



# Influential factors guiding Principals' motivational practices for Quality Teaching at Senior Secondary Schools in the South District of Botswana

Buyisani Dube<sup>1</sup> , Mbulaheni Paul Tshisikhawe<sup>2</sup>  & Tlhalefo Kesetse<sup>1</sup> 

<sup>1</sup> BA ISAGO University, Botswana.

<sup>2</sup> University of Venda, South Africa.

## ABSTRACT

Quality education is a consistent narrative for developing countries that seek to leapfrog their status as world leaders in human development. Teachers are recognised to play a critical role in ensuring that teaching and learning are carried out according to expectations. Therefore, this study was set up to explore the influential factors guiding the motivational practices for quality teaching in high schools in the South District of Botswana. A qualitative research approach of the interpretive paradigm was employed to guide this research. The study used a case study research design. The population of the study included all teachers and principals from the 5 schools under study. The sampling procedure used was non-probability purposive sampling, which allowed for the selection of information-rich participants regarding teacher motivation at senior secondary schools. Interviews were conducted with teachers and principals, and the data were analysed using thematic analysis. The findings from the study revealed that teacher recognition and promotions, improved conditions of service, financial incentives, as well as training and development, were the principal factors influencing principals' motivational practices for quality teaching. The study recommends that workshops and conferences for teachers should be held regularly to upgrade their skills, salaries need to be reviewed constantly, and resources, such as accommodation, should be facilitated to enhance teacher performance. This study contributes to scholarship by expanding the body of knowledge on teacher motivation and quality teaching within the context of senior secondary schools in Botswana, particularly in the South District.

**Keywords:** Motivational Practices, Principal, Quality Teaching, Senior Secondary School, Teacher Motivation.

## INTRODUCTION

Many countries struggle with persistently underperforming students and schools. Low educational achievement has a lasting impact on individual lives and represents lost output for the economy as a whole. In this extremely challenging and complex world, quality education is arguably the solution to

---

**CORRESPONDENCE** – Mbulaheni Paul Tshisikhawe Email: [paul.tshisikhawe@univen.ac.za](mailto:paul.tshisikhawe@univen.ac.za)

**PUBLICATION HISTORY** - Received : 14<sup>th</sup> January, 2026 | Accepted: 22<sup>nd</sup> May, 2026 | Published: 24<sup>th</sup> June, 2026.

**TO CITE THIS ARTICLE** – Dube, Buyisani, Mbulaheni Paul Tshisikhawe, and Tlhalefo Kesetse. "Influential factors guiding Principals' motivational practices for Quality Teaching at Senior Secondary Schools in the South District of Botswana." *E-Journal of Humanities, Arts and Social Sciences* 7, no.5 (2026): 1300 - 1311. <https://doi.org/10.38159/ehass.20267510>

**COPYRIGHT AND LICENSING** - © 2026 The Author(s). Published and Maintained by Noyam Journals.  
This is an open access article under the CCBY license (<http://creativecommons.org/licenses/by/4.0/>).

all problems, and teachers are the principal ingredients in providing quality education.<sup>1</sup> School systems throughout the world also acknowledge that quality teaching is the most critical in-school factor affecting student outcomes.<sup>2</sup> However, this phenomenon is positively correlated with teacher motivation, as it requires the active involvement of teachers. This is because quality teaching is a function of the quality of a teacher. Teachers are pivotal in the educational process as they directly contribute to the transformation of individuals by nurturing their cognitive abilities, talents and skills, adding value to their respective societies. Researchers note that one of the most significant and prominent professions in society is the teaching profession, as teachers play a significant role in shaping the nation's future and developing adolescents into citizens who can contribute to society.<sup>3</sup>

It is undeniable that nations' economic, social and political developments depend on education. However, this is achievable only if teachers remain motivated to effectively execute their roles. The level of teacher involvement in teaching activities is generally determined by teacher motivation. In spite of the research conducted and evidence shared on the importance of teacher motivation, teachers' role as the most valuable resource in the education system and the prime agents in the development of learners' minds, hearts and skills, teacher demotivation and dissatisfaction are still prominent in most schools globally.<sup>4</sup> Teacher demotivation is a global catastrophe that is borne out of unattractive working conditions, lack of requisite training, and inadequate funding. These contribute to the decrease in the teaching profession. There is, therefore, a need for governments around the world to support the teaching profession, as there is evidence that the profession is struggling in regard to the retention of the workforce and the attraction of new talent.<sup>5</sup>

Kagema conducted a study on school curriculum and its influence on teacher motivation in curriculum implementation in Kenya, and revealed that there is a decreasing level of motivation among secondary school teachers in the country.<sup>6</sup> Several factors relating to teacher demotivation that were cited included neglect of rewards, financial problems, discouraging team spirit, and unreasonable demands of administrators. Studies also reveal that teachers complain of large class sizes, increased hours of work, more subjects offered and changing workloads, which are major contributors to demotivation.<sup>7</sup> In South Africa, a study by Mtyuda and Okeke revealed that teacher motivation and dissatisfaction in rural schools in the rural Eastern Cape are imminent.<sup>8</sup> According to the findings, teacher demotivation was due to factors such as lack of discipline in schools resulting from the rights given to students and teachers, inadequate school facilities, and insufficient salaries.

In Botswana, there has been a decline in teacher motivation in the past ten years. For instance, the pass rate (Grade C or better) at primary schools has remained consistently below 75% for more than a decade, since 2008.<sup>9</sup> At the junior secondary school level, the pass rate (Grade C or better) remained below 50% between 2008 and 2019 as cited by Suping.<sup>10</sup> Teachers in Botswana, according to Suping,

<sup>1</sup> Luu Nguyen Quoc Hung, "Teachers' Motivation and Its Influence on Quality Education: A Study at a Center for Foreign Languages in Vietnam," *CTU Journal of Innovation and Sustainable Development* 12, no. 3 (2020): 17–26.

<sup>2</sup> Jennifer Gore et al., "Effects of Professional Development on the Quality of Teaching: Results from a Randomised Controlled Trial of Quality Teaching Rounds," *Teaching and Teacher Education* 68 (2017): 99–113.

<sup>3</sup> Shayla Hawes and Timothy Nelson, "Low Job Satisfaction as a Lived Experience for Experienced Middle School Teachers in Rural Tennessee: A Phenomenological Study," *American Journal of Qualitative Research* 5, no. 1 (2021): 44–66.

<sup>4</sup> Issiah Mohammed and R. Abdulai, "Factors Affecting Secondary Schools Teachers' Motivation in the Elliotdale Circuit, South Africa," *African Educational Research Journal* 10, no. 3 (July 13, 2022): 211–18, <https://doi.org/10.30918/AERJ.103.19.030>.

<sup>5</sup> UNESCO, "World Teachers' Day: UNESCO Sounds the Alarm on the Global Teacher Shortage Crisis," December 4, 2022.

<sup>6</sup> Josphat Kagema, "The School Curriculum and Its Influence on Teacher Motivation in Curriculum Implementation in Kenya," *Journal of Culture and Values in Education* 1, no. 1 (2018): 9–25.

<sup>7</sup> Veronica Margaret Makwinja, "Rethinking Education in Botswana: A Need to Overhaul the Botswana Education System.," *Journal of International Education Research* 13, no. 2 (2017): 45–58; Gore et al., "Effects of Professional Development on the Quality of Teaching: Results from a Randomised Controlled Trial of Quality Teaching Rounds."

<sup>8</sup> P.N.P. Mtyuda and C.I.O Okeke, "Factors Associated with Teachers' Job Dissatisfaction in Schools in Rural Eastern Cape Province," *Studies of Tribes and Tribals* 14, no. 1 (2016): 44–53.

<sup>9</sup> Botswana Examination Council (BEC), *Annual Report, 2011* (Gaborone: Botswana Examination Council, 2011); Botswana Examination Council (BEC), *Annual Report, 2014/2015* (Gaborone: Botswana Examination Council, 2015); Botswana Examination Council (BEC), *Report of Provisional Results* (Gaborone: Botswana Examination Council, 2019).

<sup>10</sup> Kekgaoditse Suping, "Political Spectacle and the Decline of Public Education in Botswana," *Journal of Asian and African Studies* 59, no. 2 (2024): 443–55.

are demotivated by the lack of appropriate supplies in schools, poor conditions of service, promotions demanded, housing, progression and better remuneration.<sup>11</sup> Some teachers were dismissed from employment, redeployed to remote areas or victimized in various ways for being vocal about the need to improve teachers' conditions of service to be proportional to school facilities development.<sup>12</sup> To this end, the quality of education in Botswana remains questionable despite the huge funds invested in the sector annually.<sup>13</sup>

Teaching in Botswana is associated with low status, low morale, and an attitude that regards the teaching profession as a last resort.<sup>14</sup> According to Keetile et al., teachers in Botswana remain demoralized despite government efforts to improve the industry.<sup>15</sup> The study recommended further investigation to establish the causes of dissatisfaction in community junior secondary schools, as the problem of low morale is still evident among teachers. Fetogang & Monyamane also highlighted that teachers in public secondary schools work under unsatisfactory conditions, depressed salaries and scarce promotion opportunities.<sup>16</sup> This has compromised job satisfaction such that many teachers end up despising the profession and themselves. The demotivation of teachers in senior secondary schools has been attributed to the decline in students' final examination results, which, according to Sibanda, Hulela & Tselaesele, ignited concern which has been significant for the past 5 years.<sup>17</sup> The Botswana Sector of Teachers Trade Union (BOSETU) president, in a speech at a conference held in 2017, attributed the decline in public secondary school performance to negligence of teachers' welfare.<sup>18</sup> However, there is concern that very little is being done to improve the conditions of teachers.

In view of this identified situational background, the proposed study sought to explore influential factors guiding principals' motivational practices for quality teaching at senior secondary schools in the South District of Botswana.

The purpose of this study was to explore influential factors guiding principals' motivational practices for quality teaching in senior secondary schools in the South District of Botswana. Based on the purpose of the study, the objectives of this research were to determine the role of recognition and promotion for teachers, assess the influence of financial incentives and teacher development training for quality teaching at senior secondary schools in the South District of Botswana. The findings are presented later.

## THEORETICAL FRAMEWORK

The study was guided by Victor Vroom's Expectancy Theory of Motivation.<sup>19</sup> This is a process theory, which, unlike category theories, does not make specific recommendations on what motivates organization members. The theory provides a process of cognitive variables that reflect individual differences in work motivation.<sup>20</sup> Vroom's theory appreciates that individuals have different needs according to their different cognitive senses and thus explains the variance through a tripartite component of expectancy, instrumentality, and valence. Vroom's expectancy theory of motivation

<sup>11</sup> Suping, "Political Spectacle and the Decline of Public Education in Botswana."

<sup>12</sup> Suping, "Political Spectacle and the Decline of Public Education in Botswana."

<sup>13</sup> Makwinja, "Rethinking Education in Botswana: A Need to Overhaul the Botswana Education System."

<sup>14</sup> M. N Isaiah, "Impact of Extrinsic Factors on Teacher Job Dissatisfaction in the South Central Region of Botswana," *International Review of Social Sciences and Humanities* 7, no. 1 (2014): 1–15.

<sup>15</sup> Mpho Keetile, Kannan Navaneetham, and Gobopamang Letamo, "Patterns and Determinants of Hypertension in Botswana," *Journal of Public Health* 23, no. 5 (October 19, 2015): 311–18, <https://doi.org/10.1007/s10389-015-0682-7>.

<sup>16</sup> Ernest Fetogang, "Job Satisfaction, Work Environment and Work Performance amongst Secondary School Teachers in the Central Region of Botswana," *American Based Research Journal* 8, no. 05 (2019).

<sup>17</sup> Clyde Sibanda, Keba Hulela, and Nelson Tselaesele, "Perceived Influencers of the Decline on Performance of Students in Botswana General Certificate of Secondary Education's Agriculture Examination Results.," *Journal of Education and Learning* 5, no. 1 (2016): 199–209.

<sup>18</sup> Fetogang, "Job Satisfaction, Work Environment and Work Performance amongst Secondary School Teachers in the Central Region of Botswana."

<sup>19</sup> Victor H. Vroom, *Work and Motivation* (New York: John Wiley, 1964).

<sup>20</sup> Fred C Lunenburg, "Goal-Setting Theory of Motivation," *International Journal of Management, Business, and Administration* 15, no. 1 (2011): 1–6.

describes how people determine their actions based on their perceptions.<sup>21</sup> According to Bandhu et al., expectancy theory is a theory that says that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given result and on the desirability of that outcome to the individual.<sup>22</sup>

Expectancy encompasses the relationship between the efforts and performance of employees. A person's estimation of the probability that a job-related effort will result in a certain level of performance is called an expectancy.<sup>23</sup> The performance component explains that individuals are likely to be motivated by the efforts and capabilities they have to achieve greater performance. According to Vroom, expectancy levels range from 0 to 1, in which zero expectancy explains that an individual expects that his actions will not be followed by any outcome.<sup>24</sup> On the other hand, an expectancy of 1 is a subjective certainty that their actions will be followed by an outcome. This explains that teachers are likely to be motivated if they have certain expectations about the efforts they invest in teaching. Teachers' expectations of producing quality results as a consequence of extended efforts in their work increase the likelihood that they would be motivated to exert such perceived efforts. This further validates the effectiveness of intrinsic motivation in teaching, which has been identified as critical in the teaching profession, particularly to solicit quality teaching.<sup>25</sup> According to Muvunyi, evidence of research suggests that there is uncertainty regarding which of the factors are more significant in yielding employee motivation to exert more work effort, or whether or not they overlap in practice.<sup>26</sup>

Instrumentality forms the second part of Vroom's expectancy theory of motivation. This pertains to an individual's judgment of the likelihood that a certain level of task performance would result in various work outcomes. The relationship between performance assessment and predicted outcomes is explained by instrumentality.<sup>27</sup> Employees who believe that a certain level of performance will result in a specific outcome, such as a pay raise, are more likely to sustain that level of performance. The instrumentality component, like the expectation, has a 0 to 1 grade. An instrumentality value of 1 indicates a positive relationship between variables, whilst a value of 0 indicates a negative relationship between variables.<sup>28</sup> Instrumentality, therefore, explains how much employees are certain of the reward when they have fulfilled the desired outcomes. Instrumentality suggests that motivational practices should be rigid and consistent to ensure effectiveness. Employees may be demotivated to work when they perceive that fulfilling a desired outcome will not lead to getting the rewards promised or expected.

Valence, as the third component of the theory, explains how motivation is influenced by how much an individual wants a reward. According to Vroom, "an outcome is positively valent when the person prefers attaining it to not attaining it" and "an outcome has a valence of zero when the person is indifferent to attaining or not attaining it, and it is negatively valent when he prefers not attaining it rather than attaining it."<sup>29</sup> According to Rehman et al., it is important for an organization to figure out what the personal needs and beliefs of employees are.<sup>30</sup> The valence component explains that teachers

<sup>21</sup> Vroom, *Work and Motivation*.

<sup>22</sup> Din Bandhu et al., "Recycling of Agro-Industrial Waste by Fabricating Laminated Al-Metal Matrix Composites: A Numerical Simulation and Experimental Study," *International Journal on Interactive Design and Manufacturing (IJIDeM)* 19, no. 4 (2025): 2355–66.

<sup>23</sup> Komal Chopra, "Indian Shopper Motivation to Use Artificial Intelligence: Generating Vroom's Expectancy Theory of Motivation Using Grounded Theory Approach," *International Journal of Retail & Distribution Management* 47, no. 3 (2019): 331–47.

<sup>24</sup> Vroom, *Work and Motivation*.

<sup>25</sup> Yushan Jiang et al., "Stricter Teacher, More Motivated Students? Comparing the Associations Between Teacher Behaviors and Motivational Beliefs of Western and East Asian Learners," *Frontiers in Psychology* 11 (January 15, 2021), <https://doi.org/10.3389/fpsyg.2020.564327>.

<sup>26</sup> Emmanuel Muvunyi, "Teacher Motivation and Incentives in Rwanda: Analysis of Stakeholders' Perceptions of the Changes in Teachers' Motivation during 2008-13" (University of Sussex, 2016).

<sup>27</sup> Chopra, "Indian Shopper Motivation to Use Artificial Intelligence: Generating Vroom's Expectancy Theory of Motivation Using Grounded Theory Approach."

<sup>28</sup> Anna A. Filipova, "Expectancy Theory in Organizations," in *Global Encyclopedia of Public Administration, Public Policy, and Governance* (Cham: Springer International Publishing, 2016), 1–9, [https://doi.org/10.1007/978-3-319-31816-5\\_3002-1](https://doi.org/10.1007/978-3-319-31816-5_3002-1).

<sup>29</sup> Vroom, *Work and Motivation*, 15; Valarmathie Gopalan et al., "A Review of the Motivation Theories in Learning," in *Aip Conference Proceedings*, vol. 1891 (AIP Publishing LLC, 2017), 020043.

<sup>30</sup> Sania Rehman, Sana Sehar, and Muhammad Afzal, "Performance Appraisal; Application of Victor Vroom Expectancy Theory," *Saudi Journal of Nursing and Health Care* 2, no. 12 (2019): 431–34.

are likely to be motivated when they perceive that a certain performance will be followed by a desired outcome such as a reward, recognition or promotion. Teachers have varied perceptions towards motivational practices and certainly value them differently. The different perceptions may be due to varied factors, among which are the financial status, personal and professional preferences. Principals must therefore strive to establish their employees' preferences in terms of motivational practices which are valued. This theory suited this study as it tried to explain how motivation comes about, what factors influence it, the judgement that performance would result in a desired outcome, the value ascribed to a promised or expected outcome, and the relations among these factors.<sup>31</sup> When devising strategies to motivate their staff, principals must evaluate their needs and expectations, as well as the extent to which the outcomes motivate them. The school principals should be cognizant that teachers have varying needs and expectations that need to be met in order to be motivated to deliver quality teaching for better academic outcomes.

## METHODOLOGY

This study was guided by the philosophy of interpretivism. This paradigm suited this study as it regards knowledge as being created and recreated along the continuum of human interaction with themselves and their environment. This philosophical world views reality as subjective and resides in the minds of participants in their natural settings. It is through this lens that a single instance may receive various meanings and interpretations. It is on this basis that interpretivism was used to explore influential factors guiding principals' motivational practices for quality teaching in the South District of Botswana. In this study, a qualitative exploratory case study design was adopted. This design has the benefit of viewing a research entity in detail in order to reflect original practices in real settings. Overt and nuanced practices and behaviours were inspected more carefully in an exploratory case study design.

The study population targeted all principals and heads of departments (HoDs) in the selected 5 senior secondary schools. A purposive sampling technique was used, in which respondents were chosen based on the researcher's expertise to select a suitable sample. In this case, participants were selected based on their qualifications and tenure of service in teaching. All HoDs had a bachelor's degree qualification, more than 18 years of teaching experience and three years or more of managerial experience. The principals had over 20 years of teaching experience and managerial experience ranging from six to 13 years. This profile of participants allowed them to provide insightful and deep knowledge about teaching and teacher motivation. Interviews were conducted with 5 principals and 5 heads of departments selected from each of the sampled schools.

To collect qualitative data, interviews were conducted with both heads of departments and principals. Interviews are face-to-face conversations with participants. According to Monday (2020), an interview is an interchange of views between two or more people on a topic of mutual interest, animates the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data. Interviews were conducted on a one-on-one basis with principals and heads of departments. They allowed for an extensive collection of data through the raising of probing questions. The interview guides were organized into two main sections, which captured demographic data and contextual data. The demographics requested from the participants were the highest level of education, teaching and managerial experience. The contextual section included questions that focused on recognition and promotion, improved conditions of service, financial incentives, and training and development initiatives to improve teacher motivation.

The setting of appointments heralded the actual data collection meetings. These meetings began with a brief explanation of the research background for participants and the signing of consent forms. The proceedings of the interviews with the participants were recorded using a voice recorder, according to their approval. The interviews were conducted at designated times during tea breaks and lunch times. Each interview lasted about 15 minutes, and an effort was made to ensure that there was no interference

---

<sup>31</sup> Emmanuel Osafo, Amy Paros, and Robert M Yawson, "Valence–Instrumentality–Expectancy Model of Motivation as an Alternative Model for Examining Ethical Leadership Behaviors," *Sage Open* 11, no. 2 (2021): 21582440211021896.

with normal school activities. Interviewees were numbered such that those coded 1, signaled the first school from which the data collection process began. In this regard, P1 represented the principal for school number 1 and HoD1 represented the head of department for the first school out of five, in the process of interviewing this group of participants.

Qualitative data was analyzed using thematic analysis. Thematic analysis is a qualitative research method that researchers use to systematically organize and analyze complex data sets.<sup>32</sup> Nowell et al., suggest that it is the first qualitative method that should be learnt because it provides core skills that are useful to conduct many other kinds of analyses.<sup>33</sup> A theme represents some level of patterned response or meaning within the data set.<sup>34</sup> Thematic analysis suited this study because of its flexibility, accessibility, and transparency, which makes the analysis more valid.<sup>35</sup> The analysis was informed by the objectives of the research, within which sub-themes were delineated to enhance the findings of the study.

## PRESENTATION OF FINDINGS

This section presents the findings from interviews conducted with principals and heads of departments. Data were analyzed in relation to the purpose of the study and the objectives, which focused on the role of recognition and promotion of teachers, the influence of financial incentives, and teacher development training for quality teaching at senior secondary schools in the South district of Botswana.

### Recognition and Promotions

The study revealed through interviews with principals and HoDs that recognition and promotions were critical factors in motivating teachers. According to principal (P3) “*recognition is a way of showing employees in every organization that their efforts, performance and even presence is valued*”. It is, therefore, fundamental in that it created a sense of belonging, which in turn, bred a sense of ownership. When teachers feel like they belong and are appreciated, they strive to ensure that the objectives of the organisation are accomplished. The participants, however, mentioned that: “*recognition sometimes does not solely motivate teachers. Teachers usually expect more than an applaud*” (HoD 1). However, the findings do not dispute that verbal recognition is also important in motivating teachers. Being applauded by supervisors is an indication that one is not only observed but also supported. Principal 1 said that:

*“In all my 30 years in the education sector, having been a teacher for the longest time, I can affirm that recognition is a very important aspect in teacher motivation. Teaching is a very demanding and challenging profession. We are entrusted with shaping the futures of many, hence the pressure to deliver. There is always a part of you that questions whether you are doing enough, which failure may demoralize you. Teachers, therefore, must be applauded when they are performing in order to sustain their morale in teaching.”* (P1).

Similarly, HoD 4 echoed the same sentiments, noting that: ‘*Recognition separates hardworking teachers from lazy ones. If there is no recognition, it is a communication to say that any standard or level of performance is accepted and hence no need to put in any effort. The best performing teachers need to be further encouraged by being applauded to ensure that the standards are maintained and even improved*’ (HoD 4).

The findings corroborated Victor Vroom’s theory of motivation, which explains that individuals are motivated by the expectation that a certain kind of effort will produce a certain type of performance,

<sup>32</sup> Saraswati Dawadi, “Thematic Analysis Approach: A Step by Step Guide for ELT Research Practitioners,” *Journal of NELTA* 25, no. 1–2 (2020): 62–71.

<sup>33</sup> Lorelli S Nowell et al., “Thematic Analysis: Striving to Meet the Trustworthiness Criteria,” *International Journal of Qualitative Methods* 16, no. 1 (2017): 1609406917733847.

<sup>34</sup> Virginia Braun and Victoria Clarke, “One Size Fits All? What Counts as Quality Practice in (Reflexive) Thematic Analysis?,” *Qualitative Research in Psychology* 18, no. 3 (July 3, 2021): 328–52, <https://doi.org/10.1080/14780887.2020.1769238>.

<sup>35</sup> Braun and Clarke, “One Size Fits All? What Counts as Quality Practice in (Reflexive) Thematic Analysis?”

which will subsequently lead to a reward.<sup>36</sup> According to the theory, individuals do their very best when there are performance reward systems in place.<sup>37</sup> The rewards must also be appealing to individuals in order to motivate them, which determines the level of effort they put in.

Participants also tied recognition to promotion, in that when teachers perform, they expect elevation in the workplace. The principals and HoDs mentioned that it is frustrating to be in the same position for many years without getting promoted, even when one is academically qualified. Teachers tend to be frustrated by professional stagnation, which somehow affects their performance. They tend to put less effort in when they realise that their efforts are not rewarded. The participants explained that teachers may want promotions for different reasons, among others, for improved status, increased salary or both. However, money is always a crucial component of the promotion matrix. The study findings revealed that promotions in the selected schools were very slow, and it was one of the complaints that teachers raised most of the time.

*“Our teachers raise concerns a lot about the untimely and scarce promotions. Some of them have been teaching for the longest time in history, but are still in the same positions. They now practically put less effort in working towards excellent student performance and we have lost some to other professions” (P2).*

According to Fetogang, the President of Botswana, His Excellency, Dr Mokgweetsi Masisi, acknowledged in a June 2018 speech to teachers in Ghanzi, that many public secondary school teachers had not received promotion in a long time and that some had even quit their jobs without receiving any promotions.<sup>38</sup> On the other hand, he claimed that as of April 1, 2019, the government had established 1754 positions for teachers and was now integrating the staff into those positions. The promotions were, however, still limited as revealed by the findings.

### **Improved Conditions of Service**

The study also revealed through interviews that improved conditions of service are one of the factors that contribute to teacher motivation. Conditions of service in this case referred to classroom conditions, provision of resources and staff welfare. According to the participants, the working conditions are very critical because they influence teachers' attitudes and morale, mainly because most of their time is spent in schools. The conditions also facilitate their daily work duties, and hence, the conditions determine whether or not they carry out their duties effectively. The participants explained that: *“It is important for teachers to have balanced teacher-student ratios for quality teaching”*. A balanced teacher-student ratio allows teachers to accord appropriate attention to students, understand the weaknesses of each student and devise better strategies and techniques for ensuring individual consideration for social and academic improvement. The principals and HoDs in the selected 5 schools, however, mentioned that the workload was more balanced for their teachers. In one of the interviews, the principal affirmed that the teachers were motivated because *“They have flexible working schedules. They usually have only 2 to three lessons in a day and not all-day-long, that is, from 07:30 to 16:30. They have enough time to rest and reboot and attend to their personal stuff” (P4).*

The findings also revealed that principals and HoDs believed that resources were necessary to ensure that teachers were comfortable and efficient in their teaching. Resources such as whiteboard markers, whiteboards, printing machines, paper, staplers, and laboratory equipment, among others, are for those teaching practical subjects. They must be provided in consistent and sufficient to adequately meet the needs of both teachers and students. Teachers' efforts are paralyzed, and their morale is diminished when instructional materials are not well provided. This negatively affects teacher motivation and ultimately student results. One HoD said:

<sup>36</sup> Vroom, *Work and Motivation*.

<sup>37</sup> Joseph I Zajda, *Globalisation and Dominant Models of Motivation Theories in Education* (Springer, 2023).

<sup>38</sup> Fetogang, “Job Satisfaction, Work Environment and Work Performance amongst Secondary School Teachers in the Central Region of Botswana.”

*Teaching and learning resources make up a larger percentage of the entire instructional process. Tota hela (interpreted, really), with no resources, every department becomes less productive. Not much is done, and inasmuch as teachers can improvise, it compromises the quality of outputs. Teachers' work requires facilitation through the provision of resources (HoD3).*

The participants also mentioned the importance of upholding staff welfare, which included ensuring comfortable staffrooms and the provision of accommodation. Teachers must have comfortable places of work, which may, in a way, enhance their esteem and self-perception. The findings revealed that accommodation remained a challenge in some of the schools, which also contributed to the demotivation of teachers. HoD 2 mentioned that: *“the lack of accommodation means teachers spend more money on paying for accommodation and on transportation to and from schools, which somehow overstretches their budgets”*. Housing allowances were given, but considered inadequate. A participant mentioned that, *“ensuring that employees are comfortable in the workplace is one way of also showing that they are valued”* (P5).

### **Financial Incentives**

On financial incentives, the study revealed through interviews that most of the principals and HoDs showed that financial motivation was one of the influential factors contributing to teacher motivation. The participants explained that there was no way that the money factor could be ignored in motivating teachers, mainly because the aim of every employee is to get remuneration that caters for one's needs. HoD 3 stated that: *promotions come with salary increases, hence why teachers decry scarce promotions*. Every individual aims to develop themselves socially and economically, and in essence, their salaries would determine their social status in the community. The findings aligned with Giertz's argument that salary is the most common determinant of motivation and that it is closely related to other determinants such as accommodation and status.<sup>39</sup> Teachers' status is determined by their lifestyles, which are afforded by the salaries they earn. The more they earn, the more they are able to live comfortable lives of certain social standards.

The findings also revealed that participants were of the view that teachers were tasked with more responsibility of not only ensuring excellent performance, but also moulding students to be acceptable and responsible citizens, and hence, there can never be a better way of compensating them for such. The participants also revealed, when questioned about the most preferred motivational practice, that teachers preferred. HoD 2 indicated that: *“low salaries cause low morale in teachers, which ultimately affects student performance.”* This finding is supported by Nganga & Muturi, who observe that low pay is a major factor affecting teacher motivation and, therefore, the weak delivery of quality education.<sup>40</sup> The findings further substantiated the findings of a study by Mtyuda and Okeke, which revealed that many workers complained about the salaries, which were insufficient to meet their needs given the present-day increase in the cost of living nationwide.<sup>41</sup>

The participants noted that they have received complaints from teachers about their salaries, although not all were in the complaining bracket. This affirmed that, inasmuch as money may be a motivational factor, it is not always the most appealing factor to all. The principals also mentioned that in recognizing teachers, the awards given were usually money and gifts.

*“In all that we do, we need money. Financial incentives are very crucial to motivating teachers. It is important for their psychosocial health as well as their morale and attitudes towards their work. Salaries are also a way of appreciating employees for their effort, which, in a way, shows the extent to which they are appreciated.”* (P2),

<sup>39</sup> Klara Giertz, “Quality Education: The Case of Teacher Motivation and Attrition in Ethiopia,” 2016.

<sup>40</sup> Tabitha Kiriti Nganga and Mary Mbithi, “The Digital Trade Era—Opportunities and Challenges for Developing Countries: The Case of Kenya,” 2020.

<sup>41</sup> P N P Mtyuda and C I O Okeke, “Factors Associated with Teachers' Job Dissatisfaction in Schools in Rural Eastern Cape Province,” *Studies of Tribes and Tribals* 14, no. 1 (2016): 44–53.

The principals were also required to comment on the use of fringe benefits and other bonuses in motivating teachers. Most attested to the need for such to augment teacher salaries. The findings were consistent with the views of Ahmed, who indicated that fringe benefits and allowances are significant predictors of teacher motivation.<sup>42</sup>

### **Training and Development**

The study findings revealed that participants viewed teacher training and development as one of the key factors necessary for their motivation. When asked why they perceived training as important, one of the principals mentioned that: *“A quality teacher is a motivated teacher and also a motivated teacher is a quality teacher”*. This emphasised that to be quality teachers, teachers need training, which in turn improves their skills and ultimately student performance. Teacher performance cannot be separated from teacher training; in fact, one variable is contingent on the other. According to one participant, *“trainings must also be consistent and regular to ensure that they are effective”*. The need to maintain consistency is so that teachers can remain refined and attuned to current developments. These findings corroborated the views of Foluso, who holds that training and development are amongst motivational strategies that guarantee quality in the educational system.<sup>43</sup> Katamzi argues that professional development for teachers contributes to creating favorable conditions to ensure quality teaching of students.<sup>44</sup> Team teaching and mentoring, motivation and quality management systems are amongst the aspects of professional development through which principals can influence quality teaching by inducting new teachers and continually engaging existing ones.

*“Educational reforms have ushered in syllabus reviews, hence the need to train teachers periodically. They must remain relevant to the times; otherwise, quality education mandates will remain on paper, devoid of action. Teachers need exposure to different types of training that encompass all aspects of teaching. The same method of teaching used 20 years ago might not be effective currently” (P1).*

According to participants, teachers were tasked with the responsibility to instill knowledge, and also accorded the responsibility to be a step or more ahead in the scientific knowledge they possessed. Students look up to teachers to facilitate learning through shared knowledge and even techniques in learning. Therefore, a knowledgeable teacher has confidence and esteem in content delivery, which may be beneficial to students as well. In one of the interviews, the HoD 3 mentioned that: *“it is also vital for teachers to garner knowledge beyond their scopes of teaching”*. It was emphasized that generally, knowledge accumulation sets one apart from the rest. According to Mohammed and Abdulai, school managers must focus on developing teacher skills and careers and increasing their professional autonomy to motivate them.<sup>45</sup> Teachers must have opportunities for professional development to increase their morale and determination in teaching.

The participants affirmed that teacher training allowed for socialization of teachers. Principal 5 revealed that *“Workshops provide an opportunity for teachers to consult each other in terms of the challenges they face and how best to approach them.”* Teachers, through these workshops, also share ideas on different aspects surrounding teaching and learning. According to participants, these workshops were usually less formal platforms where genuine ideas were shared. The contexts presented refreshing experiences for teachers. The principals and HoDs mentioned that it was very challenging to deal with different student personalities daily; hence, teachers may need advice on how to approach certain students. Teachers are usually confronted with varied situations in practice, which may at times be

<sup>42</sup> Audi Abubakar Ahmed, “Effects of Irregular Payment of Teachers’ Salaries and Provision of Fringe Benefits on Implementation of Curriculum in Public Senior Secondary Schools in North-Central, Nigeria,” *African Journal of Humanities and Contemporary Education Research* 14, no. 1 (2024): 65–77.

<sup>43</sup> P A Foluso, “Influences a Minimum Wage and Prompt Salary Payment in Teachers’ Effectiveness in Public Secondary Schools,” *Problems and Perspectives in Management* 19, no. 1 (2021): 118–24.

<sup>44</sup> T. Katamzi, “Leadership for Quality Teaching and Learning in Challenging Contexts: Perspectives of Secondary School Principals in Pinetown District” (University of KwaZulu-Natal, 2021).

<sup>45</sup> Mohammed and Abdulai, “Factors Affecting Secondary Schools Teachers’ Motivation in the Elliotdale Circuit, South Africa.”

unique to an individual, hence the need for socialization which may inform better approaches to confront given situations. These findings corroborate those of Pesonen et al. who hold that teacher relationships and collaborations create a sense of belonging that leads to teacher motivation.<sup>46</sup>

## RECOMMENDATIONS

The Ministry of Basic Education in Botswana should consider holding regular in-house and externally facilitated workshops and conferences for teachers. The Ministry of Basic Education must also organize personal development workshops for teachers to upgrade their soft skills as well as hard skills, for them to realize their talents and work on their weaknesses as individuals. This would certainly impact positivity on individual self-fulfilment. Teacher salaries must be constantly reviewed to ensure that they are commensurate with their workload, and more allowances should be considered to increase the salaries given. The Ministry of Basic Education must also provide equal promotion opportunities for teachers. These promotions must be more frequent, and salary increases should cater for all teachers irrespective of position.

## CONCLUSION

Teacher motivation ignites morale and determination, giving a sense of ownership that is necessary for a healthy school system, including student discipline and positive professional relationships. There are critical factors that are instrumental in influencing teacher motivation, such as recognition and promotion, improved conditions of service, financial incentives and teacher professional development in senior secondary schools in the South district of Botswana. The award system had a loophole in terms of the blurred criterion for the selection of awardees. This needed to be addressed. Some teachers were demotivated by the lack of rewards when they were unable to achieve the target performance. The best practices preferred by teachers in the context of study were regular and consistent training, as teachers value the skills upgrade and socialization that come with it. Teachers in the schools preferred timely and regular recognition for good performance. They were motivated more by financial incentives and appreciated salary increases, inclusive of fringe benefits.

## BIBIOGRAPHY

- Ahmed, Audi Abubakar. "Effects of Irregular Payment of Teachers' Salaries and Provision of Fringe Benefits on Implementation of Curriculum in Public Senior Secondary Schools in North-Central, Nigeria." *African Journal of Humanities and Contemporary Education Research* 14, no. 1 (2024): 65–77.
- Bandhu, Din, Abdullaeva Sayfutdinovna Barno, Eyhab Ali, Mohammed N Fenjan, Saif Hameed Hlail, and F Naderian. "Recycling of Agro-Industrial Waste by Fabricating Laminated Al-Metal Matrix Composites: A Numerical Simulation and Experimental Study." *International Journal on Interactive Design and Manufacturing (IJIDeM)* 19, no. 4 (2025): 2355–66.
- Botswana Examination Council (BEC). *Annual Report, 2011*. Gaborone: Botswana Examination Council, 2011.
- . *Annual Report, 2014/2015*. Gaborone: Botswana Examination Council, 2015.
- . *Report of Provisional Results*. Gaborone: Botswana Examination Council, 2019.
- Braun, Virginia, and Victoria Clarke. "One Size Fits All? What Counts as Quality Practice in (Reflexive) Thematic Analysis?" *Qualitative Research in Psychology* 18, no. 3 (July 3, 2021): 328–52. <https://doi.org/10.1080/14780887.2020.1769238>.
- Chopra, Komal. "Indian Shopper Motivation to Use Artificial Intelligence: Generating Vroom's Expectancy Theory of Motivation Using Grounded Theory Approach." *International Journal of Retail & Distribution Management* 47, no. 3 (2019): 331–47.
- Dawadi, Saraswati. "Thematic Analysis Approach: A Step-by-Step Guide for ELT Research

---

<sup>46</sup> Henri V Pesonen et al., "Teachers' Stories on Sense of Belonging in Co-Teaching Relationship," *Scandinavian Journal of Educational Research* 65, no. 3 (2021): 425–36.

- Practitioners.” *Journal of NELTA* 25, no. 1–2 (2020): 62–71.
- Fetogang, Ernest. “Job Satisfaction, Work Environment and Work Performance amongst Secondary School Teachers in the Central Region of Botswana.” *American-Based Research Journal* 8, no. 05 (2019).
- Filipova, Anna A. “Expectancy Theory in Organizations.” In *Global Encyclopedia of Public Administration, Public Policy, and Governance*, 1–9. Cham: Springer International Publishing, 2016. [https://doi.org/10.1007/978-3-319-31816-5\\_3002-1](https://doi.org/10.1007/978-3-319-31816-5_3002-1).
- Foluso, P A. “Influences of a Minimum Wage and Prompt Salary Payment in Teachers’ Effectiveness in Public Secondary Schools.” *Problems and Perspectives in Management* 19, no. 1 (2021): 118–24.
- Giertz, Klara. “Quality Education: The Case of Teacher Motivation and Attrition in Ethiopia,” 2016.
- Gopalan, Valarmathie, Juliana Aida Abu Bakar, Abdul Nasir Zulkifli, Asmidah Alwi, and Ruzinoor Che Mat. “A Review of the Motivation Theories in Learning.” In *AIP Conference Proceedings*, 1891:020043. AIP Publishing LLC, 2017.
- Gore, Jennifer, Adam Lloyd, Maxwell Smith, Julie Bowe, Hywel Ellis, and David Lubans. “Effects of Professional Development on the Quality of Teaching: Results from a Randomised Controlled Trial of Quality Teaching Rounds.” *Teaching and Teacher Education* 68 (2017): 99–113.
- Hawes, Shayla, and Timothy Nelson. “Low Job Satisfaction as a Lived Experience for Experienced Middle School Teachers in Rural Tennessee: A Phenomenological Study.” *American Journal of Qualitative Research* 5, no. 1 (2021): 44–66.
- Hung, Luu Nguyen Quoc. “Teachers’ Motivation and Its Influence on Quality Education: A Study at a Center for Foreign Languages in Vietnam.” *CTU Journal of Innovation and Sustainable Development* 12, no. 3 (2020): 17–26.
- Isaiah, M. N. “Impact of Extrinsic Factors on Teacher Job Dissatisfaction in the South Central Region of Botswana.” *International Review of Social Sciences and Humanities* 7, no. 1 (2014): 1–15.
- Jiang, Yushan, Chi-Kin John Lee, Zhi Hong Wan, and Junjun Chen. “Stricter Teacher, More Motivated Students? Comparing the Associations Between Teacher Behaviors and Motivational Beliefs of Western and East Asian Learners.” *Frontiers in Psychology* 11 (January 15, 2021). <https://doi.org/10.3389/fpsyg.2020.564327>.
- Kagama, Josphat. “The School Curriculum and Its Influence on Teacher Motivation in Curriculum Implementation in Kenya.” *Journal of Culture and Values in Education* 1, no. 1 (2018): 9–25.
- Katamzi, T. “Leadership for Quality Teaching and Learning in Challenging Contexts: Perspectives of Secondary School Principals in Pinetown District.” University of KwaZulu-Natal, 2021.
- Keetile, Mpho, Kannan Navaneetham, and Gobopamang Letamo. “Patterns and Determinants of Hypertension in Botswana.” *Journal of Public Health* 23, no. 5 (October 19, 2015): 311–18. <https://doi.org/10.1007/s10389-015-0682-7>.
- Lunenburg, Fred C. “Goal-Setting Theory of Motivation.” *International Journal of Management, Business, and Administration* 15, no. 1 (2011): 1–6.
- Makwinja, Veronica Margaret. “Rethinking Education in Botswana: A Need to Overhaul the Botswana Education System.” *Journal of International Education Research* 13, no. 2 (2017): 45–58.
- Mohammed, Issiah, and R. Abdulai. “Factors Affecting Secondary Schools Teachers’ Motivation in the Elliotdale Circuit, South Africa.” *African Educational Research Journal* 10, no. 3 (July 13, 2022): 211–18. <https://doi.org/10.30918/AERJ.103.19.030>.
- Mtyuda, P.N.P., and C.I.O Okeke. “Factors Associated with Teachers’ Job Dissatisfaction in Schools in Rural Eastern Cape Province.” *Studies of Tribes and Tribals* 14, no. 1 (2016): 44–53.
- Mtyuda, P N P, and C I O Okeke. “Factors Associated with Teachers’ Job Dissatisfaction in Schools in Rural Eastern Cape Province.” *Studies of Tribes and Tribals* 14, no. 1 (2016): 44–53.
- Muvunyi, Emmanuel. “Teacher Motivation and Incentives in Rwanda: Analysis of Stakeholders’ Perceptions of the Changes in Teachers’ Motivation during 2008-13.” University of Sussex, 2016.
- Nganga, Tabitha Kiriti, and Mary Mbithi. “The Digital Trade Era—Opportunities and Challenges for

Developing Countries: The Case of Kenya,” 2020.

- Nowell, Lorelli S, Jill M Norris, Deborah E White, and Nancy J Moules. “Thematic Analysis: Striving to Meet the Trustworthiness Criteria.” *International Journal of Qualitative Methods* 16, no. 1 (2017): 1609406917733847.
- Osafo, Emmanuel, Amy Paros, and Robert M Yawson. “Valence–Instrumentality–Expectancy Model of Motivation as an Alternative Model for Examining Ethical Leadership Behaviors.” *Sage Open* 11, no. 2 (2021): 21582440211021896.
- Pesonen, Henri V, Anna Rytivaara, Ines Palmu, and Anna Wallin. “Teachers’ Stories on Sense of Belonging in Co-Teaching Relationship.” *Scandinavian Journal of Educational Research* 65, no. 3 (2021): 425–36.
- Rehman, Sania, Sana Sehar, and Muhammad Afzal. “Performance Appraisal: Application of Victor Vroom Expectancy Theory.” *Saudi Journal of Nursing and Health Care* 2, no. 12(2019): 431–34.
- Sibanda, Clyde, Keba Hulela, and Nelson Tselaesele. “Perceived Influencers of the Decline in Performance of Students in Botswana General Certificate of Secondary Education’s Agriculture Examination Results.” *Journal of Education and Learning* 5, no. 1 (2016): 199–209.
- Suping, Kekgaoditse. “Political Spectacle and the Decline of Public Education in Botswana.” *Journal of Asian and African Studies* 59, no. 2 (2024): 443–55.
- UNESCO. “World Teachers’ Day: UNESCO Sounds the Alarm on the Global Teacher Shortage Crisis,” December 4, 2022.
- Vroom, Victor H. *Work and Motivation*. New York: John Wiley, 1964.
- Zajda, Joseph I. *Globalisation and Dominant Models of Motivation Theories in Education*. Springer, 2023.

## ABOUT AUTHORS

Dr. Buyisani Dube is a lecturer at the BA ISAGO University in Botswana. He holds a Doctor of Education Degree (Curriculum Studies), a Master of Education Degree (Educational Administration, Planning, and Policy Studies), a Bachelor of Arts Degree, and a Graduate Certificate in Education (Grad. CE). He has completed a CREST Online Course on the Supervision of Doctoral Students at African Universities. Dr. Dube has a wealth of teaching experience in high schools and teacher education colleges. He has lectured at the Zimbabwe Open University, the University of Venda, and the University of Mpumalanga in South Africa. Dr. Dube is the Head of Department in the Department of Educational Administration, Leadership, and Management at the current institution.

Dr. Mbulaheni Paul Tshisikhawe graduated with a DED (Doctor of Education in Curriculum Studies) from the University of Venda and a postgraduate diploma from the University of KwaZulu-Natal. He is a senior lecturer in the Department of Professional and Curriculum Studies, School of Education, Faculty of Humanities, Social Sciences, and Education. He is the coordinator of the Postgraduate Senior Certificate (SEPGCE) and the Honors in Curriculum Studies. Dr. Tshisikhawe is a member of the Senate of the University of Venda, the Research Ethics Committee, and the Schools’ Higher Degrees Committee. He was a member of the National Research Foundation (NRF), project “Capacity building for management of learner pregnancy in schools, Grant number 90391, in 2015 and 2016, respectively. The project paid dividends for my success by helping me develop important research skills, including data collection, presentation, analysis, and interpretation.

Ms Tlhalefo Kesetse is an educational researcher specializing in institutional governance and strategic school management. She holds a Master’s degree in Educational Leadership and Management. As a dedicated research enthusiast, Kesetse’s work investigates modern administrative practices, policy execution, and methods for fostering collaborative, high-achieving learning environments in contemporary school systems.