Business Studies Teachers' Satisfaction with Their Work: An Application of Herszberg's Two Factor Theory

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ABSTRACT This paper focussed on the application of Herzberg's Two-factor Theory to discern secondary school Business Studies teachers in Botswana's satisfaction with their work. It aimed at identifying those factors that lead to the teachers' job satisfaction which in turn could have implications on the effectiveness of their classroom performance, vis-à-vis student achievement. The findings suggest that Business Studies teachers have numerous concerns in areas regarding Herzberg's motivators and hygiene factors. With regard to hygiene factors the findings suggest that business teachers were mostly concerned with establishing good relations with school administrators, colleagues and students, and the adequacy of quantities of teaching resources and consumables. They were also extremely concerned with their living conditions and the sizes of their pay packages. Regarding motivating factors, results indicate that overall, teachers find teaching Business Studies "satisfying" since they were not overly concerned about matters that are pedagogical, which form the core duties and responsibilities of teachers.

INTRODUCTION

In order to get maximum efficiency and productivity out of workers, many factors such as job security, working conditions, salary levels and working hours must be considered because these are some of the factors that contribute to the morale and motivation of workers. In schools the motivation and job satisfaction of teachers is important because it impacts directly on the delivery of lessons, the effectiveness of teaching, student performance (Perumal 2011) and pass rates (Iwu et al. 2013). According to Truman and Raggl (2008), when teachers are committed and satisfied the attitudes mentioned above get translated into higher levels of teacher performance in the classroom. Thus, if teachers are contented with their jobs they will be more productive and will develop and maintain high levels of performance leading to more efficiency and effectiveness in the teaching-learning process (Usop et al. 2013).

The causes of low teacher motivation are many. Studies in sub-Saharan Africa and indeed the world over have shown that low morale and motivation of teachers are mainly a result of perceived low remuneration, low promotion prospects and generally poor conditions of service (Wachira and Kamau 2014) such as arbitrary teacher deployment systems, unattractiveness of living and working locations (Takapuwa et al. 2013), lack of professional development appointments and insufficient supportive supervision (Mulkeen et al. 2005). A study on motivation of teachers in African secondary schools by Bennell and Akyeampong (2007) listed low pay, low status, inadequate resources, working and living conditions and inadequate support from school administrators as among the major causes of teacher dissatisfaction with their work.

Little research that focused on factors influencing business education teachers' job satisfaction was found. However, in a nationwide study of the attrition and retention factors that influence newly hired secondary school business education teachers in the USA, Ruhland (2001) found that the job satisfaction of secondary school business education teachers is influenced by five factors: (1) pleasant working conditions, (2) positive teaching experience, (3) a sense they are doing a good job, (4) positive interactions with students and (5) adequate time to complete the job responsibilities. Another study on job satisfaction among business teachers in tertiary institutions in Nigeria identified job prospects, recognition, advancement and growth opportunity, social interaction, administrative policies, benefits and the job itself as the

job satisfiers (Salawu 1987). With teacher shortages especially in the area of business education (Lambrecht 2002), it is important to determine what satisfies the needs of business education teachers and motivates individuals to remain in the classroom.

Herzberg's Two-factor Theory

The two factory theory, a brain child of Frederick Herzberg in the 1950s provides an informative and comprehensive approach for studying job satisfaction and motivation. Though for many years it was widely used in industrial contexts, the two-factor theory has found its place in educational settings in both educational management and classroom management (Erkilic 2008). Herzberg's studies disproved the long held perception that job satisfaction and job dissatisfaction were opposites (Chyung 2005) and could be measured on the same continuum. This understanding made a simplistic assumption that by removing causes that make workers dissatisfied, managers would make workers satisfied and vice versa. According to Rainey (2008), Herzberg postulated that job satisfaction and dissatisfaction emanate from two different sets of factors. These he identified as "motivators" and "hygiene factors". The former represent factors that lead to increased satisfaction and the latter those that can prevent dissatisfaction at the work place but cannot increase it, called hygiene factors. Motivators include achievement, recognition, status, responsibilities and advancement while hygiene factors consist of physical working conditions, human relations, work policy, job security and incentives. Applying the two-factor theory, Chandra et al. (2011) contend that minimising factors that bring about dissatisfaction results only in a harmonious work environment and not motivation or job satisfaction therefore effort should be invested in motivators to increase job satisfaction. What Herzberg was saying is that hygiene factors are necessary but not sufficient to provide ultimate job satisfaction. Employers should also concentrate on the motivators for effective workplace motivation. Sole emphasis on hygiene factors alone may not enhance employee motivation. In short, if employees are not dissatisfied with their jobs, it doesn't mean they are satisfied; rather motivators need to be activated for employee satisfaction (Shah et al. 2012).

Research Questions

This paper was motivated by a study carried out by Chandra et al. (2011) on the application of Herzberg's Two-factor Theory to gauge levels of motivation of teachers of Accounting, a business education subject. The focus of this paper is to apply Herzberg's Two-factor Theory to determine secondary schools Business Studies teachers' satisfaction with their work. It aims to identify those factors that lead to business education teachers' job satisfaction, which in turn, may have implications on their effectiveness, performance and student achievement. The study was guided by the following research questions:

1. What are the concerns of Business Studies teachers in the workplace?
2. How can Business Studies teachers' motivation and performance in the workplace be improved?

METHODOLOGY

The study adopted a descriptive survey design. The sample for the questionnaire survey consisted of 34 undergraduate in-service secondary school Business Studies teachers who were enrolled in the Bachelor of Education (Business) degree at the University of Botswana in 2013. The teachers were chosen purposefully because (1) they had Business Studies teaching experience at junior secondary school level and (2) that they agreed to take part in the study.

A questionnaire adapted from Underwood and Davis (1985) and Chandra et al. (2011) was used to collect data from the respondents. The questionnaire contained five categories which correspond to Herzberg's motivators and hygiene factors and respondents were asked to indicate their levels of concern in a particular situation on a 5-point scale which ranged from 0 – not concerned, 1 – slightly concerned, 2 – concerned, 3 – very concerned and 4 – extremely concerned. The categories were adapted from Chandra et al. (2011:21) as follows: the first three categories, (Human Relations, Personal Concerns and Conditions of Work) contained questions that targeted extrinsic or hygiene factors. The fourth category, (Teaching Activities and Methods) focused on intrinsic factors or motivators and the last category (Professional Growth) had a combination of both hygiene fac-

tors and motivators. As a guide to respondents, "concern" was defined at the beginning of the questionnaire as any fear, problem or hindrance that affected Business Studies teachers in their day-to-day teaching practices.

RESULTS AND DISCUSSION

Demographic Profile of Respondents

All the 34 teachers in the sample were holders of the Botswana Diploma in Secondary Education (DSE) and all had experience in teaching Business Studies at the Junior Certificate level. Of the respondents, 10 were male and 24 were female and their teaching experience ranged from 2 to 12 years. Table 1 summarises the profile of the participants in the study.

Table 1: Demographic profile of business studies teachers

	N	%
Gender		
Male	10	29
Female	24	71
Location		
Urban	18	53
Rural	16	47
Type of School		
Private	1	3
Government	33	97
Teaching Experience		
0 – 5 years	11	32
6 years and above	23	68

Data Presentation and Analysis

Data were presented in frequency tables showing both numerical counts and corresponding percentages of responses on a 5-point scale indicating respondents' levels of concern in particular situations. The numerical counts and percentages (in brackets) were used to make comparisons of responses between categories of Herzberg's motivators and hygiene factors. Inferences were drawn based on the comparisons of the frequency of responses on the 5-point scale.

Hygiene Factors

The first three categories of the questionnaire focussed on extrinsic motivators which Herzberg referred to as hygiene factors. These are factors which do not give positive satisfaction but their absence in the workplace will result in dissatisfaction. In this paper these factors were classified as Human Relations, Personal Concerns and Conditions of Work.

Human Relations

The Human Relations category focused on the levels of concern that respondents might have in their workplaces with regard to relationships that they might develop with school administrators (school headmasters. deputy headmasters. senior teachers and heads of departments), colleagues within and outside the Business Studies Department and with their students. The results relating to this category of hygiene factors are summarised in Table 2 (the numbers in brackets are percentages):

The pattern that emerged is that most teachers are concerned about establishing good relations with administrative personnel while not

Table 2: Human relations

Description	Rating				
	0	*1*	*2*	*3*	*4*
Establishing good relationships with administrative personnel (school head, deputy head, senior teachers, HoDs)	7 (20.6)	4 (11.8)	9 (26.5)	11 (32.4)	3 (8.8)
Establishing good relationships with colleagues in the Business Studies Department	13 (38.2)	5 (14.7)	3 (8.8)	6 (17.6)	7 (20.6)
Establishing good relationships with colleagues in other departments	8 (23.5)	8 (23.5)	4 (11.8)	11 (32.4)	3 (8.8)
Establishing good relationships with students during school hours	14 (41.2)	3 (8.8)	3 (8.8)	6 (17.6)	8 (23.5)
Understanding community problems. cultures and traditions	2 (5.9)	10 (29.4)	11) (32.4)	7 (20.6)	4 (11.8)
Understanding expectations of administrators and supervisors	2 (5.9)	6 (17.6)	11 (32.4)	8 (23.5)	7 (20.6)

really concerned with relations with colleagues at departmental level as indicated by 13 (38.2%) of respondents who indicated that they are not concerned about establishing good relationships with colleagues in the Business Studies Department. Business Studies teachers' concerns about establishing good relationships with colleagues in other departments, understanding community problems, cultures and traditions, and understanding expectations of administrators and supervisors are more or less balanced between slightly concerned, concerned and very concerned. There however are a significant number of 14 (41.2%) who indicated that they are not concerned about establishing good relationships with students during school hours.

These findings were expected because according to Gerstein (2012), in order to preserve their positions many workers concentrate on job performance and pleasing their superior because of their authority to demote, reassign or fire workers. What is at variance with available literature is Business Studies teachers' seemingly little concern about maintaining good relationships with colleagues within and outside their departments. According to Bryant and Sias (2011) and, Salifu and Agbnyega (2013), employees who enjoy positive and trusting peer co-worker relationships report greater productivity and job satisfaction, making co-worker relationships an important concern for organizations. One may postulate that teachers take maintenance of good relationships which colleagues as already existing/in place and thus do not actively and consciously strive to work on improving them.

Personal Concerns

Teachers' personal concerns focussed on factors that affect teachers' well-being such as living conditions, salary, physical health, self-confidence and work demands on their time.

It is evident that living conditions such as accommodation and rentals were Business Studies teachers' biggest concern as indicated by 22 (64.7%) of respondents who indicated that they were extremely concerned about their living conditions (Table 3). The next biggest concern were salaries as shown by 25 (73.5%) of respondents who were either very concerned or extremely concerned about the levels of their salaries. Teachers seemed not overly concerned about self-confidence, meeting standards expected by the school and demands on time as the spread of responses to this item were uniform between not concerned and extremely concerned. These findings are consistent with those by Monyatsi (2012) whose study on levels of satisfaction of teachers in Botswana schools found out that the majority of teachers in a sample of 350 were of the opinion that they were not paid enough. Furthermore, Bennell and Akyeampong (2007) and Adedeji and Alaniyan (2011), in their studies on conditions of work of teachers in Africa came out with similar conclusions that low remuneration and living conditions such as housing and travel are the two critical issues affecting teacher morale and motivation.

Conditions of Work

To improve the level of job satisfaction employers must pay great attention to working con-

Table 3: Personal concerns

Description	Rating				
	0	*1*	*2*	*3*	*4*
Living conditions (for example, accommodation. rentals. etc.)	1 (2.9)	4 (11.8)	2 (5.9)	5) (14.7)	22 (64.7)
Salary	2 (5.9)	1 (2.9)	6 (17.6)	8 (23.5)	17 (50.0)
Physical health	5 (14.7)	7 (20.6)	8 (23.5)	6 (17.6)	8 (23.5)
Self-confidence	14 (41.2)	4 (11.8)	4 (11.8)	4 (11.8)	8 (23.5)
Meeting standards expected by the school	7 (20.6)	6 (17.6)	7 (20.6)	7 (20.6)	7 (20.6)
Demands on time	4 (11.8)	7 (20.6)	6 (17.6)	8 (23.5)	9 (26.5)

ditions particularly resources (Kinzl et al. 2006). In educational settings, the conditions most important for teacher satisfaction are "the ones that shape the social context of teaching and learning" (Johnson et al. 2012:27) such as safe facilities, adequate resources, lesson preparation time and school culture or the extent to which school environments are characterized by mutual trust, respect and the level of work support the teachers receive from school administrators. Teachers' levels of satisfaction with conditions of work are summarised in Table 4.

The pattern that emerged was that teachers were very "concerned/extremely concerned" about the quantity and quality of teaching resources and materials (64.7%). the quantity and quality of equipment (64.7%). the adequacy of classroom furniture (70.6%), office and workspace (61.8%), teacher-pupil ratios (58.9), securing supplies of classroom consumables (67.7), getting administrative and supervisory support (64.7), policy on vacation and sick leave (73.6%) and the performance management system (PMS) whose combined levels of "concerned/extremely concerned" was 70.5%. Teachers seemed not much concerned about their teaching timetables/

number of teaching periods per week, having enough time for planning and preparing and the length of class periods.

This finding supports similar findings by Sithole and Lumadi (2012) whose study in a similar context found out that scheming and planning lessons is neither burdensome nor challenging for teachers since this is something expected of them the world over. As for PMS, several studies have shown that teachers have tended to have a negative perception of performance appraisal in all areas related to its effectiveness (Gitlin and Smyth 1989; Tomlinson 2000) and they viewed it as creation of a bureaucracy of performance management within the bureaucratised profession of teaching (Middlewood and Cardno 2001). At its inception in Botswana many teachers did not understand the purposes or practices of the teacher appraisal system and this was attributed to lack of orientation and training (Monyatsi 2006) on the value of using PMS as a means of measuring educational output and teacher productivity. Teachers should therefore not view PMS as a mechanism for fault finding and criticizing (Sindhi 2013), but one that offers a valuable opportunity to focus on teach-

Table 4: Conditions of work

Description	Rating				
	0	*1*	*2*	*3*	*4*
Quantity and quality of teaching resources and materials	2	3	7	7	15
	(5.9)	(8.8)	(20.6)	(20.6)	(44.1)
Quantity and quality of equipment (computers, typewriters, o/h projectors, photocopiers etc.)	1	4	7	6	16
	(2.9)	(11.8)	(20.6)	(17.6)	(47.1)
Adequacy of classroom furniture	0	3	7	8)	16
	(0.0)	(8.8)	(20.6)	(23.5)	(47.1)
Teaching timetable (periods per week. teaching load)	3	10	5	7	9
	(8.8)	(29.4)	(14.7)	(20.6)	(26.5)
Teacher-pupil ratio	4	3	7	4	16
	(11.8)	(8.8)	(20.6)	(11.8)	(47.1)
Amount of preparation required	5	6	8	8	7
	(14.7)	(17.6)	(23.5)	(23.5)	(20.6)
Office and workspace	2	3	8)	7	14
	(5.9)	(8.8)	(23.5)	(20.6)	(41.2)
Securing supplies of classroom consumables	3	2	6	9	14
	(8.8)	(5.9)	(17.6)	(26.5)	(41.2)
Having enough time for planning and preparing	3	5	7	11)	8
	(8.8)	(14.7)	(20.6)	(32.4)	(23.5)
Getting administrative and supervisory support	2	3	7	18	4
	(5.9)	(8.8)	(20.6)	(52.9)	(11.8)
Length of class periods	12	7	5	5	5
	(35.3)	(20.6)	(14.7)	(14.7)	(14.7)
Policy on vacation and sick leave	2	3	4	4	21
	(5.9)	(8.8)	(11.8)	(11.8)	(61.8)
PMS	4	2	4	6	18
	(11.8)	(5.9)	(11.8)	(17.6)	(52.9)

ing goals and related activities, to identify and correct existing problems and to encourage better future performance.

Motivating Factors

The fourth category of the questionnaire focussed on what Herzberg referred to as motivating factors which are motivators which give positive satisfaction which arises from intrinsic conditions of the job itself.

Teaching Activities and Methods

Teaching methods and activities are at the core of teachers' instructional practices. With regard to job satisfaction, Latham (1998) found out that teachers give more importance on internal factors of job satisfaction such as their relations with students, in-class relations, students' educational conditions, freedom in teaching methods and class activities. Table 5 summarizes teachers' satisfaction with regard to instructional activities.

Responses here indicate that teachers were not overly concerned about matters that are pedagogical such as knowledge of Business Studies subject matter, planning learning activities, preparing instructional materials and supervising and facilitating student learning which form the core duties and responsibilities of teachers.

Factors that concerned teachers least judging from combined "not concerned/slightly concerned" scores included maintaining class control and discipline (64.8%), formulating instructional objectives (64.2%), explaining Business Studies subject matter (61.8%) and linking business content to the world of work (55.9%). The finding that overall teachers find teaching Business Studies "satisfying" corroborates findings by Monyatsi (2012) who found out that 59.7% of teachers sampled in his study were of the opinion that their job is "good". All things being equal, it is expected that a professionally qualified teacher should "love" his job and should be proficient with matters relating to subject matter knowledge, all levels of planning, understanding of students, class control and management.

What seemed to concern teachers most were students' pass rates with 41.2% indicating that these concerned them extremely while 23.5% said that they were "very concerned". This is not surprising when one considers the common flawed belief that the pass rate alone is a good measure of teacher effectiveness. The mastering of business subject matter by students was teachers' second biggest concern with 38.2% of respondents indicating that they were extremely concerned and 20.6% saying that they were very concerned. This too is not surprising at all since the mastery of subject matter is directly

Table 5: Teaching activities and methods

Description	Rating				
	0	1	2	3	4
Formulating instructional objectives	7 (20.6)	15 (44.1)	3 (8.8)	3 (8.8)	6 (17.6)
Explaining Business Studies subject matter	11 (32.4)	10 (29.4)	2 (5.9)	3 (8.8)	8 (23.5)
Catering for individual differences among learners	5 (14.7)	6 (17.6)	5 (14.7)	10 (29.4)	8 (23.5)
Selecting instructional materials and resources	6 (17.6)	9 (26.5)	3 (8.8)	9 (26.5)	7 (20.6)
Setting appropriate and meaningful assignments and tests	7 (20.6)	10 (29.4)	5 (14.7)	7 (20.6)	5 (14.7)
Using constructivist pedagogies	5 (14.7)	5 (14.7)	12 (35.3)	5 (14.7)	7 (20.6)
Planning and preparing lessons	8 (23.5)	8 (23.5)	8 (23.5)	4 (11.8)	6 (17.6)
Stimulating critical thinking	5 (14.7)	8 (23.5)	9 (26.5)	6 (17.6)	6 (17.6)
Leading class and small-group discussions	11 (32.4)	4 (11.8)	10 (29.4)	4 (11.8)	5 (14.7)
Using appropriate questioning techniques	6 (17.6)	10 (29.4)	9 (26.5)	6 (17.6)	3 (8.8)
Preparing case studies and PBL cases	5 (14.7)	6 (17.6)	6 (17.6)	7 (20.6)	10 (29.4)
Keeping up-to-date with changes in the business world	3 (8.8)	11 (32.4)	9 (26.5)	8 (23.5)	3 (8.8)
Mastering subject matter by students	2 (5.9)	7 (20.6)	5 (14.7)	7 (20.6)	13 (38.2)
Linking business content to the world of work	8 (23.5)	11 (32.4)	1 (2.9)	8 (23.5)	6 (17.6)
Maintaining class control and discipline	16 (47.1)	6 (17.6)	3 (8.8)	4 (11.8)	5 (14.7)
Teaching higher order skills	5 (14.7)	6 (17.6)	13 (38.2)	6 (17.6)	4 (11.8)
Developing in students good work and study habits	6 (17.6)	8 (23.5)	12 (35.3)	1 (2.9)	7 (20.6)
Co-curricular activities (for example, subject clubs. sports. etc.)	5 (14.7)	8 (23.5)	4 (11.8)	8 (23.5)	9 (26.5)
Student pass rates	4 (11.8)	5 (14.7)	3 (8.8)	8 (23.5)	14 (41.2)

related to doing well in examinations vis-à-vis achievement of high pass rates. Teachers' concerns about high pass rates are understandable because achieving high student achievement levels in schools is a top national priority in many countries and it is reasonable to argue that stakeholders in education judge teacher effectiveness not on what they do in the classroom but by the results they produce in public examinations. This is supported by Jesus and Lens (2005) who reported that teacher's professional engagement morale, job satisfaction and commitment have strong implications not only on the quality of instruction but also for student achievement and Vassallo (2014) who identified student failure and/or lack of student achievement as one of the factors that cause teacher dissatisfaction with their jobs.

Other factors whose levels of concern were on the "high side" comparatively and are worth noting are the use of constructivist pedagogies (concerned – 35.3%). catering for individual differences among learners (very concerned – 29.4% and extremely concerned 23.5%) and preparing experiential learning activities like case studies whose combined "concerned/very concerned/extremely concerned" level stood at 67.6%. Teachers' concerns about the use of constructivist and experiential teaching methods are consistent with the findings of Windschitl (2002) who came to the conclusion that it is particularly difficult for teachers to embrace constructivist teaching practices especially when one considers the entrenched school culture that governs student-teacher relationships in schools. It is therefore difficult to re-orientate them to the classroom roles and expectations necessary to accommodate constructivist teaching and learning.

Hygiene and Motivating Factors: Professional Growth

The last category focused on levels of concern of teachers regarding factors that contribute to their professional growth. Professional growth is a strong determinant of job satisfaction as teachers who believe their schools are supportive and avail opportunities for growth and professional development are inclined to exhibit high motivation and commitment to their work (Bogler and Somech 2004). This can impact positively on teachers' self-efficacy in both the classroom and the teaching profession in general. The findings of this category are summarized in Table 6.

The data in Table 5 reveal that with regard to the factors under professional growth. most Business Studies teachers registered "very concerned/extremely concerned". It was crystal clear that their biggest concern was opportunities for promotion at 26 (76.5%). The next highest concerns for teachers were changes in promotion requirements and opportunities for democratic decision-making in schools, both making 24 (70.6%) each. It was also clear that Business Studies teachers were concerned about engagement in professional learning, albeit at a relatively lower level compared to the already earlier stated factors. This is exemplified by: opportunities to work in curriculum development panels 23 (67.7%), opportunities to do research in Business Education 21 (61.8%), opportunities for further studies represented by 20 (58.8%), opportunities to read relevant research literature 10 (29.4%) and opportunities to participate in subject-related workshops being the least at 17 (50%).

The high level of concern about opportunities for promotion shows some serious dissat-

Table 6: Professional growth

Description	Rating				
	0	1	2	3	4
Opportunities for promotion	3 (8.8)	1 (2.9)	4 (11.8)	9 (26.5)	17 (50.0)
Opportunities for further studies	4 (11.8)	4 (11.8)	6 (17.6)	8 (23.5)	12 (35.3)
Opportunities to participate in subject-related workshops	5 (14.7)	4 (11.8)	8 (23.5)	6 (17.6)	11 (32.4)
Opportunities to work in curriculum development panels	2 (5.9)	2 (5.9)	7 (20.6)	9 (26.5)	14 (41.2)
Opportunities for democratic decision-making in school	2 (5.9)	3 (8.8)	5 (14.7)	12 (35.3)	12 (35.3)
Changes in existing promotion requirements	1 (2.9)	2 (5.9)	7 (20.6)	8 (23.5)	16 (47.1)
Opportunities to do research in Business Education	3 (8.8)	2 (5.9)	8 (23.5)	9 (26.5)	12 (35.3)
Opportunities to read relevant research literature	3 (8.8)	7 (20.6)	5 (14.7)	9 (26.5)	10 (29.4)

isfaction with the current system of promotion. This finding is in agreement with the findings of Isaiah and Nenty (2012) whose study on job dissatisfaction among teachers in Botswana's junior secondary schools concluded that teachers consider the possibility of promotion and progression beyond their schools improbable. A study on job satisfaction across all school levels in Botswana by Monyatsi (2012) also revealed that promotion in the teaching profession is dead-ended. The finding on opportunities for democratic decision-making as perceived by Business Studies teachers suggests an environment of stifled democratic participation in schools. This perception is rather intriguing as it is at variance with existing literature on the matter. The findings of a study by Monyatsi (2005) on secondary schools management development project in Botswana show that the era of autocracy in schools is now a thing of the past as new reforms have ushered in a dispensation of democratic participation and transparency through school management teams which now run schools together with school heads.

The high level of teachers' concern about opportunities for further studies are not surprising as research findings of a study on professional development in Botswana by Moswela (2006) revealed that the criteria used by school heads when recommending teachers for further training is fraught with secrecy, hence raising suspicion. This problem seems to be prevalent in many African countries where teachers face a unique situation due to an apparent lack of career path and clear criteria for promotion such that teachers may remain in the same post level of their first appointment for their entire teaching life (Quan-Baffour and Arko-Achemfour 2013). This concern can lead to frustration and disillusionment among teachers, vis-à-vis dissatisfaction with their work. Lastly, the concern of Business Studies teachers about opportunities to do research in business education and read relevant literature is not far-fetched as research journals are reportedly unavailable in Botswana's school libraries (Mooko 2005). These findings resonate well with the findings of a survey in the United Kingdom by Everton et al. (2002) that concluded that school teachers' involvement with research is low and the research they cited to have read is normally out-dated and read from secondary sources.

CONCLUSION

From this the study it can be concluded that Business Studies teachers in Botswana have numerous concerns in areas regarding Herzberg's motivators and hygiene factors. With regard to hygiene factors at the human relations level, it was apparent that the teachers were mostly concerned with establishing good relations with school administrators, establishing good relationships with colleagues in other departments and establishing good relationships with students during school hours. On a personal level, Business Studies teachers were extremely concerned with their living conditions and the sizes of their pay packages. Regarding conditions of work, teachers were mostly concerned with teacher-pupils ratios and the performance management system. It also emerged that Business Studies teachers need to work in environments where they are availed with adequate classroom furniture, office and workspace as well as being provided with adequate quantities of teaching resources and consumables. Upon further examination of hygiene factors, it also emerged that business teachers would prefer situations where they receive adequate administrative and supervisory support from their superiors.

Regarding motivating factors, responses indicate that overall teachers find teaching Business Studies "satisfying" since they were not overly concerned about matters that are pedagogical such as business subject matter knowledge, planning learning activities, preparing instructional materials and supervising and facilitating student learning which form the core duties and responsibilities of teachers. However, Business Studies teachers were concerned with achieving high pass rates and the degree of business subject matter mastery by their students. This was not surprising at all since the mastery of subject matter is directly related to doing well in examinations. On pedagogy, teachers appeared moderately concerned with their ability to use constructivist pedagogies, catering for individual differences among learners and preparing experiential learning activities like case studies, simulations and problem-based cases.

Regarding professional growth and professional learning, the majority of business teachers indicated that they wanted to be availed opportunities to advance their careers through fur-

ther study while at the same time being able to participate in curriculum development panels and workshops. It was apparent that teachers were particularly concerned about being able to participate in the school decision making process and that they needed work environments that provide opportunities for advancement while also allowing them to actively participate in the development curriculum policies.

RECOMMENDATIONS

In order to address the concerns of teachers, school administrators and other stakeholders should strive to create an environment for teacher success. In the classroom, teachers need to perform their work with confidence and they must be assisted in doing so by the provision of teaching and learning materials for themselves as well as for their students. To motivate them further, employers should try to ensure that teachers' working environments are conducive by making workloads manageable, reducing teacher-pupil ratios and encouraging good leadership from school administrators. Teachers' accommodation could be subsidized and their allowances and remuneration packages should reflect their status and contribution to society. Employers should also ensure that teachers are remunerated competitively and that their pay packages are based on market conditions and are comparable to salaries of personnel with similar qualifications in other sectors of the economy. Opportunities for professional development should be made available through the provision of funding for business education teachers' conferences, workshops and in-service training programmes. Staff development programmes meant to encourage teachers to enhance their pedagogical skills and knowledge of subject matter through further study should also considered and be put in place. Finally, working conditions that guarantee opportunities for promotion should be put in place to make the teaching profession attractive and able to compete favourably with other professions in attracting competent personnel.

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