

Motivation Reinforcement Strategies to Improve Teachers' Performance in High Schools: A Perspective of Amathole East District of South African

Godfrey Mutesasira¹, N. Diko² and B. D. Bantwini³

**Walter Sisulu University, Nelson Mandela Drive Delivery Site,
Mthatha, 5117, South Africa**

Contact: ¹<2736227088>, ²<+27664766830>

E-mail: ¹<mutesasira@gmail.com>, ²<ndiko@wsu.ac.za>, ³<bantwini@gmail.com>

KEYWORDS Motivation. Reinforcement. Teacher Motivation. Teacher Performance

ABSTRACT Teacher job-related stress, high turnover, poor educational quality, and a lack of interest in work have all resulted from the rising prevalence of low teacher motivation for work. The goal of this research is to look at incentive reinforcement tactics for teachers to increase their performance. This study took a qualitative approach and used a case study research methodology. Focus group and one-on-one interviews were used to collect data from participants, while purposive and convenient sampling techniques were employed to select ten participants. These entailed eight teachers from two schools and two district education officials. Data were analysed through thematic and comparative analyses. Many strategies to improve motivation and teacher performance emerged from data, were analysed, and presented. The study recommended school leaders to address factors leading to demotivation of teachers. A further recommendation was making use of content knowledge and professional development to deal with teacher content gap.