



**EXAMINING FACTORS THAT AFFECT TEACHER MOTIVATION AND
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN MALAWI: A CASE
STUDY OF SELECTED PUBLIC PRIMARY SCHOOLS IN ZOMBA RURAL,
CHIKALA ZONE**

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DECLARATION

I, the undersigned, hereby declare that this paper is my original work, and has not been and will not be submitted to any other institution or department for similar purposes.

Where other people's work has been used, acknowledgements have been made.

Full Legal Name

Signature

Date

CERTIFICATE OF APPROVAL

The undersigned certify that this thesis represents the student's own work and effort and has been submitted with our approval.

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DEDICATION

This thesis is dedicated to my mother (RIP) and father, and my one sister Sophie, and brothers, Emilio, Cullisto, Allan, Beston (RIP), Bruno. Their support brought me this far and they deserve all the credit.

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ABSTRACT

This study explored the factors influencing teacher motivation and performance in public primary schools in Malawi, focusing specifically on selected schools in the Zomba rural area, particularly within the Chikala Zone. The research was anchored in Abraham Maslow's Needs-Based Theory of Motivation and the Expectancy Theory of Motivation. It highlighted critical elements such as rural allowances, teacher rewards, involvement in decision-making, availability of teaching resources, teacher housing, performance appraisals from school authorities, and training opportunities as essential for enhancing teacher motivation and performance. The perspectives analyzed in this study were gathered from various stakeholders in the Chikala Zone, including the Primary Education Advisor, six headteachers from the sampled schools, six deputy headteachers, and twenty-five teachers. A qualitative research approach was employed, utilizing interview guides for data collection. The data were analyzed through thematic analysis, allowing for the identification of patterns and themes that provided insights into the motivational landscape for teachers in the region. The analysis revealed that many teachers in the zone are primarily motivated by their passion for teaching, yet they face significant challenges related to extrinsic motivation. Most schools lack adequate teacher housing, training opportunities, and performance appraisals, and teachers do not receive sufficient hardship or rural allowances. The findings underscore the need for improvements in motivational packages to enhance teacher performance and overall job satisfaction.

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ABBREVIATIONS

COVID:	– Corona Virus Disease
CPD:	– Continuous Professional Development
DEM:	– District Education Manager
DHT:	– Deputy Head Teacher
GoM	– Government of Malawi
HT:	– Head Teacher
MoEST:	– Ministry of Education Science and Technology
N/A:	– Not Applicable
NRP	– National Reading Program
PEA:	– Primary Education Advisor
PSLCE:	– Primary School Leaving Certificate of Education
TLM	– Teaching and Learning Materials
UNICEF	– United Nations Children’s Fund
UNIMAREC:	– University of Malawi Research Ethics Committee
USAID	– United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Chapter overview

This chapter introduces the study ‘*Examining factors that affect teacher motivation and performance in public primary schools in Malawi-A Case Study of Selected Public Primary Schools in Zomba Rural, Chikala Zone*’. It provides the background of the study by putting forward the setting and description of the problem. It further presents the main research objective and specific objectives. In addition, there is an inclusion of the significance that justifies the essence for conducting the study.

After chapter one which is the introduction, this paper presents a literature review which gives an overview of past literature and builds on different findings related to teacher motivation in chapter two. The research methodology follows, and it presents the design of the study, the research area, the target population, sampling techniques, the data collection instruments, and the methods used to collect the data. Chapter four presents the interpretation of the data that was collected, and finally, chapter five provides a summary of the study and concludes it, and provides recommendations and suggestions for further studies.

1.2 Background to the study.

Workers in both public and private institutions have a sense that somebody cares about their work and shows value in it which eventually encourages them to work more

efficiently and effectively. People are the greatest single asset available to an organization. In real terms, an organization is people. They constitute the only asset that can work towards an organizational goal. As a result, one major concern of employers or supervisors is to attract and retain a qualified and dedicated workforce that is willing to work and produce the much-required results (Gyimah, 2020). According to Knippenberg (2000), work motivation and performance are some of the critical issues that should always be prioritized when dealing with organizational behaviour. Work motivation refers to the human drive to work in order to gain rewards from that work, whether those rewards be physical, emotional, social, or monetary. Some people work specifically for money, that is, extrinsic motivation, while others work because they love the work, the mission of the workplace or other intrinsic reasons. According to Nystrom (2020), if a business or service wants to have motivated employees, it needs to address both the external and internal factors to ensure that its employees are satisfied. Just as it is required in other professions for workers to be motivated in order to perform to their best potential, this should not be different when it comes to the education sector all over the world.

According to Business News Daily (2016) and Osman and Warner, (2020), teachers are among the most important professionals as they are the ones that contribute the most to the transmission of knowledge and skills to individuals who later become productive citizens of the country. Because of this, it is particularly important to make their work enjoyable and satisfying so that they can deliver to the best of their ability. When and if teachers feel good and satisfied with their work, and are subjected to good working conditions, the performance of learners can improve therefore the nation will have more useful citizens

with sound judgment and good reasoning skills who will contribute to the growth of the nation (Erturk, 2022).

However, the teaching profession is one of the most stressful in developed nations and 41% of teachers in Australia report high levels of occupational stress (Safe Work Australia, 2013). Likewise, almost half of the teachers in the U.S. and the UK reported feeling stressed have indicated that they often considered leaving the profession (Gallup, 2014; Savill-Smith, 2018). Although this is the case, motivating teachers has been a challenge worldwide. In United States as well as Europe, Moon (2007) reports that there exist challenges to do with recruitment and motivating those teachers that are already in the system. Moon further reports that in California alone there are many teachers who are unqualified but are still teaching in schools. This is a problem that has been brought about by absence of a motivated and qualified teaching work force. In a study done in America, teacher turnover was higher (8.4%) in rural areas against 7.9% in urban settings. Difficult conditions for schools situated in rural areas are confirmed in Yusuph, (2013) where it is highlighted that schools in urban settings tend to benefit from better educational resources, and they usually have an adequate supply of teachers. Rural schools face many challenges including difficulty in finding qualified teachers who are willing to settle in poor and remote regions (Sherman, 2008; Yusuph, 2013). This includes some African countries as well. For example, the issue of teacher motivation has been excluded in numerous efforts that promote education (Agezo, 2010).

In Malawi, Msungu and Beri (2020) reports that for the past years, teachers have been complaining about poor conditions because of low salaries, no incentives and lack of

promotions. This according to them has resulted in low morale and less commitment to their work hence most teachers are busy with private businesses.

Generally, in schools, the challenge for school leadership is to stem/develop substantially motivated teachers who are vigorously engaged in teaching and learning, open to new ideas and approaches, and committed to students and change over the lifetime of their teaching careers. In a study from Malawi that explored factors that affect teachers' motivation, it was found that there are serious motivational problems affecting teachers at both secondary and primary levels of the country. Kadzamira (2006) indicates that particularly in remote rural schools, teachers face very challenging working and living conditions like limited resources, inadequate infrastructure, which eventually affects their motivation and job satisfaction.

Malawi has been divided into six education divisions which comprise of 4-6 Education districts. These divisions are further divided into zones and each zone has 6-10 primary schools. There are many rural primary schools in Malawi, but this study will focus on Chikala Zone which is located in Zomba Rural Education District in Southern Malawi. This study site was chosen due to its accessibility and suitable population. The zone has schools that are located in the rural, and some of them are remote, thus it may not be exempted from the challenges that are faced by Malawian rural schools. The site was deemed a meaningful site for this study because it presents a unique opportunity for research that has not been previously conducted in this area. This gap in existing literature allows for the exploration of new insights and findings that could significantly contribute to our understanding of the subject. Research has shown that studying underexplored locations can yield valuable data and enhance the generalizability of findings (Smith et al,

2020; Johnson and Lee, 2019). Additionally, focusing on areas lacking prior studies can illuminate local issues and inform targeted interventions (Garcia, 2021).

According to Ravishankar et. al., (2016) levels of teacher satisfaction and motivation are greatly influenced by school location and remoteness; and the most disadvantaged teachers are not being adequately compensated. In Malawi, the rural or hardship allowance for teachers is K10,000 which is not enough to cushion the hardship that they experience. Teachers in rural primary schools, like employees of any other levels of education, need to be motivated to meet individual needs and also achieve the organizational goals of improving the quality of education in Malawi. Despite this, it is reported that there is high teacher turn over in Malawi, which was at 7.3% in the year 2021, which represents a 1% increase from the year 2020 when it was 6.4%. This is because most teachers find the profession not motivating as they expected before joining the service (Goldhaber and Theobald, 2022). Most primary school teachers in the rural remain secluded and teachers face very challenging working and living conditions which according to Kadzamira (2006) impacts their zeal to teach. The situation in most primary schools has worsened since the introduction of free primary education as enrolment rates keep increasing. This has led to a shortage of teachers because firstly, government has failed to commit enough resources in training and recruiting more teachers to meet the high demand and secondly, primary schools are required to provide houses for their teachers but unfortunately most schools lack houses and this is a disincentive for new teachers to want to go and teach in those schools (Rippleafrica.org, 2020). This demotivates most teachers in the sense they do not want to work in the rural areas. Consequently, these areas are not served fully, and this greatly compromises how this service is delivered in the rural areas.

The Education Sector Analysis paper that was prepared and presented by MoEST in 2019 indicates that if the education system in Malawi is to be successful in delivering the desired curricula and achieve the outcomes, which include high pass rates for students, teachers must be highly motivated because they are the backbone of the system's success. Motivation will determine their attitude towards their work, and this is crucial to the growth and development of the education system. Some teacher assessment studies have revealed that high proportions of teachers in public schools in many developing countries are poorly motivated due to a combination of low morale and job dissatisfaction, poor incentives and inadequate controls and other behavioral sanctions and these can consequently compromise the quality of education by reducing teacher commitment and performance (Aacha, 2010). With improved efforts from the government (Malawi Vision 2063) and its development partners such as Goal 4 of the Sustainable Development Goals which is about ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. The probability of an improvement in the education system in Malawi is likely to rise.

1.3 Statement of the problem

Teacher motivation is a major determining factor of teacher diligence in their working which eventually affects academic achievement and performance of learners. In Malawi, Kadzamira (2006) explained that this status quo results in motivated teachers performing better thereby learners also perform better. Gullatt and Bennet (1995) argued that the need for motivated teachers is reaching crisis proportions in today's technological society undergoing fundamental changes. They add that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it.

The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. Lack of motivation among teachers is believed to have affected the performance of teachers in rural primary schools in Malawi as reported by Kadzamira (2006) who found that teachers absent themselves from school to engage in secondary employment to supplement their income, among other things, and this leads to low performance. According to Jackson (1997), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines are not kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

In Malawi, after the introduction of free primary education for all, many interventions and policies have been developed by different organizations in recent years to encourage primary aged school children to enrol in primary schools. These policies and interventions have also contributed highly to large enrolments from 3.6 to 4.6 million between 2008 and 2023 (GoM, 2020). Rural schools are faced by challenges related to poor teacher status, poor career advancement, neglect of teachers, unqualified teachers and difficulties in recruiting qualified teachers (Adediji and Olaniyan, 2011).

Living and working in rural schools is characterised by several challenges as compared to urban schools as pointed out by Shikalepo, E., (2019) that working in rural environments depicts isolations from essential goods and services, working with learners who have no interest in education, inadequate physical facilities and being exposed to multi-grade teaching. Many studies have looked at how teacher motivation affects students'

performance alone without focusing much on the factors that hinders teacher motivation and performance, similarly without establishing how these factors relate to teacher performance. An example is a study that was done in Colombia to establish if teacher motivation has an impact on students' scientific literacy and motivation. The findings revealed that teacher job satisfaction boosts student motivation and literacy. The study was limited in causality as it did not reveal how the teachers get motivated to teach and boost literacy in students (Suarez, A.M, 2024).

It is against this background that this study examined these factors and how they will eventually affect how teachers execute their duties to attain better results in the end, examine the sources or factors that motivate teachers to stay in these schools despite the difficulties, and how they affect the teachers' performance. Schools in Zomba rural have not been performing very well in Primary School Leaving Certificate of Education (PSLCE) examinations in recent years, as compared to Zomba urban schools. According to an article in the Nation Newspaper on 30th November 2018, Zomba City Council awarded the best performing public primary schools in five categories namely: highest selection to national secondary schools, highest in selection rate, highest pass rate, highest improvement in pass rate, and best performing zone. All the awards in the categories were scooped by schools that are situated in Zomba urban. This is evident that schools in Zomba rural are not performing very well as compared to the schools in Zomba rural. Teacher motivation affects learner performance therefore a decline or lack of improvement in learners' performance can be a result of little or no teacher motivation. This situation prompted the researcher to carry out this study to investigate the motivational factors in Zomba rural, particularly Chikala Zone.

1.4 Study objectives

1.4.1 Main objective

The main objective of the study is to examine factors that affect teacher motivation and consequently their performance in public primary schools in Malawi.

1.4.2 Specific objectives

Specifically, the study will be guided by the following objectives

- i. To explore teachers pre-service and in-service motivation to teach
- ii. To investigate the factors that affect performance of teachers in rural settings in Malawi
- iii. To assess which motivational packages are available in schools Chikala Zone, Zomba Rural, and how effective they are in motivating teachers.

1.5 Rationale of the study

Teacher motivation and performance are essential for enhancing educational quality, particularly in Malawi's public primary schools, where challenges such as overcrowded classrooms and inadequate resources persist. Motivated teachers are more likely to engage students effectively, which directly correlates with improved academic outcomes (Osman and Warner, 2020; Bennell and Akyeampong, 2007). Additionally, understanding factors that influence teacher motivation such as teacher working conditions, recognition, and salary can inform targeted interventions that not only improve teacher retention but also contribute to professional development and overall school performance. Research in this area is crucial for policymakers and educational leaders in Malawi. By examining the unique challenges faced by teachers, stakeholders can develop data-driven strategies that

address specific needs, ultimately fostering a more supportive teaching environment (Tanami, H., 2025). This investigation will provide empirical insights that guide effective policy formulation and implementation, ensuring that efforts to enhance teacher motivation and performance are grounded in the realities of the local context.

1.6 Significance of the study

The study could be used as source of baseline studies or fora for discussions by Ministry of Education Science and Technology (MoEST), and stakeholders concerned with education to evaluate and identify gaps on teacher motivation. The study will be significant to Primary School management, teachers as well as the Ministry of Education Science and Technology (MoEST) as it has brought to light some factors that have an impact on teacher motivation and performance hence educational leaders at Ministry and school level can come up with better ways of improving teacher motivation and performance. The factors which have been highlighted further herein will help teachers in deciding to adjust to the prevalent situations to improve their performance. The teachers themselves will benefit from the study because if the findings of the study are to be implemented, for example, if the reward system caters to teachers' needs and there is an improvement in the appraisal system, they can help improve teachers' productivity and job satisfaction. The study will also contribute to pool of knowledge on the impact of teacher motivation and performance in Malawi not just limited to the Chikala Zone. The information on challenges that keep teachers demotivated will inform policy makers on the level of harmonization when it comes to motivating teachers in order to improve the quality of education.

1.7 Chapter Summary

This section has introduced the context in which this study is built around. The chapter has provided background to the study, statement of the problem and the objectives that will be pursued in this study. From the statement of the problem, the chapter has shown that there is a gap in knowledge with regards to factors that determine rural primary school teachers' motivation to teach and join the teaching service. The following section presents relevant literature on teacher motivation, job satisfaction, reward system, training and development and work situation factors.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter overview

This chapter gives an overview of the reviewed literature related to teacher motivation. The study relates to different findings around the world and Malawi in particular, to set a good base for the factors affecting teachers' motivation. Building different findings and common patterns in literature and theoretical underpinnings gives a good head start for this study in exploring how teachers in rural schools are motivated to improve their performance. Literature has been reviewed under the following headings: the concept of motivation and teacher performance; extrinsic and intrinsic motivation as well as motivational packages/incentives and how they affect a teacher's performance. The chapter ends with a summary of the literature review.

2.2 Concept of motivation and teacher performance

According to the Oxford dictionary, motivation refers to a reason or reasons for acting or behaving in a particular way. It is the driving force behind a person's actions. Slemp et al., (2020) and Abdulrahman (1998) view motivation "as the process of arousing enthusiasm in an employee so that he can perform his duties with pleasure and high interest in pursuing both organizational and personal goals". Although the teacher's ability plays a particularly important role in determining the outcome of his or her work, the liveliness

of an organization or institution also largely depends on the level of motivation of the employees (Lewis, Goodman & Fandt, 1995). Motivation is a vital element in employee performance and productivity because without it, there will be poor work performance if any work is done at all. A motivated person focuses on the goal and therefore is energized and has a strong desire to execute the work required to achieve that goal. Another study by Muhammed (2014) on Motivational Strategies on Teachers' Performance in Demonstration Secondary in Zaria city in Nigeria revealed that there is a significant connection between motivational strategies and teacher's performance, therefore teachers should be motivated in order for them to perform better.

On the other hand, performance has been defined as the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed (Craig M., 2002). In a contract, performance is deemed to be the fulfilment of an obligation, in a manner that releases the performer from all liabilities under the contract. The education institution, like every other institution, was established to offer services and therefore performance is essential for achieving the set goals and objectives for which the institution exists, otherwise it will have no purpose for existence if it cannot achieve its goals and meet the needs of those it was designed to serve. According to the National Education Sector Plan (2007-2017), The mission of the education sector in Malawi is to provide education that is of good quality and is relevant to the nation.

2.3 Extrinsic and Intrinsic Motivation

Motivation plays a crucial role in influencing teacher performance, particularly in public schools in Malawi. Intrinsic motivation, which refers to engaging in activities for personal satisfaction and fulfillment, can significantly enhance teachers' commitment and

effectiveness. Teachers who are intrinsically motivated often demonstrate a passion for teaching, leading to innovative lesson planning and a strong desire to support student development. According to Deci and Ryan (2000), intrinsic motivation fosters creativity and enhances the quality of teaching, which is essential in a resource-limited context like Malawi.

Conversely, extrinsic motivation involves engaging in behaviors to earn external rewards or avoid negative consequences. In Malawi, factors such as salary, recognition, and job security serve as significant extrinsic motivators for teachers. Research indicates that while extrinsic rewards can drive short-term performance improvements, they may not sustain long-term engagement or job satisfaction (Ryan & Deci, 2000). For instance, teachers may work diligently to secure bonuses or recognition, yet this focus can lead to compliance rather than genuine enthusiasm for teaching.

The interplay between intrinsic and extrinsic motivation is particularly relevant in the Malawian educational landscape. Teachers motivated by intrinsic factors tend to build stronger relationships with their students, creating a supportive learning environment that benefits educational outcomes (Miller, 2018). In contrast, those primarily driven by extrinsic factors may experience burnout or disengagement over time, especially if external rewards are inconsistent or insufficient (Baker, 2017),

While other scholars believe that extrinsic motivators are more effective, others believe that intrinsic motivators carry more weight. A study done by Martinez & Bergstrom (2016) on The Influence of Intrinsic and Extrinsic Motivation on Employee Engagement at Umea school of Business and Economics in Sweden concluded that intrinsic motivational factors have a larger influence on the psychological aspects of employee engagement. Employees

must feel comfortable and psychologically safe to openly communicate with fellow workers as well as their superiors. He however did not undermine the influence of extrinsic motivational factors stating that they positively influence the exchange relationships that exist and subsequently the employee engagement levels. They however state that these extrinsic factors are more influential when given to the employee in a way that is somewhat tailored to the individual employee i.e they should be in the appropriate amount, appropriate kind, and in alignment with personal goals.

2.4 Motivational packages

2.4.1 Salary and Remuneration

Orok (2014), in his study on Teacher's remuneration and their attitude to work in Cross River State, Nigeria, found that people are motivated by economic factors. They will most likely put in their best either when they have received monetary satisfaction or when they are expecting to receive it. Another study conducted in Kenya by the University of Nairobi pointed out that the starting point for increasing motivation of teachers had already been established by schools, for example schools provided incentives such as, achievement rewards, merit promotion, and benefits at work place such extra work pay (Jabuya, Moses Aol, 2010, cited in Jerald, K., 2013).

A study by Njenga (2012) revealed that 62.2% of the targeted teacher population were motivated by remuneration. The study is also in line with Berhanu (2023) who mentioned that when teachers' salaries and allowances fail to keep pace with the living costs, they experience a decrease in real income, their morale suffers and those who have the opportunity shift to better paying jobs, or resort to secondary employment activities which can undermine their motivation to perform in their primary job and lead to absenteeism,

consequently pulling down the quality of education. This shows the importance of salaries as a factor that motivates teachers to teach and perform well. As Perry, Mesch & Paarlberg, (2006) put it, remuneration is one of the main tools used to improve the productivity of employees, to retain present employees, to reduce employee turnover and absence rate, and to improve the public image of the institution and its stakeholders.

Money is important because it provides a means through which individuals can meet their most basic needs like food, shelter, clothing, etc. As of 2024, monthly gross salaries of primary school teachers in Malawi range from MK221,291 to MK429,399. This is the average monthly salary which includes housing, transport, and other benefits (<https://www.salaryexplorer.com>; GoM, 2024) The basic salary is initially dependent on entry qualifications, and afterwards on grade. In Malawi, there have been several occasions in recent years where teachers' salaries were delayed to the point that they put down their tools and threatened the Ministry of Education that they would not teach until they get their salaries. The most recent case took place in January 2020, as teachers downed their tools demanding their December salaries from the government. Another instance was in 2017 when teachers went on strike to demand the government to effect salary adjustments for teachers who had been promoted as far back as 2013, among other grievances (Phiri, 2017). This shows how important salaries are if teachers are expected to perform their work efficiently as summarized by Katete and Nyangarika in their findings from Kenya which can be extended to Malawi delayed salaries affect the teaching and learning process, such as poor preparation of lessons, students' poor performance in examinations, the lack of practical learning and study tours, poor classroom attendance, poor teaching methods and

classroom management, which has a detrimental effect on the teaching and learning process and examination performance as well as on the delivery of quality education.

2.4.2 Prospects of Career Advancement/Promotion

Employees appreciate an opportunity that allows for a career path that enables them to grow and develop in their profession. This can usually be achieved through continuous education and training opportunities offered by the institution or industry. Training will not only provide them with more knowledge and skills, but it will also bring about growth or improvement in teaching standards. As much as the career path for teachers is too narrow and therefore offers very few opportunities for advancement as stipulated by Kadzamira (2006), there should be room for teachers to further their education and improve their chances of climbing up the small hierarchy. Primary school teachers have limited promotion opportunities because the common promotion paths like DHT and HT in the Malawian context, are limited in number and may take a very long time for a post to become available, and even when it is available, it is highly competitive (Tow, 2018).

Cheptoek (2000) in a study about job satisfaction of workers, recommends that workers should be given an opportunity for promotion, and it should be accompanied by a corresponding increase in the salary they earn. Njenga (2012) from their study done in secondary schools in Kikuyu District in Kenya established that the majority of teachers in the district felt that the prospects of promotion and advancement were poor, and this was related to the low rate of advancement opportunity. This lack of chances for upward mobility had a negative effect in their morale as teachers. As stated by Peter Principle Hull (2005) and Imo (2013), when using promotion as a reward for good performance, people

tend to rise to their level of competence. Promoting teachers as and when due is both a motivator as well as a productivity enhancer.

Promotion and career advancement or progression has been a major issue among schoolteachers and not just primary school teachers in Malawi, and there have been demonstrations to that effect (Nyasatimes.com, 2018). UNICEF, in their report on the education sector analysis, further highlights low teacher morale and motivation, and non-alignment of rural teacher allowance to teacher deployment as two of some of the main factors contributing to low learning outcomes in Malawi (GoM, 2021).

2.4.3 Working Conditions

The conditions in which most teachers are working are very challenging, especially in rural primary schools (Kadzamira, 2006). Lack of facilities and resources such as classrooms, staffrooms, and teaching and learning materials are very demotivating for teachers. The working environment is even made worse with large classes where there can be as many as 100 learners in one class and these are expected to be under one teacher. According to Kadzamira (2006) in her research paper on teacher motivation and incentives in Malawi, class sizes of more than 100 students are most common in the lower grades especially standards 1 to 3 and greatly affect teachers' motivation. According to her, this can lead to a high teacher turnover and transfers where teachers opt to leave the profession or transfer to another school with better conditions. The official desired pupil-teacher ratio in Malawi is 60:1 but these ratios are much higher in rural areas than in urban areas which is indicative of an urban bias in the distribution of resources. The major reason for this difference in teacher staffing is that most teachers are reluctant to be posted to rural and remote schools due to the non-availability of key services such as running water, electricity and

entertainment. In short, the overall environment in rural areas provides fewer incentives for teachers to want to teach in a rural setting. In Malawi, teacher turnover is around 5% for primary teachers, and this is overwhelming even by sub-Saharan standards. Teacher turnover is mainly due to the refusal of teachers to be deployed to rural schools (Kayuni & Tambulasi, 2007).

2.4.4 Instructional Materials

Basically, any resource that a teacher uses to help them teach their students is instructional material (www.study.com). A policy research report on Malawian teachers' attitudes to their own profession revealed that the availability of teaching and learning resources is a motivating element for teachers. These resources include textbooks, charts, pictures, just to mention but a few. The study also found that in most primary schools in Malawi, resources are either not available or they are insufficient to meet the needs of the large number of learners (Craig M., 2002). It is very hard to prepare and execute a lesson in the absence of all the necessary instructional materials because without them, teachers find it difficult to explain some complex ideas and concepts (Ahmed S, 2024).

A study done in some public primary schools in Nigeria found that teachers are frustrated, and they underperform if they do not have sufficient teaching resources (Adetarami W, 2016). The study also revealed that students taught with instructional materials show better understanding and are more knowledgeable than students taught without it. Leaving the teaching process at the mercy of the teacher compromises the quality of education as they may use ways that are not standard for the system.

Instructional materials are motivators to teachers and can enhance productivity if the right and appropriate ones are made available to teachers. School managers and employers of

teachers should always help the teachers to do more by providing the right instructional materials. MoEST, through donors like USAID and other implementing partners, introduced the National Reading Program (NRP) in the year 2015 with the aim to improve early grade learners' literacy skills. Through this program, MoEST was able to develop, print and distribute over 24 million TLMs which included learners' books, teacher guides, supplementary readers etc (Agabu, 2020). This initiative led to primary schools having sufficient TLM but this was limited to lower grade classes, that is, standards 1-4.

2.4.5 Special allowances

In Malawi, teachers in some schools located in rural areas receive what is known as a rural or hardship allowance. This was introduced by the Malawi Government in the year 2010 to lure and retain teachers in primary schools located in rural areas. According to the online Nation Newspaper of June 8, 2017 article by Ayami Mkwanda, some education activists in the country have faulted the disbursement of this allowance stating that the major challenge is the criteria used to identify beneficiaries, in addition to lack of systems to track teachers who still get the allowance even after being transferred away from rural schools. They also state that some rural areas are harder to reach than some semi-rural areas but still, teachers in these areas receive the same amount of hardship allowance, putting the one in the remote rural area at a disadvantage. It would therefore be ideal for the allowance to be dependent on how bad the situation is but unfortunately the amount is universal to all rural teachers regardless of the magnitude of their struggles.

In the year 2000, primary school teachers from some rural areas in Malawi went on strike after government introduced new housing allowances which were lower for rural teachers than urban teachers (Kadzamira E., 2006). This was later revised, and these allowances

were made uniform throughout the country. This is just an example of how rural schools are undermined in certain decisions that greatly concern and affect them.

A study on Rural Hardship Allowance conducted in Zambia in the year 2018 concluded that the disbursement of a rural allowance to teachers working in remote rural areas contributed significantly to the retention of teachers more than to better performance, judging from the performance of learners in the national examinations (Chelwa et al., 2018).

However, rural allowance alone is not sufficient as a motivator to retain teachers in rural schools. A study by Kutsiwiki et al., (2022) in Namibia revealed that the allowance could not make up for the hardship of not having decent accommodation and having to stay in makeshift structures, so there were other more important factors to consider in order to retain teachers in rural schools.

2.4.6 Housing

Most public schools in Malawi have teacher houses around the school premises. However, in most cases, these houses are not enough for every teacher at the school, and sometimes they are of poor quality despite some community and Development Partner funded construction works (Craig M, 2002). This means that some teachers must rent houses away from the school premises and this can be a major challenge in rural areas as it is not easy to find a house for rent near the school premises. This forces teachers to live far away from the school and they must travel long distances to get to the school.

According to a Policy brief called the Malawi Country Spotlight (2013), budget priority for primary education is a necessity if the education system is expected to reach universal

primary completion (UPE) and in this light, government should prioritize resource allocation to schools in remotest areas for construction of school blocks and teachers' houses, in addition to enforcing a teacher deployment policy to ensure that schools in remotest areas have adequate, qualified and well-motivated teachers.

A study by Serugo M. (2024) reported that there is a significant relationship between staff housing and performance of teachers in primary schools. In his study, he concluded that proper staff housing and teacher performance change in the same direction whereby better housing leads to improved performance as the teacher has better access to students. Another study by Eze et.al (2024) found that teachers are more likely to arrive in school on time and be fully prepared for their lessons, thereby enhancing their overall teaching effectiveness. Apart from improving teacher morale, having enough teacher houses also fosters a more engaged and proactive approach to their work, as well as providing them with a more secure and stable living situation, which is essential for their well-being and effectiveness in their work. Developing countries have a significant share of staffing problems in rural schools. A study, conducted by Mulkeen and Chen (2008, 2), on the experiences of rural schoolteachers in Lesotho, Tanzania, Mozambique, Malawi and Uganda revealed that the constraints on teacher deployment and retention in rural schools are caused by the rural–urban disparities in living conditions, working environment (classroom and school resources), quality of accommodation, limited opportunities for further education and varied local languages originating from multiple ethnic groups

2.4.7 Job Satisfaction

As mentioned earlier, some people are motivated by the mere satisfaction they get from teaching, that is, their motivation is from within the individual. A study about Effects of

Teacher Motivation on Student Performance in public secondary schools conducted by Njenga (2012) in Kikuyu District, Kenya, revealed that the majority (60%) of the respondents who were comprised of Head Teachers and teachers in the study were intrinsically motivated by the responsibilities they performed in the school. A further 68.5% indicated that teaching enables them to interact and develop relationship with people from many areas and these relationships enabled them to perform well. Another study by Bennell (2004) revealed that 58% of the respondents had remained in the teaching profession because of its challenging nature. By executing challenging tasks such as solving mathematical problems for learners, teachers felt that they had contributed significantly to the transmission of knowledge and therefore this motivated them to perform even better.

2.5 Theoretical framework

2.5.1 Abraham Maslow's needs-based Theory of Motivation

Psychologist Abraham Maslow developed his theory of individual development and motivation in the 1940s (Navy, S.L., 2020). He proposed that motivation is the result of a person's attempt at fulfilling five basic needs which are Physiological, Safety, Social, Esteem and Self-actualization. Physiological needs include food, water, warmth, rest, etc. The safety needs include security and protection against threats etc. The social needs include friendships or relationships, affiliation, and belongingness etc. The esteem needs include prestige and feelings of accomplishment, and finally, self-actualization which is on the highest level on the hierarchy involves achieving one's full potential. Some of Maslow's main assertions were that as one set of needs is met, the next level of needs becomes more of a motivator to an individual. According to Maslow, once a need is

satisfied it is no longer a need. It ceases to motivate employees' behaviour and they are motivated by the need at the next level up the hierarchy. Applying these concepts to the situation of motivation of teachers, it means that if school improvement depends, primarily, on the improvement of teaching, schools should focus on finding ways to increase teacher motivation and capabilities. Highly motivated and need satisfied teachers create a good social, psychological and physical climate in the classroom (Njenga, 2012).

2.5.2 Expectancy Theory of Motivation

This study will also be guided by a theory developed by Victor Vroom in 1964 which attempts to explain why people behave the way they do. It basically states that a person behaves in the way that they do because they are expecting a particular outcome from that behaviour. It assumes that our behaviour is a result of a conscious choice that we make among many other choices, because we believe that behaviour will maximize our pleasure while minimizing our pain (Dörnyei, Z. 2007). The theory proposes that motivation is composed of 3 key factors and these are valence, instrumentality, and expectancy. Expectancy is the belief that if you work hard, that is, put effort, you will be able to hit the targets that have been set for you. Instrumentality refers to whether people believe that they have a role to play in the expected outcome. In other words, a person assesses how likely they are to receive any reward if they hit the target, they have been given to hit (Martina, 2016). Valence is defined as the perceived value of the reward to the person.

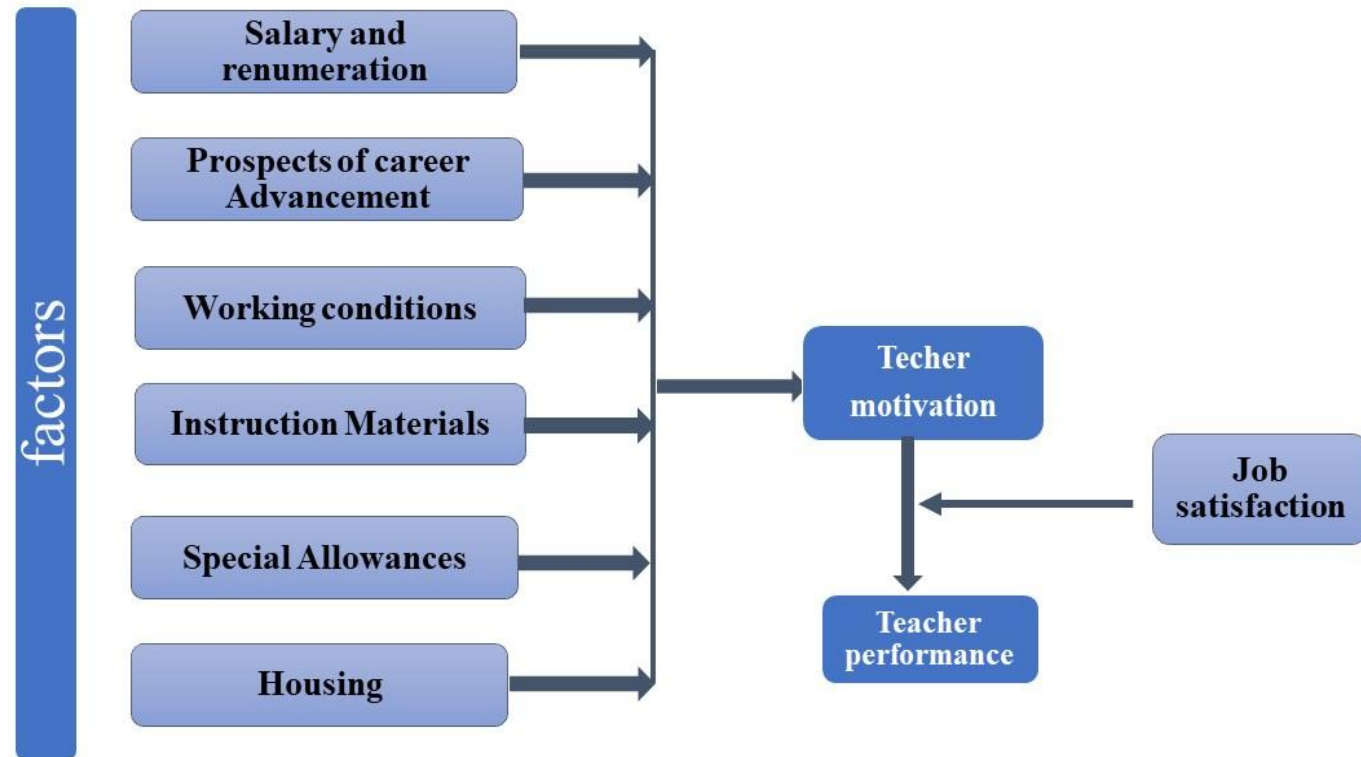
This theory can be used to explain teacher motivation and performance because a teacher expects some rewards from their work, and they must put in some work to get those rewards. By virtue of working towards these rewards, it means the teacher finds the rewards beneficial to them, as explained by the three main factors of this theory. The study

therefore will adopt the expectancy theory to explain the factors that affect motivation among rural primary school teachers. This is because motivation can be affected by intrinsic as well as extrinsic elements, the theory will be used to explain how job satisfaction, environment at work, continuous professional development, salary or allowances affect teacher motivation.

These two theories complement each other in guiding this study as they both enable an individual to adjust his/her efforts to carry out a task depending on their perceived importance on the expected result. For instance, Maslow's theory addresses the needs of an individual in the manner of a hierarchy. It considers a single need, and this need depends on other needs that have already been satisfied (Francis, A. 2011). Maslow's understanding on the effect of unmet needs relates to the expectancy theory in the sense that like Maslow, Vroom explains in the expectancy theory that the need to fulfil unmet demands is what motivates individuals where a person will make a conscious decision to carry out a certain task in a manner that he/she believes will satisfy that need. In addition, whenever an individual feels and understands that he/she is lacking an essential item which is necessary for well-being, this understanding will create a need for that individual to carry out activities or behave in a manner that will lead to the satisfaction of that need. Therefore, the more the expectations employees have on their job, the greater the motivation they will have to perform. This is common to both the Maslow hierarchy of needs and Vroom's expectancy theory of motivation. However, one of Maslow's Theory of motivation's limitations is that it assumes that all people experience these needs in the same order therefore fails to recognize that people differ individually as well as culturally. In other societies such as collectivist societies, where the society prioritizes the needs of the group

over the needs and desires of the individual, physiological needs may be less important than social needs (Cherry K., 2024). The expectancy theory does not place the needs in any order and acknowledges that people perform tasks to gain rewards based on their self-interests and not necessarily to meet certain needs. Therefore, these two theories complement each other in this investigation because they look at motivation from different but related angles.

2.6 Conceptual framework



The conceptual framework depicts the motivations for teachers in public primary schools in Chikala Zone. Factors of motivation are either intrinsic or extrinsic, that is, derived from inside the individual or from external influences. The availability or lack thereof of such motivations can either motivate a teacher to perform or demotivate them and lead to underperformance. In the presence of the motivators, teachers feel motivated and that makes them more likely to engage in their job, find it more meaningful and consequently experience a higher level of satisfaction which leads to performance (Ahmed, 2011).

2.7 Summary of Literature Review

This section has reviewed relevant literature on teacher motivation, job satisfaction, reward system, training and development and work situation factors. It has been found that motivation can be either intrinsic or extrinsic and that different factors will contribute to how and how much a teacher is motivated to perform their roles and responsibilities.

To enhance teacher performance in Malawi, it is essential to cultivate both intrinsic and extrinsic motivation. This can be achieved through professional development opportunities that ignite passion for teaching, alongside fair compensation and recognition programs that acknowledge teachers' efforts. By balancing these motivational factors, educational stakeholders can foster a more effective and dedicated teaching workforce.

This study will explore the extent to which intrinsic and extrinsic motivational factors influence teachers in rural schools. The study will fill the gap on knowledge of what motivates teachers to perform in the rural schools in Chikala zone, and it will help in identifying the struggles that teachers in rural schools experience, that could potentially affect their execution of work.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Chapter introduction

This chapter discusses the research methodology which was used in the study. Research methods indicate the logic of development of the process used to generate theory that is procedural framework within which the research is conducted (Mohajan, 2018). It is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of a body of methods and principles associated with gathering knowledge. It encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques (Igwenagu, 2016).

The methodology of this research involves explaining the parameters that include: the research design, research area, target population, sampling technique that was used in coming up with the right sample size on which the research was based, data collection instruments and the methods used to collect data. It also presents the analytical perspective of the data that was collected. The explanation is as follows:

3.2 Research design: qualitative case study research design

This study embraced a qualitative approach as it was amenable to the study's objectives. The study employed a qualitative case study research design which became the basis of a multi perspective examination of the feature(s) that were investigated in the study. It is a method in which a specific case or a few cautiously selected cases are considered

intensively (Gilbert, 2008). It provides a unique example of real people in real situations, enabling readers to understand ideas.

The qualitative approach was used to seek an in-depth understanding, and for this study it is examining factors that affect teacher motivation and performance in public primary schools in Malawi: A case study of selected public primary schools in Zomba rural, Chikala zone. The study purposefully employed qualitative approach as it intended to dig lived experiences of teachers, Primary Education Advisor (PEA), and Head teachers (HTs) in their setting.

3.3 Study area

The primary schools that were selected in this study were from Zomba district. The district was purposefully selected and offered perfect accessibility to the researcher as well as geographical proximity to the researcher. According to Proferes et al., (2021) and Singleton (1993), the ideal setting is one that is related to the researcher's interest, is easily accessible and that which allows the development of immediate rapport. The choice of the district was determined by the familiarity of the researcher to the study area. This allowed for an easier creation of rapport with the respondents during the data collection. Most primary school teachers in the rural remain secluded and face very challenging working and living conditions which according to Kadzamira (2006) impacts their zeal to teach. The rural area was chosen to determine how the identified factors could jeopardize the quality of education in Malawi.

3.4 Population of the study

Chikala education zone is one of the school zones in Zomba district. The participants for this study were drawn from 6 primary schools which are located in this zone namely Chawe, Nsanama, Namilongo, Chikala, Mpachika and Ulumba. The study mainly involved teachers as participants. In addition to the teachers, the Primary Education Advisor (PEA), Deputy Headteachers and Head teachers were also interviewed. A purposefully selected sample was drawn from the total population of 12 schools. Chikala zone has 1 PEA, 12 Head Teachers (HTs), 12 Deputy Head Teachers (DHTs), 110 male teachers and 172 female teachers distributed across the 12 schools in the zone.

3.5 Sampling and sample size

3.5.1 Sampling method

According to Cohen, et al (2013), the quality of part of the study falls not only by the suitability of the methodology and tools used but also by the appropriateness of the sampling approach that has been used. This study deployed purposive sampling to select the PEA, Head Teachers and teachers in the selected schools. This was the case as described by McNeill and Chapman (2005) who wrote that purposive sampling occurs when a researcher chooses a particular group or place to study because it meets their information needs. Knowledgeable respondents', i.e., those that had in-depth information about specific issues, by virtue of their specialized role as educational leaders (Cohen et al., 2013, p. 157), were the ones that were interviewed in this study.

In every type of research, it would be superlative to use the whole population, but in most cases, it is not possible to include every subject because the population is almost infinite. This is the rationale behind using sampling techniques.

Convenience sampling (which involves using respondents who are “convenient” to the researcher), a non-probability or non-random sampling (Edgar and Manz, 2017) was used in choosing the zone. From this zone, 6 out of the 12 rural primary schools were sampled and these schools constituted a sample that satisfied the specific needs of the investigation. Convenience sampling is a type of nonprobability sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dörnyei, 2007). Convenience samples are sometimes regarded as ‘accidental samples’ because elements may be selected in the sample simply as they just happen to be situated, spatially or administratively, near to where the researcher is conducting the data collection. In this study, Chikala education zone was conveniently chosen considering geographical closeness as well as ease of access.

3.5.2 Sample size

The quality of the research outcome depends on factors like size and representativeness of the participants and the sampling strategy used (Ary, Jacobs, Sorensen, & Razavieh, 2010; Cohen et al., 2007). Mugenda and Mugenda (2013) indicates that in a study where the population is less than 10,000, a sample size of between 10 and 30 participants is considered a representative hence a good representation of the target group. This is in line with the central limit theorem which suggests that if we have a sample size of at least 30, we can begin to analyse the data as if it fit a normal distribution. This is useful when analysing large data sets because it allows one to assume that the sampling distribution of the mean will be normally distributed in most cases. This allows for easier statistical analysis and inference (Kwak and Kim, 2017) . Shetty (2022) emphasizes that it is very

important to keep in mind the principle of saturation, therefore the goal of qualitative research should be the attainment of saturation rather than just representativeness. Saturation happens when adding more participants to the study does not result in obtaining additional perspectives or information. Having many participants in this case can lead to more data but does not necessarily lead to more information than already gathered. Samples tend to be small in the case of qualitative interviewing because the aim is to generate either concepts or strategies (Talbot, 2015). This concurs with Saunders, Lewis, & Thornhill (2016) who indicated that the nature of the study influences the sample size, for example, in semi-structured / in-depth interviews, the sample size needs to be big. The goal of a qualitative study should therefore be to have a large enough sample size to uncover a variety of opinions, but to limit the sample size at the point of saturation. Bearing all these factors in mind, there is a number a researcher can aim for. Based on research, 30 seems to be a good number for the most comprehensive assessment (Shetty, 2022). Some studies have noted that having a sample size of as little as 10 can still yield good results but this requires a rigorous recruiting process. Therefore, for this study, 30 teachers comprising 16 females and 14 males were interviewed across the 6 schools, with 5 teachers from each school. In addition to these teachers, 6 Headteachers from all the 6 sampled schools were interviewed and lastly, the PEA of Chikala zone was interviewed as well, which became the study's sample size of 37 respondents. The study prioritised the longest serving teachers at the selected schools. This is because these teachers have got more experience working in the zone therefore have a higher experience and knowledge base of teacher motivation and performance than those that have served for a shorter period. In addition, the study only included qualified teachers and excluded student teachers,

auxiliary teachers, and volunteer teachers. Where the number of teachers that meet this criterion were more than the required sample at a particular school, probability sampling was used where their names were written on pieces of paper and placed in an empty envelope. Then, pieces of paper representing the required sample were drawn and those names made up the sample. According to the research council policy of Norway (2013-2017), gender balance is important in research. It implies that both genders participate in the study on an equal footing. A growing number of studies show that diversity, including gender balance, helps to enhance the quality and social relevance of research. For this reason, this study considered gender balance and ensured that both genders participated equally. To achieve this, the researcher made sure that fifty percent of the teachers participating in the study were female, and the other fifty percent were male. The Head Teachers, Deputy Head Teachers and the PEA are automatically in the sample so no special consideration was given when it comes to gender. However, when sampling the teachers, the lists of the male and female teachers that qualify to be in the sample were written separately and names of participants were drawn from those lists based on how many males and how many females were required to be interviewed from the school.

3.6 Data collection methods and tools

The selection of a study method influences the technique the researcher uses to collect data (Myers, 2011). Face to face interviews were conducted with the participants using an interview schedule. Head teachers as supervisors of the institutions were engaged in interviews for the researcher to verify what came out of the teachers' interviews. In-depth interviews are most appropriate for situations in which you want to ask open-ended questions that elicit depth of information from relatively few people (Gentles, Charles,

Ploeg, & McKibbin, 2015). According to Mason (2004) an interview schedule is named as an aide memoire, which will consequently have a list of issues, themes and areas to be included in an interview. The researcher therefore developed an interview guide to collect data. The interview guide was developed on the study questions which were formulated from specific objectives.

The interview schedule for in-depth interviews had open ended questions that required the teachers to give more information and that gave room for the researcher to probe more from the participants. In-depth interview is a method of extracting more detailed information or deep understanding of a concept. It is one of the most efficient methods of collecting primary data. It helps to uncover more detailed and in-depth information than other data collecting methods (Showkat & Parveen, 2017). This was possible as the researcher was probing more by asking follow up questions for verification of the issues raised by the participants. This helped to collect more, deeper, and rich information. In addition, in-depth interview is a method of extracting more detailed information or deep understanding of a subject or concept. It is one of the most efficient methods of collecting primary data.

Data was recorded by using the interview guides, recorder and hand-written notes during the interviews to capture information. Probing technique was used to search for elaboration, meaning and reasons on the points. This helped in capturing of all the data from the respondents to avoid missing any words or meaning from the participants.

3.7 Data Management

Data management is a term that describes the organization, storage, preservation and sharing of data collected and used in a research project (University of Sheffield, 2022). It

also involves decisions about how data will be preserved and shared after the research project is completed. Research data management is important for several reasons such as the facilitation of sharing of research data which can lead to valuable discoveries by others outside of the original research team. Well managed and accessible data also allows others to validate and replicate findings. It also demonstrates the research integrity. For this study, the researcher used interview guides which were securely stored when not in use and are handled only by the researcher when they were actively being used during the research process. The consent forms were physically separated from the respondent's data so as to ensure and maintain confidentiality.

3.8 Pretesting

Pretesting of the research methods and tools was conducted at another school namely Chikamveka Primary School in Matawale, Zomba City. This was done a week before the actual data collection to give the researcher ample time to analyse the collected data and make changes to the instruments for the main data collection. Francis (2024) defines pretesting as the process of testing the validity, reliability, practicability and sensitivity of a research tool before it is used for the actual data collection process. Pretesting should be done on a sample that is representative of the required population so the instruments were tested on 5 teachers including the Deputy Head Teacher, and the Head Teacher. The pretesting stage helped to rephrase and rearrange the questions to collect the right information. Any information that was obtained to improve the interview schedule was based on the researcher's experience of conducting the interview hence the need to pre-test. Qualitative interviews offer rich and detailed information in understanding people's experiences. Piloting for interview is an integral aspect and useful in the process of

conducting qualitative research as it highlights the improvisation to the major study (Majid, Othman, Mohamad, Lim, & Yusof, 2017).

3.9 Data analysis

Thematic analysis was used to analyze data. In a qualitative study, the collection of data and initial analysis take place concurrently to build a coherent understanding of the data (Mc Millan & Schumacher, 2001). After every interview, the researcher first listened to the interview files from the audio recorder to get information, transcribe it, and read through it to get acquainted with it. Further, the researcher transcribed the interviews and collated them with the information from the observation from the interview guides. After copying the interview files into the computer, the researcher wrote brief notes on each interview.

The responses from the interviews were reduced to normal meanings in which each component represents an account that makes comprehensive sense as spoken by the participants. The natural meanings were elucidated and then described, thus trying to capture lived experiences of the respondents. Only when the meaning of the participants lived experiences was fully gained through descriptions did it become suitable to extract themes and relate results with other sources in the literature. This helped the researcher to make overall sense of the data. Then, the researcher went through all the interviews over and over to gain a sense of them entirely and to simplify the interpretation of the small components of data. Then data analysis started by coding every incident into several categories with related information.

The researcher went through all different data from different sources: interviews and documents and developed further codes to reflect the themes of the research by relating the data to the research questions. The thematic analysis looked at the emerging of issues from the data that was collected. Then, the data was edited. The editing process involved examining data for errors and oversights (Nansereko, 2010) correcting accordingly where possible. After that, interpretations were deduced followed by conclusions.

3.10 Type of data

The researcher used primary data which is the type of data that was collected at first hand i.e., direct from respondents. Books, reports and journals were also used by the researcher in sourcing out some literature on the study.

3.11 Research Dissemination Strategy

According to the National Institute for Health and Care Research (NIHR) (2019), effective research dissemination is, in simple terms, getting the findings of one's research to the people who can make use of them, to maximize the benefit of the research. For this study, the researcher will prepare a publishable manuscript and upload it into the Malawi Journal of Education and development, as well as the Malawi Journal of Social Science to enable other researchers to make use of the data. The researcher will also share the results of the study with the schools where the research will take place, and education authorities that may use the data i.e., school management can use the data to enhance learning by improving teacher motivation. The results will also be shared with the Ministry of Education authorities in case they may need to incorporate it with other similar research.

3.12 Ethical considerations

This research was guided by rules and regulations to mitigate ethical risks that can happen (Lankshear & Knobel, 2004). As a social study, there will always be complication which arise due to methods and tools. The Research ethics are referred to as doing what is morally and lawfully correct in a study. The study therefore employed a few ethical aspects during all levels to reduce and clear out complications that may have arisen. These helped to ensure integrity and ethical standards by informing all participants about the purpose and usage of the data being gathered. The research proposal was submitted for ethical review at UNIMAREC and this ensured that all ethical considerations were included and adhered to before the commencement of data collection. The proposal was approved and data collection commenced. During data collection, no names were requested from the participants so that they would be completely anonymous to protect their privacy.

3.13 Risks and strategies for obviating them

One of the potential risks for participating in this study was the loss of confidentiality for respondents. According to the Office of the Vice President for Research and Innovation at the University of Oregon, in all research involving human subjects, confidentiality of identifiable information must be maintained unless the participant grants the investigator permission to do otherwise. To minimize the risk of loss of confidentiality, the researcher only collected personal information that was essential to the research activity. In this case, names were not collected. Also, all the personal data that was collected was coded early in the activity and stored securely so that only the investigator and authorized members may access it. If the investigator ever wishes to use the data later for a purpose other than the

one originally intended, the investigator will need to obtain consent from the subjects for the new use of data.

Another risk was that there could have been a conflict of interest for some participants. This has the potential for causing some respondents to withhold important information. To curb this, consent was sought the office of the PEA of Chikala Zone. Participants were also highly assured of the confidentiality of the information that they provided. This gave them the confidence to have no fear and speak autonomously.

3.14 Informed consent

Consent is perhaps the most fundamental of all ethical principles in research. It ensures that participants are fully informed about the nature of the study and secure their agreement to participate (Langdrige, 2007). Providing sufficient information about the research and the participants' involvement is vital, as it enables them to contribute detailed insights about the subject being studied. In this research, consent was sought from teachers through their head teachers, as well as directly from the teachers themselves, with assurances of confidentiality regarding their identities.

The researcher initiated the process by obtaining a letter of introduction from the Head of the Sociology Department at the University of Malawi, Chancellor College. This letter facilitated further communication, leading to an introduction from the Primary Education Advisor (PEA), which was subsequently issued to the head teachers of the schools involved in the study. Prior to engaging the participants, they were informed of the study's intent, following standard procedures as guided by Babbie and Mouton (2001) and Saunders et al. (2009).

Participants were explicitly informed of their right to withdraw from the research at any time and for any reason. This right was clearly communicated to them, along with comprehensive details about the research process. For all data collection activities, respondents were asked for their authorization and consent before engaging in discussions and surveys. At the school level, teachers were approached through the head teacher to confirm their willingness to participate in the planned data collection activities. As noted by Lankshear and Knobel (2004), qualitative data collection can be extensive, necessitating clear consent from participants.

Additionally, permission to record discussions and interviews was obtained prior to the start of any data collection. Participants were guaranteed integrity, privacy, and anonymity throughout the research process. They were also assured that their participation was free from coercion and that no harm would arise from their involvement. The researcher emphasized that participants' opinions would be respected, aligning with ethical standards outlined by Mouton (2006) and Dooly et al. (2017). This comprehensive approach to consent and participant protection underscores the ethical commitment of the research process.

3.15 Confidentiality of respondent/participants information

For the privacy of the participants, everyone was assured of the safety and non-disclosure of identity as well as information to any person or institution but rather it will only inform the research findings. During the interviews, participants were informed that the proceedings will be recorded. The procedure ensured no names were used during recording. The participants were given adequate time to review material and make an informed choice. The methods of recruitment were clearly outlined to ensure that no

coercion is employed. The researcher ensured privacy was maintained during data collection in shared school environments by maintaining the respondent's anonymity and additionally have the PEA and Headteacher reiterate the sentiments.

3.16 Foreseeable or unforeseeable adverse events

An adverse event is any undesirable and unintended effect of the research occurring in human subjects (www.research.virginia.edu). Research is not always predictable. Sometimes, events that were expected or unexpected can happen during the research process. For this study, one of the likely foreseeable adverse events was COVID-19. The world has been dealing with COVID-19 for the past three years and therefore it cannot be ignored when conducting research. To make sure that this situation was handled properly, masks and sanitisers were made available to all participants of the study. The investigator ensured that these items were always made available to the participants and that they were being used, more so correctly, for the whole duration of the study. This ensured safety for all participants.

3.17 Validity and reliability

To ensure trustworthiness of the procedure and data collected, attention was given to reliability and validity as related methods which ensure internal consistency with regards to expected results (Saunders et al 2009; Cohen 2007; Winter, 2000). Employment of a well representative sample of participants contributed to the study's validity and reliability. The researcher created a good relationship between the participants and herself which gave them confidence to respond before the interviews start.

3.17.1 Validity

Cohen et al., (2007) observed that fears to validity or reliability could not be erased fully, but the effects of the threats could be reduced by taking care of validity and reliability through conduction of a piece of study. The interview guide was used in a pilot study. The pilot study created a chance for the researcher to practice/test the tools using open-ended questions to probe for in-depth information. As supported by Creswell (2012), validity is seen through quantitative sampling, instrumentation and analysis of the results that will quantitatively have been achieved by checking content validity. Through the pilot study, the instrument's issues of internal consistency and relevance were checked and aspects which were redundant and irrelevant were removed. Validity falls in testing, instrumentation, and ambiguity. Validity is based much on causal relationship i.e., if the study was measuring what it was designed to measure (Saunders et al. 2009).

3.17.2 Reliability

Reliability as referred to Smith et al. (2008) in Saunders et al. (2009) is consistency in the findings using the data collection techniques and analysis techniques. To reduce participant's error and bias, observer error and bias, assurance in formulation of research design and pretesting of data collection tools should be done (Saunders et al., 2009). At times, the researcher will make deliberate repetitions of some key question to find out if the respondents could come up with same response. This is in line with Cohen et al., (2007) who specified that repetition of a phenomenon or questions in data collection increases reliability when respondents give the same result. The responses helped the researcher to check if the questions were aligned very well with specific objectives and this encouraged the researcher to go ahead with the use of the interview guide for the data

collection exercise. This implies that the interview guide was appropriate for data collection for the research.

3.18 Chapter Summary

This chapter has discussed the methodology and research procedure of the whole research. It includes the area where research was conducted, target population, research sample and sampling technique, research instruments that were used in the research. These instruments were pre-tested to help the researcher rephrase and rearrange the questions that helped the researcher to collect the right information. Then data collection and data analysis was done, not forgetting ethical considerations which provided an assurance on the protection of the participants' confidentiality and identity.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The results presented in this chapter, are an aggregate of the 37 respondents that were sampled and fortunately, all the respondents accepted to take part in the study, representing a 100% response rate. This was attributed to the rapport that the researcher created with the respondents. By clearly explaining the purpose of the study, respondents were able to understand the purpose of the study and opted to complete the interview guide. The consent forms were very clear and easy to understand, and this contributed to full participation as emphasized by Babbie and Mouton (2001).

4.2 Background Characteristics of Respondents

This section presents the respondents' background characteristics which include their gender, age, academic qualifications, and number of years spent teaching. The gender, age, and academic qualifications data is presented in the table below:

4.2.1 Academic Qualifications of the Respondents

Table 1: Academic Qualifications

Age	Gender	Count	ACADEMIC QUALIFICATIONS			
			JCE	MSCE	Bachelor's degree	other
Below 20	M	0	N/A	N/A	N/A	N/A
	F	0	N/A	N/A	N/A	N/A
21-30	M	2	0	1	0	1
	F	4	0	4	0	0
31-40	M	8	0	5	1	2
	F	8	0	8	0	0
41-50	M	4	0	2	2	0
	F	4	1	3	0	0
51-60	M	6	2	4	0	0
	F	1	0	1	0	0
Above 60	M	0	N/A	N/A	N/A	N/A
	F	0	N/A	N/A	N/A	N/A

As presented in the table, the study population composed of 20 males and 17 females. This shows that both genders were adequately included in the sample. The small difference in the numbers was attributed to the fact that for certain positions like Head Teacher and Primary Education Advisor (PEA), the respondents were automatically in the sample as required by the study.

4.2.2 Number of years spent teaching

Most of the sampled teachers have been in the teaching profession for 6 to 10 years. The least number of teachers were in the teaching profession between 16-20 years. Teachers were also asked how long they have been teaching at their current schools and all of them have been at their school for at least 2 years with the majority, that is, 18 teachers, ranging from 2 to 5 years and the rest between 6 to 10 years, 21 to 25 and greater than 25. The study purposefully sampled teachers that have been at their respective schools for at least

2 years because it was asserted that the longer the teacher has stayed in the school, the higher the chances that they have acquired enough experience and knowledge about what motivators are available in their school. The number of years a teacher had been on the job was crucial in being able to gather perspective over a long time and whether they had experienced any motivation along the way.

4.3 Motivation for joining teaching

Teachers in the study were asked to explain their motivation to join the teaching profession. Most of the teachers, that is, 21 out of 30 teachers, reported that they joined the profession because of their passion for it. They said that they were not driven by any perceived external benefits, but rather, they were passionate about making contributions in shaping students' lives. One of the teachers said their passion grew from watching their parents who were teachers. She said 'my parents were teachers and they seemed to enjoy their job. They also attracted a lot of respect from most of the community members and so I grew up wishing to be like them. This made me develop an interest and deep passion for teaching and I decided to pursue it after I finished my secondary education'. Another teacher said 'I grew up in a rural area and I experienced not having enough teachers at school. I grew up desiring to be a teacher so that I can make a difference in schools that are most times neglected. Even if I got an opportunity to teach at an urban school, I wouldn't take it. My passion has always been to be a teacher teaching at a rural school'.

8 teachers reported that they joined the teaching profession because they lacked other career options, as attributed by the failure to be admitted into desired academic programs due to financial constraints or prerequisite qualifications. One teacher said 'I did not have

enough money to pursue what I truly desired so I ended up here. Teachers college was cheaper than the colleges that I would have loved to enrol at’.

Only 1 teacher reported joining the teaching profession because their parents/guardians made that choice for them. She said ‘my parents wanted me to work in civil service. They were both teachers so they decided to put me on the same career path’.

4.4 Extent to which motivation factors have motivated teachers to work.

Teachers were presented with different motivational packages and were asked to explain to what extent these packages motivate them to work in their schools. The Head Teachers and PEA were also asked to explain the extent to which they think the teachers are motivated by these packages. This was done to see if their opinions were aligned with those of the teachers. The results are presented below.

4.4.1 Rural Allowance

According to most of the teachers in Chikala zone, the rural allowance that they receive (MK10,000) is not enough to cushion their hardship. The majority reported that this package is demotivating as it does not satisfy its intended purpose which is to attract teachers to work in the rural area. One of the teachers said *‘the rural allowance that we receive is so little that it almost does not serve any purpose. It can barely cover transport costs when we want to go to town’*.

Another teacher from a school that is more remote than the others also said *‘the rural allowance is very little. I wish that government could give teachers from remote schools*

more rural allowance than those that are closer to town because we encounter more costs here especially when it comes to transportation'

The PEA thought the rural allowance was neither motivating nor demotivating. He believed that it wasn't necessarily enough, but it was good enough to motivate some of the teachers. He said *'The allowance is not a lot, but at the same time, it still covers a few expenses though not many. Some things are a bit more expensive in remote areas so the top up helps a little bit'*.

The headteachers were equally disgruntled with the rural allowance as they deemed it was neither motivating nor demotivating. These findings corroborate with the findings from a study carried out by Chirimbana, et al., (2023) which found that teachers are demotivated when the rural allowance is not sufficient to cover the additional expenses that teachers incur due to the remoteness and limited access to amenities like hospitals, banks, shopping centres among many others. Most of the times, teachers will incur exorbitant transportation costs to access amenities in urban areas and a small allowance demotivates them since they mostly cover up some costs using their own salaries which are also low. The findings suggest that while the rural allowance acknowledges the struggles and hardship that teachers in rural schools face, it does not effectively mitigate the effects of limited amenities on teacher motivation and retention in rural schools. This has implications beyond the teachers as this indirectly affects their engagement with learners, which could result in low performance overall for rural learners.

4.4.2 Teacher Rewards for Good Performance

As reported by most teachers, good performance is usually judged by how learners perform in exams, especially during the primary school leaving Certificate of Education (PSLCE) exams. In some cases, the teachers that were responsible for teaching successful students get tangible rewards like extra teaching materials as an acknowledgement of their efforts. However, most of the sampled teachers especially those that do not teach standard 8 reported that they do not get rewarded for good performance. Sometimes they may get verbal acknowledgment but its not motivating enough.

One of the female teachers who does not teach standard 8 learners said *‘when the learners in my class have done well in their exams, I only get verbal acknowledgment from the head teacher during assembly. If it were up to me, I would prefer a tangible gift like a wall clock which would constantly remind me that my efforts are noticed and appreciated’*.

This was, however, opposed by most headteachers who said the rewards that are offered are motivating enough. Only 2 of the 6 headteachers believed that the rewards were very demotivating because they do not cater to the teachers needs or preferences. According to the PEA, the rewards are very demotivating as they rarely come and if they do, they are in the form of teaching materials, and this is not very appealing to the teachers. These findings concur with findings from a study by Kumar, J., (2023) who found that teachers feel honoured for getting rewards for the work performed and they feel contentment towards their job. One can easily perceive from the headteachers responses how these rewards (or lack thereof) affect long-term motivation and performance. The fact that 4 out of 6 of the

heads of schools believed the rewards were enough can be viewed as worrisome to overall teacher performance in the schools they run.

4.4.3 Involvement in Decision Making

Teachers were asked if they get involved in making decisions that affect the school. The majority reported that normally, the headteachers from their schools consult the teachers and sometimes take their input into account. They said this package is motivating, though not to a very high extent. This is in line with what the headteachers and the PEA reported. They agreed that this package was motivating because the teachers get involved whenever decisions need to be made, especially at school level. Only one headteacher among the six found it neither motivating nor demotivating. According to [Lin, Y., \(2014\)](#), when teachers take part in making critical decisions at school, their problem-solving ability improves and the entire school benefits from it, resulting into feelings of stronger commitment to the school. Apart from empowering teachers as co-leaders within the schools, involving teachers in decision making instils and boosts confidence in them thereby fostering collaboration among teachers and school authorities as well as other stakeholders. Results from this study are similar to (Mosheti, 2013) who found that teachers in Botswana reported high participation in decision-making when guiding students in their academic progress and future career choice, but less participation in decision- making on development/operation of the school budget, matters of school governance, and school personnel issues. The same teachers reported moderate satisfaction with their overall career as a teacher, their contribution to student success, assistance to students, but less satisfaction with income, opportunity for promotion, and career advancement.

4.4.4 Teaching Resources

Most teachers reported that their schools have enough materials that are used in teaching e.g. textbooks. They said that this was motivating for them because it becomes easier to support learners. Only a few teachers reported being demotivated by the lack of sufficient teaching materials in their schools. The headteachers reports were spread across motivating, neither motivating nor demotivating, and demotivating.

One of the head teachers said *'the teaching resources are enough in the infant and junior sections because of the NRP Initiative which targets the lower sections, but are insufficient in the senior section, therefore I am neutral on whether this package is motivating or demotivating because these available resources are not serving all classes'*.

The PEA thought this package was demotivating because he believes they could get more materials than what they have, unfortunately the school funds that are allocated every year do not suffice.

A study done in some public primary schools in Nigeria found that teachers are frustrated, and they underperform if they do not have sufficient teaching resources (Adetarami, W., 2016). Therefore, in this study, teachers were motivated and able to perform their duties better due to the presence of sufficient teaching resources. Studies by Kadzamira (2006) and GoM (2021) concur with this study on the need for ensuring that teachers resources are readily available especially in rural areas to act as motivation for the teachers who are already limited in availability of general teaching resources.

4.4.5 Teacher Housing

Most of the teachers reported that the housing conditions are very poor in their respective schools. Most of the schools have very few teacher houses that cannot accommodate all the teachers, so most teachers are left to find accommodation in the communities and this problem is aggravated by the fact that most of the available houses are not in good condition, as some of them have grass thatched roofs which are most likely to leak when it rains, and most of them are old with weakened walls. Apart from the houses being substandard, they are usually located far from the school which makes it difficult to commute to school especially during the rainy seasons. Teachers reported that already, the roads in the rural areas are in a bad state and become worse when it rains, and this makes it difficult for the teachers to get to the schools. The majority said this package is very demotivating. The headteachers and PEA's reports were similar, as they all acknowledged that the schools do not have enough houses, and there are other inhabitable houses among those few houses.

One head teacher said *'some houses are so old and have developed cracks on the floors and walls which makes inhabitable and unfortunately the schools do not have enough funds to use to fix the houses'*.

This is demotivating for teachers. These findings agree with, Serugo (2024) who reported that there is a significant relationship between staff housing and performance of teachers in primary schools, whereby better housing leads to improved performance as the teacher has better access to students. Eze et al., (2024) observed that good teacher housing improves teacher morale and fosters a more engaged and proactive approach to teaching. This sentiment is equally shared by GoM (2021) and listed as an area that would require

effort from government of Malawi to ensure teachers have proper housing, and there is an appeal to other stakeholders to assist government in this endeavour.

4.4.6 Appraisals from School Authorities

Murphy K (2017) defines performance appraisal as a formal process by which employees are evaluated to assess their performance along a given set of dimensions. After the assessment, it is expected that the employees be given feedback.

Teachers in this study were asked to rate their level of motivation as regards to appraisals from authorities. Most of the teachers reported that they do not get frequent appraisals, and they believe that this has an impact on their performance. They believe that appraisals enlighten them on areas where they are doing well or otherwise, and this helps them find ways to improve. They said that authorities like PEA rarely visit the schools and if they do visit, they do not provide feedback to the teachers on things that they may have observed, whether positive or negative. Therefore, most of the teachers found this to be demotivating. A majority of the headteachers also believed that this package is demotivating. They acknowledged that they do not frequently supervise the teachers nor conduct performance appraisals as they are usually busy with other administrative duties. The PEA also believes that this package is demotivating because even his office does not conduct frequent school visits due to lack of resources like transportation. The PEA reported that as standard procedure, he is supposed to conduct at least 3 supervisions per week but due to resource constraints, he sometimes conducts one supervision per school in a term.

Research findings by Swank & Kamphorst (2018), Ushus & Johnson (2015), Kumari (2014) all agree that there is a strong relationship between performance appraisal and motivation which leads to a positive outcome in the teaching and learning process. It is the

researcher's observation that the teachers are willing to be appraised as they also see it as a form of getting feedback from their supervisors which would make their work relationship better as they remain motivated. The PEA though concedes to the struggle of scheduling supervision visits with headteachers in their schools though it's something he also wishes was done often.

4.4.7 Trainings

Teachers were asked if they received training, and to what extent they find these trainings motivating. They explained that training for teachers happens at different levels, that is, at school level and also at zonal level. Sometimes they also happen at higher levels, but the interest of this study was on school and zone level. At school level, they conduct what they call CPDs (Continuous Professional Development). Most teachers reported that CPDs were demotivating because they do not happen as often as necessary. When asked why they do not happen often, one of the male teachers said *'there is low morale about CPDs so they are not taken very seriously'*. After more probing to understand what he meant, he continued to say *'as teachers in a rural area, we feel unsupported and so most times we feel CPDs won't yield the desired results since we more often than not do not have the resources required to implement what we have learnt during the CPDs'*.

Another male teacher said *'we are understaffed so we have a lot of work to do and we barely have time for CPDs'*

One of the female teachers who said that CPDs were demotivating explained that *'there are no incentives to attend CPDs. We don't even get refreshments and facilitators do not even get an allowance for facilitation so really, CPDs are demotivating'*.

CPDs enable teachers to share experiences and help them improve on teaching methods but because they rarely happen, their effectiveness is undermined. The zonal level trainings are also demotivating because most of the times, teachers do not get allowances for their attendance, and this means that teachers use their own funds which are already limited to access these trainings. The PEA agreed with these sentiments and said that trainings are only motivating if they have been sponsored by Non-Governmental Organizations such as Save the Children and Rays of Hope because they normally provide teachers with allowances. However, this is a rare opportunity. Chirimbana, (2023) cited that limited access to relevant and quality training hampers teachers' professional growth and limits their ability to stay updated with educational advancements, and this demotivates them. The views of 3 of the headteachers were that the trainings were motivating to a small extent since teachers still do get an opportunity to learn from each other. The other 3 headteachers we divided, 1 thought that this package is very demotivating because of the rare occurrence of trainings, 1 believed it is motivating because despite happening less often, teachers still learn a few things that they wouldn't have learn in the absence of these trainings, and 1 headteacher was neutral.

It has been shown that in teaching, there are consequences of insufficient training on teaching effectiveness as described by Mupa and Muonooneka (2015) from their study in Zimbabwe, which is a similar environment to Malawi that without trainings, teachers do not employ a variety of teaching methods and they do not prepare a variety of media for use in the teaching and learning process. Teachers' instructional materials are limited to textbooks and syllabuses and do not go beyond that. This leads learners to learn in harsh

and uncondusive teaching and learning environments and there is low morale among teachers.

4.5 Motivation Scale

Teachers were asked to rate their intrinsic and extrinsic motivation out of 10, 10 being the highest scale and 1 being the lowest scale. 90% (27/30) of the teachers rated intrinsic motivation higher than their extrinsic motivation to teach. They said that that they have an internal desire to teach and that is what motivated them to join the teaching profession, and it is also what is keeping them motivated.

Two teachers rated extrinsic motivation higher, saying that they are motivated by the external benefits and they do not necessarily have a passion for the job, they do it because they need the salary for their livelihood. One of the two teachers said *'even though the extrinsic motivators are insufficient, there is still something that I benefit from teaching, it's still my job and I get paid at the end of every month'*

Only one of the teachers rated both extrinsic and intrinsic motivation equally, saying they are equally motivated by their passion to teach and the external benefits that they get from the job. These results suggest that most teachers in Chikala zone are intrinsically motivated to work otherwise the external motivators have contributed little to their motivation and performance.

4.6 School location preference

Teachers were asked what they would prefer between teaching at a school located in a rural or urban area. 9 out of 30 teachers said they would have preferred to teach in an urban or semi-urban school. Some of their reasons were beyond the school setting itself, as most of them explained that rural areas lack some essential facilities like hospitals and banks so

they struggle to access such services which would be easily accessible in an urban area. Some teachers said urban areas offer better living conditions due to the availability of electricity and portable water which are not common in the rural areas. Some teachers felt that rural schools are neglected by the government, and this leads to the schools lacking most teaching and learning resources unlike urban schools which are easier to access thus easier to provide with necessities. According to them, urban schools also have better and sufficient infrastructure like school blocks and teacher houses. Lack of teaching and learning resources make teaching difficult. 21 out of the 30 teachers also reported that if given a choice, they would still teach in a rural school because most teachers prefer teaching in urban schools, leaving the rural students at a disadvantage. They said they would still want to cover that gap to ensure that the rural students get an opportunity to learn too. Therefore, according to this study, teachers derive their motivation from their passion and not from external rewards offered by the school.

4.7 Transfer requests

21 out of 30 of the teachers have never requested to be transferred out of their school. Only 9 teachers, 6 females and 3 males, have requested transfers before but their requests were not granted. Their reasons for requesting transfers varied as some teachers said they just wanted a new environment, not necessarily because their current environment is bad, but just wanted new experiences. Some said they just wanted to be closer to higher learning institutions because they wish to upgrade their qualifications. Others requested a transfer to get close to where their spouses are.

4.8 Challenges faced by teachers working in rural schools

Teachers in rural schools encounter a myriad of challenges that significantly hinder their effectiveness. One primary issue is the local culture, which often undervalues education. In the Chikala zone, teachers reported that many parents do not prioritize educational attainment, complicating their efforts to engage students and support their learning. This lack of community support not only impacts student development but also stifles school progress, as community members frequently do not respond to initiatives aimed at improving educational resources. Research indicates that parental involvement is crucial for student success; when parents are disengaged, students are less likely to perform academically (Durisic, M., 2017).

Additionally, many rural parents lack formal education themselves, limiting their ability to assist their children academically. A study by Aidan Mulkeen (2006) corroborates these findings, indicating that the lower educational value placed by parents in rural areas adversely impacts effective learning and increases pressure on teachers. One teacher said *'a lot of parents in this area are illiterate, and because of this they cannot even help their children with homework, let alone encourage and motivate their children to work hard in school'*. This disconnect between home and school environments can lead to a cycle of underachievement, where students fail to see the relevance of education in their lives (Epstein & Sheldon, 2002).

In addition to cultural barriers, teachers reported neglect from government authorities, leading to inadequate infrastructure and resources in rural schools. The remoteness of these areas makes them difficult to reach, resulting in infrequent supervision visits from the Primary Education Advisor (PEA). Consequently, many rural schools lack basic facilities,

such as teacher housing, forcing educators to live far from their workplaces in substandard conditions. The scarcity of teaching and learning materials further hampers effective instruction, as teachers struggle to convey concepts without the necessary resources (UNESCO, 2014). Additionally, a high teacher-pupil ratio exacerbates classroom management challenges, making it difficult for educators to provide individual attention to students. Five out of six headteachers noted vacancies in their schools, confirming the need for more qualified teachers in rural settings.

4.8.1 Strategies for Improvement

To address these challenges, teachers suggested several strategies to enhance their motivation and effectiveness. At the school level, they expressed a desire for performance rewards, proposing that funds be allocated to recognize teachers for their contributions, especially following good exam results. This aligns with research indicating that recognition and rewards can significantly boost teacher morale and motivation (Gordon et al., 2006).

Teachers also emphasized the importance of fostering strong relationships with the community by raising awareness about the benefits of education through regular meetings. Community involvement could facilitate the provision of materials and labor for school improvements, leveraging local resources such as timber and construction skills. The PEA supported this notion, highlighting that community mobilization can lead to significant advancements in school development (Putnam, 2000).

Moreover, teachers indicated that prioritizing Continuous Professional Development (CPD) would enhance their skills and motivation. They lamented the infrequent organization of CPD sessions, which hinders their professional growth. Research shows

that ongoing professional development is vital for improving teaching practices and student outcomes (Darling-Hammond et al., 2017). At the government level, teachers called for training opportunities for all class levels, not just those in the lower grades, emphasizing that continuous education is essential for improving teaching practices.

Additionally, they advocated for increased funding for teaching materials, as adequate resources are critical for effective learning outcomes. Studies have shown that access to quality teaching materials directly correlates with student achievement (Hattie, 2009). Concerns about slow promotion processes were also raised, with teachers expressing that timely promotions are vital for maintaining motivation and job satisfaction. Regular visits from higher authorities were recommended to facilitate communication, address grievances, and observe teaching practices.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter outlines the summary, conclusions and recommendations of the study. The summary and conclusion are based on the outcomes from the study, and the recommendations are proposed as a means of motivating teachers and improving their performance.

5.2 Summary of the study

37 respondents, comprising of 30 teachers from 6 primary schools in Chikala zone, 1 PEA and 6 headteachers from the schools were sampled and participated in the study. These teachers had varying academic qualifications and experience, where most of them, that is, 21 out of 30 have been teaching for more than 6 years, and all of them have been teaching at their current school for at least 2 years. This shows that teachers were already familiar with the motivators that were available in their respective schools and therefore were in a good position to assess how the motivators had affected their performance as teachers.

The findings from the study revealed that teachers were more motivated to teach because of their own passion for the profession, rather than because of the external motivators. The majority reported that external motivators, both monetary and non-monetary, such as rural allowance and teacher housing were inadequate to meet their needs. Most teachers also suggested a raise in their rural allowance as this would make their lives more comfortable,

and this suggests that monetary benefits would motivate the teachers to perform better. The cost of living is high and for teachers in rural schools, especially the remote ones, spend a lot of money on transport to access amenities that are normally far from where they live. Therefore, rural allowance, as a monetary motivator, was insufficient as a motivator for teachers in Chikala zone.

5.3 Theoretical Perspectives on Teacher Motivation

The findings from this study further align with the Expectancy Theory of motivation, which posits that individuals act based on the anticipated outcomes of their actions (Zajda, 2023). Teachers in rural areas expect certain rewards from their efforts, such as recognition and job satisfaction, which motivate them to fulfill their responsibilities. This expectation of positive outcomes reinforces their commitment to teaching, even in challenging conditions. Additionally, many teachers derive intrinsic motivation from serving underprivileged communities, finding fulfillment in their roles despite the obstacles they face.

Maslow's Needs-Based Theory further elucidates the motivations behind teacher behavior. This theory suggests that motivation arises from the fulfillment of five basic needs: physiological, safety, social, esteem, and self-actualization. In this context, physiological needs, such as adequate housing, are crucial for teacher motivation. Social needs are met through involvement in decision-making processes, which fosters a sense of belonging among teachers. Esteem needs, including job satisfaction and opportunities for promotion and training, are essential for teachers to feel accomplished in their roles. The theory emphasizes that organizations must implement strategies to meet these needs in order to maintain employee motivation and productivity (Jones, 2023). By addressing the specific

needs and expectations of teachers, educational authorities can create a more conducive environment for effective teaching and learning.

5.4 Conclusion

The first objective of the study was to investigate both pre-service and in-service motivation to teach. Most teachers indicated that they entered the teaching profession out of a genuine passion for education. Consequently, they remained motivated to teach despite the insufficiency or absence of extrinsic motivators. The findings also revealed that many teachers are intrinsically motivated, deriving a sense of fulfillment from their role in shaping the lives of students, particularly those disadvantaged by their rural circumstances, which are often overlooked.

Based on the study's findings, it can be concluded that while teachers are intrinsically motivated, their performance is negatively impacted by the lack of sufficient extrinsic motivators. Many expressed a desire for increased rural allowances and improvements in non-monetary incentives, such as recognition and rewards. This aligns with Abraham Maslow's Needs-Based Theory of Motivation and Expectancy Theory of Motivation, both of which suggest that performance is linked to the fulfillment of needs and the acquisition of rewards. Although many teachers reported intrinsic motivation, they felt that more support was necessary to meet their individual needs and live comfortably.

Non-monetary motivators were present in varying degrees across the schools, but most teachers deemed them insufficient. The most significant non-monetary motivators identified were involvement in decision-making and the availability of teaching resources. However, not all extrinsic motivators were consistently available in the schools studied. The most notable deficiency was in teacher housing, followed by inadequate teacher

rewards, rural allowances, and performance appraisals from authorities such as headteachers and the Primary Education Advisor (PEA).

Interestingly, most respondents indicated that extrinsic motivators had a limited impact on their motivation to perform. This suggests that while the lack of extrinsic motivators is a concern, it does not significantly diminish their overall motivation to teach.

5.5 Recommendations

The following recommendations are made based on the findings from the study:

1. The government, through the Ministry of Education Science Technology, should work on incentive packages to motivate teachers to teach. Rural allowances should be revised and adjusted to meet the needs of the teachers. The allowances should also depend on the remoteness of the school. Teachers in more remote areas should receive significantly more money than those that are closer to town and amenities. This will prevent teachers from shunning remote schools because they will know that their needs will still be met. A lot of the teachers complained that they spend a lot of money on transport to access amenities therefore the increase in the allowance will cover that gap.
2. There should be proper channels of communication between teachers and school authorities. Most teachers reported that their grievances are barely addressed, and they rarely receive feedback when they present a grievance. Teachers should be able to receive feedback and in time. These channels of communication will also help teachers access information easily. In this study, some teachers reported that teacher promotions barely take place, and teachers remain on the same grade for

long periods of time. The teachers felt that the PEA is able to influence these promotions. However, based on the report from the PEA, it was discovered that the process of promotions takes place once in every 4 years and they use a decentralized approach where only few teachers are picked per zone to ensure that all zones experience these promotions. The PEA further explained that this is very demotivating for teachers because there are many teachers in the zone that are deserving of a promotion, but the decentralization cannot accommodate a lot of teachers at once and unfortunately it is not within the PEAs jurisdiction to effect promotions. None of the teachers gave the impression that they understood the decentralization process. This can be remedied with proper communication.

3. The Ministry of Education should come up with policies that ensure that teachers are available where they are needed. According to Mulkeen A. (2006), in many countries, there are qualified teachers in urban areas who are unemployed, while there are unfilled posts in rural areas. This pattern of surplus and shortage is evidence that most teachers do not want to work in the rural areas, so there is need for policies that ensure that teachers are deployed where they are needed, not just because of their preference. This can be easier implemented if coupled with proper incentives to motivate the teachers to work there otherwise it may damage teacher motivation to work and lead to staff turnover. In this study, 5 out of 6 headteachers reported having teaching vacancies at their schools. The PEA agreed with these reports and they attributed these vacancies to lack of interest by qualified teachers to teach in rural schools, especially remote ones.

4. The results of the study have revealed some inadequacies in factors that motivate teachers in rural primary schools. Therefore, further studies can be done to compare and contrast the motivational factors that affect teacher motivation in rural and urban schools and replicate the study in another location to examine if this lack of extrinsic motivators is a common pattern in rural Malawian schools.

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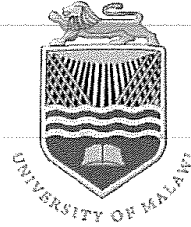
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APPENDICES

Appendix 1: LETTER OF APPROVAL FROM UNIMAREC



VICE-CHANCELLOR
Prof. Samson Sajidu, BSc Mlw, MPhil Cantab, PhD Mlw

Our Ref: P/07/22/165

Your Ref.:

17th November 2022

Ms Linda Matumbi,
Masters in Sociology
University of Malawi
P.O. Box 280
Zomba

Email: matumbilinda@gmail.com

Dear Ms Matumbi,

**RESEARCH ETHICS AND REGULATORY APPROVAL AND PERMIT
FOR PROTOCOL NO: P.07/22/165. EXAMINING FACTORS THAT
AFFECT TEACHER MOTIVATION AND PERFORMANCE IN PUBLIC
PRIMARY SCHOOLS IN MALAWI: A CASE STUDY OF SELECTED
PUBLIC PRIMARY SCHOOLS IN ZOMBA RURAL, CHIKALA ZONE.**

Having satisfied all the relevant ethical and regulatory requirements, I am pleased to inform you that the above-referred research protocol has officially been approved. You are now permitted to proceed with its implementation. Should there be any amendments to the approved protocol in the course of implementing it, you shall be required to seek approval of such amendments before implementation of the same.

This approval is valid for **one year** from the date of issuance of this approval. If the study goes beyond one year, an annual approval for continuation shall be

required to be sought from the University of Malawi Research Ethics Committee (UNIMAREC) in a format that is available at the Secretariat.

Once the study is finalized, you are required to furnish the Committee and the Vice Chancellor with a final report of the study. The committee reserves the right to carry out a compliance inspection of this approved protocol at any time as may be deemed by it. As such, you are expected to properly maintain all study documents including consent forms.

UNIMAREC wishes you a successful implementation of your study.

Yours Sincerely,



Prof Alister C. Munthali

CHAIRPERSON OF UNIMAREC



CC: Vice Chancellor
Acting Registrar
Acting Director of Finance and Investments
Dean of Research
Chairperson UNIMAREC
UNIMAREC Compliance Officer

Appendix 2: INFORMED CONSENT SHEET

INTRODUCTION

(To be read by the the researcher before the interview)

Hello, my name is Linda Matumbi. I am a student at the University of Malawi (Chancellor College) and I am pursuing a Master of Arts Degree in Sociology. I am conducting a study in selected schools in Chikala zone to develop a better understanding of the factors that affect teacher motivation and performance in rural primary schools, particularly in this zone. The information collected will be used to inform academic research and help schools and other education authorities to understand teacher motivation better and therefore help them make better decisions. This school was selected for the study. I would like to collect some information about your experience as a teacher in this school. If you agree to participate in this study, I will ask you some questions in an interview that will take about 30 minutes.

All the information collected will be confidential so please feel free to express yourself truthfully. Your answers will only be known by the researchers on this project; they will not be shared with others. Your participation is voluntary and at no cost to you, and there is no direct benefit to you as an individual in your participation in the research. However, the research may give you a chance to express your views on teacher motivation and performance.

Would you have any questions on how this is going to work? (*Researcher: Listen carefully and respond gently*)

DECLARATION

I, (print name) _____ agree to voluntarily participate in Linda's study on Factors That Affect Teacher Motivation and Performance in Public Primary Schools in Malawi: A Case Study of Selected Public Primary Schools in Zomba Rural, Chikala Zone. I have not been coerced and no special consideration has been given to me by the researcher or any members of the University of Malawi. My participation is voluntary, and I may terminate it for any reason at any time without any fear of punishment. None of the study information may be used in any way harmful to me, and I will communicate any concerns to the researcher, school authorities as well as the UNIMAREC Chairperson whose contact details have been given to me.

I understand that my responses will be private and confidential, and they will only be known to me and the researcher. I have also been told that Linda is conducting this study for her master's degree in Sociology, and that the results will be shared with the University, and that the completed thesis will be available in the Sociology Department's Library at Chancellor College. Therefore, I will have access to the results.

I have read and understood the above, I therefore agree to participate in the study.

Signature: _____ Date: _____

UNIMAREC Chairperson contact details: Prof Alister Munthali, P.O Box 280, Zomba.

Phone; +265 888 822 044

Appendix 3: TEACHER INTERVIEW GUIDE

PART ONE

BIO-DATA

1. Gender:

- A. Male
- B. Female

2.Age:

- A. Below 20
- B. 20-30 years
- C. 31-40 years
- D. 41-50 years
- E. 51-60 years
- F. Above 60 years

3.Highest level of academic qualification

- A. JCE
- B. MSCE
- C. Bachelor's Degree
- D. Other (Specify) _____

4.Teacher Training received

- A. None
- B. IPTE
- C. ODL

D. MIITEP

5.Position at this School:

A. Deputy Head Teacher

B. Senior Section Head

C. Junior section Head

D. Infant Section Head

E. Teacher

6.Number of years spent in teaching (Please state): _____

7.Number of years spent teaching at this school (Please state): _____

PART TWO

MOTIVATION

8.To what extent do you find the following factors motivating at this school?

FACTOR	Very Demotivating	Demotivating	Neither motivating nor demotivating	Motivating	Very Motivating
8a. Rural/Hardship Allowance					
8b. Trainings					

8c. Appraisals by Authorities including Head Teacher					
8d. Teacher Housing					
8e. Teaching resources					
8f. Rewards for good performance					
8g. Involvement in decision making processes					

9. What motivated you to join the teaching profession?

- A. I was interested in and passionate about teaching
- B. My parents/guardians chose this career for me
- C. Lack of other career options accessible to me

D. Other

(Specify)_____

—

10. On a scale of 1 to 10, to what extent have the extrinsic motivators motivated you to work in this school? _____

11. On a scale of 1 to 10, to what extent have the intrinsic motivators motivated you to work in this school? _____

12. If it were up to you, would you have chosen to teach at a rural school?

A. Yes

B. No

12a. Why/why not? (please explain)

13. Have you ever requested to be transferred out of this school? If yes, why?

14. How are you motivated to work in this school?

15. Do you think you would have been more motivated to work if you were working in another location? Please explain your answer.

16. What are the challenges that you face as a teacher teaching in a rural school?

17. What do you suggest the school should do to improve teachers' motivation and performance?

18. What do you suggest the PEA/DEMs office should do to improve teachers' motivation and performance?

Appendix 4: INTERVIEW GUIDE FOR HEADTEACHER

PART ONE

BIO-DATA

1. Gender:

- A. Male
- B. Female

2. Age:

- A. Below 20
- B. 20-30 years
- C. 31-40 years
- D. 41-50 years
- E. 51-60 years
- F. Above 60 years

3. Highest level of academic qualification

- A. JCE
- B. MSCE
- C. Bachelor's Degree
- D. Other (Specify) _____

4. Teacher Training received

- A. None
- B. IPTE

C. ODL

D. MIITEP

E. 2 year program

5. When did you start teaching? (year) _____

6. When were you first appointed as Head Teacher at any school? (Year) _____

7. When were you appointed as Head Teacher at this school? (year) _____

PART TWO

MOTIVATION

8. To what extent do you find the following factors motivating for teachers at this school?

FACTOR	Very Demotivating	Demotivating	Neither motivating nor demotivating	Motivating	Very Motivating
8a. Rural/Hardship Allowance					

8b. Trainings					
8c. Appraisals by Authorities including Head Teacher					
8d. Teacher Housing					
8e. Teaching resources					
8f. Rewards for good performance					
8g. Involvement in decision making processes					

9.What motivated you to join the teaching profession?

- A. I was interested in, and passionate about teaching
- B. My parents/guardians chose this career for me
- C. There were no other career options accessible to me

10. Do teachers request to transfer out of this school? If yes, what are the most common reasons?

11. How often do you get new teachers transferred to this school?

12. How many teaching vacancies do you currently have? _____

13. Have you requested for new teachers? Y/N

14. How are teachers motivated to work in this school?

15. What are some of the challenges that are faced by teachers at this school?

16. What can the school do to improve or increase teachers' motivation and performance in the school?

17. What can the PEA/DEMs office do to improve teacher motivation and performance?

Appendix 5: INTERVIEW GUIDE FOR PRIMARY EDUCATION ADVISOR (PEA)

PART ONE

BIO-DATA

1. Gender:

A. Male

B. Female

2. Age:

A. Below 20

B. 20-30 years

C. 31-40 years

D. 41-50 years

E. 51-60 years

F. Above 60 years

3. Highest level of academic qualification

A. JCE

B. MSCE

C. Bachelor's Degree

D. Other (Specify) _____

4. Teacher Training received

A. None

- B. IPTE
- C. ODL
- D. MIITEP

5. How long have you been a PEA for this zone (years)? _____

PART TWO

MOTIVATION

6. To what extent do you find the following factors motivating for teachers in this zone?

Please report based on most schools in the zone.

FACTOR	Very Demotivating	Demotivating	Neither motivating nor demotivating	Motivating	Very Motivating
6a. Rural/Hardship Allowance					
6b. Prospects of a promotion					
6c. Trainings					
6d. Appraisals by Authorities					

including Head Teacher, PEA etc					
6e. Teacher Housing					
6f. Teaching resources					
6g. Rewards for good performance					
6h. Involvement in decision making processes					

7. What motivated you to join the teaching profession?

- A. I was interested in, and passionate about teaching
- B. My parents/guardians chose this career for me
- C. There were no other career options accessible to me
- D. Other (specify)

8. Do teachers request to transfer out of this zone? If yes, what are the most common reasons?

9. How often do you get new teachers transferred to this zone?

10. How many teaching vacancies do you currently have in the zone? _____

11. What can be attributed to these vacancies?

12. Have you requested for new teachers from the District Education Manager's (DEM) office? Y/N

13. What are the motivational packages available for teachers in this zone?

14. What can be done by the schools and the education authorities to improve teacher motivation and performance in this zone?
