

THE ROLE OF SCHOOL PRINCIPALS AS INSTRUCTIONAL LEADERS IN
MOTIVATING TEACHERS TO ENHANCE THE TEACHING AND
LEARNING PROCESS: A CASE OF SELECTED SCHOOLS IN THE
KAVANGO WEST REGION, NAMIBIA

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF
MASTER OF EDUCATION (CURRICULUM INSTRUCTION AND ASSESSMENT
STUDIES)

OF

THE UNIVERSITY OF NAMIBIA

BY

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APRIL 2025

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ABSTRACT

The main aim of this research was to investigate the school principals' role in motivating teachers in the teaching and learning process using a case of selected schools in the Kavango West Region, Namibia. There is a lack of motivation for teachers to execute teaching and learning processes in the Kavango West Region. The observed subpar academic standards in Namibia public schools may be linked to inadequate motivations and management practices. The researcher made use of a qualitative design approach, based on a case study. The researcher used non-probability sampling which is purposive sampling. The total sample size consisted of four principals who were interviewed separately, self-administrated open-ended questionnaires were also used to collect data. From the findings, it was discovered that the role of a principal in motivating the teachers is to provide them with teaching and learning materials. Another finding is that teachers should be given verbal praise for successful progress, competency or accomplishment. It was also revealed by the study that principals are currently motivating teachers by providing them with teaching and learning aids. The study showed that principals face challenges in trying to motivate teachers such as teachers' negative attitude, a challenge of novice teachers who cannot copy and adapt to the teaching and learning process easily. The study, therefore, recommends that principals should share decision-making power with teachers. Workshops should also be conducted so that principals will be equipped with strategies for motivating teachers. Schools should ensure that school environments are conducive enough for teachers to be motivated in their jobs.

Keywords: *school principals, motivation, teaching and learning, leadership, instructional leadership, school management, role.*

ACKNOWLEDGEMENTS

I would like to express my appreciation to **DR. L.E. SIMASIKU** and **DR M.N. MUSHAANDJA-MUFETI** my project supervisors for their support and advice. I thank the almighty God for according me the gift of life, guidance and protection throughout my entire academic endeavour. I wish to extend my gratitude to my family who financially supported me during the course. Lastly, my gratitude goes to my friends, relatives and fellow academic colleagues for their moral support, encouragement and advice.

DEDICATION

Special dedications are granted to my family, my parents, to all my brothers and sisters for their encouragement and support which brought me to this end.

DECLARATION

I, Munango Phinias Felix Siwogedi, hereby declare that this study is my own work and is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other institution. No part of this thesis/dissertation may be reproduced, stored in any retrieval system, or transmitted in any form, or by means (e.g. electronic, mechanical, photocopying, recording or otherwise) without the prior permission of the author, or The University of Namibia in that behalf.

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ACRONYMS/ABBREVIATIONS

DEC - Decentralized Ethics Committee

MoEAC - Ministry of Education, Arts, and Culture

UNAM – University of Namibia

CPD – Continuous Professional Development

HOD – Head of Department

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CHAPTER 1: INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study as well as the definition of terms.

1.1 Background of the study

Instructional leadership is a model of school leadership in which a principal works alongside teachers to provide support and guidance in establishing best practices in teaching, leading to teacher motivation (Pongoh, 2017). Teacher motivation is a subject that has received significant attention in mainstream educational debate in recent decades (Pongoh, 2017). This is because motivated teachers are more likely to engage learners effectively, leading to better academic performance and overall student well-being. When teachers are enthusiastic and committed, they can inspire and motivate their students, creating a positive learning environment (Lawler, 2018). Economic challenges have led to budget cuts in education, affecting teacher salaries and resources. This has highlighted the need to find ways to keep teachers motivated despite financial constraints (Nyakundi, 2018). In Namibia, public school performance has been a concern. For instance, the pass rate for Grade 7 exams has seen fluctuations, with a notable decline in recent years. In 2020, the pass rate was 39.3%, a drop from previous years (MoEAC, 2021). Motivation is a driving factor affecting human behaviour (Pongoh, 2017). There are many factors known to influence the ability of teachers to effectively execute their duties. According to Chirwa (2018), teachers are motivated when there is a teacher-centred approach to

educational leadership. This approach is only possible when the school principal as an educational leader, over and above his/her management role, endeavours to meet as many individual needs as possible leads the teachers with considerable care, and has a positive attitude and interest in their welfare (Chirwa, 2018).

Motivation is a driving factor affecting human behaviour. Teachers who have high motivation in their work will certainly be motivated to do the job effectively and efficiently so that the initial goals of teachers are planned and can be implemented properly. The poor academic standards in Namibian public schools could be amongst other reasons, symptomatic of a lack of effective motivation and management in schools (Chirwa, 2018).

The role of school principals has evolved significantly over the years, shifting from administrative duties to a more dynamic role that includes instructional leadership. This change is driven by the increasing recognition of the impact that effective leadership has on student outcomes and overall school performance (Lawler, 2018). In the context of educational reform, the emphasis on instructional leadership is paramount. Principals are now seen as key agents in fostering an environment that promotes teacher motivation and professional growth, which in turn enhances the teaching and learning process (Nyakundi, 2018).

Taking into cognizance the case of Namibia, Hausiku's (2017) study conducted in the Kavango Region also indicates that a lack of motivation emanating from poor leadership had a direct effect on learners' academic performance. There is no evidence that any studies have been done in the Kavango West Region to determine the role of school principals in motivating teachers in the facilitation of learning. In addition, Namibia witnessed 60% of the exodus of teachers away from the teaching profession due to a lack of intrinsic and extrinsic motivation (Ministry of Education, Arts, and

Culture [MoEAC], 2019).

A review of existing literature reveals that effective instructional leadership involves setting clear educational goals, managing curriculum and instruction, and fostering a positive school climate (Acha, 2018). However, there is a gap in understanding how principals specifically motivate teachers to achieve these goals. Previous studies have highlighted the importance of leadership styles, professional development opportunities, and the provision of resources, but there is limited research on the direct strategies used by principals to inspire and engage teachers. Despite the acknowledged importance of instructional leadership, there is a lack of empirical evidence on the specific practices that principals employ to motivate teachers. This gap in the literature underscores the need for a focused study that explores these practices in detail, providing insights that can inform policy and practice.

1.2 Statement of the problem

Nationally, in Namibia, many schools are established and provided with infrastructure and learning takes place at its maximum. Regionally, in Kavango West region, where the main aim of schools is to educate the nation through thriving for excellence, poor school leadership is often cited as probable significant factor (Hausiki, 2017). Currently, the Kavango West Region is experiencing a lot of problems in schools due to their leadership style that they are using when managing the schools, henceforth, this has a direct bearing on learner performance since teachers are not motivated to perform their duties (Nyakundi, 2018). The poor academic performance of learners has been a source of concern to the Directorate of Education in the region. The academic poor performance in the region has been impacted by leadership styles among the schools' leaders. Leadership is a key factor to improve the condition of any department and is also the same in school aspects (Chirwa, 2018).

There is a lack of motivation for teachers to execute teaching and learning processes in the Kavango West Region. According to several studies, (Chirwa, 2018; Hausiki, 2017) address the observed subpar academic standards in Namibia public schools, which may be linked to inadequate motivations and management **practises** (Ministry of Education, Arts and Culture [MoEAC], 2019). Therefore, when school leadership is unable to motivate teachers, teachers are likely to be less motivated in facilitating effective learning. When teachers cannot facilitate effective learning, learners are not likely to perform optimally. Therefore, this study seeks to unveil the role of school principals in keeping teachers motivated to execute effective facilitation of learning.

1.3 Research questions

The main research question is: How do school principals motivate teachers in the teaching and learning process?

The following sub-research questions have been answered by the study:

1. What are the school principal's roles in motivating teachers at Mupini Combined school, Nakazaza Combined school, Ruuga primary school and Numcara primary school in the Kavango West Region?
2. How do principals currently motivate teachers in the teaching and learning process at Mupini Combined school, Nakazaza Combined school, Ruuga primary school and Numcara primary school in the Kavango West Region?
3. What are the challenges experienced by principals in an attempt to motivate teachers in the teaching and learning process at Mupini Combined school, Nakazaza Combined school, Ruuga primary school and Numcara primary school in the Kavango West Region?
4. What are the other strategies that can be used by principals to motivate teachers in the

teaching and learning process at Mupini Combined school, Nakazaza Combined school, Ruuga primary school and Numcara primary school in the Kavango West Region?

1.4 Significance of the Study

This study holds the potential to unveil the prevailing practices implemented by principals to motivate teachers in the teaching and learning process within the Kavango West Region. Additionally, this study carries significance as it sheds light on strategies that principals can adopt to enhance teacher motivation. Furthermore, the findings of this research hold importance as they will provide valuable insights to policymakers in the Ministry of Education, Arts, and Culture (through relevant channels) to formulate policies pertaining to teacher motivation. Armed with this information, the Ministry can then develop approaches to cultivate a positive relationship between principals and teachers.

This research is significant as it aims to contribute to the body of knowledge on educational leadership by providing a detailed analysis of the motivational strategies employed by principals. The findings of this study have the potential to inform leadership training programs, guide policy development, and ultimately improve educational outcomes by fostering a more motivated and effective teaching workforce.

1.5 Limitations of the Study

It is noted that some participants withhold or provide inaccurate information for reasons only known to them. However, the researcher took measures to ensure that participants comprehended the study's purpose and encouraged them to provide truthful responses. The researcher's interaction with participants during the data collection process may introduce bias. Nonetheless, the researcher made efforts to remain neutral and uphold the expected level of professionalism in research. The findings of this are limited to the Kavango West Region due to the small sample size

under the selected case study design.

Differences in school cultures and contexts affected the applicability of the findings to other settings. However, the researcher made sure that the data obtained will be transferable to other school settings through using a triangulation method.

Language fluency was a problem since the study involved participants from diverse linguistic backgrounds. Nonetheless, the researcher conducted pilot tests with a small group of participants that helped to identify potential language issues. This allowed the researcher to refine their instruments and methods before the main study.

1.6 Delimitation of the Study

Though there are many schools in the Kavango West Region, this study only involved four selected secondary schools within the region. The inclusion of four schools aligns with the case study design, which aims to obtain comprehensive insights into the phenomenon of motivating teachers. Although a small number of schools were included, it is deemed sufficient for the purpose of this study.

1.7 Definition of terms

Motivation- refers to factors that activate, direct, and sustain goal-directed behaviour (Abbas & Agar, 2010). **Motives** are the ‘whys’ of behaviour – the needs or wants that drive behaviour and explain what we do. We do not observe a motive; rather, we infer that one exists based on the behaviour we observe (Nevid, 2018).

School principal- is the leader of a school, responsible for overseeing its daily operations, ensuring that the school runs smoothly, and providing educational leadership to the students, faculty, and staff (Nyakundi, 2018).

Leadership- is about guiding and impacting outcomes, enabling groups of people to work together to accomplish what they couldn’t do working individually (Aacha, 2018).

Instructional leadership- is a way of leading schools that focuses on teaching and

learning outcomes for students and teachers (Aacha, 2018).

Role- the function assumed or part played by a person or thing in a particular situation (Chirwa, 2018).

Teacher- also called a schoolteacher or formally an educator, is a person who helps students to acquire knowledge, competence, or virtue, via the practice of teaching (Nyakundi, 2018).

1.8 Summary

In summary, this chapter provides an overview of the research problem and provides concise background information on the study. The statement of the problem is clearly articulated. Potential limitations of the study are acknowledged, along with strategies to address them. Lastly, the chapter concludes with definitions of key terms utilised in the research. The subsequent chapter delves into a comprehensive review of existing literature related to the research topic.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This section reviews literature by other researchers in relation to the role of principals in the motivation of teachers in the general teaching and learning process. This chapter aims to identify and address the existing gap in knowledge concerning the role of school principals in motivating teachers within the teaching and learning processes. It provides a comprehensive review of the previous studies conducted in this area, highlighting the accomplishments thus far and identifying areas that require further exploration. By examining the current state of research, this chapter seeks to contribute to the existing knowledge and identify the specific aspects that still require investigation regarding the role of school principals' motivation in teaching and learning processes.

2.2 Theoretical Framework

This study is underpinned by Herzberg's two-factor theory which came about in 1987 (Chirwa, 2012). According to Herzberg's two-factor theory, motivators provide real motivation, and when these motivators are inadequate, teachers are not motivated (Abbas & Agar, 2010). Herzberg's two-factor theory tries to get to the root of motivation in the workplace. The two-factor theory states that certain factors in the workplace cause job satisfaction while a separate set of factors cause dissatisfaction, all of which act independently of each other (Chirwa, 2012). Herzberg stated that the presence of motivators ensured employee satisfaction while job dissatisfaction arose from a lack of hygiene factors. The two-factor theory of motivation holds that job satisfaction and dissatisfaction are two separate categories with entirely different contributing factors (Abbas & Agar, 2010). To ensure harmony in the workplace, Herzberg's two-factor theory holds that employers must increase employee motivation factors while simultaneously increasing workplace hygiene (Abbas &

Agar, 2010).

Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, can be effectively applied to understand how school principals can motivate teachers to enhance the teaching and learning process. This theory divides workplace factors into two categories: motivators and hygiene factors (Belle, 2016). Motivators are factors that lead to job satisfaction and motivate employees to perform better. For teachers, motivators might include: recognition that is acknowledging teachers' efforts and achievements can boost their morale and motivation, achievement that is setting clear goals and celebrating milestones can help teachers feel a sense of accomplishment, responsibility through giving teachers more autonomy and responsibility in their roles can increase their engagement and commitment, advancement by providing opportunities for professional growth and career advancement can keep teachers motivated, work itself through ensuring that the teaching work is meaningful and challenging can enhance job satisfaction (Carragher, 2016).

Hygiene Factors are factors that can cause dissatisfaction if not addressed but do not necessarily motivate if improved. For teachers, hygiene factors might include: working conditions by ensuring a safe, comfortable, and well-equipped working environment, salary by providing competitive and fair compensation, school policies through implementing clear, fair, and supportive school policies, supervision by offering supportive and constructive supervision and interpersonal relationships through fostering a positive and collaborative school culture (Carragher, 2016).

As instructional leaders, school principals can apply Herzberg's Two-Factor Theory in the following ways. Principals can regularly acknowledge and celebrate teachers' successes through awards, public recognition, and personal notes of appreciation. Also, they should offer continuous professional development opportunities that align with teachers' interests

and career goals. Principals should also involve teachers in decision-making processes and give them leadership roles in school initiatives.

In addition, school principals should improve hygiene factors by ensuring that classrooms are well-maintained and equipped with necessary resources. Also, they should develop and enforce fair policies that support teachers' well-being and professional needs. Principals should also provide regular, constructive feedback and support to help teachers improve their practice (Adeyami, 2018). By focusing on both motivators and hygiene factors, school principals can create an environment where teachers feel valued, supported, and motivated to enhance the teaching and learning process.

2.3 Instructional leadership

“Instructional leadership is a very important dimension because it targets the school’s central activities, teaching and learning. However, this paradigm underestimates other aspects of school life, such as sport, socialisation, student welfare, and self-esteem (Effiyanti et al, 2020). Instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as students’ growth” (Bett & Bett, 2021). Good school instructional management must promote a positive school climate or hold an image or a vision of what should be accomplished. Also, it focuses on matters related to instruction and the classroom performance of teachers (Abouelanein & Hossni, 2023). Effiyanti et al, (2020) found that “school principals are aware of the importance and value of providing professional support and treating staff professionally, expecting a high standard of professionalism in return”.

Effiyanti et al, (2020) also describe the principal as “an effective instructional leader performing at high school level in four areas-resources provider, instructional resource, communicator, and rational planner and providing visible provision in the school”. This aims at improving students’ achievement and also has a direct impact on teachers’ instruction in the classroom. By implication, principals of schools strive to promote

academic excellence in their schools by giving prominence to academic achievers (Effiyanti et al, 2020).

However, the findings of Abdulhakeem et al (2022) indicate that principals did not have the time to practice instructional or educational leadership as they wished to. That is, many of the formal or structured instructional leadership tasks, which include aspects of curriculum management and supervision, are delegated to heads of department or subject heads and that, they as principals influenced the instructional programme in a more indirect way (Effiyanti et al, 2020). In essence, the direct supervision of teaching in both schools is delegated to the various subject heads; hence, it was not effectively carried out (Dacpano, 2022). If applied properly, instructional leadership has a positive effect on the performance of the learners.

Instructional leadership has become the most powerful approach to bring about school performance or student outcomes. Instructional leaders influence the performance of students' achievement, especially in low achieving schools (Dacpano, 2022). The nature of instructional leadership is, however, a top-down communication process, because principals are primary sources of educational expertise and school goals. In addition to that, a school principal is responsible for managing a school and improving classroom instructions (Shahbal et al, 2022). While principals play their instructional responsibilities, they employ different leadership styles.

2.4 Motivational Strategies for Teachers

Teachers are motivated by principals who prioritise personal relationships and practice democratic leadership styles (Lawler, 2018). Lawler also emphasises that principals empower teachers by involving them in the organisation and coordination of extracurricular activities, granting them authority to foster collegiality within and between subject departments. This is achieved through delegating instructional monitoring to department heads and giving the school management team decision-

making power regarding pedagogy (Belle, 2016). It is crucial for principals to inform teachers about the value, purpose, and importance of monitoring instructional practices, while transparent and transformational leadership within the school management fosters teacher motivation and dedication (Belle, 2016).

Belle (2016) conducted a qualitative study on the role of secondary school principals in motivating teachers in the Flacq district of Mauritius. Through focus group and individual interviews, the researcher gained a deep understanding of teacher motivation by interacting directly with teachers. The study revealed that excessive paperwork and administrative tasks imposed by the Ministry of Education greatly discourage teachers (Belle, 2016). However, teachers derive motivation from working in attractive surroundings with well-maintained facilities and impressive infrastructure. Collaboration, communication, and collective problem-solving contribute to a sense of professionalism, mutual care, and support among teachers. Principals who prioritise personal relationships and employ democratic leadership styles motivate teachers, whereas autocratic and task-oriented approaches have a demotivating effect (Belle, 2016). It is imperative for this study to address areas in how the principal delegates and monitors functions among staff to ensure teachers' empowerment, and that teachers stay motivated to accomplish institutional goals.

Additionally, Belle (2016) indicates that visionary principals effectively communicate the school's vision, mission, and goals through a school handbook or a school development plan, providing a framework for short and long-term strategic planning. In the Flacq district, principals empower teachers by involving them in the setup and organisation of extracurricular activities, delegating instructional monitoring to department heads, and granting decision-making opportunities to the school management team regarding pedagogy (Pongoh, 2017).

Belle (2016) recommends that the principal should monitor learners' academic progress and learners' attitudes toward learning. This can be done by developing a learner monitoring system where all the major stakeholders, namely the principal, teachers, prefects, and learners' councils collaborate effectively. The principals cannot escape their roles as resource providers since teachers need to be well- equipped with instructional resources and materials. Principals should encourage the sharing of available resources between and among the various subject departments to ensure efficient use. It was also recommended that a democratic leadership style enhances teacher empowerment (Belle, 2016). The principal should not hesitate to delegate responsibilities to any teacher. Indeed, delegation of power and authority should not only be given to senior teachers and the heads of departments. Finally, the researcher recommends that principals should be responsible for informing teachers about the value, purpose, and importance of monitoring instructional practices (Belle, 2016). The issue of teachers' motivation has been dear to the hearts of many policymakers because it is correlated with the quality of education.

In a study by Nyakundi (2018) on factors affecting teacher motivation in public secondary schools in Thika, West District, Kiambu County, Kenya, it was discovered that a lack of transparency among staff leads to low morale and trust among teachers. Transparent and transformational leadership within the school management is recommended to motivate teachers and improve their service delivery. Additionally, schools should create a conducive environment for teachers by providing adequate teaching and learning resources (Nyakundi, 2018). Nyakundi (2018) also recommends that the Teacher Service Commission (TSC) promote teachers on merit, improve teachers' standards, pay them well, increase recommendations for teachers, and review teacher pay in relation to their workload as motivational strategies to ensure quality

curriculum delivery.

Pongoh's (2017) study on the effect of principals' leadership and motivation on the teaching competence of public school teachers in Manado City, Indonesia, reveals a positive influence of principals' leadership on teachers' teaching competence. Therefore, enhancing school leadership can improve teaching competence. The principal, as a leader, should prioritise the improvement of teachers' competencies through teacher empowerment. The study also showed a positive relationship between achievement motivation and teachers' teaching performance, indicating that increased achievement motivation improves teaching competence (Pongoh, 2017).

The study recommended that strong school leadership with a focus on achievement motivation can stimulate teachers to improve their teaching competence. By encouraging the effective implementation of educational and teaching tasks, educational leaders can motivate teachers to continuously enhance their performance. The study emphasised the importance of teachers' dedication and responsibility in improving the quality of education and learning (Pongoh, 2017).

Adeyemi (2018) investigates the relationship between principals' leadership styles and teachers' job performance in secondary schools in Ondo State, Nigeria. The study found that principals predominantly used democratic leadership styles in schools, with autocratic styles being less common. The study also established a direct relationship between principals' leadership styles and teachers' job performance (Adeyemi, 2018).

Based on these findings, the study concluded that teachers perform better in schools where principals exhibit autocratic leadership styles compared to those with democratic leadership styles (Belle, 2016). Therefore, autocratic leadership is considered the most effective style for improving teachers' productivity and

performance. However, the study also recommended that principals should employ a combination of autocratic and democratic leadership styles, applying autocracy when appropriate and using a democratic style in other situations (Adeyami, 2018). School principal exercising democratic leadership carry their colleagues along to achieve a lot for all the stakeholders of the school. The type of leadership style that is being used by the school principals at the selected schools in the Kavango West region determines the performance of the teachers.

Ngobeni's (2018) study is based on the role of leadership in motivating teachers in the Zeerust District of South Africa. The study emphasised the foundational importance of leadership in effective school management, highlighting that schools lacking effective leadership often lack discipline, and direction, and achieve poor results. Understanding the role of educational leaders in school management is crucial. Motivation among staff members is influenced by various factors, and education leaders should be aware of these factors to induce employees to work harder, faster, and more efficiently with enthusiasm (Ngobeni, 2018).

Collaboration, communication, collective problem-solving, fairness in the promotion system for teachers, effective leadership by principals, and teacher empowerment are described as strategies for motivating teachers (Ngobeni, 2018). Principals must fulfil their role as resource providers and encourage the sharing of available resources. Transparent and transformational leadership, along with leadership styles that enhance teachers' performance, should be promoted. Principals should use both autocratic and democratic leadership styles to optimise their performance (Ngobeni, 2018).

2.5 Factors Leading to Teachers' Motivation.

Seniwoliba (2019) states that salary, work conditions, incentives, medical allowance, security, recognition, advancement growth, students' indiscipline, school policy, and status were factors found to be crucial in enhancing teacher motivation, retention, and turnover. Further, Carraher (2016) advocates the importance of an effective reward system in motivating teachers. The implementation of an effective reward system is significant as it directly influences teacher motivation. Understanding the factors that contribute to teacher motivation is essential as it provides insights into what truly motivates teachers in a workplace (Ngobeni, 2018). For example, in some of the selected schools in the Kavango West Region, the working conditions are so dire and this demotivates the teachers.

2.5.1 Personal Factors Leading to Motivation

Seniwoliba's (2019) research is based on teacher motivation and job satisfaction in senior high schools in the Tamale Metropolis of Ghana. The study identified ten crucial factors that could enhance, retain, or lead to the departure of teachers. Furthermore, the study highlighted the perception of inequity among teachers when comparing themselves to colleagues in non-teaching organisations, which affected their self-esteem and feelings of fairness (Seniwoliba, 2019).

In terms of recommendations, Seniwoliba (2019) proposes adopting participant management decision-making processes to address intrinsic demotivating factors, which could be addressed by the top management of the senior high schools. Additionally, to enhance teachers' social status, the study suggested a two-pronged approach: (a) providing effective training, decent work conditions, and enhanced remuneration for teachers, and (b) sensitising all educational stakeholders to improve and restore the dignity and status of the teaching profession. The study concluded by advocating for a single-spine salary structure for all public servants to ensure equality

and eliminate the perception of inequality (Seniwoliba, 2019). The researcher notes that what motivates the teachers in the Kavango West Region at the selected schools is different. Some of the teachers are motivated by financial incentives whilst others are motivated by non-financial incentives.

Aacha's (2018) study focuses on motivation and the performance of primary school teachers in Uganda, examining the effects of teacher motivation on morale and the impact of intrinsic and extrinsic motivators on performance. The study revealed that despite inadequate motivation, teachers performed well and demonstrated high morale through regular testing, examination of pupils, and active participation in staff meetings and school events (Aacha, 2018). Additionally, a positive relationship was found between extrinsic motivation and teacher performance. Respondents were intrinsically motivated by the responsibilities they performed, interaction and relationship development, recognition and respect from the community, and the challenging nature of the teaching profession (Aacha, 2018).

Based on the findings, Aacha (2018) recommends providing accommodation near schools to address issues of distance and reduce lateness and absenteeism. The study also emphasised the need to strengthen supervision and discourage secondary employment among teachers. Aacha (2018) suggests instituting awards for better performance and rewarding areas such as school and pupil discipline, teacher performance, pupil attendance and achievement, and community and parent participation in schools to serve as motivation.

Alugchaab (2017) examines factors influencing the motivation of basic schoolteachers in the Ghana East Municipal area. The study highlighted teachers' passion for their jobs but identified dissatisfaction with hygiene factors such as salary, fringe benefits,

working conditions, status, administrative support, and teaching and learning materials, as described by Herzberg (Alugchaab, 2017). The results also emphasised the importance of interpersonal relationships among teachers. Recommendations included improving work conditions, considering holistic salary considerations, recognising teachers' performance by both government and communities and providing adequate teaching and learning materials (Alugchaab, 2017). The study suggested that school heads should adopt a democratic management style, reduce unnecessary bureaucracy, and involve teachers in decision-making processes to create an environment where all leaders feel free to express themselves and make meaningful contributions to the school climate (Alugchaab, 2017).

In conclusion, the studies on teacher motivation stress the significance of factors such as salary, work conditions, recognition, advancement opportunities, and the provision of resources in enhancing teacher motivation. Recommendations focus on addressing intrinsic and extrinsic motivators, improving work conditions, ensuring fair salary considerations, recognising teachers' performance, and involving teachers in decision-making processes.

Based on the findings, several personal factors were identified as important for teacher motivation, including salary, work conditions, incentives, medical allowance, security, recognition, achievement growth, school policy, and status (Alugchaab, 2017). The study also revealed a positive correlation between personal factors and aspects such as the provision of accommodation and respect from the community. Therefore, it is recommended that work conditions in schools be improved, and both government and communities should recognise teachers' performance (Alugchaab, 2017). These recommendations could also work in the Kavango West situation since what motivates an individual is different.

2.5.2 Work situation factors and teacher motivation

According to Judge and Church (2018), the nature of the work itself is the most important factor in job satisfaction. While compensation programs and effective supervision are still important, focusing on making work interesting and challenging can greatly influence job satisfaction. However, some managers mistakenly prioritise pay over other job attributes, neglecting the significance of interesting work (Kovach, 2017). According to Weiner (2018), satisfaction with the nature of the work, including job challenge, autonomy, variety, and scope, is a strong predictor of overall job satisfaction and employee retention. Therefore, practitioners should prioritise the nature of the work when seeking to understand job satisfaction.

2.5.3 Work Environment and teacher motivation

In relation to teacher motivation, the work environment plays a crucial role in employee performance and productivity. It encompasses various elements such as processes, systems, structures, tools, policies, rules, culture, resources, working relationships, work location, and internal and external factors (Alugchaab, 2017). The school management has the responsibility to provide teachers with the necessary documents for effective curriculum implementation and promote team-building exercises among staff members.

Furthermore, the physical environment in which people work has implications for job performance and satisfaction. Modern office buildings and workspaces have a direct impact on the complexity of tasks performed and the use of technology (Alugchaab, 2017). Investments in employees' quality of life, such as addressing indoor air quality, lighting, and other physical parameters, can lead to increased productivity (Clements-Croome, 2018). The school climate is important in teachers' motivation, if a teacher

experiences a healthy and happy place with supportive resources, they tend to participate more in the improvement of the school as research also indicates a connection between employee health and the physical environment at work (Dilani, 2019).

It is essential for management to create a highly motivated and valued working environment. Taking care of employees' health not only benefits their personal lives but also enhances their creativity and productivity at work (Macfie, 2018). Recognising and rewarding teachers for their accomplishments through verbal appraisal or tangible rewards can contribute to their motivation and ultimately yield positive results (Dilani, 2019).

Teachers who are motivated are generally productive and influence student's achievements, understanding the importance of the nature of work itself, improving the work environment, and fostering a sense of value and motivation among employees are critical factors for enhancing job satisfaction and performance.

2.5.4 Arrangement of the workspace and teacher motivation

Size and arrangement are two important aspects of a workspace. According to Robbins (2018), the arrangement of one's workspace significantly affects social interaction and inclusion in organisational events. One's physical location within the organisation can determine their access to information and involvement in informal communication networks (Dilani, 2019).

Furniture arrangement in traditional offices has been a topic of interest, allowing individuals some flexibility in laying out their workspace. Zweigenhaft (2016) explains that different arrangements convey varying levels of formality and informality. For example, a desk positioned between two parties conveys authority, while chairs set at right angles suggest a more natural and informal relationship

(Clements-Croome, 2018).

Privacy within the workplace is influenced by the amount of space per person, as well as physical barriers like walls and partitions. Open office plans, which have become popular, aim to increase flexibility and collaboration by removing physical barriers (Clements-Croome, 2018). Lohr (2017) notes the shift from closed offices to open spaces, emphasising accessibility and communication. However, the desire for privacy remains strong, and organisations may need to consider individual preferences and the impact on employee performance and job motivation (Clements-Croome, 2018).

In the context of teacher motivation, the work environment is a crucial factor. In Nigeria, the working environment for teachers is often described as impoverished, with inadequate facilities (Adelabu, 2018). Kazeem (2017) stresses the need to improve work-related conditions to enhance the quality of education, including the supply of teaching materials and improving the general classroom environment.

Luthans (2018) argues that a clean and friendly work environment positively influences employee attendance and task accomplishment. Working conditions have a significant impact on job satisfaction when they are extremely good or extremely poor. Complaints about working conditions often stem from underlying problems, such as workload issues, changes in the education system, and discipline concerns among students. Bishay (2016) suggests that the working environment also influences teachers' attitudes and behaviour towards their work, with improved motivation benefiting both teachers and learners. Disadvantaged schools often face unfavourable working conditions that hamper effective teaching and learning (Ngidi & Sibaya, 2018). Overall, the arrangement, privacy, and working conditions within an organisation and educational setting play a vital role in employee satisfaction,

motivation, and ultimately the quality of work and educational outcomes (Clements-Croome, 2018).

2.5.5 School-level factors leading to teacher motivation.

Motivation plays a crucial role in enhancing school performance at the school level.

Seniwoliba (2019) suggests that recognising teachers' intellectual power through participation in decision-making fosters their engagement, creativity, and job satisfaction. Principals should therefore demonstrate respect for teachers' ingenuity, ideas, and decision-making abilities, fostering friendship and collegiality.

Lawler (2018) argues that the prosperity and survival of organisations, including schools, depend on how they treat their human resources. School-level factors are particularly important for principals to understand the motivational factors that drive teachers.

Ejimofo's (2018) study is on principals' transformational leadership skills and their impact on teacher job satisfaction in Nigeria. The study revealed that transformational leadership significantly influenced teachers' job satisfaction. Additionally, when teachers' intellectual abilities were acknowledged through participation in decision-making, they experienced increased engagement, creativity, and job satisfaction. This empowerment provided them with autonomy, responsibility, choice, and authority. Based on these findings, Ejimofo (2018) recommends that secondary school principals demonstrate respect for teachers' ingenuity, ideas, decisions, knowledge, and growth, and develop skills to foster friendship and collegiality. Education ministries and boards are also encouraged to integrate the demographic characteristics of school principals and teachers into the continuous assessment and evaluation of their performance.

Marks and Printy (2018) explore the relationship between school leadership and

collaboration between principals and teachers. Their study focused on the potential of active collaboration around instructional matters to enhance the quality of teaching and student performance. They found that while transformational leadership was necessary, it alone was insufficient for instructional leadership. The coexistence of transformational and shared instructional leadership had a substantial impact on school performance, as measured by the quality of pedagogy and student achievement (Ngidi & Sibaya, 2018).

According to Marks and Printy (2018), schools are promising sites for transformational leadership because improving student achievement is a central goal of school restructuring. They also emphasise the importance of strong transformational leadership by principals in supporting the commitment of teachers. Cultivating teacher leadership is necessary for enhancing school performance.

The study by Marks and Printy (2018) highlights the effectiveness of integrated leadership, combining both transformational and instructional elements, in improving school performance. Shared leadership responsibilities reduce the risk of burnout for principals compared to those who try to tackle leadership challenges alone.

In conclusion, motivation at the school level plays a critical role in improving school performance. Recognising teachers' intellectual power through participation in decision-making fosters their engagement, creativity, and satisfaction. Principals should respect teachers' ingenuity, ideas, and decisions, and foster friendship and collegiality. Integrated leadership, combining transformational and instructional aspects, has a substantial impact on school performance, highlighting the importance of strong leadership and cultivating teacher leadership.

2.6 Challenges faced by principals in terms of motivation

The most significant challenge in motivating teachers is the constant turnover of the workforce. Lawler (2018) highlights how teachers frequently transfer between schools, making it difficult for schools to maintain a consistent staff. Additionally, principals face the daunting task of identifying effective incentives to motivate teachers due to the elusive nature of teacher motives. The economic situation further complicates matters, as providing financial motivation can be challenging (Seniwoliba, 2019). Moreover, teachers' job descriptions often change, such as transitioning from a classroom teacher to a Head of Department, making it even more challenging to devise effective motivation strategies. It is worth noting that in the Namibian context, it is not the principal who determine teachers' salaries but the government.

Another challenge faced by principals is determining whether intrinsic motivators are more effective than extrinsic motivators and whether incentive schemes should prioritise collegiality rather than rewarding individual teachers (Ngidi & Sibaya, 2018). Intrinsic motivation refers to the inherent satisfaction derived from the task itself, while extrinsic motivation originates from external factors (Lawler, 2018). There is a tendency to over-emphasise the importance of intrinsic motivation while neglecting the significance of economic rewards. The study by Pongoh (2018) reveals that teachers value extrinsic and ancillary rewards more than intrinsic rewards. Similarly, Chirwa (2018) reports that when intrinsic rewards diminish, salary and working conditions become significant factors. Principals face the challenge of discerning whether teachers are driven by personal, and growth needs or monetary rewards.

Ethnographic variations pose another challenge for principals when motivating

teachers. While there are no motivational differences between genders, variations can arise based on race and religion (Ngidi & Sibaya, 2018). However, Luthans' study (2018) indicates that gender differences exist, with men generally expressing less satisfaction with the teaching profession compared to women. Motivation among teachers can also be influenced by the length of service and marital status, with both novices and veterans showing the greatest commitment to the profession. Considering these complexities, it becomes increasingly difficult for principals to effectively motivate teachers (Lawler, 2018).

School principals in Namibia face several challenges when it comes to motivating teachers. Many schools struggle with insufficient teaching materials and resources, which can demotivate teachers who feel they cannot effectively perform their duties. There is often a lack of ongoing professional development opportunities for teachers. Without continuous learning and growth, teachers may feel stagnant and less motivated. Teachers frequently face heavy workloads and administrative tasks that can lead to burnout. This can be particularly challenging in schools with large class sizes and limited support staff. Teachers need regular support and recognition from their principals and the education system. A lack of appreciation and acknowledgment can lead to decreased motivation and job satisfaction. Managing student behavior can be a significant challenge. Without adequate support in handling disciplinary issues, teachers may feel overwhelmed and demotivated. Also, poor infrastructure and inadequate facilities can create a challenging teaching environment, further impacting teacher motivation.

2.7 Other strategies that can be used by principals to motivate teachers

2.7.1 Offer Praise

One of the most efficient ways to motivate and inspire the teaching staff is to praise and honor them. Showing appreciation for their dedication and hard work makes them feel valued. In addition, receiving recognition from the school administration reassures teachers that they are skilled at their job, and that leadership recognizes their contributions. Most people need praise and affirmation from time to time, regardless of how self-confident they may appear (Seniwoliba, 2019). It's especially crucial for teachers because they often work in isolation, interact with challenging students and parents, and sometimes lack confidence in their own skills. Although some people prefer to be praised in private, for many others, public acknowledgment has a more profound effect (Dilani, 2019). This affirmation shared with peers or the public indicates that you notice and support their performance enough that you want to share their talents as an exemplar to others (Lawler, 2018).

2.7.2 Recognize teachers who go above and beyond expectations

Every educational institution has teachers who exceed expectations by putting forth extra effort for their students and colleagues without complaint. However, their efforts often go unnoticed and unappreciated. Identifying and recognizing these teachers provides affirmation for them and can serve as a stimulus for other staff members (Ngidi & Sibaya, 2018).

2.7.3 Be available for the teaching staff

To make the teaching staff feel comfortable and motivated, principals should remain as approachable as possible to address teacher problems and questions. By merely acknowledging that administrators are available to provide support with their

concerns, teachers will feel more relaxed and encouraged (Ngobeni, 2018). The best way to remain approachable for teaching staff is to maintain an open-door policy and remain highly visible. Despite how busy administrators are, maintaining a relaxed demeanor and being present in the current conversation is critical (Adelabu, 2018).

2.7.4 Create a compelling reward program for teachers

When developing reward programs for student body, principals should not forget to design an equally exceptional reward program for the educators. While a more appreciable school environment permits teachers to carry out their tasks with joyful efficiency, scooping up some fantastic rewards along the way can truly motivate the teachers (Dilani, 2019).

2.7.5 Listen to the teacher's concerns

Apart from appreciating tangible accomplishments, principals should ensure that they listen to the teacher's feedback and concerns. Although this is always an important responsibility, it is particularly necessary when they are implementing a new initiative. New initiatives involve demand extra effort as it often means a new way of performing work. There may be opposition or disgruntlement moving forward with something new (Aacha, 2018). Recognizing the teachers' viewpoints is encouraging because it allows them to know their voices are heard and contributing to a collaborative and trusting work atmosphere. Acknowledging when teachers make good points and take the time to fully explain how a new initiative will improve student growth or make their own jobs easier (Alugchaab, 2017).

2.7.6 Uplift their ideas

Principals should create a platform for educators to share their innovative ideas and celebrate them. Teachers have enormous expertise and diverse perspectives. Providing a platform for them to share with others not only validates and supports their work, but it also provides others with learning opportunities (Dilani, 2019). While it is understandable that not all ideas will be feasible, others can prove revolutionary to both students and other instructors. Supporting and integrating their ideas will motivate teachers to think outside of the box and improve the entire educational process (Ngobeni, 2018).

2.7.7 Schedule fun events on the teacher's calendar

Although the school environment can be a highly social place, teachers who have large workloads or spend a lot of time preparing lessons and activities may feel isolated. Team-building social events with the teaching staff can allow teachers to enjoy each other while ultimately creating deeper relationships and rapport with their coworkers (Ngobeni, 2018). Many communities have businesses that cater to group social activities, offering activities such as painting, pottery, or cooking. Leadership development (or ropes) courses, rock climbing, or a run/walk event can be fun while building health and a family atmosphere. Even a simple holiday party provides teachers a chance to de-stress with recreation. When people like each other, their work performance and planning sessions improve (Dilani, 2019).

2.7.8 Identify periods of key stress

There are many time periods throughout the school year that carry a larger work burden for their teaching staff. Principals should be cognizant of those times and avoid adding unnecessary work during those situations. For example, principals should not overload

the teaching staff with other work during report card season (Adelabu, 2018). Also, it is better not to implement new initiatives at the end of the school term, major exam periods, or during student essays. Adding unnecessary tasks or tasks that could be scheduled during reduced stress times demonstrates a lack of appreciation and awareness of what teachers are doing. Instead, look for ways you can lend a helping hand during these challenging times (Ngobeni, 2018).

2.7.9 Empower each teacher's strengths

Every educator has strengths and areas of opportunity. When teachers are given autonomy to utilize their teaching strengths in their classes, students become immersed and motivated in learning. Sometimes, it is challenging for educators to identify their strengths. Administrators can motivate and support teachers by helping them make these discoveries (Aacha, 2018). Principals should observe and reflect with their teachers about any strategies that worked well and any means or methods that the teacher enjoys, such as combining music into a lesson. A "one-size fits all" approach does not work for students, and it certainly does not work for teachers (Ngobeni, 2018). Having overly rigid teaching requirements that limit autonomy and individual strengths can limit teacher and student success. Principals should empower every teacher with the ability to enjoy their subject, as their unique passions will motivate students as well (Alugchaab, 2017).

2.7.10 Encourage collaboration

Providing time and support for the teaching staff to work collectively as a team can significantly affect and boost their motivation (Alugchaab, 2017). Through collaboration, teachers gain recognition and support for their effective teaching strategies. In addition, more experienced mentors can validate good strategies that

beginning teachers offer, which will build self-confidence and help them see themselves as an equal participant in their departments. School administrators should consider building skilled learning communities within the educational institute to create a system for collaboration and support (Dilani, 2019).

In a conclusion, keeping the teaching staff motivated can be a challenging task. However, motivated staff is essential and in the best interests of your students and your educational institution. Teachers who are motivated are less likely to consider their job a burden and are willing to put forth extra effort to help students achieve success. Therefore, to foster a better learning environment, make it a priority to go above and beyond for your teaching staff. After all, they are the ones in the trenches making a direct impact on students' lives.

2.8 Summary

This study aims to examine the role of principals in motivating teachers. From the reviewed literature, it is worth noting that there is no research yet that has directly observed the role of principals in the motivation of teachers in the Kavango West educational setting. Consequently, this study aims to contribute to the existing literature on the subject. The subsequent chapter will discuss the research methodology employed to collect data and address the objectives of this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides an overview of the methodology employed in conducting the research. Methodology encompasses the research method, research design, data gathering methods, and data analysis techniques utilised by the researcher (Jonker & Pennik, 2018). The research design, population, sample size, sampling procedure, data collection procedures, and instruments used are presented in this chapter.

3.2 Research Design and Approach

A research paradigm is a philosophical framework that guides the research process (Wahyuni, 2018). The researcher utilised an interpretive paradigm, which acknowledges that facts and values cannot be separated and recognises that understanding is inevitably biased as it is situated in terms of the individual and the event (Wahyuni, 2018). By employing this paradigm, the researcher acknowledges that all participants bring their unique interpretations of the world or construction of the situation to the research, and the researcher needs to be open to the attitudes and values of the participants or, more actively, suspend prior cultural assumptions (Wahyuni, 2018).

This study employed a qualitative research methodology as it provides individuals' accounts of their attitudes, motivations, and behaviours. Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences (Maree, 2016). It can be used to gather in-depth insights into a problem or generate new ideas for research. The advantage of a qualitative research is that it records subjects' lived experiences and gains insights into opinions, emotions, and perceptions. It also allows for adjustments as new research questions arise. According to Maree (2016), a research design is a plan or strategy that encompasses the underlying philosophical assumptions, selection of participants, data

gathering methods, and data analysis procedures. This study adopted a qualitative research approach, specifically utilising a case study design. A case study is a qualitative research method that allows for in-depth exploration within a natural context, enabling a comprehensive understanding of the specific lived experiences of participants (Du Plooy et al., 2014). The case study design is appropriate for this study as it aims to explore how principals motivate teachers. The case study design enables deep probing, intensive analysis, and obtaining an in-depth and detailed understanding of the role of principals in teacher motivation. The strength of the case study was that it enabled the researcher to use different methods of data collection such as interviews and questionnaires.

3.3 Population of the Study

According to Du Plooy et al. (2014), a population is “a total group of people or entities (social artefacts) from whom information is required” (p. 132). The population of this study consists of 16 principals from 16 schools of different phases in the Kavango West Region.

3.4 Sample and Sampling

A sample is an analytical subset of a larger population that should be representative of the whole population and not show bias toward any particular characteristic (Maree, 2016). A sample of four principals was selected for this study from Lower Primary Schools. In a case study, the focus is to obtain in-depth knowledge and perspectives of the participants regarding the study subject. Purposive sampling is a non-probability sampling technique in which units are selected because they have characteristics that you need in your sample (Maree, 2016). Criterion purposive sampling strategy was used to select principals based on their years of working experience (i.e., 10 years and above as a school principal) and the proximity of their schools to the Central Business District (CBD) (approximately 8km from the CBD).

The sample includes two principals from Lower primary remote schools and two from Junior secondary urban schools. By employing purposive sampling, the researcher gains access to specialised insights, unique perspectives, experiences, characteristics, or conditions that are crucial to understanding the study (Du Plooy, Davis, & Bezuidenhout, 2014).

3.5 Research instruments

A research instrument is a tool used to obtain, measure, and analyze data from subjects around the research topic (Fossey et al., 2018). In this study, data collection involved the use of two instruments: a semi-structured interview guide and questionnaires. These tools were designed to elicit responses from the participants. By employing both instruments, the study aimed to ensure the reliability and validation of the data collected, thus enhancing the credibility of the findings.

3.5.1 Interviews

An interview in research is a qualitative data collection method¹²³⁴. It involves asking questions to one or more people to collect information on a certain topic (Fossey et al., 2018). Qualitative research interviews serve the purpose of capturing participants' perspectives on their lives, as reflected in their narratives, to access their experiences, emotions, and social contexts (Fossey et al., 2018). In this study, face-to-face interviews were conducted with four principals, and the interviews were recorded for documentation. Furthermore, the researcher employed semi-structured questions during the interviews, utilising an interview schedule to maintain some control over the interview process while allowing flexibility for the interviewees' responses. According to Fossey et al. (2018), semi-structured interviews are employed to facilitate the focused exploration of specific topics using an interview guide that includes a set of questions.

3.5.2 Open-ended questionnaire

Kothari (2014) defines open-ended questions as free-form survey questions that allow and encourage respondents to answer in open-text format to answer based on their complete knowledge, feeling, and understanding. Open ended questionnaires are employed to gather data about individuals by directly asking them questions, as opposed to observing their behaviour. In this study, all four principals were provided with questionnaires to complete. The researcher opted to administer an open-ended questionnaire as a research instrument due to its advantages, so that it can provide in-depth insight information since their only four participants such as ease of administration and the ability to explore motives for behaviour. The questions were consistently presented to ensure objectivity during the analysis process.

3.6 Data collection procedure

Data collection is a crucial step in the research process, as it involves gathering information to answer your research questions. Data were collected through interviews and self-administer open-ended questionnaires. The researcher scheduled appointments with the selected school principals for data collection. Thereafter, a pilot study was conducted with two principals from schools that were not part of the main study. The researcher conducted face-to-face interviews and questionnaires with the participants and captured their responses through written notes and audio recordings.

3.7 Data Analysis

Data analysis in research refers to the process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, drawing conclusions, and supporting decision-making (Jonker & Pennik, 2016). The collected data were analysed using qualitative methods. Thematic analysis was employed by the researcher to determine the underlying meaning of the data (Jonker & Pennik, 2016).

The themes that emerged from the textual data were identified, coded, and categorised. Through an inductive approach, the researcher familiarised themselves with the data, assigned preliminary codes to describe the content, categorized the content, and reviewed and defined the themes, to produce a report (Maree, 2016). The inclusion of applied thematic analysis in the research methodology allows for drawing conclusions that can be utilised as recommendations for future policies, rather than aiming to formulate a theoretical model from the data (Gay & Airasian, 2018). The interview transcripts and self-administered questionnaires were coded into themes and categories to facilitate further discussion of the study.

3.8 Research Ethics

Du Plooy et al. (2014) define ethical issues as guidelines that determine what can be considered acceptable in research. To adhere to ethical guidelines, the researcher obtained ethical clearance from the University of Namibia Decentralized Ethics Committee (DEC). This involved obtaining seeking permission from the schools. Additionally, permission was obtained from the Director of Education of the Kavango West Region to conduct the research study. The researcher obtained consent from the participants and relevant authorities to ensure the authenticity of the study. Strict measures were implemented to maintain the confidentiality and anonymity of the participants, such as removing any identifying information before disseminating the data. The researcher explicitly stated that participants' names would not be disclosed for any other purposes.

3.9 Summary

This chapter focused on the research methodology whereby research design, research approach, population of the study, sample, data analysis, data collection procedures and ethical considerations were highlighted. The next chapter focuses on the presentation and discussion of results.

CHAPTER 4: PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter covers the presentation, interpretation, and discussion of the findings of the study. The presentation and discussion of the research findings are organised around the themes that emerged from the study, regarding the literature as reviewed in Chapter Two.

4.2 Demographic information of principals

This section presents the demographic information such as gender, age, and working experience of the participants who took part in the study.

Table 4.1 Demographics of the participants

Category	Subcategory	Frequency	Percentage
Gender	Male	3	75%
	Female	1	25
Age	45-50 years old	1	25
	51-55 years old	2	50
	56+ years old	1	25
Work experience	6 – 10 years	2	50
	16 – 20 years	1	25
	21+ years	1	25
Level of Bachelor's degree		4	100
Education			

Table 4.1 shows the participation of principals in the study, with three male principals and one female principal. The inclusion of both genders in this research allows for a comprehensive exploration of diverse perspectives regarding the role of school principals in motivating teachers within the teaching and learning process. Two of the participants interviewed fell within the age range of 51-55 years. This demographic characteristic is advantageous as it suggests that the principals involved in the study are experienced individuals who possess maturity and are well-equipped to address issues related to their roles in motivating teachers within the teaching and learning process. Based on the study findings, it is evident that the participants had a range of 6 to 10 years of working experience. This substantial level of experience among the principals is beneficial in understanding their roles in motivating teachers within the teaching and learning process. Their well-developed expertise and knowledge acquired over the years contribute significantly to the exploration of the principals' impact on teacher motivation (Ejimofofor, 2018). Based on the study findings, it is evident that the participants had a good range of working experience, ranging from more than five years to more than 21 years. This substantial level of experience among the principals is beneficial in understanding their roles in motivating teachers within the teaching and learning process. Their well-developed expertise and knowledge acquired over the years will contribute significantly to the exploration of the principals' impact on teacher motivation. All of the participants that were involved in the research process were holders of bachelor's degrees. Based on this finding, the researcher concluded that it is important for the participants to continue their professional development and pursue further education to deepen their understanding of the role of school principals in motivating teachers within the teaching and learning process. By upgrading their knowledge and skills, participants can enhance their effectiveness in fulfilling their responsibilities as principals and contribute to the improvement of teacher motivation

4.3 Analysis of Questionnaire and Interview Data

The following is the presentation and the discussion of the data collection through the questionnaires and interview schedule. Participants who took part in the study were given pseudonyms. Principals are labelled P1 to P4 as their pseudonyms. The study findings are presented according to the four themes which are based on the following research themes:

1. What are the school principal's roles in motivating teachers at Mupini Combined school, Nakazaza Combined school, Ruuga primary school and Numcara primary school in the Kavango West Region?
2. How do principals currently motivate teachers in the teaching and learning process at Mupini Combined school, Nakazaza Combined school, Ruuga primary school and Numcara primary school in the Kavango West Region?
3. What are the challenges experienced by principals in an attempt to motivate teachers in the teaching and learning process at Mupini Combined school, Nakazaza Combined school, Ruuga primary school and Numcara primary school in the Kavango West Region?
4. What are the other strategies that can be used by principals to motivate teachers in the teaching and learning process at Mupini Combined school, Nakazaza Combined school, Ruuga primary school and Numcara primary school in the Kavango West Region?

Theme 1: The roles of principals in teacher motivation: insights from the questionnaires.

P1 emphasised the importance of identifying the unsatisfied needs of the staff and coming up with interventions like giving verbal praises to teachers for their progress, competency, and accomplishments. The participant suggested that these praises

should be delivered during parents' meetings and staff meetings, as they have a positive impact on teachers' egos, self-esteem, and confidence. Such recognition motivates teachers to go the extra mile and produce excellent results. The principal's perspective suggests that motivation is indeed applied to teachers; however, various factors such as salary, work environment, and the lack of resources for effective implementation ultimately lead to teacher demotivation. These findings align with the results of a study conducted by Reed (2020), which highlighted that effective school principals who engage in good interpersonal communication with a caring attitude positively influence teachers and contribute to the achievement of school goals.

P2 discussed the benefits of practising a democratic leadership style that includes all teachers. Additionally, the participant mentioned the transition from excessive paperwork to digitalisation, reducing the burden of paperwork greatly motivates teachers. Recognition and praise from the principal for devotion, commitment, and enthusiasm play a significant role in motivating teachers. Personal-oriented principals who practice democratic leadership styles are seen as motivational, whereas autocratic and purely task-oriented approaches can demotivate teachers. These findings align with those of the study done by Belle (2017) where he argues that teachers feel discouraged by excessive paperwork and administrative tasks imposed on them by the ministry. The study also found that teachers take pride in working in attractive surroundings with well-maintained facilities and impressive infrastructure stated by P2. Collaboration, communication, and collective problem-solving foster a sense of professionalism, mutual care, and support among teachers.

P3 stated that the role of the principal is to provide the teachers with the latest policy documents, circulars, and performance statistics from the circuit and region. Having

access to this information tends to motivate teachers and boost their morale. These findings are consistent with the study by Belle (2017), which concluded that teachers take pride in working in attractive surroundings with well-maintained facilities, impressive infrastructure, and abundant teaching resources. Collaboration, communication, and collective problem-solving also contribute to a sense of professionalism, mutual care, and support among teachers.

Participant 4

According to P4, teachers are motivated by being assigned responsibilities or tasks, such as leading extra-curricular activities. The principal also provides each teacher with guidelines for achieving specific goals, this aligned with Abdu-Raheem's study (2018) which stated that principals in the Flacq district in Mauritius empower teachers by involving them in the setup and organisation of extra-curricular activities, delegating monitoring of teachers' instruction to department heads, and granting decision-making opportunities regarding school pedagogy to the school management team.

From the findings, the researcher observed that 3 out of 4 of the principals were of the notion that democratic leadership style is the best for motivating the teachers to put all their effort. Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, distinguishes between factors that cause job satisfaction (motivators) and those that prevent job dissatisfaction (hygiene factors). Principals play a crucial role in influencing both sets of factors for teachers. Principals can set clear goals and recognize teachers' accomplishments, fostering a sense of achievement. They can also regularly acknowledge teachers' efforts and successes can boost their morale. Ensuring that teaching remains engaging and meaningful can keep teachers motivated.

Principals can also make use of hygiene factors that prevent job dissatisfaction like ensuring a safe, comfortable, and resource-rich environment for teachers and implementing fair and transparent policies can reduce frustration and dissatisfaction.

Theme 2: The Roles of Principals in Teacher Motivation: Insights from Interviews

When asked about the principal's roles in motivating teachers, the following were the verbatim responses of the participants:

P1 said

“The role of a principal in motivating the teachers is to provide them with teaching and learning materials. Not only that, but these teachers also need more information regarding the teaching service. Moreover, each teacher should be given his or her classroom with resources, and all this is done by the school principal.”

P2 also stated *“As a principal, I should make sure that the materials for the teaching and learning process are provided for all. In addition, providing them with transport and refreshments when attending workshops is another deed that also motivates the teachers.”*

The above findings align with the study conducted by Mphale and Mhlauli (2018), who observe that principals who provide support to teachers in promoting effective classroom instruction and managing student discipline are motivated in their roles. These principals employ various strategies to assist teachers in the teaching and learning process. For example, they ensure the smooth running of classroom activities, set goals, monitor lesson plans, allocate resources, conduct regular teacher

evaluations, and maintain discipline among students (Mphale & Mhlauli, 2018).

P2 stated, *‘Principals demonstrate their visibility within the school environment by actively engaging with students and faculty members, conducting classroom supervision, and monitoring the overall school operations. A principal should work hard, led by example to engage by maximum time on task. These proactive measures enable them to identify and address issues, gather information, manage student discipline, and support teachers’ instructional practices.’*

These responsibilities are crucial for ensuring the success of principals and providing teachers with a sense of motivation, resulting in job satisfaction and reduced frustration. Alugchaab (2018) also supports these findings and recommends that schools should provide adequate teaching and learning materials to enhance the teaching and learning process. Moreover, school administrators should demonstrate innovation in sourcing funds from community members and businesses to acquire the necessary materials and equipment. By adopting a democratic leadership approach, school leaders create an environment where all stakeholders feel empowered to express their ideas and contribute meaningfully, ultimately influencing the overall school climate.

Furthermore, P3 also stated that:

“For our teachers, we provide financial support in case they want to travel for workshops or seminars, or conferences. It is the school that caters for all the expenses. In addition, as a school, we also provide a conducive learning environment for our teachers so that they feel comfortable when teaching.”

P4 also said:

“As a principal, it is my responsibility to provide my teachers with all the professional or emotional support they need. For example, it is my duty to avail the syllabus, textbooks, examination reports, and all other necessary resources so that teaching can take place at its maximum.”

The above findings are aligned with the research conducted by Abdu-Raheem (2018), which highlights the lack of instructional resources in schools, as this study assured that teachers are supported with instructional materials by principals and they are motivated in the processes. On the contrary, Najjumba and Marshall (2019) emphasise that teachers often work in substandard school environments due to a shortage of instructional materials, which can have a demotivating effect on them. This support can be in the form of financial assistance for conferences, travel, substitute teachers, materials, graduate studies tuition fees, program budgets, and stipends for consultants. One principal pointed out, "Teaching is about growth, not perfection." When teachers encounter challenges or face failures during trial periods, it becomes crucial for principals to offer professional, psychological, and emotional support. Besides, teachers rely on principals as sources of professional knowledge and expertise. Principals' expertise in areas such as teaching and learning, changes in school law and legislative mandates, motivation, school change, group development processes, and technology utilisation are invaluable in supporting the professional learning community within the school.

The findings from both the interview schedule and the questionnaire shed light on the roles of principals in motivating teachers within the educational context. Several

common themes emerged from the perspectives of the participants, offering valuable insights into the strategies employed by principals to motivate their teaching staff. The correlation between these findings from the interview schedule and the questionnaire suggests that principals play a crucial role in motivating teachers by addressing various aspects of their professional lives. These include providing necessary teaching and learning materials, offering support for attending workshops, creating a conducive learning environment, and recognising and praising teachers for their dedication. The alignment between the two sets of findings indicates a consensus on the importance of these factors in teacher motivation. In conclusion, the roles of principals in motivating teachers are multifaceted, encompassing various strategies that address teachers' needs, provide support, and create a positive work environment. These findings underscore the pivotal role of school leadership in fostering teacher motivation, ultimately contributing to enhanced job satisfaction and improved educational outcomes.

In conclusion, all of the participants agreed that the role of principals in teacher motivation is multifaceted and crucial for fostering a positive and productive educational environment. Principals act as instructional leaders, creating a supportive atmosphere that encourages continuous professional development and innovation among teachers. By recognizing and celebrating teachers' achievements, providing constructive feedback, and facilitating opportunities for growth, principals can significantly enhance teacher morale and motivation.

Moreover, principals who actively engage with their staff, demonstrate empathy, and maintain open lines of communication contribute to a culture of trust and collaboration. This, in turn, leads to improved teacher retention, job satisfaction, and ultimately, better student outcomes. Therefore, the impact of effective principal

leadership on teacher motivation cannot be overstated, as it lays the foundation for a thriving and dynamic school community. Using Herzberg's two factor theory, principals should allow teachers to take on leadership roles or special projects can enhance their sense of responsibility and ownership and also provide opportunities for professional development and career growth can motivate teachers to excel. Moreover, the principals should provide supportive and constructive supervision can help teachers feel valued and respected and also foster a positive school culture and encouraging collaboration among staff can improve job satisfaction.

Theme 3: Strategies currently implemented by principals in the Kavango West Region to foster teacher motivation in the teaching and learning process: Insights from the Questionnaires

P1 shared his current strategies for motivating teachers, which include fostering positive competition among teachers of the same subject and recognising and rewarding the best-performing teachers and students. Additionally, he emphasised the importance of praising teachers during parent meetings and other platforms to boost their morale and enhance their dedication to their work. These findings align with the results of Aacha's (2020) study on teacher motivation and performance. The study suggests that instituting awards for outstanding performance in areas such as school and student discipline, teacher performance, student attendance and achievement, and community and parent involvement can serve as effective motivators

P 2 also remarked that:

“feedback is important in our teaching profession. For example, let's say as a principal I went for class visits for a certain class. At the end of the day, the teacher expects my feedback so that he/she can know his strengths and

weaknesses and then rectify where it is needed. This also tends to motivate teachers if we give them constructive feedback.”

According to John (2017), effective principals engage in daily classroom supervision to gather relevant information, which they then share as feedback with teachers. This feedback can be provided in person or during staff meetings. Teachers who receive feedback on their instructional practices tend to exhibit higher satisfaction with their profession. Additionally, the information gathered from classroom supervision is used to identify areas for improvement and implement corrective measures, thereby facilitating a conducive teaching environment. P 2 also stated that schools where there is a lack of administrative control over teachers, are likely to affect performance appraisal and do not challenge the ability of teachers. Many people are goal-orientated once the leader shows where the effort of the leader should be focused.

P3 mentioned that he currently motivates teachers through award ceremonies at the school level. He also shares performance results during parent meetings and acknowledges hardworking teachers during staff meetings. From these findings, it can be noted that a lack of teacher motivation for other teachers from other schools stems from contributing factors other than the principal's roles.

P4 emphasised the significance of leadership style in motivating or demotivating teachers. According to him, effective leadership involves allowing teachers to participate in decision-making processes. This aligns with the findings of Marks and Printy (2018), who stated that schools with integrated leadership exhibited high-quality pedagogy and achieved exceptional results on authentic measures of achievement. They further advocated for strong transformational leadership by principals to support teachers' commitment. Acknowledging that teachers possess both the desire and expertise to teach, they emphasised the importance of cultivation.

It was discovered that 2 out of 4 of the principals said that they motivate their teachers through conducting regular workshops and training sessions to enhance teachers' skills and knowledge. They added that they acknowledge and reward their teachers' efforts and achievements to boost morale.

Theme 4: Strategies currently implemented by principals in the Kavango West Region to foster teacher motivation in the teaching and learning process: Insights from the interviews.

Concerning how the principals are currently motivating their teachers at the schools under study, the following are the responses gathered from the participants of the study:

P1 remarked that:

“Currently, as a principal I am motivating the teachers by providing them with teaching and learning aids, helping them to plan their academic year activities, and helping them in organizing their classroom environment so that it may be conducive for the teaching and learning process to take place.”

P2 also highlighted that:

“In order to motivate the teachers, as a principal I make sure that the class is manageable. Teachers should not have too much of a workload. The class size should be reasonable. In addition, the physical environment should also be conducive to the learning process.”

The above findings align with Herzberg's (1969) assertion that physical environments

play a crucial role in teacher motivation as part of their working conditions. In this study, the physical environment encompasses factors such as class size, teaching workload, availability of teaching and learning resources, and the overall condition of the school premises. Positive physical conditions have a favourable impact on teacher motivation and enhance their self-perception, as they feel they are working in a conducive environment with adequate facilities, fostering a sense of pride in being part of such a school. From these findings, it can be concluded that some of the strategies that were being used by the school principals were not effective in motivating the teachers.

P3 also stated that:

“As a principal, I am motivating our teachers currently through award ceremonies at the school level whereby as a school we give gifts and certificates of merit to best performers. I also acknowledge and praise good or improved conduct or achievement continuously. During staff functions, for example, end-of-year and end-of-term parties as a principal I give some words of encouragement.”

P4 also stated that,

“Motivation is important to our teachers. A pat on the back goes a long way in motivating the teacher. So, it is my duty as a principal to recognize good behaviour and best performers and award them accordingly.”

The data and the findings of Schmidt (2019) highlight the significance of fostering an atmosphere of appreciation for teacher motivation. When teachers receive recognition,

rewards, and praise for their efforts, principals observe a bountiful yield of renewed professional enthusiasm among their teaching staff. It was noted from the study that some of the teachers were not motivated by non-financial incentives so the strategies that were used by the principal were not effective. People are motivated by different motivators either financially or non-financially.

The findings from both the interviews and the questionnaire provide valuable insights into the strategies employed by principals in the Kavango West Region to motivate teachers in the teaching and learning process. The strategies employed to motivate teachers include fostering positive competition among teachers of the same subject, recognising and rewarding top-performing teachers and students, and offering praise during various forums. Besides, they emphasise the importance of providing constructive feedback to teachers through classroom visits, utilising administrative control to focus teachers' efforts, conducting award ceremonies, sharing performance results during parent and staff meetings, and employing a participatory leadership style that aligns with transformational leadership principles. These strategies, collectively aim to enhance teacher motivation and improve the teaching and learning process. The correlation between the findings of the interviews and the questionnaire reveals a consistent emphasis on recognition, feedback, and leadership style as key factors in motivating teachers. In conclusion, the strategies currently implemented by principals in the Kavango West Region to motivate teachers in the teaching and learning process align with existing research and emphasise the importance of recognition, feedback, and participatory leadership. These findings collectively contribute to enhancing teacher motivation and, ultimately, improving educational outcomes in the region.

The findings from the 2 principals align when they said that they make use of

collaborative environment, resource provision and open communication to motivate their teachers.

Theme 5: Challenges Faced by Principals in Motivating Teachers: Insights from Questionnaires

P1 identified resource limitations as the primary challenge, as holding award ceremonies can be expensive. Moreover, P2 mentioned the presence of organisational divisions among the staff, which negatively influences motivation due to different needs. These findings align with previous studies by Nandi (2019) that highlight how tensions within teachers' minds affect commitment, instructional quality, and student learning. Further, the principal said departmental heads reported that new teachers socialise based on age similarity rather than the efforts of school principals, indicating the ineffectiveness of their integration and socialisation efforts, consistent with previous research (Ingersoll & Perda, 2019).

P3 emphasised that challenging behaviours and unfavourable attitudes among colleagues posed a significant obstacle. The participant highlighted that certain individuals were unfriendly and engaged in unethical behaviour. P4 added that absenteeism was another challenge, as it hampers the ability to address misconduct or poor behaviour. These findings correspond to Lawler's (2018) observation that ethnographic variations present a challenge for principals when motivating teachers. Although motivational differences based on gender are not significant, variations related to race, religion, length of service, and marital status can influence motivation. Luthans (2018) indicates that men generally exhibit lower satisfaction with the teaching profession compared to women. Novice and veteran teachers demonstrate the highest commitment to their profession. Given these complexities, principals face difficulties in effectively motivating teachers (Lawler, 2018).

All the principals lamented that limited financial and material resources hinder their efforts to provide adequate support and incentives for teachers. Also, high workloads and stress levels among teachers can reduce their motivation and engagement.

Theme 6: Challenges Faced by Principals in Motivating Teachers: Insights from Interviews

Regarding the challenges experienced by principals in an attempt to motivate teachers, during the interview sessions that were conducted, the participants said the following:

P1 was quoted saying:

“As a principal, I can say it is very challenging to motivate my teachers because some of the teachers have a negative attitude towards teaching, all I can say is that some of them are lazy and they do not put their maximum effort when doing their work.”

P2 also said:

“We have a challenge of novice teachers who cannot adapt to the teaching and learning process easier. Also, some of the teachers cannot implement issues or policies set up in their job descriptions. This is so stressful as a principal and it hinders us to achieve our educational goals.”

This aligns with the findings of previous studies conducted by Ingersoll and Perda (2019), which stressed the importance of integration and socialisation by school principals for new teachers. Insufficient induction processes carried out by principals can lead to new teachers experiencing anxieties, frustrations, and feelings of isolation, which hinders their commitment to the job, as supported by Nandi's

(2019) findings. Another significant challenge in motivating teachers is the constant turnover of the workforce. Teachers frequently transfer between schools, making it difficult for schools to maintain a consistent staff (Lawler, 2018). Besides, principals face difficulties in identifying effective incentives to motivate teachers due to the elusive nature of teacher motives. Financial motivations can be particularly challenging given the prevailing economic situation (Seniwoliba, 2019). Moreover, teachers' job responsibilities often change, such as transitioning from classroom teachers to heads of departments, which further complicates the task of motivation.

P3 also remarked that:

“The biggest challenge that we are facing as a school in trying to motivate the teachers is the lack of funds. We need funds to organize the award ceremonies in order to appreciate the best performers and acknowledge them but sometimes we fail to conduct these events due to a lack of funds.”

P4 also lamented that:

“Another challenge is the lack of funds to provide the teaching and learning materials such as textbooks so that teachers can meet their teaching needs. Most of the time we rely on donations so without these donations it means that there won't be any teaching and learning resources in classes.”

The above findings align with Lawler's (2018) perspective on the challenges faced by principals in motivating teachers, particularly regarding the effectiveness of intrinsic and extrinsic motivators and the need to consider collegiality rather than solely rewarding individual teachers. Intrinsic motivators are inherent to the task itself, while

extrinsic motivators originate from external sources (Lawler, 2018). However, there is a tendency to disproportionately emphasise intrinsic motivation, neglecting the importance of economic rewards. A study conducted by Pongoh (2018) reveals that teachers placed a higher value on extrinsic and ancillary rewards compared to intrinsic rewards. Similarly, Chirwa (2018) reports that when intrinsic rewards diminished, salary and working conditions became significant factors. Principals face difficulties in determining whether teachers prioritise personal and growth needs over monetary rewards.

Several challenges faced by principals in their efforts to motivate teachers in the teaching and learning process are highlighted by the findings in the interview schedule and the questionnaire. These challenges encompass a range of factors that can hinder the motivation of teaching staff. The challenges faced by principals in motivating teachers in the teaching and learning process encompass various factors. Resource limitations, particularly the cost of organising award ceremonies, were identified as a significant constraint. Organisational divisions among staff members, leading to differing needs and attitudes, were noted as another challenge. Challenging behaviours and unfavourable attitudes among colleagues were highlighted, along with issues related to absenteeism. In addition, challenges include teachers' negative attitudes, difficulties faced by novice teachers, and issues with the implementation of job-related policies. Financial constraints, such as the lack of funds for events and teaching materials, further compound the challenges of motivating teachers. These findings emphasise the multifaceted nature of the obstacles faced by principals in their efforts to enhance teacher motivation. The correlation between the findings of the two data collection methods underscores the persistent nature of these challenges in the education context, emphasising the need for innovative strategies and solutions to

address them and enhance teacher motivation.

Theme 7: Alternative approaches employed by Principals to enhance teacher motivation in the Teaching and learning process. Insights from the questionnaires

P1 suggested that the Ministry of Education, Arts, and Culture should allocate funds to schools to facilitate the arrangement of award ceremonies. P2 emphasised the importance of principals leading by example and serving as role models for teachers, as their behaviour has a direct impact on both teachers and students. The participant added that currently, the school principal is not serving as a good role model to the teachers. This aligns with previous research by Khan (2018), who highlights the detrimental effects of working with ineffective principals on teachers' motivation and subsequently on students' prospects.

P3 proposed that principals should encourage team-building activities to foster mutual understanding and respect among teachers. P4 added that creating a healthy working environment would enhance teachers' morale and productivity, ultimately making the school a conducive place for learning. This finding corresponds with the research by Honig et al. (2019), who argue that principals are not mere administrators but leaders and supervisors responsible for ensuring a harmonious school environment that enables teachers to carry out their duties with enthusiasm. Consequently, in line with the findings of Ololube (2018), a unified and well-organised school environment leads to effective school operations.

Theme 8: Alternative approaches employed by Principals to enhance teacher motivation in the Teaching and learning process. Insights from the interviews

Concerning the other strategies that can be used by principals to motivate teachers, from the interviews that were conducted, participants had this to say:

P1 said:

“As a principal, be approachable and be a good listener and attend to the social problems of the teachers and sometimes meet them halfway in their social needs. The principal should ensure that there is two-way communication every time so that the teachers are also able to air out their grievances and views.”

P2 also stated

“The principal should also appreciate and acknowledge the teachers throughout so as to boost their confidence and motivate them. Also, give feedback as soon as possible on job-related matters and focus on things that can be changed”

The findings align with the research conducted by Muhammad and Sabeen (2017), highlighting the importance of fostering self-confidence and preparedness among teachers prior to classroom instruction. This approach equips teachers with the necessary skills to effectively address challenges that arise in the classroom, ultimately leading to increased motivation.

P3 also highlighted that:

“The school must award teachers with useful and meaningful gifts and this will motivate them. We have theories of motivation which tell us that it’s only money that motivates people but the job itself when they are recognized and praised for that.”

P4 also remarked that

“As a principal, I should allow teachers to go and expose themselves to new environments and learn new things, especially at workshops. Give them the room to do their work accordingly”

Findings from both the questionnaire and the interview schedule provide valuable insights into alternative strategies that principals can employ to enhance teacher motivation in the teaching and learning process. These strategies encompass a range of approaches that focus on leadership, communication, team building, and recognition. These include advocating for external support, such as the allocation of funds for award ceremonies, as well as emphasising the role of effective leadership by serving as positive role models. Team-building activities are proposed to foster mutual understanding among teachers, and creating a healthy working environment is seen as crucial for boosting teacher morale. Principals are encouraged to be approachable, attentive, and responsive to teachers' social problems, facilitating two-way communication. Furthermore, acknowledging and appreciating teachers, providing prompt feedback on job-related matters, and focusing on aspects that can be changed are emphasised as effective motivators. Awards and recognition also play a vital role in enhancing teacher motivation. These strategies collectively contribute to creating a positive and motivating teaching and learning environment. There is a clear correlation between the findings from the questionnaire and the interview schedule. Both data collection methods stress the importance of leadership, communication, recognition, and a positive working environment as key elements in motivating teachers. These consistent themes underscore the significance of principled and supportive leadership in creating a conducive atmosphere for teachers, ultimately enhancing their motivation and job satisfaction.

4.4 Summary

In this chapter, data presentation and analysis were done taking into consideration the field results obtained through interviews and questionnaires. The data were analysed and interpreted in a meaningful way. The research study attempted to relate the findings to the literature from the previous chapter. The following chapter focuses on the summary, conclusion and recommendations in accordance with the research findings.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The main aim of this research was to investigate the school principals' role in motivating teachers in the teaching and learning process, focusing on selected schools in the Kavango West region, Namibia. Hence, the preceding chapter focused on the findings that were obtained from the research that was undertaken and these were analysed, interpreted and presented. A comprehensive and analytical understanding of the research findings was highlighted in the preceding chapter, thereby giving insights into the research problem that was studied. The study's conclusion and recommendations are based on research findings.

5.2 Summary

Job dissatisfaction is affecting most of the teachers in Namibia. Due to a lack of motivation in the teaching and learning process, Namibia is faced with a high rate of exodus of teachers from the teaching profession because of a lack of salary increments, promotions and other incentives. This is evidenced by the high labour turnover being experienced in the education sector, especially in the Kavango West Region. The teachers' intrinsic and extrinsic motivation is a problem, especially in the Kavango West Region. Besides, the lack of motivation in the teaching profession in Namibia has crippled human resources and is evidenced by a high labour turnover of the teachers due to a lack of job satisfaction and it also affects the quality of teaching and learning in the classroom.

The study used a case study approach where selected schools in the Kavango West Region were taken using a purposive sampling method to reduce the costs of travelling in order to complete the research within the stipulated time frame. Four principals (two from urban schools and two from rural schools) were used as

samples for the provision of the data. The researcher made use of questionnaires and interviews to gather the research data.

From the findings, it was discovered from the study that the role of a principal in motivating teachers is to provide them with teaching and learning materials. Teachers should be given verbal praise for successful progress, competency or accomplishment. It was also revealed by the study that principals are currently motivating teachers by providing them with teaching and learning aids, helping them to plan their academic year activities and organising their classroom environment so that it may be conducive to the teaching and learning process.

The study showed that principals face challenges in trying to motivate teachers such as teachers' negative attitudes, the challenge of novice teachers who cannot cope and adapt to the teaching and learning process easily, the lack of funds to organise the award ceremonies to appreciate the best performers and acknowledge them. From the study, it was discovered that the following strategies can be used by principals to motivate teachers: being approachable, being a good listener attending to teachers' social problems, and appreciating and acknowledging the teachers.

5.3 Conclusion

Retaining quality employees is the dream of every organisation. Motivation should be seen as a very important factor in the teaching process. This research focused on a big issue arising in the education sector. A large number of teachers are coming and leaving the government schools in the Kavango West Region. Lack of motivation is a major cause of teacher turnover. This research aspired to find the principal's role in motivating teachers. In light of the findings of the present study, it can be argued that the teachers' attitudes towards factors motivating them are high. The study concludes that the majority of the school principals were technically

weak in focusing on their ultimate responsibility of helping teachers to enable learners' learning which exacerbates the teachers' demotivation. Most of the principals were conceptually weak to influence teachers' motivation positively on the job by involving parents in their children's education, provision induction and training on new trends of teaching, and solving teachers' main challenges at the job, however, some of the participants influenced the teachers' motivation positively at the job through their human relation skills.

The findings also showed that if teachers are not satisfied with their work it will have a spill-over effect on the learners' performance. Hence, there is a need to balance the equation to save the region as well as the nation at large from a decline in teacher performance as the situation could lead to mass learner academic failure. In conclusion, the results demonstrated that the principals' perceptions affected the strategies they employed to promote teachers' motivation, in other words, perceptions matter.

5.4 Recommendations

Arising from the findings in this research, the following recommendations were made:

5.4.1 To the principals

- It was recommended that principals should share decision-making power with teachers.
- It was also suggested that principals should provide teachers with opportunities for choice and self-direction.
- Solicit feedback from teachers and implement changes based on reasonable and valid suggestions. Foster open and collaborative communication with and among teachers.

- Provide time for teachers to collaborate with colleagues.
- Build relationships with teachers and express their value to the learning community.
- Express trust in teachers' competence to complete professional responsibilities successfully.
- Principals need to target teacher use of motivational techniques during class observations to be able to capture early the weaknesses of the teacher and offer professional assistance. And crucially, there is a need to ensure that workloads for teachers leave them with time to plan adequately for the use of motivational teaching methods.

5.4.2 To the school

- Schools need to create learning communities so that teachers can share ideas about effective ways to motivate their students during the teaching and learning process.
- Schools should ensure that school environments are conducive enough for teachers to be motivated in their jobs. This can be achieved by ensuring that there is an adequate supply of teaching and learning resources.

5.4.3 To the Ministry of Education Arts and Culture

- The Ministry should avail funds so that schools are able to fund award ceremonies.
- Adequate teaching and learning resources should be provided to schools.
- Workshops should be conducted so that principals will be equipped with the strategies of motivating teachers.

5.4.4 Recommendation for further studies

The study achieved its purpose which is to assess the school principals' role in motivating teachers in the teaching and learning process, focusing on selected schools in the Kavango West Region, Namibia. However, it has therefore opened up the following avenues for further research by other scholars:

- The study was confined to four schools in the Kavango West Region.

However, not all schools and regions were covered. Therefore, a further suggestion would be that a study should be conducted where teachers' views are elicited about school instructional leadership practices that can enhance teacher motivation. Also, the study could also focus on identifying the causes of teacher demotivation.

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APPENDICES

Appendix A: Ethical Clearance



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: **WKC0020**

Date: 13 December 2022

This Ethical Clearance Certificate is issued by the University of Namibia Decentralized Ethics Committee (DEC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the **School of Education (Windhoek & Khomasdal Campuses) Decentralized Ethics Committee**.

Title of Project: The school principals' role in motivating teachers in the teaching and learning process: a case study of selected schools in the Kavango West region, Namibia
Researcher: Felix Munango
Student number: 200124846

Take note of the following:

1. Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the ethics committee. An application to make amendments may be necessary.
2. Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the ethics committee
3. The Principal Researcher must report issues of ethical compliance to the ethics committee (through the Chairperson) at the end of the Project or as may be requested by the ethics committee
4. The ethics committee retains the right to:
 - i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - ii) Request for an ethical compliance report at any point during the course of the research.

The ethics committee wishes you the best in your research.

A handwritten signature in black ink, appearing to read "Job U. Hengari".

Dr. Job U. Hengari (Chairperson, Windhoek & Khomasdal Campuses Decentralized Ethics Committee)

A handwritten signature in black ink, appearing to read "Davis Mumbengegwi".

Prof. Davis Mumbengegwi
(Head, Multidisciplinary Research)

Appendix B: Permission from the Regional Directorate



**KAVANGO WEST REGIONAL COUNCIL
DIRECTORATE EDUCATION, ARTS AND CULTURE**

Tel No: (066) 274200
Email: kavangowestec@yahoo.com
Enquiries: Leena Muhoka
Ref: 26 / 1 / 16

Private Bag 6193, Nkurenkuru
Namibia

27 October 2022

Mr. Phinias F.S. Munango
P.O Box 664
Rundu

**RE: PERMISSION TO CONDUCT A RESEARCH STUDY AT SELECTED SCHOOLS IN
KAVANGO WEST REGION**

1. The Ministry of Education, Arts and Culture Kavango West wishes to acknowledge receipt of your letter dated 26 October 2022, seeking for permission to conduct an academic research for your Master of Education: Curriculum, Instruction and Assessment Studies: **School Principals' roles in motivating teachers in teaching and learning process**.
2. Permission is hereby granted to you provided you seek for further clearance from the Circuit Inspector of Education where you wish to conduct your research to ensure that:
 - Permission is sought from the School Principals
 - Teaching and Learning is not interrupted
 - Participation is voluntary
3. Furthermore, you are kindly requested to share your research findings with the Ministry of Education Kavango West after completion of your study. You may contact the Deputy Director for Programme and Quality Assurance (PQA) for submission of a summary of your research findings.
4. We wish you all the best in conducting your research.

Yours Sincerely,


PONTIANUS V. MUSORE
DIRECTOR OF EDUCATION, ARTS AND CULTURE
KAVANGO WEST



27/10/2022
DATE

Appendix C: Proofreading and Copy-editing

The logo for JML (Justina Makalali) is displayed in large, bold, black letters with a white outline, set against a green background that is part of a larger graphic element.

P. O Box 98462, Windhoek latendamtuleni@gmail.com
Cell: +264 811289616

PROFESSIONAL PROOFREADING & COPY-EDITING

13 November 2023

To whom it may concern:

RE: Confirmation of proofreading and editing

This letter serves to confirm that the document detailed below has been proofread and edited by Dr Justina Amakali. The editor has focused on the following: spelling, grammar, accuracy, consistency, tone, structure, cohesion, and references.

Upon completion of editing, two documents were sent to the author, the document with the tracked changes and the ready-to-submit document.

TITLE: SCHOOL PRINCIPALS' ROLE IN MOTIVATING TEACHERS IN THE TEACHING AND LEARNING PROCESS: A CASE OF SELECTED SCHOOLS IN THE KAVANGO WEST REGION, NAMIBIA

STUDENT NAME: MUNANGO P. F. S.

STUDENT NO.: 200124846

Regards,

Dr Justina Amakali

A handwritten signature in black ink, appearing to read 'JAmakali', is placed below the typed name.

Justina Amakali, PhD (English Studies) UNAM; MPhil (Second Language Studies) Stellenbosch University; B. Hons (ETD)UJ; Further Diploma (English Language Teaching) UJ; Diploma (Proofreading & Copy-editing) Black Ford Centre, UK.

Appendix D: Consent to participate in the research study for the participants

Good morning/afternoon. I would like to thank you for taking out of your busy schedule to meet me today. I am *Munango P. F. Siwogedi*, undertaking a *Master of Education (Curriculum, Instruction and Assessment Studies)* at *UNAM*. In partial fulfilment of my programme, I am expected to research a topic of my choice. I have chosen ‘*The school principals’ role in motivating teachers in the teaching and learning process: A case study of selected schools in the Kavango West Region, Namibia*’. The results of the research are intended for making recommendations for future educational policies and programmes. All responses will be kept confidential, without you being identified as a respondent to any particular question. You have been chosen to participate as a key informant in the study. The interview will not exceed 45 minutes. You can choose to withdraw from the interview at any time. I, therefore, kindly request you to participate in this key informant interview.

Are there any questions about what I have just explained?

I agree to take part in this study. []

I do NOT agree to take part in this study. []

.....

Participant’s signature

Date

.....

.....

Researcher’s signature

Date

APPENDICES

Appendix A: Consent to participate in the research study for the participants

Good morning/afternoon. I would like to thank you for taking time out of your busy schedule to meet me today. I am *Munango P.F. Siwogedi*, undertaking a *Master of Education (Curriculum, Instruction and Assessment Studies)* at *UNAM*. In partial fulfilment of my programme, I am expected to carry out a research on a topic of my choice. I have chosen to research on *the school principals' role in motivating teachers in the teaching and learning process: a case study of selected schools in the Kavango West Region, Namibia*. Results of the research are intended for making recommendations for future educational policies and programmes. All responses will be kept confidential, without you being identified as a respondent to any particular question. You have been chosen to participate as a key informant to the study. The interview will not exceed 45 minutes. You can choose to withdraw from the interview at any time. I therefore kindly request you to participate in this key informant interview.

Are there any questions about what I have just explained?

I agree to take part in this study.

I do NOT agree to take part in this study.

MINISTRY OF BASIC EDUCATION, SPORT AND CULTURE
THE PRINCIPAL RUU-RUMWE PRIMARY SCHOOL
2023 -07- 2 5
P.O. BOX 1579, RUNDU TELL: 066-255 7475
REPUBLIC OF NAMIBIA

APPENDICES

Appendix A: Consent to participate in the research study for the participants

Good morning/afternoon. I would like to thank you for taking time out of your busy schedule to meet me today. I am *Munango P.F. Siwogedi*, undertaking a *Master of Education (Curriculum, Instruction and Assessment Studies)* at *UNAM*. In partial fulfilment of my programme, I am expected to carry out a research on a topic of my choice. I have chosen to research on *the school principals' role in motivating teachers in the teaching and learning process: a case study of selected schools in the Kavango West Region, Namibia*. Results of the research are intended for making recommendations for future educational policies and programmes. All responses will be kept confidential, without you being identified as a respondent to any particular question. You have been chosen to participate as a key informant to the study. The interview will not exceed 45 minutes. You can choose to withdraw from the interview at any time. I therefore kindly request you to participate in this key informant interview.

Are there any questions about what I have just explained?

I agree to take part in this study.

I do NOT agree to take part in this study.

MINISTRY OF BASIC EDUCATION SPORT AND CULTURE NAKAZAZA SENIOR SECONDARY SCHOOL
2023-07-27
P.O. BOX 2250, RUNDU TEL: (066) 256717 / 256752
REPUBLIC OF NAMIBIA

APPENDICES

Appendix A: Consent to participate in the research study for the participants

Good morning/afternoon. I would like to thank you for taking time out of your busy schedule to meet me today. I am *Munango P.F. Siwogedi*, undertaking a *Master of Education (Curriculum, Instruction and Assessment Studies)* at *UNAM*. In partial fulfilment of my programme, I am expected to carry out a research on a topic of my choice. I have chosen to research on *the school principals' role in motivating teachers in the teaching and learning process: a case study of selected schools in the Kavango West Region, Namibia*. Results of the research are intended for making recommendations for future educational policies and programmes. All responses will be kept confidential, without you being identified as a respondent to any particular question. You have been chosen to participate as a key informant to the study. The interview will not exceed 45 minutes. You can choose to withdraw from the interview at any time. I therefore kindly request you to participate in this key informant interview.

Are there any questions about what I have just explained?

I agree to take part in this study.

I do NOT agree to take part in this study.

MINISTRY OF BASIC EDUCATION, SPORT AND CULTURE
THE PRINCIPAL RUU-RUMWE PRIMARY SCHOOL
2023 -07- 25
P.O. BOX 1579, RUNDU TELL: 066-255 7475
REPUBLIC OF NAMIBIA

APPENDICES

Appendix A: Consent to participate in the research study for the participants

Good morning/afternoon. I would like to thank you for taking time out of your busy schedule to meet me today. I am *Munango P.F. Siwogedi*, undertaking a *Master of Education (Curriculum, Instruction and Assessment Studies)* at *UNAM*. In partial fulfilment of my programme, I am expected to carry out a research on a topic of my choice. I have chosen to research on *the school principals' role in motivating teachers in the teaching and learning process: a case study of selected schools in the Kavango West Region, Namibia*. Results of the research are intended for making recommendations for future educational policies and programmes. All responses will be kept confidential, without you being identified as a respondent to any particular question. You have been chosen to participate as a key informant to the study. The interview will not exceed 45 minutes. You can choose to withdraw from the interview at any time. I therefore kindly request you to participate in this key informant interview.

Are there any questions about what I have just explained?

I agree to take part in this study.

I do NOT agree to take part in this study.



Appendix E: Interview guide for the principals

Section A

1. What is your age?

Age	
25-30	
31-35	
36-40	
41-45	
45+	

2. Gender

Gender	
Female	
Male	

3. What is your highest professional qualification?

Professional qualification	
Certificate	

Diploma	
Bachelors degree	
Masters degree	
Any other	

3. How many years have you been the principal at this current school?

Number of years	
0-5	
6-10	
11-15	
16-20	
21+	

Section B

Research question 1: How do principals currently motivate teachers in the teaching and learning process in the Kavango West Region?

1. How do you understand the term motivation?

2. What do you do as a principal to motivate teachers to teach?

3. What facilities/resources do you provide to motivate teachers?

4. How do you monitor the teaching and learning process in classes?

5. What do you do as a principal to help teachers grow professionally?

6. Regarding the motivation of teachers in enhancing performance, what do you regard as good motivators for teachers?

Research question 2: How do teachers feel about motivation at schools in teaching and learning in the Kavango West Region?

7. How do teachers feel about motivation at schools in teaching and learning?
8. What role does motivation play in the performance of teachers?
9. What are the teachers' personal factors leading to motivation?
10. What are the school-level factors leading to teacher motivation?

Research question 3: What are the challenges experienced by principals in an attempt to motivate teachers in the teaching and learning process?

11. What are the challenges you face in the attempt to motivate teachers in the teaching and learning process?

Research question 4: What are the other strategies that can be used by principals in order to motivate teachers in the teaching and learning process?

12. What would you recommend should be done by the school in improving teacher motivation?

Thank you very much for your cooperation!!!!!!

Appendix F: Questionnaires for the principals

Please tick where appropriate

1. How often do you engage in classroom observations to provide feedback to teachers?

Weekly	
Bi-monthly	
Monthly	
Rarely	

2. What strategies do you use to motivate teachers to improve their instructional practices?

Professional development workshops	
One-on-one coaching sessions	
Peer observation and feedback	
Incentives and recognition programs	

3. How do you involve teachers in the decision-making process related to curriculum and instruction?

Regular staff meetings	
Teacher committees	
Survey and feedback forms	
Informal discussions	

3. What type of professional development opportunities do you provide to your teachers?

In-house training sessions	
External workshops and conferences	
Online courses and webinars	
Collaborative learning communities	

4. How do you assess the effectiveness of the professional development programs offered to teachers?

Teacher feedback and surveys	
Learner performance data	
Classroom observation outcomes	
All of the above	

5. How do you support teachers in implementing new instructional strategies?

Providing resources and materials	
Offering time for planning and collaboration	

Regular follow up and feedback sessions	
All of the above	

6. What role do you believe you play in creating a positive school culture that supports teaching and learning?

Leading by example	
Encouraging open communication	
Recognising and celebrating achievements	
All of the above	

7. How do you ensure that the teaching and learning environment is conducive to both teacher and student success?

Maintaining a safe and orderly environment	
Providing necessary resources and support	
Encouraging innovations	
All of the above	

8. What challenges do you face in your role as an instructional leader?

Limited time and resources	
Resistance to change from staff	
Balancing administrative duties with instructional leadership	
All of the above	

9. How do you measure your success as an instructional leader?

Teacher satisfaction and retention rates	
Learners' academic performance	
Achievement of school-wide goals	
All of the above	

Thank you for your participation and cooperation!!!