Investigating factors that motivate teachers to teach after normal working hours:
A case study in the Capricorn district of Limpopo.

by

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DECLARATION

Student number: 3062 524-6

I declare that: **"Investigating factors that motivate teachers to teach after normal working hours: A case study in the Capricorn district of Limpopo** is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

…………………………………….   …………………………..

Signature   Date

(Mr T.W. Sehlapelo))

DEDICATION

I have done my best in the race, I have run the full
distance, and I have kept the faith. **2 Timothy 4: 7.**

 I dedicate this work to my late grandmother Salminah Mamodikoa Sehlapelo (nee Phoshoko) for being there for me when I started my Sub A, my late father Mamodi Origen Sehlapelo for the massive role he played in educating me, my mother Mapo Sannie Sehlapelo (nee Mogotsi) for being supportive through thick and thin, my daughter Palesa Edwina Sehlapelo, I want to influence her life positively by doing.

ACKNOWLEDGEMENTS

ABSTRACT

The purpose of the study was to identify factors that motivate teachers to teach after hours. It was a qualitative study employing the interpretive research paradigm. The study employed a case study design of three secondary schools. Twelve teachers were purposively selected. Data was collected through focus groups and open-ended questionnaires of which thematically analyzed. Key findings revealed that teachers are motivated to teach after hours by among others their ability, pertinent PD, resources, positive environment, theories of motivation and goals set. The study concluded that these factors should be upheld. The study also recommended enough time for PD, bursaries and salary adjustments, teacher involvement in textbook requisition, excellence awards, incentivisation and goal setting.

TITLE OF THESIS

Investigating factors that motivate teachers to teach after normal working hours: A case study in the Capricorn district of Limpopo.

KEY TERMS

Motivation, Intrinsic motivation, Extrinsic motivation, Remuneration, Self-efficacy, Professional development, Instructional leadership, Altruism, Recognition, Reward

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LIST OF ACCRONYMS

CPD	Continuous Professional Development
FACS	Family and Consumer Sciences
NAPTOSA	National Professional Teachers' Organization
NEIMS	National Education Infrastructure Management System
OECD	Organization for Economic Co-operation and Development
PD	Professional Development
SASA	South African Schools Act
VSO	Voluntary Services Overseas

CHAPTER 1
INTRODUCTION AND BACKGROUND OF THE STUDY

1.1   INTRODUCTION

"Motivation is crucial to both individual and organizational performance and even a very able and well-trained member of staff will not perform effectively unless they are motivated to do so" (Addison & Brundrett 2008:79). Teachers also need some motivation to unleash their full potential in the transmission of teaching and learning, especially after normal working hours. Motivation plays a crucial role in the job of teaching (Suslu, 2014). The ever escalating shortage of teachers has led to the re-emergence of approaches in some geographic areas to study what motivates people to choose teaching and remain in it despite its complexities and demanding nature (OECD, 2005). A significant body of research shows that teachers are the main contributing factors towards student achievement (Daughtrey & Wieder, 2009; Shah, Rehman, Ahktar, Zafar &Riaz, 2012). Teacher motivation is therefore imperative as it is directly linked to students' motivation (Erkaya, 2012).Students' achievement on the other side can also improve tremendously if teachers are also motivated to teach after working hours. Gabriel and Goldstein (2008) write that more teaching time has assisted schools in the US to solve problems in education. Factors that cause teacher motivation are multifaceted. Chuan (2013) maintains that those who choose teaching as a career are motivated by different factors. Chuan further states that certain motivation factors are common in all teachers. Factors that motivate teachers to teach after normal working hours need to be extensively investigated.

International literature on teacher motivation demonstrates that teacher motivation can either be intrinsic or extrinsic (Chuan, 2013; Praver & Oga-Baldwin, 2008; Watt & Richardson, 2008). Altruistic motives are also advanced as factors that can prompt people to teach (Chuan, 2013; Watt & Richardson (year)). In South Africa, Kovach (2007) revealed that there are a lot of factors that impact on the level of intrinsic or extrinsic motivation of a teacher. This in part explains that both intrinsic and extrinsic

motivation can play a role in enthusing teachers though to a differing extent. In Botswana, Dibapile (2005) has reported that Batswana choose teaching because of extrinsic factors. An Australian study by Sinclair (2008) reported that teachers are multi motivated, thus citing a concoction of both intrinsic and extrinsic factors as causes of teacher motivation. In the same vein, Brown and Hughes (2008) raise a very crucial question: are teachers more intrinsically motivated by the joy of helping learners learn or by extrinsic factors such as salary or work schedule?

At the heart of this question is what really motivates teachers to teach? Shah, Ur-Rehman, Akhtar, Zafar and Riaz (2012), argue that there are good practices that can be utilized to retain and motivate human capital in the institution. The present study firmly believes these practices can also be used to motivate teachers to teach after hours. Knowles (2012) assumes that teachers become motivated because they are aware that their hard work affects learners positively. Studies conducted the world over bring to the picture the fact that the phenomenon motivation is triggered by the efficacious nature of teachers. (Praver & Oga-Baldwin, 2008 Perrachione, Rosser & Peterson, 2008). Contrary to these two factors a study by Ololube (2006) revealed that teachers are de-motivated by low pay and less attractive fringe benefits. A study conducted in England by Day, Stobart, Sammons, Kington, Gu and Smees (2006) found that teachers' interest in the subjects motivated them to work hard. This finding was corroborated by Ozturk (2012) in a study conducted in Turkey. Given contrasting perspectives on factors that motivate teachers, it remains apparent that different teachers are motivated by different factors. It is also clear that there might still be other motivating factors despite those articulated above.

Literature on teacher motivation points out that teachers are the most indispensable cohort of professionals for the future of our nation (Addison & Brundrett, 2008). Generally a lot has been studied relating to teacher motivation. Literature on factors that motivate people to choose teaching abound (Chuan , 2013; Kilinc, Hellen ,Watt & Richardson, 2012; Ozturk , 2012).Literature on what motivates teachers in the system also appears to be in large amounts (Kovach , 2007 ; Moonsamy,2012). Almost all

seem agreeable on intrinsic factors as the most important factors that motivate teachers. Researchers seem to agree that extrinsic motivation plays second fiddle on matters relating to teacher motivation (Chuan, 2013).

Teacher motivation in South Africa is ravaged by a number of difficulties (Kovach 2006). This point is substantiated by NAPTOSA (2002) by submitting that South African teachers are suffering from very low levels of morale perpetuated by a string of obstacles. According to Taylor (2008), teaching takes place in a desultory situation in South Africa. This is caused by among other things lack of incentives (Armstrong, 2014). In Australia teacher motivation is negatively affected by work intensification, low pay and student misbehavior (Sinclair, 2008). In Turkey (Erkaya, 2012) most teachers enter teaching manifesting high levels of intrinsic motivation which later diminishes and leads to change of profession. In Ethiopia, factors such as inadequate salaries, weak education reform and failing school management and leadership have led to the decline of teacher motivation (Mengistu, 2012). These show that teacher motivation is infiltrated by many challenges. Challenges of this nature will in no way leave teaching after hours untouched.

Despite all these unpleasant circumstances, teaching after hours is imperative and is happening in certain schools. There is also a global appeal for teaching after hours. This is because of the good benefits that come with this practice. Van Roekel (2008) propounds that after school programs exhibit improved learner performance. In Massachusets, over thirteen million dollars have been set aside to advance the course of teaching and learning after hours (Ibid). In a way, this might mean that teaching after hours can easily unpack where incentives are massively in place. In terms of Sub-Saharan Africa, the opposite is the case. Bennel (2004) writes that incentive system in Sub-Saharan Africa is weak for teachers in the public sector. Comparing what is happening in Massachusets with circumstances in Sub-Sahara, it becomes apparent that money is contributory to teacher motivation.

The main purpose of the present study is to investigate factors that motivate teachers to teach after normal working hours.

1.2   RATIONALE FOR THE STUDY

The researcher's interest in this is aroused by engagement with teacher motivation literature and personal experience in the teaching fraternity. Literature on what motivates teachers in general appears large in amount (Kovach, 2007; Moonsamy, 2012; Shah et al., 2012).   Literature on what motivates people to choose teaching as a career is also in abundance (Watt& Richardson, 2008; Ozturk, 2012; Hellsten & Prytula, 2011). There is a literature void on factors that motivate teachers to teach after normal working hours.   The researcher has learnt from teaching experience that much as there are teachers who teach after normal working hours, some are reluctant to do that. There is absolutely nothing revealed of what motivates these teachers who selflessly work outside of the normal teaching hours. The present study seeks to explore factors that motivate teachers to teach after normal working hours.

1.3   STATEMENT OF THE PROBLEM

There is currently a slump of teacher motivation which is aggravated by factors like, low incentives, lack of leadership in schools, lack of resources to cite some examples. (Fattash,2013). This decay has also affected teaching after normal working hours. Teachers today are disgruntled such that motivation to teach after normal working hours is history to most of them. Some teachers who still cherish this good practice would seek clarity about incentives before they could even commit themselves (Sinclair, 2008). Despite this problem, there are still teachers who have what it takes to continue teaching after normal working hours. Obviously there are some factors which make these teachers to go beyond the line of duty. What motivates these teachers can be part of the solution to teacher motivation which is everyday down-spiraling. The present study seeks to bring to light factors that motivate these corps to teach after normal working hours.

To this end the question what motivates teachers to teach after normal working hours becomes pivotal.

1.4   RESEARCH AIM

The aim of the present study is to investigate factors that motivate teachers to teach after normal working hours. Teacher motivation itself is generally regarded as an important aspect as it enhances learners' performance. (Addison & Brundrett, 2008). There are currently a lot of studies that have researched why people chose teaching as a career. A lot of studies have also delved into identifying factors that make teachers tick in the profession even though the teaching profession is marred by a lot of challenges. Studies have also been conducted to reveal what motivates teachers to teach a particular subject. Studies regarding what motivate teachers to teach after normal working hours is a rarity. In the mist of this, teachers continue to selflessly teach learners after normal working hours. This therefore means that there are factors that motivate them to continue with this good and selfless effort.

The all-embracing aim of this study is to determine what motivates teachers to teach after normal working hours.

1.5   RESEARCH QUESTION

This study is conducted to investigate factors that motivate teachers to teach after normal working hours. Studies have been done to identify factors that motivate people to teach. It has been revealed that teachers are motivated by both intrinsic and extrinsic factors. A gap however remains visible in terms of what motivates teachers to teach after normal working hours. The main research question of the present study is therefore explained as:

What motivates teachers to teach after normal working hours?

To assist in delving into the main research question, the following sub-questions are therefore formulated.

How can teachers be professionally developed to teach after normal working hours?

Which strategic approaches can be adopted by school leaders to support and motivate teachers to work after normal working hours?

How can personal goal setting motivate teachers to teach after normal working hours?

1.6 LITERATURE REVIEW

The study will explore pertinent literature to teacher motivation. The literature will be used to help to answer the main research question.

1.6.1 Motivation

Sinclair (2008), states that motivation is what pushes people to engage in something. According to Greenberg and Baron, (2003) motivation is a set of processes that spark off, give direction to and sustain human behavior towards the attainment of a goal. Teachers are well motivated if they strive for personal goals that are in keeping with the official goals of school and the ideals of the profession (Urwick, Mapuru & Nkhoboti, 2005) In this study motivation is defined as a phenomenon that moves teachers and inspire them to teach after working hours in order to attain personal goals as well as the goals of the school.

Motivation is segmented into either intrinsic or extrinsic motivation.

1.6.2   Motivators

Intrinsic motivation is from inside the person (Ryan & Deci 2000). This is also referred to as motivators (Herzberg 1968). In other words people are motivated from within to pursue a particular activity. Intrinsic motivation is perceived as the motivation to engage in an activity largely for its own sake, because it is interesting, satisfying and challenging (Delahoo, 2011). In essence engagement does not happen out of the expectation to get a reward. According to Ryan and Deci (2000), intrinsic motivation means being engaged in an activity for its inherent gratification rather than for separable consequence. The determinants of intrinsic motivation are reviewed as follows:

(i)   Teaching and Humanity

Teachers sometimes teach for the sake humanity. A concept coined for this behavior is altruism. Sinclair (2008:81) refers to altruistic as intent to effect difference in communities and society. In a study by Karavas (2010), about 82% of the Greece respondents revealed that they were motivated by altruistic motives. Respondents stated that working with young people and helping them to succeed motivated them a lot. A study by Moonsamy (2011) on what motivates South African teachers corroborated the above finding. This study pointed out that the love and care towards learners motivated these teachers. The love for the learner becomes a critical factor in keeping educators engaged. Another South African study by Kovach (2007) found that working with children and observing them, as they grow and learn, assisted teachers to be motivated in their job. In essence, teachers become gratified when they become aware of their positive contributions in the life of the learner. Participants in the study conducted by Akar (2012) in Turkey rated social utility value as their highest motivating determinant. According to this study social utility value involves making a social contribution, giving shape to the future of the children and enhancing social equity. The present study shares the same sentiments because it is always inspiring to see learners attaining positively due to one's contribution.

(ii)   Teacher competence

A teacher is competent if he or she is able to teach a particular subject very well. This is referred to as teacher efficacy. Teacher efficacy is a construct that enjoys extensive study in teacher motivation (Morgan, Kitching 0'leary, 2007). Day et al (2006) refer to teacher efficacy as how one perceives his or her teaching competence and believe that they can exert a positive effect on students' achievement. Basically teacher efficacy is all about effective skills that will result into rigorous teaching. An educator who is equipped with good skills will always be encouraged to unleash quality teaching and learning. Teachers who have something to impart are always motivated to teach. Karavas (2010) reported high levels of teaching efficacy as a motivating factor on the side of teachers in Greece. The study also found teaching to be mentally challenging and stimulating to an extent that it increased teacher confidence and self-esteem. In their longitudinal study (research brief), Day et al (2006) also found that teacher efficacy and effectiveness were key in enhancing teacher confidence. The level of motivation differed in terms of the professional phase studied. According to a study conducted in South East Asia (Mullock, 2009), professional self-growth contributed towards teacher motivation. This study further reported mastery of the subject matter as well as teaching skills as other factors that motivated teachers in this case to teach English overseas.

(iii)   Setting the Goal

According to Dresel, Fosching, Steuer, Nitsche and Dickhauser (2013), teachers' learning goal orientation refers to the intention to broaden own professional competencies. Teachers set goals to utilize them as barometers to measure their performance and this increases their level of motivation. Mansfield, Wosnittza and Beltman (2012) point out that it is reasonable to anticipate that goals can be motivating on certain careers including teaching.

The presence of goal setting behavior often shows a high zeal to learn and this leads to high teacher motivation (Oga-Baldwin & Praver, 2008). In his case study on motivation of language teachers in Japan, Knowles (2007) found that motivation was defined in terms of goals. According to this study, motivation was perceived to be closely related with goals. Literature (Oga-Baldwin & Praver, 2008) maintains that an increased freedom to create goals will highly enable teachers to do what they want and these will help them to attain these goals at the level of the classroom. Teachers must be urged to set their own goals as this will keep them motivated. Dresel et al (2013) found that instructional practices of teachers depended on their goal orientations. The researcher submits that teachers must set goals which are in keeping with the vision, mission as well as the goals of the school.

(iv) The Teacher and the Subject

The subject the teachers offer can play a motivating factor in the teacher's professional life. Moonsamy (2011) revealed that teachers were motivated by the subjects they offered. A study conducted in Brunei (Rashid & Dhindsa, 2010) reported that teachers taught Physical Science because they enjoyed doing that. This means that teaching certain subjects leads to teacher motivation. Zhao (2011) found that Mathematics and Physical Science were highly enjoyable subjects to teach; making teachers to be happy and stimulated than their English and Social Science counterparts. Consequentially, these Mathematics and Physical Science teachers were highly motivated than the English and Social Science teachers. According to this study, these Mathematics and Physical Science teachers did not want to do anything other than to teach their subjects. A study by Ozturk-Ahkar (2012) reported only 4% of its participants who chose teaching because of the love of the subjects. The study did not divulge the name of the subjects. In a nutshell, intrinsic factors seem to play a major role in motivating teachers. This is evident in a study by Mullock (2009) which found that 84% of teachers were intrinsically motivated to teach English overseas. Studies conducted in South Africa also pointed out that intrinsic factors are the most important determinants of teacher motivation (Delahoo 2011, Kovach 2007, Moonsamy, 2011). A study by Shah et al (2012) reported a

relationship between motivation of teachers and intrinsic factors. The researcher concurs with these studies regarding position they take pertaining to the significance of intrinsic motivation. These intrinsic factors are multifarious and particular in the sense that what motivates teacher "A", might not necessarily motivate teacher "B".

1.6.3   Hygiene Factors

Even though intrinsic motivation is clearly a crucial type of motivation, not all activities are entirely intrinsically motivated (Ryan & Deci, 2000). Certain activities are extrinsically motivated. The cause of motivation in this regard are hygiene factors (Herzberg 1974). Kroth (2007) signifies that extrinsic motivation does not emerge from participating in the activity but from external consequences like recognition, pay and promotion. Concerning the issue of recognition, the present study agrees taking into cognizance, that there are still teachers who go an extra mile in order to attain accolades from principals. Motivation in this instance is not triggered from within; it is an attempt to gratify their seniors. Vallerand (2004) shows that extrinsically motivated individuals do not engage in an activity for pleasure but because of some kinds of rewards external to the activity. It therefore suffices to premise that extrinsic motivation is the kind of motivation that is influenced by forces external to the phenomenon, in this case teaching. According to Ololube (2006), extrinsic motivation is psychic reward like meaningful and varied work, task autonomy and participatory decision making, positive feedback, administrative support, reasonable workload, collaboration, sufficient resources, pay as well as learning opportunities that provide challenge and accomplishment.

According to Chuan (2013), extrinsic motivation to choose teaching could be influenced by four key factors such as life-fit, working condition, nature of the teaching work and influence of others. It becomes apparent that pay as an extrinsic factor does not play a big role. In fact in many studies it was found that pay does not extrinsically motivate teachers. Out of 12 rankings, pay and fringe benefits ranked tenth as a teaching related

source of job satisfaction (Ololube, 2006). A study by Karavas (2010) revealed among others teachers' low salaries as extrinsic de-motivating factors.

Guajardo (2011) posits that teachers must be supported by pillars of enough salary, recognition, accountability, career development, voice, materials and institutional environment. Outside of salary these are extrinsic factors that can play a very fundamental role in motivating teachers. This study is of the opinion that if ways and means can be put in place to combine these extrinsic factors with intrinsic ones, a very industrious teaching work force will emerge. In their study on teacher motivation in India, Ramachandran and Pal (2006) found that if strict monitoring by a highly motivated principal and district official could be in place, better functioning will prevail. This finding is in line with accountability as an extrinsic motivating factor. Describing the findings from the context articulated by teachers (Knowles 2007) reported that teachers were motivated by a good library, a good cafeteria and good students. Good library complements what Guajardo refers to as materials.

1.7   THEORETICAL FRAMEWORK

This study is embedded on two theories of motivation. The present study used one content theory, namely Herzberg's Two Factor theory and one process theory, namely the Goal setting theory.

1.7.1   Motivators and Hygiene Factors

Herzberg's Two Factor Theory discovered that there are factors in the work place that lead to job satisfaction and those that cause job dissatisfaction (Herzberg 1974). This theory then categorized these factors as motivators and hygiene factors (Herzberg 1968). Herzberg, Mausner and Snyderman (Herzberg 1974) posited that people are motivated by high order needs like achievement, recognition, responsibility, advancement and the nature of the work itself. The other   factors are hygiene factors,

also known as extrinsic factors and are listed as salary, working conditions, supervision, company policy, poor interpersonal relations and job security (Ololube 2006).

1.7.2   The Value Theory

This theory of motivation is based on what Aristotle called final causality that is action caused by a purpose (Locke 1996) Locke maintained that if there is a purpose people will be motivated to work. According to this theory for individuals to be motivated to work, a goal must be in place. Lunenburg (2001) defines a goal as what a person consciously tries to do. Vandewalle (2001) maintains that approaching a task with a strong learning goal orientation is motivating. Oga-Baldwin and Praver (2008a) revealed that increased freedom to create goals will motivate teachers. Goal orientations are important in teachers' instructional practices (2013). Goal setting can be a powerful technique to motivate members of an organization provided it is done under the correct conditions (Lunenburg, 2011). Knowles (2007) reported motivation that is based on goals.

A strong linkage exists between these two theories in outlining what motivates people. As a content theory, Herzberg's Two Factor Theory foregrounds reasons for motivated behavior and what causes it (Herzberg, 1974). This theory sheds light into the needs of people and enables comprehension of what energizes people. The process theory, also known as cognitive theory dwells much on how and why the behavior of people is directed to certain practices (Locke, 1996). The two theories have a correlate in the sense that people will put a goal in order to achieve their needs. The Two Factor Theory explains the needs of people whereas the Goal setting theory enunciates the goals as motivating factors. The needs of the teachers and the goals they want to achieve raise the bars of their motivation level. These two theories are very important in giving the present study shape. Through these two theories, the present study will be able to preempt and scrutinize factors that motivate these teachers to go an extra mile. All the intrinsic and extrinsic factors will be easily identified by means of these theories. The theories will also guide the study in terms of themes formulation.

1.8 METHODOLOGY

1.8.1 Research approach.

This study utilized qualitative approach. According to McMillan and Schumacher (2010), the distinctive feature of qualitative research is studying behavior as it prevails naturally. Marshall and Rossman (2006) attest to this by saying that by accepting the value of context and setting, qualitative research is able to search for a deeper understanding of the participants' lived experience of the particular phenomenon. This approach enabled the participants to explain their views regarding involvement in teaching after hours.

This qualitative study operates within the parameters of interpretive paradigm. According to Nieuwenhuis (2007), interpretive approach tries to see how other people construct their own reality. Central to this paradigm, is to understand the world of the human experience, (Ibid). This paradigm is pertinent for the present study because it helped the researcher to understand what motivates teachers to teach after normal working hours.

1.8.2 Sampling

Punch (2005:187) highlights that "even a case study where the case selection itself may be uncomplicated will require sampling within the case". The researcher used purposive sampling to select participants. Purposive sampling, also known as judgmental sampling is a means of choosing certain segments of the population for the study (Mertler & Charles, 2011). Three schools were sampled through this sampling strategy looking at teachers who teach after normal working hours. Only teachers who teach after normal working hours in Grade 12 were selected for this study. The researcher was assisted by principals of selected schools to identify teachers who teach after normal working hours. The total number of participants in this study is 12 due to its descriptive nature. This means that four teachers were selected from each school.

1.8.3 Research site/sample

The geographic area of the schools under study covered Capricorn district in the Limpopo Province. The schools were selected from Mankweng cluster, an area in close proximity with the researcher. This sample indicates some form of convenience. The area selected for the study is marred by poverty. The community is a low socio-economic one. There is no running water and proper sanitation in this area. Most of the parents are unemployed. The schools lack facilities like libraries and science laboratories.

1.8.4 Data collection

The researcher used a case study to undertake this study. A case study is defined as an in-depth study of one or more phenomenon in its real life context showing the perspective of the participants involved in the study (Nieuwenhuis, 2007). According to Schumacher and McMillan (2010), a case study can use multiple data collection methods like interviews, open-ended questionnaires and participant observation. The researcher used open-ended questionnaires, focus group interviews and field notes to collect data.

(i)   Open ended questionnaires

This instrument enabled the researcher to collect in-depth data. The open ended questionnaires give participants a chance to give their own opinions and explain their feelings in detail. The open-ended questionnaire gives participants an opportunity to disclose information that might have been difficult to articulate during interviews. The researcher was also in a good position to explain the purpose of the study and to explain the meaning of items that might not be comprehensible to participants. Rapport with participants was also established. Regarding rapport, the researcher interacted informally with participants before starting with the actual collection of data.

(ii)   Focus group interviews

The study conducted three focus group interviews with four teachers from each school. Focus group means bringing several people together because they share certain characteristics relevant to the question of the study (Marshall & Rossman, 1999). In the present study, the teachers share the characteristic of teaching after normal working hours in grade 12. According to McMillan and Schumacher (2010), this means speaking to people who have knowledge of the topic. The researcher used open ended questions so that follow up questions would be asked where necessary. To reduce interviewer effects and biases, questions are reformulated, carefully arranged and then put to all interviewees in a similar sequence (Ibid).

(ii)   Field notes

(iii)

McMillan and Schumacher (2010) indicate the importance of documenting data collection process accurately and in detail. The researcher therefore kept field notes to this effect.

1.9   ANALYSIS OF DATA

The present study used thematic analysis to analyze data. Thematic analysis is the most familiar form of analysis in qualitative research. It is performed through six phases namely, familiarization with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report (Fereday & Muir-Cochrane, 2006)

1.10   CREDIBILITY AND TRUSTWORTHINESS

The aim of addressing credibility in research is manifestation of a true picture of the phenomenon under study. Triangulation of research methods, tactics to ensure honesty, like giving every person the right to refuse to partake, and iterative questioning can help

to enhance credibility of a study (Shenton, 2004). The data collected from the open-ended questionnaires were triangulated with the data collected through focus group interviews. McMillan and Schumacher (2010) point out that other credibility provisions are mechanically recorded data, verbatim accounts, participants' language and field research. The researcher took all these aspects into cognizance. In conforming to these imperatives, the researcher triangulated methods such as focus group interviews, open-ended questionnaires and field notes. Every person was reminded of his or her democratic right to refuse to take part. All participants were interviewed in English. The researcher also used direct quotations from the data, where practically possible in order to show an unbiased view of the participants.

1.11   RESEARCH ETHICS

The researcher ensured that ethical dilemmas are annihilated. There are aspects that the researcher did not tamper with when dealing with the participants. Dudley (2008) lists some of these rights as the right to privacy, the right to anonymity and the right to refuse to be interviewed. This study used pseudonyms in order to hide the identity of the participants.

1.12   SIGNIFICANCE OF THE STUDY

The study may bring awareness to the Department of Basic Education officials and all and sundry concerning what really motivates teachers to teach after normal working hours. Findings may also be significant in determining what enhances teacher motivation and how the officials can build on these findings to motivate teachers in general. The study will also add to the literature in teacher motivation in general,   both internationally and nationally since there appears to be dearth of literature in this topic. A new dimension stating the essence of motivating teachers to teach after normal working hours will also emerge. It has the benefits of improving learners' performance and retaining the teaching corps. The study may also bring awareness to the

Department of Basic Education to an extent that it may incentivize teaching after normal working hours. New policies and resolutions to this effect might also be crafted.

1.13   LIMITATIONS OF THE STUDY

The present study cannot be without limitations. The limitations can be amongst others that participation is not compulsory. Teachers with crucial information may decide not take part. The study explores only perceptions of the participants to understand the main research question. These might have a bearing on credibility and trustworthiness.

1.14   CHAPTER DIVISION

The dissertation is segmented into five chapters. The first chapter is the background and motivation of the study. Chapter two delves into the literature relevant to the topic and theories of motivation that underpin the study. Chapter three unpacks research design and methodology. The fourth chapter is about collection of data, presentation and analysis. Chapter five presents findings, conclusions, recommendations and concludes the study.

1.15   CONCLUSION

This chapter introduced and gave a background of the study. It also explained the rationale of the study, statement of the problem, research aim, main research question and sub-questions. Preliminary literature relevant to the study was explored. Research methodology and approach were presented. The sampling of the study and the research site were explained. Methods of data collection and method of data analysis were discussed. Credibility and trustworthiness were outlined. Research ethics and significance of the study were discussed. Limitations of the study were also explored. Demarcation of the study was also presented.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1   INTRODUCTION

This study is about teacher motivation. The researcher wants to ferret out what motivates teachers to teach after normal working hours. The researcher wants to deepen his understanding of what motivates these teachers to keep on going in the midst of teacher attrition that is by far very pervasive in South Africa today. Many teachers are no longer interested in teaching itself let alone teaching after normal working hours. Teaching after normal working hours in the context of this study connote to all matters of teaching that happen after school, in the morning before the commencement of actual school day, during weekends, and during school holidays.

Unlike in many developed countries, where teaching hours have already been extended by policy, there is a need in South Africa to rope in teachers to submit themselves to teaching after hours. In Asian countries like Japan and Korea for instance policies have been introduced to expand the school week (Ferbman 2015). Teachers in South Africa spend less time on teaching and very little time of teaching is observed on Fridays. (Chisholm, Hoadley, Kivulu, Brookes, Prinsloo, Kgobe, Mosia, Narsee & Rule 2005). According to policy, the average time that teachers are expected to teach is between 64 percent and 79 percent of their 35 hour week of teaching which amounts to 3,2 hours a day (ibid). From what is reflected here, teaching time is relatively low in South Africa. It should be pointed out that the time reflected is not only for teaching in Grade 12 but all grades.

This shows that teachers don't neglect teaching during school hours by intent. There is no intention to amass money from the school coffers. In fact in certain instances teachers do extended teaching without remuneration. These teachers are steered by an element of altruism to do teaching after normal working hours. They want to help learners pass with good results. They are further inspired by the ability and the love in

their own subjects. To most of them teaching is about helping people and is just a calling. They are born to teach. There are other professional functions outside of teaching that teachers have to perform during school hours. According to PAM (2016), apart from teaching, the teacher has to execute other aspects like pastoral duties, administration, supervisory and management functions, professional duties like meetings, workshops, seminars and conferences. In view of all these, it is very understandable why teaching after hours is crucial and why factors that motivate these teachers should be thoroughly investigated.

Quality teaching remains a rarity nowadays without extended teaching time. The fact that other schools are able to effect teaching after hours implies that it is possible for all schools to do that. National Education Commission (1994:3) contend that "to expect a much higher degree of learning from today's young people, without providing them additional time to assimilate content and develop skills constitute no less than "self-deception… [that] asks the impossible of our students". To compliment this Van Roekel (2008) writes that students are from different backgrounds and some lag behind academically. This is the same in the context of the present study where the schools are rooted in communities that are disadvantaged. In these communities teaching after hours will enhance quality of education which may go scarce during normal time. Teaching during normal time is different with teaching after normal working hours because the former is regulated by an official document called timetable. With teaching after normal working hours a teacher can go as far as five hours in one subject with some intervals. This gives teachers ample time to deal with topics and learners with challenges.

The researcher put special emphasis on teaching after normal hours particularly in grade twelve classes in each selected school. Grade twelve is chosen as the focal point because it is green light to universities and to any other institution of higher learning. Grade Twelve can also open doors for job opportunities. These teachers who teach after normal working hours remain an asset in this developing country since education itself helps in the development of workforce knowledge and skills (Arnett &

Polkinghorne, 2010). Teaching after normal working hours is crucial in South Africa and the globe over. Similarly, teaching after normal working hours ensures improved quality of results in grade 12. In other words with teaching after normal working hours comes performance of a very high order. Learners who receive teaching after normal working hours usually perform much better than those who attend school ordinarily (Hammond, Strobel, & Martin, 2003). As a teacher, the researcher is increasingly aware that the queue of would be tertiary students makes it difficult for these learners to grasp an opportunity to gain admission at universities or any other tertiary institutions. Gone are the days whereby a mere bachelor pass was good enough for one to be considered for a job. Today a bachelor's degree pass has to be well decorated in terms of levels in each subject the learner wrote. The researcher therefore argues that there is a need for schools to reinforce knowledge content in the form of teaching after normal working hours, and that requires motivated human resource. The researcher however, does not say that teaching after normal hours is not important in lower grades.

It should be borne in mind that without motivation, effective teaching and learning will forever remain a dream. Suslu (2006) concurs that motivation has a very key role in teaching. Motivation is therefore the microcosm of teaching itself. Quality teaching and learning is equated to high level of motivation. It is therefore incumbent upon this chapter to present a review of related literature that will ultimately make a provision of a theoretical framework that will eventually assist the researcher to get a feel of what motivates teachers in general to choose teaching as a career. Consequentially, this helped the researcher to attain the overarching aim of this study, namely determining what motivates teachers to teach after normal working hours.

2.2   WHAT IS MOTIVATION?

Motivation definitions are as much as the body of literature in the concept itself. The term motivation is derived from the Latin word "movere" which means to move, influence, affect, and excite (Tin, Hean & Leng, 1996). Suslu (2006) defines motivation as some form of a drive   which pushes an individual to do something in order to

achieve. Suslu (2006) goes on to highlight that motivation is the success or failure of any task or undertaking. In other words, the success or failure of a person in his or her efforts is determined by the intensity of motivation. In an embracive way, motivation denotes drives, needs, incentives, or curiosity, amongst others that influence and sustain behavior. Motivation is also defined as an internal state that leads to arousal, direction, and maintenance of a particular behavior (Woolfolk, 1998). Mwamwenda (1989) points out that the concept "motivation" is used to explain the way an individual or organization behaves. He illuminates this term as an energizer, or a driving force, a desire or an urge that causes an individual to do something. According to Mitchell (1982), motivation refers to an inner state that makes people to act in a particular way. In the same line, Glyn, Aultman and Owens (2005) define motivation as an internal state that triggers, directs, and sustain human behavior. On a similar line, Gwangeni (2012) states that motivation is the art of having one's mind and energy focused on a particular work and doing it as effectively as possible. Ghenghesh (2013) shares the same view by articulating that motivation is considered to be the driving force behind all actions performed and is thought to be responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it. The common imperatives in what propels motivation are amongst others drives, goals, curiosity, incentives, desires (Tin et al 1996). These imperatives may be from within or outside a person, hence intrinsic and extrinsic motivation. In the view of the researcher, motivation is any aspect from within or outside that pushes people to execute a particular function. In this sense the function is teaching that prevails after normal working hours.

2.3   INTRINSIC AND EXTRINSIC MOTIVATION

Psychologists distinguish between intrinsic and extrinsic motivation (Ryan & Deci, 2000). Whether one is intrinsically or extrinsically motivated is highly dependent on his or her locus of control (Czubaj, 1996). According to this researcher locus of control is categorized into internal and external. Czubaj (1996) elucidates internal locus of control as a state of belief in which a person believes that the events of his or her life are

controlled by his or her behavior while external locus of control is defined as a state whereby one is of the opinion that events in his or her life are controlled from elsewhere. It should be pointed out that an individual can derive his or her motivation from both the intrinsic and the extrinsic aspects of motivation.

Oudeyer and Kaplan (2007) contend that some animals, and most prominently human beings manifest more general motivation that pushes them to explore, manipulate or probe their environment, fostering curiosity and engagement in playful and new activities. They refer to this as intrinsic motivation. Similarly, Artyushima, Sheypak and Atryushima (2009) highlight that intrinsic motivation implies performing behavior for its own sake in order to experience pleasure and satisfaction. These authors further indicate that it is an emotional and personal benefit of the job itself. At the heart of this type of motivation is a tantalizing phenomenon called pleasure. Activities are executed because of the obsession to attain pleasure and to satisfy curiosity. This is the motivation that is driven by the inward of a person. In contrast to intrinsic motivation extrinsic motivation involves doing an activity in order to obtain something (Santrock, 2009). This type of motivation is in essence influenced by gaining something from the activity. Latham (1998) maintains that tangible benefits unrelated to work like salary, fringe benefits, and job security are called extrinsic motivation or extrinsic rewards. In the same vein, Cauley, Linder and Mcmillan (2005) indicate that individuals are driven to act for extrinsic reasons when they anticipate some kind of tangible payoff such as good grades, recognition or gold stars. According to Cauley et al (2005) these rewards are called extrinsic rewards because they are not related to the job. Extrinsic motivation is therefore an off-shoot of factors external to what has to be done. According to Woofolk (1998) the main dichotomy between intrinsic motivation and extrinsic motivation is the reason for taking action, that is whether the locus of causality for the action is internal or external.

The study delves into intrinsic and extrinsic factors which cause people to choose teaching and stay put in the midst of a variety of mundane factors that are prevalent within this noble profession. The literature tour is a mixture of both intrinsic and extrinsic

factors by virtue of the firm belief of this study that holistic motivation is a combination of both intrinsic and extrinsic motivation. In support of this belief, Kadzamaria (2006) debates that the key determinants of motivation and job satisfaction are perceived to be both pecuniary (remuneration) and non-pecuniary factors like promotion opportunities and career structure and the work structure. The researcher opines that people are motivated differently. Some derive motivation from internal factors, some from external factors while some require all the factors to be motivated.

2.3.1   Teacher remuneration

"Money is the crucial incentive... no other incentive or motivational technique comes even close to money with respect to its instrumental value" (Locke, Feren, McCaleb, Shaw & Denny, 1980: 379). Artyushina et al (2009) reiterate by writing that one of the most vital ways to motivate a teacher is to give him the salary he deserves. This appears very true taking in cognizance the saying "Money makes the world go round". Honestly, where there is money everything becomes possible. According to Oregon School Boards Association (2009), the most intrinsically motivated teacher can lose a flame of motivation if the salary is not able to pay the mortgage. In addition, Johnson, Berg, and Donaldson (2005) maintain that there is proof that individuals' career decisions are sensitive to wage differences. This means that not only intrinsic motivation is enough to keep teachers going in terms of transmission of quality teaching and learning. Kadzamira (2006) substantiates that inadequate pay makes teachers to absent themselves from school in order to search for food and look for some loans. Financial difficulties (Fattash, 2013) form the massive part of the load on the back of the teachers. All this can only be interpreted to mean that when teachers are not paid good salaries, their level of motivation will dwindle. As noted by Pitsoe (2013), teaching does not provide teachers with high monetary benefits. This affects teacher motivation adversely. Rebore (1998) argues that in any organization, employees have the tendency to compare what they are paid with the effort they have to expend. An employee who perceives inequality may opt for one or more of the following; distort his

or her inputs or outputs, change his or her inputs or outputs, choose a different frame of reference for comparing pay, or quit the job (Ibid).

Kadzamira (2006) reveals in his literature review that teachers' gross salary in Malawi does not enable them to meet even the basic needs. This, according to Kadzamira (2006) has even been noticed by other stake holders, community, and students who have then concluded that poor incentives and conditions of service have resulted in low morale and thus poor performance of teachers. In addition, VSO (2002), reports that the salary of teachers in Malawi and Zambia are acute. The salaries of teachers in these countries are far beyond constituting a living wage. In Botswana teaching is regarded as a profession of low status and some Batswana enter teaching as a second or third choice (Dibapile 2005). Pitsoe (2013) writes that teaching in general is a "stop gap" profession or profession of "last resort". This is due to the low salary associated with the profession in the country. VSO (2002) correctly points out that these poor salaries reflect a detrimental effect on teachers' performance at the level of the classroom. Teachers are forced to augment their salaries by taking time to do other business and this eventually distract them and also lead to extreme fatigue on these teachers. This is not the case only in Malawi. According to Monyatsi (2012), low salaries and a truncated salary scales are among the main reasons why academically able leave or don't join teaching globally. Because of the salary factor South Africa experiences a massive exodus of teachers to schools in London (Xaba, 2003). This is largely due to teachers looking for financial greener pastures abroad. Clearly, this indicates the power of money. This in itself is an indication that the salary paid to teachers in South Africa is not that enough to keep them satisfied and motivated. This is affirmed by Armstrong (2014) who contends that South African teachers have a feeling that their remuneration is lower than what is available in non- teaching professions. The literature further documents that the current salary structure provides very little incentive to perform.

According to Armstrong (2014), pay received by teachers is an area of great contention and plays a key role in those who join the teaching force, who is prepared to remain in the teaching force, and how those in teaching perform as teachers. Developed countries

have long realized the importance of pay as a motivator. Against this background literature reveals that countries such as Britain (Pillay, 2001), dangles a good salary to African teachers especially those teaching Mathematics and Physical Sciences. Because of a good salary, the majority of teachers have then opted to leave their families and venture into overseas. This exodus of teachers create brain drain to western countries because teachers attracted by the good salaries abroad are arguably highly efficacious. This brain drain has forced the South African government to introduce Funza Lushaka bursaries in order to attract young people to join teaching. This bursary (Department of Basic education 2014) covers registration fees, tuition fees, residence fees or approved accommodation and the cost of meals, books and learning material allowance, and an allowance for monthly expenses. Students who study through this bursary are obliged to teach in the Provincial Department of Basic Education for the same number of years they have received the bursary immediately after completing (Ibid). For this research, this is just a mere papering of the cracks on the wall because when they get into the reality of teaching, salary will continue to make them lose interest in teaching, or alternatively those with scarce skills will also be recruited by developed countries. This appears true taking into consideration the fact that they only have to work for a particular number of years in the Department of Basic Education. Obviously to have this halted you need to put money on the table. In the US, countries try to keep their teachers motivated by paying them a salary that is on par with cost of living. According to McCluskey (2009) the cost of living differs widely from state to state in the US. Johnson et al (2005) indicate that districts in the US differ substantially in how much they pay teachers. One is made to conclude that this is due to dichotomy of the cost of living. Referring to the basic measure of payment of annual wages, teacher pay is above the state average of all occupations in Oklahoma (McCluskey, 2009). Lawler (1981) acknowledges the power of salary by submitting that money is able to create the passage toward social status, a good education for one's children, or making it possible to retire early and enjoy increased leisure. Similarly, Rynes, Gerhart and Minette (2004) infer that the massive usefulness of money as well as its many symbolic meanings suggests apart from being a low order motivator, pay can help in obtaining virtually any level on Maslow's motivational hierarchy, including

social esteem and self-actualization. To add more flesh one can pronounce that salary is a very important extrinsic motivator. Where practically possible teachers should be well paid as this will assist to keep them well motivated. In the same vein, Wiley (1997: 264) also articulates "Early management theories, such as Frederick W. Taylor's Scientific Management Theory suggested using financial compensation to impel motivation and job performance". All these strive to signify the importance of money in ensuring that motivation is in place. This is no wonder certain countries put massive budget to facilitate the teaching after hours. The US strongly believes that enough and sustainable funding is crucial for teaching after hours to take place (Van Roekel 2008).

2.3.2 Self efficacy

Narvaez, Khmelkov, Vaydich and Turner (2009) suggest that out of many beliefs and behaviors that have been studied in relation to key student outcomes and effective teaching practice, teaching efficacy has proved to be the most powerful. These authors further propound that the powerful effects of self-efficacy can be seen in the action of the teacher. Teaching efficacy is defined by Tschannen-Moran & Hoy (1998) as the ability of the teacher to analyze the teaching related task and feel competent in accomplishing it. The concept self-efficacy belief (Bandura, 1977) refers to an assessment of one's abilities to attain a desired level in terms of performance in a given situation. In this instance it is very much pertinent to refer to the situation as teaching and learning. According to this author, belief in own ability is a powerful drive that impel motivation to act, the effort put forth in the endeavor, and the persistence of coping mechanisms in the midst of setbacks. By the same token, Schunk (1991) attests that efficacious people can work and persist for a long time when they come across challenges. This is the case even in the educational realm. Teachers who extremely believe in their ability are always willing to interact with learners in order to enhance educational quality. These teachers are simply motivated by the fact that they are sure of what they have to impart. According to the researcher, teaching efficacy implies the rigor that the teacher displays in effecting teaching and learning. The efficacy can be manifested in how the lesson is prepared and pitched, the standardized questions set

as well as the quality of marking. The researcher believes that holistic teaching involves continuous assessment hence the inclusion of the setting and marking. Teachers who can master all these are efficacious and this will lead to motivation.

According to social cognitive theory (Bandura, 1977), teacher's sense of efficacy is derived from four sources namely, mastery experiences, vicarious experiences, verbal persuasion, and physiological arousal. This piece of literature further postulates that mastery experiences are the most potent. For Bandura (1997), mastery experience of teachers comes from actual teaching accomplishments with students. Conversely efficacy beliefs are lowered if a teacher perceives his or her performance as unproductive, thus contemplating fiasco of future performance. This means that a teacher develops efficacy based on the good results he or she had produced previously. Tsachannen-Moran and Hoy (2007) reiterate by pronouncing that in terms of mastery experiences, efficacy beliefs are raised if a teacher perceives his or her teaching performance as successful, verbal persuasion has to do with verbal interactions the teacher gets from colleagues, administrators, parents, or anyone interested individual, vicarious experiences are those that the teacher gets from modeling around others, and physiological arousal may emerge from the joy or pleasure the teacher gets from teaching a successful lesson (Tschannen-Moran & Hoy, 2007).

Dilmac (2009), states that teachers' belief in their success will precipitate attainment of goals that they desire. Dilmac further emphasized that beliefs are very important and are closely connected with goals. Literature highlights that a teachers' sense of efficacy can influence their emotive state, their goal setting as well as their persistence (Ashton & Webb 1986). In other words, teachers who manifest ability are always keen to attain both personal and organizational goals. Efficacy itself brings the level of motivation to a very high level. Cass, Wood, Ingram, and Edwin (2003) indicate individual's belief in self-efficacy is critical in his or her performance and motivation. I support this fact because teachers who go beyond the line of duty are those who are renowned of producing good results. Such teachers don't mind being outsourced by various schools for purposes of teaching after normal working hours because they are sure that their

level of efficacy is fine. Conversely a teacher with content gap and low level of efficacy will procrastinate to go to class and will forever remain reluctant to go an extra mile. There is no motivation in this kind of a teacher. Existing literature corroborates this opinion by showing that among the features that lead to procrastination are externally controlled personality, perfectionism, lack of motivation, constant anxiety, fear of self-inefficiency and failure (Haycock, McCarthy, & Skay, 1998).

The subject that teachers teach can play a very huge role to motivate teachers to teach after normal working hours. This is evidenced by a pool of studies (Zhao, 2011). The researcher posits that the subject taught motivates teachers because of the ability they possess in that particular subject. A strong connection exists between teacher-efficacy and subject taught. In other words self-efficacy is the antecedent of the subject that the teacher offers. My take is that you cannot be motivated to do something you are not good at. Teacher efficacy is therefore the precondition for effective teaching. In the same vein Shaukat and Igbal (2012) propound that teachers with a high sense of teaching efficacy are more enthused about teaching and are more dedicated to it. There are factors that can enhance teaching efficacy. They are discussed hereunder.

2.3.3   Professional development

Broadly speaking, professional development entails the development of a person in his or professional role (Villegas-Reimers, 2003). In the context of teaching, professional development is defined as "activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (OECD, 2002: 49). There is a very considerable consensus that professional development deals with developing workers. According to Boyle, Lamprianou, and Boyle (2005) the continual deepening of skills and knowledge is vital in the development of any professional's life. Van Deventer and Kruger (2003), write that the development of teachers is necessary for the betterment of quality teaching and learning. In South Africa this point is also upheld hence the promulgation of the Skills Development Act,(1998) which emphasizes the continuous development of labor force in any career. This is applicable also in teaching. According

to Steyn (2004), professional development is a lifelong development program that focuses on teachers' knowledge, skills, and attitude to enable them to teach learners effectively. Kutsyuruba(2003), claims that professional development is an exercise that targets a teacher, taking place over a particular time in order to attain professional growth. Hunzicker (2010) posits that effective professional development for teachers supports teacher motivation and their commitment to the learning process. Professional development strives to perfect what teachers were taught in the tertiary in order to meet the demands of the curriculum. No curriculum is ever static and as such PD becomes even more important.

According to Guskey (2002) teachers take part in professional development activities in order to become better teachers. In essence if teachers develop, they will obviously be motivated to teach. Guskey (2002) goes further to underline that teachers are attracted to professional development because they believe that it will enhance their knowledge and skills, contribute to their growth, and augment their effectiveness with learners. Wanzare and Da Costa (2000) echo the same sentiments when they note that professional development is an important component of ongoing teacher education and is critical to the role of the teaching staff. This development seeks to improve teachers' instructional methods, their ability to adapt instruction to meet the needs of the learners, their classroom management skills, creation of professional culture that relies on shared beliefs about the importance of teaching and learning and emphasizes teacher collegiality. Mohlakwana (2013) genuinely submits that "teachers must be well grounded in the knowledge, skills, values, principles, methods and procedures relevant to their field" (P15). This calls for teachers who will forever be hooked to learning. In the contrary, PD programs continue to leave knowledge and skills of educators' unattended. A call is therefore made for a change if teachers have to be prepared to meet certain standards and improve learner performance (Sparks, 1997). High quality professional development is an imperative component in nearly every modern proposal for improving education (Guskey, 2002).The Department of Basic Education should ensure that they improvise when it comes to matters of professional development. Where possible, subject expertise should be outsourced to deal with professional development of

teachers. This should not be a one size fits all exercise. Content gaps should first be identified and be dealt with accordingly.

Effective professional development should take place as a response to address gaps in the performance of the learners. Whatever the learners don't understand was perhaps not understood by the teacher who then did not present it well to the learners. This therefore calls capacity building on the side of the teacher. Professional development should simply enhance the knowledge of the teacher, be on the par with subject development, improve teaching skills and create new knowledge (The National Commission on Mathematics and Science Teaching for the 21st Century 2000). Everything else should be geared towards improving the performance of the learners because teaching itself is about learner performance.

2.3.4   Instructional leadership

Massive research on effective schools underlines the importance of the principal's instructional leadership role in ensuring that effective teaching and learning prevails (Kruger, 2003). This emphasizes the fact that instructional leadership is critical in effective teaching and learning. Phillips (2009) clarifies instructional leadership as setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. For Du Plooy (2010), instructional leadership is embracive of staff development, democratic leadership, the monitoring of learner progress, the effect of the management style of the principal on teacher commitment and innovation and the utilization of concepts such as participative leadership and decentralized decision making. Blase and Blase (2000) regard instructional leadership as peculiar behaviors like giving feedback, making suggestions, modeling effective instruction, asking for ideas, supporting collaboration, providing professional development opportunities, and praising effective teaching. The nub of the matter is to attain growth in the learning of the learners. In view of the submission made above, they are agreeable and make further submission that an environment that allows teachers space and time to deliberate on their own teaching and learning will spur such

teachers to teach. Teachers are leaders in their own and the principal must ensure that they are nurtured as future leaders. Somech (2010) makes an addition that when teachers are in a participative environment, they can enhance massive ideas, materials and methods which will create higher quality of instruction.

Phillips (2009) believes that instructional leaders must ensure that learning is given a priority. The principal should himself or herself be a practicing teacher in order to be credible. Phillips (2009) debates that principals should know what is taking place in the classrooms by walking the factory floor. To this effect, Southworth (2002) maintains that effective instructional leaders learn a lot by doing the job and understands the curriculum, pedagogy, student and adult learning. The researcher goes along with these authors because he has observed teachers who are hands on in teaching. This they do because they are motivated by the effort that their own principals put in teaching and learning. Teachers of grade twelve teaching principals are also not reluctant when they are allocated to teach in that class. This is an indication of modeling instruction by being a practicing teacher.

The vision of the school forms the most important aspect of instructional leadership. Every school must strive to have a vision statement. It then becomes the responsibility of the school to see to it that the vision is either betrayed or fulfilled. In the presence of a very strong and effective principal betrayal is not an option. This principal is there to make the school work and achieve good results. Effective principals make it their duty to craft a school vision statement that calls for commitment to top notch standards as well as success of learners (Mendels 2012). Once in place the vision statement will certainly push teachers to work hard and this will also translate into teaching after normal working hours. Literature (Porter, Murphy, Goldring, Elliot, Pokiloff and Samuelson 2008) highlights that high expectations for all and clear and public standards help in bridging the achievement gap advantaged and less advantaged learners. These researchers further write that these two aspects for general amelioration of learner performance.

2.3.5   Altruism

Altruism is among the strongest motivational factors for teachers. This concept was first coined by Auguste Compte to describe how people's actions are driven by taking care of the interests of other people (Feigin, Owens & Smith (2014). These are the people who selflessly commit their lives to the good will of others. They just want to see other people succeeding, in the sense of the present study the learner. According to Williams and Forgasz (2009), altruistic motives contribute massively towards teacher motivation. Yuce, Sahin, Kocer and Kana (2013) also document that teaching is a profession that needs a high degree of responsibility and altruism. Dibapile (2005) highlights that altruism deals with considering teaching as a worthwhile and important job with a purpose of helping children succeed and the desire to assist society to improve. According to Dilmac (2009) altruism is a conviction used to define individuals who consciously and honestly direct their attention to others. Dilmac (2009) further brings out the fact that children are fun, their changes, their challenges, and success, are fascinating to watch and be involved in. This means that teachers are hooked by the changes they bring in the lives of children. When children progress in educational activities, teachers become happy and satisfied. Chong and Low (2009), point out that altruistic factors are generally explained in terms of a desire to work with children and contribute to society. They further state that teaching is inherently a social career. Basically what is implied is that teaching is about servant hood. For me a good teacher is the one who puts his or her learners first. In essence, behind every motivated teacher, an element of altruism prevails. Most teachers find it very heartening to be of help to their learners and this is what makes them tick. Teaching basically is about taking care of the child. It is about making sure that social fiber of the child in the form education is refined. For this to take place teachers need to be selfless in helping the child hence comprising family time and leisure and opt for extended teaching. Altruistic teachers are those who will renounce all forms of narcissism when duty calls.

2.3.6 Teacher's goal setting and goal orientation

There is a positive correlation between teachers' motivation and teacher goal orientation (Dresel et al 2013). Teachers are motivated because they want to achieve a particular goal. Gegenfurter and Hagenauser (2013) define goal orientation as a strengthened preferences and tendencies that have stabilized because of repeated person-affordance interactions within the terrain of specific achievement settings. Dresel et al (2013) are of the view that teacher's goal orientation is an antecedent of their instructional practices and especially of the goals they emphasize in the classroom for their students. Toure-Tillery and Fishback (2011) propound that in the process of delving into their ordinary and extra ordinary goals, people often need to do a series of actions over time. Even though they don't mention goal orientation, it becomes apparent from the phrase "a series of actions over time" that this means staying focused which can well imply goal orientation.

In the light of what have been put forward by these researchers, the researcher conceptualizes goal orientation as being aware of what one wants to attain as well as ways and means that can be put in place to attain it. A goal is explained by this study as one a person or organization strives to achieve. The end product of teaching in general is improvement of learner performance. According to Ames (1990), goals can be segmented into two perspectives namely, task orientation and ego orientation.

According to Oracle Taleo Cloud Service (2012), an organization that is serious with developing quality effective goals will experience success in terms of its business. This will also lead to labor skill development and confidence (Ibid). The gist of the matter here is that goals are very crucial if any organization including the school wants to achieve what it stands for. People should set goals that they can to with ease because such goals can be achieved (Oettingen & Golwittzer 2010). Setting goals should embrace aspects of feasibility and desirability. (Bandura 1997). An example can be a hundred percent pass in a particular subject. That is feasible in the mist of hard work containing elements of teaching after normal working hours. The specific of this goal is

to achieve hundred percent. According to Locke and Latham, goals that are based on the specifics are normally achievable compared to those that are vague. A vague goal simply means there is no clear direction.

2.3.7 Recognition and Reward

Feeling valued is the basic nature of human emotional need (Re'em, 2011).This feeling is also fundamental to teachers as humans. Teachers are first and foremost humans and therefore anything that impacts on human beings will do same to them. Danish and Usman (2010) propound that workforces regard recognition as their feeling of acknowledgement and as a result it boosts their morale and this eventually increases productivity of organizations. Teachers are like any other personnel they do feel good and motivated when recognized by their seniors. In the view of Danish and Usman (2010), recognition describes the manner in which the work of an employee is evaluated and how much appreciation he gets from the organization. A good work that goes unnoticed and not praised will eventually diminish.

Greenberg and Baron (2003) posit that money is nice but it is not always available. They state that managers should ensure that they identify what motivates their workers and match that in terms of a reward they put forth. Rasheed, Aslam, and Sarwar (2010) put their idea that if you intend to motivate a person, identify what he or she wants and put that thing as a reward for him, as a result that person will behave in a desired way. Similarly, Danish and Usman (2010) highlight that reward and recognition serve as crucial factors in keeping employees' self-esteem high. They further maintain that recognition and reward lead to enhancement of passion among employees. Teachers like any other employee, feel motivated when they are rewarded for job well done. Reward as a determinant of teacher motivation does not only come in monetary form. Formal recognition may be made through letters of appreciation, trophies, or plaques that state the achievement or certificate of excellence also stating the achievement (Re'em, 2011).

The Department of Basic Education also deems it fit to motivate hardworking teachers through National Teaching Awards. The aim of the ministry of education through the National Teaching Awards are among others to recognize and promote excellence, encourage best practices in schools, thank teachers and honor effective teachers and schools (Department of Education 2007). This award can play a role in pushing other hard working teachers to continuously work hard. In one way or another teachers might find themselves teaching even after working hours.

2.4   THEORETICAL FRAMEWORK

Athanasou (1999:98) contends that "an educator, manager, or coach who tries to use only one motivational theory all the time is like a lazy mechanic who tries to use a shifting spanner when the right tool is available". This is in line with the saying that goes, there are many ways of killing a cat. It is due to this fact that this study will use two theories of motivation in order to emerge with factors that motivate teachers to teach after normal working hours. The theories which are regarded as essential by this study will therefore be discussed. Theories of motivation are carved up into two groups namely need theories, also known as content theories and cognitive theories also known as the process theories (Cauley, 2005). The need theories have a lot to do with evaluating needs as well as motives behind human motivation while cognitive theories emphasize psychological and behavioral processes that impel motivation (Rainey, 2009). For the sake of this study one need theory and one cognitive theory are discussed and also serve as the pillar of this study. They are respectively Herzberg's Two Factor Theory (Need Theory), and Locke's Goal Setting theory (Process theory). The two theories will play a key role in helping the present study to formulate themes.

2.4.1   Herzberg's Two-Factor Theory.

The Two-Factor Theory emerged as a series of experiments meant to test the thinking pioneered by Maslow and McGregor (Everard & Morris, 1996). This theory was developed by Herzberg, Mausner, and Snyderman (ibid). Workers were requested to

indicate moments they felt good about their jobs and moment they felt bad. They were asked to give reasons and describe events that led to the feeling. The responses disclosed that there were two sets of factors that affected motivation and work. This led to the Two-Factor theory of motivation and job satisfaction (Herzberg, Mausner, & Snyderman, 1959). Herzberg realized that the accountants and engineers identified various things as sources of job dissatisfaction also known as hygiene, and those that satisfied workers were labeled as motivators. Thus people have only two sets of needs, the need as an animal to avoid pain and the human need to evolve psychologically (Herzberg, 1968). Herzberg (Ibid) distinguished between the two sets and further affirmed that the former is responsible for the prevention of job dissatisfaction while the latter deals with job satisfaction and motivation. Herzberg believed that hygiene factors have to be thoroughly cleaned as a precondition for satisfaction (Everard & Morris, 1996). Herzberg posited that satisfaction and dissatisfaction were not automatically opposites (Heystek, Nieman, van Rooyen, Mosoge & Bipath, 2008). They are not opposites in the sense that factors leading to job satisfaction, if absent cannot lead to job dissatisfaction. Perrachione et al (2008) affirm this when they say that when intrinsic factors are present job satisfaction prevails but when they are absent they cannot lead to job dissatisfaction.

The findings of the experiments made Herzberg to make some key conclusions namely: You can't satisfy people by simply obliterating dissatisfaction. The things that dissatisfy people are those that have to do with job environment. Job content related issues are responsible for making people happy. Factors that lead to dissatisfaction can be so enormous that they can make a previously satisfied worker apathetic towards his or her work. Herzberg finally highlighted that managers must ensure that they annihilate causes of dissatisfaction and enhance opportunities for satisfaction (Everard & Morris, 1996). Motivators are distinguished as intrinsic factors and hygiene factors are labeled as extrinsic factors.

The factors that are intrinsic to the job (satisfiers) are classified as achievement, recognition, work itself, responsibility, advancement, and growth (Heystek et al, 2008).

Intrinsic factors, also known as motivators or satisfiers are related to the actual performance of the job (Herzberg, 1966). Herzberg stated that the feeling of doing interesting job and important work (work itself), advancement and job responsibility are important to a change that will stand the test of time (Heystek et al, 2008). Herzbeg et al, (1959) submitted that intrinsic factors can make teachers to be satisfied with their job. They further highlighted that gratification around intrinsic aspects of the job is durable and enable teachers to sustain their motivation over a long time.

According to Amos, Pearson, and Ristaw (2008) hygiene factors, also known as environmental factors are associated with lower order needs and include organizational policy and administration, supervision, working conditions, interpersonal relations (with peers, subordinates and superiors), salary, and status. These are the surrounding conditions of the workplace. If changes are effected to these conditions, there can only be elimination of dissatisfaction of the worker in this regard the teacher. According to Herzberg et al (1966), satisfaction cannot result because of annihilation of these hygiene factors. To side an example, teachers at a particular school cannot be satisfied because their erstwhile principal has retired, their dissatisfaction can only be minimized. Kakko, Trivellas and Fillipou (2010), opine that hygiene factors are necessary to ensure an employee is not dissatisfied and motivation factors are required to motivate one to higher performance. This means that both motivating factors and hygiene factors are necessary in various ways. Yusoff, Kian and Idris (2013) state that intrinsic factors and extrinsic factors are closely connected.

These two theories are very helpful in helping the researcher to uncover various approaches to teacher motivation. They will also assist the researcher to preempt and analyze factors that stimulate and direct teachers to teach after normal working hours. In this instance the needs and motives motivating these corps will also be established. Their psychological as well as behavioral factors will also be identified. Finally, the theories combined with the literature will play a role in the formulation of themes for data analysis purpose.

2.4.2 Locke's Value Theory

Goal setting theory, also known as the Value Theory was crafted by Edwin Locke. In the view of Locke and Latham (1990), goals give direction action and attention. They (1990) further highlight that the goals of the employees help in enunciating job satisfaction, motivation, and performance. Lunenburg (2011), postulates that goal setting is the implicit explanation of all main theories of motivation. Human beings are propelled to action because of conscious goals and aims (Griffin & Moorhead, 2010). According to Saari and Judge (2004) the theory of goal setting manifests having specific goals as a vital factor for motivation and performance. Locke and Latham (2002) also concluded that for people to put higher performance, they should be given specific goals. Management by objectives is the accurate manner of pronouncing goal-setting theory. In essence goal-setting strategies include a process in which the manager and subordinate discuss and concur on a set of jointly determined goals (Heystek et al, 2008).The implication of this theory is that for a person to be moved or motivated to do a particular activity, there is always a goal that needs to be achieved. The goal setting theory proclaims that goals that are difficult but attainable, accompanied by feedback are motivating, and result in high performance. According to Re'em (2011) high performance can only happen if the employee accepts the set goal as his or her target. Sometimes goals appear to be huge and menacing such that employees feel they cannot achieve them (ibid). In this instance some form of professional development becomes necessary to boost worker ability. Locke and Latham (2002) argue that goal setting theory operates hand in hand with self-efficacy. They also posit that proper training can lead to the achievement of goals.

If properly used, goals can be a very effective technique to motivate employees (Lunenburg, 2011). Greenberg cited in Lunenburg (2011) identifies eight practical suggestions that can be considered when trying to use goal-setting to enhance motivation and performance. They are listed as specific goals, difficult but attainable goals, goals that are accepted by all, provision of feedback on attainment of goal, using goals to evaluate performance, putting deadlines to improve goal effectiveness, creating

a learning goal orientation rather than a performance goal orientation, and keeping in mind that group goal-setting is equally important as individual goal setting. Griffin and Moorhead, (2010) point out that a variety of variables affect the attainment of goal directed performance. The variables are identified among others as individual abilities, personal traits and organizational support.

When goals are attained they bring about an element of emotional state referred to as job satisfaction on the employee. Satisfaction escalates when set goals are exceeded (Locke & Latham, 2002). According to Latham and Locke (2006), urging employees to do their best does not lead to higher performance but specific goals that are difficult lead to that. They further pointed out that, employees like teachers develop a sense of success when they feel growth and the ability to meet their job challenges and attain goals that are crucial to them. This means that teachers can feel pleasurable if for example they set a goal of eighty percent pass in the subject they teach and go on to achieve that. This will motivate them and ensure that moving forward, they don't attain below that.

The content theory of Herzberg (Two-Factor Theory) and the process theory of Locke also known as the Goal setting theory interconnect with each to explain factors that motivate teachers to teach after normal working hours. To show how the two theories can be linked, the present study first presents that as an intrinsic factor, teachers can be motivated by achievement. Achievement means that teachers have attained a particular goal. There is a casual relationship between these two theories because goal setting plays a role to establish a challenging job that in turn leads to feeling of achievement once the task is accomplished (Ree'm, 2011). Again as intrinsic factor, responsibility states that managers consult colleagues on work-related matters. This clearly links with the goal setting theory that stipulates that teachers must be consulted during a goal setting process (Ibid). It should not only be the prerogative of the principal to set organizational goals and in turn expect teachers to attain such goals. Goal setting is closely connected with self-efficacy (Bandura, 1977). It also links with the Two-Factor Theory which posits that work itself is an intrinsic factor to motivation (Herzberg, 1974).

A teacher, who is motivated by work itself, is obviously filled with ability pertaining to the work at hand which in this instance is teaching after normal working hours. Explicitly goal setting will always link with any theory of motivation as it is the most promising theory of work motivation (Locke, 1996).

2.5   FINDINGS OF EMPIRICAL STUDIES ON TEACHER MOTIVATION

2.5.1   Self efficacy

A significant body of research shows that teacher-efficacy plays a massive role in teacher motivation. According to Shaukat and Iqbal (2012) highly efficacious teachers are more enthused about teaching and very much dedicated to it. A study conducted by Ozturtk-Akar (2012) on motivation of Turkish pre-service teachers to choose teaching as a career revealed that individuals were propelled by personal abilities and skills to choose teaching. This was listed by 26, 28% of participants in the study. A survey by Chuan (2013) found that pre service teachers were highly intrinsically motivated to teach. Out of six intrinsic factors that motivated them to teach, intellectual stimulation was the most important factor. These pre-service teachers were self- motivated and more self- determined to become teachers. This shows what the power of efficacy can do to teacher motivation. In a qualitative study conducted by Raymundo-Abulon (nd), the majority of the respondents were also intrinsically motivated to take up the teacher education course and eventually teach. The respondents disclosed that they were likely to demonstrate selflessness and hard work along with great skills and high standards. In terms of my understanding great skills and high standards align themselves with teacher efficacy.

Tin, et al (1996) conducted a study of twenty highly motivated primary and secondary teachers in Singapore. Through an in-depth interview, this Singaporean study found that teachers were motivated by the inner urge to do well. Doing well goes together with efficacy. An exploratory empirical research by Hassan (2013) pointed out mastery over the job and advancement in the profession as the strongest motivator of college

teachers. Participants in this study indicated that if they are provided with opportunities to perfect their skills they will be greatly motivated to teach. A study by Meister (2010) in USA on teachers' perceptions of engagement and effectiveness found that teachers were motivated when they are able to turn the content knowledge into solid instruction. The experienced high school teachers in this study also revealed that best practices to impart knowledge also motivated them. This empirical finding is in keeping with teacher efficacy because teachers who are able to showcase best practice are without a doubt efficacious. In their study on factors influencing teaching choice in Turkey, Kilinc et al (2012) reported perceived teaching ability as a motivating factor. Kovach (2006) conducted a study in South Africa to explore teacher motivation. This case study employed questionnaire, survey and interviews to collect data. A combination of confidence and skills was reported as factors that motivated these primary teachers.

2.5.2   Subject taught

Research reveals that in certain instances, teachers are motivated by the subjects that they teach. A study by Tin et al (1996) found that subject taught contributed towards teacher motivation. This study of 27 participants revealed that teachers were motivated by the subject they enjoy teaching. They indicated that teaching English language or Mathematics permitted them to grow and learn with their learners. Zhao, (2011) reported that subject taught affected teachers positively. Using the conventional survey and experience sampling method survey, the study compared the responses given by Mathematics and Physical Science, English, and Social Studies teachers. All teachers indicated that they were motivated by their subjects. In this instance Mathematics and Physical science scored significantly higher than English and Social Sciences. In their review of literature on teacher retention, Johnson, Berg and Donaldson (2005) maintain that enjoyment of teaching the subject matter one loves also has an impact on teacher motivation.

A study conducted by Zhao (2011) in Canada found that teachers chose teaching because of the subject matter. A teacher in this study stated in a semi structured

interview that she had switched over to teaching after studying Actuarial Science upon realizing that her preference was imparting the subject matter. Truly speaking, this appears to be sheer love of the subject one teaches. The finding by Chuan (2013) revealed among others that teachers were intrinsically motivated because of their love of teaching. The study reported that teachers were motivated by teaching English in particular. Menyhart (2008) conducted a qualitative study using seven teachers. All the teachers in the study reported that they were motivated by teaching the subject related to their specialization. Sinclair (2008) utilized the validated, reliable Motivational Orientations to Teach Survey questionnaire to collect data from two hundred and eleven teachers to establish the cause of their motivation to teach. Intellectual stimulation achieved the highest score as an intrinsic motivating factor for these student teachers. In deed if one excels in a particular subject, motivation will always be enormous in amount. Accentuating the significance of the positive effect of subject taught towards teacher motivation I become tempted to quote Dornyei in Menyhart (2008:129), "The intrinsic dimension of teacher motivation is related to the inherent joy of pursuing a meaningful activity related to subject area of interest".

2.5.3   Teachers' Goal setting and Goal orientation.

A survey study by Ping (2010) revealed that participants from USA and People' Republic of China were motivated by goals to choose teaching as a career. Participants from both countries pointed out that making learning fun and assisting students to achieve educational goals were the goals that made them to choose teaching as a career. This finding impresses upon me the fact that goals can play a pivotal role in teacher motivation in general. Mansfield et al (2012) explored factors that motivated graduating students in Australia. Using a convenience sample of 218 graduating students from universities in Western Australia, it was found that participants were motivated by goals that they have within the teaching profession. Mansfield (2012) argued in the discussion of results that goals have a strong impact on behavior and emotions. This also corroborates the significant of goals in teacher motivation. In the same vein, Kaplan and Maehr (2007) attest that goals that individuals depend on in

social learning and achievement contexts have an influence on the behavior and actions they choose.

Findings from a study by Malmberg (2006) on goal orientation and teacher motivation among teacher applicants and student teachers underpinned the assumption that goal orientations are distinguishable and meaningful pillars of teacher motivation. Butler (2007) found that achievement goal theory conceptualizes motivation for both teaching and learning. Knowles (2007) reported in an interpretative study that teachers had language related goals. The study also highlighted the importance of goals irrespective of their level of attainability. In 2011, Toure-Tillery and Fishback studied the course of motivation in pursuing different goals. They discovered that people adhere to their standards rigorously at the beginning and end of goal pursuit. By the same token, Bandura and Schunk (1981) opine that proximity is essential because the more closely referential standards are related to on-going behavior, the greater the possibility that motivation will escalate. The researcher subscribes to this line of thought. The researcher has personally observed this type of motivation happen with teachers. When learners' examinations are looming, teachers tend to increase their impetus in teaching. They usually go outside of the normal teaching hours. One of the goals of teaching and learning is to ensure that learners pass their examinations. In this instance teachers' slope of motivation becomes affected by the fact that learners are about to write. This clearly shows how goal proximity can positively affect teacher motivation.

2.5.4   Altruism

Research manifests that altruistic motives contribute massively towards teacher motivation. Scott et al (2001) conducted a study in four European countries on career motivation and satisfaction. Their data revealed that teachers were altruistically motivated. Teachers reported that they chose teaching in order to serve the children. A study done in Switzerland found that humanistic values motivated teachers the most (Muller et al, 2009). The wish to work in contact with children and young people achieved 91% and the wish to help them succeed scored 95%. In a survey of

motivations for entering teaching, the analysis by Muller et al (2009) made a provision of four groups namely, the passionate group, the engaged group, the mitigated group, as well as the disillusioned group. These groups took 37%, 37%, 17% and 9% respectively. The passionate group identified strongly with the social dimension of teaching as well as passing on their subject knowledge to students.

Williams and Forgasz (2009) studied student teachers in Australia. Their study regurgitated what was reported by Muller et al (2009). The quest to contribute to the society and the need to work with children emerged as key findings. Ping (2010) reported that entry level teacher candidates in USA and People' s Republic of China were motivated by making learning fun and helping students to achieve educational goals. Tin et al (1996) found altruism as one of the factors that motivated their primary and secondary teachers. Teachers indicated that they were pleased by the good performance of their students. They also maintained that the desire to do something for the children motivated them.

A study by Zhao (2011) identified eleven (11) themes as internationally educated teachers' main motives to teach in Canada. Out of these eleven, many teachers indicated that teaching was another way of assisting other people. Participants of this study indicated in their semi-structured interviews that they wanted to help students through their teaching. In Botswana, Dibapile (2005) conducted an analysis of the reasons of Post–Graduate Diploma in Education students for choosing teaching as a career. The results of this quantitative research revealed that altruistic reasons contributed towards students' choice of teaching. Most students pronounced that they wanted to help children and mold the youth. All these findings reflect that you cannot talk of teaching and leave out humanity. In fact teaching is about humanity. This reminds me of the old speak whereby teaching was regarded as a calling.

2.5.5 Recognition and reward

In general studies concur that recognition and reward play a part in teacher motivation. A closer inspection of some studies will follow to confirm the significance of recognition and reward in teacher motivation. Arnett and Polkinghorne (2010) conducted a study in the state of Illinois to identify specific factors that contributed towards the level of job satisfaction among family and consumer sciences (FACS) teachers. 96, 06% participants were found to be satisfied with their jobs as FACS teachers. In the contrary, few teachers were dissatisfied with their FACS teaching career. Five extrinsic factors were discovered to be the cause of dissatisfaction. Out of the five extrinsic factors, less support and recognition from school administrators ranked fifth with 22, 2%. The reverse of these results can indeed motivate these FACs teachers to teach. In other words if they can be supported and recognized by the school administrators, it will then be all systems going. In their review of literature, Shah et al (2012) assert that recognition can have a positive impact on job satisfaction and teacher motivation. According to the results of this quantitative study, teachers are motivated when they rewarded and recognized. Out of five (5) constructs, recognition and reward ranked number three. Responses indicated that they favored organizational policies in terms of reward and recognition.

In addition to other findings, Jafri (2013) reported recognition as a factor that motivated college teachers. Management's appreciation of the work and performance of teachers was also considered highly by this study in terms of teacher motivation. Tin et al (1996) found that teachers were motivated because of recognition from administrators. This category was responded to by twelve teachers and three of them indicated that they are motivated when they are recognized by school administrators. Ololube (2006) revealed that recognition plays a massive role in motivating teachers. Recognition ranked 6th out of twelve variables of respondents' perception of teaching related sources of job satisfaction. From these findings, some issues are brought to mind being less recognized at the level of the service delivery point called a school makes teachers to

be less confident and less motivated. This in turn affects the manner in which they unleash teaching and learning.

Shaheen, Sajid, and Batool (2013) studied faculty members of university of Kotli through a quantitative study. They examined factors affecting the motivation of these members. Results indicated that rewards and incentives affected motivation level of members positively. The impact of these two constructs stood at 59, 5%. An American quantitative study (Mintrop&Ordenes, 2013) found that teachers in these selected schools regarded themselves as highly internally motivated in their work. Irrespective of high level of internal motivation these teachers also valued external rewards. Hellsten and Prytula (2011) used survey and interviews to study motivation in terms of demographic characteristics. Results from data collected through survey revealed that married or partnered teachers placed more emphasis on benefits as a motivating factor. A Malawian quantitative study (Selemani-Meke, 2013) explored factors that negatively affect teacher motivation in relation to implementing what they acquire in Continuing Professional Development (CPD) programs. Majority of teachers pointed out in the focus group discussions that they should be rewarded after workshops. They also stated that certificates issued during workshops must be recognized during interviews for promotion. Being rewarded after workshops, these teachers will therefore be motivated to implement what they have learnt during workshops. Implementation of what was learnt means effective teaching. A study by Dibapile (2005) analyzed reasons offered by Post-Graduate Diploma students in education in Botswana for opting for a teaching career. This quantitative study revealed amongst others that the students opted for teaching because they wanted money.

2.6   CONCLUSION

In this chapter, the definition of motivation was substantiated. Intrinsic and Extrinsic motivation were also explained. Related literature in terms of determinants of teacher motivation was discussed namely: remuneration, self-efficacy, professional development, instructional leadership, altruism, teacher goal setting and goal

orientation, and recognition and reward. Theoretical framework upon which the study is grounded was also explored. In this regard, Herzberg' Two factor theory and Locke's goal setting theory were discussed. A link between Herzberg's Two Factor Theory and Locke's Goal setting theory was also explained. Findings of empirical studies on determinants of teacher motivation were also dealt with.

CHAPTER 3
RESEARCH METHODOLOGY

3.1   INTRODUCTION

The aim of this study is to investigate factors that motivate teachers to teach after normal working hours. The present chapter therefore explains the methodology that was utilized to conduct the study. This includes the research approach, research design, sampling, research site or sample, data collection, open ended questionnaires, focus group interviews, field notes, analysis of the data, credibility, and trustworthiness, research ethics. The chapter further explores the relevance of the methodology to the study.

3.2   RESEARCH METHODOLOGY

Research can be approached through a quantitative study or qualitative study based on the type of problem to be studied. (Creswell, 2012). The researcher used the qualitative approach to undertake this study. This approach was descriptive in nature. The focal point of qualitative studies is to provide understanding of a social setting or activity as viewed from the perspective of the research participants (Wilson, 2013). Dudley (2008) describes qualitative approach as a holistic exploration which aims at the provision of data for understanding a larger social context. This study investigated factors that motivate teachers to teach after normal working hours. It provided a detailed description of factors that motivate teachers to teach after normal working hours. Qualitative research was used because it is suitable to social research. McMillan and Schumacher (2010) assert that qualitative research is characterized by, natural settings, which implies studying behavior as it occurs, context sensitivity, that is considering situational factors, direct data collection, detailed narratives that provide in-depth understanding of the behavior, focusing on participants' understanding, generalizations that are induced from synthesizing gathered information, evolving and changing of the study as and when the study progresses, and multiple perspectives which lead to complex

understandings and explanations. The researcher therefore used the qualitative approach in order to attain a holistic overview of the context that is to be studied.

The present study chooses qualitative approach based on the belief that no two settings are alike and further that individuals are on their own unique. Teachers as individuals can be motivated by different factors. In qualitative research, the researcher is the key data gathering instrument because he speaks to participants in their natural setting and records their information (McMilllan & Schumacher 2010). This approach is therefore relevant to this study because the researcher wants the views of teachers who are immersed in teaching after normal working hours and this was collected at schools where these teachers work. The richness of data allows comprehensibility of what is being studied than could be uncovered from experimental methods (Creswell 2012). This is relevant to this study because by studying teachers who teach after normal working hours, the researcher is certain of rich data which will emerge with correct findings of factors that motivate these teachers to teach after normal working hours. Qualitative research allows the use of more than one method of data collection (Marshall & Rossman, 2006). The present study uses focus group interviews and open-ended questionnaires to collect data. Simply put, qualitative research is chosen by the researcher because of its massive strong points. This approach underlines people's lived experiences, their perceptions, assumptions, and presuppositions (Wilson 2013). The qualitative approach helped the researcher to deepen the understanding of factors that motivate these teachers to teach after normal working hours. Qualitative researchers are interested in knowing how and why behavior occurs (McMillan & Schumacher, 2010). The researchers used this approach to understand why other teachers teach after normal working hours even though other teachers don't do that.

3.2.1   Interpretive Paradigm

The present study adopted a qualitative approach which is in keeping with the interpretive paradigm. An interpretive research is of the view that reality is constructed socially and that the researcher plays a big role in revealing the reality (Andrade, 2009).

Interpretive paradigm relies too much on naturalistic methods like interviews ensuring adequate dialogue between the researcher and those with whom he or she interacts in order to unearth a meaningful reality (Nieuwenhuis 2010). In this manner, the present study used interviews as a means of interpretive approach. This approach is pertinent in social research. Interpretive research succeeded in allowing the researcher in one study to give a thick description of the role played by teachers in school financial management. (Ncwane 2011). It was therefore hoped that this will allow the researcher to give a thick description of factors that motivate teachers to teach after normal working hours.

3.3   RESEARCH DESIGN

According to McMillan and Schumacher (2010), research design is a plan and a structure of a study that is utilized to attain evidence to answer research questions. This is indicative of how the research is set up, what happens to the participants and what method(s) of data collection were used.

3.3.1   Case Study

McMillan and Schumacher (2010) refer to a case study as an in-depth analysis of a single study. Creswell (2012) identifies types of cases that qualitative researchers often conduct. He argues that the case may be a single individual, several individuals separately or in group, the case may represent a process made of several steps, a case may be selected because of its unusual nature, case studies may include multiple cases referred to as collective case study in which multifarious cases are described and compared to provide insight, a case study researcher might conduct research on several schools, a researcher may use multiple forms of data in order to develop an in-depth understanding of the case, or locating the case or cases within their larger context. As a case study, the present study took place at three selected schools. From the interpretive approach, the researcher is able to get enough data from selected

cases for subsequent analysis (Andrade, 2009). A case study also enabled the present study to grasp holistic understanding of the phenomenon under study (Ibid).

3.4   RESEARCH SITE/SAMPLE

The population for this study was derived from three secondary schools in the Mankweng cluster of Capricorn District in Limpopo. These are the schools where teaching after normal working hours is part of the school culture. The total sampled population from the three secondary schools was twelve, four from each school. According to Nieuwenhuis (2010), sampling refers to the process of selecting individuals for a study in a manner that individuals will represent the larger group from which they have been selected. Creswell (2012) points out that the selected individuals will be called sample and the entire group is called the population. Cohen, Manion and Morrisen (2007) affirm by stating the aim of sampling in qualitative research as to choose good participants who possess particular characteristics sought by the study. The twelve teachers selected were only those that are involved in teaching after normal hours. This means that purposive sampling was used to select these teachers. For Creswell (2012), through purposeful sampling or purposive sampling the researcher intentionally selects individuals and sites to learn or understand the central phenomenon. Purposeful "qualitative" sampling provides a detailed understanding, gives voice to the silenced people, allows people to learn about the phenomenon, and might provide useful information. These teachers were information rich in terms of articulating matters that impel them to teach after normal working hours. The researcher was assisted by principals of sampled schools to get these teachers. The teachers selected were those who teach different subjects in Grade 12. The researcher chose Grade 12 because it is the exit point in secondary schools and in many instances teachers who teach this grade are the ones who go an extra mile.

3.5   DATA COLLECTION

In qualitative research, the researcher is the main research instrument. The researcher used open-ended questionnaires and focus group interviews in order to collect data. These instruments are relevant taking into consideration the submission by McMillan and Schumacher (2010) that data collection is a process involving interactive and non-interactive strategies. In the context of the present study, focus group interviews were interactive strategies while the use of open-ended questionnaires correctly fit in the non-interactive strategies. Using these two instruments enhanced consistency as some form of triangulation is put in place. The use of these two instruments also helped in confirming the findings.

3.5.1   Open ended questionnaires

The researcher convened an introductory meeting. The researcher distributed questionnaires to four participants during this meeting in each selected school. Questionnaire is a self-report data collection instrument filled by participants in the study as part of the research study (Johnson & Christensen, 2012). According to Creswell (2012), in a qualitative research, open ended questions are asked in order to enable participants to voice their experiences unconstrained by any perspectives of the researcher or of the previous research findings The questionnaire is used by researchers to get information about the attitudes, feelings, beliefs, values, perceptions, personality and behavioral intentions of the participants. The researcher requested a private class from principals in each school to enable participants to deal with questionnaires without interjections. The researcher ensured that this process does not collide with the core mandate of the school which is teaching and learning. The researcher requested the principal to indicate times that affected teachers are not supposed to be in class. Teachers were afforded sufficient time to acclimatize with the questionnaire. The researcher informed the participants that the information provided is for purposes of research only. Honesty from the side of participants was also requested by the researcher. Open ended questionnaire as a research instrument is helpful in

many ways. It allows participants space to reveal issues that might have not been revealed. Through it, the researcher is able to explain the purpose of the research and also to create a positive rapport with the participants. Through writing, participants are given chance to express themselves fully. This eventually enabled participants to articulate fully on matters around motivation level at their schools. Things that would have not been easily pointed out for example about the management of the school were easily highlighted through the open ended questionnaire.

3.5.2   Focus group interviews

Nieuwenhuis (2010) refers to an interview as a dual conversation whereby the interviewer asks questions with the view of collecting data and to learn about the ideas, beliefs, views, opinions and behavior of the participants. MacMillan and Schumacher (2010) assert that the aim of the interview is to find out what is in or on someone else's mind. This study used focus group interviews as the second instrument to collect data. McMillan and Schumacher (2010) affirm that the data obtained from a focus group interview is of a good quality and rich than those collected in one-on-one interviewing. The focus group interviews are selected by the researcher because of the advantages they have. Marshall and Rossman (2006) mention those advantages as:

- socially oriented, studying participants in a natural atmosphere;
- they are more relaxed as compared to one-to-one interviews;
- the cost of focus group interviews is low; and
- the format of focus group interviews is flexible because it gives the researcher a chance to explore issues that may emerge unexpectedly during the discussion.

The researcher also developed an interview guide, also known as interview protocol. According to Hancock and Algozzine (2006), the interview guide helps the researcher to identify appropriate open ended questions to be posed to all participants. The researcher used English to interview all teachers in this study.

The focus group interviews helped the researcher to acquire the views of the participants regarding factors that motivate them to teach after normal working hours. The focus group interviews helped the researcher to probe for more information. Johnson and Christensen (2012) affirm by saying that the qualitative research is typically more probing and open ended and less structured as compared to interviews used in quantitative research. The focus group interviews therefore help the researcher to ask for clarification because it permits probing. The researcher also requested for assurance of participation in the study from participants. The researcher also made it clear to participants that the interviews were to be done in their own convenient time at their work places. In other words, the interviews took place at a time that satisfies the participants and not the researcher. The date and time was an arrangement between the researchers and the participant concerned. The researcher also caused the participants to complete and sign the consent forms.

This study took place in the three schools identified as case studies for this study. A classroom was sought at those schools to ensure that focus group interviews go on without disturbances. The place was agreed upon by both the researcher and the participants. Of importance is that the place should provide privacy and be non-threatening. Hancock and Algozzine (2006), highlight that interviews that take place in a natural setting will enhance realism. This setting will also lead to production of high quality information. According to Hancock and Algozzine (2006), the best way to record the interview data is to audiotape the interaction. The researcher then asked participants permission to audiotape the data collected through the interviews. Data from the interviews was transcribed immediately after the completion of the interview.

Based on the information provided above, it is very clear that interviews are a very crucial part of any kind of research project. Interviews become even more important in a qualitative study or naturalistic research as the researcher is afforded ample opportunity to deepen his or her probing. Teachers themselves are generally good orators and as a result they find it very easy to verbally reflect on matters that affect them most. As the interviews went on the researcher recorded all the information provided by the

participants. The researcher also used field notes to record the proceedings of the interview of course with the permission of the participants.

3.5.3 Field Notes

Springer (2010) infers that since human memory is fallible, field notes are necessary to guard against such. He explains field notes as detailed records of a situation. According to Fraenkel and Wallen (2010), field notes are accurate notes researchers take in the educational setting as and when they observe what is going on or interview the participants. This study used field notes to record information provided during the focus group interview sessions. Macmillan and Schumacher (2010) uphold that data is recorded as field notes of what the researchers observes while he or she is in the field.

3.5.4 Data Analysis

The data was analyzed through thematic analysis. According to Braun and Clarke (2013), thematic analysis is suitable to use in a wide range of research interests and theoretical perspectives and it can be used to analyze different types of data from secondary sources like media to transcripts of focus groups to interviews. The researcher used this method to analyze data from open-ended questionnaires and focus group interviews. Thematic analysis is a method which identifies and analyzes patterns in qualitative research, is relatively fast to do and is accessible to neophyte researchers (Braun & Clarke, 2006). The present study used the six phases of thematic analysis (Braun & Clarke, 2013). The first phase of familiarization was done through reading and rereading of the open-ended questionnaires and transcripts of the focus group interviews. In the second phase, which is coding, data from the interviews were collated and coded. Codes that were the same were grouped together. Themes were searched from the codes. Themes were discussed as a means to review them. Themes that work in relation to the coded extracts were retained. The researcher used ongoing analysis to define and name themes. Quotes from data were used as theme headings (Fereday& Muir-Cochrane, 2006).

3.5.5 Credibility and Trustworthiness

Validity or credibility in qualitative research concerns the accuracy or truthfulness of the findings (Wilson 2013). In order to attain credibility, the study addressed the issue of theoretical adequacy through theory triangulation. This was done through the use of Herzberg's Two Factor Theory and Locke's goal setting theory. Theory triangulation involves explaining a phenomenon under study using multiple informants (Ibid). The researcher kept thorough notes and records of activities. Data was kept in a manner that it would be easy to retrieve it. The researcher used triangulation of methods to collect data. In this instance the researcher used open-ended questionnaires, and focus group interviews. These methods helped the researcher to corroborate findings of the study. The study utilized verbatim accounts of interviews by collecting and recording data with tape recordings and detailed field notes. Quotes were also be used where necessary to describe the phenomenon through the mouth of the researcher. The researcher also used reflexivity to guard against his own biases. A reflective journal was kept to record daily schedules of the study and methods log. The journal also included the thoughts of the researcher, the feelings, ideas, questions, concerns, problems and frustrations.

3.5.6 Research ethics

The present study ensured that high ethical standards are complied with. According to Dudley (2008) research should all adhere to ethical imperatives. The participants were informed that they are partaking in this study voluntarily. They were also informed about the purpose of the study. Participants' anonymity was protected. This was done by not disclosing the names of the participants. Symbols were assigned to participants during the process of data analysis. The researcher ensured that he is respectful of the site under study as well as the participants selected for the study. Informed consent was explained to participants before the study commences. Participants were informed that they have the right to refuse to participate in the study and further that they can withdraw from the study whenever they feel like withdrawing. Participants were informed

that they the right to data access and ownership. Privacy and confidentiality of participants were upheld.

3.5.7   Conclusion

The chapter delved on research methodology whereby research the approach was explained. The research design of the study was also presented. The research site and the research sample were discussed. The chapter outlined how data was collected. The chapter also discussed how data was analyzed using thematic analysis. Issues of credibility and trustworthiness were discussed. The chapter concluded by explaining research ethics whereby aspects like anonymity, privacy and confidentiality were explained. The next chapter will deal with analysis, presentation and discussion of findings.

CHAPTER 4
ANALYSIS, PRESENTATION, AND DISCUSSION OF FINDINGS

4.1   INTRODUCTION

Chapter three dealt with the research design and methodology. Chapter four deals with analysis, presentation and discussion of the data collected from the open-ended questionnaires and focus group interviews with twelve teachers. Focus group interviews were held in three stages. Four teachers from each of the three purposively selected schools were interviewed through a focus group. Some of the teachers reside at the Mankweng cluster while others are there due to work related matters. Thematic analysis as explained in Chapter three was used to analyze the data.

This chapter discusses the research findings according to themes. The study is an interpretive one by nature, and as a result perceptions are accepted as they are. There is no room for critical engagement of the views of the participants. Constructivism plays no role in this kind of studies. Against this background, the statements and findings represent nothing else but the views of the participants. Where possible, participants' responses are quoted verbatim to enhance the value of a particular theme. The themes were derived from the literature that was used in the study. The two theories upon which the study was embedded namely, the Two Factor Theory of Herzberg and the Goal setting theory of Locke also helped in crafting the themes. Themes are divided as follows.

- Professional development and knowledge of content
- Principal leadership and support
- Learning environment and learning involvement
- The value of teaching
- Theories of motivation

4.2   THE CONTEXT OF THE SELECTED SCHOOLS

The three selected schools are situated in the rural area of Mankweng cluster in Limpopo province. The three schools share similar features. The communities in which all these schools are found are poor. They lack facilities such as sanitation, running water, shops, clinics, and good roads. Most of the houses are not properly built. The poverty level of the communities is evidenced by the fact that all the three schools are quintile one and quintile two schools. Quintile is a framework used by the Department of Basic Education to categorize schools looking at the level of education and the unemployment rates of the communities which the schools serve. Quintile one which is the lowest of the five quintiles followed by quintile two means that the community is highly poverty stricken, have low education, and have high unemployment rate (National Norms and Standards School Funding Act 1998).

The schools under investigation are more than fifty kilometers away from the nearest town. This means that resources are a bit far away. Some parents work in this town that is fifty kilometers or so far while some are outside the province. Due to its rural nature there are no many chances of employment around. The children in the community are therefore vulnerable as some of them head families in the absence of their parents. While at they are in charge of the house chores and this makes it difficult for them to study. In fact there is no one at home to augment teaching and learning. The absence of parents can also mean that there is no one at home to persuade and motivate these learners to take studies serious. Economically disadvantaged learners come to school with educational backlog (Farbman 2015).

Table 4.1 Limpopo Province: Poverty distribution table

Quintile	1 (Poorest)	2	3	4	5 (least poor)
kh% of population in poverty	34. 0%	22.3%	24.9 %	11.6%	7.2%

Adapted from: Policy Brief 2009

In the poor provinces, the majority of learners are in no fee quintiles. In Limpopo, 56% of learners are in the first two quintiles (Policy Brief 2009). These schools are not expected to charge school fees and are regarded as no-fee schools (SASA 1996). This indicates the level of poverty in these communities. Limpopo is the second poorest province in South Africa. It has 4.1 million poor persons amounting to 77% of the total population of the province (Schwabe 2004). This suggests that many learners in this vicinity cannot afford to pay for teaching after normal working hours. It becomes difficult for these learners to get opportunities to learn outside of the normal school environment. If their own teachers lack the motivation to go beyond the line of duty, there would be a deprivation of extended teaching for these poor learners. It should be pointed that it is in communities of this nature where there is serious desperation of teaching after normal working hours.

All these schools do not have a library or a laboratory. Only 2.3 % of schools in Limpopo have well-functioning libraries with printed and electronic information (NEIMS 2007). There are no community libraries in these communities. The main source of effective teaching and learning is the teacher. There are also no centers of extended learning like in townships and towns whereby parents pay extra tuition fee to enable their children to receive extra teaching. For these learners to receive teaching after hours their own teachers have to impart it. In many instances these teachers reside in townships and towns away from these schools. This implies that a certain amount of money has to be made available to ferry these teachers to schools during holidays and weekends.

4.3 Teachers participating in the study

The teachers who teach after normal working hours were purposively selected and included in the focus group interviews. Tables 4.2-4.5 reflect details of the teachers who participated in this study through open-ended questionnaires and focus group interviews.

Table 4.2: School A. Biographical details of four teachers who teach after normal working hours.

Gender	M	F	M	F
Age	45-48	50-55	38-44	47-48
Educational background	STD	BA, HED	STD, ACE, Bed ((Hons))	STD, BA
Teaching qualifications	21	30	17	25
Rank	Teacher	Teacher	Teacher	Teacher
Grade 12 Subject	Accounting	English	Physical Sciences	Mathematics

Key:

STD: Secondary Teachers' Diploma

ACE: Advanced Certificate in Education

B.Ed(Honors): Honors Degree in Education

BA: Bachelor of Arts Degree

Table 4.3: School B Biographical details of four teachers who teach after normal working hours.

Gender	F	F	F	M
Age	45-46	36-38	43-45	44-46
Teaching qualifications	BA, HED	BA, PGCE	STD, ACE, Bed ((Hons))	BA, HED, Bed ((Hons))
Teaching experience	22	10	11	20
Rank	Teacher	Teacher	Teacher	Teacher
Gra12 Subject	Accounting	Life Sciences	BusinessStudies	Mathematics

Key:

BA: Bachelor of Arts Degree

HED: Higher Education Diploma

PGCE: Post Graduate Certificate in Education

STD: Secondary Teachers' Diploma

ACE: Advanced Certificate in Education

Bed Honors: Honors degree in education

Table 4.4: School C. Biographical details of teachers who teach after normal working hours

Gender	M	F	F	M
Age	46-48	44-46	45-50	50-55
Teaching qualifications	STD,BSC, BSC (Hons)	BA, HED, BA (Hons)	STD, ACE	PTC, NPDE,BA
Teaching experience	23	21	26	30
Rank	Teacher	Teacher	Teacher	Teacher
Grade 12 Subject	Physical Sciences	Tourism	Geography	Mathematics

Key:

STD: Secondary Teachers' Diploma

BSC: Bachelor of Science Degree

BSC Honors: Bachelor of Science Honors Degree

BA: Bachelor of Arts Degree

HED: Higher Education Diploma

BA Honors: Bachelor of Arts Honors Degree

ACE: Advanced Certificate in Education

PTC: Primary Teachers' Certificate

NPDE: National Professional Diploma in Education

Table 4.5

Summary of Biographical details of participants from school A, B and C.

School	School A	School B	School C
Gender	2 males & 2 females	1 male & 3 females	2 males & 2 females
Teaching qualifications	STD (3); ACE (1); BA (2); HED (1); Bed (Hons) (1)	STD (1); ACE(1); PGCE (1) HED (1); BA (3) Bed (Hons) (2)	PTC (1); NPDE (1); STD (2); BA (2) BSC (1); BA (Hons) (1); BSC (Hons) (1);
Subjects offered at Grade 12	Accounting, English, Physics, Mathematics	Accounting, Life Sciences, Business Studies, Mathematics	Physical Sciences, Tourism, Geography, Mathematics
Teaching Experience	17-30	10-22	21-30

The tables above show that the number of female teachers who teach after normal working hours is slightly higher as compared to the number of male teachers. This is perhaps due to the fact that the cluster boasts a lot of female teachers as compared to male teachers. It might also point out to the role of women in society and their commitment to the learner. The number of females is seven and the number of males is five. The focus group interviews with teachers who teach after normal working hours at school A took place in the office of the deputy principal who was in charge of the school because the principal was on sick leave. With school B and C the focus group interviews took place in the staffrooms. The teachers who took part in focus group interviews were both male and female in all the selected schools. They were all between the ages of 36 and 55.

With regard to the age of these teachers, the researcher is made to believe that they are experienced enough and rich with the subject content as their teaching experience is all above ten years. Most of these teachers have taught under different curriculums. Many have experience of teaching during Bantu education. This was the education

which came into effect after the promulgation of Bantu Education Act of 1953. It aimed at separating black South Africans from the main well-resourced education system of the whites (Bantu Education Act of 1953). These teachers have also taught the Outcome-based education that emphasized that by the end of their educational experience each learner should have attained a goal. In this type of education there was no specific style of teaching or assessment. Education was concerned about the attainment of a particular goal (Brindley, 2001). The teaching experience of these teachers also means that they have taught during the time of the National Curriculum Statement which is based on among other principles high knowledge and skills as well as integration and applied competency (National Curriculum Statement, 2003). This is in line with the goal setting theory which emphasizes final causality implying action caused by a purpose (Locke, 1996).

Teachers with ability are motivated and dedicated to teaching (Shaukbat & Igbal, 2012). All teachers have at least three years' teacher training courses. Eleven of them have over four years training with one teacher busy with a Masters' degree in Science. Training that is far too short cannot make teachers effective (Adelabu, 2005).Contrarily, highly qualified teachers are motivated to teach. The qualifications of teachers and their experience are significantly related to learners' academic performance (Akinsolu, 2010). Teachers are the backbone of the educational institutes they should be thoroughly trained so that they may provide quality education (Alam &Farid, 2011).

4.4 PROFESSIONAL DEVELOPMENT AND KNOWLEDGE CONTENT

Professional development entails activities that aim at developing individual's skills, knowledge, expertise and other features of a teacher (Villegas-Reimas, 2003). Teachers in the present study are reasonably qualified. This was revealed by the data from the open-ended questionnaires and the focus group interviews. The participants in the present study indicated that knowledge of the subject content they have motivates them to teach after normal working hours. This is in line with literature (Bandura, 1977) which posits that one's ability will always motivate him or her to take action. The

subjects which are mostly taught after hours are Physical Sciences, Mathematics, and Life Sciences. Teachers pointed out that they teach after normal working hours because they want to help learners and clarify subject content to the learners. This is likely plausible taking into account that school A and School C have managed to perform above the provincial target of 80 % with each attaining 92% and 96% respectively. It suggests that the good results attained by these schools can to a greater extent be attributed to teaching after normal working hours. What is implied is not that teaching after hours is a standalone factor towards good performance. The Limpopo province managed 72. 9 % pass in 2014 (Motshekga, 2015). Achievement is an intrinsic factor to the job (Heystek et al, 2008). Teachers also stated that their ability in the subject motivate them to teach after normal working hours so as to increase the performance of the learners as more time is available to inculcate insight pertaining to the subject matter.

Teacher D from School C attested:

> I am highly capable in the subject as I always produce level sevens each year. I teach physical sciences.

Teacher D of School B has this to say:

> I could say I am confident and competent in whatever I offer to learners. I have Honors in Mathematics.

Teacher D of school A emphasized:

> Based on the experience or based on the number of years I have taught I think I have enough experience according to the curriculum needs.

Teacher B of school C articulated:

I am very able to teach the subject. My ability motivates me to teach after normal working hours. I teach Geography and I have Honors in geography.

The former extract shows the ability of this teacher in the sense that he mentions it himself and the fact that there are level sevens produced. School C produced 92% pass in the 2014 Matric results. In Mathematics it produced 90% percent and 91.1% in Physical Sciences. The level system has been introduced in South Africa to rate learners' performance in different subjects. It starts from level 1 which is from 0 to 29%. The highest level is level seven which is between 80% and 100% (Department of Basic Education, 2011). Therefore it means teaching after normal working hours has benefits. This is a strong motivation for the teachers to keep working after normal working hours. Teaching in such schools is a pride of the community. It also enables more parents to want to associate themselves with such successful schools. Recognition as an intrinsic factor produces good feeling and can come also from subordinates, peers or customers (Heystek et al, 2008). Relevant qualifications equips teacher with skills which in turn motivate them to teach. It is very essential for teachers to study further so as to enhance their knowledge. Teachers should ensure that they further their studies focusing on the subjects that they teach. Teacher B of school is an example in this regard. He has honors in Geography and is putting that to good use as he teaches the same subject.

The teachers also mentioned that the type of results they produce is an indication that they possess ability in the subject that they teach. This can only mean that ability can also be seen from the results that a teacher produces. Teaching efficacy contributes immensely towards students' outcomes (Narvaez et al, 2009).

Teacher B from school B emphasized this matter by pronouncing that:

Teachers must at all times be able to influence learners' outcomes.

> *I teach Life Sciences. Eh. I teach, like I love the subject and learners are passing. I produce good results. So the results and the ability motivate me a lot.*

Teachers have some ability in the subjects that they teach because of the experience that they have amassed in their teaching career. Being involved in a subject for a long time develops the ability as well as strategies. Teacher B of school A highlighted this by saying:

> *Let me start by saying that I am teaching English First Additional Language, and I would say even though I did English one and the method of English, my ability in the subject is good. Since I started teaching the subject, I have developed and I like it.*

All these really show that ability and motivation are intertwined. According to the goal setting theory, individual ability is contributory towards goal directed performance (Griiffin & Moorhead, 2010).

Teacher ability can also be enhanced if teachers are continuously developed to keep on the par with the changes in the curriculum. Professional development is when staff members learn and develop new skills and attitudes in order to enhance learner performance (Steyn &van Niekerk, 2005). This helps them with the teaching methods they can use to impart knowledge to the learners. It helps them in renewing their knowledge in the subjects that they teach. Professional development targets teachers and takes place over a particular time in order to attain professional growth (Kutsyuruba, 2003).This should be the prerogative of the Department of Basic Education. The Department of Basic Education must ensure that teachers are kept abreast from time to time. Teachers should ensure that they nurture their personal, academic, occupational and professional growth (Mohlakwana, 2013). The teachers in this study are also agreeable to this effect. These teachers stated that being developed professionally creates a sense of competence and confidence. In schools professional

development takes place in a form of subject meetings and visitations by curriculum advisors. The more a teacher becomes professionally developed he or she becomes up to date with the content of his or her particular subject. Professional development targets the knowledge, skills, and attitude of the teacher (Steyn, 2004). Consequential to this professional development, teachers then feel motivated to teach and of course to teach after normal working hours.

Teacher D from school B insisted:

> *When someone is developed professionally, he is up to date and grows as a teacher. Professional development helps to build confidence, competence, dedication and passion in the work of a teacher. As long as you are working you won't feel you are enough. So it is important and it motivates.*

Teacher B from school C:

> *I think I do receive Professional development in the sense that we are called to workshops and provided with material and also meet with other subject teachers. What I receive from these meetings somehow get me motivated.*

Teacher B of school B said:

> *I think Professional development t is a wonderful route to follow especially if you are a teacher. Provide us with enough PD. Educators should try to develop themselves from time to time.*

Participants in the present study revealed that they do attend some sessions on professional development when they are called. They highlighted that what they get from the workshops, helps them to deal with previously difficult chapters with ease.

Training has massive implications for productivity at work and personal development (Dayachetty & Mestry, 2015). Meeting other subject teachers during the workshops was also mentioned as motivating. Interaction with teachers teaching the same subject is very important. This kind of interactions, create space and time for professional debates regarding the subject. Teachers get a chance to share their frustrations in the subject. In this regard they are able to close the content gaps because an each one teaches one scenario. It is thus very crucial for teachers to arrange informal gatherings with the purpose of helping each other. Teachers should not only rely on workshops arranged by the Department of basic Education.

Teacher A of school C said:

> *When we receive circulars we go there. Yes they motivate because some of the chapters you find they are difficult, but coming from the workshop you are able to teach them.*

Even though teachers in the present study acknowledge and value the significance of professional development, they indicated that there is no enough of it taking place. They lamented that the Department of Basic Education does not provide enough Professional development. Many PD programs continue to leave educators' knowledge untouched (Steyn & Van Niekerk, 2005). Professional development, if adequately done, will help them because they will implement the knowledge in class. It also helps in networking. Adequate professional development should first identify grey areas in the knowledge of the teachers and try by all means to address such. These gaps can be traced back to the performance of the learners. In other words, poor performance of learners in a particular topic implies under pitching of the teacher in that aspect. That has to be noted and be part of the professional development of teachers. Expertise from universities should be deployed to come assist teachers in terms of different topics where possible. Professional development should revolve around the subject matter and student achievement (Harwell 2003).

Teacher C of school C had this to say concerning professional development:

> *Professional development is the one that is lacking. It can help but is lacking from the department. When they do it, it is done sporadically towards October. I don't know whether is for exam. It should be done quarterly. What we get from the workshops, we will spread in class.*

The teachers pointed out that the workshops are not long and not intensive in terms of what is expected. There is no deepening in terms of what has to be unpacked to teachers concerning the content. The development of teachers is crucial towards the improvement of quality teaching and learning (Kruger 2003).

Teacher D school A summarized this by saying:

> *There are workshops but they are not enough. They are just micro oven workshops. They are calling us for an hour or two. If they could call us for a day, two days or three days and deal with challenging topics. That will help in the improvement of the content knowledge. They can play a motivating role if they are lengthy.*

In the similar line teacher C of school A said:

> *The workshop we receive but the time is too short. You go there after being at work at twelve and three o'clock we knock off, so the workshop time is too little. We also have subject meetings at school but time is too little.*

Professional Development aims at teachers for a longer period of time so as to help them to attain professional growth (Kutsyuruba, 2004). In the same the Department of Basic Education should consider deepening Professional development. More money, time and personnel should be invested in teacher development. Once sufficiently

developed, teachers will be motivated to teach learners and this motivation will also affect teaching after normal working hours.

Discussion

A teacher can be capacitated in the subject by virtue of having taught in it for a long time. Self-efficacy refers to an assessment of one's abilities to a desired level in terms of performance (Bandura 1977). When teachers are able, learner performance will without a doubt go up. All twelve teachers participating in the study indicated that teaching after normal working hours help them to produce good results. Stating an example of Physical sciences of School C in 2014 which is 91.1%, this study agrees that teaching after normal working hours helps to produce good results. Teacher competence can be ameliorated through continuous professional development. In teaching, professional development helps in the improvement of teachers' instructional methods, their ability to adapt instruction to meet the needs of the learners, their classroom management skills, and their professional culture (Wanzare & Da Costa, 2000). What a teacher learns from a college or a university cannot be enough to sustain him or her through his or her entire life in teaching. Along the way a spark might be lost if rejuvenation of some kind is not put in place. If a spark is lost the teachers will then experience boredom and lose some motivation. Professional development will help them to become better teachers (Guskey, 2002). Continual deepening of skills and knowledge is important in any profession (Boyle et al, 2010). Enough time should be put in place to this effect.

4.5   PRINCIPAL LEADERSHIP AND SUPPORT

Principal leadership and support refers to all the actions that a principal takes or delegates to others to enhance student learning. This involves aspects like allocating resources and setting clear goals (Phillips, 2009).For effective teaching and learning to take place pertinent resources have to be available. Once they are available, the working conditions become favorable for effective teaching and learning. Working

condition is an extrinsic factor that is crucial in teacher motivation (Heystek et al, 2008). It is the duty of the principal to ensure that all systems are in place. Participants in this study highlight that they are motivated by availability of resources. Participants stated that the principal helps in ensuring that textbooks are available. Principals are not hesitant to ensure that resources are made available on request. In terms of photocopying machines, chalks, and dusters, there is no problem. Principals can even loan books from neighboring schools.

Teacher D of School A emphasized:

> *Yes. So far the resources that we require such as the use of photocopying machines for extra lessons are provided. Even funds to buy study guides are available. Generally I would say resources are provided according to the needs of the curriculum. When resources are provided like this motivation is also high.*

Teacher B of School A:

> *We do have textbooks from the Department of Basic Education. As far as English is concerned we don't have shortages. In general the principal does not hesitate to make a textbook available if it is reported to him. This makes me motivated.*

To ensure that resources are available principals even contact schools from other provinces. The schools become engaged in networking to get resources. This is very important because it encourages cooperation and co-existence.
Teacher D of School B said of her principal:

> *There is a provision made by the principal to see to it that the school meets us halfway by providing transport and get some additional*

resources from other provinces such as question papers and teaching
notes for certain subjects. The level of resource provision is promising.

There is a tendency of limiting use of other resources to normal working hours. This means that teachers who opt for extra lessons are not able to access some of the important resources needed to impart teaching and learning. This makes conditions unfavorable but the teachers continue to help learners.

Teacher C of School C stated:

Allowing teachers to use all resources will actually help. Certain things
are restricted to normal working hours only and that makes us to lose
motivation. Acknowledge what I do and give me resources.

In certain subjects like Life Science, there are shortages of resources. This makes it difficult for experiments to be performed. Life sciences like Physical Sciences requires a certain amount of practical. When resources to do them are scarce or unavailable, serious problems come to the picture.

Teacher B of School B mentioned:

Textbooks are available. Other materials like study guides are here. In
Life sciences we are running short of experiment apparatus. Sometimes
we need to improvise. Should we have all these we will be more than
motivated.

The principals motivate teachers by being practicing teachers themselves. Effective instructional leaders learn massively by doing the job and understanding the curriculum (Southworth, 2002). Principals remain at school to work after normal working hours. Principals also monitor afternoon studies. Principals visit learners at classes to motivate them and give them courage. Teachers prefer it when their own principals support them

all the way. It is imperative for principals to know what their staff wants in order to either motivate or avoid de-motivating them (Tin et al, 1996). Organizational support is important towards the attainment of goal directed performance (Griffin & Moorhead, 2010). For every school to thrive, the principal must make sure that teachers are supported in their endeavor to transmit quality teaching and learning. Quality support from principals plays a key role in motivating teachers (Darling-Hammond 2007). Teachers in the present study feel motivated because the principal himself teaches after hours. He also contributes in motivating the teachers to go an extra mile.

Teacher C of School B attests:

> *The principal always motivates me to go an extra mile. He is always at school working after normal working hours. The principal always recognize the effort that I put and I feel satisfied when the principal recognizes and appreciates my effort.*

Teachers are also motivated because of the school's vision statement. They are aware of what the school stands for because it is entailed in their vision statement. In their everyday teaching, teachers are conscious of what they have to achieve in terms of their vision statement. The teachers acknowledge the significance of the vision statement and the role it plays in motivating them to teach after normal working hours. Effective principals develop a broad vision characterized by high standards and learner achievement (Mendels 2012).

Regarding the vision, teacher A of School C said:

> *Our vision and mission speak about quality, so whenever I teach I want to achieve quality. My performance goes hand in hand with the vision and mission statement.*

Teacher A of School A corroborated:

Planning must match the vision and mission. This will help you to know what you want to get.

Discussion

Resources are very crucial in the transmission of quality teaching and learning. Herzberg's Two Factor theory states that managers must make it a point that they efface sources of dissatisfaction and create opportunities for satisfaction (Griffin & Moorhead, 2010). This they can do by ensuring that there is no shortage of resources. With available resources and interested learners, teaching itself becomes interesting, let alone teaching after normal working hours. Principals should ensure that they are aware of any teaching that will take place after normal working hours so that resourcesbecome accessible. Teachers who intend to have such lessons should communicate with principals. Learners are more often oblivious of the importance of education. Sometimes they don't even understand why they should be at school when other learners are at home. It is therefore necessary to see to it that principals engage them in terms of pep talks to make them (learners) realize why it is important for them to go an extra mile. Organizational support affects the attainment of goal directed performance positively (Griffin & Moorhead, 2010). A practicing principal is a motivator himself or herself. By a practicing principal, the researcher refers to a principal who has a subject to offer in Grade 12. Against this, principals of secondary schools should ensure that they have a subject to teach in Grade 12. This will also help in making them aware of challenges that teachers who teach after normal working hours come across if there are any. Slight shortages should be addressed. It is difficult to do experiments in certain subjects when apparatus are not in place. Instructional leadership implies allocating resources to instruction (Phillips, 2009). The vision statement is very important in helping the school to achieve its objectives. It also helps teacher to raise the level of motivation as they always teach to achieve what is articulated by the vision statement.

4.6 LEARNING ENVIRONMENT AND LEARNER INVOLVEMENT

Learning environment is a place where teaching and learning takes place. Hospitable school climate will always motivate teachers to teach after normal working hours. Teaching is a worthwhile and important job that seeks to help children to succeed and the quest to help the community to improve (Dibapile, 2005). Participants revealed that they are motivated to teach after normal working hours because of the passion and love they have for the learners. The participants stated that they have the belief that these learners can be able to perform well in the mist of the unsupportive environment. Because they are rural based they have multiple obstacles like unsupportive home environment. Children are from different backgrounds and those from poor background lack behind academically (Van Roekel 2008). Participants feel that it is their responsibility to help these learners. Teaching needs a high degree of responsibility and altruism (Yuce et al, 2013). They do teaching after normal working hours because they have learners' interests at heart. Additional teaching time is important and necessary for today's youth (National Education Commission 1994).

Teacher C of school B outlined:

> *The love of children and learning inspired me to take many hours working at school. Teachers at all times must be able to have the ability to influence learners' outcomes. As a result I have this believe of producing good results with learners learning in the face of multiple obstacles such as unsupportive home environment.*

In the same line teacher B of school A pronounced:

> *I want to help learners as we work in an environment whereby learners head families and therefore don't have time for studies once they are at home.*

Participants are motivated by the need to change the lives of the learners. They want to pass over knowledge to these learners. This will help learners to pass well at the end of the year. Teaching is a worthwhile and important job which aims at helping to succeed and help society to improve (Dibapile, 2005). It is done in the interest of helping learners with barriers to cope with subjects offered.

Teacher A of school C indicated:

To help learners pass well at the end of the year.

Teacher D of School A said:

To help learners who are slow catchers.

The motivation to work after normal working hours emanates from the need to assist the community. They want to produce citizens who will help the community by bringing in development. Teacher A of school B:

The environment I work at motivated me to say I want to develop the community holistically. Challenges of rural schools. Lack of facilities. At school we take time reinforcing.

Teachers are motivated to work after normal working hours because it shows an element of responsibility. Responsibility is one of the factors intrinsic to the job (Heystek et al, 2008). The Two-Factor theory states that responsibility, achievement, recognition, work itself, and advancement are linked with the job context or what people actually do in their work (Ololube, 2006). In this regard the context of the job is teaching and particularly teaching after normal working hours.

In the context of the present study, learning involvement means the manner in which learners receive and respond to the teaching that unpacks after normal working hours.

Teachers feel good when the learners they teach respond positively to teaching. Good relationship between teachers and learners enhances motivation to teach (Knowles, 2007).In the same token, teachers will be even more motivated to teach after normal working hours if learner attendance is huge. Participants in the present study also agree with this fact. They indicated that when learners don't come for extra lessons, they (teachers) tend to lose motivation. This is sometimes caused by the fact that they are heading families at home.

Concerned teacher A of school C has this to say:

> *Sometimes learners decide not to come but these are few learners. These learners are those who are head of families. They wake up to prepare food for their siblings and take them to crèche.*

Teacher B of school B corroborated:

> *Sometimes you call learners during weekends and they don't come. Last year I was teaching during Easter, June, and September holidays and they did not come. They did not have reasons.*

Learners themselves show the interest in the lessons they receive after hours. This motivates teachers to go on. Participation of learners and their eagerness to continue learning after hours keep the teachers going. Herzberg's Two-Factor theory proclaims that interpersonal relations are contributory to the level of motivation (Herzberg, 1974).

Teacher D of school A said concerning learners:

> *So far I don't have negative experiences they are attending very well especially those in grade 12.*

Teacher B of school A supported:

> *What motivates me is when the learners turn up when I encourage them to go an extra mile especially in the morning. I am instilling this culture of working extra hours especially in grade 12.*

Discussion

Teachers are inspired by the goal to see their learners going to greater heights. The goal setting theory clarifies that action is caused by a purpose (Locke, 1996). Desire to work with children and contribute to society is an altruistic factor (Chong & Low, 2009). This is really good as education itself is a precondition for development. The profession itself indeed calls for selfless people who will go extra miles to ensure that that these poor souls achieve much in life. The fact that the learners are from poverty stricken areas itself means that if teachers do not submit themselves to the call of the profession, the disaster will strike these areas as parents will not have enough money to deploy expertise from elsewhere. Doing a thing for people who have interest is motivating hence they say it isalways right to work with a willing horse. Teaching is included in this regard. Learners should attract teachers with their quest to receive teaching. Teachers should also try by all means to use their subject expertise to attract learners to teaching and learning as a profession. Teachers should be able to read the teaching related task and feel competent in accomplishing it (Tschannen-Moran & Hoy, 1998). Once teachers can master this art, learners will unanimously reciprocate. Teachers should also establish a working partnership with the learners.

4.7   THE VALUE OF TEACHING

There is nothing as fulfilling as being valued for a contribution made. This will lead to motivation. Any person will seek to expend more effort if they realize that there is value attached to the effort. When people are valued, they therefore become motivated to do even more. Teachers often want to be valued and appreciated for the good work that they do. Recognition is important in teacher motivation (Jafri, 2013). Participants in the

present study agree that it is vital to be recognized by their seniors in the field of work. They stated that they feel happy that their effort of teaching after normal working hours is recognized by their principals. They maintained that when the managers acknowledge their work, morale becomes boosted. Teachers don't feel happy when they work in an environment where their contribution goes unnoticed.

Teacher C of school B:

> *The principal always recognizes the effort that I put and I feel satisfied when the principal recognizes and appreciate my work.*

Recognition is listed by the Two-Factor theory as an element which produces good feeling amongst workers (Herzberg, 1974). Recognition means evaluation of the work of the employee and appreciation thereafter (Danish & Usman, 2010).

Teacher D of school C emphasized this:

> *The school history shows that we have people who were learners at the school and are very prominent, or influential, in the community. This motivates me because I want to be counted among some teachers who have produced people who are successful in life.*

Participants highlighted that another way they feel valued is through the excellence awards. This is done to pay homage to those who have managed to go above the set targets. The awards encourage competition and as a result they motivate teachers. The awards are also done at the level of the schools. All those who contributed are honored and this motivates them to work for the same honors the following year. Participants feel that they are motivated when their performance is also appreciated by the parents. Feeling valued goes hand in glove with emotional need (Re'em, 2011).They said that certificates of excellence and trophies for top performing schools and subjects are also a good way to go in terms of motivation.

School C takes the issue of recognition very seriously by also appreciating teachers at the level of the school.

Teacher D from school C said:

> *Since I am chairperson of curriculum in the circuit, I make sure that annually in February we do excellence awards to keep motivation alive within ourselves. The same idea we use at our school by giving awards to best teachers and learners in terms of targeted percentage pass and make a mini function for all stakeholders as asign of recognition for the job well done.*

> Teacher B

> *I have received certificates from the circuit manager last year for achieving 100 percent. Even tomorrow I am going to receive certificate at the circuit excellence awards for achieving 100 percent in my subject (Tourism).*

It is true that one of the main reasons why people go to work is to be able to put bread on the table. If money is not there, their level of motivation will decline. Poor incentives and conditions of service lead to low morale and poor performance (Kadzamira, 2009).In addition to recognition, participants also spoke strongly about being met halfway in terms of funds. It was stressed that money is important. A budget is created from money received from Norms and Standards of School Funding to ferry teachers to schools for purposes of teaching during weekends and holidays.

Teacher D of school C mentioned this:

> *The school makes a budget from the Norms and Standards money. They use it to help us with money for transport.*

This fact is complimented by teacher C of school C:

> *The school uses part of the Norms and Standards to help us with petrol for doing teaching extra hours. The principal makes it clear that if we come during weekends and holidays we will be given petrol money.*

Some teachers are not paid for their extra lessons but they feel if they are rewarded that will motivate them more. They travel long distances to come and teach during weekends and holidays without being given money for transport. They lamented that this costs them because they tamper with family coffers to transport themselves. Financial compensation should be used to impel motivation and job performance (Wiley, 1997).

Teacher B from school B had this to say:

> *I am expecting some rewards. There must be incentives. The whole of last year I was also offering weekend and holidays lessons but I was given nothing. Money should also come to motivate us. The school must pay.*

From this it is obvious that some teachers are not given money to motivate them to continue with the good work they do. Absence of incentives and poor working conditions are detrimental to teacher motivation, teacher morale, and teacher performance (VSO, 2002).

Teacher A of school A summarized this:

> *"No money injected. Eh… like on weekends or school holidays you come and there is no reimbursement, you have travelled a long distance. Reimbursement, just to say thank you, because you have put in petrol".*

Discussion

People in general want to be appreciated. Teachers should also be attracted to teach after normal working hours by being given some incentives. It is necessary to have a pay system designed to incentivize good teaching (Armstrong, 2014).Teachers must also be acknowledged for their huge contribution in the lives of the learners. Schools themselves should ensure that they develop a culture of celebrating good results every year. This will enhance motivation as teachers will always want to celebrate good results. This contribution helps massively in boosting the economy of the country and reducing poverty level. The estimation of poverty rate in all district municipalities in Limpopo is above the national poverty rate. An estimated 68.9% of Africans are ravaged by poverty in Limpopo (Punt & Pauw, 2005). It is disheartening to realize that there are still schools that don't recognize and incentivize teachers to this effect. This in view of the fact that the department is nowadays giving money to schools to this effect. The prescripts reveal that sixty percent of money from Norms and Standards of School Funding must be channeled to curriculum purpose. (Department of Education, 2011). Teaching after normal working hours is part of the curriculum. Principals must model by doing. They must talk teaching and learning all the time. Teaching and learning should be prioritized (Phiilips, 2009).

4.8   GOALS PURSUIT

Goal pursuit implies the process of trying to achieve the school goal. In order to expend more effort on teaching after normal working hours, there has to be a push of some kind. One has to know what is it that he or she really wants to achieve at the school. Teaching itself can only flourish if what is aimed at is clear. Definitions of all theories of motivation are derived from goal setting theory (Lunenburg, 2011). Goal setting theory means having specific goals as an important factor for motivation and performance (Saari & Judge, 2004).The participants in the present study have motives that push them to teach after normal working hours. The participants have set themselves targets in terms of the percentages they want to obtain in the subjects that they teach.

Teachers are motivated to teach because they want to achieve a lot with their learners. Teachers share the set targets with learners so that they should share a common goal. Teachers feel that they can grow and meet challenges that are work related when they pursue and achieve goals that are meaningful and important to them (Latham & Locke, 2002). High performance is an important goal to teachers. The aim of the teachers is to do better than they did the previous years in terms of percentage. Satisfiers or motivators are effective in motivating a person to higher performance (Herzberg, 1974).

Teacher B of school A shared:

> *The target in my subject (English) is 100 percent and many learners are targeting levels six and seven.*

Teacher D of school B said:

> *I emphasize 100 percent in my own subject (Mathematics). This makes me to teach topics over and over again.*

The same thing was said by teacher C from school C:

> *I have set a target of 100 percent in my subject (Physical Science) as I normally do.*

Good Matric results produced the previous year motivate teachers to teach after normal working hours. They don't want to get results that will be lower than those of the previous years. Most of the time people are involved in various activities over a long period in order to attain their goals (Toure-Tillery & Fishaback, 2011).

Teacher D of school B:

Performance, once you have done well this year you will not need to drop. I compete with the result I produced last year in order to beat it.

All theories of motivation are derived from the goal setting theory (Lunenberg, 2011).

Discussion

It is very imperative to have an intended goal. This will always give you a reason to do something. Teachers must not only have a goal but they must constantly remind themselves of this goal. Teachers must make it a point that they share their goals with their learners because if they don't, it might be difficult to attain it. For them to attain a goal, they need the involvement of learners. Teachers must set difficult but attainable goals to push themselves to continue teaching after normal working hours. If there is a purpose, people will be motivated to work (Locke, 1996). Teachers should ensure that their own goals are in line with the school goal.

4.9   THEORIES OF MOTIVATION

4.9.1   Herzberg's Two Factor Theory

The need theory of Herzberg is pivotal in motivating teachers to teach after normal working hours. Herzberg posited that employees' needs can be categorized into two, namely satisfiers also known as motivators and dissatisfiers (Herzberg, 1974). Feelings like achievement, accomplishment and satisfaction are intrinsic to the job (Heystek et al, 2008). Teachers in the study revealed that they feel satisfied when learners pass their examinations. Teachers are inherently motivated to teach after normal working hours. They want to be internally satisfied by achieving particular performance. Teachers are motivated by extrinsic needs to teach after normal working hours.

Teacher D of school B said:

I want to fulfill my aim of passing learners (Mathematics).

Teacher D of school A complimented:

I want to achieve good results in my subject (Physical Sciences).

If teachers are not satisfied, they won't be motivated to teach. Affirming this, Herzberg's theory also claimed that an employee that is not satisfied cannot be motivated (Herzberg, 1966). Teachers are normally dissatisfied by working conditions. Teachers in this study are satisfied and motivated because principals make working conditions favorable. Teachers in the present study are motivated by both the intrinsic factors and the extrinsic factors. Principal leadership is an extrinsic factor while knowledge content is an intrinsic factor. This is consistent with the submission by Kakkos et al, (2010) who share that hygiene factors also known as extrinsic factors are important because they prevent dissatisfaction. Hygiene factors come from mankind's nature to avoid pain from the environment. They are factors like working environment, interpersonal relationships, company policy and administration (Herzberg, 1974). Intrinsic factors are also important in motivating employees to higher performance.

4.9.2 Goal setting theory

Achievement as stated in the Two-Factor Theory of Herzberg as an intrinsic factor comes into play as an attempt to achieve a particular goal. Any form of motivation is rooted on goals (Knowles, 2007).The teachers in the present study are motivated to teach after normal working hours because they have goals that they want to achieve. Teachers who teach after normal working hours become more satisfied when they have achieved the goal they have wanted. Teachers become satisfied when learners pass after they have taught them after normal working hours. The more goals are achieved, the higher the satisfaction (Locke & Latham, 2002).

Teacher A of school C said:

> *I am motivated by the performance of learners. I become happy when my learners get quality results (Tourism).*

Teacher D of school B

> *I want to fulfill my personal interest on my learners, to make them all pass.*

Teacher B of school C pointed out:

> *Good performance of learners motivates me.*

The goals of employees help in explaining motivation, job satisfaction and performance (Griffin & Moorhead, 2010). In other words, performance becomes hanged at its apogee because teachers know that it will help them to realize their goals.

Discussion

The theories of motivation are very crucial in enhancing the motivation of employees, in this regard, teachers who teach after normal working hours. All the theories support each other. Herzberg's Two Factor theory is crucial because it shows the needs that are important for teacher motivation and what teachers don't need in the workplace. Teachers who teach after normal working hours should be satisfied with the intrinsic needs as their motivation will be durable. Teachers should continue to have the zeal to produce good results. Factors associated with the work itself such as recognition, responsibility and achievement are intrinsic and encourage, motivate and satisfy employees (Herzberg, 1974). Goals' stability is a prerequisite for motivation stability. It is important for schools to have goals and for individual teachers to have goals as these will impact positively on teachers motivation and ultimately on learner performance. Goals lead to direction, action and attention (Locke & Latham, (1996).

Final discussion

It is very important for teachers to undergo professional development. This should be on a regular basis. Professional development should target what has to unfold in the classroom which is teaching and learning. Teachers should ensure that they are life-long learners. Continuous professional development should be the prerogative of the Department of Basic Education. Teachers who engage in adequate professional development are motivated and committed to teaching (Hunzicker 2010). Professional development plays a role in enhancing teacher competence. A teacher who is competent will always have passion to teach. Teacher efficacy is closely linked to student achievement. (Narvaez et al 2009)

For teaching and learning to take place, relevant resources must be available. The same goes with teaching after normal working hours. This should be borne in mind by principals in their day to day running of schools. Teachers become highly stimulated to teach when they have all the necessary materials. When teachers are satisfied, the exercise of teaching and learning will take place effectively. There should always be proper communication between principals and teachers regarding every issue concerning teaching and learning in general. Principals must, in unleashing instructional leadership, ensure that they cultivate the culture of extended hours of teaching and learning. A support base for teachers who teach after normal working hours should be in place. Organizational support is imperative for every organization (Griffin & Moorhead 2010).

It is in the interest of every teacher to see his or her learners succeeding in life. This in itself is contributory to motivation to teach after normal working hours. In this regard, teachers work harmoniously with learners who come from poor socio-economic background. The public schools and teachers they have are the only means that can change their poor background. It is indeed pleasurable to see teachers committing themselves to helping these disadvantaged learners. Teaching seeks to help the child to succeed (Dibapile 2005).

Everybody feels great when what they do is noticed and appreciated. Same goes to teachers in the present study. The good work that is done by teachers who teach after normal working hours should be appreciated. It is important that teachers are given some incentives for going beyond the line of duty. This will assist in roping in teachers who are not engaged in teaching extra hours. These teachers compromise a lot of their family time to ensure that learners get quality education. They travel from their homes to school during weekends and holidays sometimes utilizing family money. Incentives should be put in place to encourage good teaching (Armstrong 2014).

People in general are pushed to work because there is a goal that they want to achieve. Teachers in the present study are motivated to teach after normal working hours because they have set goals in the subjects that they teach. Some of the teachers have set a target of hundred percent pass in their subjects. Obviously, to attain this percent normal school time is not enough. A collective goal should be set for all the stakeholders. People take a long time doing something with the sole aim of achieving their goals (Toure-Tillery & Fishback 2011).

Theories of motivation are critical in teacher motivation. They should be used to motivate teachers to teach after normal working hours. The two theories in the present study helped a lot in ferreting out what motivates teachers. The Two Fact theory of Herzberg postulates that the needs of workers are divided into satisfiers and dissatisfiers (Herzberg 1974). This theory helps to highlight that teachers cannot be motivated to teach after normal working hours in the mist of dissatisfaction. The goal setting theory also assists to motivate teachers in the sense that it encourages teachers to set targets in their subjects. When goals are achieved people become happy (Locke & Latham 2002)

4.10   CONCLUSION

This chapter explained the context of selected schools. Teachers' profiles from three selected schools participating in the study were also explained. Data from open-ended-

questionnaires and three focus group interviews was analyzed. Thematic analysis was used to analyze the data. The data was analyzed under the following themes, professional development and knowledge of content, principal leadership and support, learning environment and learner involvement, the value of teaching, and theories of motivation. The findings revealed that teachers who teach after normal working hours are motivated by both the extrinsic and extrinsic factors. The study revealed that both the Two-Factor theory of Herzberg and the Goal setting theory are crucial in teacher motivation. Regarding what the teachers have stated in the open-ended questionnaires and focus group interviews, the present study agrees that teachers are motivated by what is contained in the two theories to teach after normal working hours. From the intrinsic point of view, teachers stated that they are motivated by the achievement with learners and the ability they have in the subject. Teachers who teach after normal working hours highlighted that they are motivated by the support they get from their principals. The next chapter will deal with findings, recommendations and conclusions

CHAPTER 5
FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter four was devoted to presentation, analysis, and discussion of the data collected from three focus group sessions and open-ended questionnaires responded to by twelve selected teachers. This chapter seeks to present the summary of the findings from the investigation of factors that motivate teachers to teach after normal working hours eventually ameliorating learner performance. The main research question was: What motivates teachers to teach after normal working hours? Conclusions will therefore be drawn from the findings which will lead to recommendations for enhancing teacher motivation in general and particularly in grade 12 to departmental bureaucracies. Hereafter the study will be concluded. The present study revealed that teachers are both intrinsically and extrinsically motivated. Important determinants of teacher motivation are both pecuniary and non-pecuniary (Kadzamira, 2006). This means that determinants of teacher motivation are both financially and non- financially impelled. Some teachers are motivated by money whereas some are not motivated by money.

5.2 SUMMARY OF THEMES

The study was conducted to ferret out factors that motivate teachers to teach after normal working hours. Pertinent literature on teacher motivation in general was reviewed. It was hoped that what motivates teachers in general will also motivate teachers to teach after normal working hours. The following paragraphs will constitute a summary of findings derived from the themes that emerged. The themes were identified as: Professional development and knowledge of content, principal leadership and support, learning environment and learner involvement, the value of teaching, and theories of motivation. The review of literature and theories of motivation emerged very helpful in building these themes.

5.2.1   Professional development and content knowledge

Professional development is regarded as very important in enhancing teachers' skills. This affects teacher motivation positively. Teachers are motivated because of the ability they have in different subjects that they teach. Pertinent professional development helps in improving the learner results. Teacher experience is also imperative because it goes with maturity in the subject taught. All twelve teachers who participated in this study have more than ten years of teaching experience. Professional development boosts the competence and confidence of teachers. Professional development should be continuous to make sure that teachers match the ever changing curriculum and thus feel motivated to teach and of course teach after normal working hours. The Department of Basic Education does not provide enough of professional development. Teachers receive professional development that unpacks in a form of subject meetings and support visits by curriculum advisors. The Department of Basic Education convenes workshops in different subjects. The Department of Basic Education sometimes expects teachers to attend workshops at twelve o'clock midday after teachers have been at school. Some workshops are held for a few days.

5.2.2   Principal leadership and support

Teachers should work at an environment that is conducive for teaching and learning. The school should have an emotionally warm climate and resources should be made available. The principal should support the teachers in their endeavor to teach after normal working hours. Principals in the present study try their level best to ensure that resources such as textbooks are available. Principals network with neighboring schools and also with schools from outside the province to ensure that crucial resources are available. Teachers are motivated by the principal who has a class to teach in grade 12 and teaches after normal working hours where possible. Principals motivate learners to attend classes organized after normal working hours. It is very important for principals to support and participate in teaching after normal working hours.

2.3   LEARNING ENVIRONMENT AND LEARNER INVOLVEMENT

Teachers are attracted to teaching after normal working hours because they love learners and they want to help them to succeed. The learners at selected schools are from unsupportive environment so they need to be assisted accordingly. Teachers want to pass knowledge they have to learners. They want to make a change in the lives of the learners. Teachers are motivated to teach after normal working hours because of the quest to help the community. Teachers feel that it is their responsibility to help these learners who are from the poverty stricken rural areas. Teachers are also motivated by the massive attendance of learners in the teaching that happens after normal working hours. The interest that learners show plays a role in motivating these teachers.

5.2.4   The value of teaching

Teachers stated both in the focus group interviews and the open-ended questionnaires that they are motivated when their principals recognize their effort. They indicated that excellence awards motivate them as they encourage competition. The more they are honored through awards the more they want to achieve more the following year. Participants in the present study are also motivated by recognition from the parents. Being certificated for excellence is contributory to motivation. Trophies awarded to top performing schools motivate teachers from such schools to continue teaching after normal working hours. Money given as a form of transport to school during holidays and weekends motivate teachers to teach after normal working hours. This is quite comprehensible because it cannot be correct that teachers spend their own money for matters regarding teaching after normal working hours.

5.2.5   Goals pursuit

Teachers who participated in this study are motivated because they want to attain their goals. These teachers targeted certain percentages in the subjects that they teach. They want to perform higher than the previous year.

5.2.6   Theories of motivation

The determinants of teacher motivation in the present study are based upon two theories of motivation namely; Herzberg's Two Factor Theory and the Goal Setting theory.

* Herzberg's Two Factor Theory

Teachers who teach after normal working hours are motivated because they want to satisfy their needs and the needs of their learners amounting to quality results. Teachers are satisfied by the favorable working conditions created by their principals. Teachers are motivated by both internal and the external factors. All these factors are consistent with Herzberg's Two Factor Theory. In other words, teachers who teach after normal working hours are both intrinsically and extrinsically motivated. The Two Factor Theory posits that employees' needs can be divided into satisfiers and dissatisfiers and motivators. (Herzberg,1974).

* The Goal Setting Theory

Teachers in the present study are motivated to teach because they want to achieve particular goals. They want to see their learners passing grade 12 and achieving quality results. They know that to achieve this goal they have to go an extra mile which therefore translates into teaching after normal working hours. Definitions of all theories of motivation derive their origin from the goal setting theory (Lunenburg 2011).

5.3   RECOMMENDATIONS OF THE STUDY

Based on the findings presented above the present study therefore makes the recommendations as hereunder:

- Teachers revealed that professional development is important in the life of the teacher and motivates teachers. The Department of Basic Education does not provide enough of it. The Department of Basic Education should make it a point that professional development is put in place and make adequate time available for it. Professional development enables teachers to teach learners effectively. The Department of Basic education should refrain from a one size fits all approach in terms of PD. Content gaps should be identified and the aim of PD should be to address such gaps.

- Teachers who are better qualified are rich in content and are motivated. The Department of Basic Education should encourage professional development of teachers through further studies by making bursaries available and ensuring that teachers who attain qualifications relevant to their specialization have their salaries adjusted as has been the case in the past

- Teachers are motivated by the availability of resources and the support that they receive from their principals. Principals should walk the factory floor in order to be familiar with what takes place in class. The Department of Basic Education should therefore ensure that learner- teacher support material is delivered in time to schools. Teachers should be involved in choosing the textbooks that they want before requisition could be made. The Department of Basic Education should refrain from limiting the choice of textbooks.

- In supporting and motivating teachers to teach after normal working hours, school leaders should have a subject to teach in Grade 12. School leaders should also create time to teach after normal working hours.

- Teachers in the present study are motivated when their efforts are recognized. They feel motivated because they receive certificates and trophies for outstanding performance. The study recommends that the Department of Basic Education should make it policy that excellence awards be cascaded down to all schools as this will enhance teacher motivation. Certificates of excellence should also be considered in the short listing processes when teachers apply for promotional posts.

- Teachers are motivated when there are incentives for teaching after normal working hours. It is therefore recommended that all teaching that takes place after normal working hours should be sweetened. There should be an allocation from the school budget to ensure that teachers are reasonably remunerated for teaching after normal working hours. It should be the prerogative of the Department of Basic Education to urge all schools with grade 12 to incentivize teaching after normal working hours.

- Teachers are motivated to teach after normal working hours because they want to attain the goals set by themselves, the school and the province. The study recommends that targets should be set by all schools in terms of grade 12 percentage pass and this should be done early January and besubmitted to circuits. The province is encouraged to keep on setting targets as this puts pressure on teachers and eventually motivates them to teach after normal working hours. Principals should emphasise that teachers draft their subject targets as it will push them to teach after normal working hours.

- Theories of motivation play a role in motivating teachers to teach after normal working hours. The Department of Basic Education should arrange management workshops for principals to equip them with motivation strategies that are linked to empirical evidence.

5.4   CONCLUSIONS

Professional development is very important in the life of the practicing teacher as it enhances knowledge content. Professional development boosts the confidence and competence of the teacher and motivates them to teach after normal working hours. There should be continuous professional development to keep teachers abreast and motivated. Schools should be made emotionally warm for effective teaching and learning to take place. School principals should support teachers at all times when they engage in teaching after normal working hours. Principals should make resources available. The Department of Basic Education should also play its role in the provision of learner teacher support material. Principals should at least have a subject to teach in

grade 12. There should be excellence awards as they motivate teachers to continue teaching after normal working hours. Teachers who teach after normal working hours are motivated because they do not want their results to drop. Teachers are motivated by the zeal to help learners who are from impoverished families. They become satisfied when these learners achieve quality results. Teachers are motivated when they are given some incentives to teach after normal working hours. The goals that teacher want to achieve motivate them to teach after normal working hours. The school target, the circuit target and the provincial targets motivate teachers to teach after normal working hours. Theories of motivation motivate teachers to teach after normal working hours.

5.5   CONCLUSION

This study, investigating factors that motivate teachers to teach after normal working hours, a case study in the Capricorn district of Limpopo emerged with imperative findings that may add value in the effective teaching and learning at the level of the service delivery point called a school. Both the Department of Basic Education, principals and foot soldiers, (Teachers) can draw lessons from this study to ensure that all and sundry is kept motivated to do what he is expected to do at school. The researcher himself has learned a lot during this all important academic journey because he is also a practicing teacher. Due to the fact that our rural communities lack basic amenities conducive for teaching and learning, it is therefore very important to keep teachers very satisfied and motivated. Teachers who are motivated will also not mind to continue teaching after normal workings. It remains very important for teachers' passion to remain forever rejuvenated to make them tick in the profession that is today ravaged by teachers' resignations.

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OPEN-ENDED QUESTIONNAIRE

Firstly, I would like to thank you for taking your time to fill in this questionnaire. Let me indicate that you have the freedom to answer the questions to the best of your ability. The information provided is for research purposes only. Confidentiality will be upheld in dealing with the information provided. As a participant, you are granted the right to anonymity. Please bear in mind that "Truth is the oldest and most powerful of all human values" – Gary king.

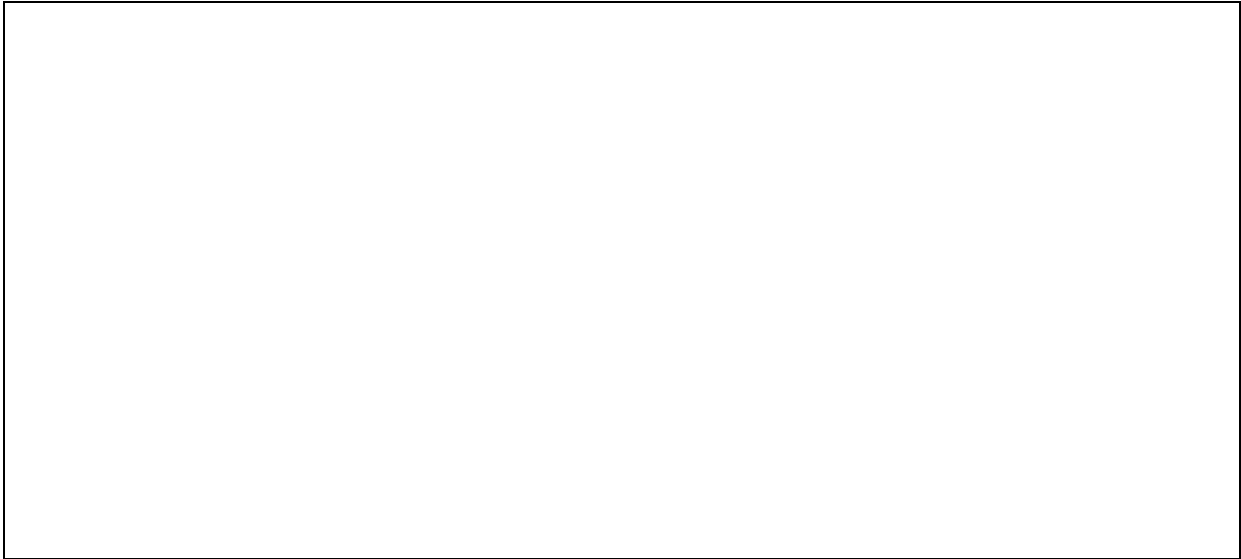1.   Describe your understanding of the term 'motivation'.

2.   What do you understand by intrinsic and extrinsic motivation?

3.   Mention factors that motivate you to teach after normal working hours.

4.   How does management contribute in keeping you motivated to teach after normal working hours?

5.   Why do you think is important to teach after normal working hours?

6.   Additional comments on motivation to teach after normal working hours.

"The very spring and root of honesty and virtue lie in good education"-Plutarch

APPENDIX B

INTERVIEW GUIDE

Good morning/afternoon teachers

Thank you for agreeing to get involved in my research project. The purpose of this study is to investigate factors that motivate teachers to teach after normal working in the Capricorn district of Limpopo. I would like to corroborate that all the information obtained from the interviews will be regarded as confidential and will be used for the study only. Please feel free and express yourself to the best of knowledge. Do you have any clarity seeking questions?

1.   Tell me a little bit about yourself and why you wanted to become a teacher?

2.   Your principal has told me that you are one of the teachers that teach after normal working hours, can you tell me what motivates you? What turns you on?

3.   How would you describe the level of motivation at your school to someone who is not familiar with it?

4.   What has been the most negative experiences of teaching after normal working hours/

5.   Professional development is defined as a lifelong development program focusing on teachers' knowledge and skills (Steyn 2004). What role does it play in motivating you?

6.   To what extent can you describe your ability in the subject that you teach? What is your subject? What qualification do you have in the subject?

7.   Tell me about the target of your school in terms of 2015 grade 12 percentage pass. What is the target in your own subject? To what extent do these percentages motivate you to go beyond the line of duty?

8.   Reward and recognition play a role in motivating employees in general. How would you describe the effects of these two constructs in your motivation? Do you have excellence awards ceremonies both at the level of the school and the circuit and what is you take on them?

9. What do you expect to receive after teaching after normal working hours? Are all your expectations being met?

10. Do you feel more resources by the principal to teach after normal working hours? ie. LTSM. How would you describe the level of resource provision?

APPENDIX C
(EXAMPLE OF LETTER SENT TO THE CAPRICORN DISTRICT)

Enq: Sehlapelo TW   PO Box 1326

Cell: 0799217888   Sovenga

E-mail: waltersehlapelo@yahoo.com   0727

Capricorn district

Polokwane

O700

Dear District Senior manager

Re: Request for permission to conduct research in three secondary schools

I, Sehlapelo Thekelo Walter, hereby request to be granted permission to do research in three secondary schools in your district. UNISA research ethics review committee has granted me permission to conduct research. My research instruments are open-ended questionnaires and focus group interviews. I am presently registered with UNISA and studying towards a Masters degree in Education specializing in Education Management (Full Dissertation). My supervisor for this study is Dr MAU Mohlakwana. Her contact number is 012 420 5752. **The topic for the research is: Investigating factors that motivate teachers to teach after normal working hours: A case study in the Capricorn district of Limpopo.**

The purpose of the study is to determine factors that motivate teachers to teach after normal working hours. The teachers that teach after normal working hours will be identified at three selected schools with the help of principals. A total of twelve participants four from each selected school will be requested to fill in an open-ended questionnaire and be interviewed through a focus group. The schedule will be in such a way that there will be no interjection to teaching and learning. Participation in the study

will not last longer than an hour. Informed consent will be sought from all the participants. This will be done by providing them with a reply form. Data gathered will be treated confidentially. Data will be used for research purposes only. Anonymity will be strictly adhered to. This study does not pre-empt risks or discomfort. The district will be provided with findings and recommendations of the study.

Yours sincerely

Sehlapelo TW

APPENDIX D

(EXAMPLE OF LETTER SENT TO THREE SECONDARY SCHOOLS)

Enq: Sehlapelo TW   PO BOX 1326

Cell: 079 921 7888   Sovenga

E-mail: waltersehlapelo@yahoo.com   0727

Dear Principal

Re: Request to conduct research at your school

I, Sehlapelo Thekelo Walter am presently registered with UNISA for Masters Degree in education. The title of my dissertation is : **Investigating factors that motivate teachers to teach after normal working hours: A case study in the Capricorn district of Limpopo.** My supervisor for this study is Dr MAU Mohlakwana and can be contacted at 012 420 5752. The purpose of this study is to determine factors that motivate teachers to teach after normal working hours.

In order for me to complete this empirical study, I am approaching you for assistance. My request entails:

- I identification by you of teachers who teach after normal working hours.
- Completion of open-ended questionnaires and focus group interview with selected teachers.
- The number of teachers from your school should be **FOUR.**

All questions will be answered in English. **The purpose of the research is to investigate factors that motivate teachers to teach after normal working hours.** Focus group interviews will not last more than an hour. A summary of findings and recommendations will be provided to participating schools and teachers. The study upholds confidentiality and anonymity. Participation is voluntary and withdrawal without

reprisal is allowed. Participants will not be forced to answer questions they are not comfortable with.

Yours sincerely

Sehlapelo TW

APPENDIX E

(EXAMPLE OF LETTER REQUESTING TEACHERS TO PARTICIPATE IN THE STUDY AND INFORMED CONSENT)

Enq: Sehlapelo TW   PO Box 1326

Cell: 079 921 7888   Sovenga

E-mail: waltersehlapelo@yahoo.com   0727

Dear Colleague

Subject: Invitation to participate in a research study

You are hereby invited to participate in a research study as approved by UNISA. I Thekelo Walter Sehlapelo am a Masters student at UNISA. My topic is **"Investigating factors that motivate teachers to teach after normal working hours: A case study in the Capricorn district of Limpopo".**

In order to complete this study, I need to administer open-ended questionnaires and conduct   focus group interviews with teachers who teach after normal working hours. **The purpose of this research is to determine factors that motivate teachers to teach after normal working hours.**

Your role in the study will include the following activities:

- Meet to establish rapport
- Signing the letter to give informed consent.
- Completing an open-ended questionnaire.
- Schedule interview date and time that suits your own programme.
- Interviews will be conducted in a focus group and will be audio taped.

All information will solely be used for academic research and will be treated confidentially and with anonymity. There will be no compensation for taking part in this study. Your participation in this study is voluntary and you are free to withdraw at any time without penalty. Summary of findings will be availed to you. No risk preempted. **You will under no circumstances be forced to answer question that makes you uncomfortable.** Kindly sign the enclosed reply note.

Yours sincerely

Sehlapelo TW (Mr)

Reply form

I _____ (Full names), teacher at _____ Secondary School declare that I have read and understood the letter of request by the researcher. I have familiarized myself with all the contents of the letter and therefore willingly agree to participate in the study.

Participant's signature_____   Date_____

Researcher's signature_____   Date_____

APPENDIX F
(EXAMPLE OF PERMISSION LETTER TO CONDUCT RESEARCH)
LIMPOPO PROVINCIAL GOVERNMENT
DEPARTMENT OF EDUCATION

Enquiries: MC Makola PHD, Tel No: 015 290 9448 E-mail:
MakolaC@edu.limpopo.gov.za
PO BOX 1326
SOVENGA
0727
SEHLAPELO TW

RE: Request for permission to conduct research

1.   The above bears reference.

2.   The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"INVESTIGATNG FACTORS THAT MOTIVATE TEACHERS TO TEACH AFTER NORMAL WORKING HOURS: A CASE STUDY IN THE CAPRICORN DISTRICT OF LIMPOPO".**

3.   The following conditions should be considered:

3.1   The research should not have any financial implications for Limpopo Department of Education.

3.2   Arrangements should be made with the Circuit Office and the schools concerned.

3.3   The conduct of research should not anyhow disrupt the academic programs at the schools.

3.4   The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to, in particular the principle of voluntary participation (the people involved should be respected).

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4. Furthermore, you are expected to produce this letter at schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

Mashaba KM (Acting Head of Department)