

Opinion Article

Exploring the influence of motivation on the job performance of lecturers in Vocation School (Brigade) in Botswana

Tlhabologo Sie¹, Ifeoma Eze²

¹Department of Education and Language Studies/ Botho University, Botswana.

²Department of Educational Management and Leadership/ Botswana Open University, Botswana.

ABSTRACT

Motivation of employees is regarded as a force that drives them toward attainment of specific organizational goals and objectives. Since every organization desires to maximise the use of their human and financial resources, it is one of the sizzling issue in organizations today. Establishment of motivational programs by organizations is important because it will improve motivation, individual performance and the organization performance. This study explored the influence of motivation on lecturers' job performance in Serowe Brigade. It identified the factors that may motivate the lecturers to perform effectively. It was a case study and a purposive sampling was utilized in administering eight narrative documents, only five documents were retrieved and five lecturers interviewed. The collected data was analysed using percentages and narrations. The study found that the lecturers perceive motivation as an important element in job performance and the factors that affect their motivation were discovered and those included salary and reward packages, working environment, organizational structure, training, promotion and the leaders' management style. At the end, the study concluded that motivation is important for increasing lecturers' job performance and it is a driving force for the overall efficiency of an organization. Therefore, there should be adoption of different motivation techniques to meet the needs of the lecturers as well as the changes in the work environment. Recommendations were proffered based on the findings of the study; with the intention of helping management of the institution improve their lecturers' motivation strategies.

KEYWORDS: Brigade, Job-performance, Lecturers, Motivation, Vocation-school

I. INTRODUCTION

The mandate of this study was to explore the influence of motivation on the job performance of lecturers in Serowe Brigade Centre. The effect of motivation on performance was discussed in detail. [1] highlighted that most employees need motivation to feel good about their jobs and perform optimally. Motivation levels within the workplace have a direct impact on employee productivity [1].

The government is greatly concerned about employees' performance in government organizations [2]. There are policies and programmes in place that intends to guide employees' behaviour and performance in the work place but these seems not bear fruits. Examples of such policies and programmes are the Public Service Act and Performance Management Systems[3];[2] Schools in general, from basic education to tertiary institutions are not getting good results and this is proved by a decline in most of the schools' results [4],[5]. There are many factors that affect school performance in general, motivation of employees being one of them.

There is no organization that has any future without its human resource [6]. People play a vital role in the existence of the institution. As a result, employees' welfare and wellbeing should be considered when making operational plans. As much as there are strategies in place to manage financial and other resources it is crucial that there must be strategies that manage human resource. According to Schunk, one of those strategies is motivation which is a process that instigates and sustains behaviour that is goal oriented [7] Different management theories have indicated that the performance of employees is linked to their motivation. Berth indicated that with the needs theory (Maslow hierarchy of needs) an individual will fulfil basic needs and safety before fulfilling belonging needs. This will be followed by self-esteem, which is all about respect for others. Self-esteem is followed by self-fulfilment, which as its name implies is about experiencing a sense of personal satisfaction due to creativity and the use of one's skills [8]

Herzberg's theory which focuses more on the work itself submits that some of the key factors which can motivate employees include; a challenging and an enjoyable job, recognition of effort, position of responsibility, a sense of achievement, development opportunities, and promotion itself. While McGregor's theories of X and Y says that the style of management one applies can motivate people. This theory is closely linked to the manager's expectations of the employee [8]

1.1 Serowe Brigade

The institution under study is a vocational institution of higher learning, located in the Central District of Botswana, in a village called Serowe. The institution was started in 1965 by a white man called Patrick Vanresburg, and its mandate was to equip students with vocational education in order to ensure self-reliance and development. Since 1965 the school was under the leadership of the Board of Trustees and it was a community school. In 2011 the school was taken over by the government from the Board and it is now fully managed by the government. Vision 2036 of Botswana states that "Botswana society will be knowledgeable with relevant quality education that is outcome based, with an emphasis on technical and vocational skills as well as academic competencies [education with production]" [9] and Serowe Brigade is the partaker in this vision.

Serowe Brigade is a very old institution as it was built in 1965, the buildings are dilapidated. The maintenance that is carried out is not able to keep the buildings in a good state and some structures need to be removed rather than being maintained. Lecturers use small, crowded offices with one computer in each section. There is only one overhead projector to be used by all departments. The school library is small with few books. The resources that the lecturer needs to prepare effectively for lessons are not sufficient.

Through the initiative of massification, Serowe Brigade lecturers are expected to teach more students than they should. In its inception the student teacher ratio was 16:1 but now things have drastically changed as some classes have around 25. This may cause a serious problem because this school offers vocational education and students are expected to do practical work one by one, and given the old type of machinery which is not enough really is problematic. Some lecturers are expected to teach subjects they are not competent in and this lowers the quality of education in this country. Abassi indicated that the increase in the levels of workload organizations has made the job to be stressful for the workers. There is need to pay attention to the link between workload overload and organizational performance [10]

This institution has a weak brand name, and a weak brand name has a negative impact on the processes of the institution as well as in the motivation of its lecturers. The community does not recognize this institution as a place of value; instead they perceive it as a place of failures. That is, those who failed in basic education and do not have a better place to carry on with

their studies come to this institution. The qualifications from this institution are not recognized internationally as the school offers Trade Test C, Trade Test B and NCC. Clifton indicates that poor branding negatively affects the reputation of an organisation, resulting in the organization losing opportunities for expansion [11]

The objectives of this educational institution are: to enhance the provision of industrial relevant skills, to increase access and equity, to improve financial management, to improve resource management, to enhance operational efficiency and effectiveness and to improve staff welfare and wellness. To drive these objectives, the institution needs motivated employees particularly lecturers as they drive the main objectives of this institution and they lead most of the committees in the institution, including the staff development and wellness committees.

1.2 Statement of the Problem

Every organization whether profit making or non-profit making is set up to meet the needs of the targeted customers. To meet the needs of customers, performance is the 'bottom line'. According to Long, high-performing organizations are those that can obtain this performance at a high level over protracted periods of time. He continued to say that in this twenty-first century the ways of obtaining this desired performance are proving inadequate to the task [6] The problem of poor performance is also experienced in Botswana as Motsamai, the former Botswana Public Employees Union (BOPEU) leader mentioned that government has raised concerns regarding the low work ethics of public service, and consequently pumped millions into interventions like Performance Management Systems (PMS), Performance Based Reward System (PBRs) and Work Improvement Teams (WITS) which were supposedly aimed at facilitating a culture of performance excellence in the public service. He announced that they failed to attain the desired results [12]

The lecturers' responsibilities are not only to teach, so when they do not carry out other responsibilities, they are not fulfilling their purpose in the institution. The performance of students in an institution builds the institution's reputation and recruitment rate is optimized. The Principal of Serowe Brigade decries dysfunctional committees and low performance by some lecturers in the school. According to [13], some of the things that cause employees to be demotivated are; poor working conditions, lack of training and shortage of resources. Thus the researcher is examining the influence of motivation on lecturers' job performance in Serowe Brigade [13]

1.3 Theoretical Foundations

This study was based on ERG theory (Existence, Relatedness, Growth) proposed by Clayton Alderfer. Alderfer's need hierarchy model comprises three basic categories of needs which are Existence, Relatedness and Growth (ERG). Existence needs focus on survival, physical well-being, safety and physiological needs. Relatedness needs emphasized the need for social belonging. Growth needs are about an inward need for personal development [14].

Alderfer's model of needs is an attempt to address the shortcomings of Maslow's hierarchy of needs. The main difference between the two is the claim that a number of needs can exist at the same time. Alderfer argues that two or more needs can simultaneously motivate a person. Unlike Maslow's argument, Alderfer argues that it is not necessary for primary needs to be satisfied before a higher-level need can motivate an individual. Although Alderfer's model is also hierarchical just like Maslow's model, Alderfer's ERG model is different from Maslow's in the sense that it suggests that people can bypass the hierarchy. For example, it is possible for a growth need to be satisfied even before relatedness need is satisfied. Further, the order of needs differs from one individual to another [14].

The ERG theory was used in this research to find out whether the needs of lecturers in Serowe Brigade are considered and whether lecturers fulfill their desires. The research concurs with Alderfer's model in the sense that no one desires to be stagnant. Working beyond the schedule or extra efforts comes with expectations, and that is to progress and if this does not come up the person becomes frustrated and demotivated. This theory is relevant for use in this study as it entails both the intrinsic and extrinsic factors of motivation.

1.4. Research Questions

This study concentrated on these questions;

- i. How does motivation influence the job performance of the lecturers at Serowe Brigade?
- ii. How do lecturers at Serowe Brigade perceive the importance of motivation?
- iii. What can motivate lecturers at Serowe Brigade to perform effectively?
- iv. Are there any changes in the institution that may affect lecturers' motivation?

II. CONCEPTUAL FRAMEWORK

Conceptual framework positions the researcher's work within the larger field of research. Motivation is a broad topic and to ensure that this study stays on track, it is crucial to come up with a framework.

2.1 Lecturers' Job Performance

Lecturers' job performance is a concern to the school management in Serowe Brigade. The Principal has time and again voiced his concern regarding lecturers' performance in meetings held in the institution [15]. This situation impacts negatively on the reputation of the school and the school is failing to carry out its mandate accordingly. Lecturers are the pillars of this institution and their role is very crucial. The Principal indicated that some lecturers do not perform their tasks accordingly and most of the committees in the school are not functioning, and these committees are under the leadership of lecturers. Committees are very important in an organization as they assist in the delivery of some duties in an organization. For example, the admissions committee has to function well and carry out its activities diligently in order to ensure that the institution enrolls the well qualified students with no chances of corruption. According to Cowling and Marler, appraisal is an important element of management because it causes communication between supervisors and juniors to occur [16]. In this institution there are performance reviews on termly basis and the Performance Development Plan (PDP) is prepared on yearly basis and it stipulates the employee's objectives toward achieving the goals of the organization, with targets and time frame. There is also a part where personal attributes, for example time management are rated.

2.2 Motivation and Job Performance

Motivation is a state of eagerness to work. Even though motivation of employees is a very useful aspect in management, most managers do not uphold it. Fowler said "Motivation is at the heart of everything employees do-or do not do, as the case may be- yet it is one of the most misunderstood concepts in leadership." [17]. Motivation is the energy that makes people do things. The same energy also initiates and guides one to take on a form of behaviour that leads to the achievement of goals. It is an abstract concept which cannot be directly observed. However, it is the variable that causes employees to learn and

perform. Motivation is a drive within an individual that leads them to behave in a way that will satisfy a certain need [18]. From the perspective of management, it is the willingness of an employee to perform some duties in order to achieve the set organizational objectives [19]. Motivation is the energy within an individual that drives them to reach goals and thereby satisfy their needs and values. [14] revealed that motivation is an inner drive that encourages an individual to undertake an activity whole heartedly with the intention of achieving a goal. It makes a person to go an extra mile because he is enjoying what he is doing, and he is willing to carry out his tasks [14]. He also highlighted that it influences the behaviour that an individual chooses and informs the form, the direction as well as the strength of effort, and determination over a certain period of time [14]. The study concurs with [14] that the energy that springs within oneself pushes him to satisfy the goals set and as a result the individuals' needs are met.

2.3 Types of Motivation (Intrinsic and Extrinsic motivation)

Motivation is divided into two types, intrinsic and extrinsic motivation. Intrinsic motivation is that courage which springs out within oneself. It is influenced by one's desire to overcome challenges and learn new things. When the lecturer enjoys carrying his duties and responsibilities he is intrinsically motivated, a force within himself will drive him to perform the tasks assigned. With extrinsic motivation the influence is from external factors such as money [20]. School management has a greater task in making sure that things that will motivate lecturers are available. It is the responsibility of management to avail those motivational resources. Intrinsic motivation is motivation whose source is the occurrence of the actual action. In other words, the individual feels a sense of inner fulfillment as a result of their participation irrespective of the actual consequence of their participation. Extrinsic motivation on the other hand is based on external factors which motivate an individual to act [21]

2.4 Lecturers Performance Appraisal

Lecturers are the cornerstone of every educational institution. A lecturer is a teacher at a university or college. The survival and quality of an institution depends on its lecturers and the management. They are the drivers of the main institutional goals or objectives. The lecturers' responsibilities are teaching, researching and administration. Reis Monterio said that when teachers are well qualified, rewarded fairly and have management support they will perform their duties diligently and as a result uphold the education system [22].

Performance appraisal which is a component of the concept of career development comprises the reviews of employee performance on a regular basis within an organization [23]. It is important to evaluate employee's performance for three reasons; being to get important information in the process which guides the manager whether the employee is eligible for promotion or salary increase. Secondly it facilitates the elaboration of a plan and lastly it helps in planning the career of the employee. It is a systematic process which is carried out periodically to assess the job performance of employees on the basis of pre-set organizational objectives [24]

III. EFFECTS OF MOTIVATION ON JOB PERFORMANCE

Motivation effects on job performance cannot be over emphasized. Lecturers' motivation gives birth to high productivity. Motivated lecturers are a valuable asset to an institution which build the reputation of the organization and makes it a better place of study amongst many [25];[13]. Achievement of goals is a priority to motivated lecturers that is why it is crucial to motivate them because every organization aims at achieving its goals[26] Motivation is an integral part of management and supervisors should function as motivators to their subordinates. Demotivated lecturers are discouraged to perform whilst motivated employees are inclined to be more productive, they tend to be satisfied and do their work diligently [27]. The performance of a lecturer is measured by student performance rate and the increased functional and organizational performance, and it is measured through PDP's [28].

3.1. Benefits of Motivation

A motivated lecturer can often deliver far much more than is expected from them by supervisors. Being proficient at motivating your lecturers will be a measure of your success as a leader [17]. As a leader you must know the importance of motivating lecturers in your institution as they are the main drivers of the institutional goals, and that is the reason the institution is existing [29]. The following are the benefits of having motivated lecturers [30]

3.1.2 Better Productivity

Motivation can lead to increased productivity and allow the institution to reach its target[31]. Normally at the beginning of the year the institution set targets for all of its objectives, and to reach or even go beyond the set target, management need motivated lecturers. When lecturers are motivated they become innovative and creative.

3.1.3 Lower Levels of Absenteeism

Motivated lecturers become more engaged on their duties as they purpose in their hearts to complete their daily tasks [32]. When motivated, lecturers need minimum supervision because they become zealous in their duties. They tend to look forward to the next day and continue with those tasks that they enjoy doing.

3.1.4 Improve Product Quality

For the institution to have satisfied customers and quality graduates at the end of the programme, one of the things that it needs is motivated lecturers. Lecturers may ensure that they equip their trainees with skills and knowledge that will benefit them after completing their studies. They may have the passion to help students even after contact hours or timetabled classroom hours because if you enjoy an activity you can go an extra mile. The quality of students makes the institution to be reputable and recognized by stakeholders. For example, the mining sector will have much interest on Serowe Brigade graduates from the engineering department because of their quality [30].

3.1.5 Lower Levels of Staff Turnover

When lecturers are motivated, it will increase staff retention rate thus leading to lower training and recruitment costs [32]. When lecturers leave the institution, the institution incurs costs on recruitment, and also they have to train the newly employed lecturer. Most of the applicants have a professional qualification but do not have a teaching qualification and the

institution has to ensure that the lecturer acquire the teaching qualification. Teaching qualification is the requirement for accreditation by Botswana Qualifications Authority (BQA).

3.2. Techniques of Motivation

High performance in a workplace may be the outcomes of increased motivation. Each employee is motivated by a different motivator and the employer should use different common techniques in order for all employees to be excited and energized on their jobs [33]

3.2.1 Job Satisfaction/ the Structure of the Work

To make employees more satisfied, the organisation has to engage three basic approaches, which are job enlargement, job enrichment and job rotation [1]. Job enlargement makes the employees do more tasks of the same nature. This helps to remove monotony or boredom from repetitive tasks and also increasing the employees' responsibility. Job enrichment involves giving workers more tasks with added responsibility and job rotation is where by the employee is moved from one job to another to in order to provide variety, this calls for staff training [1]. The institution has to make sure that the teaching activity and other activities are as enjoyable and interesting as possible for employees to be productive. According to Kate, "to motivate people to want to work to their fullest potential means ensuring that the right conditions are created and that what they are doing is a source of satisfaction to them, something they think is worth doing" [34]

3.2.2 Level of Involvement/ Engagement

An employee who is highly involved in other organizational activities will be motivated as compared to others. They become part of the organization and they have the goals of the organization in their lives. Beth states that a person's level of involvement can make a real difference in his/her motivation and also in his/her engagement with the organization.[8],[35] defined engagement as the state of enjoying what you are doing, giving it all the attention that it deserves and being committed to the organizational goals and objectives. Engagement creates a platform that allows employees to work closely with their fellow workers and organization managers. It makes workers to be motivated and desire to do a good job. In the twenty-first century the work place should be a place of change and continuously improve in order to engage employees with the latest methods. Li describe work engagement as a condition that makes workers express themselves emotionally, cognitively and physically as they perform their daily duties [36]

3.2.3 Training

When the employer trains his employee, he is investing in him and this makes the employee feel valued. This does not only benefit the employee, even the employer benefits because the performance of his worker is enhanced. For employees to perform effectively they need to be trained but in some organizations training is used as a motivating factor.. Training also makes the person to be committed to the organizational goals, hence retaining qualified personnel. [37] States that employee training is a very important part of the plan, not a decision that is taken without proper planning and as a complement of the system.

3.2.4 The Reward System/ Financial Rewards

Saunders stated that rewards are great reinforcements for achieving specific outcomes [38] Most organizations have a system in place for rewarding best performers such as the thirteenth cheque or awards held annually to appreciate excellent performance. Benefits that are directed to an individual's need are very important as they are more motivating. When a person's effort is recognized by his leaders through rewards, he will do more for the institution, as the person will continue to work hard to keep that integrity and others will be competing to get what he got. Marszalek considers an incentive as an effort by employers to encourage their employees to be motivated on their work by providing an extra income[39] There are various forms of monetary rewards (salary increase, severance benefits, bonus and commission) that will make workers excel on their performance by motivating to be on their best behavior[40]

3.2.5 Leadership Style

The leader's way of leading affects the lecturers' psychological being and as a result their performance is affected. Marszalek said, "Leadership is an ability to drive or motivate a group of people (two or more) to work together in carrying out their activities directed at the common goals" [39]. Reiger indicated that for the workers and the organization to be successful, teachers and students changing needs should be considered by managers and their managerial style should adapt to those changes. School management should understand the values, desires and beliefs of their subordinates and the effect of these attributes on job performance [41]. Their leadership should focus on ensuring that the institution is successful, not on their personal interest. To set your own schedule motivates an individual as he feels that management respect and has trust on him. The other techniques of motivation that emerge are the organizational climate [24], recognition of team-building activities [42] and communication[43].

3.3 Teacher Motivation in Developed Countries

Even though there are many factors surrounding learning outcomes, improved teaching helps an institution to achieve its stated goals. It is crucial to ensure that the school system has measures in place to increase teacher motivation and capabilities, as they will help the institution to have improved learning outcomes [44]. A number of strategies which can help make teachers effective include; improved assessment systems, curriculum reforms, increased responsibility, a balanced distribution of resources, and improved pre and continuous professional development. [45] asserted that in developed countries, the motivation of teachers and incentives has multiple themes. In the last fifty years (50), the status of teachers has gone down in a number of countries. Teacher control and regulation has bottled autonomy and creativity of teachers and a lot is expected from them with less payment [22]

3.4 Teacher Motivation in Lower- Income Developing Countries

[41] shared that the state of teacher motivation in lower-income developing countries thus in many Sub-Saharan Africa countries, teachers are expected to change teaching practices completely, yet most of them are de-motivated [41]. Teachers' participation on the formulation of policy is limited and this worsen the situation as they already feel less self-determined, this situation of leaving them out, makes them feel threatened by their leaders. Nearly all education strategies and reforms are trying to improve teacher motivation by improving the conditions of work environment and imparting skills on teachers through training [46] There are many problems that surround teaching profession that include, shortage of accommodation,

limited progression opportunities, shortage of teaching and learning materials and little involvement of representatives of teachers in policy making [13]

IV. METHODOLOGY

The study employed qualitative research approach, with case study design. Case study design was preferable because the research aimed at analyzing specific issue within a specific organization. It aimed at finding out the influence of motivation on lecturers' job performance specifically in Serowe Brigade Centre. We employed purposive sampling; using sound judgment, we ensured that all the training departments were represented. According to Habib, Pathik and Maryam, logic, common sense or sound judgment can be used to select a sample that is a representative of a larger population [47]. The population was already divided into four segments which were Construction, Engineering, Business and Agriculture. Participants were selected purposively from each segment and the same number of participants was chosen from each segment. Each segment was fairly represented as the total number of lecturers in each department did not differ much. The participants were eight lecturers, two from each department and the data was obtained through semi-structured face-to-face interviews and narrative inquiry. Narrative data was gleaned from all the eight participants who constructed their realities through narrating their stories through writing [48]. Meanwhile, four of Lecturers were interviewed conducted on one on one contact and was recorded

The analysis of data was organized by research questions. This method brought all the relevant data to a specific issue on one set and the researcher was able to draw conclusions from the collected data easily. All the information from different data streams (interviews and narrative inquiry), for a particular question were compared critically to come up with a collective answer to the question [23]

4.1 FINDINGS

Sihag clearly indicated that it is important for any institution to identify the factors that affect employee work performance [49]. In this study various factors were picked that affect employees' motivation hence their performance. [13] listed and explained several causes of lack of motivation among individuals working in educational institutions and most of them are found to be affecting lecturers in Serowe Brigade. Some of the things they mentioned that were evidenced in this study are insecurity, organizational complexity, communication failure, inadequate resources and lack of incentives [13]

From the study, it was found that lecturers have low promotion opportunities as the institution is functioning with a skeletal or incomplete organization structure and also they showed concern with the salary they get. Increased salary, responsibility, status, authority and privileges are the benefits that come with promotion, and these things act as stimulants to the better performance of employees. This also makes an employee feel fulfilled as he has reached his objective, and his confidence is boosted and he becomes motivated to put in more effort to be at the top of the organizational structure. Most lecturers are in this profession because they had no other option. They ended up choosing lecturing because they could not find jobs in their area of interest. Finances also are a setback as lecturing in Brigade is one of the low paid professions when compared to other professions. According to [23], teaching is one of the lowly paid professions and most people get into it because they do not have any option [23]. The bible says money answers all (Ecclesiastes 10:19)[50], and for a lecturer to satisfy the desire for physiological and material well-being he needs money. When financial resources are insufficient to meet all the materials that the lecturer needs then he will not be motivated.

From the responses got from the interviewees, it shows that motivation influence job performance. Motivation makes employees to be more productive as they tend to love their job and it makes them innovative. When motivated, lecturers will desire to reach high targets and they will always be anxious to see the next day of activity.

The study also gleaned that some of them come to work every day in order to undertake the tasks assigned or to abide by the rules as they are obliged to perform. Some indicated that they are doing it in order to survive. That is to say that most of them do not enjoy what they are doing and their work environment. All participants who were interviewed shared the same sentiments that motivation is crucial as it is a force behind excellent performance. For the institution to achieve its goals it needs motivated lecturers.

EDUCATIONAL IMPLICATIONS

The practical implications of this study may help the institution to enhance educational system by improving the motivation level of lecturers in order to get a good performance from them. The research showed the importance of motivating lecturers. The research is important to the principals and policy makers as they are the ones who can implement strategies that motivate lecturers.

When lecturers are not motivated they cannot excel on their daily activities and this result in low performance. It may help the principals to realize the factors that motivate lecturers and work on such factors. The desire of every leader is to attain excellent results or to have employees who are doing their work very well. It is important for an organization to function in a structure, with clear lines of authority or communication. The leaders may learn that having organizational structure in place may affect the lecturers' morale positively hence good performance.

The maintenance committee in the institution may be informed that they play a vital role in the performance of lecturers, as their mandate is to ensure that school buildings and lecturers houses are maintained. Lecturers pointed out to dilapidated buildings as one of the things that cause dissatisfaction.

RECOMMENDATIONS

The finding of study suggests that motivation is important in ensuring that lecturers perform effectively. It is a great challenge for employers to develop pay policies and procedures that will help them to motivate, satisfy and retain their employees. Reward systems should be in place so as to avoid conflicts between leaders and lecturers.

Consultation is crucial as involves the concerned members in decisions making regarding the activities which have a direct influence on their work, especially when their opinions have the potential to make a significant impact. Consultative meetings create good team work, staff support, respect for the roles and contributions of others and this provides a motivating work environment which is necessary in increasing the productivity of the workers. Goals for the period may be identified by the supervisor in the beginning of the year and they should be used as a standard that will evaluate the employees at the end of each quarter until the year end. Since the school management is concerned about the functionality of the committees in the institution, it should be mandatory to every employee to include their committee duties on the Performance Development Plan at the beginning of the year. These are the documents that are used to review the performance of lecturers on termly basis and that will reflect on the overall results of the lecturers.

Promotion is very important as it is a means of attracting recruits as well as ensuring excellent performance. The progression path on the structure of an organization exerts a motivational impact on its employees to actively perform their duties with the aim of achieving their dreams. There should be regular review and evaluation of training and development programs in order for the programs to be in line with the needs of the organization. Career development programme or training enables the employee to be innovative and use the resources available for the best interest of the organization.

The institution should maintain open communication channels up and down. Managers should make sure that subordinates know at all times where the organization is going and how their individual contributions contribute to that goal. The principal should use both autocratic and democratic leadership style depending on the situation at hand in order to improve lecturer's performance. This will be helpful as most lecturers are concerned with the management style, so applying different styles will accommodate all people with their different preferences.

Poor working condition is one of the major factors that affect the morale of lecturers in this institution. Lecturers are concerned about dilapidated buildings both in the school and where they are accommodated. The government has come up with initiative of maintenance and building of new buildings through the Economic Stimulus Programme (ESP). The leaders of the institution should meet the relevant authorities and request them to consider the institution on their budgets. The school leaders should meet with relevant authorities so that they improve the level of studies in the institution. The world we are living in is a global village, and to get a qualification which is only recognized in your country is not helpful in this era, especially that we are faced with a serious challenge of shortage of employment opportunities.

The spirit of oneness should be cultivated through social activities such as staff Christmas party and wellness activities such as aerobics. This institution is a big institution with seven departments, and it is not easy for such a group to interact socially without events that bring them together. The staff welfare and wellness play a vital role on motivation and good performance.

Lastly, the researcher recommends that lecturers are valuable assets of an institution. Lecturers are useful in the achievement of institutional objectives and goals. Therefore, they need to be motivated to work more effectively.

REFERENCES

- [1] Ganta, V. C. 2014. Motivation in the Workplace to improve the Employee Performance. *International Journal of Engineering Technology, Management and Applied Sciences*, 2(6), pp. 221-230.
- [2] Botlhale, E. K. 2015. Monitoring and Evaluating Government Performance in Botswana. *Africa's Public Service Delivery and Performance Review*, 15 January, pp. 5-21.
- [3] Botswana government, 2010. *Public Service Act Chapter 26:01*.
- [Online] http://hrss.org.ch/upload/lawcrawl/specific_categories_workers/BWA80401.pdf
- [4] Mphale, L. M. & Mhlauli, M. B. 2013. An Investigation on Students Academic Performance for Junior Secondary Schools in Botswana. *European Journal of Educational Research*, 3(3), pp. 111-127.
- [5] Monnakgotla, T. 2016. Botswana: Ministry Tackles Poor Performance At Schools. *Botswana: Ministry Tackles Poor Performance At Schools*, 4 July, p. 1.
- [6] Long, D. G. 2013. *Delivering High Performance: The third Generation Organization*. s.l.:Routledge.
- [7] Schunk, D. H. 2012. *Learning Theories; An Educational Perspective*. Boston.: Pearson Education.
- [8] Beth, B. 2012. *Everything You Need to Know About Employee Motivation*. s.l.:Brain mass Inc.
- [9] Vision 2036 Presidential Task Team, 2016. *Vision 2036: Achieving Prosperity for All*. Gaborone: Lentswe La Lesedi Pty Ltd
- [10] Abassi, M. M. 2016. The mediating Effect of Job Stress on Work Overload and Organizational Performance in the Banking Industry. *Abasyn Journal of Social Sciences*, 9(2).
- [11] Clifton, R. 2009. *Brands and Branding*. 2nd ed. London.: Profile Book Ltd.
- [12] Mphale, L. M. & Mhlauli, M. B. 2013. An Investigation on Students Academic Performance for Junior Secondary Schools in Botswana. *European Journal of Educational Research*, 3(3), pp. 111-127.
- [13] Absar, S. & Jameel, S. S. 2017. Teachers Motivation in Higher Education: A comparative study across discipline and designation. *Indian Journal of Positive Psychology*, 8(2), pp. 221-225.
- [14] Herve, M., Pavie, X. & O'Keefe, M. 2012. *Valuing People to Create Value: An Innovative Approach To Leveraging Motivation at Work*. Singapore.: World Scientific Publishing Co. Pte. Ltd.
- [15] Serowe Brigade Centre, 2017. *Minutes of the Meeting*, Serowe: Serowe Brigade Centre.
- [16] Crowling, A. & Mailer, C. 2008. *Managing Human Resource*. 3rd ed. London.: Arnold Publishers.
- [17] Fowler, S. 2015. Motivation Done Right. *Learning blueprint*, 1 December, pp. 76-77.
- [18] Du Plessis, A., Keovilay, P. & Marriot, J. 2016. *Effective motivation practices that could enhance employee performance in the mining industry*, s.l.: Unitec New Zealand.
- [19] Laura, S., 2013. *Managing Employee Performance: Motivation, Ability, and Obstacles*,. s.l.:The Productivity Pro Inc.. <https://www.kobo.com/us/en/ebook/managing-employee-performance>
- [20] Gottfredson, R. K. 2015. How to get your teams to work. *Industrial Management*, 57(4), pp. 25-30.
- [21] Hilliard, I. 2012. *Responsible Management, Incentive Systems and Productivity*. s.l.:Springer Science and Business Media Dordrecht..
- [22] Reis Monterio, A. 2015. *The Teaching Profession Present and Future*. New York.: Springer,.
- [23] Cohen, L., Manion, L. & Morrison, K. 2007. *Research Methods in Education*. 6th ed. New York: Taylor and Francis Group
- [24] Ma, B., Liu, S., Liu, D. & Wang, H. 2016. Job security and work performance in Chinese employees: The mediating role of organizational identification. *International Journal of Psychology*, 51(2), pp. 123-129.
- [25] Guo, Y., Liao, J. & Zhang, Y. 2014. The Mediation Role of Intrinsic motivation on the Relationship Between Developmental Feedback and Employee Performance. *Social Behaviour and Personality*, 42(5), pp. 731-742.

- [26] Inayatulla, A. & Jehangir, P. 2012. Teachers Job Performance: The Role of Motivation. *Abasyn University Journal of Social Sciences*, 5(2), pp. 78-99.
- [27] Orpen, C. 2004. Interactive Effects of Work Motivation and Personal Control on Employee Job Performance and Satisfaction. *The Journal of Social Psychology*, 134(6), pp. 855-856.
- [28] Kleindienst, B. & Biedermann, H. 2017. Involving Employees in the Development Process of Performance Measurement and Management Systems. *Analas of Faculty of Engineering Hunedoara*, 1 May, pp. 17-24.
- [29] MTD Training, 2011. *Bookboon blog*.
- [Online] <http://www.bookboon.com/blog/2011/10/the-benefits-of-motivation/>
- [30] Riley, J. & Riley, G. n.d. *Business*. [Online] <https://www.tutor2u.net/business/reference/people-management-introduction-to-motivation>
- [31] Rabbani, F., Shipton, M., Sangars, S., Perveen, J., & Zihidie, K. 2016. *Inspiring health worker motivation with Inspiring health worker motivation with health supervisor motivating factors in rural Pakistan*, s.l.: BMC Health Services Reseach.
- [32] Ukandu, N. E. & Ukpere, W. I. 2011. Strategies to improve the level of employee motivation in the fast food outlets in Cape Town, South Africa. *African Journal of Business Management*, 5(28), pp. 11521-11531.
- [33] McQuery, L. 2017. *Chron*.
- [Online] Available at: <https://www.smallbusiness.chron.com/7-techniques-increasing-motivation-55420.html>
- [34] Kate, K. 2015. *Learn How To Motivate And Inspire People To Be Happy And Productive*. 2nd edition, Pocket Manager. London. [Motivate: Learn How to Motivate and Inspire People to Be Happy and Productive: Keenan, Kate: 9781909179530: Amazon.com: Books](https://www.amazon.com/dp/9781909179530)
- [35] Jane, S. 2012. *The Culture Builders, Leadership Strategies for Employee Performance*. Routledge.: Burlington, VT.
- [36] Li, S. 2015. The role of work engagement and traditionality, social behaviour and personality. *Power Sharing and Task Performance*, 43(5), pp. 767-776.
- [37] Liff, S. 2011. *Improving the performance of government employees; A managers guide*. New York: Amacon.
- [38] Saunders, R. 2017. *Getting the Inside Scoop on Motivation*. s.l.:Lakewood Media Group LCC
- [39] Marszalek, W. A. 2017. *New Educational Review*, s.l.: Nasrun Indonesia
- [40] Burton, K. 2012. *A Study of Motivation: How to Get Employees Moving*, s.l.: Indiana University.
- [Online] <https://www.standard.net/Success-Startegies/2014/09/24/10-startegies-to-help-retain-and-motivate-employees>
- [41] Reiger, C. R. 2015. *Teachers and Motivation: A Demographic Study*, New Jersey: Director Hospital Education.
- [42] Innes, J. 2017. Motivational Techniques. *The Resume Center*, 16 May, p. 1.
- [43] Larsen, B. 2014. *Standard - Examiner*.
- [Online] <https://www.standard.net/Success-Startegies/2014/09/24/10-startegies-to-help-retain-and-motivate-employees>
- [44] Sharma, G. & Tolani, B. 2015. Subjective well-being for employees in an organization. *Indian Journal of Health and Well-being*, 6(5), pp. 529-533.
- [45] Bennell, P. & Akyeampong, K. 2007. *Teacher Motivation in Sub-Saharan Africa and South Asian*, Department for International development, Brighton: Educational Papers.
- [46] Karam, R. 2015. Implementing Education Reforms to Enhance School Performance. *Rand Corporation*, 13 November, p. 1.
- [47] Habib, M., Pathik, B. B., Maryam, H. 2014. *Research Methodology-Contemporary Practices*; Guidelines for Academic Researches, Newcastle, Cambridge Scholars Publishing
- [48] Marshall, C. & Rossman, G. B. 2016. *Designing Qualitative Research*. 6th ed. London,: SAGE Pulbications Inc.
- [49] Sihag, A. 2016. Factors affecting employee motivation for organizational effectiveness for health care employees. *Indian Journal of Positive Psychology*, 7(2), pp. 256-260.
- [50] Holy Bible, King James Version, Ecclesiastes Chapter 10: Verse 19