Teaching for the future
A minor field study on motivation among Gambian teachers who have participated in Future in our hands in-service training

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Abstract

This study aims at creating an understanding of how teachers in Gambian primary schools, who have participated in Future in our hands in-service training, experience their motivation to teach. Three research question were defined to help us examining our purpose further; “Is motivation to teach a problem among Gambian teachers?”, “which factors are most important in order to create a motivational workplace?” and “which factors do the Gambian teachers experience to demotivate them in their work?“. A presentation on previous research in the field is given, which points out that motivation is a problem among many teachers in developing countries and that intrinsic as well extrinsic factors affects the motivation in both positive and negative ways.

Twelve semi-structured interviews were conducted throughout The Gambia focusing on the respondents’ experiences about their motivation to teach. The collected material was analysed using Herzberg’s motivation-hygiene theory. The results showed that salary, interpersonal relations, lack of materials and facilities, possibilities for growth and promotion as well as workload were factors frequently mentioned in terms of creating motivation as well as demotivation to teach.

Keywords: motivation, primary school teachers, The Gambia
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Appendix 2
1 Introduction and background

1.1 Background - The Gambia, an underdeveloped country in motion

This bachelor thesis is written within the framework of the minor field studies scholarship provided by the government agency The Swedish international development cooperation agency (SIDA). SIDA requests their scholarship holders to perform a minor field study in a developing country to gain knowledge about the country and different developing issues within the country (SIDA, 2009). The country of issue in this study is The Gambia.

The Gambia is one of the smallest countries in Africa with a vulnerable economy, poverty, abuse of human rights and high infant mortality rates among many other issues (Country Watch, 2016, p. 26). One of many areas that remains underdeveloped and that will be addressed in this study is the access to qualitative education. More than 60 percent of the population is illiterate and only about one third of all primary school-age children attend school (Cf. Country Watch, 2016, p. 156). The Gambian government aims to provide children with six years of free education and nine years of education for the girls. Due to lack of economic resources the government fails to meet their goals about free education for children. The lack of economic resources also affects the quality of the education that is provided. More than 25 percent of Gambian teachers are unauthorized and there is no efficient system to educate those teachers. The lack of efficient systems to educate those teachers and the educational situation in general results in unmotivated teachers and high employee turnovers (Gambiagrupperna, n.d.).

Unmotivated teachers have been found a great problem in many parts of Africa as well as other developing countries. It has also been found in many studies that the quality of the education and the results among students are directly affected by the level of motivation among the teachers. Studies show that when teachers are motivated, students are more motivated to learn from what the teachers are teaching (E.g. Kitila A.K. Mkumbo, 2013; Lucia Fry et al., 2002; Jarret Guajardo, 2011). As stated above, the Government is working to improve the education in the country and an important part of improving the education is to make sure that the teachers are motivated. Because of this, it should be important for the Gambian government, as well as other authorities and organizations working with education in the country, to know how the teachers experience their own levels of motivation.

Uppsala University has the following definition of science of education on their website: “The science of Education (Pedagogy) aims to develop knowledge of the processes, both formal and informal, through which people are formed and changed in different social, cultural and institutional contexts, such as pre-school, school, family, leisure time, working life and higher education” (n.d). Furthermore, science of education deals with different aspects of upbringing, formation, education, learning, teaching as well as the requirements for and implementation of other social processes (Uppsala University, n.d). In this study, our main focus will be to examine teachers in their working life and our study has relevance for the field of science of education due to the fact that motivation is a prerequisite in terms of improving the education
and for learning to take place.

Because of the situation portrayed above, the Swedish organization Gambiagrupperna is working to develop the access to education and to educate Gambian teachers by the means of an in-service teachers training (Gambiagrupperna, n.d.). We intend to examine the motivation among Gambian teachers working in different primary schools. In order to do this, we will be travelling all over the country to interview teachers in different schools who has participated in the training provided by Gambiagrupperna and its implementing section operating directly in The Gambia, called Future in our hands (FIOH).

1.2 Purpose and research questions
The purpose of our study is to create an understanding of how teachers in Gambian primary-schools, who have participated in FIOH in-service training, experience their motivation to teach.

The questions we intend to discuss in this study are:

- Is motivation to teach a problem among Gambian teachers who has participated in FIOH in-service training?
- Which factors are most important in order to create a motivational workplace according to the teachers who has participated in FIOH in-service training?
- Which factors do the Gambian teachers, who has participated in FIOH in-service training, experience to demotivate them in their work?

1.3 Restrictions
In this study, we will only be interviewing teachers working in primary schools. This means that we will not be interviewing any teachers working in higher instances. This is because the training, which the teachers who participated in the study have completed, is only focused and applicable on primary grades.

Our study will be limited to teachers who has participated in the in-service training provided by FIOH and will therefore not include teachers who has not completed the training. In this study, the meaning of motivation will be defined according to Herzberg’s motivation-hygiene theory. We will further introduce motivation as a concept under section four concerning our theoretical framework.
2 Gambian working conditions and the work of FIOH

In this section, we will introduce the Gambian primary school system as well as how it can be to work as a teacher in the country. We will also introduce the work of FIOH and the methods included in the in-service training, which the selected teachers in this study, has been participating in.

2.1 The primary school system and teaching conditions in The Gambia

In The Gambia, children usually start school at the age of seven. They start with six years in what is called the lower basics education. After six years, they continue with upper basic education for three years and after a total of nine years they have finished primary school (UNICEF Gambia, n.d.). The primary school in The Gambia is compulsory and free but many children still cannot afford to go to school since they cannot afford the basic facilities required such as school uniforms and other school equipment required (E.g. United States department of labour, 2014, p. 3; Classbase, n.d.). In 2007 there were 368 lower basic schools and 89 upper basic schools in The Gambia (United States department of state, n.d.).

Many of the teachers in The Gambia are uneducated but The Gambia college offers education to become a teacher at different levels. The education to become a primary school teacher at The Gambia College is a two-year program that results in a primary teachers’ certificate (The Gambia College, n.d.). Working as a teacher in The Gambia includes being posted to a school anywhere in the country, but it is hard to find teachers who accept and retain their posts in hardship schools. If a teacher is not satisfied with his post he can request a transfer, but it is not certain that his request will be granted (Cf. The world bank, 2010, p. 50). A problem related to being posted randomly across the whole country is the absence of housing, especially in the rural areas (The world bank, 2010, p. 53). The salaries provided to Gambian teachers are a great issue since it is not enough for them to cover the costs of housing and basic needs. The teachers also struggle at work due to lack of financial resources at schools which results in limited access to teaching materials and other tools required to teach (Fatu network, 2016, August 12).

2.2 About FIOH and the in-service training

Gambiagrupperna is a Swedish-Gambian non-governmental organization operating in Sweden as well as in The Gambia. The executing part of Gambiagrupperna operating directly in The Gambia is FIOH. FIOH is a non-governmental organization primarily working with human rights-based rural development through education and capacity building. With SIDA as a supporting donor, FIOH is the implementing section of Gambiagrupperna working based on the United Nations Universal Declaration on Human Rights, the Convention on the Rights of child and the Millennium Development Goals inter alia (FIOH, n.d.). FIOH is currently working with a school development program in primary schools where the in-service training is an important concern. FIOH has developed a reading methodology specially adapted for the Gambian educational conditions in primary grades, called Serholt early grade reading ability (SEGRA).
The SEGRA-methodology is based on child centered active learning in contrast to the traditional chalk and talk-method, and concentrates on activity during the process of learning. In order to accomplish this active process of learning, the students learn letter sounds through rhymes, actions, cooperating in group works, games and drama. An important part of the SEGRA-method is a positive approach towards learning to make it fun and enjoyable (FIOH, n.d.). To be able to implement the method in the Gambian schools, Gambian program officers working for FIOH and so-called cluster trainers working directly at the schools, educates Gambian teachers in the pedagogy behind the method. The program officers were originally taught the SEGRA-method from the Swedish teachers who were involved in developing the method. This is the in-service training, which consists of several in-service training days in elected schools where the participating teachers gather to take part in the training (Gambiagrupperna, n.d.).
3 Previous research
In this section, we will introduce and describe previous research on the area of motivation among teachers in developing countries, especially in Africa. We intend to present relevant research in order to create a review within the research-area and how we may be able to contribute with our research in this study. The section is divided into different areas based on the most frequently discussed issues in the studies we chose to concentrate on.

3.1 Search process
When researching the area we initially used the databases of Uppsala University library and Google scholar. Keywords used to find research was mainly motivation, teacher, teachers, Africa, The Gambia, developing country, developing countries, work motivation, workplace motivation, workplace, in-service training, training, skills development. Those words were used singular or combined in different ways. When researching the area, we found an article about teacher motivation in Tanzania and the references in the article directed us to other similar articles addressing the same research area. Furthermore, we used the same procedure by using references in articles to be directed to similar articles on the area.

3.2 Is motivation among teachers in Africa a problem?
There are several researchers who has established great problems regarding motivation among teachers in developing countries and especially in Africa. Two of them are Bennell and Akyeampong who made a report on the main findings of an international research project on teacher motivation and incentives in sub-Saharan Africa and South Asia (2007). In the report, Bennell and Akyeampong wrote that the most critical findings in the project was that many primary school teachers in sub-Saharan Africa are poorly motivated. They also wrote that most school systems in the area face a great teacher motivation crisis, which also affects the children in a way that means they are not being taught thoroughly (2007, pp. 6-7). Another researcher who agreed with Bennell and Akyeampong was Richardson, who made a study on teacher motivation in low income contexts (2014). All participants of the study agreed that teacher motivation is a great issue in developing nations and that it does not matter what education the teachers have and how much knowledge they have if they are not motivated (2014, p. 23). Richardson wrote that “understanding and addressing the teacher motivation crisis in low-income contexts is essential” (2014, p. 21).

Fry did together with Verhagen, Tweedie and Tudor-Craig make a study called What makes teachers tick: A policy research report on teachers’ motivation in developing countries, a study with focus-groups, questionnaires, interviews and workshops among teachers in Zambia, Papua New Guinea and Malawi (2002). The study was performed and published by people working within the organization Voluntary Service Overseas (VSO). The results of the study showed that teachers’ motivation is very fragile and deteriorating in all three countries and that teacher motivation is an ignored factor in policy-making by authorities (2002, p. 18). The same study also showed that teachers have very low self-esteem and do not feel respected in their profession, which affects their motivation negatively (2002, p. 42). In a study made by Mkumbo, called Factors associated with motivation and commitment to teach in Tanzania, he
discovered that only a third of the teachers who participated in the study reported that they would choose the teaching professions again if they would be able to choose again. In the same study, less than 50 percent reported that they are committed to continue teaching (2013, pp. 69-70). Mkumbo made another study called *Teachers’ Commitment to, and Experiences of, the Teaching Profession in Tanzania: Findings of Focus Group Research* where he found that “teachers’ commitment to the teaching profession is devastatingly low, with only a handful of teachers reporting that they wanted to join the teaching profession in the first place” (2012, p. 226). Teachers were found to be looked down upon by other people due to the low status in the community (2012, p. 226). In a third study that Mkumbo made, called *Are our Teachers Qualified and Motivated to Teach?*, the results showed that only 40.6 % of the Tanzanian teachers participating in the study reported that their intention was to continue as teachers (2011, p. 15).

**3.3 Why do people become teachers in developing countries?**

Mkumbo could in one of his studies see three major factors that motivate people to become teachers. Those factors are the desire to help others, the desire to teach subjects and the teaching profession offering great opportunities for continuing with further education. The study also revealed that the majority of teachers in Tanzania choose to become teachers due to intrinsic factors rather than extrinsic factors. However, only a third of the 303 teachers who completed the questionnaire reported that they would choose the teaching profession again if they were to be asked (2013, p. 69). The researcher Guajardo argues that there are several reasons why teachers join the teaching profession. He also argues that different factors motivates teachers in different ways (2011, p. 17). Fry et al. found that a common reason for becoming a teacher was the desire to communicate with young people rather than salary or making a career (2002, p. 35).

In another study, Mkumbo found that the most important reason for choosing the teaching profession was the thought that it would be easy to secure an employment after completion of their studies. This also meant a secure way to be able to provide their families with what they need. One of the teachers reported that he only chose the teaching profession because of the fact that it meant a secure employment immediately after school. If it would be possible to get employment in some other profession he would never have joined the teaching profession. The second most important reason for joining the teaching profession was the impossibility to join any other profession due to lack of qualities. Some of the teachers in the study expressed that they joined the teaching profession after failing to acquire the skills and qualifications required for other professions. When joining the teaching profession many of the teachers also expressed it to be something to do while waiting for something better. The majority of the teachers participating in the study reported the profession to be a last resort rather than a first choice (2012, p. 224). However, the third most important reason for joining the teaching profession expressed by teachers was simply because they liked the profession and felt that it was a good way to contribute to the society. They also reported feeling noble since the profession requires noble and qualified people (2012, p. 225).
3.4 Differences between urban and rural teachers

An important dimension of teacher motivation according to the research that exists in this field is the differences between urban and rural teachers. There seems to be different factors affecting rural and urban teachers which is interesting since we will be examining rural as well as urban teachers. Takupiwa, Herbert, Nhamo, Willard, Alick, Honest and Farai made a study called *A comparative study of motivational levels for rural and urban teachers in Masvingo district, Zimbabwe* where they examined the difference in motivational levels between teachers working in urban and rural environments. The results of the study showed that urban teachers are generally more motivated than rural teachers are. One of the factors affecting this situation is the salary, which was found lower among rural teachers. Some rural teachers reported salaries being so low that they could not afford to eat properly which means that many of them came to work hungry. Another factor affecting the situation is the possibility to get promoted which has been found easier for urban teachers. This is mostly because urban teachers are more likely to get access to information and they often have a closer relationship with senior government employees than rural teacher (2012, p. 21). One of the rural teachers who participated in the study reported that low and declining status of the rural teachers is an important factor that leads to poor motivation. Many of the teachers who are positioned in rural areas refuse to work because of the unattractive working and living conditions. One of the participants in the study claimed that you could not expect the same quality and results from a rural teacher as you could from an urban teacher because of the miserable conditions they are forced to live and work within. Some schools are not accessible by cars, which mean that the rural teachers sometimes have to walk about fifteen kilometers to get to work. However, the situation for urban teachers is also complicated since it is very expensive to travel within the city-areas which results in absenteeism and late arrivals (2012, p. 22). These factors revealed that the results were less experienced and less motivated teachers in the rural areas. Because of inadequate resources and massive workloads rural teachers also have to work harder than their urban colleagues do (2012, p. 23).

In a study made by Bennel and Mukyanuzi about teacher motivation in Tanzania, they could see that good working relations between colleagues is important in terms of motivation, especially for teachers working in rural areas. They could also see that the quality of the school buildings were bad in rural as well as urban areas which affected the motivation among teachers. In urban areas, the lack of fencing was reported a problem since uninvited people enter the school areas and create an unsecure environment for the children (2005, p. 20). Because of this, it was also difficult to control where the students move since they can go in and out of the school area without anyone noticing (2005, p. 25). However, this was not reported as a problem in rural schools (2005, p. 20). Another difference between rural and urban teachers that was noticed in the study was the distance from home to school. Urban teachers was seen to live further away from work than rural teachers which affected their motivation since they became tired and irritated due to the high cost and amount of time it took to get to work. Most of the rural teachers were reported being able to walk to school but most of the urban teachers was reported being forced to go by bus or similar transports. Almost all teachers who participated in the study, rural as well as urban, reported that their housing conditions was very poor (2005, pp. 27-28). Both rural and urban teachers reported
low salaries as a demotivating factor. Rural teachers participating in the study generally had a higher salary but also more expensive housing, travel costs and food expenses. Another problem related to salaries, especially for rural teachers, was late payments. On top of receiving late payments some rural teachers had to travel far away to District education offices to pick up their salaries which is expensive and takes a lot of time. The study showed that sometimes it can take up to nine months for newly appointed teachers to receive their first salary (2005, pp. 33-34).

In one of his studies, Mkumbo could see that poor housing was a big problem among rural teachers. One of the teachers participating in the study reported the following: “...As you can see our school is located 20 km from town. There is no electricity here, no teachers’ houses. We are expected to rent houses in the community, but have you seen the houses? Now, how does this government think of us? Do they not think that we are also human beings, educated and we want a decent life? I would also like to be watching Manchester play, but look I’m here, no electricity, no transport to town, and you want me to teach happily? (Teacher, School C, Singida Region)” (2011, p. 27).

3.5 Factors that affect the motivation among teachers

3.5.1 Positive effects

Bennell and Akyeampong’s findings in their study showed that levels of motivation usually are higher among secondary school teachers compared to primary school teachers. The researchers write that this is probably a result of the fact that most primary school teachers want to be upgraded to secondary school teachers. The results of the study also showed that private school teachers often are better motivated than teachers working in government schools since they are better paid, have better working and living conditions and a more effective management (2007, p. 7). Richardson is writing about extrinsic and intrinsic factors and found in her study that teachers in developing countries are motivated by extrinsic as well as intrinsic factors and mostly by a combination of them both. Intrinsic factors that was found to motivate teachers was for example the love for children and the love for teaching. Extrinsic factors that were found to motivate teachers was for example job security and salary. Richardson could see that many of the factors affecting motivation among teachers in a positive way had a non-pecuniary character (2014, p. 21).

Guajardo made a study where he summarized research about teacher motivation by reviewing literature, interviewing education experts and committing a survey in different Save the Children country offices (2011, p. 3). Some of the experts interviewed in the study argued that it could be important for teachers to see that their work actually improves the achievements among students rather than having a good salary. Another expert that was interviewed in the study argued that the most motivated teachers feel that they can overcome any types of challenges. In the same study, an interview with two experts showed that small gestures and showing interest in the teachers’ lives can help motivate them, such as community provision of bicycles or transportation expenses. The role of unions, supervisors, bureaucratic emphasis on outcomes versus processes, minimizing political interference, teacher networks and mentoring, training, treating teachers as equal partners, and provision of teachers basic needs
were other factors mentioned as important during the interview (2011, p. 18).

The results of the study made by Fry et al. showed that training is important when determining what motivates teachers. The participants of the study expressed a desire to develop and upgrade their qualifications. Their interest in professional development was seen to be in close relation to the will of doing a better job in the classrooms. The study showed that teachers want to upgrade their qualifications through distance learning, attending college, participating in in-service training courses or other upgrading courses but also through reflection and improving their own skills by sharing knowledge with each other (2002, p. 32).

According to Mkumbo, several factors motivate teachers. The most important factor that he found in one of his studies was the opportunity to continue learning within the profession. The second most important factor was the possibility to continue with further studies in an easy way compared to other professions. The third most important factor was the feeling of being appreciated, especially by students. The fourth factor affecting motivation in a positive way was the possibility of meeting many new people and therefore also the possibility to make many new friends (2012, p. 225).

3.5.2 Negative effects
In his study, Guajardo found salary and incentives to be the most important factor in determining what results in low motivation among teachers in developing countries. His study showed that teachers are paid less than people practicing other professions elsewhere with the same qualities. According to his study, next up after salary and incentives followed workload, lack of supplies, conditions, challenges and lack of career development opportunities. Guajardo could see that the most common unmet need among the teachers in Africa was housing (2011, p. 22). Kadzamira wrote that the teacher salaries in Malawi, where his study was made, was not enough to cover basic needs such as food, housing, clothing, education and transport. This means that those teachers faced extremely challenging living and working conditions (2006, p. 22). The researchers behind a study called *A comparative study of motivational levels for rural and urban teachers in Masvingo district, Zimbabwe* agrees with Kadzamira about the salary. In their study they found that some teachers in Tanzania do not eat properly due to their low salaries. Many teachers who participated in the study agreed about coming to work hungry (2013, p. 021). Another researcher who agrees with above-mentioned is Mkumbo who in one of his studies could see that only five percent of the teachers who participated in the study, stated that they were satisfied with their salary. He could also see that salary was the least motivating factor when choosing to join the teaching profession (2013, p. 69).

In their study, Fry et al. found, as many other researchers, that salary is an important factor when reviewing poor motivation. They also found that the administration of payments is an important factor that affects motivation negatively. Many teachers expressed having a hard time receiving their salaries in time (2002, pp. 25-27). Another factor which was shown affecting motivation negatively was allowances and entitlements. In the study, Fry et al found that schools try to boost teachers’ salaries by giving them extra allowances and entitlements,
in some cases to attract teachers to work at undesirable schools. The problem is that those allowances and entitlements are not seen as appropriate and teachers experience dissatisfaction with the amount and administration of them. In some situations teachers even reported schools trying to use allowances instead of salaries (2002, p. 26). In the same study, the researchers could see that a common cause for complaint was the lack of supplies and materials. Teachers are missing basic materials such as textbooks and other supporting materials which results in unprepared lessons and a struggle to manage the work with the students (2002, p. 33). Another common issue reported in the study was the absence of inspections in that they make teachers feel like there is no way to gain feedback and praise or help with improving their work. The absence of inspections also takes away the opportunity to gain information about new decisions made at the head quarters and to talk to inspectors who have the position to influence the authorities. In some schools the inspectors sometimes come to visit but in many schools they do not anymore due to lack of funds. Workload is another factor contributing to poor motivation since many teachers express the feeling of not being able to plan and deliver lessons in a good way because of a heavy administrative burden and the lack of assistance (2002, p. 34). According to the study, another factor seen to contribute to poor motivation is pupil behavior since the pupils and their parents have high demands on the education and on teacher qualification. When they don’t get what they expect, they express their disappointment and teachers feel like they cannot deal with it, especially since they most commonly cannot expect any support from the educational system or from the community (2002, p. 36). This also has a strong connection to the teacher status in the society, which has changed a lot over the last years. The teaching profession used to be valued with respect and pride but today the teachers describe being undervalued and not respected. Teachers participating in the study reported that they felt the status of their profession had fallen below other public servants becoming a forgotten and neglected profession. They described a feeling of not being heard, understood and taken seriously by authorities which affects their motivation negatively (2002, pp. 36-37). Besides the factors already mentioned, Fry et al. found a few other ones that affects motivation poorly. Those factors are collective bargaining, accommodation, promotion prospects and management (2002, pp. 27-30).

In one of his studies, Mkumbo found that there are two major areas that demotivate teachers in their work. These areas seem to be poor working environment and negative attitude of the teaching profession by students, community and the government. Teachers reported lack of respect from students and described students believing that teachers joined the profession only as a result of being poor (2012, p. 226).

3.6 Effects of poor motivation among teachers

According to Fry et al. there are effects of poor motivation on teachers’ performance. The most common effects showed were that teachers take up other jobs alongside teaching, teachers move out of teaching whenever possible, teachers do not teach at all, teachers use improper methodologies, teachers do not take account of the students’ needs and the quality of teaching made is not good (2002, p. 23). Fry et al. could also see effects in forms of high turnovers, teacher shortage and virtual attrition. High turnover could be defined as a situation where teachers look for better opportunities elsewhere, within as well as outside the teaching
profession, Sometimes they go as far as looking for better opportunities in other countries. This results in the loss of great teachers, an unsecure school establishment and the lack of continuity. Teacher shortage and the difficulty to attract teachers has resulted in schools operating without being fully staffed. This also means that teachers need to cover up for the shortage by taking on extra work on top of their own heavy workload. Virtual attrition could be explained as a process where professional norms and values are being caved. This leads to problems such as absenteeism and remote teaching (2002, pp. 24-25).

Kadzamira made a study on teacher motivation and incentives in Malawi and found that it is hard for teachers to advance within the profession since they are lacking career paths. There are very few opportunities of growing and developing which leads to teachers leaving for better paid jobs in the private sector. They also leave to join the government because there is better opportunities to advance and get promoted (2006, p. 20). The low levels of motivation among teachers in the country was found affecting schools negatively in terms of increased teacher absenteeism, high teacher turnover and professional misconduct. The low levels of motivation has also been found affecting the performance among the teachers and therefore also the quality of the education (2006, p. 22).

3.7 Our contribution to the research field

After going through research on the area of teacher motivation in Africa and developing countries we found that there have not been any relevant studies conducted on teacher motivation in The Gambia. Because of that we think it is necessary and important to map the current situation regarding teacher motivation in The Gambia. It is important for The Gambia since lots of the studies have shown that teacher motivation has a strong connection to the quality of education and the results of the students in school. Education is an ongoing focus area in The Gambia by the government and the society and it is therefore important to identify areas of improvement. Following, it is also important for us to be able to contribute to FIOH in-service training in terms of identifying potential deficits regarding motivation among teachers who has completed the training.
4 Herzberg - The motivation-hygiene theory

In this section, we present the Herzberg motivation-hygiene theory from which our study derives. The section is divided into five different main themes; first introducing the theory, and then presenting Herzberg’s first-level factors, followed by his second-level factors and the third category, the effect of job attitudes. In conclusion, the motivation and the hygiene factors are presented as a result of Herzberg’s study followed by what differentiates motivation factors from hygiene factors.

4.1 About the theory

In 1959, when the study *Motivation to work* was published, Herzberg, Mausner and Bloch Snyderman revealed that worker satisfaction mainly comes from achievement and growth in the quality of the work itself. Instead of working with the solvable motivator problems such as training and quality production, Herzberg et al. meant that the focus during that period of time within the American Industry was solely on avoiding dissatisfaction. As a response to this they conducted the study (1959, p. xi). Based on their study Herzberg et al. created a motivation-hygiene theory that has been widely replicated and Herzberg which received most recognition for the theory out of the three authors has been given seminars all over the world (1959, p. xiv).

Herzberg was inspired by John Flanagan who developed the Critical Incident method, which focused on asking questions about happenings in individuals’ real lives. By conducting a great amount of interviews Flanagan collected thousands of incidents which he translated into critical behaviors that differentiated one person from another. Herzberg acknowledged that Flanagan’s focus on happenings in individuals lives had external validity so he decided to apply the Critical Incident method in his own study about individuals attitudes towards their jobs (1959, p. xii).

Herzberg’s study was carried out by interviewing approximately 200 individuals employed within the industry sector, more precisely accountants and engineers. The reason for their selection was that they in previous studies had found that engineers were able to narrate vivid experiences of their working life. Accountants were chosen in order to have a comparable group and because of that their jobs, likewise the engineers were rich in technique, the authors thought that they would have much to contribute. With this selection they felt that they had examined the job attitudes of the most important staff groups in industry at that time (Herzberg et al., 1959, pp. 32-33).

Herzberg’s research study consisted of semi-structured interviews including questions where the respondents were told to recite stories about times when they felt exceptionally good or bad about their jobs (1959, pp. 16-17). The interviews were broken down into different units which were sorted into piles, named and labelled. By splitting some units and combining others, a series of categories emerged; first-level factors, second-level factors, and the third category which Herzberg refers to as the effect of job attitudes (1959, p. 38). The first-level factors, second-level factors and the effect of job attitudes were then analysed in order to see
when the job satisfaction was high and when it was low (Herzberg et al., 1959, p. xiv).

4.2 The first-level factors
The first category described is what Herzberg refers to as first-level factors. First-level factors are objective elements of the situations in which a person finds his good or bad feelings about his job (Herzberg et al., 1959, p. 44). There are fourteen factors in total and the criterias for each one of them will now be further described.

Recognition
The source of recognition could be almost everyone talking to us; a supervisor, a colleague or the general public. Different types of recognition like acts of notice or praise is involved. The factor also includes so called “negative recognition” like acts of criticism or blame (Herzberg et al., 1959, pp. 44-45).

Achievement
Included in this factor is specifically mentioned success such as successful completion of a job, solutions to problems and seeing the results of one’s work. Herzberg’s definition of achievement also includes its opposite; failure and the absence of achievement (1959, p. 45).

Possibility of growth
This factor includes situations involving objective evidence that the individual’s possibilities for growth were increased or decreased. An example of a situation of this kind could be an official statement that the individual were likely to rise in a company or the opposite. When a situation like this is clearly presented to the individual, the possibility of growth certainly can be considered as a first-level factor. Likewise, when an individual is told that his lack of education makes it impossible to grow in the company, the “negative” possibility of growth appears. Furthermore this category includes situations where the individual were able to advance in his own skills and in his profession without the necessity of being a move upwards within the organization (Herzberg et al., 1959, pp. 45-46).

Advancement
This factor includes when the individual reaches an actual change in his position or status in the company. The actual change has to be an advancement in the career in order to have relevance here. For situations where the change includes increased responsibility but no change in status this will be applicable under the factor called “responsibility” which eventually will be further introduced (Herzberg et al., 1959, p. 46).

Salary
This factor includes all parts of work where compensation plays an important role. In terms of compensation this factor involves salary increases or unfulfilled expectation of salary increases (Herzberg et al., 1959, p. 46).
Interpersonal relations
One could think that interpersonal relations should permeate all factors and it is right to make
the assumption that the interpersonal relations necessarily plays an important part for instance
regarding situations concerning recognition and changes of status within the company.
However, included in this factor are situations where there is some actual verbalization about
the individual’s interacting with each other. This factor is divided in three major categories,
regarding different types of interpersonal relations; interpersonal relations - superior,
interpersonal relations - subordinate and interpersonal relations - peers. The reason for
creating these three types of categories is that the characteristics of interpersonal relationships
are different depending on who is spoken to, there can be relationships which are purely
social and those who are more “sociotechnical”. The purely social relationships are the ones
that could take place during a coffee-break and the “sociotechnical” for example when
conversing about job performance with a superior (Herzberg et al., 1959, pp. 46-47).

Supervision-technical
Even though it is hard to differentiate characteristics of interpersonal relationships regarding
the individual’s relation with his supervisor and other relations at work, this factor shows that
it can be done. The critical characteristics regarding this behavior include the competence or
incompetence and the fairness or unfairness of the supervisor. Statements about the
supervisor’s willingness or unwillingness to delegate responsibility or his willingness or
unwillingness to teach are classified here (Herzberg et al., 1959, p. 47).

Responsibility
Described here are factors related to responsibility and authority. Sequences of events
included are for example when the individual reports that he gains satisfaction from being
given responsibility from his own work, from the work of others or being given new
responsibility. It also includes the negative aspect where the individual lacks satisfaction due
to not being given enough responsibility. However, when the individual experience a wide
gap between his authority and the authority he needs to carry out his job responsibilities this
goes under the following factor “Company policy and administration”. The reason for this is
because this factor is related to poor management in the company (Herzberg et al., 1959, pp.
47-48).

Company policy and administration
Included here are sequences of events in which some over-all aspect of the company is
described and two overall company policy and administration characteristics have been
identified here. The first one includes the sufficiency or insufficiency of the company
organization and management. Situations applicable here can for example be when the
individual does not know for whom he is working, due to perplexing lines of communication
within the company which might lead to inadequate authority. Another situation of this kind
could be when the company policy is not carried out due to inadequate organization of the
work. The second one includes the aspect to which the company’s policies are either
beneficial or harmful for the individual. The policies concerned are mostly personnel policies
Working conditions
This factor concerns sequences of events regarding the physical conditions of work. This can for example be the amount of work or the facilities available for performing the tasks mentioned in the individual’s job description. Adequacy or inadequacy of lighting, ventilation, tools, space and other ergonomic and environmental characteristics is also included in this category (Herzberg et al., 1959, p. 48).

Work itself
This factor refers to when the individual mentions the actual tasks of the job as a source for either good or bad feelings. The characteristics of the job included can be different in many aspects. They can either be routine, varied, creative or monotonous, overly easy or overly difficult. Aspects included can also vary in the extent that they can refer to an opportunity to carry through an entire operation or just a small task (Herzberg et al., 1959, p. 48).

Factors in personal life
Included in this factor are situations where some aspects of the job affect the personal life of an individual in such a way that it results in the individual having changed feelings about his job. This can for instance appear in a situation when the company demands a person to move to a location where his family is unhappy. Other situations included in this category could be family needs for salary and other personal problems related to work. This factor does not include personal problems due to other issues than work (Herzberg et al., 1959, pp. 48-49).

Status
This factor included when the individual specifically mentioned some sign of status as being a factor in his feelings about his job. For example it could be an individual communicating that he wants a secretary or a company car in his new position (Herzberg et al., 1959, p. 49).

Job security
Included in this factor are objective signs of presence or absence of job security. Mentioned aspects of job security are for example tenure and company stability or instability (Herzberg et al., 1959, p. 49).

4.3 Second-level factors
The second category which Herzberg calls second-level factors has their derivation in the first-level factors. However, they are founded on a deeper understanding based on the individual’s own perception of the situation, for example the reasons the individual gives for their feelings about their jobs. In comparison to the first-level factors that can be described as factors from which the individual derives his feelings, the second-level factors have more the characteristics of self-examination for the individual (Herzberg et al., 1959, pp. 49-50). The second-level factors categorize the reason given by the respondents for their feelings. An example of such a situation that would be analysed as a second-level factor could be a respondent reporting he feels good about his promotion because it meant he was being
recognized by his supervisor. If the answer were to be analysed as a first-level factor, it would only concern the promotion itself as an objective element (Herzberg et al., 1959, p. 28).

4.4 The effect of job attitudes
The third category analyses the effects of the individual’s changed job attitude (Herzberg et al., 1959, p. 51). This category has been divided into five major-effect categories that now will be further described.

Performance effects
This category includes three kinds of performance effects. One is where the individual makes a comment about how work is either better or poorer than usual. The other one is where the individual makes it clear that he has speeded up or slowed down his output. The last kind of performance effect included reports of changes in the quality of work. They could be changes regarding the ability to solve problems or on the contrary, when negative feelings towards the job led to work beneath the level of what he was capable of (Herzberg et al., 1959, pp. 51-52).

Turnover
This category includes various situations connected to the individual’s employment, both positive and negative. At one end there are situations where the individual choose to quit their work, and in the other end situations where the individual turn down other great offers because of work related satisfaction. There can also be situations when the individual is dissatisfied with work, and therefore choose to read job adverts and “talk around” (Herzberg et al., 1959, pp. 52-53).

Mental health effects
This includes the effect the job situation has on the individual’s mental health, positive such as negative. Positive effects can for example be improvement in tension symptoms, gaining weight when being underweight. However, most of the reports showed negative effects which could be psychosomatic effects, physiological changes related to tensions and more diffuse symptoms resulting from tension (Herzberg et al., 1959, p. 53).

Effects on interpersonal relationships
This category includes the effects that work has on the individual’s interpersonal relationships. For example one individual reported that because of his good feelings towards his job, he was more relaxed and more endurable when coming home (Herzberg et al., 1959, pp. 53-54).

Attitudinal effects
The current category includes situations in which the individual’s feelings about his job led to changed attitudes towards himself, his colleagues and for the company at which he worked. The expressed feelings can be both positive and negative (Herzberg et al., 1959, p. 54).
4.5 The result of Herzberg’s study

4.5.1 Motivation factors
Herzberg examined the result from his study and listed the first-level factors based on their frequency of appearance in the job-attitude sequences. Based on the findings of his study the factors seem to play an important role in terms of increasing an individual’s job satisfaction were achievement, recognition, work itself, responsibility and advancement (Herzberg et al., 1959, pp. 59-62). After analysing the second-level factors, Herzberg also found that a major concept was to be found in the factor possibility of growth, which after further analyse also should be included in the factors increasing an individual’s job satisfaction (1959, p. 68), the so-called motivation factors. Herzberg refers to the factor possibility of growth, meaning that a sense of personal growth and self-actualization is the key to an understanding about positive feelings about a job (1959, p. 70). To summarize, the motivation factors were achievement, recognition, work itself, responsibility, advancement and possibility of growth (Herzberg et al., 1959, p. xiv-xvi).

4.5.2 Hygiene factors
Herzberg’s findings shows that the other factors, such as company policy and administration, salary, supervision-technical, interpersonal relationships, working conditions, factors in personal life, status and job security has little potency to affect job attitudes in a positive way. These are the so called hygiene factors (Herzberg et al., 1959, p. 82). To summarize Herzberg’s conclusion the results showed that people are made dissatisfied by a bad environment, but they are seldom made satisfied by a good environment, which he refers to as the hygienes. On the contrary, they are made satisfied by what they do, what he refers to as the motivators (Herzberg et al., 1959, p. xii-xiv).

4.5.3 Motivation versus hygiene factors
When the respondents in Herzberg’s study reported feeling happy with their work, it was most frequently related to their actual job tasks, events indicating them being successful at work and events enabling professional growth. On the contrary, when feelings of unhappiness were reported, it was most frequently related to conditions surrounding the job. These conditions are related to the individual feeling that the work environment appears disorganized, unfair and even psychologically unhealthy. Factors involved in these types of situations are factors of hygiene, due to its correspondence with the rules of medical hygiene. Hygiene does not cure diseases but it prevents health risks from occurring. Without it, humans would have to deal with many more diseases. Likewise, when the work environment is being viewed by the individual as unfavorable, it results in poor job attitudes. When the hygiene factors devolve to a level below what the individual considers acceptable, the result is job dissatisfaction. However, the same does not seem to apply when the conditions are reversed. When the work environment is as desired, the result won’t be dissatisfaction, neither will it be much in the way towards a positive attitude (Herzberg et al., 1959, p. 113). Both types of factors can meet the needs of the employee, but it is the motivation factors that serve to bring about the kind of job satisfaction and improvements in performance related to the job (Herzberg et al., 1959, p. 114). All we can expect from satisfying the needs for hygiene is preventing job dissatisfaction.
and poor performance at work. The fewer the opportunities for the motivation factors to appear, the more important it gets to offer a greater amount of hygiene factors to at least make work tolerable for the employee (Herzberg et al., 1959, p. 115).
5 Methodology

In this section, a description of the research process and procedures applied for our study will follow. We will present our choice of method which is qualitative with the use of semi-structured interviews as well as a deductive and phenomenographic approach. Furthermore our selection, primary school teachers who has participated in the in-service training provided by FIOH will be presented. The processing and analysis of data which consists of a thematic analysis will be taken into account followed by aspects of trustworthiness and generalizability, methodological discussion as well as ethical considerations.

5.1 Design

Since we wanted to examine the teacher's own experiences with a desire to achieve depth rather than breadth in our answers, a qualitative approach was chosen for the study (Cf. Blaxter, Hughes & Tight, 2006, p. 64). In order to do this we travelled to The Gambia where we stayed for two months to perform our collection of data. Additionally, a qualitative approach was chosen due to its possibilities of creating an understanding of the social reality examined, which was to see the world as the respondent’s experience it (Cf. Bryman, 2008/2011, p. 362).

A phenomenographic approach was chosen due to its focus on capturing the respondents own experience of the outside world. With the phenomenographic approach as a starting point our aim was at understanding how the world appears to the respondents by analysing and describing what has been said in the interviews. Furthermore our focus was on the meaning in the answers given by the respondents, rather than on definitions and connections between what has been said (Cf. Larsson, 2011, p. 12).

We developed our interview questions from Herzberg’s motivation-hygiene theory and after conducting the interviews the results were re-connected with the motivation-hygiene theory (Cf. Bryman, 2008/2011, p. 26). This can be referred to as a deductive approach since our interview questions as well our analysis was driven by a theoretical interest in the area. Our theory of choice was the solid ground from which we aimed to answer our research question. Even though our focus was on capturing our respondents’ perceptions of their reality, our theory of choice helped us in understanding what was being said during the interviews (Cf. Braun & Clarke, 2006, pp. 83-84).

To make sure our study was of overall good quality was of great importance to us and guided us in many of the decisions we made. To be able to go to The Gambia, to live and be a part of the same environment as the responding teachers, was particularly important for us as this helped us create an understanding of how to approach our respondents in the best way possible. To keep a good quality on our work was reflected in the way we focused on creating precise and clear research questions. It was also reflected in the way we chose to always keep in mind to work with trustworthiness and generalizability. However, adapting to a new country and performing our research in an unknown environment was not easy and different problems appeared during the research process that affected the quality of our study. How the
quality has been affected positively as well as negatively will be further introduced in the following methodological sections (Cf. Vetenskapsrådet, 2011, p. 24).

5.2 Instruments
To be able to process our aim with the study, which was to create an understanding of the motivation among teachers in Gambia, we chose qualitative, semi-structured interviews as a research method. The use of qualitative, semi-structured interviews was chosen due to its flexibility which suited our aim with the study well. In contrast to a fully structured interview, the qualitative semi-structured interview allowed the respondent to reply more freely, without being led to answer something demanded or desired by the interviewer. The emphasis in the qualitative, semi-structured interview was on the respondent’s view of what is important in terms of understanding and explaining experiences, patterns and behavior. The interviews contained a certain amount of structure at the same time as it allowed the respondent to bring about their own areas of interest (Cf. Bryman, 2008/2011, p. 415).

With a deductive approach we designed our interview questions from Herzberg’s motivation-hygiene theory and his fourteen first-level factors. The first-level factors from which our questions were outlined were recognition, achievement, possibility of growth, advancement, salary, interpersonal relations, supervision-technical, responsibility, company policy and administration, working conditions, work itself, factors in personal life, status and job security. The interview questions were sorted into four different themes which were Introducing the subject, Hygiene factors, Motivation factors and lastly Factors that has been most important in order to create a motivational workplace (Cf. Bryman, 2008/2011, p. 26). The interview questions developed were 25 in total and began with five introductory questions in order for us to get a better understanding of our respondents’ positions but mostly to set a pleasant atmosphere. Our aim with the following questions was that we wanted to see how the different factors was looked upon by the respondents, how they affected their motivation to teach and which factors that were the most important in terms of motivation and demotivation (Cf. Ahrne & Svensson, 2015, p. 45).

Before performing the interviews, our interview questions were examined by our supervisor at Uppsala University to help us to improve our chances that the interview questions covered our purpose with the study. It was also to help us see if the questions were designed to have a character open enough to make it possible for the respondents to answer freely. The head of the school development unit at FIOH also examined our questions to help us express ourselves in a way understandable by the teachers whom we were to interview. After receiving help from the head we could see that some of the questions were designed with words that were not commonly used in the Gambian language. After receiving help with how to express ourselves, some of the words in our interview questions were changed (Cf. Bryman, 2008/2011, p. 419).

To help ourselves in understanding the answers given to us by the responding teachers, we made arrangements so that most of the interviews were conducted in the schools where the
respondents worked. This made us familiar with the environment and helped us understand the meaning of what they were telling us in a practical way. The fact that we lived in The Gambia for two months also helped us in our understanding of the culture and the structure of the Gambian educational system as well as the working conditions among Gambian teachers (Cf. Bryman, 2008/2011, p. 420).

All the interviews were recorded with a dictation machine which was tested before conducting the interviews in order to guarantee good audio quality and proper recordings. After conducting the interviews we transferred copies of the audio recordings to an external memory on our computer which was only accessible by us. This was done in order to guarantee that the material was kept in a safe place due to ethical considerations and to guarantee that the recordings would not disappear as a result of hardware problems or other technical problems (Cf. Bryman, 2008/2011, pp. 420-421).

5.3 Selection
The purpose of our study was to examine the motivation among teachers in The Gambia who had participated in FIOH in-service training, which made it important for us to find relevant teachers to interview. Our intention from the beginning was to examine motivation among teachers in The Gambia and since we did not have any connections in any Gambian schools we wanted to get in contact with an organization to help us get in contact with teachers in the country (Cf. Blaxter, Hughes & Tight, 2006, pp. 154-157). When looking for organizations on the internet to help us with our study, we came in contact with FIOH and the chairman of the organization. FIOH immediately replied to our email and luckily for us we found that they had an on-going in-service training and agreed to let us get in contact with them and their teachers. After getting more information about FIOH in-service training we decided that it would be interesting for us to examine motivation among teachers who had been participating in their training.

In total, we interviewed 12 teachers who we got in contact with by the help of the unit head of the school development unit at FIOH and the program officers working at FIOH. The school development unit was the unit responsible for the training which meant that they had all the information about teachers who had participated in the training and how to contact them. The unit head and the program officers at the school development unit provided us with teachers to interview based on who they were able to get in contact with and who had the time and will to help us with our study. The selection of teachers to interview was based on purposely choosing teachers from different regions, with different gender and from private schools as well as Government schools. This kind of selection can partly be seen as a purposive sampling, but it was also a convenience sampling since the unit head and the program officers themselves chose which teachers to contact (Cf. Bryman, 2008/2011, p. 194, p. 434). The Gambia is divided into six regions and the in-service training included teachers from region four, five and six. To avoid the risk of our results to be influenced by particular circumstances in one region we chose to interview teachers from all three regions (Cf. Ahrne & Svensson, 2015, p. 22).
The unit head and the program officers choosing which teachers to contact could be seen as a problem regarding the credibility of the results and the possibility to generalise our results. The fact that all the teachers interviewed in this study have all been a part of the in-service training makes it impossible for us to generalise our results to the population of Gambian primary school teachers. It is even hard for us to generalise to a population consisting of Gambian primary school teachers who has participated in the in-service training since we do not know if our selection was representative for the population (Cf. Bryman, 2008/2011, p. 194). One could ask why we chose this selection process when it makes it hard for us to generalise our results. The reason is simply that we had no other way in getting access to relevant respondents. We had too little experience of the Gambian educational system and the schools in the country to even try and get access to relevant teachers on our own. According to Bryman, this can be a reason for choosing a convenience selection process and it does not have to mean that the results will be useless. Our results can still serve as a foundation for further research or as a foundation for further work, especially within FIOH (Cf. Bryman, 2008/2011, p. 195).

5.4 Research procedure

In the research procedure it was of importance to us that the aim with the study and the research questions of choice determined the choice of method (Cf. Ahrne & Svensson, 2015, p. 20). Since our aim with the study was to create an understanding of how the Gambian teachers, who had participated in FIOH in-service training, experience their motivation to teach we chose qualitative, semi-structured interviews as our research method (Cf. Bryman, 2008/2011, p. 415). A phenomenographic approach permeated our data collection since our focus was on capturing the respondents’ perceptions of the outside world. This approach enabled us to understand how the world appeared to the respondents by analysing and describing what had been said in the interviews. (Cf. Larsson, 2011, p. 12).

The collection of data consisted of travelling to different regions in The Gambia, visiting teachers who had been participating in the in-service training. We visited all the schools where the teachers worked except three of them where we arranged meetings in other schools and villages near by their workplaces. The interview process was spread out during a period of four weeks and consisted of 12 interviews in total.

We began the interviews by presenting ourselves, our aim with the study, estimating an approximate time for the interview, and asked the respondents for permission to record the interviews. Furthermore we made assurances to the respondents that what was said in the interviews would be treated with confidentiality. The questions were designed in a way so that the answers would reveal the respondents perspectives and when the respondents used phrases that was unfamiliar to us we asked for clarification. Due to language barriers clarifications was necessary during some of the interviews to make sure that we understood each other properly. English is the official language in The Gambia but we experienced the African English to sometimes be difficult to assess since the vocabulary differed from the British
English that we have been taught in Sweden (Cf. Bogdan & Knopp Biklen, 2003, p. 95).

Since the interviews often were conducted in school environments, they could sometimes be disturbed with noises from children playing during breaks. Due to this we had to speak loud, to clarify that we understood each other properly if we had a difficult time hearing what the respondents said and also we had to make sure to put the dictation machine close to the respondents. It would have been preferable to conduct the interviews in a place uninterrupted from others, but it was not possible since most schools have limited space. However, our perception was that the respondents were not disturbed by the noise and that the answers given were not affected by the surroundings (Cf. Ahrne & Svensson, 2015, p. 43).

We created a time schedule regarding our research procedure in order to make sure that we had enough time to conduct all of our interviews on time since our stay in The Gambia was limited. However, we had to modify the time schedule multiple times due to circumstances which was out of our control. For example we experienced power cuts which made it difficult for us to work properly and some respondents cancelled their interviews due to different factors such as family related problems and illnesses (Cf. Bryman, 2008/2011, p. 88). In order to be effective in our work we made sure to be two interviewers present at all interviews. This enabled us to have one interviewer asking all the questions while the other interviewer focused on taking notes (Cf. Ahrne & Svensson, 2015, p. 50).

The respondents were given compensation to cover potential travel expenses in those cases where the interviews were conducted in other places than the schools where the respondents worked. The respondents were aware about this before the interviews in order to reassure that they would be able to come despite lack of finances. We also gave the respondents ink pens after conducting the interviews as a token of appreciation for participating in our study. However, this was not mentioned to the respondents beforehand as we did not want this to affect their willingness in participating. The reason for choosing ink pens as a token of appreciation was due to our contact person at FIOH informed us that ink pens is a greatly appreciated gift among the Gambian culture. Our contact person helped us with that kind of information so that we could know what was expected of us and how to be well prepared for our interviews. This included being aware of which clothes was most suitable to wear during the interviews, how to greet the teachers and other staff when visiting the schools et cetera (Cf. Ahrne & Svensson, 2015, pp. 43-44).

5.5 Processing and analysing data

As we were using interviews in our study we had a lot of verbal data to work with. As mentioned before, all interviews were recorded in order to be able to transcribe the data into written form. After every interview we immediately transcribed the verbal data into written form, word by word. All audio-recordings were downloaded and sorted by date and number based on when they were performed (interview one - interview twelve). All documents containing transcriptions were also saved and sorted by date and number based on when the interviews were performed (Cf. Gillham, 2005/2008, p. 168). When transcribing our interviews we noted every word said by the interviewer as well as the responding teacher. We
also noted pauses by writing three dots and data that we could not transcribe by writing square brackets, since it in a few situations was impossible for us to hear what was said from the audio recordings (Cf. Gillham, 2005/2008, p. 169). Since we both participated in all the interviews one of us was responsible for asking the questions and one of us was responsible for taking notes. This meant a lot for us during our transcription process as we had already written down major parts of the interviews. Nevertheless transcribing our data took more time than expected and fortunately we could spare some extra time for this (Cf. Gillham, 2005/2008, p. 168).

When analysing our data we chose to work according to a thematic analysis method. Virginia Braun and Victoria Clarke has compiled a six-phase guide on how to perform thematic analysis in view of which we performed our analysis (2006). When performing our analysis we worked closely with our theoretical framework to decide what data was relevant and important. During our analysing process we used our theoretical framework to understand and explain the meaning of our data. Because of this it was important for us to feel that we had a clear picture of all concepts and ideas related to our theoretical framework. Therefore we spent a lot of time to create an in-depth understanding of the theory before beginning to analyse our data (Cf. Ahrne & Svensson, 2015, pp. 214-217).

Whereas we performed our interviews scattered during four weeks we found it important to go through all the interviews again repeatedly to help ourselves in our analysing process. Eventually we started making small comments when going through our transcriptions based on what we found interesting about the data (Cf. Braun & Clarke, 2006, pp. 87-88). The next step of our transcription process was to code our data manually with our computers by organizing it into different categories based on what we found interesting and important in relation to our theory. Since we chose to use a deductive approach while analysing our data, we approached our data with specific questions and ideas based on the theoretical framework used in this study. Those ideas were primarily based on Herzberg’s fourteen “first-level factors” that we also used as guidelines when creating our interview questions. An example of a category created during the process was “factors affecting motivation negatively” (Cf. Braun & Clarke, 2006, pp. 88-89). After creating general categories we moved on to creating more specific potential themes. For some themes we also created sub-themes when necessary. During the process of analysing we had to review and remake our themes a few times, rearranging the data into different groups. Some examples of more specific themes that we created on the general category “factors affecting motivation negatively” was “workload” and “materials”. After a while we had to reduce the number of themes as they were too many to be able to work with in our study. After choosing which themes we found most important and relevant in terms of creating a true review of our results we started analysing the data related to the themes in detail once more. After this step we had a clear picture of what we wanted to include in every theme. From those themes we finally constructed the headlines that we used in our study (Cf. Braun & Clarke, 2006, pp. 90-92). The last step of our analysing process was to actually compile the analyses to be able to create our bachelor thesis out of our study. When writing our thesis we continued the analysing process since writing the information down made us aware of different perspectives of understanding our data. This helped us
develop the analysing process further (Braun & Clarke, 2006, p. 93).

5.6 Trustworthiness and generalisability
Reliability and validity are two concepts that has been more related to quantitative research and measurements and many researchers within the qualitative field has discussed the relevance of these concepts in terms of qualitative research. It has therefore been said that the definitions of these concepts had to be changed. Bryman refers to Guba and Lincoln whom argues that it is of importance to create alternative concepts for reliability and validity. They argue that reliability and validity as concepts includes assuming that there is a possibility of reaching an absolute truth about the social reality which the qualitative research does not offer. As an alternative they suggest trustworthiness as an alternative criterion for the assessment of the qualitative research. Credibility, transferability and dependability are part criterions of trustworthiness and will be mentioned in the following section since we chose to conduct our research in line with those criteria (Cf. Bryman, 2008/2011, pp. 351-354).

5.6.1 Trustworthiness
To increase the credibility, we made sure to follow all ethical considerations such as making sure all respondents were informed about the purpose of the study, that all information was to be dealt with confidentiality and how the collected material was going to be used. Furthermore, a consent form which included all relevant information was signed in order for the respondent to be reassured that our implications were true. One aspect that could affect the credibility of our study was that we weren’t able to send our interview notes to our respondents in order to confirm that we had perceived their answers in a correct way. The reason for this was that the teachers did not have or could not access their email-accounts as access to internet and electricity was not common throughout the villages where we conducted most of our interviews. Therefore, this aspect made confirmations from the respondents difficult for us to manage (Cf. Bryman, 2008/2011, pp. 354-355).

Another aspect that we had to consider was that the government did not allow the freedom of speech which might have resulted in our respondents feeling intimidated to express their feelings. We did not feel that this was the case since most of our respondents appeared to provide us with honest answers, reflecting over positive as well as negative aspects regarding their current situation. However, this aspect was something that we needed to take into account in terms of credibility (Cf. Bryman, 2008/2011, pp. 354-355).

It was of great importance for us to ensure early in the process that our purpose and research questions were clearly defined in order to reassuring that our work was proceeding smoothly and that we as researchers had the same view on what was to be studied throughout the process. Furthermore our method was chosen due to its correspondence with our aim with the study and because of the reason that it was the best method in providing us with answers to our research questions and generating the data we were interested in. All those choices were made in terms of increasing our credibility (Cf. Vetenskapsrådet, 2011, p. 31).
As mentioned under section 5.4 about our research procedure, we experienced language barriers during some of our interviews which could have affected the credibility in our study. We experienced the respondents to understand us properly despite this but it was still an aspect that we had to consider since we could not be entirely certain that this was the case. However, our use of semi-structured interviews and conducting the interviews in school environments helped us in our understanding of the respondents own subjective perceptions of their realities (Cf. Bryman, 2008/2011, p. 354).

Initially, our main focus was on the in-service training but during the process we realized that this was not possible due to factors such as some respondents not working as teachers before participating in the in-service training. This made it difficult for us to analyse any effect that the in-service training might have had on their motivation to teach and therefore our focus shifted to concern motivation. Furthermore, we realized that our five introductory questions about the in-service training might have lead our respondents into focusing on the in-service training when our primary focus was really on motivation. We did not experience this to affect the answers but we can of course not be certain about how the respondents interpreted the questions and therefore we need to consider that aspect. However, regarding motivation according to Herzberg’s motivation-hygiene theory we experienced the respondents to understand our interview questions correctly (Cf. Bryman, 2008/2011, pp. 354-355).

To increase our transferability we, as mentioned under section 2.1, introduced the reader to the situation of the teachers in The Gambia. Our aim with this recitation was to improve the understanding of the situation of the Gambian teachers and for the reader to be able to assess whether our findings could be transferable to other settings and environments of interest (Cf. Bryman, 2008/2011, p. 355).

To increase the dependability which also is a part criterion of trustworthiness, we have been transparent about every step of our study. We have clearly outlined the entire process such as our aim with the study, purpose questions, how our selection was chosen and the restrictions our selection brought. Furthermore, we have described how the data collection was performed, what questions were asked during the interviews and why, how the questions were developed, what was written in the consent forms and how we analysed our data. As a further step to increase dependability we ask two external parties to read through our study in terms of examining if they experienced the study to be as transparent as required (Cf. Bryman, 2008/2011, p. 355).

5.6.2 Generalisability
The concept of generalisability relates to whether the findings from the study are to have broader applicability and relevance then beyond the results of the study. As portrayed above under the section about our selection, (see section 5.3) our selection consisted of teachers whom the unit head at the school development unit and the program officers at FIOH chose themselves, a so called purposive sampling and convenience sampling. The teachers participating had also been a part of FIOH in-service training which most of the teacher in the country had not been a part of. Due to these circumstances, we experienced difficulties in
generalizing our results to a broader population. However, teachers from different regions, with different genders, from private schools as well as government schools were chosen as an attempt to improve our opportunities at covering a variety of teachers (Cf. Blaxter et al., 2006, p. 221).

5.7 Methodological discussion
The choice to select semi-structured interviews as our method did help us examine the respondents own perceptions of their reality. In addition to what was being said, the interview as a method also allowed us to capture emotions and experiences as well as the atmosphere. When something important was brought up, the semi-structured interview allowed us to form follow-up questions to go deeper with our research than a quantitative method would have allowed us to. One of the difficulties with the interview as a method was to be certain that the respondent and the interviewer were talking about the same thing or if what the respondent implied could have several meanings. A recommendation by Ahrne and Svensson was to complement the interview as a method with observations due to its possibility of allowing the researcher to describe and comprehend the studied phenomena according to his or hers perspective. Even though our official method was not to observe, we could see that the fact that we had the opportunity to conduct the interviews in the schools where our respondents worked and observe the facilities, made our understanding of their social reality more apprehensible (Cf. Ahrne & Svensson, 2015, p. 53-54).

One complexity with the qualitative approach was the difficulty to replicate the study due to the fact that even how hard we tried to stay objective towards our collected data, our analysis would still be tinged by our subjective perception of our respondents’ reality and what we perceived to be important in terms of how we interpreted the respondents. However, we did our best to stay as objective as possible, solely focusing on our aim with the study which was to create an understanding of how teachers in Gambian primary schools experience their motivation to teach. Furthermore, selection prevented us from generalizing our results to the general crowd since it concerned a small number of individuals who had been participating in a certain in-service training (Cf. Bryman, 2008/2011, pp. 368-369).

We found the thematic analysis method, which was our method of choice for analysing our collected data, to be very helpful in terms of compiling the data and analysing it in an understandable way. It was of great concern for us to go through the interviews repeatedly and attentively listen to what was being said in order to analyse our data properly. To be able to create a good thematic analysis, the themes should cohere around a central idea or concept which in our case was our theory of choice (Cf. Braun & Clarke, 2006, p. 94).

5.8 Ethical considerations
In terms of ethical considerations, we chose to seek guidance from the report named God Forskningsssed (2011), published by Vetenskapsrådet (Swedish council of science) and written by Gustafsson, Hermeren and Petterson, who has compiled ethical recommendations as well as requirements. The recommendations and requirements aims to help the researcher to find a
balance between protecting the individual and conducting research. It is important for the development of the society and the individuals that we conduct research but in order to do this the research needs to be relevant and deliver high quality (Vetenskapsrådet, 2011, p. 18). For us this implied to balance the interests and integrity of the responding teachers with the interest and importance of conducting our research regarding motivation. As we during the whole research process were cooperating with FIOH to be able to perform the interviews it was also important for us to be very clear with them in our communication about the aim with the study. We occasionally noted that there had been some misunderstandings about the aim with our study and especially regarding the selection. Because of that, we had to talk to the pnes at FIOH helping us and be very clear with our demands and that we could not consider any other interests than our own as students and researchers (Vetenskapsrådet, 2011, pp. 36-37).

Before the unit head and the program officers at FIOH contacted any of our potential respondents we made sure to give them all the information about our study to use when contacting teachers. The information we gave them to pass on to the teachers was the aim of the study and that all information would be treated with confidentiality. We also gave them information about that the participation would be voluntary and that any respondent could feel free to end their participation in the study at any time. Before every interview we gave the respondents more information on how the interview would be performed such as how long it would take, that we would record it and further information about us and the aim with the study. We also informed them about the research procedure and how we would use, report and publish the results in The Gambia as well as in Sweden (Cf. Vetenskapsrådet, 2011, p. 22).

After giving the respondents information we asked them to review and sign a consent form (Appendix 2). Before signing it we walked through all the information together to see if the respondents had any questions or thoughts about the content. The consent form included information about the aim with the study and about our methodology and design such as our selection and analysis process. In the form they could read that we would record the interviews and that we would treat the recordings as well as other personal records or information about the respondents confidentially. Furthermore the form stated that participating in the study was voluntary and that the respondents could choose to withdraw from participating at any time or place. The form also included information about how we would use and publish the results of the study in our bachelor thesis and the DIVA-database as well as presenting it in school. After going through the information the respondents were asked to sign the form if they wanted to participate in the study. All of the teachers that we met chose to sign and participate in the study and there were no problems related to terms stated in the consent forms (Cf. Vetenskapsrådet, 2011, p. 22).

In the study we treated all personal information confidentially. This means that no names or other personal information that could be used to identify the respondents were used in our study. Any information containing personal records were saved on one of our computers protected with passwords to prevent any unauthorized persons from gaining access to the
information. This information was only used in our research and not shared with anyone else
during the research process or after completing the study (Cf. Vetenskapsrådet, 2011, p. 22, p. 67). We found it particularly important to highlight to the responding teachers that the audio recordings would only be listened to and used by us as researchers. This was important because of the situation in the country with a government that does not support the freedom of speech (Cf. Vetenskapsrådet, p. 18).
6 Results and analysis

In this section we will present and analyse some of the findings of the twelve interviews conducted in the study from without Herzberg’s theory and previous research. The section is divided into six main themes based on our purpose with the study and the information we found most important to acknowledge. The section covers different factors related to the teaching profession that was found having positive as well as negative effects on the motivation to teach among the responding Gambian teachers.

6.1 Salary as a motivating and demotivating factor

During the interviews, the salary was discovered to be an important factor. The salary was also found to be a factor that could have positive as well as negative effects on motivation among the responding teachers. The teacher in our third interview reported the salary to have a great impact on the motivation to teach since it is not enough for him to be able to solve his problems and provide his family with what they need.

Yes, it really affects it… when it comes to pay (…) you cannot control it when it’s not comfortable. Sometimes you come from home before the end of month (…) you have problem you can solve, you can not solve. You have your wives there [ ] you have to give them something (…) when you come to school… before you will be active and give your best it will disturb you a bit… and here the pay is no good in The Gambia (…) you have problems you cannot solve it will affect you, that’s obvious. The motivation is not good.

This teacher described bad feelings about the salary which can be analysed in terms of Herzberg’s first-level factor salary and also the factor called factors in personal life. Not being able to support his family with the salary he receives seemed to have a negative effect on him and create bad feelings about his work (Cf. Herzberg et al., 1959, p. 46). The teacher also described reasons to why he had bad feelings about the salary, which means that the salary can also be seen as a second-level factor according to Herzberg (Cf. 1959, pp. 49-50). Those reasons result in effects on interpersonal relationships as it worries him and affects his relation with his family when he cannot provide his family with what they need (Cf. Herzberg et al., 1959, pp. 53-54).

Herzberg’s study showed that there is a difference between motivating and hygiene factors and he also stated that hygiene factors such as salary rarely affect job attitudes in a positive way (1959, p. 82). However, in interview number eleven the teacher reported the salary to have a positive effect on her motivation to teach even though she at the same time admitted that she was not satisfied with it.

I am not satisfied with my salary anyway (…) it motivates me still (…) if I would get more I will appreciate it (…) The salary that I’m paid from the job, I help my family… I’m having kids that are going to school, I pay their school from that money. I buy books and their clothing and I help my family also (…) it helps my motivation because I know that what I should help my family with I got it from the job so that motivates me yes.

The teacher above referred to the possibilities related to gaining salary in terms of being able to pay for school and supplies for her family. Based on Herzberg’s theory, this quote can be
understood as a second-level factor motivating the teacher to do her work. This is notably interesting since salary according to Herzberg is a hygiene factor that typically does not motivate people in terms of work (Cf. 1959, pp. 113-115). The salary is what makes it possible for this teacher to help her family, which would not be possible without it. The salary seems to be causing positive feelings but it is interesting to see that what is motivating her is not the amount of salary but the fact that she is actually receiving a salary at all. In the study made by Guajardo he found the salary to be a factor of great importance when looking at low motivation which is interesting when analysing this quote. The findings with Guajardos’ study is not unanimous with what was reported by the Gambian teacher in interview eleven as the salary seems to be having a positive effect on the motivation even though it is low (Cf. 2011, p. 26). Kadzamira is another researcher who made a study that showed that the salary was not enough to cover the basic needs of the teachers participating. This differs from the Gambian teacher in interview eleven since she describes the salary to make it possible for her to cover the basic needs of herself and her family (Cf. Kadzamira, 2006, p. 22).

Another teacher that agreed with not being satisfied with the salary was the teacher from interview number twelve. She also sat out the problem of not receiving the salary on time as a stressful element when teaching. She reported feelings of unhappiness when teaching as a result of not receiving the salary on time every month.

Sometimes when you think of the salary, it’s always a problem (...) a teacher you teach effectively when you are happy with your salary (...) in the end of month you will not have salary until the 10.of the next month (...) so if you are teaching… you are in a class you are teaching and you are not happy and also it really affect your teaching in the class (...) when you will not receive your salary you will come with that stress in the class… so it definitely it really affect (...) we not receive our salary on time.

The feelings portrayed by the teacher can be analysed in terms of Herzberg’s third category involving effects of job attitudes. The teacher described feelings of unhappiness and stress which both can be recognised as negative mental health effects. The teacher also described how the salary affected her teaching in the class and her effectivity which can be recognised as performance effects, referring once again to Herzberg’s third category about job attitudes (Cf. 1959, pp. 51-53). The feelings portrayed by the teacher can further be analysed in terms of the study that Bennel and Mukyanuzi where the amount of salary as well as late payments was found to be a problem. In their study some teachers reported having to wait for nine months to receive their first salary which was not the case in the current study where the teacher only reported having to wait for a few weeks. However, receiving late payments was reported to cause problems regardless a period of nine months or a few weeks (Cf. Bennel & Mukyanuzi, 2005, pp. 33-34).

The teacher in interview number two differed from the rest of the responding teachers since she reported the salary to be of no importance at all in terms of her motivation to teach. When asking about how the teacher experienced the salary to affect her motivation to teach, she emphasized the importance of seeing the interests of the children rather than the amount of salary.
Anything that you are doing, you just need to look at the interest of the children… like anything you do is only God that will reward you so I don’t look at that (…) the most important thing is to help the children to get what they need to get.

In this interview, the teacher reported not looking at the salary in connection to motivation. What motivated her was helping the children to get what they need and this can be analysed in relation to the factor called achievement in Herzberg’s theory. Based on the achievement factor, we can understand that what motivates the teacher is the intrinsic feeling of achieving results and success (Cf. Herzberg et al., 1959, p.45). This quote can be analysed in comparison with the study that Fry et al. made where they discovered that a common reason for becoming a teacher was not the salary, but the desire to communicate with young people. This shows that the salary does not have to be what is important when choosing the teaching profession (Cf. Fry et. al., 2002, p. 35).

6.2 Interpersonal relations
According to Herzberg’s motivation-hygiene theory, interpersonal relations is a factor that can affect the motivation among people (Cf. 1959, pp. 46-47). Interpersonal relations, primarily between the teachers and their headmasters and between the teachers as colleagues, were found to be very important to many of the responding teachers. It was also found to be a factor that a majority of the responding teachers valued highly in relation to how they experienced their motivation to teach. One of the teachers who expressed positive feelings about the interpersonal relations at his workplace highlighted the relation to his colleagues in particular.

Very, very, very, very good (…) so the teachers also you know, you cannot even … eh eh measure the relationship. During break time we all come together (…) When we come together we start to discuss problems that is affecting us in our classrooms. Like for example you are teaching English language, that is the topic you are teaching, you are having difficulties in this area, you voice it out. When you voice it out during our break time then we start to discuss (…) I think it help our motivation, yeah it help our motivation (…) if someone is even absent or the person is sick, someone will go and step in his class yes, so at the end of the day (…) the relationship boost our motivation really.

He described feelings of support and possibilities to share knowledge between him and his colleagues to be something that was motivating him in his job. This shows that these relationships are important to him in order to make him feel motivated, which is interesting since interpersonal relations is a hygiene factor that Herzberg claims to be important only in terms of demotivation. The situation here is the same as mentioned above regarding salary that also is a hygiene factor, claimed by Herzberg to be important when looking at which factors demotivate rather than which factors motivate (Cf. 1959, pp. 113-115). What motivates the teacher above seems to be the environment created together by the colleagues that invites the teachers to use their relations to help and support each other in different situations. When compared to Herzberg’s second-level factors this shows why this teacher experience the interpersonal relations to have a positive effect on his motivation (Cf. 1959, pp. 49-50).
Another teacher, focusing more on the relationship between herself and the head master at her school, expressed her head to be present at any time regarding professional matters as well as personal matters.

The head is there, use to advise us (…) he is normally use to go and observe the classrooms… when teachers are in, whether they are absent, whether they are not well, he will go around and check before he will enter in his office he will go and check everything and ask you are you okay, good morning.

The head was here described as a person that cares about his staff in the way that he every day pays a visit to the teachers to say good morning and see how their work is proceeding. The teacher did not share her feelings about this behavior on a deeper level but from the way she described his behavior one can assume that she seems to appreciate what he is doing. When asking her about how this behavior from her head affects her motivation to teach, she answered by focusing more on the effect the atmosphere among all the employees of the school has on her motivation (Cf. Herzberg et al., 1959, pp. 46-47).

It helps… like if you are from, far from your home… if you come to the school everyone of us we are making you to mingle with us so that you will be, you will like the community, you will like the conditions where we are living… so that you will adapt… it’s motivating.

She highlighted how the people working at the school really make an effort to welcome teachers who are not from the area to make them feel like a part of the society. This was found important to her since working as a teacher in The Gambia means that you can be randomly posted in a school anywhere in the whole country. This sometimes means that the teachers have to leave their home-villages to go and live and work in villages far away from their families where they do not know anyone.

When talking about interpersonal relationships at the workplace, one teacher really appreciated the way to divide responsibilities at the school where he was working. He reported a positive effect on his motivation since those responsibilities made him and his colleagues work harder to do a good job.

Each and everyone in the school is having your own responsibility (…) he will just call a meeting and say I would like this lady or this man to… I want to give him or her this position… so are you all agree with that solution that I have… some will say okay and some will say no we don’t agree (…) so we will just debate and come to agreement (…) yes, it helps… it will motivate you because it is not only me (…) I will try to make my part the best (…) it is motivating because when you are doing that everybody is motivating… because you will not want to take last.

This work procedure can be analysed in terms of the factor named responsibility in Herzberg’s theory. What the teacher was describing was receiving responsibilities, which makes him motivated to try and do the best that he can. As all teachers seems to be given different responsibilities, it also looks like he experience them to get motivated by competing with each other and showing each other that they can do a good work (Cf. Herzberg et al., 1959, pp. 47-48). What he reported by this quote was also how the process of giving out responsibilities looks. The head is the one suggesting how to divide responsibilities and then
the teachers can be a part of the decision by accepting or not accepting the suggested candidates. This process can be analysed in terms of Herzberg’s first-level factors interpersonal relations and supervision-technical in a positive way as he explains what positive effects this has on his motivation (Cf. 1959, pp. 46-47). The process can also be analysed in terms of Herzberg’s second level factors as the teacher describes how he is not the only one affected by this procedure, all the teachers are experiencing the same procedure (Cf. 1959, pp. 49-50). The teacher reported the effects of this process to be positive regarding motivation since it makes him work harder to do a good job and not to be last. This is a performance effect according to Herzberg and it could also be seen as an effect on the interpersonal relationships since all the teachers are involved in the process together (Cf. 1959, pp. 51-52). One can assume that those working procedures create different feelings towards the job and towards the other teachers.

6.3 Lack of materials and facilities
A big problem for some of the responding teachers was found to be the lack of materials as well as insufficient facilities and unsecure environments. One of the teachers talked about his school struggling with meagre financial resources. As a result of the meagre financial resources, he explained broken desks to be a problem to handle in class as the teacher is responsible for the children.

The desks (...) some are broken you know (...) sometimes we find it difficult for people to sit in one desk… yes, so you use three or four children to sit on one desk (...) because you cannot take a children to sit in a desk where it is not in good condition (...) you cannot allow the children to sit on that… if it wound the child you are the one responsible

The teacher reported the broken desks to be a great problem since he as a teacher would be held responsible if anything happened to the children during class. He also reported the desks to be a problem in terms of children having to share desks with each other. The desks were fit for two students but still, due to lack of space, the children have to sit three or four persons at one desk. The teacher did not express whether this situation made him less motivated in his job as a teacher but he expressed concerns about the situation that may be interpreted according to Herzberg’s first-level factor working conditions. Those concerns may also be interpreted according to the first-level factor work itself since the teacher expresses concerns not only about the furniture’s but also about the fact that he will be the one responsible if anything happens to the children in the classrooms. This responsibility seems to be a part of his job as a teacher and can therefore be analysed in terms of the factor work itself (Cf. Herzberg et al., 1959, p. 48).

One teacher brought attention to the problem that the Gambian climate can cause during summer. He acknowledged the need for electricity and fans during the hot periods to be able to stand the heat during work. Equipment like electricity and fans are important when looking at the first-level factor working conditions in Herzberg’s theory (Cf. 1959, p. 48).

It is really affecting our motivation…cause if you go into the class where you are not comfortable as a teacher the childrens are not comfortable (...) when the place is hot it disturb you (...) from march it will be hot and
the sun is bad… yeah, sometimes if you are in the class you sweat… yeah sometimes you have to take off your shirt… as a teacher… so I don’t think that is really motivating us… we have no electricity, no fans.

The teacher reported the situation to be a problem in terms of motivation as he does not feel comfortable working during the hot periods. According to him, this also results in the children not being comfortable as well. In conclusion, these problems with working conditions can be seen to produce performance effects and attitudinal effects (Cf. Herzberg et al., 1959, pp. 51-54). When the teacher reports feeling uncomfortable in class this can be understood as he feels that the situation has an effect on the way he performs when teaching. One can imagine that a teacher feeling uncomfortable in his work environment does not perform as well as a teacher feeling comfortable in his work environment. One can also visualize that a teacher who express feeling uncomfortable at work due to unsatisfying working conditions can create negative feelings about the work during these periods (Cf. Herzberg et al., 1959, pp. 51-54).

Desks, electricity and fans are not the only reported problems related to the working environment. The lack of textbooks is another problem to many teachers which the teacher in interview six pointed out. This was also noted in the study made by Fry et al. where the lack of basic materials was a common reason for complaint (Cf. 2002, p. 33). The teacher in interview six described how the lack of materials requires the teachers to be creative in order to produce their own materials.

As stated in the quote above, the teacher expressed the lack of textbooks to be a problem that affects his motivation in a negative way. The teacher reported negative feelings in relation to the first-level factor working conditions and he also reported feeling psychologically affected by the situation (Cf. Herzberg et al., 1959, p. 48). This statement can be analysed in terms of mental health effects since he seems to be affected psychologically. We don’t know exactly what kind of psychological effects the situation has on him more than that he thinks of it. Neither do we know in what way he thinks about it and to what extent those thoughts affect him. What we know is that his motivation is negatively affected by the situation as a result of making him think about the situation (Cf. Herzberg et al., 1959, p. 53). This can be compared with the results found in the study made by Fry et al. where the lack of materials resulted in unprepared lessons and a struggle to manage work. What the teacher in interview six is describing about being forced to create his own materials can be seen as a certain struggle to manage work as expressed in previous research, especially if you are not creative (Cf. Fry et al., 2002, p. 33).

The same teacher from interview six later made us aware that the problems concerning materials is connected to an unsecure school environment. The school environment is known to be insecure since there are no fences that prevent animals from entering the school. The
lack of fences also results in the children being able to leave the school area easily whenever unattended.

Sometimes you be creative… make your materials… improvise make your materials… because of the insecurity (…) you find that all those materials, that you improvise and create… are all gone. Some people will come and take them and throw them away because the place is not secure… yes… that one affects you cause it happens to me all the time (…) it’s taking me back.

The unsecure environment was not only found to be problematic in the way described above. The teacher reported how he often loses the materials he has created for the children since people steal it during the weekends. This is possible due to the lack of fences and locks on the school buildings. The teacher defines this as a problem since it affects his motivation in a negative way and forces him to start over, it takes him back. According to Herzberg, this can be seen as negative performance effects since it forces the teacher to start over again with creating the materials. This means that he will have to take the time to create new materials when he could have used the time to actually using the materials he created from the beginning. This is ineffective and will probably have an impact on the quality of the work since he will have to perform beneath the level of what he was capable of from the beginning (Cf. Herzberg et al., 1959, pp. 51-52).

6.4 Possibilities of growth and promotion
According to Herzberg, possibility of growth and advancement are two first-level factors said to increase job satisfaction when brought upon as desired, the so-called motivation factors (Cf. 1959, pp. 45-46). Factors related to possibility of growth and advancement were frequently mentioned in our interviews, mostly related to situations where possibilities of growth and advancement were inadequate. Our respondent in interview number four reported feelings of demotivation due to lack of possibilities for him to grow within his profession as a teacher.

I think there is the chance of growing up is not that big. If you have an area the school will seek and sponsor you to move up. Here we don’t have secondary school. Not available in the school… If I want to go another program (…) Very narrow possibilities. Sometimes it demotivates you normally even last time with the board we expressed to them that they need to look at it. Most of teachers remain at level one… cannot move… have to quit and start studying.

Our respondent reported feelings of dissatisfaction due to difficulties with professional growth as the school where our respondent is working is a primary school only. The possibilities he sees is if there is a vacancy within a certain area of interest, then the school might be able to sponsor him to get the knowledge he needs to fill this position. Outside the school where he is working, he sees small chances for growth. Furthermore, he reported that the board of the school had been notified of the situation which implies that he is eager for a change and that this problem is not only affecting him. Referring to Herzberg’s first-level factor possibility of growth, one could say that the situation portrayed above can be seen as causing demotivation to teach since our respondent has experienced difficulties in developing within his organization due to insufficient studies. His quote can furthermore be analysed as the first-
level factor company policy and administration due to the fact that the respondent experiences that how the school and the school-system is organized, affects his possibilities for continuous development in a negative way (Cf. Herzberg et al., 1959, p. 48). Later on in the interview our respondent again mentioned the lack of possibilities of growth as a factor causing negative feelings towards his motivation to teach.

I think my chance is very narrow. To go to the college and study no, this is one thing, like sometimes I think I don’t want to be primary teacher only... I want to have a higher teachers certificate so that I can work in the other schools also.

If our respondent wants to advance within his field he has to continue his studies to obtain a certificate that allows him to teach students in higher grades. This quote tells us that our respondent is not totally satisfied with his job as a primary teacher and that he is experiencing thoughts about not wanting to stay in the same position. We cannot define which consequences these feelings of dissatisfaction could cause only by analysing this quote but one could say that if our respondent does not get the opportunity to grow and develop it can have effects in the future, referring to Herzberg’s third category, the effect of job attitudes (Cf. 1959, p. 51). Our respondent’s statement corresponds with Bennell and Akyeampong’s findings who found it to be common among primary school teachers to wish for an upgrade and becoming secondary-school teachers instead (Cf. 2007, p. 7).

Our respondent in interview number twelve reported being dissatisfied with the lack of possibilities for promotion due to her position as a teacher in a private school.

The only problem is here, it is not easy to promote teachers when it comes to the mission site… it is easy to promote teachers when you are in a government school. Like young teachers like us, we are qualified teachers coming to be five years now and there will be no promotion for you, they will not promote you (…) Until you get old, they will not promote you (…) If really affect, it affects cause if you are a qualified teacher working with a mission, you know if you are not promoted it also affects your teaching. Because you are qualified for six years, sitting down here and you are not promoted. If you are not happy with that it will also affect your teaching in class. Cause you are teaching but you are not happy.

Analysed in relation to Herzberg’s second-level factors, this quote can be understood as our respondent experiencing feelings of frustration when referring to the lack of possibilities of promotion (Cf. 1959, pp. 49-50). Our respondent is a qualified teacher who has been working in the teaching field for a long time but despite this, she experiences no possibilities of becoming promoted. Later on in the interview, she also described that even training and workshops offered to the teachers from the government does not apply to the teachers working in private schools. Portrayed above is how this absence of possibilities affects her motivation to teach in a negative way. When compared to Herzberg’s third category and the performance effects, the feelings portrayed above also can be seen to cause negative effects in her work as a teacher, since she says that the absence of promotion will affect her teaching in class. Our respondent portrayed her performance to deteriorate due to her feelings of dissatisfaction. Once again referring to the effect of job attitudes our respondent reports feelings of unhappiness when teaching which can be analysed as negative mental health effects according to Herzberg (Cf. 1959, pp. 51-53). This can be compared to the study made
by Fry et al. who found that poor motivation among the teachers will result in effects on the teachers’ performance such as the teaching made not being of good quality (Cf. 2002, p. 23).

Our respondent in interview number two portrayed a different situation where she is experiencing greater opportunities at contributing to her own development and advancement within the organization.

Sometimes you will be in the teaching field and promotions will come, but like now (…) people’s promotions depends on themselves… like they will be considering your attendance, your records and lots more. So like, when it’s time for promotion they use to consider those things. If you are very good at keeping records, you are always punctual in school, honestly when promotions come you are promoted. So I think, I use to be punctual and regular and I use to plan my lessons as well (…) Yeah honestly, cause like I also want to be promoted so that’s why I keep on planning every day, I plan and I make sure that I deliver to expectations.

Even though our respondent has not yet benefited from a promotion, the chances for advancement affect her motivation positively. The reason for this is due to the fact that she meets them as conceivable, referring to Herzberg’s second-level factors (Cf. 1959, pp. 49-50). It was our respondent’s perception that she will be promoted if she continues to work hard delivering to expectations. Referring to the third category, the effect of job attitudes, this quote tells us that her expectations of earning a promotion has an effect on her behavior at work (Cf. 1959, p. 51). However, this quote does not tell us whether she would work as hard if no promotion felt conceivable. The feelings portrayed above correspond with Herzberg’s view that says both possibilities of growth and advancement are factors that are to increase an individual’s job satisfaction (Cf. 1959, pp. 45-46).

Our respondent in interview number six reported that his work was affected negatively by the inadequacy of promotion which brings him to thoughts of a future where he is no longer a primary school teacher.

Like, one thing… it will affect negatively… Because sometimes you are trained purposively for this lower grades… like grade one, two, three. Like you are teaching continuously so your colleagues who are teaching upper grades are going to college. They are teaching higher grades, going, going (…) So you also sit sometimes, maybe before dealing with this kids and there is no recommendation or improvement for you… Why don’t I go to the upper site so that I can also go to university (…) So that will affect your work (…) Like me I’m trained to teach the lower grades, when teaching for a very long time and I see no improvement, no recommendation by the ministry… In some years I’ll say okay let me also go to college… and when I leave here there will be a vacancy here in my place.

Our respondent reported that being a teacher in primary school requires much effort and that he sometimes had thoughts about leaving primary school to continue his studies towards higher grades. During the interview, he also stated that it is common among primary school teachers in The Gambia to quit due to lack of improvement and promotion, which creates vacancies and in turn leads to insufficient amount of primary school teachers. This quote tells us that our respondent has thoughts about leaving the primary school level since he lacks possibilities of growth within his profession, which can be analysed in terms of turnover, one of the effect of job attitudes (Cf. Herzberg et al., 1959, pp. 52-53). Analysed in terms of Herzberg’s second-level factors, one could say that one of the reasons for our respondents’
feelings is due to the fact that he compares himself to colleagues teaching in higher grades. He sees possibilities if he, like them were to continue his studies (Cf. Herzberg et al., 1959, pp. 49-50). Furthermore, our respondent states that recommendations from the organization by which he is employed can create openings and promotions but according to our respondent this seems to be rare. This can be seen as the first-level factor recognition which according to Herzberg motivates the individual and increases job satisfaction when delivered as praise (Cf. 1959, pp. 44-45). Furthermore, above statement can be related to Fry et al. who understands their findings as that teachers expresses a desire for development and an upgrade in their qualifications (2002, p. 32). The situation portrayed above also corresponds with Mkumbo, who in his study found that the most important factor was for the teachers to continue learning within their profession (2012, p. 225).

6.5 Workload
According to Herzberg’s motivation-hygiene theory, working conditions is a first-level factor concerning situations where the individual mentioned factors such as their workload. According to the theory, working conditions is a hygiene factor which will not motivate the individual (Cf. Herzberg et al., 1959, p. 82). Frequently mentioned in the interviews were quotes referring to workload as something important mostly in terms of demotivating teachers. In our third interview our respondent reported he was experiencing negative feelings towards his job due to his workload affecting his personal life, which also is one of Herzberg’s first-level factors said not to motivate the individual (Cf. 1959, pp.48-49).

It’s too much.. after I go there I cannot leave (...) In class I can’t give my best and I’m not comfortable so the negative feeling is in you. But positively given this school, best result. But socially you have that feeling and when it is too much, sometimes.. not yet for me.. but sometimes I say ah, let me find another place where I can have little to do and time for my family and other things. Not to me yet.. but sometimes I have that feeling that it’s too much.

At the same time as our respondent reported negative feelings due to his work affecting his personal life, he was also reporting feeling happy since all his hard work paid off and he could see great results among the children. This can be seen as Herzberg’s first-level factor achievement (Cf. 1959, p. 45). By analysing our respondents quote, one could say that what motivates our respondent to work as a teacher was seeing the children succeed in school. The feelings portrayed above can be seen as a second-level factor since our respondent reported the reasons for his feelings towards his job, positive as well as negative (Cf. Herzberg et al., 1959, pp. 49-50). Furthermore, the quote can be analysed in terms of Herzberg’s third category concerning the effect of job attitudes. Our respondent reported the effect the workload had on his interpersonal relations. Due to his workload our respondent had to work on both evenings and weekends and reported having almost no time left for his family. Additionally he reported having thoughts about finding another job in order for him to be able to spend more time with his family, which also can be seen as one of Herzberg’s third categories, turnover (Cf. 1959, pp.52-53). The situation portrayed above can furthermore be compared with the study made by Fry et al. who found that a common result of poor motivation among teachers is high turnovers which in turn leads to the teachers having to cover up the shortage by adding work to their already heavy workload (Cf. 2002, pp. 24-25).
One respondent began with implying that the workload was burdening him. He reported not getting enough sleep but that he despite this was managing due to the fact that above everything else, his greatest concern was the interest of the children.

It’s affecting me seriously.. If I sleep I wake up by 5 o’clock in the morning, prepare myself. I don’t have enough sleep and sometimes my head will be disturbing me, cause I will realize I need to relax, I need to sleep. But if you want to do that also you create a problem. What will be expected of you at the end of the day, you will not get it (...) but it’s the most important thing is your country first. Put your country first, then you put yourself maybe second or third (...) In order to climb the ladder, so their generation somehow you need to plan for their generation. So that’s why I don’t mind that much of workload.

Additionally, our respondent reported during the interview that he starts work every day at 6:45 and then closes school at 6 in the evening. Besides this, after school has closed he also teaches other students outside school which means that on weekdays he is never home until 9 in the evening. Even with this oppressive workload, our respondent portrays a situation where he is not bothered by the workload in a sense due to him teaching for a higher purpose. The situation portrayed above can be referred to the first-level factor achievement due to the fact that our respondent puts the results of the children before his own needs (Cf. Herzberg et al., 1959, p. 45). Even though our respondent implies that he experiences mental health effects such as lack of sleep, referring to Herzberg’s third category, the effect of job attitudes the interest of the children is his main priority (Cf. 1959, p. 53). Richardson’s findings are in line with our results since he argues that for the teachers to see that their work improves the achievement within their students, could be far more motivating than other factors (Cf. 2011, p. 18).

The respondent in interview number eight stressed long working shifts and that it at times can get overwhelming with all the responsibilities given to the teachers.

It’s really much as I was telling you. Looking at it…the time that you come to school and the time that you normally close…it is a little bit much (...) If you look at the amount of work that we normally do, at times it affects us.. Like, the work as I was telling you, there’s some of the responsibility that you are given, you are expected to do it. And you are expected to come back to class and deliver as well. Another aspect of it, it really delay your time and when it comes to doing some of your things in class (...) When there is a delay it sort of affects you.

At the school where our respondent worked, the teachers were given different responsibilities in addition to their ordinary subjects such as gardening, sports and drama among others. Our respondent mentioned that he possesses several responsibilities which affects his teaching due to the fact that the extra responsibilities steals time from his original tasks and because his working shifts tends to be longer than scheduled. Analysed from Herzberg’s third category and the category of performance effects, above statement can be seen to affect our respondent’s performance in class in a negative way (Cf. 1959, pp. 51-52). Additionally, the situation portrayed above can be analysed as a second-level factor due to the fact that our respondent reports the reasons for his feelings to be because of the delay all of his responsibilities causes (Cf. 1959, pp. 49-50). Fry et. al. supports our results since they found
workload being a common source of poor motivation due to the fact that many teachers experience that the administrative burdens are heavy while the possibility for assistance are small (Cf. 2002, p. 34).

Our respondent in interview number eleven differed from most of our other interviews due to being particularly positive when referring to her workload.

Our workload is okay... because I teach in the morning and also in the afternoon (...) In the morning I start at 8:20 and I close at 12. That one is ECD, the younger ones. We close at 12, yes and then at 2 we start the afternoon and we close at half past 6.

Our respondent teaches in nursery school in the morning and in the afternoon, after two hours break, she continues work teaching the primary grades. Analysed from Herzberg’s first-level factor working conditions one could say that she finds the workload to be satisfying and that it affects her motivation in a positive way (Cf. 1959, p 48). Only analysing this quote will not tell us whether her performance at work would deteriorate if the working conditions were to get worse but still it tells us that it affects her in a positive way. This is notably interesting since Herzberg refers to working conditions as a factor seen to have a small influence on leading motivation in a positive direction (Cf. 1959, p. 82).

The respondent in interview number ten reported feeling dissatisfied with her workload as a result of the students being too many which in turn leads to overcrowded classrooms, a noisy environment and a feeling occupying our respondent that the students are too many to control.

It’s too much, like... because you will have 32 students in one class, you can have 35 students, 40 in one class. Sometimes it is caused by furniture-problems or teacher problems. The more peoples are in the class, if you are teaching you can be overload. Like if you are talking, the others are disturbing, you cannot control them... It can be too much (...) It affects you, that one will not motivate you... If you have more students in your class you will be lazy... because it will be too much.

Our respondent implied that if the classes were smaller the children would find it easier to concentrate and adopt the information given by the teachers. The situation portrayed is that the children will not even have space to take place in their benches, what our respondent referred to as furniture-problems. Our respondent works in a government school, which offers free education for all children and new students are arriving daily to sign up and join the already full classes. Even though the children are too many and the teachers are deficient our respondent implies that all children must be accepted to enter school since it is their human right. The situation portrayed above concerning our respondents working conditions can also be seen as a second-level factor due to the fact that our respondent narrated that what demotivates her the most is the lack of control she suffers when the students are too many (Cf. Herzberg et al., 1959, pp. 49-50).

Furthermore she reported that her performance at work will be affected as a result of the workload being too intensive, referring to Herzberg’s third category, the performance effect. One could imagine that when our respondent reported feeling lazy at work due to her massive workload it might also bring about a change towards herself and her identity as a teacher as
well a change in attitude towards the school where she is working, referring once again to Herzberg’s third category and the attitudinal effects (Cf. 1959, pp. 51-54). The situation portrayed above can be compared to Kadzamiras’ study who found that low levels of motivation among teachers for example leads to professional misconduct which in turn affects the quality of the education (Cf. 2006, p. 22).

### 6.6 The effect of the in-service training

All responding teachers had been a part of the in-service training provided by FIOH and during the interviews we found that the training had made an impact on their performance in different ways. The teacher in interview number three described the training to have a positive effect on his teaching as well as on his status among the children, his head and his colleagues.

Now any class I handle (…) I can make these people to read and write (…) SEGRA made me to be a happy teacher…comfortable with, even my children anytime they will respect me…because the problem here it is reading and writing…SEGRA has methodologies that will capture the interest of the children (…) it has helped me to like the field.. it has helped me to want to be a teacher (…) not all the teachers are SEGRA-teachers (…) they respects us, even the head here respect us… always want to keep us because…the skills that we serve, the performance that we serve, that we have from SEGRA… yes we really help the School.

The quote above can be analysed in terms of Herzberg’s first-level factors as well as second-level factors and effects of job attitudes. The teacher expressed good feelings connected to the factors status and achievement in particular. He reported being respected by the children in the classrooms as well as by his headmaster and his colleagues as a result of participating in the in-service training (Cf. Herzberg et al., 1959, pp. 45-49). The responding teachers in the study made by Fry et. al. expressed feeling that the status of the teaching profession had fallen below other public servants, which was not reported a problem in this study. However in-service training seems to be one possible way of increasing the status within the profession according to the teacher in interview number three (Cf. Fry et al., 2002, pp. 36-37). Another result mentioned during the interview was the ability to be able to teach the children how to read and write which he did not feel he could achieve before entering the training. This can be seen as positive feelings about the factor achievement since this enables the possibilities to see the results of the training and of his teaching among the students (Cf. Herzberg et al., 1959, p. 45).

The teacher in interview three expressed positive feelings about the first-level factor possibilities of growth as the training has made him advance within his profession (Cf. Herzberg et al., 1959, pp. 45-46). The reasons for those positive feelings that also can be seen as second-level factors were described to be the increased skills needed to teach the children how to read and write and also the possibility to catch the interest of the children (Cf. Herzberg et al., 1959, pp. 49-50). This results in performance effects as the quality of his work changes in a positive way. He also described how he with the help of the training can manage to solve problems that he could not solve before the training. Another effect can be seen on the interpersonal relationships since the people around him at work respect him due to his competence. The quote can be analysed in terms of attitudinal effects now that he reported the training to have an impact about his feelings regarding the teaching profession. He
reported the training to have made him feel that he wants to be a teacher (Cf. Herzberg et al., 1959, pp. 51-54). All those factors mentioned can be seen to motivate the teacher in interview number three according to Herzberg’s theory.

The teacher in interview number six agreed with the previous teacher about being able to teach the children how to read and write after attending the in-service training. He reported a great difference between teaching before and after the training.

I really perform well (...) before I used to teach... I found it difficult to teach the lower grades even...cause I have no skills in that...and later with the help of that SEGRA-methodology I was able to teach (...) when we did this reading competition, my school took first (...) my children in my class they took first and second in the whole cluster (...) our school took first for three years (...) affects me positively...cause it involves the teacher and the pupils in a group (...) and the performance of the children has risen up compare to before.

The teacher asserted the former situation of having no skills compared to the situation after participating in the training. Because of the training he is able to teach and he illustrated how he could see the results of his teaching through a big competition taking place every year. He described how his children took first place in the competition three years in a row. Those kinds of results can be seen as performance effects since the teacher can see how the work he carries out has an impact on the children and their abilities to perform in school. Those good feelings about seeing results of the work he is doing can also be analysed according to the first-level factor achievement (Cf. Herzberg et al., 1959, p. 45). Fry et. al. found in their study that training is important when looking at what it is that motivates teachers. In their study the participants reported a desire to develop and upgrade their qualifications which is what was described as an effect of the in-service training by the teacher in interview number six. He described the effects as being able to teach in a better way due to increasing his skills (Cf. Fry et al., 2002, p. 32).

One teacher addressed the importance of being able to meet the children in different ways according to their personal needs and learning conditions.

One teacher addressed the importance of being able to meet the children in different ways according to their personal needs and learning conditions.

Today I can say it have really improving...because when I get to class...I can attend to different people...because if you look at the class level, you have a group of people that are just mixed...that you know there are different abilities in the class, so if you don’t attend such trainings you as a teacher you cannot [...] like this special need that I need to help...this person needs a special help, different from this so if you don’t have that training...maybe in any of these services you cannot know. You just treat them equally (...) we have fast learners and slow learners.

The quote can be analysed in relation to the first-level factor achievement and also to the factor work itself. From what the teacher explains it seems like the training gives him the qualifications to perform his work in a different way than how he would have performed without the training. The training can be interpreted to create more varying working conditions as well as a deeper connection with the children in terms of interpersonal relationships (Cf. Herzberg et al., 1959, pp. 45-48). This can also be seen to affect the way he can perform in class as he reported having a greater understanding for how to teach the children from their individual needs (Cf. Herzberg et al., 1959, pp. 51-52).
6.7 Summary results and analysis

When summarizing our results and analysis we could see that there are different factors affecting the motivation to teach among Gambian teachers. When processing our research question about whether the motivation to teach is a problem among Gambian teachers we found that there is no simple answer. When working with the data from the interviews we found that there are factors affecting the motivation in a negative way but we also found that there are factors affecting the motivation in a positive way. The reported experiences from the responding teachers showed that motivation can sometimes be a problem among them but mostly the factors affecting motivation in a positive way were described to have a greater influence to the teachers. Because of this the majority of the reported experiences regarding motivation were considerably positive.

When processing our first research question about whether the motivation to teach was a problem we naturally came to process our following research questions about what factors it is that motivates and demotivates their motivation. The factors affecting Gambian teachers both positively and negatively that we choose to analyse further was the salary, interpersonal relations, lack of materials and facilities, possibilities of growth and promotion, workload and the effect of the in-service training. The salary was found to have both positive and negative effects in terms of motivation since it for instance was reported too low but at the same time important to be able to manage life. Interpersonal relations was found to be an important factor when looking at what factors the teachers experienced important when creating a motivational workplace. Many of the teachers described their relations to their colleagues and their head masters to have a positive influence on their motivation to teach as they could receive support from each other.

Another factor that was found important when looking at which factors had a positive effect on motivation was the effect of the in-service training. All of the responding teachers reported feeling more motivated as a result of being a part of the in-service training since it gave them the skills they needed to be able to teach the children how to read and write. The lack of materials and facilities was found to mostly have a negative effect on the motivation to teach as the teachers often described not being able to teach in a proper way due to lack of textbooks and other materials. A majority of the teachers also reported the environments to be insufficient such as too small and unsafe. The possibility of growth and promotion was a factor that several teachers reported as important but unfortunately mostly not accessible within the profession at the moment. The last factor we chose to analyse was the workload which was found to have a negative effect on most of the teachers even if there were exceptions.

All together we have seen different factors having different effects on the participating teachers. The factors mentioned above are the ones we found most representative for the data gathered during the interviews as well as most interesting in terms of analysing from without
Herzberg’s theory and previous research found on the area.
7 Concluding discussion

7.1 Discussion about the results

7.1.1 Is motivation a problem? - Intrinsic factors versus extrinsic factors

The aim with the study was to create an understanding of how teachers in Gambian primary schools, who have participated in FIOH in-service training, experience their motivation to teach. After going through and analysing the results of our study we could see that there are several extrinsic factors affecting the motivation among Gambian teachers in different ways such as for example low salaries, lack of materials, high workloads and unsatisfying working environments. However the most surprising findings of the study showed that despite all those unsatisfying extrinsic factors many of the teachers expressed feeling motivated thanks to intrinsic factors such as good relations with their head and colleagues, the feeling of doing an important job and the feeling of being able to help the children by teaching them how to read and write. Richardson is one of the researchers that found intrinsic factors to be most important in terms of motivation which corresponds with the results of this study (Cf. 2007, p. 21). Guajardo is another researcher who found that it is important for teachers to see results rather than having a good salary. In the same way, this study shows that even though the salary was many times reported too low and a great problem, what was important was being able to help the children and to see results of the work (Cf. Guajardo, 2011, p. 18).

7.1.2 Factors motivating and demotivating Gambian teachers

One of the factors that were found important to many of the participating Gambian teachers was the possibility of growing and developing as a teacher. Several teachers expressed a desire to develop new skills and to study more to be able to get promoted. At the same time, several teachers reported the possibilities to grow as very narrow. The study made by Fry et al. showed the same desire among the respondents to grow as teachers and to improve their qualifications. This was confirmed when talking to the teachers about the in-service training that they had been a part of. The training was found to have a positive effect on the motivation among all the participating teachers, which shows that increasing their skills and making them feel competent is very important when working with motivation.

Previous research stated that poor working conditions in different aspects is a problem in relation to motivation in different developing countries which was also found to be a problem among several Gambian teachers (Cf., e.g. Mkumbo, 2012; Fry et al., 2002). Gambian teachers reported similar problems as previous research in developing countries such as lack of fences, heavy workloads and lack of materials. This seems to be a common problem as a result of insufficient financial resources among governments in developing countries where The Gambia is no exception. However, somehow the teachers seems to make the best of the situation by creating their own materials and using what they can access even if it means writing in the sand outside the classrooms.

Several studies showed a difference between rural and urban teachers in terms of which factors affected teacher motivation positively and negatively (E.g. Takupiwa et. al., 2012; Bennel & Mkyanuzi, 2005; Mkumbo, 2011). Among Gambian teachers we could not find
any notable differences between urban and rural teachers, which differ from previous research. The reason to why we did not find any differences between urban and rural teachers could be because it was not the aim with the study to explore this difference and because of that we did not ask any specific questions about the matter. The reason can also be that there simply are no considerable differences between urban and rural teachers in terms of motivation in The Gambia, as it is a small country where the working conditions seems to be similar throughout the country.

7.1.3 Hygiene factors as motivating factors
In the study, we have seen that what Herzberg describes as hygiene factors and motivating factors both seem to contribute to motivation among Gambian teachers. The argument represented by Herzberg, that hygiene factors most often do not have a positive effect on motivation, is not in line with some of the findings of this study. Salary and interpersonal relationships are some of the hygiene factors that were found to affect some of the responding teachers in a positive way. Conversely Herzberg argues that when the hygiene factors devolve to a low level the result will be job dissatisfaction. A majority of the teachers interviewed in this study reported disturbingly bad conditions related to many of the hygiene factors but still they did not express feelings of dissatisfaction. This is interesting since there is not coherence between Herzberg’s theory and the findings of this study regarding what affect the hygiene factors has on motivation. Somehow there seems to be other factors so important to some of the teachers that they will not be negatively affected by insufficient factors in other areas (Cf. Herzberg et al., 1959, p. 82, pp. 113-115).

Interpersonal relationships was a factor found to be of great importance to a majority of the Gambian teachers in terms of motivation which is particularly interesting since this was not commonly mentioned in previous research. To support each other as colleagues and to be able to seek guidance within their head masters was found important in The Gambia. Several teachers expressed feeling motivated thanks to their colleagues and their possibilities to share knowledge with each other and the possibilities to look for help among the staff. One reason for this factor to be of such importance seems to be the feeling of belonging that it creates to be in the same situations and to handle the same sorts of problems in a rather challenging environment at times.

7.2 Further research
In the future it would be of interest to conduct further research within the same area but with a different selection to increase the possibilities of generalizing the results. A possible selection for the future could be Gambian teachers who has attended college and not been participating in any other training or simply Gambian teachers who has not even attended college and are completely unqualified.

In the future it would furthermore be interesting to conduct research concentrated on interpersonal relations since this seems to be of great importance according to the results of this study. It would be interesting to see on a deeper level how those relations affect the work
and how they interact together to motivate each other at the working places. As interpersonal relations was not frequently mentioned within previous research it could even be interesting to compare the relations among Gambian teachers with the relations among teacher in another developing country to see if there is something special about the way teachers work together in The Gambia.

7.3 Conclusion

All the work among the responding Gambian teachers seems to be influenced by the most important thing among them all, to help the children and to teach them how to read and write. The future is what is important and the current working conditions as a teacher is not what should be noted. What should be noted according to the responding teachers is how they can make the best use and do what they signed up for with what they have. Our contribution to the science of education is that we can see the importance of interpersonal relations and in-service training when it comes to what motivates the Gambian primary school teachers. Since motivation is a prerequisite for learning to take place it is our suggestion that it is of importance to focus on this factors that can be seen to affect the motivation in a positive way. Obviously, there can also be other factors affecting the motivation among the teachers in a positive way but with the help of our study one could find certain factors which promotes motivation and therefore in its turn also promotes learning. In our study we could also see that when the situation is reversed, factors perceived as negative inhibits motivation and therefore also inhibits learning. The positive factors is what makes the teachers want to continue teaching which leads to that the learning finally takes place among the children.

Our study differs from previous research due to the fact that we found motivation to be of less concern among the Gambian primary school teachers than stated in previous studies. It would be interesting to see whether our results would be the same if we were to use another selection which is more generalizable to the general crowd. However, this is not a challenge for us to undertake. We will willingly pass this challenge forward for future researchers to explore.
References

Monographies


Articles


**Research reports**


**Reports**


**Web documents and sites**


Appendix 1

Consent form

Uppsala University
Sofia Björk and Linnea Brandt

To participants of the study

Concession to participate in a minor field study on how Gambian teachers experience their motivation to teach.

Project
The purpose of our study is to create an understanding of how teachers in Gambian primary schools, who have participated in FIOH in-service training, experience their motivation to teach.

Methods and design
The study will consist of interviews which will be performed and analyzed. If any of the participants don’t agree to us using the audio recordings from the interviews, they will be deleted immediately. Important to underline is that the focus of this study is not on single individuals. Focus will be on analyzing all of the interviews together, as a unity.

Results, ethics and confidentiality
The results of the study will be published in a bachelor thesis as well as being presented in schools seminars and at the university database at Uppsala University, called DIVA. No participant will be named by their real names in our study. Personal records or other information that will make it possible to identify the participants will be handled with confidentiality and with professional secrecy according to applicable Swedish law.

Consent:
This mandate allows us as researchers to record the interviews by audio and use the collected material in our study.

Participation is voluntary and a participant can withdraw from participating in the study at any time or place.

□ I want to participate in the study.
□ I do not want to participate in the study.

Date  ______________________________________
Signature  __________________________________
Appendix 2

Introducing the subject
1. When did you complete the in-service training? (What steps – basic and segra method or only basic?)
2. In what region did you complete your training?
3. What is your profession today?
4. Can you tell us about how you experienced the training?
5. How do you think the training has affected your work today?

Hygiene factors
6. How do you see the salary to affect your motivation to teach?
7. Can you describe what relation you have with your head, colleagues and subordinates (if interviewing a cluster trainer)?
   Follow-up questions: How does these interpersonal relationships affect your work? How do they affect your motivation to teach?
8. How do you see your head to use his/her right to delegate responsibility?
9. How do you see your heads willingness or unwillingness to share knowledge and competence with the subordinates?
   Follow-up question: How does the behaviour of your supervisor affect your motivation to teach?
10. Can you tell us about how your workplace is organized and managed? (units, who’s in charge, who to contact if there’s a problem et cetera)
   Follow-up question: How does the ministry, management and policies affect your motivation to teach?
11. How do you see the company policy?
12. How do you see your workload/amount of work?
13. How do you see the environment where your work is performed? (classrooms, school buildings, office et cetera) Follow-up question: How does the amount of work and environment where you work affect your motivation to teach?
14. How do you see your work to affect your personal life?
   Follow-up question: How does this affect your motivation to teach?
15. How do you see your possibility to receive benefits from your ministry? For example materials, access to car, an assistant, extra compensation for travelling with work etc.
   Follow-up question: How does this affect your motivation to work?
16. Can you tell us about your ministry in terms of security such as stability/instability or secure and permanent employment conditions? Follow-up question: How does this affect your motivation to teach?

Motivation factors
17. To what extent do you receive recognition for your work, from your head, colleagues or the general public?
   Follow-up question: How does this affect your motivation to teach?
18. How do you see the availability of seeing the results of your work?  
Follow-up question: How does this affect your motivation to teach?  
19. How do you see your possibilities for growth in the ministry?  
Follow-up question: How does this affect your motivation to teach?  
20. How do you see your possibilities to become promoted within your ministry by changing position or status?  
Follow-up question: How does this affect your motivation to teach?  
21. Can you tell us about how your head acts in terms of giving you responsibility?  
Follow-up question: How does this affect your motivation to teach?  

Factors that has been most important in order to create a motivational workplace?  
22. Can you tell us about what it is that motivates you to work as a teacher?  
23. Which factors do you see to have a positive effect on your motivation to teach at work?  
24. Which factors do you see has a negative effect on your motivation to teach at work?  
25. Which ones of these factors do you see as the most important in terms of motivating and demotivating you to teach?