited that what demotivated most is being expected to teach all the subjects whether you have studied the subject or not. This had frustrated and demoralised the teachers as they felt it is practically impossible to teach a subject you are not competent at. For quality provision of instructional delivery, subject specialisation should be introduced at primary schools to energise teachers to deliver quality subject matter to learners. Subject specialisation was viewed as key because it enabled teachers to focus on their subject confidently and this encouraged them to display their utmost potential and improve the performance of learners. The participants appealed to the Ministry of Education to consider introducing subject specialisation at primary schools in order for teachers to deliver quality content to learners. Teaching the subject you are competent at helps develops teachers' confidence and morale when presenting lessons.

Teachers' contribution towards achieving organisational goals need to be appreciated for them to feel valued, as this leads to job satisfaction. Failure to recognise teachers' tireless efforts, is seen by participants as a factor which inhibited teachers to execute their duties satisfactorily. The findings revealed that teachers often took a long time to move up the career ladder. This stagnation in one position has led to some teachers' passion for teaching lowering as they felt they were not viewed as important to the organisation. This resulted in some teachers who were not recognised for improved results becoming disgruntled and thus displayed disruptive behaviours like absenting themselves from work, not giving learners' quality content, all these resulted in declining results in schools.

Promotion is one way of recognising teachers' contribution towards organisational goal attainment. Promotion is therefore one way of assuring teachers that their service is valued. Promotion is cardinal to teacher motivation as through it, teachers grow economically, socially and professionally. Economic growth enabled teachers to meet their basic needs like food and shelter, while professional growth meant being assigned to carry out challenging tasks which forced teachers to think out of the box, on a social perspective, teachers' status is improved. When employees are appreciated for the good work through promotion, their morale will be high and they would be eager to produce good results. Promotion of teachers should be done

on merit to encourage those teachers who produced good results to keep up the spirit and urge those lagging behind to work hard in order to move up the career ladder.

Housing and teacher accommodation was viewed as a challenge in Serowe sub-region. Even though in some areas they were adequate number of houses their conditions were reported to be poor and teachers did not want to live in them. Some of the houses were dilapidated and did not have good water supply and electricity. Houses which are in a poor state pose a threat to teachers' health. Most schools cited shortage of accommodation as a factor which negatively affected teacher performance. Inadequate housing made it difficult for teachers to perform their duties effectively, as at times conflicts aroused where teachers shared accommodation. Provision of quality housing promotes teacher motivation because it provided a secure environment which protected the physiological and physical needs of the teachers. Feeling safe in the work environment made teachers feel valued and as such, their morale would be increased and their zeal to perform ascribed duties will also be improved.

5.3.4 Theme 4: Infrastructure and Learning Materials

Adequate provision of physical facilities like classrooms, toilets and libraries is fundamental if quality education is to be maintained by schools. From the findings it was evident that only a few schools had enough classrooms, and for some schools with an adequate number of classrooms, the classrooms are in a poor state. This poor state of infrastructure, especially classrooms was reported to be a barrier to curriculum delivery because if the environment is not conducive it hindered both the learners and the teachers to effectively carry out their duties. It can also be a health risk for both teachers and learners which contributed to absenteeism due to sicknesses. Teaching children outside the classrooms disturbed the teaching and learning process as the learners' attention is disrupted by natural circumstances like wind and any moving animal. This made it difficult for the teacher to cover the planned activities on time.

Shortage of textbooks was another barrier to quality instructional delivery. The findings from the study revealed that inadequate provision of textbooks and other learning materials was a challenge in all the schools in the Serowe sub-region. Shortage of instructional materials was perceived as a major contributory factor to declining results in schools in the Serowe sub-region. Inadequate provision of textbooks and other learning materials was a dissatisfying factor for both the teachers and the learners as it resulted in poor learner achievement because there was little support for teachers' content. If textbooks and other learning materials are in short supply, teachers cannot effectively deliver quality content to learners, resulting in low

learner academic achievement. It is therefore fundamental for the Government of Botswana to provide schools with a good supply of relevant up-to-date textbooks and learning materials to create room for independent learning among learners.

Provision of textbooks to learners is the foundation for quality instruction and quality results because it helps the teacher to make the lesson clearer to learners reducing teacher talk in elaborating concepts. It also helps learners understand abstract concepts and ideas easily. Giving learners an opportunity to see and observe abstract information from textbooks is fundamental as it aroused learners' interest in learning. Providing textbooks to learners helps develop a learner-centred approach ensuring active learner participation.

School furniture is also cited as an essential tool in enhancing both the motivation of the learner and the teachers. Adequate provision of furniture was believed to be paramount in enhancing teacher motivation. Furniture should be suitable to the learners thus light-weight and durable furniture should be provided in schools. The findings revealed that most schools experienced acute shortage of furniture which had a negative impact on teaching and learning. Ensuring a correct sitting posture is essential for effective learning particularly with suitable chairs and desks which contributes to good handwriting and physical health of the body. Supplying furniture to teachers is also pivotal as it enabled them to carry out activities like marking learners' work and preparing their lessons without any hindrance. This motivated teacher to do their duties with passion aiming to attain organisational goals, for betterment of results.

5.3.5   Theme 5: Working Relationships

Developing a positive working relationship among teachers is an integral part of a conducive working environment. Providing a hospitable and conducive working environment where employees support and value each other is a gateway to teacher motivation. Study findings indicated that in schools where collegial working relationships prevailed, teachers' morale was high and their willingness to perform duties increased. Poor working relationships are characterised by exclusion and employees working in isolation, which acted as a barrier to effective teaching and learning. All these characteristics impacted negatively on teachers' content delivery and learner achievement. Working in isolation led to teachers not growing professionally which could result in the accomplishment of the organisational set objectives being compromised. Poor working relationships hindered teachers from displaying their potential as skills and expertise are not shared.

It is therefore critical to provide an environment where a positive working relationship is created as this will create a bond between teachers, instilling in them team-work spirit which would result in enhanced productivity. If there is unity among employees, cooperation teamwork will dominate creating room for teachers to share their experiences and expertise hence their morale and job satisfaction will be enhanced. Collaborative planning and teamwork are essential tools for productivity. Supervisors should ascertain that they created an environment which is employee friendly, to inspire supervisees to exert their efforts towards achieving the mission of the school.

5.3.6   Theme 6: Recognition and Reward by the School

Recognising teachers' achievement is important for organisational goal attainment. It is imperative to cherish and commend teachers for the work well done. This helps build their self-esteem and increased their willingness to carry out assigned duties effectively. Rewarding teachers' tireless efforts was regarded as a key determinant for teacher motivation. Appraising and recognising teachers' contribution in the organisation had a positive impact on teacher motivation, this was evidenced by quality results in schools where there were positive working relationships. Recognising and rewarding teachers could be through promotion, material rewards and verbal appreciation which made teachers feel valued and important to the organisation. Extrinsic rewards were mostly viewed as playing a critical role in inspiring teachers to commit and dedicate their time and energy to teaching and learning. Awarding teachers for excellent performance urged teachers to work hard to keep up the momentum. Trophies and prizes awarded to teachers during school-based excellence awards were the driving force for teachers to exert their efforts in producing quality results.

Lack of praise and criticism, in contrast, is detrimental to an organisation, because teachers will feel devalued and unimportant to the organisation. It is therefore imperative for supervisors to provide an enabling environment by appreciating and appraising teachers for the good work. Appraising and appreciating good performance was viewed as a way of motivating teachers because it gave them assurance that their contributions are valued. Commending teachers for impressive results is a key element in inspiring teachers to realise their capabilities and as such, will spur them to commit themselves to work.

Involving teachers in decision making is also fundamental as it made them feel they are part of driving the mission and this encouraged them to be accountable for the accomplishment of

assigned duties. Allowing teachers to express their views and contribute to discussions is important because it persuaded them to perform better and strive for excellence.

5.3.7   Theme 7: The contribution of professional development on teacher motivation

Professional development is regarded as a foundation for quality teaching and learning processes. Quality content delivery rests solely on skilled human resources. The participants had indicated that through workshops teachers were better equipped to handle the content confidently as their knowledge and skills were renewed and enhanced. Teacher professional development is a base for quality education output. Improved competencies motivate teachers to exert their efforts towards achieving the organisational goal of quality teaching and learning. Continuing professional development is critical because it helps boost what the teachers were taught during pre-service training and helped in improving learner performance.

Mentoring teachers and giving them feedback are critical for effective service delivery. Through mentoring, teachers are empowered and given the autonomy which allowed them to own the mission of the organisation and contribute positively towards attainment of goals. When given autonomy, teachers develop trust and this encouraged them to exert more effort on assigned duties and work towards achieving goals. Mentoring also benefited long serving teachers because during their mentor-mentee interactions, they learnt new ideas from the mentees which could help them renew their skills and knowledge and adapt to the dynamic curriculum.

Another way of enhancing teacher motivation is giving teachers feedback after assessment. Giving constructive feedback is paramount as it helped supervisees to evaluate what they have been doing. Through feedback more insights are gained by teachers and this inspired them to come up with new strategies which can aid them to handle the matter better. Feedback is a mirror through which teachers reflected on their behaviours and work towards improving weak areas and capitalising on strengths.

Lack of feedback is a demoralising factor which can lead to frustration and diminishing teachers' zeal to carry out their duties effectively. In view of the above, in-service training should be given priority by all the schools to enable teachers to upgrade and improve their competencies. Upgrading teachers' knowledge and skills helped them to improve their instructional methodologies to suit the changing curriculum. Professionally developing

teachers is pivotal as their knowledge, skills and abilities are enhanced thus preparing them for greater occupational tasks.

5.3.8   Theme 8: National Incentives

The Government of Botswana recognised and appreciated teachers through the provision of incentives even though it was limited. The Government is trying its best to recognise and appreciate impressive results, but this was viewed as not adequate as it covered only those teachers who were teaching completing classes. Teachers' efforts were also recognised and appreciated during National Teachers' Day celebrations and excellence awards where excelling teachers were awarded medals, certificates and cash. The Government also provided teachers with fringe benefits and allowances, which included 50% contribution towards medical cover and 15% of one's salary towards the pension cover. Other allowances included housing allowance, Remote Area Service Allowance (RASA) and free accommodation for teachers serving in the remotest areas. Teachers who go for further training are also paid full salary and a living allowance during their training period.

5.4   RECOMMENDATIONS

- ❖ The Government of Botswana should consider building enough classrooms and teachers' houses to accommodate the school capacity. The Ministry of Local Government should ascertain that those buildings are maintained as and when the need arises to keep them up to standard and create a conducive environment for both teachers and learners.
- ❖ The housing allowance should be increased to meet the demands of current financial status. For teachers renting private houses, the Government should pay a larger housing portion.
- ❖ Promotion should be based on performance and educational qualification rather than number of years on the job. This means that committed and excelling teachers will be inspired to exert their efforts in adding value to what they have been doing and maintain the standard and aim higher, on the other hand, motivating those underperforming to put more effort to improve their results.
- ❖ Teachers' salaries should be reviewed and aligned with their qualifications and other public service employees.

- ❖ The Ministry of Basic Education should provide adequate teaching and learning materials to motivate teachers to devote themselves to their duties. Adequate learning materials will also motivate learners to effectively participate in their studies. Adequate classroom furniture should also be provided to schools to enable teaches and learners to carry out their duties without any hindrance

- ❖ Parent and Teacher Associations (PTA) should be revived to meet the challenges of inactive parental involvement. PTA Executive Commit members should be given a seating allowance to motivate them to carry out the duties diligently. Parents need to be sensitised on the need to support their children's learning

- ❖ For the underperforming school's teachers should be recognised and appreciated for adding value of at least 10% to the classes they are teaching.

- ❖ School management teams should provide a hospitable environment where a sense of belonging is felt, and trust built amongst teachers.

- ❖ The school management should have a reward menu to recognise and appreciate hard working and committed teachers for their tireless efforts.

- ❖ The school management and in-service training office at the sub-region should organise workshops, conferences and peer group assessments to renew skills and teacher competencies to meet the dynamic curriculum. Since teachers who joined the service specialised during pre-service training, school leadership should appoint mentors to newly appointed teachers to enable them to adapt to the system of teaching all subjects.

5.5   LIMITATIONS OF THE STUDY

The study was limited to the Serowe sub-region with a sample of 18 participants from only six primary schools. The sample included principals, HODs and teachers leaving out the deputy principals who are Head of Academics. The use of the telephonic interview hindered the researcher from physically observing the status of the buildings. Due to network problems in some areas, the researcher at times failed to get full information from participants.

5.6   RECOMMENDATIONS FOR FUTURE RESEARCH

As the research was only focused on the Serowe sub-region, the researcher recommends that further study be extended to schools in other sub-regions to find out if the factors that demotivate teachers in Serowe sub-region apply to teachers in other sub-regions. In addition,

it is recommended that mixed research methodology should be used to cover a large sample size and afford more participants a platform to share their experiences.

5.7   SUMMARY

Motivating teachers is pertinent as teachers are pivotal to the education system. Teachers are responsible for developing the nation's future professionals to ensure the country's economy is globally competitive. It is vital that teachers are fully equipped with the relevant knowledge and skills to ensure quality teaching and learning which is achieved through pre-service, in-service and continuous professional development. Challenges such as shortages of adequate classrooms, lack of relevant instructional materials, large class sizes, teaching all subjects at primary school level and parental involvement all play a role in teacher demotivation. In rural areas, issues such as appropriate housing is important. To maintain teacher morale, recognition and appreciation of hard work is important as is remuneration and promotion.

Motivating teachers is vital to establish a culture of teaching and learning as teachers are the custodians of education, who are required to exert their full potential in delivering quality teaching and learning to learners to ensure academic achievement.

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APPENDICES

Appendix A: Ethical Clearance Certificate

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/08/12

Dear Miss LL Kokoro

Decision: Ethics Approval from 2020/08/12 to 2023/08/12

Ref: **2020/08/12/51967537/14/AM**
Name: Miss LL Kokoro
Student No.:51967537

Researcher(s): Name: Miss LL Kokoro
E-mail address: 51967537@mylife.unisa.ac.za
Telephone: 26771541145

Supervisor(s): Name: Mrs MR Mabusela
E-mail address: mabusmp@unisa.ac.za
Telephone: 012 429 4474

Title of research:

The Influence of Teacher Motivation on Learner Achievement: A case of Primary Schools in Serowe, Botswana.

Qualification: MEd Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/08/12 to 2023/08/12.

The **medium risk** application was reviewed by the Ethics Review Committee on 2020/08/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:
1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

8. No field work activities may continue after the expiry date **2023/08/12**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2020/08/12/51967537/14/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,

Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za

Prof PM Sebate
EXECUTIVE DEAN
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Approved - decision template – updated 16 Feb 2017

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Appendix B: Request for Permission to Conduct the Study: Chief Education Officer.

Request for permission to conduct research at Serowe sub-region primary schools.

Title of the research: The Influence of Techer Motivation on Learner Performance: A case of Primary schools in Serowe, Botswana.

24 JULY 2020

The Chief Education Officer

Ministry of Basic Education

Serowe Sub region

Private Bag 0086

Serowe

Dear Sir/Madam

I, Letshedile Lucricia Kokoro, am doing research under supervision of Mrs. M. Mabusela, a lecturer in the Department of Education Leadership and Management, towards a Master of Education degree at the University of South Africa. We are inviting you to participate in a study entitled: **The Influence of Techer Motivation on Learner Performance: A case of Primary schools in Serowe, Botswana.**

The aim of the study is to investigate factors that influence teacher motivation on academic performance of leaners in Serowe sub-region schools.

Your region has been selected because it is in the vicinity of the researcher. The researcher will gather information on teacher motivation and its impact on learner academic performance through semi structured interview questions from principals, Heads of department and teachers. Face to face semi structured interview will be conducted with school heads also to investigate how the school attend to issues of teacher motivation.

Benefits such as a sense of empowerment as well as increasing knowledge that will come about as a result of the study may lead to better education advocacy by the relevant personnel like school management and the Ministry of Education at large. Gaining insight on factors influencing motivation will give participants opportunities to think about motivation factors in their schools and therefore come up with strategies to motivate teachers. Potential risks are that

participants may feel uncomfortable to discuss information about their schools with a colleague as they will feel the researcher already has the information about their schools, otherwise there will not be a risk on participation.

There will be no reimbursement or any incentives for participation in the research. Feedback procedure will entail giving a copy of the study to the Education Officer. Feedback in the form of summary of result will be sent electronically to participants on request.

Yours sincerely

Letshedile Lucricia Kokoro (UNISA Student, Employee of Ministry of Basic Education,

Serowe sub region.

Appendix C: Request for Permission to Conduct Research at a School: Principal

Request for permission to conduct research at your primary school.

Title of the title of your research: The Influence of Techer Motivation on Learner Performance: A case of Primary schools in Serowe, Botswana.

24 JULY 2020
The Chief Education Officer
Ministry of Basic Education
Serowe Sub region
Private Bag 0086
Serowe

Dear Sir/Madam

I, Letshedile Lucricia Kokoro, am doing research under supervision of Mrs. M. Mabusela, a lecturer in the Department of Education Leadership and Management, towards a Master of Education degree at the University of South Africa. We are inviting you to participate in a study entitled: **The Influence of Techer Motivation on Learner Performance: A case of Primary schools in Serowe, Botswana.**

The aim of the study is to investigate factors that influence teacher motivation on academic performance of leaners in Serowe sub-region schools.

Your sub-region has been selected because it is in the vicinity of the researcher. The researcher will gather information on teacher motivation and its impact on learner academic performance through semi structured interview questions. Telephone semi structured interview will be conducted to investigate how your school attend to issues of teacher motivation.

Benefits such as a sense of empowerment as well as increasing knowledge that will come about because of the study may lead to better education advocacy by the relevant personnel like school management and the Ministry of Education at large. Gaining insight on factors influencing motivation will give participants opportunities to think about motivation factors in their schools and therefore come up with strategies to motivate teachers. Potential risks are that participants may feel uncomfortable to discuss information about their schools with a colleague

as they will feel the researcher already has the information about their schools, otherwise there will not be a risk on participation.

There will be no reimbursement or any incentives for participation in the research. Feedback procedure will entail giving a copy of the study to the Education Officer. Feedback in the form of summary of result will be sent electronically to participants on request.

Yours sincerely

Letshedile Lucricia Kokoro Teacher in your sub region and student with UNISA

Appendix D: Request for Permission to Interview Principal

UNISA | college of education

Request for permission to conduct research at your primary school.

Title of the title of your research: The Influence of Techer Motivation on Learner Achievement: A case of Primary schools in Serowe, Botswana.

24 JULY 2020

The Chief Education Officer

Ministry of Basic Education

Serowe Sub region

Private Bag 0086

Serowe

Dear Sir/Madam

I, Letshedile Lucricia Kokoro, am doing research under supervision of Mrs. M. Mabusela, a lecturer in the Department of Education Leadership and Management, towards a Master of Education degree at the University of South Africa. We are inviting you to participate in a study entitled: **The Influence of Techer Motivation on Learner Achievement: A case of Primary schools in Serowe, Botswana.**

The aim of the study is to investigate factors that influence teacher motivation on academic performance of leaners in Serowe sub-region schools.

Your sub region has been selected because it is in the vicinity of the researcher. The researcher will gather information on teacher motivation and its impact on learner academic performance through semi structured interview questions from principals, Heads of department and teachers. Face to face semi structured interview will be conducted with school heads also to investigate how the school attend to issues of teacher motivation.

Benefits such as a sense of empowerment as well as increasing knowledge that will come about as a result of the study may lead to better education advocacy by the relevant personnel like school management and the Ministry of Education at large. Gaining insight on factors influencing motivation will give participants opportunities to think about motivation factors in their schools and therefore come up with strategies to motivate teachers. Potential risks are that participants may feel uncomfortable to discuss information about their schools with a colleague

as they will feel the researcher already has the information about their schools, otherwise there will not be a risk on participation.

There will be no reimbursement or any incentives for participation in the research. Feedback procedure will entail giving a copy of the study to the Education Officer. Feedback in the form of summary of result will be sent electronically to participants on request.

Yours sincerely

Letshedile Lucricia Kokoro Teacher in your sub region and student with UNISA

Appendix E: Request for Permission to Interview: Heads of Department

Request for permission to interview heads of department at your primary school.

Title of the title of your research: The Influence of Techer Motivation on Learner Achievement: A case of Primary schools in Serowe, Botswana.

24 JULY 2020

The Chief Education Officer

Ministry of Basic Education

Serowe Sub region

Private Bag 0086

Serowe

Dear Sir/Madam

I, Letshedile Lucricia Kokoro, am doing research under supervision of Mrs. M. Mabusela, a lecturer in the Department of Education Leadership and Management, towards a Master of Education degree at the University of South Africa. We are inviting you to participate in a study entitled: **The Influence of Techer Motivation on Learner Achievement: A case of Primary schools in Serowe, Botswana.**

The aim of the study is to investigate factors that influence teacher motivation on academic performance of leaners in Serowe sub-region schools.

Your sub region has been selected because it is in the vicinity of the researcher. The researcher will gather information on teacher motivation and its impact on learner academic performance through semi structured interview questions from principals, Heads of department and teachers. Face to face semi structured interview will be conducted with school heads also to investigate how the school attend to issues of teacher motivation.

Benefits such as a sense of empowerment as well as increasing knowledge that will come about as a result of the study may lead to better education advocacy by the relevant personnel like school management and the Ministry of Education at large. Gaining insight on factors influencing motivation will give participants opportunities to think about motivation factors in their schools and therefore come up with strategies to motivate teachers. Potential risks are that participants may feel uncomfortable to discuss information about their schools with a colleague

as they will feel the researcher already has the information about their schools, otherwise there will not be a risk on participation.

There will be no reimbursement or any incentives for participation in the research. Feedback procedure will entail giving a copy of the study to the Education Officer. Feedback in the form of summary of result will be sent electronically to participants on request.

Yours sincerely

Letshedile Lucricia Kokoro (Teacher in your sub region and student with UNISA)

Appendix F: Request for Permission to Interview: Teachers

Request for permission to interview teachers at your primary school.

Title of the title of the research: *The Influence of Teacher Motivation on Learner Achievement: A case of Primary schools in Serowe, Botswana*

24 JULY 2020

The Chief Education Officer

Ministry of Basic Education

Serowe Sub region

Private Bag 0086

Serowe

Dear Sir/Madam

I, Letshedile Lucricia Kokoro, am doing research under supervision of Mrs. M. Mabusela, a lecturer in the Department of Education Leadership and Management, towards a Master of Education degree at the University of South Africa. We are inviting you to participate in a study entitled: **The Influence of Teacher Motivation on Learner Achievement: A case of Primary schools in Serowe, Botswana.**

The aim of the study is to investigate factors that influence teacher motivation on academic performance of leaners in Serowe sub-region schools.

Your sub region has been selected because it is in the vicinity of the researcher. The researcher will gather information on teacher motivation and its impact on learner academic performance through semi structured interview questions from principals, Heads of department and teachers. Face to face semi structured interview will be conducted with school heads also to investigate how the school attend to issues of teacher motivation.

Benefits such as a sense of empowerment as well as increasing knowledge that will come about as a result of the study may lead to better education advocacy by the relevant personnel like school management and the Ministry of Education at large. Gaining insight on factors influencing motivation will give participants opportunities to think about motivation factors in their schools and therefore come up with strategies to motivate teachers. Potential risks are that participants may feel uncomfortable to discuss information about their schools with a colleague

as they will feel the researcher already has the information about their schools, otherwise there will not be a risk on participation.

There will be no reimbursement or any incentives for participation in the research. Feedback procedure will entail giving a copy of the study to the Education Officer. Feedback in the form of summary of result will be sent electronically to participants on request.

Yours sincerely

Letshedile Lucricia Kokoro (Teacher in your sub region and student with UNISA)

Date 24 JULY2020

TITLE: The Influence of Teacher Motivation on Learner Performance: A case of Primary schools in Serowe, Botswana

DEAR PROSPECTIVE PARTICIPANT

My name is Letshedile Lucricia Kokoro. I am doing research under the supervision of Mrs. Mapula Mabusela, a lecturer in the Department of Education Leadership and Management towards a master's Education degree at the University of South Africa. I am inviting you to participate in a study entitled: **The Influence of Techer Motivation on Learner Performance: A case of Primary schools in Serowe, Botswana**

WHAT IS THE PURPOSE OF THE STUDY?

Gaining more insights on issues of teacher motivation will enable the participants to understand the benefits of job satisfaction. The outcome of the study will equip participant more especially supervisors with skills and knowledge which will enable them to appreciate and lead supervisees more strategically. This study is expected to empower the school managers on better ways of motivating teachers.

WHY AM I BEING INVITED TO PARTICIPATE?

You are selected basing on the fact that you had a contribution on the outcome of the school results as you drive the organisational objective through teaching and learning. On the other hand, your experience in the education system and your current school will help the researcher understand how motivation is used in your school to enhance performance.

I obtained your contact details from Chief Education Officer, Ministry of Basic Education, Serowe. Six schools in the region will be participating in this study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves responding to a questionnaire which seeks to collect information on demographic background of participant, answering face to face semi structured interviews questions on factors that influence teacher motivation. Since the participants are familiar with the topic under investigation respondents might take 20-30 minutes responding to the questions.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. You are assured that all the information you give should remain confidential this include the identity of the school and your responses. The identity of the school and your responses will be protected and concealed by maintaining anonymity using pseudonyms.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Participating in this study will make participants reflect on what is happening in their schools and the possible effects of different beliefs and attitudes about teacher motivation and its impact on children's learning.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There are no risks to participants apart from giving some time to answer the questions and temporary association during distribution and collection of the questionnaires.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher will know about your involvement in this research. Your name will not be recorded anywhere, and no one will be able to connect you to the answers you give. Your answers will be given a code number, or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods. The researcher will assure participants that all the information and records given should remain confidential this include the identity of the school and their responses. The identity of the school and participants responses will be protected and concealed by maintaining anonymity of participants through pseudonyms. I shall maintain the confidentiality of all data collected from or about the research participants and impose strict controls in the maintenance of privacy.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in Serowe. Paper documents such as consent forms, print outs and interview sheets will be stored secured locked cupboard when not in use and must only be handled by the researcher or any authorised person for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no payment not payment or rewarded in this study.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the College of Education, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Letshedile Lucricia Kokoro on 0026771541145/002674637450 or emaillethokwakoko@gmail.com. The findings are accessible as from the beginning of 2021-2024.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Letshedile Kokoro on 71541145/ 002674637450or email lethokwakoko@gmail.com or fax on N/A

Should you have concerns about the way in which the research has been conducted, you may contact my supervisor on 0124294474/0027825138606 or email her at mabusmp@unisa.ac.za

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

_____

Letshedile Lucricia Kokoro

Appendix H: Participant Information Sheet for Heads of Departments

UNISA | college of education

Date 24 JULY2020

TITLE: The Influence of Teacher Motivation on Learner Performance: A case of Primary schools in Serowe, Botswana

DEAR PROSPECTIVE PARTICIPANT

My name is Letshedile Lucricia Kokoro. I am doing research under the supervision of Mrs. Mapula Mabusela, a lecturer in the Department of Education Leadership and Management towards a master's Education degree at the University of South Africa. I am inviting you to participate in a study entitled: **The Influence of Techer Motivation on Learner Performance: A case of Primary schools in Serowe, Botswana**

WHAT IS THE PURPOSE OF THE STUDY?

Gaining more insights on issues of teacher motivation will enable the participants to understand the benefits of job satisfaction. The outcome of the study will equip participant more especially supervisors with skills and knowledge which will enable them to appreciate and lead supervisees more strategically. This study is expected to empower the school managers on better ways of motivating teachers.

WHY AM I BEING INVITED TO PARTICIPATE?

You are selected basing on the fact that you had a contribution on the outcome of the school results as you drive the organisational objective through teaching and learning. On the other hand, your experience in the education system and your current school will help the researcher understand how motivation is used in your school to enhance performance.

I obtained your contact details from Chief Education Officer, Ministry of Basic Education, Serowe. Six schools in the region will be participating in this study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

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WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Participating in this study will make participants reflect on what is happening in their schools and the possible effects of different beliefs and attitudes about teacher motivation and its impact on children's learning.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There are no risks to participants apart from giving some time to answer the questions and temporary association during distribution and collection of the questionnaires.

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Should you have concerns about the way in which the research has been conducted, you may contact my supervisor on 0124294474/0027825138606 or email her at mabusmp@unisa.ac.za
Thank you for taking time to read this information sheet and for participating in this study.
Thank you.

—————————————————

Letshedile Lucricia Kokoro

Date 24 JULY2020

UNISA
college of education

TITLE: The Influence of Teacher Motivation on Learner Performance: A case of Primary schools in Serowe, Botswana

DEAR PROSPECTIVE PARTICIPANT

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If you would like to be informed of the final research findings, please contact Letshedile Lucricia Kokoro on 0026771541145/002674637450 or email lethokwakoko@gmail.com. The findings are accessible as from the beginning of 2021-2024.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Letshedile Kokoro on 71541145/ 002674637450or email lethokwakoko@gmail.com or fax on N/A

Should you have concerns about the way in which the research has been conducted, you may contact my supervisor on 0124294474/0027825138606 or email her at mabusmp@unisa.ac.za

Thank you for taking time to read this information sheet and for participating in this study. Thank you.

_____

Letshedile Lucricia Kokoro

Appendix J: Consent Letter for Participants

\

I, _____, confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read and had explained to me and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the questionnaire.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname: (Please print) _____

_____   _____
Participant Signature   Date

Researcher's Name & Surname: Letshedile Lucricia Kokoro

_____   _____
Researcher's signature   Date

Appendix K: Interview Questions for Principals

UNISA | college of education

NB: You are humbly requested to give your answers as honestly and freely as you possibly can.

- **For section A:** The researcher will collect information on participants demographic data by asking them questions pertaining to their demographic data and ticking the appropriate column.
- **Section B** composes of semi structure interview questions in which face to face interview will be conducted. The researcher will be taking notes and recording responses in an audio tape.

<div align="center">

SECTION A: PERSONAL INFORMATION

</div>

Place a tick [✓] at the correct answer.

1. **Gender**

   Male **[ ]**   Female   **[   ]**

2. **Age**

   25-30   **[ ]**   31-35 **[   ]**   36-40 **[   ]**   41-45 **[   ]**   45-50 **[   ]**
   50+   **[   ]**

3. **EDUCATION LEVEL**
4.

    DIPLOMA **[   ]**   DEGREE **[   ]**   MASTERS **[   ]**   PHD **[   ]**
OTHER **[   ]**

5. **TEACHING EXPERIENCE**

   25-31   years **[   ]**   6-10 years **[   ]**   11-15 **[   ]**   15+ years **[   ]**

6. **LENGTH OF STAY IN THE CURRENT SCHOOL**

1-5 years **[   ]**   6-10 years **[   ]**   11-15 years **[   ]**   16 years +**[   ]**

7. CURRENT POSITION

Teacher **[   ]**   Senior Teacher **[   ]**   Head of department **[   ]**   Deputy Principal **[   ]**
Principal **[   ]**

8. LENGTH OF STAY IN THE CURRENT POSITION

5years   **[   ]**   10 years **[   ]**   15years **[   ]**   20 years **[   ]**

SECTION B

1. What do you understand by the term motivation?

2. How can you describe current level of job satisfaction and morale for teachers in your school? Substantiate your answer by giving examples.

3. Mention some factors that satisfy and those that serve as dissatisfaction for teachers in your school.

   (a) Which one do you regard as the most motivating factor?

4. Does your school have adequate physical infrastructure and learning resources? If not how does this impact teaching and learning in your school?

5. How do you rate your relationship with staff? How does it impact the overall performance of the school?

6. Do you give teachers due recognition for the work they do? Explain your answer.

7. Professional development is regarded as key element in enhancing teachers' knowledge and skills. How does it contribute to teacher motivation in your school?

8. Does your school have any reward menu for teachers? Explain your answer by giving examples.

9. Does the Ministry of Basic Education have any monetary incentives for teachers besides their salaries?

Appendix L: Interview Questions for Heads of Department

UNISA | college of education

NB: You are humbly requested to give your answers as honest and freely as you possibly can.

- **For section A:** The researcher will collect information on participants demographic data by ticking   the appropriate column
- **Section B** composes of semi structure interview questions in which face to face interview will be conducted. The researcher will be taking notes and recording your responses in an audio tape.

SECTION A: PERSONAL INFORMATION

Please a tick [✓] the correct answer.

1. Gender

Male **[ ]**   Female **[ ]**

2. Age

25-32 **[ ]**   31-35 **[ ]**   36-40 **[ ]**   41-45 **[ ]**   45-50 **[ ]**

50+   **[ ]**

3. EDUCATION LEVEL

DIPLOMA **[ ]**   DEGREE **[ ]**   MASTERS **[ ]**   PHD **[ ]**   OTHER **[ ]**

4. TEACHING EXPERIENCE

25-33   years **[ ]**   6-10 years [ ] 11-15 **[ ]**   15+ years [ ]

5. LENGTH OF STAY IN THE CURRENT SCHOOL

1-5 years [ ]   6-10 years [ ]   11-15 years [ ]   16 years +

6. CURRENT POSITION

Teacher [ ]   Senior Teacher [ ]   Head of department [ ]   Deputy Principal [ ]
Principal   [ ]

7. LENGTH OF STAY IN THE CURRENT POSITION [ ]

5years [ ]   10 years   [ ]   15years [ ]   20
years   [ ]

SECTION B

1. What do you understand by the term motivation?

2. How can you describe current level of job satisfaction and morale for teachers in your department?

   Substantiate your answer by giving examples.

3. Mention some factors that satisfy and those that serve as dissatisfaction for teachers in your department.

   (a). Which one do you regard as the most motivating factor?

4. Does your school have adequate physical infrastructure and learning resources? If not how does this impact teaching and learning in your school?

5. How do you rate your relationship with staff? How does it impact the overall performance of your department?

6. Do you give teachers due recognition for the work they do?
   Explain your answer.

7. Professional development is regarded as key element in enhancing teachers' knowledge and skills. How does it contribute to teacher motivation in your school?

8. Does your school have any reward menu for teachers? Explain your answer by giving examples.

9. Does the Ministry of Basic Education have any monetary incentives for teachers besides their salaries?

Appendix M: Interview Questions for Teachers

NB: You are humbly requested to give your answers as honest and freely as you possibly can.

- **For section A:** The researcher will collect information on participants demographic data by ticking the appropriate column
- **Section B** composes of semi structure interview questions in which face to face interview will be conducted. The researcher will be taking notes and recording your responses in an audio tape.

SECTION A: PERSONAL INFORMATION

Place a tick [✓] at the correct answer.

1. **Gender**

   Male **[ ]**   Female   **[ ]**

2. **Age**

   25-34 **[ ]**   31-35 **[ ]**   36-40 **[ ]**   41-45 **[ ]**   45-50 **[ ]**
       50+ **[ ]**

3. **EDUCATION LEVEL**

    DIPLOMA **[ ]**   DEGREE **[ ]**   MASTERS **[ ]**   PHD **[ ]**
OTHER   **[ ]**

4. **TEACHING EXPERIENCE**

   25-35 years **[ ]**   6-10 years **[ ]**   11-15 **[ ]**   15+ years **[ ]**

5. **LENGTH OF STAY IN THE CURRENT SCHOOL**

   1-5 years **[ ]**   6-10 years **[ ]**   11-15 years **[ ]**   16 years + **[ ]**

 6. **CURRENT POSITION**

Teacher **[   ]**   Senior Teacher **[   ]**   Head of department **[   ]**   Deputy Principal **[   ]**
Principal   **[   ]**

7. LENGTH OF STAY IN THE CURRENT POSITION [   ]

5years **[   ]**   10 years   **[   ]**   15years **[   ]**
20 years   **[   ]**

SECTION B

1. What do you understand by the term motivation?

2. How can you describe your current level of job satisfaction and morale in your work?

    Substantiate your answer by giving examples

3. Mention some factors that satisfy and those that serve as dissatisfaction for your profession.

    (a). Which one do you regard as the most motivating factor?

4. Does your class have adequate physical infrastructure and learning resources? If not how does this impact teaching and learning in your class?

5. How do you rate your relationship with supervisors? How does it impact the overall performance of your class?

6. What recognition do you receive for the work you do? Explain your answer.

7. What strategies does the school have in place for developing new skills and competences related to your work? How does this influence your performance?

8. Does your school have any reward menu for you as a teacher? Explain your answer by giving examples.

9. Does the Ministry of Basic Education have any monetary incentives for teachers besides their salaries?

Appendix N: Proof of Editing

<div align="center">

To whom it may concern

This letter serves to confirm that editing and proofreading was done for:

LETSHEDILE LUCRICIA KOKORO

Email: 51967537@my life.unisa.ac.za

MAGISTER EDUCATIONIS

The Department of Educational Leadership and Management

University of South Africa

THE INFLUENCE OF TEACHER MOTIVATION ON LEARNER ACHIEVEMENT:

A CASE OF PRIMARY SCHOOLS IN SEROWE, BOTSWANA

</div>

Cilla Dowse
29 October 2021

Cilla Dowse	Rosedale Farm
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Editing and Proofreading for Academic Purposes: McGillivray Linnegar Associates 2021	
Professional Editors' Guild Associate Member, DOW003	