

Factors affecting secondary schools teachers' motivation in the Elliotdale Circuit, South Africa

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ABSTRACT

This study examines factors affecting teachers' motivation at secondary schools in the Elliotdale Circuit. The research approach adopted was qualitative. The design used was a case study. The purposive sampling technique was used to select a sample size of twenty-two (22) respondents, which comprised principals, teachers, subject advisors and teacher union representatives. Face-to-face interviews were conducted while data collected were analysed thematically. Findings revealed inadequate teacher-learner support materials in schools, non-payment of temporary teachers' salaries, lack of access roads to and from schools, lack of secured accommodations for teachers, poverty and lack of electricity and running water in some schools were the factors affecting teachers' job satisfaction and motivation in the secondary schools. Some recommendations were: School Governing Body to work with the Department of Education to provide schools with adequate teacher-learner support materials, to ensure regular and competitive salaries for teachers, to implement rural allowances for teachers and to provide teachers with secured accommodations, electricity and running water.

Keywords: Motivation, job dissatisfaction, professionalism, working condition.

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INTRODUCTION

Teachers play a critical role in nurturing the minds and hearts of the youth in any society as it is a fact that almost every professional is been taught by a teacher (Chireshe and Shumba, 2011). Teachers in all countries and all education systems are considered to be the most important and the most valuable resource (Kingira and Muammer, 2010).

To remain functional, to ensure effective teaching and learning and to nurture the minds and hearts of the youth in any society, schools need to increase their teachers' motivation (Kingira and Muammer, 2010). According to Chireshe and Shumba (2011), teachers' high rate of performance, their eagerness to teach efficiently and their efforts towards ensuring a high level of professionalism in the education system are all closely related to their levels of satisfaction and motivation.

However, there is evidence of teacher dissatisfaction and demotivation in most schools the world over, despite all the importance placed on them as the most valuable resource in the education system in all countries and the

most important agents in the development of learners' minds, hearts and skills in any society.

A study conducted in 2005 by the Alliance for Excellence Education (AEE) in the United States of America revealed that on daily basis, teachers leave the teaching profession as a result of poor motivation or in pursuit of better working conditions.

Further evidence, according to Walter (2008), is that African teachers face tremendous challenges and demotivation, several of which are curriculum-related, poor remuneration, poor leadership, students' ill-discipline and lack of career advancement. Kingira and Muammer (2010) also present evidence that toward the end of the 1990s; factors that affected teachers' motivation were classified according to the degree of importance, such as attractive career choices, comparative wages, being praised, favourable working conditions, availability of promotions, the existence of participative decision making leadership style and good manager-staff relations.

It is important to highlight that studies on teacher motivation are dominant in Africa, Europe and Asia (Abdulai, 2017; Chireshe and Shumba, 2011; Barbara et al., 2011; Ntando, 2009; Hilferty, 2008). Countries such as Ghana, South Africa, Zimbabwe, Nigeria, Australia, the United Kingdom and Japan are covered by these studies. The factors affecting teachers' motivation in these countries include poor remuneration, low levels of empowerment, inadequate teacher-learner support materials, lack of continuing professional development of teachers' content knowledge, workload, stress, lack of discipline in schools and lack of career advancement opportunities.

Other related studies on factors affecting teachers' motivation have been conducted in countries such as South Africa (Kruger and van Deventer, 2003; Smith and Cronje, 1995), Nigeria (Ofoegbu, 2004), United States of America (Andre, 1999), and Zimbabwe (Herald, 2012). In South Africa, Sisulu (2006) claims the high level of demands from school heads, lack of team spirit, lack of rewards and financial problems impact negatively on teachers' motivation in schools. *The number of studies on teacher motivation indicated above failed to indicate the categories of teachers being studied, hence the need to study secondary school teachers.* The question that needed to be answered was: *Which factors affect secondary school teachers' motivation in the Elliotdale Circuit?*

This paper examines factors affecting secondary school teachers' motivation in the Elliotdale Circuit. Elliotdale is 45 km southeast of Dutywa, where the education district is situated. Elliotdale is rural, consisting of low-density settlements. The illiteracy rate is high both in Elliotdale and the surrounding villages, poverty is rife and the unemployment rate varies from 65 to 87%. Most residents of Elliotdale, to make ends meet, rely heavily on subsistence farming and government grants. Few roads in the area are tarred and the generally poor condition of roads adds to the economic challenges of the local population, as many rural areas have limited access to basic services such as schools and health care facilities.

Despite the important role played by teachers in nurturing the hearts and minds of the youths in the Elliotdale Circuit, a quick survey among secondary school teachers in the circuit revealed that teachers are worried about the deplorable nature of the school environments and the poor working conditions in which they find themselves. To the extent that they leave the circuit in pursuit of better working conditions in other Educational Districts and Circuits where there are adequate infrastructures for effective teaching and learning, adequate teacher-learner support materials, improved relations between teachers and parents and where there are high academic expectations from both learners and teachers. The deplorable nature of the school environments and the poor working conditions in the Elliotdale Circuit have contributed to phenomena of ineffective teaching and learning, teacher attrition and

shortages and a declined teacher motivation and professional status in the secondary schools.

Given the importance of teachers in national development, this study was designed to ascertain the predominant factors affecting secondary school teachers' motivation in the Elliotdale Circuit. The paper is organized as follows: Section one deals with the theoretical background of motivation. Section two deals with the importance of academic motivation in schools, the factors affecting teacher motivation and job satisfaction in schools, the effects of inadequate teacher motivation on the culture of teaching and learning in schools, and the mechanisms for ensuring adequate teacher motivation in schools. In section three, the research methodology is presented. Section four presents the results and discussion of the findings. The last section comprises recommendations and conclusions.

THEORETICAL BACKGROUND OF THE STUDY

Maslow (1954), Herzberg et al. (1959), and McClelland (1965) are among the earliest and most well-known researchers in the job satisfaction and motivation research domains (Okantey, 2014). Maslow's Hierarchy of Needs (1954) and Hertzberg et al., (1959) Two-factor Motivation Theory guided this study. Okantey (2014), Smith and Cronje (1995), and Abdulai (2017:34) highlight that Abraham Maslow developed the Hierarchy of Needs, which suggests that individual teacher's needs exist in a hierarchy consisting of physiological needs, security needs, belongingness needs, esteem needs and self-actualisation needs. These needs are organized in a hierarchy of basic needs which have to be fulfilled before higher needs are considered (Okantey, 2014). It is important to also highlight here that Maslow's theory of Motivation is based on two important assumptions: (1) Teachers' needs depend on what they already possess, and (2) A need that has already been satisfied is not a motivator; only unsatisfied needs can influence behaviour (Smith and Cronje, 1995).

Frederick Hertzberg's motivation theory, on the other hand, according to Okantey (2014), Abdulai (2017) considered motivation from two main perspectives: intrinsic and extrinsic factors. Intrinsic suggests that teachers' attainment and appreciation lead to job satisfaction; while at the same time extrinsic suggests lack of pay, promotion, and job security can lead to the absence of motivation on the part of employees in the workplace.

To motivate teachers, Okantey (2014) and Abdulai (2017) state that school managers must focus on changing the intrinsic nature and content of teaching posts by enriching them, increasing teachers' professional autonomy and developing teachers' skills and careers.

Smith and Cronje (1995), on the other hand, explain that Herzberg's motivation theory involves two-factor

motivation, which are: (1) The factors that generate job satisfaction and relate to the job content (which are called motivators and include achievement, recognition, the work itself, responsibility, advancement and growth), and (2) The factors that give rise to job dissatisfaction and relate to the job context (which are called hygiene factors and include school policy and administration, status, security, relationship with supervisor and working conditions). They further went on to conclude that hygiene factors cannot motivate teachers; only factors within the job context can motivate teachers in schools.

The importance of teacher motivation in schools

Motivation has been generally viewed as energy or drive that moves teachers to do something (Han et al., 2016). Ofoegbu (2004) claims teacher motivation is an essential factor for classroom effectiveness and school improvement. Teacher motivation has to do with the teachers' desire to participate in the education process; it is a vital factor for classroom effectiveness and school improvement (Andre, 1999).

Furthermore, a motivated teacher will always ensure a high level of student academic performance (Andre, 1999; Chireshe and Shumba, 2011). Andre (1999) claims teachers who are motivated and have strong positive attitudes about teaching have students with high self-esteem. According to Gulten (2012) when teachers are motivated, it accounts for their intensity, direction, and persistence of effort toward attaining school goals (Gulten, 2012).

Further pointing out the relevance of ensuring teacher job satisfaction and motivation in schools, Chireshe and Shumba (2011) and Barbara et al. (2011) note that the relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. Concerning the financial implications of ensuring teacher job satisfaction, motivation and retention in schools, Chireshe and Shumba (2011) point out that teachers leave the teaching profession for greener pastures or embark on strike action when the government fails to meet their demands for better conditions of service.

According to Kingira and Muammer (2010) and Han et al. (2016), teacher motivation is very important in terms of ensuring effective teaching and learning in schools. As students' learning outcomes are highly dependent on the quality of instruction, teacher effectiveness has been explored in terms of teacher motivation factors.

Factors affecting teacher motivation and job satisfaction in schools

The teaching profession faces lots of problems which include a lack of teacher autonomy, the existence of

managerialism in schools and the low prestige of its members (Barbara et al., 2011). Chireshe and Shumba (2011) highlight the following to have a negative impact on teacher motivation: low salaries, lack of safety and security, workload, large class sizes, low teacher prestige and status and lack of professional development opportunities.

Furthermore, Han et al. (2016) explain that teacher motivation, which is primarily derived from intrinsic values, may be undermined by a number of factors such as higher levels of professional stress, inhibition of teacher autonomy, insufficient self-efficacy, inadequate career structures, content repetitiveness and limited potential for intellectual development. Kingira and Muammer (2010) also point out that factors such as working conditions, salaries, school image, promotion, social environment, work overload, and status are related to either teacher motivation or demotivation in the education system.

Effects of inadequate teacher motivation

The effectiveness of a school depends on the teachers' performance and efficiency (Kingira and Muammer, 2010). As highlighted by Sisulu (2006), lack of motivation may cause teachers to be less successful in teaching and also has the potential of affecting the achievement and realization of education for all in societies (Sisulu, 2006). Furthermore, Ofoegbu (2004) claims issues surrounding teacher dissatisfaction and lack of motivation in schools have led to learners' poor performance in external examinations and have also affected the professionalism of teachers in the education system in most countries.

Ofoegbu (2004) continues to state that the unsafe and unhealthy working conditions of teachers (dilapidated buildings equipped with outdated laboratory facilities and equipment) have no doubt translated into teachers' low morale, which in turn, translated into students' poor performance in external examinations.

According to Han et al. (2016), the disbelief in and negative view of a demotivated teacher on students' abilities, progress and outcomes lead him or her to feel the need to be controlled and have difficulty in being enthusiastic about students' capabilities. Smith et al. (2007) also believe motivation is one of the factors that directly affect teachers' performance and consequently students' success in school. If teachers perceive that their best interests are closely linked to the interest of the school they will work for and will probably be motivated to achieve the school's goals.

Furthermore, Lola (2010) states that demotivated teachers often leave their schools which can be seen as a silent but effective killer of the culture of learning and teaching. The Alliance for Excellence Education in America (AEE, 2005) explains that when demotivated teachers leave a school it can be a costly phenomenon,

both for the students who lose the value of being taught by experienced teachers and for the schools and districts which must recruit and train their replacements.

It is also important to categorically state here that teachers' working conditions are students' learning conditions. To confirm this statement, Kenneth (2006) states that without focused attention to the adequacy of teacher working conditions, improvement in learners' performance is extremely unlikely.

Mechanisms for ensuring adequate teacher motivations in schools

Ofoegbu (2004) reports that teachers would be adequately motivated if salaries were paid regularly, teaching and learning facilities were made available, and put in place, teachers were encouraged to attend sponsored conferences and workshops, and provided with a conducive working environment. Kruger and van Deventer (2003) also suggest the following strategies that can be used by schools to increase teachers' job satisfaction and motivation: For instance, the adoption of professional development strategies such as in-service training, the interaction between members of staff, and making research results on instructions available.

Furthermore, Andre (1999), Quratul (2011) assert that true job satisfaction is derived from self-actualization, fair pay, trust, respect, joint decision making, and quality of supervision, adequate working relationships, appreciation, chances for growth and loyalty of the school. Quratul (2011) suggests that to ensure teacher motivation, school managers should identify and fulfil teachers' needs, they should recognise teachers' contributions, ensure teachers' empowerment, attach importance to teachers' roles and provide safe working conditions for all teachers.

Lethoko et al. (2006) highlight that it is the responsibility of the state, through the Department of Education to manage the condition and availability of facilities, buildings, surroundings, resources and equipment in schools. Teachers and their learners are more likely to value new, good-looking, and properly maintained facilities and infrastructure (Lethoko et al., 2006).

Despite the important role played by teachers in schools, it is clear from the above studies that, secondary school teachers in the Elliotdale Circuit and teachers worldwide are influenced by negative factors affecting their job satisfaction and motivation. This perhaps explains why teachers are dissatisfied, demotivated and leave the teaching profession.

METHODOLOGY

Qualitative research approach was adopted. A case study design was used to identify teachers' views and

perceptions about factors affecting their motivation in the Elliotdale Circuit and how to improve teachers' motivation and job satisfaction in the secondary schools of the circuit. As a case study, the Elliotdale Circuit is rural, consisting of poor infrastructural development and low-density settlements. The illiteracy rate is high, few roads in the area are tarred, environmental conditions in the schools are deplorable and the working conditions of teachers in the circuit are poor; as such, teachers leave the circuit in pursuit of better working conditions in other circuits where there are adequate teacher-learner support materials and adequate infrastructural development for effective teaching and learning. As stated earlier, poor working conditions in the circuit have contributed to phenomena of teacher demotivation, attrition and poor culture of teaching and learning in secondary schools. The case study design was chosen because of its relevance in investigating a real-life context of a single system (Eunjung et al., 2010).

As a qualitative study, a sample size of twenty-two (22) participants was formed from a target population of sixty (60) teachers and office-based educators. It was confined to teachers of six senior secondary schools of the Elliotdale Circuit, teacher union representatives and subject advisors of the Elliotdale Circuit. The sample comprised five principals (from only five senior secondary schools since the sixth principal died before data could be collected); the sample also comprised twelve teachers (two teachers from each of the six schools), two subject advisors from the District Education Office and three teacher union representatives from the teacher union office of the circuit.

The twenty-two (22) participants were purposefully selected based on the similarities they possess as teachers, principals, union representatives and subject advisors in the education system. The participants were also purposively sampled because of the convenience of accessing them within the circuit; it was also because of the special knowledge and experience they have in teacher motivation and their willingness to give rich information on the case. Participants' constant involvement with teaching and learning in the circuit was another reason why they were selected. The most effective use of limited resources and achieving an in-depth understanding of issues surrounding teacher motivation in the circuit were additional reasons why the participants were selected (White, 2005).

Permission was sought from the provincial and district education authorities. Face-to-face, in-depth individual interviews were conducted. Questions used were open-ended to get lengthy and descriptive answers from participants, leading questions were avoided, questions were short and specific, terms and language used were understandable to participants and questions with strong positive or negative associations were also avoided. Interview proceedings were recorded. To establish rapport, the questions asked were clear and

understandable (Joseph et al., 2009). Data were analysed thematically.

RESULTS AND DISCUSSION

The results of the study based on the research objective are: (i) low salaries and the non-payment of temporary teachers' salaries, (ii) lack of adequate teaching and learning materials, (iii) long distance to and from school, (iv) poor infrastructural development, (v) accommodation problems, (vi) poor relationship between teachers and community members, (vii) high illiteracy rate in the communities and (viii) the significance of having motivated teachers in schools.

Low salaries and non-payment of temporary teachers' salaries

The study revealed that in terms of salaries, teachers with equivalent qualifications as in other professions are underpaid. A teacher had the following to say: *That is what I am saying; monetary-wise, teachers are not well paid and are not also motivated.* The above findings are consistent with other studies on how low salaries affect teachers' motivation in schools (Ofoegbu, 2004; Herald, 2012; Sisulu, 2006; Chireshe and Shumba, 2011). This finding explains why teachers in the circuit are demotivated and also claimed to lack some level of professional status and prestige.

It was also found that temporary teachers in the circuit were not regularly paid by the Department of Education; as such, these teachers lack motivation and job satisfaction in the schools. The following words came from a teacher: *The Department of Education is facing a lot of problems lately and some of these problems relate to the way the Department treats the temporary teachers. For the past seven months, most of these temporary teachers have not been paid for the services they have rendered in the schools.* Mmbengwa (2008) confirms this finding by stating that many teachers leave the teaching profession because of poor salaries and non-payment of services rendered in class. It is important to highlight here that the nonpayment of the temporary teachers for services rendered in the circuit could have been one of the reasons they were in states of uncertainty with regard to their future prospects in the teaching profession.

Lack of rural allowance for rural teachers

The study revealed that the absence of rural allowances for teachers in the circuit has contributed to teacher job dissatisfaction, teacher turnover and demotivation in the schools. An opinion from a school Principal is: *The distances teachers travel before reaching schools is a factor that affects their professionalism. These teachers*

use their own money to travel every day from Mthatha to Elliotdale to teach, this is because the government does not want to pay them rural allowances.

Contrary to the above finding, in the Gambia, Pugatch and Schroeder (2013) report that teachers in remote locations are provided with a salary premium of 30 to 40% of their monthly salary by the government. The following lamentation also came from a union representative concerning the lack of rural allowances for rural teachers: *Teachers are not motivated because of the lack of rural allowance, they pay huge sums of money on contract cars to travel daily to school and back but there is no rural allowance paid back to them.*

Contrary to the above finding, in Zimbabwe, Herald (2012) reports that rural teachers received 20 percent of their gross salaries as an allowance on top of their salaries to cover transport expenses which they spend monthly. It is also important to highlight here that the reason why these teachers could be demotivated, resulting from a high turnover to teach in big cities and dissatisfaction in the schools, is because they continuously use part of their salaries as transportation fare to and from school which is not a case with teachers in big cities who do not travel far to teach.

Inadequate teaching and learning materials in schools

The study found that in some schools, teacher-learner support materials are inadequate such as textbooks, fully furnished libraries, and laboratories for effective teaching and learning to take place. The study revealed that the absence of these materials in the schools resulted in a poor culture of teaching and learning, and a lack of teacher motivation and satisfaction in the schools. The response that follows came from a teacher: *..., resources and facilities are not available in this school, therefore, making teaching not to be enjoyable.* In support of this finding, Ofoegbu (2004) acknowledges that teachers in Nigerian schools are demotivated as a result of inadequate teaching and learning resources.

Another response from a teacher was: *...Another factor that affects our motivation is that most schools and particularly my school have no textbooks, no library and no staff common room where teachers can sit and prepare for classes.* In Ghana, Anima (2013) concurs that most public and private schools lack facilities like well-stocked libraries, laboratories, theatres, and studios to ensure sound and happy learning experiences among teachers and pupils.

Long-distance travel to and from school

It was also revealed that long-distance travel by teachers to and from school is a factor that affects their motivation, punctuality and health. It was further revealed that the

majority of the teachers lived in Mthatha and commuted 47 km to and from Elliotdale to teach daily, spending a considerable amount of money on transportation. A response from a teacher is: ... *The distances teachers travel before reaching school is another factor that affects their health and motivation. These teachers use their own money to travel every day from Mthatha to Elliotdale to teach.* Contrary to this finding, Urwick et al. (2005) report that in Lesotho, teachers who travel very far from home to school and those who teach in mountainous areas are motivated by being paid hardship allowance to reduce transport costs and expenses they incurred.

A school principal also said the following: *The teachers travel a very long distance daily to and from school spending lots of money on transportation which affects them a lot.* The consequence of long-distance travel to school by teachers has been reported by Nakpodia and Dafiaghor (2011) that one of the obstacles to teachers' punctuality is the location in terms of how far the school is from the teachers.

Poor infrastructural development

The study revealed that poor infrastructural development in the form of poor road networks, and lack of electricity and water were some of the factors that contributed to teachers' demotivation in the circuit. A teacher union representative lamented in the following way: *When you mention the name Elliotdale, what you mean is that Elliotdale is one of the top rural areas in the country. One factor that affects teachers here is the infrastructural problem which makes teaching in this place challenging. During the rainy season, not all teachers and learners go to school because of the bad nature of the roads.* Surprisingly, Lethoko et al. (2006) note that it is the responsibility of the Department of Education in South Africa to manage the state, condition and availability of facilities, buildings, surroundings, resources and equipment in schools. They claim that properly maintained facilities and infrastructure result in increased teacher motivation (Lethoko et al., 2006).

Furthermore, an opinion from a teacher was: *The lack of proper infrastructure, and the lack of electricity and tap water in the circuit are factors that affect our motivation in schools.* To confirm this finding, Ofoegbu (2004), Chireshe and Shumba (2011) claim teachers are frustrated, uninspired and unmotivated because of unattractive school conditions such as the absence of electricity and water, the dilapidated nature of some school buildings and the nature of outdated laboratory facilities and equipment in schools.

Acute shortage of accommodation

The study further revealed that teachers in the circuit were de-motivated as a result of an acute shortage of

safe accommodations around the schools for living in. It was also found that the unsafe and unsecured nature of the communities for living and the high crime rate in the communities were some of the reasons why teachers could not find suitable places to stay. A school principal said the following: *I think it is the issue of teacher accommodation and the unsafe nature of the area for the teachers to live in that is why they are not motivated.* To confirm this finding, the Ghana News Agency (2004) reports that teachers of the Odumase Okanta Presbyterian Basic School in the East Akim Municipality in the Eastern Region of Ghana faced accommodation difficulties, and, as such, almost all the teachers were living out of the town.

A teacher also lamented in the following ways: *We are never happy here because we lack proper accommodation; as a result, we are forced to stay in Mthatha but travel daily to Elliotdale to teach.* Ofoegbu (2004) concurs with this finding when he relates that teachers in Nigeria work under unbearable conditions.

Poor relationship between teachers and community members

The study also revealed the following to have contributed to the teachers' dissatisfaction and demotivation in the schools: the poor relationship between teachers and some community members, the existence of conflict between the teachers and the community members, and the lack of respect and recognition for teachers' service and hard work in the communities. A principal's views were: *...the second issue that affects teachers' motivation here is that leaders in this community are always in conflict with teachers; these leaders continue to fight with the Chairman of the School Governing Body and the school management team.* Simon and Johnson (2013) mentioned that the type of relationship that exists between teachers and members of a community (parents) predicts the kinds of teacher motivation and retention there; any sign of poor relationships will demotivate and scare away teachers.

Significance of motivated teachers in schools

The study finally revealed that a motivated teacher is committed, dedicated, increases his or her love for the teaching profession, goes the extra mile when teaching, does not need any supervision and ensures a school environment of effective teaching, learning and high academic performance. A teacher had the following to say: *You see, this is what teachers need most in order to be happy, dedicated and committed to the teaching profession. Without motivation, teachers are left frustrated.* In support of the above findings, Andre (1996) states that improvement in teachers' motivation level has the potential of impacting positively on students'

academic achievement as well as the well-being of teachers. The possibility of enhanced levels of teacher motivation is an excellent student achievement (Andre, 1996).

A principal also expressed the following: *This will increase the commitment from teachers in the teaching and learning process. These teachers will go the extra mile knowing that someone cares and appreciates what they do in school and there will not be any teachers leaving the circuit to teach in the big cities.* In support of the above findings, Sisulu (2006), and Andre (1996) mentioned that motivation plays a key role in the teaching profession, it energises and activates teachers to the end of the teaching process and it gives teachers the interest, curiosity and desires to achieve in schools.

CONCLUSION

Phenomena of teacher underpayment and irregular payment of temporary teachers' salaries in the Elliotdale Circuit have significantly resulted in teacher demotivation, a loss of teacher professional status and prestige and teacher uncertainty about what the future holds for them in the teaching profession. The absence of rural allowances for rural teachers in the circuit has negatively impacted their monthly salaries and has also led to their attrition and turnover to teaching in big cities. Issues surrounding the inadequacy of teacher-learner support materials in the schools act against the realisation of sound and happy learning experiences among teachers and pupils. Long-distance travel to and from school by teachers severely affected their motivation, punctuality and health. The Phenomenon of unattractive school conditions as a result of poor infrastructural development of the Elliotdale Circuit has greatly contributed to teachers' frustration, lack of inspiration, and demotivation in secondary schools. The acute shortage of safe and secured accommodation for living in and around the schools for the teachers and the poor relationships that exist between them and some community members have all contributed to their de-motivation in the district. The educational importance of having motivated teachers in schools includes an increase in teachers' love for the teaching profession, a high level of dedication and commitment to teaching, and high academic performance of learners.

Lastly, the use of only secondary school teachers was a limitation; there is a need therefore to conduct a similar study using all teachers of the Dutywa Education District to establish the predominant factors affecting teachers' motivation in the district.

RECOMMENDATIONS

The School Governing Bodies should work hand-in-hand

with the Department of Education to ensure prompt and regular payment of temporary teachers' salaries, to ensure an increment and competitive salaries to teachers. At the beginning of each academic year, the Department of Education should supply all schools with adequate teacher-learner support materials. Rural allowances for rural teachers should also be implemented by the Department of Education to help cover the transport expenses which they incur monthly.

The School Governing Bodies together with the Department of Education should make the school environment attractive and buildings equipped with modern laboratory facilities and equipment. School managers must work with the Department of Education, Department of Human Settlements and teacher unions to ensure the provision of secured teachers' flats, electricity and running water in all the secondary schools.

Community forums and events should be organized by the Department of Education alongside the School Governing Bodies and the teacher unions to showcase the importance of teachers in a society, the crucial role teachers play in the community and the respect, love, value and recognition they ought to receive from the community.

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