EFFECT OF MOTIVATION FACTORS ON TEACHERS' PERFORMANCE IN TANZANIAN EDUCATION INSTITUTION; A CASE OF PUBLIC SECONDARY SCHOOLS IN NYAMAGANA DISTRICT, MWANZA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER IN HUMAN RESOURCES MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA

2013

CERTIFICATION

I certify that, the research work entitled Effect of Motivation Factors on Teachers' Performance in Tanzanian Education Institution: A Case of Public Secondary School in Nyamagana District, Mwanza is the original work of Jamila M. Mruma and was done under my supervision.

…….…….

Dr. Gerry Batonda

(Supervisor)

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DECLARATION

I, Jamila M.Mruma do hereby declare that, this research work is original work and it has not been submitted for any similar degree in any other University.

……..……

Jamila M. Mruma

…….

Date

DEDICATION

This work dedicated to my beloved mother Sarifa R. Mruma, my beloved father Mr Mussa A. Mruma, my sisters and my brothers.

ACKNOWLEDGEMENTS

In the preparation and completion of my report, I feel too obliged to express my gratitude to many individuals who have contributed directly and indirectly to make this report successful, their moral and material support especially in data collection, processing, writing and compilation.

First of all, I would like to thank the Almighty God for protection, strength and good health throughout the period of my study.

Sincere appreciation should go to my Research Supervisor Dr Gerry Batonda, for his insights, constructive criticism, guidance and support that made it possible for me to conduct my research. Thank you so much.

My special gratitude goes to the management of public secondary schools in Nyamagana district, Mwanza city for their assistance in conducting my research by providing information that enabled me to write this dissertation

My sincere appreciation also goes to the staff of Open University Tanzania (OUT) for their cooperation and assistance.

I would like to thank my classmates Mwajabu B. Mruma, Joseph Sam, Doris Chuwa, Zainabu Mwaka and Aziza Abdul for their contribution towards the completion of this study.

Lastly, but not least I would like to thank all those people who assisted me and their names do not appear in this report, rather I say thank you all God bless you.

ABSTRACT

Motivation represents an employee's desire and commitment, which is manifested as job performance. That is, job in high motivation (intrinsic) and hygiene (extrinsic) factors leads to high performance and few complaints among employees. The purpose of this study was to examine the Effect of Motivation factors on Teachers' Performance in Tanzania Education institutions; A Case of Public Secondary Schools in Nyamagana district Mwanza..A descriptive research design which incorporated quantitative and qualitative approaches was adopted to investigate motivation factors that influence teacher's performance. A survey was carried out with 148 respondents including ordinary teachers, department teachers and head teachers in public secondary schools in Nyamagana district, Mwanza. In addition, in depth interviews were carried out with head teachers. Data was analyzed by using descriptive statistics of SPSS package. The study revealed that the motivation for persons to join the teaching profession was job security and absence of job alternatives but salary was a low consideration. The study further revealed that the majority of teachers were motivated by intrinsic factors, while a small percentage by extrinsic factors despite the fact that salary was inadequate. Furthermore, although not all extrinsic motivation factors (such as free meals, regular salary payment, leave of absence, free accommodation and weekly allowances) were available to teachers, the majority of teachers were concerned more about the inadequacy of current salary levels to meet their basic needs. The study recommends immediate increase the salary of secondary school teachers to match increases in the cost of living, provision of accommodation to teachers and strengthening of supervision. The study also suggests areas for research and these included but not limiting to investigation of innovative teachers' motivation strategies, students' satisfaction with relation to teachers' performance and extension of the same study of other regions in Tanzania before generalization of results.

LIST OF ACRONYMS

CWT	Chama cha Walimu Tanzania
EFA	Education for All
MEO	Municipal Educational Officer
MOEVT	Ministry of Education and Vocational Training
OUT	Open University of Tanzania
SMC	School Management Committee
SSA	Sub-Saharan Africa
SPSS	Statistical Package for Social Science
UPE	Universal Primary Education

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

One of the most important factors that move every human being to achieve his or her goal is motivation. Indeed, the motivation is that guiding principle that enables people to stay focused on the path of success regardless of the challenges that may be encountered. This includes personal as well as professional goals and targets (Baumeister & Voh, 2004). Some scholars in the field believe that if this driving force did not exist, people would live in the rut of monotony and no great discoveries or interventions would have happened. According to Cory (2006), early conceptions assumed that work was an intrinsically undesirable pursuit and that workers naturally sought to do as little as possible which then translated into a sort of carrot-and-stick managerial policy.

Motivation guides people‘s actions and behaviors of individuals toward achievement of any goals (Analoui, 2000). In work and other contexts therefore, motivation is often described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000). Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and well being (Ryan & Deci, 2000). Extrinsic motivation on the other hand, results from the attainment of external administered rewards and influences, including pay, material possessions, prestige, and positive evaluations among others. In contrast to extrinsic motivation, intrinsic motivation is said to exist when the behavior is performed for its own sake rather than to obtain material or social re-enforcers.

Most recent research work tends to support the view that motivation emanates from inside and that an individual has his/her own set of motivation forces (Adam 2007, p. 7).. Nevertheless, both sources of motivation are important and it is the duty of the

administrators and governing bodies of institutions to carefully identify and address these motivation forces in order to achieve both individual and organization goals.

Teacher motivation has to do with teacher's attitude to work desire to participate in pedagogical process with school/ college environment as well as teacher's interest in student's discipline and control in classroom (Aacha 2010; Bennell 2004). Furthermore, teachers have both intrinsic and extrinsic needs. That is, a teacher who is intrinsically motivated undertakes tasks satisfaction, for the feeling of accomplishment and self actualization. In contrast, an intrinsically motivated teacher may perform activity duty in order to obtain a reward such as salary. Both factors influence teachers' behavior (Din, 2008). Therefore, the aim of the organization should be to build on and enhance intrinsic motivation for teachers to perform the teaching task effectively, but also at the same time to supply some of extrinsic motivation along the way for college/ school improvement. Despite the importance of extrinsic and intrinsic variables of motivation on teachers' performance little is known about the influence of these factors on teachers' performance in public secondary schools of African countries such as Tanzania. This research aims to determine what extent do motivational factors (intrinsic and extrinsic) influence the level of teachers' performance in secondary schools.

1.2 Problem Statement

There is a general conceptualization that motivation is a correlate of job performance. In particular, Nelson and Quick (2003) contend that a job high in motivation and hygiene factors lead to high performance and few complaints among teachers in public and private secondary schools. The essential stimulus of work motivation is needed and the needs are the driving factors in developing work motivation while working in an organization such as schools (Hoy & Miskel, 1996 ;). Thus, the objective of a person to work is similar to a

teacher who is actually working to earn an income and fulfill his/her needs, with hopes, desires and wishes that can be realized in his workplace.

There are several factors influencing teachers' work performance in Tanzanian context and studies by Mulyasa (2006), Rajani (2003) and Swai et al (2004) have indicated that work motivation indeed influences teacher's work performance. An extensive survey study by Bennell and Mukyanuzi (2005) of 120,000 teachers who work in 13,000 government-funded primary schools right across the country, found that there is a teachers' motivation crisis in Tanzania. First, job satisfaction and motivation levels among primary school teachers in Tanzania though not as critically low as is frequently suggested, they are still far below what is required in order to ensure that teachers deliver quality basic education to all children by 2015. Second, the study predicted that given the likely developments in the future, motivation levels would fall quite rapidly over the next five-ten years if no concrete intervention strategies are implemented in both primary and secondary schools. One of the reasons for this dismal performance of secondary school in Tanzania in 2011 and 2012 is the absence of adequate motivation of teacher's especially low salary level and poor working conditions. There are also media reports of deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance has been observed in some secondary schools and there is a call to examine the effect of motivation on the performance of secondary school teachers in the context of current and dynamic environment (Bennell and Mukyanuzi 2005; Swai et al 2004).

Several studies on motivation and work performance have conducted, for example in Nigerian construction industry (Aiyetan and Oltuah, 2006); Sweden small and medium enterprises (Edmund and Nilsson, 2007); Ultimate Companion Limited of Cameroon (Akah 2010), and among primary and secondary teachers in Malawi (Kadzamira 2006) and

primary schools in Uganda (Aacha 2010). These studies indicated in today's environment, employees including teachers are motivated by both intrinsic (internal) factors and extrinsic (external) factors and that none of the two sets of factors should be overlooked by managers when motivating employees for higher performance. However, most of these studies were conducted outside Tanzania. Furthermore, studies in Tanzania only examined whether there is a teacher motivation crisis rather than the factors that influence teacher motivation for work performance (Swai et al 2004; Bennell and Mukyanuzi, 2005). This research was intended to fill this gap. Therefore, this study was examining the effect of motivation factors on teachers' performance in the Tanzanian education sector with particular reference to Public Secondary Schools in the Nyamagana District of Mwanza City.

1.3 Research Objectives

1.3.1 General Objective

The general objective of this research was to examine effects of motivation factors on teachers' performance in Tanzanian education institution – A case of Public Secondary Schools in the Nyamagana District of Mwanza city.

1.3.2 Specific Objectives

The specific objective was guided by the following specific objectives

(i) To establish motivational techniques/tools used by the heads of the schools / Ministry of Education to motivate teachers in the Nyamagana District of Mwanza city.

(ii) To determine the views of teachers about intrinsic and extrinsic motivation factors/ tools

(iii) To determine the impact of intrinsic and extrinsic motivation factors used by heads of schools and ministry of education in overall teacher's performance.

1.4 Research Questions

(i) What is the current motivation tools being applied to teachers in public secondary schools especially in Nyamagana district of Mwanza city?

(ii) What are the intrinsic and extrinsic factors that influence motivation of teachers in public secondary schools?

(iii) What is the relationship between intrinsic and extrinsic factors of motivation and their performance in public secondary schools in Nyamagana district of Mwanza city

1.5 Delimitation and Scope of the Study

The study examined how intrinsic and extrinsic factors influence motivation of teachers' performance in public secondary schools in Mwanza city. The study focuses only on government secondary schools in the Nyamagana District of Mwanza city and also assess the role of heads of secondary schools in motivating teachers.. The geographical area for the study was mostly in Nyamagana District which has many public secondary schools and has become publicly known for their varied schools performance in the Lake Zone. The study singled out both teachers and heads of schools they are subject of public criticism and they hold key to school performance in secondary schools.

1.6 Significance of the Study

This research relates to teachers' motivation and its impact on their performance in the public secondary schools in Mwanza city of Tanzania, is worthy of academic study on four grounds.

First, schools provide a big source of employment of graduates from various institutions. The results of this study could provide a feedback to the education curriculum such as the inclusion of management courses like motivation so as to provide relevant and effective school performance and productivity in both public and private schools.

Second, teachers play a very significant role in the provision of secondary education (Olulube (2008) and it is argued that the presence of motivation factors in the workplace influences employee's job performance and productivity .It is expected that the study was unveiled the effects of motivation which are used by heads of secondary schools, Ministry of Education and how teachers perceive motivational tools.

The research is timely given the recent worsening of performance at secondary schools in Tanzania. It was also provide basis policy formation regarding the types of motivation packages in secondary schools especially in the recent poor performance in secondary schools in 2010/2011 and 2011/2012 academic years.

Fourthly, the findings of this research were added to the body of knowledge in the field of motivation in public secondary schools, especially public secondary schools particularly on the suitability and adequacy of motivation packages to be introduced to lift teacher morale at National level.

1.7 Definitions of Key Terms

1.7.1 Head of School

Head of school is a person who administers the school with other teaching and non-teaching staff. Accordingly, the head of school is regarded as the chief executive of the school, who is responsible for all that, happens in the school (Oyedeji and Fasasi, 2006).

1.7.2 Employee Motivation

Is “the willingness to exert high levels of effort toward organizational goals, conditioned by the effort’s ability to satisfy some individual need.” (Ramlall, 2004).

1.7.3 Intrinsic Motivation

This is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance, and well being (Ryan & Deci, 2000). In contrast to extrinsic motivation, intrinsic motivation is said to exist when the behavior is performed for its own sake rather than to obtain material or social re-enforcers. In this study, intrinsic motivation of teachers included job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one‘s goal in life.

1.7.4 Extrinsic Motivation

Is concerned whenever an activity is done (prompted to take action) in order to attain an outcome that is separable from the activity itself (Ryan & Deci 2000, p. 60). That is, extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others (Sansone & Harackiewicz, 2000). In this study, extrinsic motivation of teachers included externally administering rewards like salary, free accommodation, free meals, weekly duty allowances, extra teaching allowances, advance payments in case of financial problems and free medical care among others.

1.8 Organization of the Dissertation

The dissertation was organized into five chapters: Chapter One presents background information to the study, a statement of the research problem, objectives of the study and research questions, justification and significance of the study, scope and delimitation of the

study and conceptual framework. Chapter two is about a review of the extant literature that consists of the theoretical and empirical review on employee motivation and performance. Chapter three explains the research methodology used in this research. Chapter four provides a presentation and discussion of the research findings. Finally, Chapter five presents, the summary, conclusions and recommendations from the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter was to lay grounds for the study by reviewing concepts and theories on employee motivation and performance. It also examines intrinsic and extrinsic motivational factors as well as the relationship between motivation and work performance. The chapter also reviews some of studies conducted on employees' motivation and performance.

2.2 Motivation

2.2.1 Definition of Motivation

Motivation has been a subject of concern in the past twenty years and has established itself as an integral part in current organizational settings. Motivation is quite complex subject to comprehend thus placing awareness to the fact that several factors influence employees' performance in a particular organization.

This implies that what motivates one worker in one organization was not definitely motivate the other employee even within the same organization Due to this complexity, various definitions have been put forward and only a few of them were briefly examined.

McShane et al (2003, p. 132) defines motivation as "...A factor that exists in an individual which has the potential to affect the way, strength and eagerness of behaving towards work". This definition of motivation has been supported by Petri & Govern (2003,) who re-iterated that, "motivation is the thought that explains the propelling force in an individual that explains differences in intensity of behavior".

Motivated employees were willing to devote time to a certain level of commitment for a particular objective in an organization. Certain actions which include changing jobs that employees perform, bringing down the levels of hierarchy and relegating many employees in the motivation process are significant enough to damage the levels of trust and commitment necessary for employees to perform above work requirements. Moreover, employee needs are changing as younger generations of employees have different expectations for their work than older workers. This is as a result of globalization which has made workforce variations of the complex issue of motivation. (McShane & Von Glinow 2003, p. 132).

Motivation is the thought that explains the propelling force in an individual that explains differences in intensity of behavior" (Petri & Govern 2004,). There are two types of motivation present in the workplace: intrinsic and extrinsic (Adam 2007, p. 230). By that it means that job related variables affecting motivation have intrinsic and extrinsic motivational values that drive the employees to perform. Given that most employees are intrinsically and extrinsically motivated simultaneously, hence a conclusion can be made that intrinsic and extrinsic motivation are not mutually exclusive (Deci & Ryan 2000).

2.2.2 Importance of Motivation in Education Institutions

Motivation is an important in the teaming process. Motivation implies arousal and maintenance of interest in the learning or doing an activity. For example, motivation plays a vital role in learning by bringing the learners to the proper frame of mind for learning. It concentrates the attention and energy of a person on activity or knowledge to the learnt in (Bhatia 1997). One of the major tasks of heads of school is to motivate staff in the organization to perform at high levels. This implies getting the staff to work hard, come to

work regularly and make positive contributions to the organization's mission. However, job performance depends on the environment within which the work is operating as well as on motivation itself (Griffin 2008; Mcshane, et al 2000 ;). It is thus, an important tool that is often under- utilized by heads of educational institutions.

Heads of organizations use motivation tools in workplace to inspire teachers to work both individually and in groups to produce the best possible results for education in most efficient and effective manner. Some of the motivation is generated from outside, while others come from within an individual. Employees by either of these sources of motivation to meet their individual as well as organizational goals. In this regard it is the duty of heads of institutions and sponsoring ministry of education to carefully identify and address these motivating forces (Griffin et al 2000, Griffin 2008).

2.2 Theories on Work Motivation

For the purpose of this study, the research considered the following work motivation theories to be vital in this study: the Maslow's *hierarchy of needs*, and Herzberg's *Motivation–hygiene theory* and each was discussed in some details.

2.3.1 Maslow's Hierarchy of Needs

Different scholars have put forth different explanations on how motivation can be achieved within a company or an organization. Prominent amongst them is Maslow with the theory of "Maslow's Hierarchy of needs". Consequently, Maslow in 1943 reasoned that human beings have an internal need pushing them on towards self actualization (fulfillment) and personal superiority. Maslow came up with the view that there are five different levels of needs and once we happen to satisfy a need at one stage or level of the hierarchy it has an influence on our behavior. At such levels our behavior tends to diminish, we now put forth a more powerful influence on our behavior for the need at the next level up the hierarchy.

Firstly, individuals are motivated by *Physiological needs*: By Maslow this physiological needs forms the basic need for survival and this may include food, warmth, clothing and shelter. When people are hungry, don't have shelter or clothing, there are more motivated to fulfill this need because these needs become the major influence on their behavior. But on the other hand when people don't have a deficiency in those basic needs (physiological needs), their needs tend to move to the second level where it is equally seen by Maslow as the highest order of needs. The second level is seen as the *security needs*: Security tends to be the most essential need for people at this level.

This is expressed in safety in the employee's health and family. The third level of needs by Maslow was the *social needs*. When feeling secure and safe at work, employees placed job relations as their focus that is trying to build up a good friendship, love and intimacy. As we keep moving up the ladder have *self-esteem needs:* This fourth level of needs by Maslow presents the recognition to be accepted and valued by others.

The highest or last level of Maslow's need is *self-actualization needs:* Self actualization was to develop into more and more what one is to become all that one is competent of becoming. Figure 2.1 illustrates Maslow´s five hierarchy of needs.

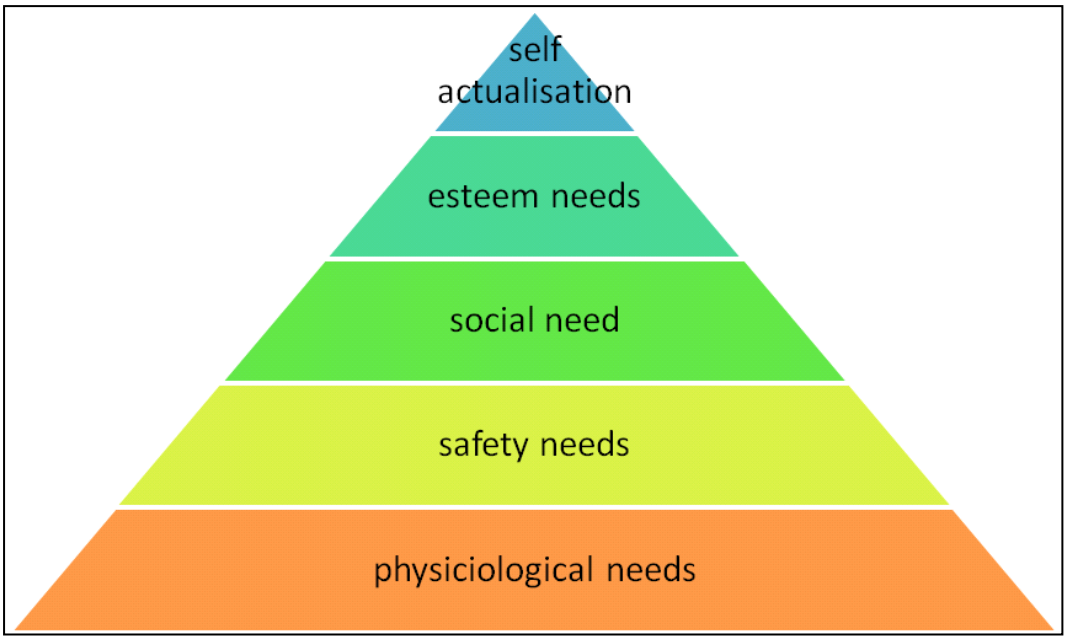

Figure 2. 1Maslow's Hierarchy of Needs

Source: (http://en.wikipedia.org/wiki/Maslow%27s_Hierarchy_of_Needs)

2.3.2 Herzberg's Two Factor Theory

Herzberg (1959) had the notion that those factors which cause job satisfaction are the opposite to those that causes job dissatisfaction. Herzberg survey was carried from a group of accountants and engineers. Herzberg in his studies came up with the conclusion that employees are influenced by two factors that are; the *motivators and hygiene factors.*

Motivators create job satisfactions which include achievement, recognition, autonomy and other intrinsic aspects when there are fulfilled. On the other hand he came up with the *hygiene factors* which will enhance dissatisfaction when they are not fulfilled. *Motivators* are those factors which provide a feeling of job satisfaction at work. These factors influence the ways of work in a company; for example giving responsibility to carry an enlarge task within an organization and providing the person with the necessary conditions will lead to growth and advancement to higher level tasks. Motivators are those factors which come from within an individual that is intrinsic. These factors are related to work

content (Griffin 2008, p, 440) and include achievements, interest in the task, responsibility of enlarging task, growth and advancement to higher level.

Herzberg hygiene factors create a suitable work environment though could not increase in satisfaction. For instance low pay can cause job dissatisfaction which will affect employees' performance. Hygiene factors are essential to make sure that the work environment does not develop into a disgruntle situation. Typical hygiene factors (also called extrinsic factors) are salary, working condition, status, company policies and administration (Saiyadain 2009, 158).

In summary, motivation factors are related to work content, while hygiene factors are related to work environment as summarized in figure 2.2

Table 2.1 Motivation and Hygiene Factors

Motivation factors (Intrinsic)	**Hygiene factors (Extrinsic)**
• Achievement • Recognition • Responsibility • Work itself • Advancement • Personal growth	• Company/organization policy and administration • Interpersonal relations • Working conditions • Salary/wages • Job security • Status • Benefits

Sources: Griffin (2008, p. 440)

2.3.2.1 Intrinsic Motivation

Intrinsic motivation stems from the word "internal" which implies motivation comes from within the individual or from the activity itself and positively affects behavior,

performance, and well being. In other words, this type of motivation is self generated when intrinsically motivated; the individual will strive to satisfy three innate psychological needs: namely needs for autonomy, competence, and relatedness (Deci & Ryan 2000, p. 227). Such employees like to have a substantial amount of freedom to make decisions, a channel to impress creativity, opportunities for advancement, recognition for good work, to be treated in a polite and thoughtful manner, and possess the position to take on tasks that are both challenging and meaningful of which he/she would feel an inherent sense of accomplishment upon successful completion. For instance an employee who has encountered an intriguingly difficultly problem is unlikely to surrender just because the problem appears to be unsolvable. Instead the employee will put forth his /her rest efforts, say by investing more time taking the task home; as he/she views the problem as challenging and worthwhile to complete. In fact many researchers have acknowledged and proven that intrinsic motivation does have a positive long-term effect and is regarded as the "true motivation" (Lai. 2009).

2.3.2.2 Extrinsic Motivation

In contrast, extrinsic motivation refers to motivation that comes from outside an individual in exchange for external rewards and is not derived from the work itself (Deci & Ryan 2000). Extrinsic motivation takes the form of tangible monetary or non- monetary incentives such as pay rises, gift certificates, material possessions, vacation trips wall plagues, movie tickets and prestige evaluations among others. For example, an employee may work doubly hard to finish a project before the scheduled deadline because of the tangible reward that accompanies for working effectively. While extrinsic rewards can act as positive reinforce, they have been found to be an effective motivation tool for short-term gains (Adam 2007, p. 232). That is, meeting immediate goals, it may have long-term adverse effect / impacts on employee's behavior.) Addressed similar needs.

Considerable research work indicates that employees who do not expect to receive extrinsic rewards outperform those who expert reward (Kohn 1993). However, extrinsic rewards can still be useful if administered under the right conditions/ circumstances such as the absence or low levels of intrinsic motivation or when the role is unchallenging and mundane (routine). In case of education institutions, intrinsic motivation of teachers can be measured in terms of job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and control over others. Extrinsic motivation of teachers on the other hand, can be measured in terms of externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

In today's environment extrinsic motivation is not the most important in the past as intrinsic motivation though it is necessary for overall employee's motivation process (Edmund and Nilsson 2007).

In summary, over-reliance on extrinsic rewards risk undermining intrinsic motivation and inhibits creativity innate desire to do well is distrusted.

2.4 Motivation and Performance

Motivation is defined as "the forces within a person that affects his or her direction, intensity and persistence of voluntary behavior (Mcshane et al 2000 p. 33). Robbins and Coulter (2005, p 392) suggest that motivation refers to the "process that account for an individual's willingness to accept higher levels of effort to each organizational goals conditioned by the effort's ability to satisfy some individual need". If managers today are to assume responsibility to lead employees towards attaining organizational goals, it is then crucial for them to comprehend the psychological process of motivation.

In contrast, Mol (2005) believes that the definition of motivation will be more convincing when the word “motivation” is distinguished from “movement”. When an employee is assigned to a task that he/she dislikes yet willing to do so merely for the sake of being rewarded, then he/she is said to be moved. However, when the employee engages in a task because he/she takes delight in the work, then motivation is said to occur. So, from the context of the relationship between motivation and performance, the notion that employees who are highly motivated are much more likely to be high performers is widespread in management and organizational psychology literature. For example, Lawler (1994) and Buchanan and Huczynski (1997) indicated that motivation is the single most important determinant of individual job performance. According to Nelson and Quick (2003), motivation factors lead to positive mental health and challenge people to grow, contribute to the work environment and invest themselves in the organization.

2.4.1 Motivation of Teachers and Performance in Developing Countries

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, Bennell (2004) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a colossal problem, which is seriously compounded by political interference‘.

In Tanzania, information about the teachers ‘job performance is little documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork among other activities. Cheptoek

(2000) carried out a study to establish whether job satisfaction influences job performance among non- academic staff at Islamic University in Uganda. However, the study was not directly related to the teachers‘ role of teaching (job performance). A Malawian study by Kadzamira (2006) found that primary and secondary teacher motivation and job satisfaction were strongly determined by both pecuniary factors, such as levels of pay and other material benefits, and non-pecuniary factors, in particular living and working conditions of service.

Another in Uganda by Aacha (2010) examined whether the motivation of primary teachers had any effect on their morale to perform and the effect of intrinsic and extrinsic motivation on the performance of teachers. It found that there was a significant positive relationship between intrinsic motivation and performance of teachers in the surveyed primary schools. Furthermore a positive relationship was also revealed between extrinsic motivation and performance of teachers, implying that both extrinsic and intrinsic motivations affected the performance of teachers. However, the study only examined primary school teachers at work and hence the relevance of this study in regard is to examine the effect of motivation factors on teachers ‘performance in Tanzania education institutions – a case of public secondary schools in Nyamagana district of Mwanza city.

2.4.2 Education System in Tanzania

In Tanzania, the MoEVT controls primary and secondary levels of education. It trains, registers, construct schools and teachers' houses, supplies all required teachers, prescribes a national curriculum and provides textbooks, administrators and inspects all schools in the country. The secondary school system since independence has continued to expand, through service providers such as government and the private sector who have been

encouraged to open up schools. The government encourages private sector to open secondary schools to absorb the growing number primary students since the introduction of Universal Primary Education (UPE). The increase in the number of teachers has not kept pace with secondary schools especially in rural Tanzania and this has increased work load to the few teachers (Bennell and Mukyanuzi 2005). Furthermore, there is growing fear that perhaps the massive number of school teachers without a commensurate expansion in teachers, facilities, learning and teaching materials; teaching morale may have compromised the teachers' morale and quality of education

According to the synthesis report of a sub regional workshop and four country monographs (2006), it was found Tanzania is one countries deficient in enough qualified secondary school teachers, although the government has embarked on a massive teacher training program though student government loan. Although the percentage of untrained teachers are reported by Buitenlandse (2008) to have reduced to 20% in 2006 and about 11% in 2008, the formally qualified teachers were generally considered to have received professional training of rather poor quality. Coupled with that, a high teacher-pupil ratio is a common phenomenon in Tanzania primary and secondary school system (Bunnell and Mukyanuzi 2005). Given the fact that in practice it is not uncommon for a primary or secondary school teacher to have more than 150 pupils, one may be surprised to find teacher have three levels of class in one classroom and little being done to increase the teaching force.

2.5 Empirical Literature Review

Several researchers have examined factors that motivate workers and their subsequent impact organizational performance. This section was present a review of some more recent

empirical studies on motivation and work performance in various industries including education.

Most recently, Aacha (2010) conducted a study on the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuza division, Masaka district, Uganda. The study specifically sought to find out whether the motivation of primary teachers had any effect on their morale to perform and the effect of intrinsic and extrinsic motivation on the performance of teachers. This study used a sample of 135 respondents which included teachers, head teachers, school management committee members (SMC) and the Masaka Municipal Education Officer (MEO). The research findings revealed that the performance of primary school teachers was good despite the fact that their motivation was inadequate. Besides, the majority of the teachers performed their activities with high morale as evidenced from reporting early at school, regular testing and examination of pupils and high turn up of teachers in staff meetings and school occasions among others. It also indicated that there was a significant positive relationship between intrinsic motivation and performance of teachers in the surveyed primary schools. Interestingly a positive relationship was also revealed between extrinsic motivation and performance of teachers, implying that extrinsic motivation affected the performance of teachers.

Geofrey (2010) conducted a study which investigated public universities' academic staff performance with reference to the context of motivation using Makerere University in Uganda as a case study. It examined the effect of motivational factors on lectures' teaching, research activities, and community service. The findings revealed that, motivational factors, significantly affected lecturers teaching and research activities at Makerere University. It also found out that motivational factors did not have a significant effect on

lecturers' community service activities. It was concluded that, motivational factors do have a significant effect on lecturers' teaching and research activities.

Akah (2010) conducted studies of motivation in Ultimate Companion Limited, Douala, Cameroon. Its purpose was to examine factors that motivate employees in order to have increased performance within the company. It surveyed a sample of 74 employees in the company and data analyzed using descriptive statistics. The study found that employees at Ultimate companion limited had an overall fair job satisfaction. The employees are not satisfied with their current salary situation at the company which illustrate that financial motivation was important within a company. The findings equally showed that the majority of the employees is motivated most to perform when they receive non-financial rewards. Also, the majority of the employees showed a great intrinsic value for higher performance. Finally, the study recommended that the management at Ultimate companion limited should use multiple motivational strategies (both intrinsic and extrinsic tools) in order to achieve greater performance from the employees.

In brief, most these studies discussed above showed there was a myriad of motivating factors which can be put into categories: (i) intrinsic factors such and these included good wages, good working conditions, job security, loyal to employees, appreciation for job well done, promotion, career development, involving employees into decision making, interpersonal relationship and friendly social gestures, leadership, workplace environment and interesting work (ii) extrinsic factors such as tangibles items such as awards, certificates and gifts, and financial incentives such as salary, bonuses. However, most of these studies were conducted outside Tanzania.

Furthermore, the studies either used questionnaire or interviews but not both methods concurrently. This study therefore, was examining the effect of motivation factors on

teachers‘performance in Tanzania education institutions – a case of public secondary schools in Nyamagana district of Mwanza city.

2.6 Conceptual Framework

Figure 1.1 is the conceptual framework showing the relationships between independent and dependent variables, as well as intervening variables of research problem. The independent variables are conceptualized as motivation factors which include both extrinsic variables such as salaries, free meals, allowances and accommodation, and intrinsic variables such as job satisfaction, promotion, recognition and flexibility (Hertzberg 1960).

In contrast, the dependent variable of teachers’ performance conceptualized to be preparing teaching materials, regular and early reporting to work, attending school functions and meeting, supervision of school activities, participating in extracurricular activities and regular student assessment (Mcshane et al 2000, Adam 2007; Aacha 2010) Other factors such as other government policy, economic climate and cultural difference of teachers has been taken into consideration because of their moderating effect on the dependent variables. Essentially, the Herzberg two factor theory of motivation: the *motivators (intrinsic) and hygiene (extrinsic)* factors is the guiding theory in this research.

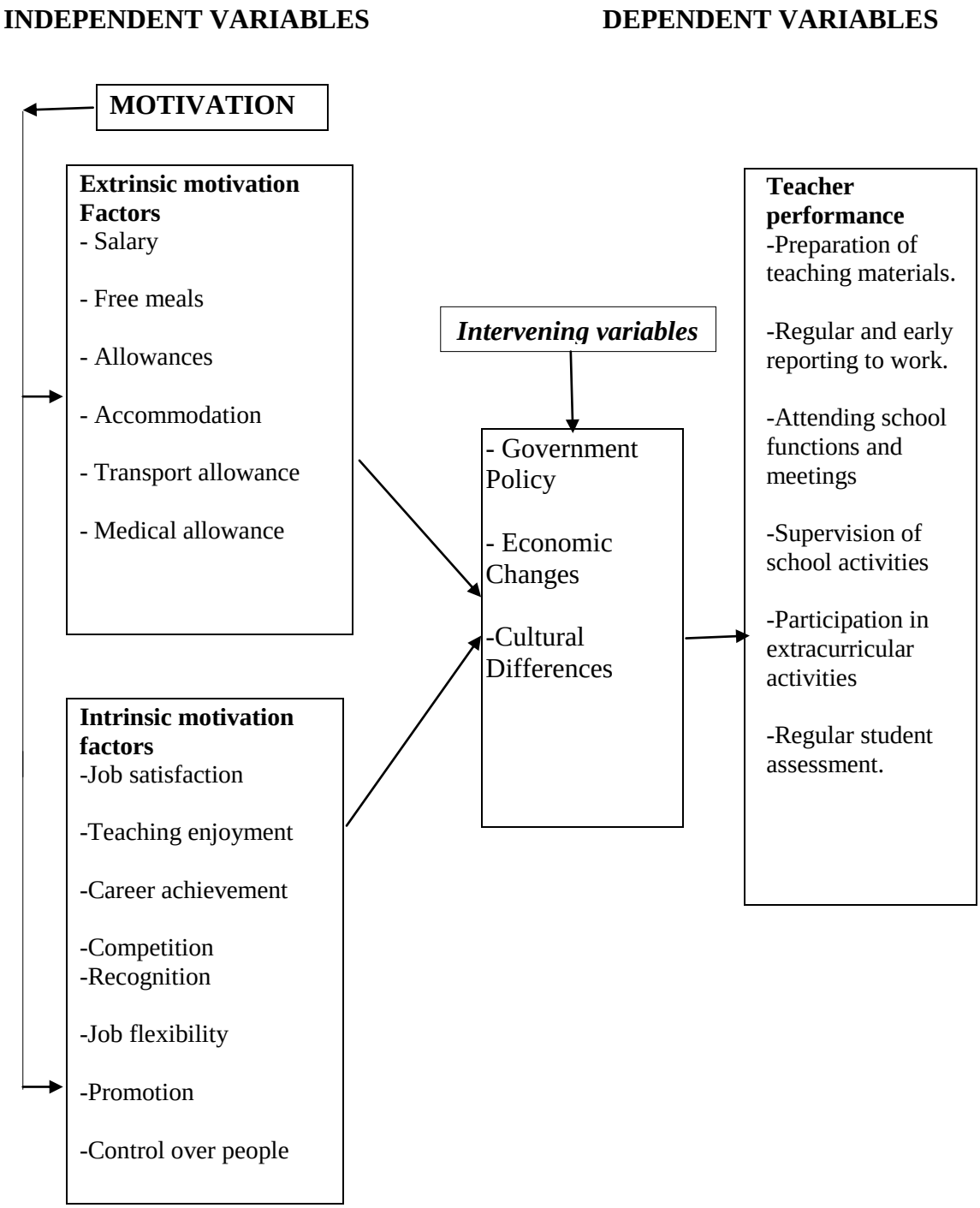

Figure 2.2 Conceptual framework

Source: Field Study with Parts From Hertzberg's (1960) Two Factor Theory (2013)

2.7 Conclusion

From the foregoing literature however, studies in Tanzania only examined whether there is a teacher motivation crisis rather than the factors that influence teacher motivation

for work performance. This research was intended to fill this gap. Therefore, this study was examining the effect of motivation factors on teachers' performance in the Tanzanian education sector with particular reference to Public Secondary Schools in the Nyamagana District of Mwanza City.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods and techniques that were employed to carry out the study. In particular, it highlights the research design, the geographical study area and target population, sample size, the sampling techniques, the sources and methods of data collection and analysis. It also presents validity and reliability of research design and ethical considerations.

3.2 Research Design

Kothari (2008, p. 31) defines research design as "the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure". It is the conceptual structure/plan within which research is conducted and constitutes the blue print for collection, measurement and analysis of data (Kothari 2008, p. 32; Malhotra 2004, p. 86; Cooper and Schindler 2001).

This study adopted a descriptive research design, which according to Cooper and Schindler (2003) involves surveying people and recording their responses for analysis. Within the descriptive research design, this study incorporated both quantitative and qualitative research approaches to better understand the relationship between variables in the research problem.

3.3 Geographical Area of Study

This study was being undertaken in Nyamagana district of Mwanza City for public secondary schools. The city is found in Mwanza region of Tanzania and is located on the southern shores of Lake Victoria in northern Tanzania.

3.4 Target Population

The study targeted the heads of secondary schools and teachers from 18 public secondary schools in Nyamagana district- Mwanza city, also was targeted school teachers and department teachers. Table 3.1 shows a break-down of population categories in the study areas.

Table3. 1 Population of the Study of Size/Number in the Target Population

S/N	Categories of Population	Population size
1	School Heads	18
2	Department teachers	70
3	Other teachers	150
	Total	**238**

Source: Field Study (2013)

3.5 Sample Size

A sample size is a subset of the target population (Kothari 2008). That is, a sample is the total collection of elements about which inferences are to be made (Cooper & Schindler, 2006, p. 164). Samples are selected because it is not possible at times to study the entire population due to various limiting factors such as lost time and other research resources (Mugenda; 1999). There are different methods of determining a sample size such as use of mathematical sampling formula (Malhotra 1996), the general rule of 40 % (Huysamen, 1991) and use of statistical tables (Barlett, Kortrlink and Higgins 2001). In this study a researcher was used a principle of 40% (Huysamen 1991) to determine the sample size of the total population of the study area to guide the study on which the sample was selected but a special attention was given to enable the data to be valid and reliable.

A sample size of 150 respondents was determined by using the standard formula of Huysamen (1991) as shown in the formula:

Ordinary Teachers: 0.4x 150 = 60 respondents

Another rule was used in determining sample size in this research. For example, Bartlett et al (2001) suggests that, for a population which is less than 100 units, the researchers have to take the entire population because it is not large enough to generate scientifically used statistics. Since the population of School heads and department teachers in the study are less than 100, the entire population of all 88 workers was taken. Table 3.2 shows the sample size in each stratum from the target population

Table3.2 Sample Size for the Study

SN	Categories of Population	Target Size	Sample size	Percent
1	School Heads	18	18	100
2	Department teachers	70	70	100
3	Ordinary teachers	150	60	40
	Total	**238**	**148**	

Source: Field Study (2013)

3.6 Sampling Techniques

Sampling is that part of statistical practice concerned with the selection of individual observations intended to yield some knowledge about the population of concern, especially for the purpose of statistical inferences (Kothari 2008). There are two major categories of sampling designs/techniques: probability sampling and non-probability sampling. According to Nachmias (2003), the distinguishing characteristic of probability sampling is that one can specify for each sampling unit of the population the probability was included

in the sample. In probability sampling, the sample frame reflects the target population (Finn et al. 2000, p. 112), while in a non-probability sampling there is no assurance that every one of the sample units has the same chance to participate in the research. This research used stratified sampling and purposeful sampling designs (techniques) to obtain samples used in each population.

3.7 Data Collection Methods

Data are facts and other relevant materials, past and present, serving as the basis for study and analysis (Krishnaswami and Ranagnatham 2003). The data needed for social research as is this study, may be broadly classified into data pertaining to human beings, data relating to organization and data pertaining to territorial areas. The method of data that was used in this study was both primary and secondary data.

3.7.1 Primary Data

Kothari (2008) defined primary data as those data collected afresh and for the first time and mostly are original in character. In this study, various research instruments were used to collect primary data and these include self-administered questionnaires and interview. The primary data were based on the research questions of the study

3.7.2 Secondary Data

Secondary data are the data that is already exists in published reports, books and internet (Saunders et al 2003; Easwaran and Singh 2010). According to Krishnaswami and Ranagnatham (2003), secondary data consists of readily available compendia and already compiled statistical annual reports that data may be used by researchers for their studies. In this research, the secondary data was collected from reviewing existing school reports on teachers.

3.8 Instrument of Data Collection

3.8.1 Questionnaires

The first data collection method to be used in this research is a questionnaire. A questionnaire is a data collection technique in which each person is asked to respond to the same set of questions in a predetermined order (Saunders et al 2003, p. 486). The researcher designed questionnaires (Appendix I) which focused on teachers' profile as well as motivation from intrinsic and extrinsic perspectives. The aim of using this method is to get a broad - based view of the respondents. The questionnaires included two types of questions. These are close-ended and a few open ended questions. In closed ended questions respondents were restricted to a series of pre-determined answers. In case of open ended questions the respondents were encouraged to express themselves more freely. The researcher was personally distributing a total of 130 questionnaires to teachers (the respondents) in the study area and collect later at a time agreed with the respondents.

3.8.2 Interview

The second primary data collection instrument was semi-structured, in-depth interview and this was used to collect qualitative data. It may be defined as a two-way systematic conversation between the investigator and an informant, initiated for the purpose of obtaining information to a specific study (Krishnaswami and Ranganatham 2003).

The guiding questions of each research objective/ question was prepared in advance as indicated in the interview protocol (Appendices II). The method was applied to the selected School for study, only heads of those schools. This data collection instrument gave the researcher an opportunity to explore information about the research question from respondents, who otherwise would not deluge information from other data collection methods. It also used to supplement and support data from questionnaires.

3.9 Data Analysis

Data analysis is defined as a critical examination of the assembled and grouped data for studying the characteristics of the object under study and for determining patterns and relationships among the variable relating to it (Krishnaswami and Ranganatham 2003). This study used quantitative and qualitative techniques to analyze the collected data from questionnaires and interview respectively.

(i) Quantitative Data Analysis

In this technique, descriptive statistics of frequency tables were used to analyze and present the data from questionnaires. In particular, SPSS software package version 17.0 was used to generate charts, frequency tables and pie charts as a means of presenting data. Data was analyzed and interpreted as per research objectives.

(ii) Qualitative Data Analysis

Qualitative data from Interview scripts, notes and statements were systematically coded, and classified into broad descriptive categories - exploring themes, meanings and/or issues that emerged from the information gained from interviewing. These data were further linked to the research objectives/questions to generate meaning of the study topic.

3.10 Validity and Reliability of Research Design

The quality of research depends on the design of research instruments as well as application of these instruments in data collection in the field. There are several criteria or tests for judging the quality of any empirical research. These include validity and reliability (Easwaran and Singh 2010) and how each was achieved is discussed.

(i) Validity

Validity is the extent to which the instruments used during the studies to measure the issues they are intended to measure (Amin, 2005). To ensure validity of instruments, the instruments were developed under close guidance of the supervisor. After the questions are designed, they were pre-tested in a five to a tenth of the teachers in the sample. This was helped to identify ambiguous questions in the instruments and be able to re-align them to the objectives.

(ii) Reliability

Reliability as the degree to which a survey instrument is considered reliable if its repeated application results in consistent scores (Joseph et al 2000). That is, this reliability refers to whether "the measurement obtained from variables of interest is constant". In this research, reliability was achieved by first pre-testing structured questionnaires and semi structured interview protocol with five respondents from the target population and experts in the field to obtain consistency and accuracy. Their comments and corrections were incorporated in data collection instruments and re-tested prior the use in the field.

3.11 Ethical Considerations

Ethics are important to all parties associated with research as they affect the merits of individuals and ultimately the quality of data obtained (Emory and Cooper 1991). Thus, the application of ethical procedures to research activities should be primarily designed to protect the rights of participants from harmful or adverse consequences. This research applied the following strategies address ethical matters.

The researcher first was obtaining a letter from the sponsoring University (Open University of Tanzania) to introduce herself to the school management before the commencement of the study.

The researcher was careful when constructing data collection instruments.

In addition, the researcher assured the respondents that whatever they answered will be treated with much confidentiality.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The chapter presents the findings of the study and gives a discussion of the findings. This is because the interpretation and discussion of the presented data are very important to bring a clear meaning of the research findings and avoids distortion and the possibility of drawing misleading conclusions (Adam et al 2008, p, 229). The data in research was about the effect of motivation on the performance of public secondary school teachers in Nyamagana district, Mwanza. The researcher specifically examined the following objectives:

(i) To establish motivational techniques/tools used by the heads of the schools / Ministry of Education to motivate teachers in Nyamagana district, Mwanza.

(ii) To determine the views of teachers about intrinsic and extrinsic motivation factors/ tools

(iii) To determine the impact of intrinsic and extrinsic motivation factors used heads of schools and ministry of education in overall teacher's performance.

This chapter is structured as follows: first, it presents the background information of the respondents. This included personal information relating to the gender, age, marital status, education level, length of employment and department they work for with their respective schools. Next, data relating to specific research objectives is given and discussion of the findings follows. A conclusion is made to each research objective based on the findings; finally the chapter closes with an overall summary

4.2 Background Information of Respondents

The findings in this section give general characteristics of the study population

(i) Categories of Respondents

The study involved three categories of respondents' namely ordinary teachers, department teachers and heads of schools of secondary schools in Nyamagana district, Mwanza City. 130 of questionnaires were sent out and all questionnaires were returned complete and useable. This represents a rate of 100% which is above the industry average of 40% (Mugenda and Mugenda, 2003). Apart from questionnaires, Interview was used to the 18 heads of school only.

Table 4. 1 Categories of Respondents

Type of respondent	Number	Percentage	Cumulative percentage
Teachers	130	87.8	87.8
Heads of school	18	12.2	100.0
Total	**148**	**100.0**	

Source: Field Data (2013)

Table 4.1 shows that the majority of respondents (87.8 %) were department teachers and ordinary teachers while heads of schools made 12.2%. This was expected since the purpose of this research was to survey teachers in secondary schools in Nyamagana district of Mwanza city.

(ii) Characteristics of Respondents (Teachers)

(a) Respondents' Gender

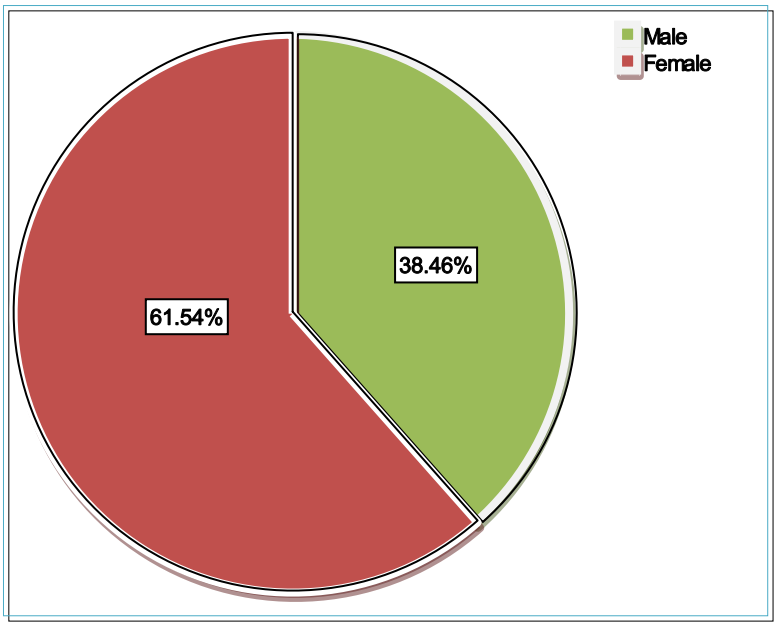

Figure 4. 1 Respondents' Gender

Source: Field Data (2013)

Figure 4. 1 indicates that 61.54% of the respondents were female while 38.46% were male. This implies that both genders were fairly presented in the study as the Tanzanian secondary and high school teaching is dominated by female.

(b) Respondents' Position in the School

Figure 4.2 below shows that 54.28% of respondents were the department teachers while 39.53% were the ordinary teachers and 6.2% were teacher in training. This implies that most teachers in secondary schools are attached departments where they play a leadership role in specialized subjects.

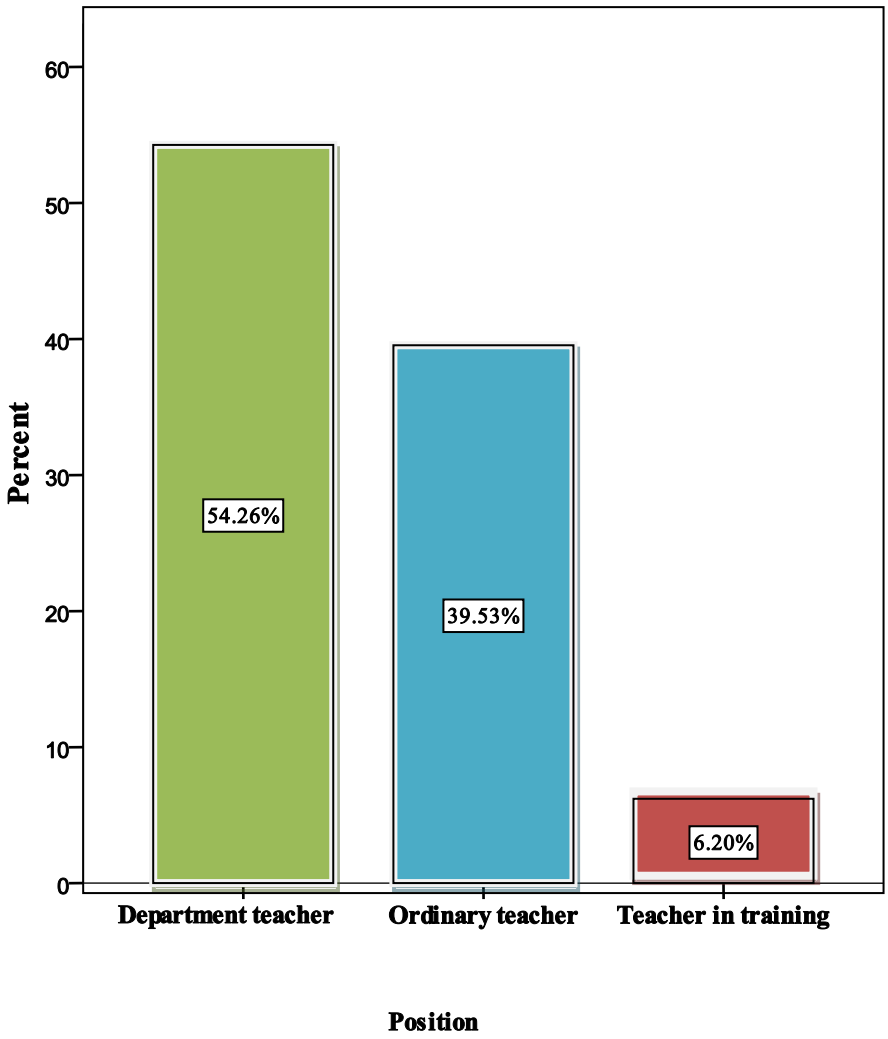

Figure 4. 2 Respondents' Position in the School

Source: Field Data (2013)

(c) Respondents' Age

Figure 4.3 below indicates that 36.92% of the respondents were in the age group of 26 – 30 years, while 33.08% of the respondents were 31 – 35 years of age. Another 13.08% of the respondents were 36– 40 years of age, 11.54% were 20-25 years and 5.38% were above 41 years. These results suggest that the majorities (83.2%) of the respondents are young and energetic people in 26-40 age range who require relatively similar ways of motivating them.

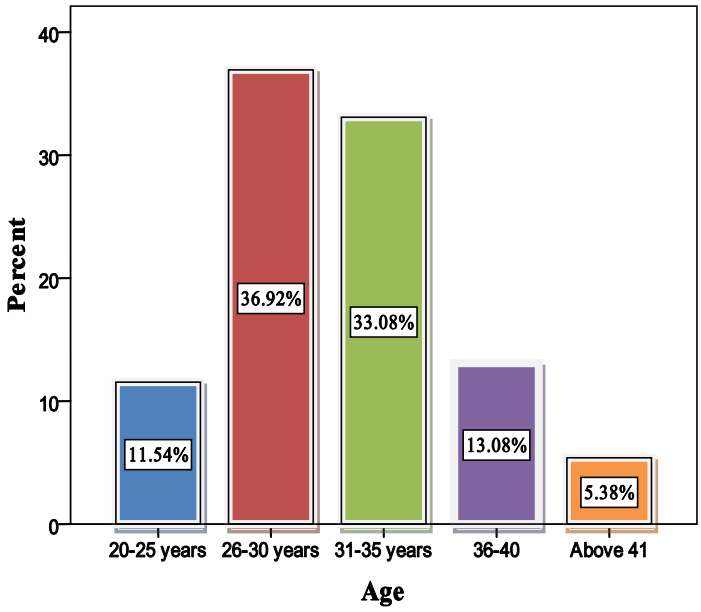

Figure 4. 3 Respondents' Age

Source: Field Data (2013)

(d) Respondents' Marital Status

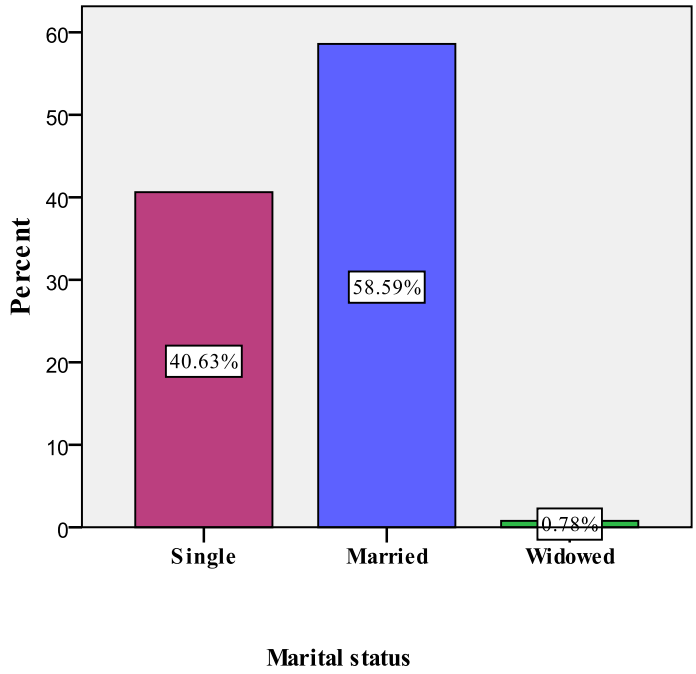

Figure 4. 4 Respondents Marital Status

Source: Field Data (2013)

Figure 4.4 above indicates that 58.59% of the respondents are married, 40.63% single and 0.78% are widowed. This implies that most of the respondents are family people whose level of motivation is slightly different from those that do not have family responsibilities.

(e) Respondents' Education level

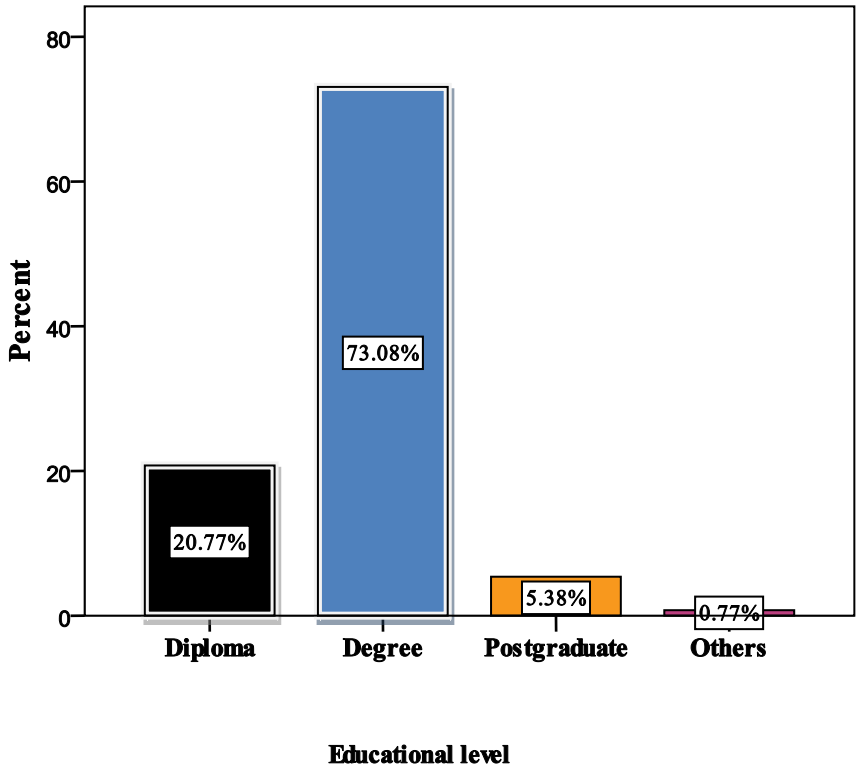

Figure 4. 5 Respondents' Educational level

Source: Field Data (2013)

Figure 4.5 above shows that the majority of the respondents (73.08%) are degree holders, 20.77% have diploma h while 5.38% have post-graduate qualifications and few of them 0.77% had other qualifications. This implies that teachers in secondary schools in Nyamagana district have varying levels of education but degree holders are the ones that are mostly employed as teachers in secondary schools in Nyamagana district, Mwanza city.

(f) Respondents' Length of Employment in Education Ministry

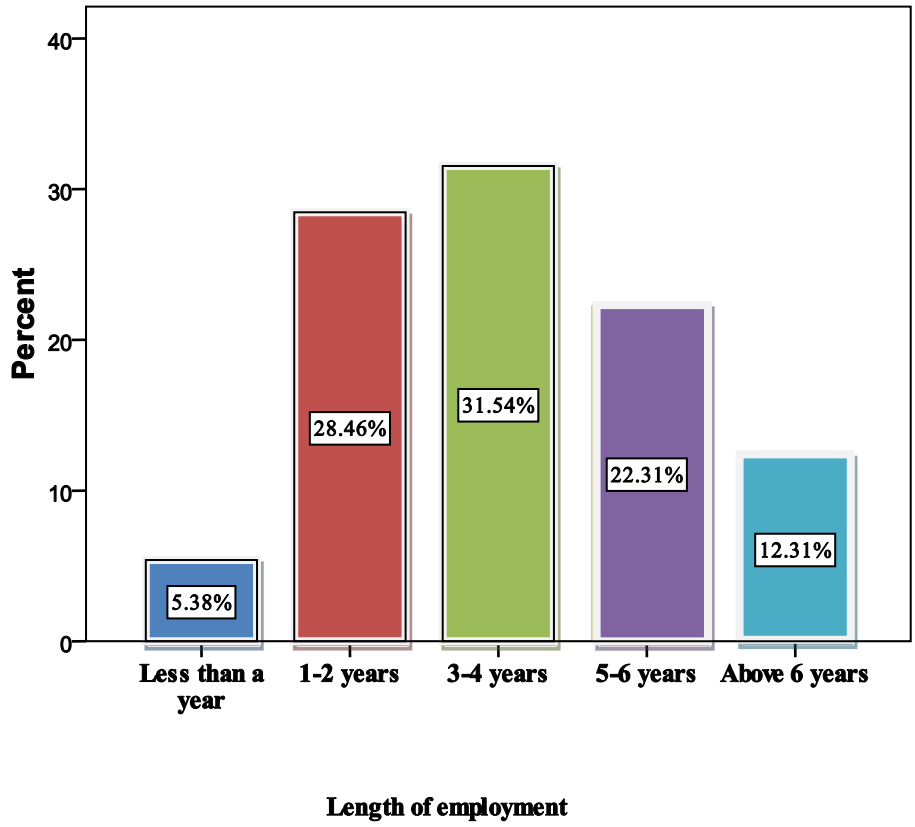

Figure 4. 6 Respondents' Length of Employment

Source: Field Data (2013)

Figure 4.6 above shows that 31.54% of the respondents (teachers) have 3– 4 years work experience in secondary schools while 28.48% have worked for 1– 2 years, 22.31% 5-6 years and 12.31% had above 6 years in teaching in the schools. Only 5.38% of the respondents had less than a year work experience in the secondary schools. This implies that the majority of the respondents are reasonably experienced teachers.

(g) Department where Respondents (Teachers) Belong

Figure 4.7 below indicates that 32.31 of respondents are in Arts department, 26.92% in the Science department while 23.08% in the English department. Also 13.06% of respondents are in Business department and only a few of them (4.62%) are in the ICT

department. These results suggest that most teachers are attached to particular departments and mostly in Arts and Science departments.

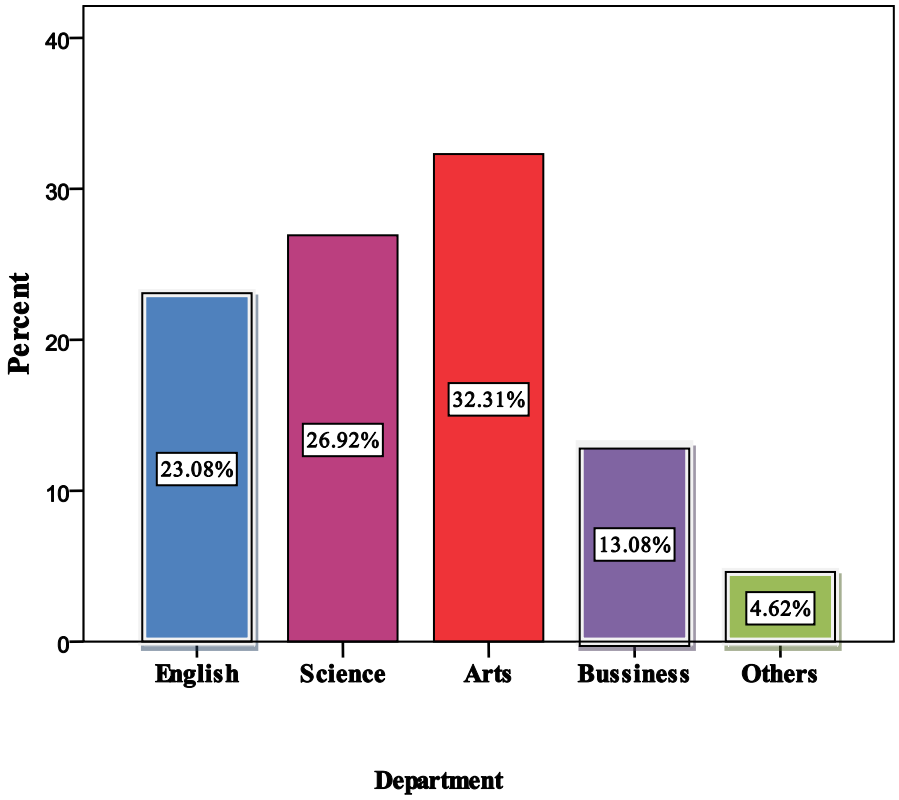

Figure 4. 7 Department where respondents (teachers) belong

Source: Field Data (2013)

(h) Respondents' Monthly Income

Table 4.2 Respondents' Monthly Income

Monthly Income	Frequency	Percent	Cumulative Percent
300,001-500,00	66	50.8	50.8
>500,000	64	49.2	100.0
Total	**130**	**100.0**	

Source: Field Data (2013)

Table 4.2 indicates that the majority of the respondents (50.8%) have a monthly income of 300,000 to 500,000 and 49.2% earn above 500,000 per month. These results suggest that

teachers' gross salary earnings are inadequate to meet their basic needs especially those family obligations. This was summarized by comments from one respondent:

> *"…. Most teachers are not satisfied with the amount*
> *of money the government pays them. The cost of living has gone*
> *up and most teachers find it difficult to meet daily expenses*
> *like transport, food, medical care and school fees for their children…"*

These comments reveal that most teachers are not satisfied with the amount of money the government pays them and thus forced to look for other sources of income outside of their school such as taking part-time teaching in other secondary schools. These results are in agreement with a study by Carron (1996) who indicated that where teacher pay is very low, there is normally de facto recognition that the labor process‘ in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Furthermore, Coombs (1985) cited that when teacher's salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs, thus pulling down the quality of instruction at schools as is the case in Tanzanian Secondary Schools.

4.3 Discussions of Findings

This study had three research objectives and the results of each of objectives are discussed in the following section

4.3.1 Research objectives 1: To Establish Motivational Techniques/tools Used by the Heads of the Schools / Ministry of Education to Motivate Teachers in Nyamagana district of Mwanza

(i) Motivation for Joining the Teaching Profession

Table 4.3 Motivation for Joining the Teaching Profession

Reason for joining	Frequency	Percent	Cumulative Percent
Job security	57	43.8	43.8
Good salary	8	6.2	50.0
No job alternative	45	34.6	84.6
Good working condition	19	13.8	98.4
Others	1	1.6	100.0
Total	**130**	**100.0**	

Source: Field Data (2013)

Table 4.3 indicates that 43.8% of the respondents joined the teaching profession as job security, 34.6% because there are no job alternatives and 13.8% because teaching profession have good working conditions. Yet 6.2% of respondents joined teaching profession due to good salary and 0.8% due to personal interest in the profession. These results suggest that like any other profession people join the teachers for various reasons although job security is most drawing cards.

4.3.2 Research Objective 2: To Determine the Views of Teachers about Intrinsic and Extrinsic Motivation Factors/ Tools

(i) Intrinsic Motivation on Teacher's Morale to Perform

According to Ryan & Deci (2000), intrinsic motivation is derived from within the person or from the activity itself and, positively affects behavior, performance, and well being. Therefore, in order to assess intrinsic motivation among teachers and how it affects their performance, this study investigated various indicators of intrinsic

motivation. Table 4.4 presents responses from teachers in terms of their level of agreement with indicators of intrinsic motivation.

Table 4. 4 Intrinsic Motivation on Teacher's Morale to Perform

Statements	**Extent of Agreement/Disagreement**							
	Agree		**Undecided**		**Disagree**		**Total**	
Intrinsic motivation respond	F	%	F	%	F	%	F	%
1. Teaching gives me a great deal of job satisfaction	44	33.6	34	26.2	52	40.2	130	100.0
2.I enjoy teaching as a profession	66	50.8	10	7.7	54	41.6	130	100.0
3.The challenging nature of teaching has kept me in the profession	32	24.6	31	23.8	67	51.6	130	100.0
4. Teaching is a competitive profession in this school	26	20	32	24.6	72	55.4	130	100.0
5. Teaching gives me recognition and respect from the community	58	44.7	23	17.7	49	37.7	130	100.0
6. I have prospects for career development in the teaching profession	28	21.5	28	21.5	71	56.8	130	100.0
7. The responsibilities I perform in the school give a sense of control over others.	74	56.9	27	20.8	29	22.3	130	100.0
8. Teaching is one of my goals in life	33	25.2	16	12.3	81	62.2	130	100.0
9. I am more useful to the community as a teacher than any other profession	68	53.8	26	20	34	26.2	130	100.0
10. Teaching enables me to interact and develop relationship with people from many areas	71	54.7	21	16.2	38	29.1	130	100.0

Source: Field Data (2013)

Note F = frequency

Table 4.4 above shows that the majority of teachers not intrinsically motivated. The following are their responds.

1. Teaching gives me a great deal of job satisfaction 40.2% disagree the statement, 33.6% agreed on it and 26.2 undecided. This implies that most of the teachers were intrinsically not motivated.

2. I enjoy teaching as a profession 50.8% supported that they enjoy teaching, 41.6% disagreed and 7.7% undecided.

3. The challenging nature of teaching has kept me in the profession 51.6% disagreed, 24.6 agreed and 23.8% undecided.

4. Teaching is a competitive profession in this school 55.4% disagreed with the statement, 24.6% undecided and 20% agreed.

5. Teaching gives me recognition and respects from the community 44.7% of respondents agree the statement. While 37.7% disagree and 17.7% undecided on the statement.

6. I have prospects for career development in the teaching profession majority of the respondents 56.8% disagreed the statement, 21.5% agreed and the same % undecided.

7. The responsibilities I perform in the school give a sense of control over others. The majority of respondent 56.9% supported the statement. While 22.3% disagreed and 20.8% undecided.

8. Teaching is one of my goals in life. The majority of the respondents (62.2%) disagrees the statement, they see teaching as the passing way to another fruitful.

Few of them 25.2% supported that teaching is the one of their goals and 12.3% undecided.

9. I am more useful to the community as a teacher than any other profession about 53.8% supported the statement. While 26.2% disagreed and 20.0% undecided.
10. Teaching enables me to interact and develop relationships with people from many areas 54.7% agreed the statement, 29.1% disagree and 16.2% of respondents undecided.

In brief, these results indicate that there are some teachers who intrinsically motivated to join the profession while others are not motivated possibly because they join the teaching profession for the wrong reasons/motives. That keeps the latter in a constant state of unmotivated and this lack of motivation deter them from putting real effort in their activities and end up not making a real positive contribution to students' learning in schools. This implies, there is need to properly screen out they would be teachers before releasing them into the teaching environment.

(ii) Intrinsic Motivation on Teacher's Morale to Perform their Activities

Table 4. 5 Intrinsic Motivator on Teacher's Morale to Perform their Activities

Rating	Frequency	Percent	Cumulative Percent
To big extent	21	16.1	16.1
To a small extent	99	76.2	92.3
Not at all	10	7.7	100.0
Total	**130**	**100.0**	

Source: Field Data (2013)

As shown in table 4.5,above the majority of respondents (76.2%) indicated that intrinsic motivation had increased their morale to perform their teaching activities but to small

extent and 16.1% of the respondents noted that intrinsic motivation to a large increased their morale to perform their activities. 7.7% of respondents were neutral/undecided. These results suggest that intrinsic motivation has an impact on teacher's morale to perform their activities. These results agree to work of Kesser & Ryan (1996) asserts that intrinsically motivated behavior is alleged to derive from and satisfy innate psychological needs, including needs for competence and autonomy. This study revealed that intrinsic motivation and performance are interdependent.

(iii) Extrinsic Motivation and Performance of Teachers

The second question related whether extrinsic factors influence teacher's performance in public secondary school, in Nyamagana. Sansone & Harackiewicz (2000) established that extrinsic motivation results from the attainment of externally administered rewards to the subject, including pay, material possessions, prestige, and positive evaluations from others.

Table 4.6 below shows that extrinsic motivators are not available to many schools in Nyamagana district, Mwanza City. The following are the extrinsic motivators and teachers' responses

1. I am paid a salary that is enough to cater for my basic needs (89.2% disagree the statement, 5.4% agree the statement and only 5.4% was undecided.)
2. The school provides me free accommodation. (85.4% disagree the statement, 10% agree and 4.6% was undecided.)
3. I get free meals at school (83.9% disagree, 9.2% undecided and only 6.9 disagree the statement.)

Table 4.6 Extrinsic Motivation on Teacher's Morale to Perform

Statements	Responses							
	Agree		Undecided		Disagree		Total	
Extrinsic indicator	F	%	F	%	F	%	F	%
1. I am paid a salary that is enough to cater for my basic needs	7	5.4	7	5.4	116	89.2	130	100.0
2. The school provides me free accommodation.	13	10	6	4.6	111	85.4	130	100.0
3. I get free meals at school	9	6.9	12	9.2	109	83.9	130	100.0
4. Salary payments are prompt	28	21.6	33	25.4	69	53	130	100.0
5. The school offers weekly duty allowances	2	1.5	11	8.5	117	90	130	100.0
6. Extra teaching allowances paid by the school help me to complete the syllabus	64	49.2	13	10	53	40.8	130	100.0
7. The school offers financial assistance to teachers with parties	19	14.6	26	20	85	65.4	130	100.0
8. It is possible to get advance payment from the school in case I have a financial problem	28	21.6	20	15.4	82	63.0	130	100.0
9. The school organizes end of year party for teachers	27	20.7	32	24.6	71	54.7	130	100.0
10. Teachers who perform well are given prizes	42	32.4	18	13.8	70	53.8	130	100.0

Source: Field Data (2013)

Note F = frequency

4. Salary payments are prompt (53% disagree, 21.6% agree, 25.4%undecided.)

5. The school offers weekly duty allowances (90% disagree the statement, 8.5% undecided and only 1.5 agrees the statement.)

6. Extra teaching allowances paid by the school help me to complete the syllabus (49.2% agree the statement, 41% disagree and 10% undecided)
7. The school offers financial assistance to teachers with parties (65.4% disagree, 20% undecided, 14.6% disagree)
8. It is possible to get advance payment from the school in case I have a financial problem (63.0% disagree, 21.6% agree, 15.4% undecided)
9. The school organizes end of year party for teachers (54.7% disagree, 24.6% undecided, 20.7% agree)
10. Teachers who perform well are given prizes (53.8% disagree, 32.4% agree, 13.8% undecided)

In general, these results demonstrate that most of extrinsic motivation that would be expected in schools are absent in Tanzanian secondary schools. Only a few such as salary, free accommodation and free meals are available while weekly duty allowances, extra teaching allowances, advance payments in case of financial problems and others are not so common especially in public secondary schools. That is, extrinsic motivators available in Nyamagana district, vary from one school to another. For example in the part of extra teaching allowances, nearly half respondents (49.2%) agreed of its presence while 41% disagreed. These results concur with Aacha (2010) in her Ugandan study observed that not all extrinsic motivation is available to teacher very secondary school.

For free accommodation 85.4% of respondents disagreed that it is there. The inability of schools to provide free accommodation for teachers had already been cited by previous studies. For example, Dungu (2000) cited the problem of residential accommodation by teachers in some countries of sub Saharan Africa. He noted that many secondary school

teachers and primary teachers were given a small house allowance and this forced teachers to reside in poor houses. Furthermore, Davidson (2005) cited cases where teachers have generally been unhappy with their housing arrangements. He showed that not only were too few houses available to accommodate teachers but also the majority of the houses were in extremely poor condition. Low extrinsic motivators in school are likely to result in poor work performance.

(iv) Respondents' (Teachers) Reaction to Extrinsic Motivation

Table 4. 7 Respondents' (teachers) reaction to extrinsic motivation

Level of response	Frequency	Percent	Cumulative percent
To big extent	6	4.6	4.6
To small extent	90	69.2	73.8
Not at all	34	26.2	100.0
Total	**130**	**100.0**	

Source: Field Data (2013)

Table 4.7 shows that the majority of the respondents (69.2%) indicated that extrinsic motivators had to a small extent increased their morale to perform. This may be attributed to earlier findings that not all extrinsic motivators were available to teachers in the studied secondary schools in Nyamagana district. Only 4.6% indicated that extrinsic motivators increased their morale to perform to a large extent and 26.2% not extrinsically motivated. Despite the mixed responses from teachers, it is clear that extrinsic motivation affects performance of teachers. This implies that an increase in extrinsic motivation of teachers (like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, giving recognition in the form of prizes

for those who perform well in their subject and organizing end of year party for teachers can help to increase teachers' performance at work.

In brief, both intrinsic and extrinsic motivators are considered important by teachers and how much of these motivators are present in schools have an impact on the level of motivation in secondary school. There is therefore need to recognize them in teachers compensation package and working conditions as they have been one of the major reasons silent strike among teachers.

(iii) Research objective 3: To Determine the Impact of Intrinsic and Extrinsic Motivation Factors Used of Heads of Schools and Ministry of Education in Overall Teachers' Performance

The third question related to performance indicators found in public secondary schools in Nyamagana district of Mwanza city. It attempted to find a relationship between motivation and performance for it has been noted in literature that motivation is the single most important determinant of individual job performance (Lawler 1994).

Table 4.8 below indicates that the majority of the teachers performed their activities with morale. This was revealed through the following responses:

1. Teachers come very early at school supported by 82.3% of the respondents, 10.7% disagree and 7% undecided. This implies that teachers of secondary schools in Nyamagana districts their reporting time is very early that's why their performance is tend to be average .Other studies on this issue such as that by Aacha M, (2010) showed that the majority of the teachers reported to schools before 8am and this agrees with the findings of the present study where teachers come very early at school.

(i) Performance Indicator Versus Teachers' Performance

Table 4. 8 Performance Indicators in Relation to Teachers' Performance

Statements	Responses							
	Agree		Undecided		Disagree		Total	
Performance indicator	F	%	F	%	F	%	F	%
1. Teachers come very early at school	107	82.3	9	6.9	14	10.7	130	100.0
2. Always teachers come with lesson plans in class.	80	61.6	10	7.7	40	30.7	130	100.0
3. There is regular marking of tests and feedback to students	115	88.5	13	10	2	1.5	130	100.0
4. Teachers actively participate in co-curricular activities	112	86.2	6	4.6	12	9.2	130	100.0
5.There is regular testing and examination of students	101	77.7	22	16.9	7	5.4	130	100.0
6.Teachers supervise all school activities	85	65.4	28	21.5	17	13.1	130	100.0
7. There is regular attendance to class lessons by teachers	117	90	10	7.7	3	2.3	130	100.0
8. Regular attendance to extra lessons	81	62.3	21	16.2	28	21.5	130	100.0
9. Teachers are efficient at maintenance of students discipline	99	76.2	13	10	18	13.8	130	100.0
10. The turn up of teachers in staff meetings is high	101	77.7	14	10.8	15	11.6	130	100.0

Source: Field Data (2013)

Note F= frequency

2. Always teacher come with lesson plans in class supported by 61.6%, 30.7% disagree and 7.7% undecided. Under this aspect the majority of respondent supported that teacher come with a lesson plan in class although 30.7% disagreed with it. This shows that there are schools their teachers come with lesson plan and others school teacher are not doing so.

3. There is regular marking of testing and feedback to students supported by 88.5% of the respondents 10% disagree and 1.5% undecided. The majority of teacher agreed that the regular marking of test and feedback to students is done regularly suggesting that performance under this indicator is very high.
4. Teachers actively participate in co-curricular activities supported by 86.2%, 9.2% disagree, 4.6% undecided. This implies that the majority of teachers in Nyamagana district participates in co-curricular activities like sports and games, Departmental clubs and others activities.
5. Teachers supervise all school activities supported by 77.7%, 16.9% undecided, 5.4% disagree the statement and 2.1% not responding. Also under this aspect the majority of teachers indicated that supervise all activities at school like school environment, students academically, physical education just to mention a few.
6. There is regular testing and examination of students supported by 65.4%, 21.5% undecided and 13.1% disagree. This shows that in Nyamagana district, teachers are regularly providing tests and examinations to their students. This observation was summarized by a comment from one teacher:

> **"……** *In our school there are two tests and two examinations per year.*
> *We have a midterm test done in March and September*
> *and examinations done in May (Term) and November (Annual)*
> *Regardless a monthly test done on every month….."*

(ii) Other Teacher Performance Activities at School

Several other performance activities were examined to further find the level of teachers' performance in Nyamagana district. Each of these is discussed.

7. There is regular attendance to class lesson by teachers supported by 90%, 7.7% undecided and 2.3% disagree. Most teachers agreed with this statement

8. Regular attendance to extra lessons supported by 62.3% 16.2% undecided, 21.8% disagree. Most teachers offer students extra lesson which helps them to complete their syllabus.

9. Teachers are efficient at maintenance of student discipline supported by 76.2%, 10% undecided and 13.8% disagree Thus, teachers are involved in maintaining student discipline in their school.

10. Teachers turn up for staff meetings is highly supported by 77.7% of the respondents, 10.8% undecided. Also 11.6%. This implies that teachers were participating in decision making activities in their respective schools.

Overall, there is more 60% teachers' participation in other school activities (in staff meeting, efficiency in maintenance of students discipline and supervision of school activities among others) across all secondary schools in Nyamagana district. These results indicate that performance is high suggesting that teachers are seemingly highly motivated or perform those extra activities for fear of disciplinary actions.

(iii) Performance Ratio of Teachers

Table 4.9 Performance Ratio of Teachers

	Frequency	**Percent**	**Cumulative Percent**
Good and encouraging	23	17.6	17.6
Average	99	76.2	93.8
Bad and discouraging	8	6.2	100.0
Total	**130**	**100.0**	

Source: Field Data (2013)

Table 4.9 indicates that the majority of the respondents (76.2%) regarded their performance as average. This suggests that despite the relatively low motivation, their performance was average. Next, 17.7.0 % of respondents indicated that their performance was good and encouraging and only small percent (6.2%) rated the teachers' performance to be bad and discouraging. In an interview with some of head teachers (heads of schools), they rated teachers performance average and this was summarized by the following comment by one head of school;

> *... "Despite the many problems faced by secondary school teachers, their performance was average but it changes from year to year".*

This observation indicates that teachers are intrinsically motivated but a lower level and that is why their performance was rated average.

4.4 Other General Comments from Teachers Concerning Motivation and Performance in Public Secondary School in Nyamagana District Mwanza.

Other questions were, "What can be done to improve teacher's motivation? What can be done to improve teacher's performance? And what other comments can you make about the use of intrinsic and extrinsic factors in secondary schools?" Tables 4.9, 4.10 and 4.11 indicate the various other comments made by teachers.

(i) Suggestions for Improving Teachers' Motivation at School Level

Table 4.10 Suggestions for Improving Teacher's Motivation at School Level

Suggestions	Frequency	Percent	Cumulative Percent
School to provide free accommodation for teachers	22	16.9	16.9
School to provide extra teaching allowances	56	43.1	60.0
To fulfill teachers' demand	52	40.0	100.0
Total	**130**	**100.0**	

Source: Field Data (2013)

Table 4.10 indicates 43.1% of the respondents (teachers (43.1%) want schools to provide extra teaching allowances in order to cover their syllabus. This implies that when this allowance provided in schools, the performance of teachers in the activity will also increase. However, 40% of respondents want the government to fulfill teachers' list of demands and the teachers are of the view that once such demand aremet, their performance will improve. Only 16.9% of respondent the most important way of getting motivated and improve their performance is provision of free accommodation.

(ii) Suggestions for Improving Teachers' Performance at National Level

Table 4.11 Suggestions for Improving Teacher's Performance

Suggestions	Frequency	Percent	Cumulative Percent
Training and development	61	46.9	46.9
The government provides teaching materials	55	42.3	89.2
Increase internal and external inspection	14	10.8	100.0
Total	**130**	**100.0**	

Source: Field Data (2013)

Table 4.11 indicates the comments of teachers on things to improve teacher's performance. 46.9% of respondents suggested training and development of teachers. This was echoed by the comment of one head of school:

> "*..... Training and development of our teachers is very important. When there are some changes in curriculum, teachers must be trained in order to cope with it. This will increase the morale of teacher's to perform better....*

Also, table 4.11 indicates that 42.3% of the respondents indicated that the government should provide teaching materials to all teachers in order to perform their jobs without excuse about the syllabus and other related student material. This implies that many secondary schools in Nyamagana district do not have enough teaching materials which could help them to improve performance.

Lastly, only 10.8% of respondents suggested internal and external inspection to be increased because they felt standards in schools are dropping due to absence of vigilant inspection of what teachers are doing and their attendance. This was supported by one head of school and commented that:

> **"……** *In order to improve performance in our schools the inspection sectors must be put in forward and starting from internal inspection to external. We as head of school must inspect all activities concerning teaching… like attending of teachers to their periods, teachers must use syllabus when preparing their teaching plans …"*

In general, teaching at secondary schools requires lots of attendance and all stakeholders need be involved to improve school performance.

(iii) Other Issues

The last question asked respondents to make any extra comments about teachers motivation in public secondary schools in general. Below is a summary of those comments in themes

Table 4.12 Other Issues About the Use of Intrinsic and Extrinsic Motivation

	Frequency	**Percent**	**Cumulative Percent**
Teacher salary increased	68	52.3	52.2
The teacher on duty provide a duty allowance	42	32.3	84.6
Intrinsic motivation should be emphasized more rather than Extrinsic	20	15.4	100.0
Total	**130**	**100.0**	

Source: Field Data 2013

Table 4.12 indicates that the majority of teachers (52.2%) of respondents is demanding increase in salary so as to match with the increasing costs of living in Mwanza. Such requests are common among teachers. For example, Coombs (1985) cited that when teachers‘ salaries fail to keep pace with the cost of living they undergo a reduction in real income and result their morale suffers. Those same teachers when they are unable to shift to better paying jobs, they become demoralized and thus pulling down the quality of instruction. 32.3% of respondents commented that teachers on duty should be provided with duty appropriate allowances for their activities. These requests are in line with previous finding in this study where a similar suggestion was made by teachers as one of extrinsic motivators (table 4.9).

Finally, 15.4% of respondents (teachers) comment that intrinsic motivation must be implemented first rather than extrinsic motivation because its impact is long-term, is internally derived and is what really drives workers to keep motivated sustainability This implies that intrinsic motivation had a positive impact on performance. If teachers are not intrinsically motivated, it will pave the way to poor performance.

4.6 Overall Summary

The findings show teachers in public secondary schools in Nyamagana district are a motivation crisis. Teachers are not happy about current intrinsic and extrinsic motivators and that this has resulted in below average performance in secondary schools. The respondents (teachers) are crying to the Ministry Education and Training for re-think of the techniques for motivating teachers.

CHAPTER FIVE

5. 0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research findings as well as conclusions on each research objective as given in chapter 4, Implication of the results, Conclusions are also drawn on the findings presented in the chapter. The chapter further presents recommendations to the stakeholders in the Ministry of Education and Vocational Training (MoEVT) as based on the views of the respondents (teachers) on the research findings, Limitation of the study and area for further research.

5.2 Summary of Findings

(i) Research objective 1: To Establish Motivational Techniques Used by Heads of Schools to Motivate Teachers in the Nyamagana District of Mwanza

The findings in the research revealed that motivation for teachers to join the teaching profession are: job security, absence of job alternatives or prospects for employment. Salary though listed as another factor, was almost the lowest in order of importance suggesting that salary maintenance (hygiene) factor as known in literature.

(ii) Research objective 2: To Determine the Views of Teachers About Intrinsic and Extrinsic Motivation Factors.

The research findings revealed that the majority of teachers is motivated by intrinsic factors while few are motivated by extrinsic factors. Those of extrinsic factors that are available to teachers in other countries are absent in Tanzanian secondary school. These extrinsic

motivators include salary, free accommodation, free meals, weekly allowance, or remuneration for extra teaching.

However, those extrinsic motivators they exist in some schools are still inadequate to meet basic needs of teachers. The results further showed that even where intrinsic motivators are offered to teaching staff, the majority of them admitted that morale to perform was still less than adequate. This suggests there is silent strike among public secondary school teachers. These findings are in disagreement that of Aacha (2010) who found that performance of teachers in the studied primary schools in Uganda was good despite the fact that their motivation was inadequate.

(iii) Research objective 3: To Determine the Effect of Intrinsic and Extrinsic Motivation Factors Used by Heads of Schools and Vocational Training for Overall Teachers' Performance.

Intrinsic motivation: Research findings indicated that the majority of the respondents was intrinsically motivated by things like responsibilities they performed in the school which gave them a sense of control over others, interaction and development of relationship with other teachers, recognition and respect accorded to teachers by other teachers. Other forms of intrinsic motivation were job satisfaction and any kind of career development in the teaching profession they receive. This implies that teachers derived their satisfaction from work related environment and that gave high morale to perform better than average. Despite this, the majority of the teachers (75.45%) indicated that intrinsic motivation had to a small extent raised their morale to perform. Nevertheless, a significant positive relationship existed between intrinsic motivation and performance of teachers suggesting that the increase in intrinsic motivation also increased the performance of teachers. Thus

these results of this study agree with the research of Aacha (2010) who found a significant positive relationship between intrinsic motivation and performance of teachers in primary schools in Masaka district of Uganda.

Based on these research findings, it can be concluded that intrinsic motivation evidenced by job recognition of job satisfaction, career development and commanding control of other people in the community.

Extrinsic motivation: The research findings revealed that only few extrinsic motivators were available to teachers in various public secondary schools in Nyamagana district and these included free meals, regular salary payment and leave of absence in case the teachers had reasons to justify it. However, respondents indicated that the following extrinsic motivators: adequate salary, medical cover, weekly duty allowance and free accommodation were not available to teachers in Nyamagana public secondary schools. These findings imply that not all extrinsic motivators were available to teachers in secondary schools. As a result, the majority of respondents (69.2%) indicated that extrinsic motivators had a small effect on teachers' morale to perform their duties at the schools. These results imply that the inadequacy of extrinsic motivators through did not significantly affect the morale of teachers to perform, was of great concern among teachers. The results of this study also agree with the research of Aacha (2010) who found a significant positive relationship between extrinsic motivation and performance of primary teachers in the studied primary schools in Uganda.

5.3 Implication of the Results

The findings show that teachers in public secondary schools in Nyamagana district are not happy about current intrinsic and extrinsic motivators and that this has resulted in below

average performance in their school. The respondents (teachers) are crying to the Ministry Education and Training for re-think of the techniques for motivating teachers.

This result could provide a feedback to the education curriculum such as the inclusion of management courses like motivation so as to provide relevant and effective school performance and productivity in both public and private schools.

It is expected that the result was unveiled the effects of motivation which are used by heads of secondary schools, Ministry of Education and how teachers perceive motivational tools. Moreover the result provide a basis policy formation regarding the types of motivation factors will be used in secondary schools especially in the recent poor performance in secondary schools in 2010/2011 and 2011/2012 academic years.

5.4 Conclusions

The purpose of this study was to examine the effect of motivation factors that influence teachers' performance in public secondary schools.

It can be concluded that both intrinsic and extrinsic motivators are considered important by teachers. However, those motivators that are presently offered to teachers in secondary schools appear not to have impact on teachers' motivation level. In particular, teachers indicated even the extrinsic motivators such as salary and weekly duty allowance are inadequate to meet their basic needs.

Also not all extrinsic motivators were available to teachers in studying public secondary schools in Nyamagana district. However, the majority of the respondents were concerned about the inadequacy of current salary levels to meet their basic needs. Thus the study found that extrinsic motivators were present to a small extent increased teachers' morale to

perform their duties at school. Overall the results imply that Intrinsic is a motivator and Extrinsic is a maintainer both affects performance of teachers in school.

5.5 Recommendations

In this research several issues of concern about the motivation of teachers and their performance in public secondary schools were identified. The following are recommendations to address them singly or separately.

First, the study revealed that salary level for teachers in studied public secondary schools was regarded to be below average income earner in Tanzania. The majority of teachers complained about the inadequacy of their salary levels not able to meet their basic needs in the face of increasing cost of living in Mwanza city. This in lots of ways de-motivated teachers. The MoEVT in consultation with Teachers Representatives (CWT) should negotiate and set up an appropriate salary scale that is in tune with the current economic environment. This will not only ensure teachers get an adequate salary to meet at the basic needs but will also in many ways provide one of the important extrinsic motivation factors for teachers to increase their performance at schools.

Furthermore, the findings revealed a lot of other extrinsic motivational factors such as free meals, free accommodation, weekly allowance and access to advance payment in case of urgent teachers' requirements were not available to teachers in most secondary schools. These have resulted in high levels of de-motivation to teachers. The MoEVT should increase the current teacher's allowances in school and make them available to every school so that teachers will get motivated to go the extra mile to work hard and improve

students' performance. Accommodation needs to be provided to teacher to enable them live near schools since most of them reported to be living far away from their schools as they search for cheap accommodation. This would reduce lateness and absenteeism at school. It will also enable teachers to stay extra hours after school to give extra coaching to weak students and/or complete the set syllabus on time.

The study further revealed that although extrinsic motivational factors were important, teachers emphasized intrinsic motivation such as recognition for achievement, being given more responsibility, work environment and personal growth in terms of training and development were what they needed for sustained motivation. Thus, the heads of school should incorporate these motivation practices/tools in school management to enable teachers to be sustainable motivated and keep their performance at a high level.

The research also noted there is poor or little internal and external supervision. Teachers do what they please and as a result the standard at school have dropped to an alarming low level.The supervision by MoEVT should strengthen and a circuit of supervisors be appointed to do a routine inspection in schools to stop teachers from participating in secondary employment or not taking their work seriously. This will motivate teachers to be more regular and arrive early at school and avoid divided attention of searching for side employment. Their performance will also improve.

The study also revealed that there is inadequate or absence of teaching materials for teachers as well as for student learning. This has resulted in teachers teaching outside the syllabus and thus not able to prepare students well for their national examination. The MoEVT in conjunction with Regional Education Authorities should supply each school with relevant and adequate study and teaching materials. This will ensure students across

all schools in the country are taught what in the syllabus and get them better prepared for national examinations. This will also motivate teachers to teach students within the syllabus and complete the relevant materials on time.

Lastly, one of the key intrinsic motivation factors for teachers is professional training and development. This was noted to be lacking in studied public secondary schools and de-motivated teachers who wanted to advance their career in education. MoEVT should develop a national training and development policy and award programs based on performance, to enable teachers to upgrade their knowledge and skills. This will encourage them not only national competition among teachers but will also motivate them for high performance.

5.6 Limitation of the Study

In the course of conducting research, various problems were encountered.

The main problem experienced by the researcher was the refusal by some respondents to complete the questionnaire. Some respondents were not willing to cooperate even after they were shown a letter that gave permission to the researcher to conduct the study at respective schools. This was overcome in explaining the purpose of research and how the information was to be confidential.

The process of collection the questionnaire proved to be challenging because some respondents failed to complete the questionnaires on time and the researcher spent a considerable amount of time visiting secondary schools to follow up the collection of questionnaires. Despite this, an adequate number of questionnaires were returned to make the study valid.

In addition, there were no funds allocated to students by the University to conduct the research and this put a financial strain on the study. The research overcomes this problem by personally conducting the field study and working 8 to 12 hours per day.

In conclusion, the adoption of these strategies and tactics as outlined in this section enabled the researcher to put in place safeguards resulting in a valid and reliable quality research outcome.

5.7 Areas for Further Research

The results of this study have revealed there is an inadequate motivation of teachers and consequently low performance public secondary schools. There is need to investigate innovative strategies that can be implemented in highly disgruntled profession in Tanzania and help improve teachers' motivation and performance in secondary schools.

This study examined extrinsic and intrinsic motivation in public secondary schools in Nyamagana district, Mwanza city. There is need to conduct a more extensive study in other cities/regions in Tanzania to generalize the results to the entire population. The research revealed despite the importance of motivation, no study has been done on impact of motivation on student's satisfaction/ performance. There is therefore need to research about effect of motivation on students' performance in secondary schools.

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APPENDIX I

QUESTIONNAIRE FOR TEACHERS ONLY

My name is, Jamila M Mruma, a student of Open University of Tanzania pursuing a Masters Degree in Human Resources Management (MHRM) am carrying out research on Motivation and performance of secondary school teachers in Nyamagana Distict - Mwanza. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

SECTION A: BACKGROUND INFORMATION ABOUT TEACHERS
(Tick the right option or fill the right answer in the spaces provided)

1. Gender

(a) Male ☐ (b) Female ☐

2. What is your position in the school?

(a) Department teacher ☐ (b).Ordinary teacher ☐ (c) Teacher in training ☐

3. What is your age range? (*Please tick under only one of them).*

Age	20-25yrs	26-30yrs	31-35yrs	36-40yrs	Above 41yrs

4. Marital status

(a) Single ☐ (b) Married ☐ (c) Widowed ☐ (d)Divorced ☐

5. Highest education level attained (*Please tick only one of them*)

Qualification	1.Diploma	2.Degree	3.Postgraduate	4.Other (Please specify)

6. How long have you been employed in this school?

(a) Less than a year ☐ (b) 1-2 years ☐ (c) 3-4 years ☐ (d) 5-6 years ☐ (e) Above six years ☐

7. What department do you work in?

(a.) English (b.) Science (c.) Arts (History, Geography)

(d.) Business (accounting, economics etc.)

(e.) Other (please specify) _____

8. Monthly income

☐ < 100,000

☐ 100,001 – 300,000

☐ 300,001 – 500,000

☐ > 500,000

9. What motivated you to join the teaching profession?

☐ Job Security

☐ Good salary

☐ No job alternative

☐ Good Working conditions

☐ Other (please specify)

SECTIONB: INTRINSIC MOTIVATION SECTION AMONG TEACHERS

1. For each of the following statements, please indicate (by ticking) the extent to which you agree them, using the following scale: (*SA* for *Strongly Agree*, *A* for *Agree*, *U* for, *Undecided*, *D* for *Disagree and SD for Strongly Disagree).*

Statements	Responses				
	SA	A	U	D	SD
1.Teaching gives me a great deal of job satisfaction					
2.I enjoy teaching as a profession					
3.The challenging nature of teaching has kept me in the profession					
4. Teaching is a competitive profession in this school					
5. Teaching gives me recognition and respect from the community					
6. I have prospects for career development in the teaching profession					
7. The responsibilities I perform in the school give a sense of control over others.					
8. Teaching is one of my goals in life					
9. I am more useful to the community as a teacher than any other profession					
10. Teaching enables me to interact and develop relationship with people from many areas					

2. To what extent have the intrinsic motivators increased your morale to perform teaching responsibilities?

To big extent ☐ ↑

To Small extent ☐ ↑

Not at all ☐

SECTION C: EXTRINSIC MOTIVATION SECTION AMONG TEACHERS

1. For each of the following statements about extrinsic motivation, please indicate (by ticking) the extent to which you agree them, using the following scale: (*SA* for *Strongly Agree*, *A* for *Agree*, *U* for, *Undecided*, *D* for *Disagree and SD for Strongly Disagree).*

Statements	Responses				
	SA	A	U	D	SD
1. I am paid a salary that is enough to cater for my basic needs					
2. The school provides me free accommodation.					
3. I get free meals at school					
4. Salary payments are prompt					
5. The school offers weekly duty allowances					
6. Extra teaching allowances paid by the school help me to complete the syllabus					
7. The school offers financial assistance to teachers with parties					
8. It is possible to get advance payment from the school in case I have a financial problem					
9. The school organizes end of year party for teachers					
10. Teachers who perform well are given prizes					

2. To what extent have the extrinsic motivators increased your morale to perform teaching responsibilities?

To a big extent ☐

To a small extent ☐

Not at all ☐

SECTION D: PERFORMANCE OF TEACHERS

1. How do you rate the performance of teachers in this school?

Good and encouraging ☐

Average ☐

Bad and discouraging ☐

2. For each of the following statements about extrinsic motivation, please indicate (by ticking) the extent to which you agree them, using the following scale: (*SA* for *Strongly Agree*, *A* for *Agree*, *U* for, *Undecided*, *D* for *Disagree and SD for Strongly Disagree).*

Statements	**Responses**				
	SA	A	U	D	SD
1. Teachers come very early at school					
2. Always teachers come with lesson plans in class.					
3. There is regular marking of tests and feedback to students					
4. Teachers actively participate in co-curricular activities					
5.There is regular testing and examination of students					
6.Teachers supervise all school activities					
7. There is regular attendance to class lessons by teachers					
8. Regular attendance to extra lessons					
9. Teachers are efficient at maintenance of students discipline					
10. The turn up of teachers in staff meetings is high					

3. What can be done to improve teacher motivation in this school?

_____
_____
_____
_____

4. What can be done to improve teacher performance in this school?

_____
_____
_____

5. What other comments can you make about the use of extrinsic and intrinsic motivation factors/tools in secondary schools in Tanzania? Please write your comments below.

_____
_____
_____
_____

Thank you for your cooperation

APPENDIX II

INTERVIEW GUIDE –TO HEADS OF SCHOOL

My name is Jamila M.Mruma, a student of Open University of Tanzania pursuing a Masters Degree in Human Resources Management (MHRM) am carrying out research on Motivation and performance of secondary school teachers in Nyamagana Distict - Mwanza. I kindly request you to provide me with information... It will be treated as confidential and used for academic purposes only.

1. Please tell me a story of teachers' motivation in secondary schools in Tanzania

2. What form of intrinsic motivators do teachers have in this school?
   _____
   _____

3. What form of extrinsic motivators do teachers have in this school?
   _____
   _____
   _____

4. What do you suggest to be the best means of bringing about high job performance in secondary schools like this one?

   _____
   _____
   _____

5. What other comments can you make about the use of extrinsic and intrinsic motivation factors/tools in secondary schools in Tanzania?

   _____
   _____
   _____

Thank you for your time and assistance