

**CONTRIBUTION OF SOCIAL NEEDS IN MOTIVATING EMPLOYEE
PERFORMANCE IN PRIVATE SCHOOLS: A CASE OF PRIVATE SCHOOLS
IN TANZANIA**

JOVIN JOACHIM BITESIGIRWE

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CERTIFICATION

The undersigned, certifies that has read and hereby recommends for acceptance by the Open University, a dissertation titled, *“Contribution of Social Needs in Motivating Employee Performance in Private Schools”* in partial fulfillment of the requirements for the degree of Masters of Human Resources Management of the Open University Tanzania.

.....

Dr William A. Pallangyo

(Supervisor)

.....

Date

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.....

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.....

Date

DEDICATION

I dedicate this dissertation to my lovely family (Mr. and Mrs. JovinBitesigirwe and Brothers, Agricola and Henry) for their encouragement moral and material supports that inspired me through my activities while working on this research, thanks for their support.

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ABSTRACT

This study investigates the motivation as the social needs motivator to the employee performance, a case of private schools in Tanzania. Specifically, the basic aim is to identify social needs available in the Private Schools in Tanzania which influence employee performance, analyze factors which determine provision of social needs motivation and assess the contribution of social needs to employee performance. It has been a descriptive and analytical study conducted at the Genesis International School, Academic International School and Dar es Salaam International School. The sample consisted of 122 participants. Purposive sampling has been used as a technique to obtain the data. The study as well employed a qualitative, case study research design, using interviews, observation and documentary review. The analyzed and collected data was subjected to content analysis. Examining research findings of the study revealed that, poor performance has been caused by a several factors like, poor and of education among employee, poor health services, as well as poor housing/shelter among employees. The study found out that the Management members had lacked knowledge of the effects of the social motivation in the organization. Therefore, it came to my conclusion that lack of education and poverty was a major cause of poor performance of the employee at the Private Schools in Tanzania. To examine the situation of poor performance at the Genesis International School, Academic International School and Dare es Salaam International School, it was recommended that members of the organization should be educated on how various skills which are special for their field can help them to perform their work without forgetting the entrepreneurial skills.

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LIST OF ABBREVIATIONS

AIDS	Acquire Immune Deficiency Syndrome
CSEW	Classified School Employee Week
GDP	Gross Domestic Product
HIV	Human Immune deficiency syndrome
HRM	Human Resource Management
ICTs	Information and Communication Technology
MoEVT	Ministry of Education, Vocation and Training
NEMC	National Environment Management Council
NSSF	National Social Security Fund
PPH	Public Provision of Health facilities
PPTW	Public Provision of Tap Water
PPWS	Public Provision of Water Supply and Sanitation Facilities
UNDP	United National Development Programme
UPE	Universal Primary Education
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Introductions

This chapter presents the background of the study, statement of the problem objective, General and specific objective, research questions and significant of the study.

1.2 Background of the Problem

Several researchers have defined motivation in various ways. Day (2007) defines motivation as the forces acting on or within a person that cause the person to behave in specific goals or -directed manner that directs the behavior towards organization goals. March and Simon (2003) also defines motivation that it is a function of the character of the evoked set of the alternatives and strategies, the perceived consequences of evoked alternatives and the individual objectives and goals in which alternatives are to be evaluated.

According to Locke (2000) argues that motivation is the key to success in any organization. Management of an organization has the duty to motivate its staff to produce at its most effective levels. Lock (200) further argues that the success of the management of competitive organizations is measured by organizational performance, and quality output which in turn also depends on the level of satisfaction and commitment of staff organization members /staff towards achieving goals of the organization. Furthermore, Abdullah W. (2002) mentioned other motivational factors such as, interesting work, good wages and job security where employees feels secure at their work place.

Motivation is one among other factors, which can affect individual performance. That is what makes people to put extra put effort and energy into what they do or perform. A motive is a reason for doing something. Motivation is concerned with the factors that influence people to behave in certain ways. Armstrong (2007 lists three components of motivation as direction, effort and persistence (that is how long a person keeps on trying). Buford et al (2005) regarded recognition of work as the most important motivational factor. Motivation with a drive aimed at a goal and incentives (Armstrong, 2008).

Different scholars have discussed their own definitions of motivation. Most of the time they have included one or more of the following words, desires, goals needs, drives, wants, wishes, aims, motives, and incentives. The term motivation can be traced to Latin word “movie” which means “It moves”. This is evident in the following comprehensive definition.

Graham and Weiner (2003) define motivation as the study of why people think and behave as they do. According to this definition, in the working context, motivation should be conceptualized in the typical achievement behavior in which a worker depending on his / her goals considers work as a “temporary” situation.

Other researchers such as Anderson (1982) defines motivation as the forces either within or external to a person that arouse enthusiasm and commitment to pursue a certain course of action. Willingness is used to expend energy to achieve a goal or a set of goals. Therefore, motivation is a process governing choices or decisions made by individuals among alternate voluntary activities.

Employees are considered to be the human capital to the organizations and performance of them within an organization can lead to organizational failure or successes. The Performance of government function is important, many management academicians' studies had focused on personal factors trying to relate or predict job performance among government employees.

The management and administrations of many organizations should manage the resource appropriately in order to ensure success of their organizations. Shulze and Steyn (2003) argues that motivation represents the complex and competitive forces and needs which provides the energy for employees to perform a particular task. An employee who is motivated is found to be conscious of the achieved goals and directs his or her efforts on the direction attaining such goal.

Social needs levels are important to employees and all members of organizations as they help them to meet requirements of their life for best survival on their organizations. It is from this perspectives provision of motivation at workplaces is explained to encourage employees, to work hard in order for the employer(s) to continue to award them. Rewarding employees brings some effect to them psychologically, in psychomotor and affective (Georges, 2004).

- (i) Reward in this case of motivation, has been identified to direct employee's behavior toward particular goals and objectives. When employees perceives a situation that if he/she completes a certain tasks within a limited period of time will be awarded.
- (ii) Motivation increases both the psychomotor, effort and energy; through the increase of motivating and directing employee's activities which enhance the

use of muscular energy and that increases production or quality of services they provide to customers. The idea of motivation implies that communicating to an internal force that actuates a behavioral pattern, thought process, action or reaction (Paisey, 2000).

In the analysis of motivation, negative forces or positive forces from motivation can act as actuators. These forces will help employees on their groups work toward common goals and helps to reach them. This will assist employees to work towards their goals. These forces which are underpinned by motivation and are influenced by socio-economic groups, culture and environmental background (Torrington and Chapman 1993).

According to Françoise (1987), the objectives for industrial revolution were to rebuild the damaged nations which had occupied industries by utilizing the invention of new technologies. During industrial revolution, workers were utilized like machines in order to compensate the lost resources during war. Further, they were also forced to work for extra hours and the paid wages were very low. An example is taken from the workers especially those worked in return of food, shelter and were supposed to work on overtime.

These problems resulted into many of the workers during industrial revolution to demand high wages and better working conditions such as housing allowance, sense of belongingness among employer and employee, security, acceptance, status, life insurance, transport and demanded to be paid overtime whenever they worked more than normal time so as to perform better in their organization (Haugen, 2007).

Looking at across the world, it has been explained that financial constraints, market crisis and under production were among the things which had caused many employers failing to provide good motivation to employees. On the other hand, lack of commitment from employers, bureaucracy, favoritism and victimization among employees have been among the reasons underpinning poor and inappropriate provision of motivation among employers to employees (Kanzal, 1987).

Examining this situation in Tanzania, Tanzania has a large number of both formal and informal organizations which are competitive competing themselves and with other organizations inside and outside the country in order to win the business market. This situation shows the Importance on the provision of motivations in order to encourage employees from organization to be able to survive in business markets at national and international levels. This justifies the need for this study.

1.3 Statement of the Problem

As it has been realized that motivation in many working places is becoming of more importance and significant to the organizational development, most of the organizations are have been facing the problem of poor production as the result of poor motivator's design that can act as the guideline and platform for the future success of the organization once at the time their current employees retires, dies or resign from their position in the organization.

It has become a serious problem especially for the organization in third world countries like Tanzania considering that still no more research has been conducted to investigate how social needs helps to improve employee performance, for the

successes the organization success. This is not only happening to organization but as well in the Government system.

Despite of the fact that many studies has been done on motivation most of them were carried out in African countries like Ghana (Rao, 1990).The research findings indicate that few studies which were done in the developing countries including Tanzania. Therefore, this study aimed to investigate on how social needs act as a motivator to the employee's performance.

1.3 Research Objectives

1.3.1 General Objectives

To investigate motivations roleof socialneeds on improving employee performance.

1.3.2 Specific Objectives

- (i) Identify types of social needs available in organizations which influence employee performance.
- (ii) To analyze factors that determines the provision of social needs to employees.
- (iii) To assess role of social needs as the motivator ofemployee performancein organizations.

1.4 Research Questions

- (i) What are the types of social needs available in your organization that influence employee performance?
- (ii) Are there any factors that determine the provision of social needs for the employees?

- (iii) To what extent social needs act as the motivator to employee's performance?

1.5 Significance of the Study

The study was useful to researcher so as to be aware on the social needs motivation to employees which will bring higher efficiency in employee's performance and good industrial relation, since the researcher is the one among the staffs. The study gave awareness to the employees and other members of the organisation on the type of social needs motivation which was provided by the Private Schools in Tanzania.

It is my expectation that the findings of the study will contribute to reducing of labour turn over and maximum utilization of resources. The study is both useful to policy makers and implementers in order to be aware on the importance of the social needs motivation both introduced by the Government to its public and private employee's organization.

The findings of this study will also be beneficial to policy makers in the management of private and public schools who are responsible for planning the salaries and other incentives benefits of teachers in the government schools by helping them to become aware of the weaknesses in the current motivation offered to teachers and thus, they will be challenged to come up with strategies in order to improve the motivation offered to their employees.

1.6 Scope of the Study

The study focused on the assess motivator role of social needs on improving employee performance in Private Schools in Tanzania in relation to social protection

delivery system of Private Schools in Tanzania, it assumed all the information's from the branches are found at the headquarters. The scope of this study was limited to Genesis International Schools, Dares salaam Independent Schools and Academic International schools.

1.7 Organization of the Study

This research consists of five chapters, chapter one is focused on the general introduction, the background, the statement of the problem, the objectives of the study, research hypothesis, the significance of the study, scope and limitation of the study, and the outline of research project. Chapter two, focuses on literature review which is critical analysis of theories and empirical literature review done by other researchers.

Chapter three focuses on research methodology of the study. Chapter four presents data analysis of the results and discussions of findings and more focus on an attempt of interpreting the main findings of the study based on the listed objectives. Chapter five covers the summary of the major findings; conclusion, recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study in order to understand the state of knowledge concerning this problem, the Genesis International Schools, Dar es Salaam Independent Schools and Academic International schools as the case study.

2.2 Definition of Basic Concept

Motivation means the desire, wishes, needs and some of the other forces that energizes or activate and direct the behavior of individual towards desired goals in this case an organization (Batman and Snell, 1998). Needs are viewed as dispositions toward action (They create a condition that is predisposed towards taking action or making a change and moving in a certain direction focusing on organization goals (Batman and Snell, 1998).

Social need also refers to the kind of problem, challenges or requirements for a particular kind of response which individuals experience in a daily life (Batman and Snell, 1998). Performance is the ability of an individual person or group of people to accomplish a certain task as part of their contribution towards the accomplishment of organizational goals and objectives World Bank (2010).

In developed Countries, such as Tanzania, 30 percent of its population is below poverty line. This number becomes twice when we measure poverty in terms of

opportunities. In 1970 about 25 million people lived below the poverty line. Over time this number has approached to 50 million, over the same period of time, 42 million from African countries suffered from the poverty, disease and other basic human opportunities in health, education, social security and housing, sanitation facilities, safe drinking water and Decent Housing. These are necessary and important inputs in order to produce well nourished, healthy and educated population World Bank (2010).

The problem is on how we overcome these problems, Basic need Approach is considered a direct route to raise the capabilities of poor people, thus basic needs are to be fulfilled through increase in per capital income or direct provision of social services and adaption of constructive policies this has been emphasized by direct provision of social services and previously emphasized by the World Bank and latter by the UNDP.

World Bank also emphasizes on maximization of production and profit, increase in income and per capital income, increase command over goods and services to buy basic needs. Without having growth, development process cannot be sustained. UNDP emphasizes on public provision of social services by considering it as a direct attack on human poverty (World Bank, 2010).

World Bank argues that people are not wise enough to spend their incremental income wisely and precisely, the growth oriented policies benefits to few individuals and not the majority. Education and health has been considered as inputs where the

government action is necessary, by providing and building schools, hospitals. Public provision of social services such as Hospital and Schools can help to reduce bias against females in intra household allocation of resources in the household and society at large World Bank (2010).

The number of Public primary schools in each district of Tanzania indicates quantity; size of public investment and relationship to their needs which proves quality of education school, age population per school, Public Provision of Health facilities (PPH), Population per health units and Population per bed, Public Provision of water supply and sanitation facilities (PPWS) World Bank (2010).

2.3 Theoretical Literature Review Motivation Theories

Different scholars have defined motivation as follows. Mullins (2006) states that motivation is a process which can lead to job satisfaction. The relationship between motivation and job satisfaction is not transparent and can be illustrated by means of the motivational theories. According to Calder (2000), motivational theories can be classified into two categories, namely, content theories and process theories.

Referring to Mullins (2006) Content theories of motivation is specifically designed to related directly to job satisfaction and makes an assumption to a direct relationship between job satisfaction and improved performance among employees, while the process theories contemplate in more detail the relationship between motivation, satisfaction of employees and performance. This theory explains the factors within people that guide behavior and directs organization goals.

Nel et al. (2004) also refers to content theories as ‘what’ of motivation and to process theories as the ‘how’ of motivation. What it does to employees and how it works to employees, Nel et al. (2004) state that content theories concentrate on the needs and factors that motivate behavior of human being, and the same time process theories are focused on the sources of behavior pattern and the factors that affect the strength and direction of the behavior pattern of human being.

2.3.1 Maslow’s Needs Hierarchy Theory

Extensive research has been conducted in the area of work motivation and satisfaction and many psychologists have attempted to explain interests and values. One theory that has explored these factors is Maslow’s hierarchy of needs. According to Maslow, the individual personality is dynamic and continuously strives to satisfy a hierarchy of needs with an inherent tendency towards self-actualization.

Amongst others, Abdullah (2002) postulates that Maslow’s hierarchy of needs is divided into five levels. Level one of the hierarchy refers to the satisfaction of the psychological needs which include the basic needs such as housing, material and financial benefits impacting on employee job performance. At level two, the safety needs for security and protection from physical and emotional harm is prominent.

At this level, the employer must provide a safe working environment, while the onus rests with individuals to ensure their own personal safety outside of the work sphere (Abdullah, 2002). According to Arnolds and Boshoff, (2004), at this level, safety and security in the form of job security and fringe benefits, have been found to enhance employee job performance.

According to Abdullah (2002), level three refers to the social needs that entail the need for affiliation focusing on the relationship with co-workers or subordinates. At this level, social support of employees is necessary to enhance performance. The esteem needs exist at level four of the hierarchy and is divided into two parts, namely; need for recognition, a positive self-image and respect.

According to Arnolds and Boshoff (2004), individuals with high self perceived ability and self-image are more likely to be higher achievers on task performance than those who have a low self-perceived ability, low success expectancy and low self-image. The self-actualization needs are at the last level of Maslow's hierarchy and are arrived at when all previous levels have been satisfied to a large extent.

The satisfaction of self-actualization in the workplace is enhanced by creating opportunities for promotion, allowing autonomy, providing challenging assignments and the optimal utilization of individual's ability. This is specifically prevalent in the case of top management where the factors mentioned above impact positively on employee job performance (Maslow, A. H. (1943)).

As each need in terms of the hierarchy becomes substantially satisfied, the following need becomes dominant (Robbins et al., 2003). Although Maslow's needs theory is used extensively, wide criticism has been lodged against the theory as a lack of empirical evidence exists in substantiation for the theory. There is no evidence of the five categories of needs being reflected in order of satisfaction in any special hierarchy.

2.3.2 Hertzberg's Two Factor Theory

According to Hertzberg (1959), Hertzberg's two factors is a set of motivators that drives people to achieve. Hertzberg's theory consists of two dimensions known as "hygiene" factors and "motivator" factors. According to Hertzberg (1959), the hygiene factors also known as extrinsic factors are the parts of the jobs which create dissatisfaction but, if not present, only return the worker to job satisfaction.

These job factors include supervision, interpersonal relations, benefits, job security, salary and working conditions. Hertzberg states that hygiene issues cannot motivate employees but can minimize dissatisfaction and serve as a point of departure for motivation. On the other hand, satisfying motivator needs which are related to content and intrinsic aspects of the job can lead to job satisfaction (Robbins, 2003).

According to Robbins et al. (2003), investigations conducted by Hertzberg in terms of the intrinsic (motivators) factors and extrinsic factors (hygiene) suggest that the opposite of satisfaction is not dissatisfaction as was traditionally believed. The results of the studies reflected that the opposite of satisfaction is no satisfaction (motivators) and the opposite of dissatisfaction is no dissatisfaction (hygiene factors).

According to Schermerhorn (2003), Hertzberg's two-factor theory is an important frame of reference for managers who want to gain an understanding of job satisfaction and related job performance issues. Hertzberg's two-factor theory is a useful reminder that there are two important aspects of all jobs: what people do in terms of job tasks (job content), and the work setting in which they do it (job context).

2.3.3 McClelland's Need for Achievement Theory

McClelland's need theory was one of the popular motivation theories in the 1950's and his theory relates to management by objective. Robbins et al. (2003) report that McClelland's theory focuses on the needs for achievement, power and affiliation. The need for achievement, according to Greenberg (2009), is where individuals strive for goals that are challenging, but attainable, with the hope of feedback on achievement.

Greenberg (2009) further states that this need is concerned with an individual's longing to strive for personal achievement rather than the rewards of success. The need for power refers to individuals' desire to control their surroundings, including people and material resources. In this regard some people have a high need for personalized power while others have a high need for socialized power.

In terms of McClelland's need for affiliation, the need for affiliation is similar to Maslow's need to belong. The need for affiliation manifests itself in the desire to be liked by other individuals, to be accepted in a group and to enter into warm personal relationships. People with a high need for power and low need for affiliation make good managers.

2.3.4 Vroom's Expectancy Theory

Vroom also explained the scope of motivation as a process controlling choices between alternative forms of voluntary activities, the success of motivation is normally dependent on two factors, the value of the outcome should be high and that

the individual should be of the opinion that the task undertaken is to be attained and will lead to the expected outcome (Dessler, 2008).

2.3.5 Goal Setting Theory

Locke (2003) suggests aiming towards attaining a goal is an important source of work of motivation. According to Heery and Noon (2011), the goal setting theory develops from the notion that the behavior of employees in an organization can be changed by influencing their direction, goals and targets. Nel et al. (2004) suggests that employees are motivated if they become aware of what needs to be done in achieving a specific goal.

2.3.6 Tournament Theory

According to Lazear and Rosen (2011) model motivation within the firm in terms of a tournament (Tournament Theory). A motivation package is considered normally as the "prize" and the probability of winning depends on the function of productivity. The winner of the prize receives the salary, benefits, rewards, and prestige associated with the higher position or rank in an organization. Motivations are not awarded to workers because they are good, but because they perform well the responsibilities and duties.

The level of effort and attitude towards work depends on the size of the salary increase caused by the motivation (the prize or award). Therefore, it is not the absolute level of the high wage level that is important, but the wage increase after motivation is more important (Lazear, 2005). The Tournament theory also suggests that the number of contestants is normally known in advance and thus outside

competitors are not included in the award. Tournament theory states that motivation packages can be a substitute for incentive compensation at work place. A key distinction between both types of motivational instruments is the way performance is or can be measured in such organizations. Motivation is awarded based on relative performance, not absolute performance. Absolute performance is typically, though not necessarily, and can be used as a basis for performance pay (ibid).

2.4 Empirical Literature Review

In his study, May et al (2004) found that meaningfulness, safety, and availability of security were significantly related to motivation. They also found job enrichment and role fit to be predictors of meaningfulness; rewarding coworker and supportive supervisor relations were positive predictors of safety and security, while adherence to co-worker norms and self-consciousness were negative predictors at work place. In 2005, a survey conducted in Thailand on employee motivation at work place revealed only 12% of Thailand's employee population are 'engaged', 82% are 'actively disengaged' and 6% disengaged.

Other studies includes 2004, International Survey Research (ISR), the international research consultancy which completed a major survey into the nature and causes of employee motivation and how companies can improve motivation strategies to enhance business performances in their companies. Another was conducted in the UK and USA, by involving nearly 160,000 employees from across a broad spectrum of industries in those two countries. The survey has highlighted large variations among the two countries in terms of employees' overall commitment to motivation, attitude towards work, and involvement with their employers. For example, in the US, 75%

of employees were found to be engaged with their companies in most of the time, whilst only 59% of British employees were engaged. The research demonstrates that one size does not fit all when it comes to motivating employees to engage with their company and work.

Other studies study by Gallup (2004) found relationship between employee motivation, customer loyalty, quality output, business growth and profitability. The study compared scores of these variables among a sample of stores scoring in the top 25% on employee motivation and customer loyalty and quality output with those in the bottom 25%. Stores in the bottom 25% significantly under-performed across three productivity measures: sales and turnover

Another study was conducted study conducted in 2005 by Seijts and Crim (2006) involving about 85,000 people who worked full-time for large and mid-sized firms and found that 14% of employees were highly engaged in their job at 14%. The research also identified the need for empowerment; and the need employees want to be involved in decisions that affect their work. It was found that leaders of high-motivation workplace create a trusting environment to their staff.

In other studies on antecedents and consequences of employee motivation, Saks (2006) found a difference between two the types of motivation namely, job motivation and organization motivation, which he tried to argue that they are related but distinct constructs. He further argued that the relationships between both job and organization motivation, and their antecedents and consequences had differed in a number of several ways.

The study found out that outcome of employee motivation are positive (Saks 2006). There is another general belief that there is a link between employee motivation and business results in organizations. His study concluded that employee satisfaction and motivation are related to meaningful business outcomes at a magnitude that is important to individual organizations.

In another study, Ott (2007) found that higher workplace motivation predicts higher profitability among businesses in entities. Comparison with industry competitors at the company level, organizations having more than four engaged employees for every one who is actively disengaged, experienced 2.6 times more profitability than organizations with less engaged workers for every one actively disengaged employee.

Other studies done by Purcell et al's (2003) found that a number of factors to be strongly associated with high levels of employee motivation is connected with an employee's involvement in a practice related to their work performances. For example, effective communications among employers and employees was found to be a factor as motivation levels were affected by the information employees received about the company or organizations.

Employees having been involved in decision making affecting their job or work was also associated with high levels of motivation at work place. Employee motivation also depends on the manager or supervisor motivational skills. Cufaude (2004) argues that when managers employ a philosophy of 'servant-leadership' at work place, whereby a manager's primary role is in supporting and serving those around them, the environment becomes highly engaged and quality output is granted.

Soltis (2004) argues in order to create a highly engaged environment managers must be engaged; if managers aren't engaged it's unlikely employees will respond to any efforts to engage them in various activities. Employee motivation appears to be based on factors such as the relationship they have with their line and top managers and it depends on offering empowerment and that jobs should fit employees' interests at their organizations.

Another factor that can determine the level of motivation among employees is the meaningfulness of the job. A study by Kahn (2000) found that many people experience a greater search for meaning in the workplace (70%) than in life in general. The study also found that high levels of motivation can only be achieved in organizations where there is a shared sense of purpose which links people at an emotional level and raises their personal aspirations at work place.

May, Gilson, and Harter (2004) conducted a research in a large Midwestern insurance agency. They used a survey format which explored why some members are fully engaged at their work while others are alienated or completely not engaged. The results of this study confirmed that motivation is different from simple job satisfaction and entails the active use of emotions and behaviors.

Another researcher Harter et al. (2002) urged that one of the defining elements of employee motivation is the good quality of the measured concepts. Employee motivation is always related to meaningful business quality outcomes and many of the main issues of motivation are ones those which leaders, administrators and line managers have substantial influence. High levels of employee motivation was

positively correlated with customer satisfaction, sense of belongingness ,profitability and productivity.

Maslachet al's(2001) acknowledges that psychological conditions or antecedents and they are necessary for motivation at work places. The authors argue that employee-employer relationships at work places involves over time into friendship, trusting, loyal, and mutual commitments among the parties as long as the parties abide by certain 'rules' of exchange. The rules and regulations rules tend to involve reciprocity or repayment rules, in order that that the actions of one party can lead to a response by the other party.

Another identified factor was Stress As a key factor in employee motivation. A Gallup survey questioned employees whether they had three or more days in the past month when work stress caused them to behave poorly with their family or friends and closely related people. The findings indicated 55% of actively disengaged employees say yes, compared to 36% of not-engaged employees and 16% of engaged employees.

Relationships at the workplace were identified to have an impact on employee motivation. Employees who have rewarding interpersonal interactions with their co-workers and their line managers experienced greater meaning in their work. (May et al, 2004) also suggested that employee-client relations play a role in providing a meaningful work experience, relationship and have an impact on employee motivation.Differences of skills and ability levels also affect levels of employee motivation.

However, the most critical finding of the study is that it is the way in which people are managed that has the most significant impact on motivation levels. Employee motivation can be achieved in a work environment where involvement is encouraged, resulting in improved organizational quality and quantity performance, lower employee turnover and better health conditions.

Kahn (2000) suggests that psychological differences may affect individuals' ability to engage or disengage in their role performance, as they shape a person's ability and willingness to be involved or committed at work places. People would engage differently given their different experiences of psychological meaningfulness, safety and security and availability in specific situations.

Lack of motivation can affect the financial capability of an agency as well. Ayers (2006) explains the potential monetary impact by estimating whether an organization has employees who are only 30% to 50% percent engaged then 50% to 70% of the payroll is an ineffective expenditure of agency resources. Disengaged staff can turn committed employees against the organization objectives and goals(Ayers, 2006).

Another emphasize on the widespread of this problem is and how critical it is another study was done by Coffman (2002) in which hundreds of companies and firms were surveyed and found that 54% of workers were not engaged and 17% were actively disengaged. The companies surveyed were operating on only a fraction of the resources that should be available to them. Training and development of employees can help to retain employees at their work places and thus includes materials and psychological needs as pay on its own and it does not increase motivation among

staff however pecuniary motives are likely to be dominant among employees in less developed countries like Tanzania. In Sub-Saharan Africa, teachers' motivation is low and it has been detrimental to the quality of education (Fry, 2003)

As examined under the Secondary Education Development Programme (SEDP) planned by the government in order to improve secondary education in Tanzania, there is no massive and significant effort by the government to motivate teachers to remain in the teaching profession. Teachers' motivation does not appear to be the government's and development partners' priority area.

Other researchers like Chang (1999) examined relationship organizational motivation and retention among Korean researchers and discovered that the role of career commitment was strong in predicting motivation among employees. The more a person engaged within an organization, the more likely they are to stay. Motivation was also found to be related to attitudes towards money and satisfaction.

Employees' wages and salaries were considerably below the level of income necessary to ensure their adequate motivation. While entry salary for a teacher with a Diploma and certificate in Education in government schools schools less than Tshs. 150,000, the expenditure for a single primary teacher per month is at a cost of Tshs. 300,000. Considering a teacher with a family of one child, the estimated expenditure is TShs. 324, 000 (Fry, 2003).

Individuals with high motivation and low organizational commitment also tend to leave because they do not believe that the organization can satisfy their career needs

or goals. This is consistent with previous research that high career committers consider leaving the company if development opportunities are not provided by the organization. However, this group if their organizational commitment is increased (Chang, 1999).

Green et al (2000) analyzed a relationship between motivation and training at work places. He further suggested that establishments which enhance skills of existing workers have good motivation rates compared to those with no skills. However, motivation is lower when workers are trained to be multi-skilled, which may imply that this type of training enhances prospects of workers to find work elsewhere. Off-the-job training is associated with low motivation. An organization cannot survive without satisfying the personal motives of those who contribute resources to an organization. Having few participants refusing to continue in a good relationship is a serious matter. A business organization that loses its customers cannot survive for long time (Hellriegel, 2001).

The aim of an organization to train and develop employees, the better it will be able to retain the personal motives of its employees the better good outcome of quality products will achieve. We should take into consideration that every individual once employed by organization he/ she sets his own objectives apart from the organization goals. Therefore these objectives of employees are expected to be achieved in line with the organization objectives (Quick, 1998).

In order for the companies and organizations to attract, motivate, satisfy and retain good employees, organization must compensate them in such a way that they feel

over-compensated according to their perception of their quality output. On the contrary, an organization which under-compensates employees fails to attract, motivate, satisfy and retain employees, and as a result, employees may under-perform or look for employment elsewhere (Muray, et al, 2001).

According to the research done by HAKI ELIMU. Training and development of teachers helps to retain teachers at their work places and it includes “materials and psychological needs” as pay on its own that does not increase motivation among teachers. However, pecuniary motives are likely to be dominant among teachers in less developed countries. In Tanzania, teachers’ motivation is low and it has been detrimental to the quality of education (HakiElimu, 2004).

For a teacher with a family of one child or more, the estimated income expenditure per month was approximated to be US\$ 324 (Davidson, 2005). This finding is almost the same as another finding where teachers argued that the minimum salary for beginner per month should be at a range of US\$ 250-300) (HakiElimu, 2004). The figures above show that teachers are earning less than what is required for their human survival.

By considering the small salary given to teachers, there are always reluctant in receiving it. The country has introduced a bank system whereby employees have to receive their own salaries through the bank and pay housing cost from their pockets. Teachers are residing an remote area and working environment in such areas does not attract teachers especially those with high qualifications to work in very remote areas. There is a great shortage of staff accommodation and there are no good houses

in rural areas for teachers to rent either. This situation has made highly qualified teachers who are either in urban or semi-urban areas resigning and running from their work stations (Oluoch, 2006).

Commitment on such teachers' can be achieved by enhancing the status, giving them good accommodation, inculcating positive morale and professionalism. As it has been argued by the Global Campaign for Education (GCE, 2003), the government should also increase revenue collection and fight seriously against corruption and increase more accountability for public servants entrusted to provide services to teachers. Motivation like to all employees will help to retain teachers at their work places. In Sub-Saharan Africa, teachers' motivation is low and this has affected the quality of education offered to learners and their performance (Fry, 2003).

Once teachers are motivated, students will be comfortable to participate in classroom activities believing that they will learn something valuable and meaningful. The learning task given to students should not be ambiguous, but should be challenging and meaningful to them (ibid). Motivated teachers are willing to provide extra help with class work, providing guidance in personal matters and working on extracurricular activities. When the classroom learning environment is negative, students become more nervous, anxious, and uncomfortable to learn and taking something valuable from the teachers. Kiley and Jensen (2000) noted that teacher commitments affect achievement and productivity.

Students' achievement is likely to be greater in classroom where there is a better relationship between the actual learning environment and environment preferred by

students. Teachers who wish to enhance their students' achievement; should match their environment for individualization efforts with the preferences students demonstrate. Each individual ability and level of recognition should be examined ie the way we do things in the class doesn't match with the individual needs (ibid).

Several issues have been discussed by scholars to whether "teachers should be made to fit their working and living environment" or "working conditions should be made to fit learners". The authors also suggest that; due to students' diversity, teachers should be more creative in planning, and designing the lesson that will consider and accommodate the needs of teachers regarding working and living conditions.

According to Johnson (1996), there is a close link between living and working conditions of teachers and the academic performance of learners. Poor working and living conditions has negative effects on the academic performance of learners. Working conditions include; housing facilities, medical care, salaries and availability of teaching resources and equipments such as laboratories text books and furniture.

Another study conducted by Dawson and Dawson (2000) he urges that there is a strong interaction between job satisfaction and motivation. Motivation helps to increase the job satisfaction of employees and that helps to improve performance of employees and organization. Employees tend to show a favorable attitude towards organization objectives and hence contribute to organizational performance.

Another study conducted by Bedzin (2003) indicates that one of the impacts of motivation in an organization performance is to strengthen employees committed to

the organization and reduce the likelihood of staff or labour turnover. The degree of commitment of employees is directly proportional to the level of motivation that an employer offers to members of staff of the organization.

Similar study conducted by Mululi (2004) on perception of private sector employees towards employee motivation in Tanzania found that there is a lack of seriousness by the management and administration on explaining in detail how employee motivation is conducted and measured . The study also found that there is low level of awareness among middle and lower level employees on employee motivation.

A study conducted by Mahendeka (2010) on the impact of employee motivation on performance of public institutions in Tanzania shows that employee motivation does not contribute to better performance in areas of productivity or efficiency. Although on the other hand, the study found that employee motivation helps to raise the level of self esteem among employees who received positive feedback from employee motivation.

Torrington *et al*, (2005) conducted a study on factors that hinder effectiveness of employee motivation systems in the USA and identified lack of clear performance criteria (83%), poor working relationship between employer and employee (79%), lack of awareness on employee motivation among employee (75%), lack of performance feedback (67%) and lack of appraisal skills (33%) as the main factors. According to Machuve (2010), one of the challenges facing employee motivation in public institutions in Tanzania is lack of training offered to employees on employee motivation.

A study conducted by Mahendeka (2010) on the problems and challenges facing implementation of employee motivation in Tanzania strongly analysed that the process of employee motivation is perceived by some employees as an intellectual exercise and thus appears not to be simple to certain categories of employees especially to those employees who have got low level of education.

A study conducted by Mululi (2004) on the perception of private sector employees towards employee motivation in Tanzania revealed that poor participation among employees in planning and designing the employee motivation process is among the factors hindering successful implementation of employee motivation because it results in formation of unrealistic objectives.

Machuve (2010) and Mahendeka (2010), both identified lack of sufficient financial resources in planning and executing employee motivations to be among the main reasons why employee motivation fails to yield expected results. This has resulted in the process of employee motivation to be conducted in ad-hoc fashion and hence, the poor performance.

Lack of adequate time is also a factor that hinders the effectiveness of employee motivation. Employee motivation is considered to be a time-consuming process that requires a lot of time to be set aside for successful planning and implementation. If sufficient time is not set aside for planning the implementation of employee motivation, the process may fail to achieve its set objectives (Machuve, 2010). Another identified factor is Poor communication between the employer and the employee in an organization which can as well hinder the effectiveness of employee

motivation. For employee motivation to be effective Human Resources Managers must establish frequent, clear and open communication between the employer and the employee so that the feedback can be sent on time to respective employees (Powell, 2004).

Mrema (2007) conducted a study on factors that inhibit effectiveness of employee motivation by focusing on Non Governmental Organizations based in Dar es Salaam. Specifically, the study aimed to find out the challenges faced by local NGOs in conducting employee motivation to their employees. The study found that NGOs were still using traditional secretive approach to employee motivation.

For employee motivation to be effective; there needs to be understanding and rich consensus between the employer and the employee on the objectives of the employee motivation, how the employee motivation should be conducted, the frequency with which the appraisal should be conducted and the feedback mechanism through which performance results should be communicated (Powell, 2004).

Furthermore, the study found that, by using the traditional approach to employee motivation, the employee motivation failed to achieve expected outcomes and as a result, employees and human resources professionals in NGOs perceived employee motivation as a waste of time. To address the challenge, the study recommended that NGOs should adopt modern approaches to employee motivation.

Chang (2009) examined relationship organizational commitment and motivation among Korean researchers and found that the role of career commitment was

stronger in predicting motivation. The longer a person motivated within an organization, the more likely they are to stay. Motivation was also found to be related to attitudes towards money and satisfaction.

The research finding revealed that Individuals with high career commitment and low organizational commitment also tend to leave because they do not believe that the organization can satisfy their career needs or goals. This is the same with previous research that high career committers consider leaving the company if development opportunities are not provided by the organization (Chang, 2009).

Another research was conducted by Sanga (2007) on the impact of performance management systems on employee motivation and used the University Computing Centre (UCC) Ltd as a case study. The research findings of the study revealed that performance management systems implemented by the organization (including employee motivation) were poorly designed and poorly implemented, hence failed to have the expected impact.

The research finding also revealed that there was no overall blueprint on how to best design and implement performance management systems and this was due to the fact that here was no a fully independent Human Resources Department at the organization. The study recommended that UCC Ltd should establish an independent Human Resources Department responsible for among other things, employee motivation. Swai (2009) researched on the factors affecting the effectiveness of employee motivation function and focused on Tanzania Electric Supply Company (TANESCO) as a case study. Findings of the study revealed that employee

motivation at TANESCO was less effective due to lack of awareness on employee motivation system and lack of management support.

To further address the challenge of lack of management support in conducting employee motivation, the study recommended that the Human Resources Department of TANESCO should organize training for members of the management team of TANESCO on significance of conducting employee motivation. This will help the management to become aware and supporting of employee motivation.

Similar research was also done by Makoye (2009) researching on the factors affecting implementation of employee motivation in public institutions by focusing on Tanzania Automotive Technology Centre (TATC) as a case study. The study analysed several factors that affect implementation of employee motivation at TATC such as; lack of awareness and lack of coherence between objectives and TACT's vision and mission.

To address the challenge of lack of cohesion between the objectives of conducting employee motivation and the vision and mission of the organization, the study recommended that the objectives of employee motivation should be a reflection of the corporate plan of TACT. Also, the vision and mission of TACT should be communicated to employees to make employee motivation more effective.

In other research was conducted by a British examining the impact of training on motivation, Green et al (2000) concluded that, in aggregate, training has on average no impact on motivation. Although, training that is wholly sponsored by the individual (or their families) is on balance likely to be a considered to low

motivation. In contrast, when employers pay for training the downward effect on motivation is more likely.

Green et al (2000) detected a relationship between motivation and training. He suggested that establishments that enhance skills of existing workers have high motivation rates. However, motivation is lower when workers are trained to be multi-skilled, which may imply that this type of training enhances prospects of workers to find work elsewhere. Off-the-job training is associated with low motivation.

According to a study conducted on the relationship between wages and conditions on motivation, dissatisfaction with wages and work conditions was found to have a big impact on staff motivation. Mobley et al (2009) analyzed in his results of study that wages and work conditions that there is a direct relationship between motivation and wages. Better paid staff members are more motivated than underpaid staff members.

Campion (2011) suggests that the most important factor for voluntary turnover is higher wages or pay. Similarly, the author researched on the determinants of labour turnover using establishment-level survey data for the UK and found out that there is an inverse relationship between relative wages and turnover (organizations which offer higher wages had lower turnover).

Griffeth et al (2000) noted that pay and pay-related variables have an effect on performance. Their analytical findings examined the relationship between pay and a performance and turnover and concluded that when high performers are insufficiently rewarded. Their findings are supported by that reward and incentives, lead to higher turnover among high performers.

Taplin et al (2003) conducted a large-scale motivation study in the British clothing industry. Two factors emerged as the most significant reasons for employees leaving the industry. One was low level of wage rates in the clothing industry relative to other manufacturing sectors. Other reason referred to industry image with staff leaving because of fears relating to the long-term future of the clothing industry.

The study also examined the role of payment scale and systems on organizational performance. The researchers found that where there were flat-rate payments systems alone, average performance exhibited a statistically significant difference from the industry mean. Most firms in the clothing industry adhered to piece rate payment systems finding it to be the most effective way of regulating performance (Taplin et al, 2003).

2.3.7 Provision of Social Needs at Workplace

In Private organizations and Informal sector workers constitute a large and increasing part of the labor force in most developing countries. Many of them are not able or willing to contribute a reasonable percentage of their incomes to finance formal sector social insurance benefits that do not meet their priority needs. Therefore, informal sector and private organizations workers themselves need to (and have) set up health and other social insurance schemes.

For the case of Private especially Genesis Schools, Academic International Schools and Dar es salaam Independent School, the provision of social needs depends on various factors like the employees need and demand through their representatives or

demonstration. Employees have been able to press the organization to fulfill their demands and needs, this will enable the organization to provide services according to workers preference and importance.

Among other problems is demographic factor which implies the population size. Population structure of the Genesis International School, Academic International Schools and Dar es salaam Independent School, comprises of larger number of teachers than normal staff, an expectation of higher demand for training and coaching those teachers compared to normal staffs always appear as a challenge.

2.3.8 Work Performance in Relationship to Job Satisfaction

The two notions are closely related. In many Organizations one of the most areas is the relationship between job satisfaction and job performance (Judge, Thoresen, Bono, and Patton, 2001). Across their many studies, they found a mean correlation of (Iaffaldano and Muchinsky, 1985). There are also stronger relationships depending on specific circumstances such as mood and employee level within the company (Morrison, 1997).

Another researcher with similar view is Organ (1988) who also found that the job performance and job satisfaction relationship follows the social exchange theory; employees' performance is giving back to the organization from which they get their satisfaction. Judge et al. (2001) argued that there are seven different models that can be used to describe the job satisfaction and job performance relationship.

Many of these theories view the relationship between job satisfaction and job performance to be unidirectional that either job satisfaction causes job

performance or vice versa. Another theory states that the relationship is a Personality this has been researched by Wanous (1974). The underlying theory of this reciprocal model is that if the satisfaction is extrinsic, then satisfaction leads to performance.

Other models suggest there is either an outside factor that causes a similar relationship between the factors or that there is no relationship at all, however, neither of these models have more detailed research finding. The final model is “Alternative Conceptualizations of job Satisfaction and/or job Performance” This model discusses how one construct that has been used to predict job performance is personality. Scheider and Dachler (1978) found that, over time, satisfaction with a job remains unusually stable, which made them believe that it was people’s personality that was due to the satisfaction with their job rather than other variables. There are many different personality factors that have been correlated to job satisfaction positive attitudes toward one’s job can predict a high degree of job performance.

Other researchers like George and Brief (1996) and Isen and Baron (1991) have both found that employees’ attitudes are reflected in their job performance s related to motivation. If this is the case, then we can argue that there is a relationship between employees’ job satisfaction and job performance, as satisfaction is an attitude about their job although it has been found from both researchers that a positive mood is related to higher levels of job performance and job satisfaction.

Locus of control relate performance to people’s beliefs about how much control they have over their work life, or various other reasons (Rotter, 1966). Locus of control

has been correlated with job performances well as job satisfaction (Spector, 1997). Negative affectivity is people's tendency to have negative emotions, independent of the situation (Watson, Clark, and Tellegen, 1988).

According to Buss (1992), the Big Five factors (which for this study are Cattell's five Global factors of: extraversion, anxiety, tough-mindedness, independence, and self-control) have some influence on job performance. The original "big five" personality factors are emotional stability, extraversion, intellect/openness, agreeableness, and conscientiousness (Acton, 2002).

Acton (2002) compared the "big five" to Cattell's global factors. He found that extraversion is the same in both, tough-mindedness was the "big five" version of agreeableness, anxiety was the version of emotional stability; independence was the version of openness to experience. It seems to be a common assumption that employees who are happy with their job should also be more productive at work (Spector, 1997).

It was found that the factors of dominance, imagination, self-sufficiency, and warmth were related to. Performance Schuergel and Ekeberg (1994) found similar results in their study, in comparing the five global personality traits with, performance they found correlations between performance and extraversion, anxiety tough-mindedness independence and self-control.

The results obtained from these correlations were not convincing, although they were significant. The research found that less dominant, less skeptical, and less exacting

were considered to be of more with high performers. High performers were more tough-minded, resolute, more utilitarian, objective, unsentimental, more grounded to the practical solution oriented more emotionally stable.

2.5 Research Gap

From the literature reviewed in this study, it is clear that most of the studies that have been researched have concentrated on social needs in general. There have been, no study that has been done to make assessment on the relationship between social needs and performance. This research intends to fill the gap by investigating on social needs as the motivator to the employee's performance.

2.6 Conceptual Framework

The conceptual framework was used during the study and a model (Figure 2.1) was designed for effective researcher performance during the study.

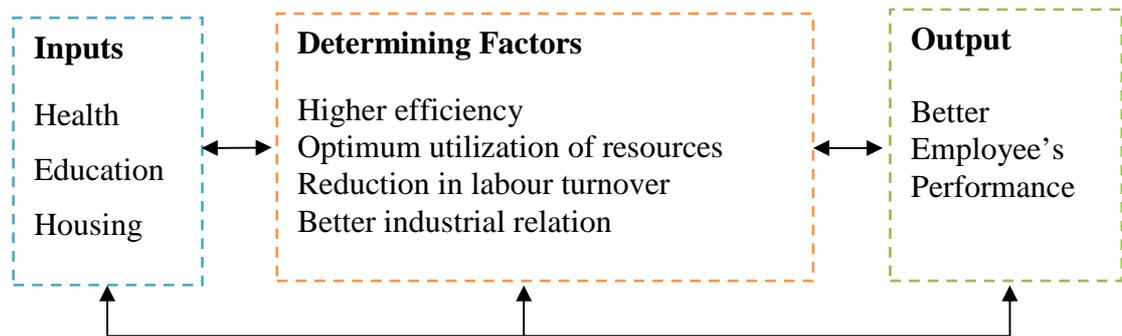


Figure 2.1: Conceptual frameworks on the assessment of the influence of social needs as the motivators on employee performance

Source: Researcher, 2015

The framework consists of the inputs such as health, education and housing which were independent variables. The process consisted higher efficiency, optimum utilization of resources, reduction of labour turn over and better industrial relations.

These were considered to be dependent variables. Furthermore, other dependent variable was in the output which is better employees' performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter in light the methodology used the areas of the study and reasons which made to select choice of area are explained. It provided explanations on research design and approach, the population, sample and sampling procedures, data collection methods and instruments to be used during data collection, data collection, data analysis and data interpretation.

3.2 Research Design

The adopted approach based on a presumption that a simple well, selected case study could enable a person to challenge an existing theory and provide a source of new hypotheses. Therefore the researcher uses a case study design during the study. Case study according to Nisbet and Watt enables researchers to understand how ideas and abstract principles in a given study can fit together (Nisbet and Watt, 1984).

3.3 Area of the Study

The research was carried out in Dar es Salaam selected schools (Genesis International School, Dar es Salaam Independent School and Academic International School), which is situated in the Dar es Salaam city. The school was selected due to the number of training programmes they have and easy access of the information's under the study. It was easy for the researcher to access information and to get top School's management.

Also, the study area consists of heterogeneous mixture of employees with different mode of motivations. This enables the researcher to collect valid and reliable data from these different groups. Lastly, Dar es Salaam region and its Private schools is familiar to researcher thus, it was easier to obtain data and to get necessary assistance morally and materially if needed and also the area is mostly influenced with the social motivation to its employees.

3.4 Research Approach

In this study, the researcher adopted a qualitative design, with an element of quantitative design also was being used in the data collection from students. Mason (1998) defines qualitative research as multi-method in focus, involving an interpretive and naturalistic approach to its subject matter. It insists an emphasis on the qualities of entities; processes and meaning that cannot be experimentally examined or measured.

The qualitative approach is used because it enables the researcher to obtain and interpret informants' meaning and experiences in their natural setting. According to Denzin and Lincoln (2000), the qualitative approach helps the researcher to study a phenomenon in its natural setting and attempt to make sense of it, or to interpret a phenomenon in terms of the meaning people bring to it.

Cohen, Manion and Morris (2000) argue that qualitative research methodology is reported in terms of verbal description, rather than numerical form. Therefore, it enables the researcher to obtain participants' views and opinions on the topic under

study. The case study on the other hand, enabled the researcher to obtain in-depth and rich data from informants.

Despite many positive aspects of qualitative research, the researcher lengthily became aware of its limitation. For example, apart from its wealth of detailed information, one of the negative impacts it reduces the possibility of generalization because the number of cases studied is much smaller. In defending this, Bogdan and Biklen (1992) asserts that the findings of qualitative research are non-representative and non-generalizable.

Another criticism of qualitative research challenge it on the ground that its findings are subjective as the interpretation of the data depends on the researcher's insights on the ground that there is no form of research which is free from human bias, all research whether qualitative or quantitative has some elements of subjectivity. They further argue that, what is mostly considered in determining the quality of the research are skills, sensitivity and integrity.

3.5 Population

Many researchers have defined population in various ways. Best and Khan (1998) define population as any group of individuals who has one or more characteristics in common that are of interest to the researcher. In this study the target population was mainly from the Genesis International School, Dar es Salaam Independent School and Academic International School staffs which are about 150 staffs, range from director, managers, teaching staffs and administrative staffs.

3.6 Sample and Sampling Procedures

A sample, according to Best and Khan (1998) is a small portion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. Miles and Huberman (1994) argue that a small size sample characterizes qualitative studies.

It is a sample sufficient to provide maximum insight and understanding of the problem under study. Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002).

This study obtained information from a sample of about 122 employees, which the table below indicates as follow:

Table 3.1: Sample Distribution

Respondents	AIS	DIS	GIS	Total	%
Director	2	2	1	5	4.1
Top managers	2	2	2	6	4.9
Heads of departments	4	4	4	12	9.8
Teaching staffs	33	33	33	99	81.1
Total	41	41	40	122	100

NB: GIS = Genesis International School,
 DIS = Dar es Salaam Independent School and
 AIS = Academic International School staffs
 Source: Researcher conceptualizing, 2015.

Purposive sampling method used to get respondents from a group of directors, managers and support staffs. Random sampling method was used to get the required number of respondents from teaching staffs i.e. 99 respondents. All above mentioned groups of respondents participated in this study because they were able to provide the responses to questions which were posed to them.

3.7 Data Collection Methods and Instruments

In this study data was collected from both, primary and secondary sources of data. Primary data collection employed several methods: observation, structured and unstructured interviews and questionnaires. The need to use such a combination comes from the fact that no single instrument is reliable enough to give dependable result (Shipman, 1975).

Different approach regarding sample and sample selections has been considered. According to Jacobs and Razavieh (1996), triangulation means the use of multiple research methods to verify the findings. Bogdan and Biklen (1992) observed that exclusive reliance on one method may bias or distort findings of a particular reality she/he is investigating. What is significant and certain is that research techniques or instruments have shortcomings that need to be complemented by the use of other sources.

3.7.1 Primary Data

3.7.1.1 Questionnaires

The questionnaire considers both closed and open ended questions both closed questionnaires which seek to obtain specific information and open ended

questionnaires which seek to collect general opinions were adopted by the study. The method intended to test the way respondents perceive role of social needs on improving employee performance in the organization and to analyze factors that determines the provision of social needs to the employee performance.

3.7.2 Interview

This is another important way of collecting data this is a purposeful conversation between a researcher and respondents. It aims at getting firsthand information from respondents. It allows the researcher to enter into person's worlds and understand their inner perspective, including the meaning they make from those perspectives (Best and Khan 1998). Their major advantage is that they assist the researcher to make best use of the limited time available.

Both structured interviews seek to obtain specific information and unstructured interviews which give the respondents room and enable to speak his or her mind on general issues were employed or questions being asked. Considering these strategies, information about the actual experience of the respondents on social needs to the employee will be weighed, and ways to rectify the problem sorted out.

3.7.3 Observations

This is considered to be done naturally from the environment. In observation, observer's role may vary from full participant to complete outsider. It is a very important tool in qualitative research types. It can also be one of the setting or physical environment at work places, social interactions among employees, and

physical duties planned and unplanned activities (Khan and Best, 1998). The researcher observed availability of various facilities (support services), as they are important ingredient for the successful employee performance.

Information and communication devices (computers), provision of training/short courses, health services for the workers, Communication channel and incentives (house allowance, job security and property security of employee working and bonus) and loans (plots/car). Data from observations constitute primary data. The observation schedule was designed to ensure that all identified incidences are effectively observed.

3.7.2 Secondary Data

3.7.2.1 Documentary Review

Documentary review was another chosen source of data these tools are considered to be stable sources of data that can be used repeatedly. Documentary sources valued because they can provide more insights into the programmed under study by cross validating and augmenting evidence obtained from other sources. In this study documentary as secondary data were reviewed. These sources included: books, journals and articles, technical papers relating to motivation issues.

A part of the documentary review data collection method, various documents were reviewed which include reports, articles, journals and books. Data from documents constitute secondary data for the study. Information extracted from these sources was used to complement the primary data gathered through interviews method.

The researcher has analyzed the collected data through organizing and breaking them into manageable units, synthesizing them by means of table, graphs, percentages, and decimals and finally deciding what to tell them through description of data analysis. The researcher analyzed data according to research questions and objectives in order to identify the results achieved. After gathering the required information, Quantitative and qualitative data analysis techniques was employed in this study.

Data was analyzed using in MS-Excel. Some collected data was categorized and transformed into symbols that may be tabulated and accounted as used. Based to the result from the questionnaire and data entry the data was kept in the format which yield the better outputs, this means after coding data was ready for analysis. Most of the data in the study was in quantitative form though also qualitative data was featuring in.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents findings of the study and interpretations basing on the research objectives which focused on the kind of social needs available in the school, factors which determine provision of social needs motivation and the assessment on which social needs motivation contribute to the performance of employee, as the case study at the private schools in Tanzania.

4.2 Background Characteristics of Respondents

This part provide brief description of some demographic characteristics of the sampled respondents, specifically age, sex, education, employment, marital status, and religion. Examination of these characteristics of individuals not only helps the accuracy of the data also provides a look at trends in these characteristics over time, most importantly it provides basis for the analysis of the way these characteristics are related.

4.2.1 Age and Sex of Respondents

Respondents involved in this study were mostly people with their working station in the selected schools. Therefore; all respondents were familiar with Schools and its social economic life. All 120 respondents were people whose age ranged between 30 and 55 years. Fifty eight (48.33%) were male while sixty two (51.67%) were female. The difference in respondents' sex could be explained by the fact that, there are no big differences in the level of education with respect to sex of the respondents.

Table 4.1: Shows the Distribution of Respondents by Age and Sex

Age Range	Male	Female	Total	%
30 – 35	16	20	36	30
36 – 40	10	12	22	18.33
41 – 45	16	18	34	28.33
46 – 50	10	10	20	16.67
51 – 55	6	2	8	6.67
Total	58	62	120	100

Source: Researcher Findings, 2015

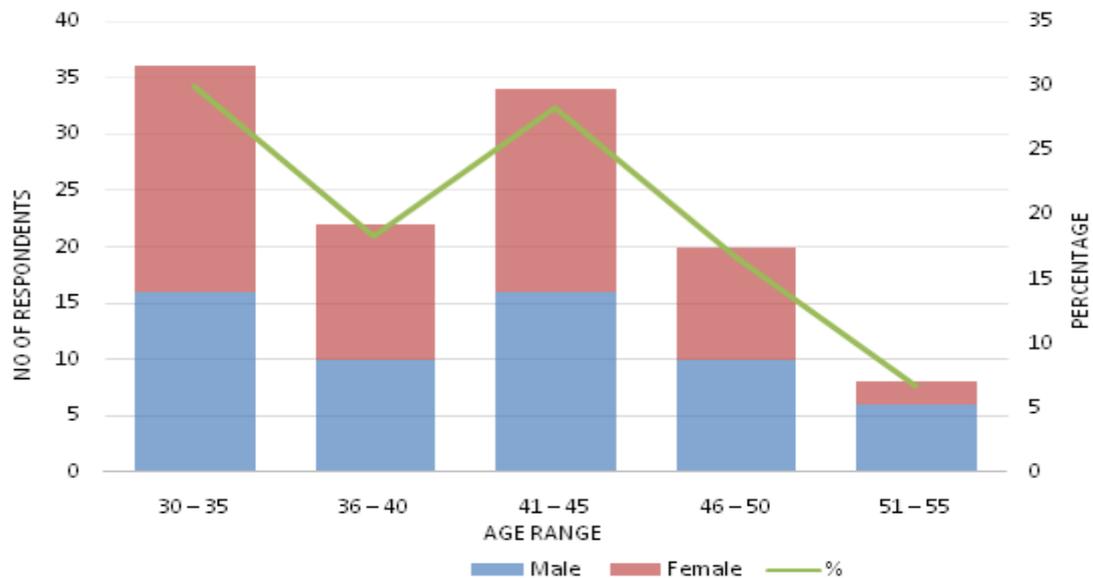


Figure 4.1: Shows the Distribution of Respondents by Age and Sex

Source: Researcher Findings, 2015

These findings suggest further the age groups of the majority of the respondents are energetic and able to build the nation. Age is an important factor in this study, Tanzania has largest proportional of its respondents in the younger age groups than older age groups. The variations in ages of respondents ability to be recruited and

retained on the employment also it may affect their ability to be motivated by the existing motivation schemes as different age groups may gave different perception, aspirations and feelings towards motivation at work place.

Table 4.2: Marital Status of the Respondents

Marital status	Frequency	Percentages
Not married	34	28.3
Married	74	61.7
Separated	7	5.8
Widowed	5	4.2
Total	120	100

Source: Researcher Findings, 2015

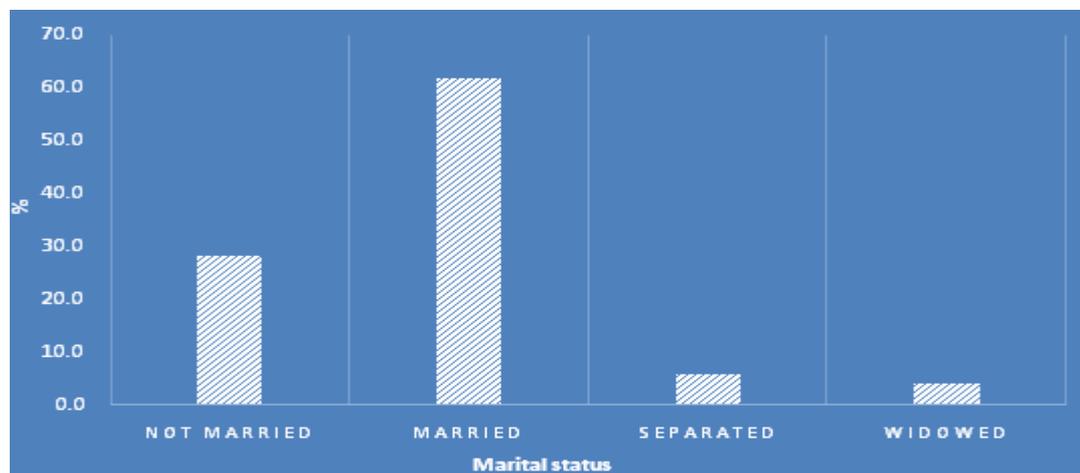


Figure 4. 2: Marital Status of the Respondents

4.2.2 Education Level

Findings show that the education level of the respondents ranged from form secondary school to post graduate Degree. Seventy eight percent (78.3%) of

respondents had their education level range from secondary school to certificates/diploma and 16.7% hold bachelor degree. Only 5% of the respondents hold Master Degree as illustrated below. This shows currently the organization is pushing for more professionalism and knowledge base for better services.

Table 4.3: Education Level of Respondent

Level	No. of respondents	Percentage (%)
Secondary education	4	3.3
Certificates/diploma	90	75.0
First Degree	20	16.7
Post graduate	6	5.0
TOTAL	120	100

Source: Researcher Findings, 2015

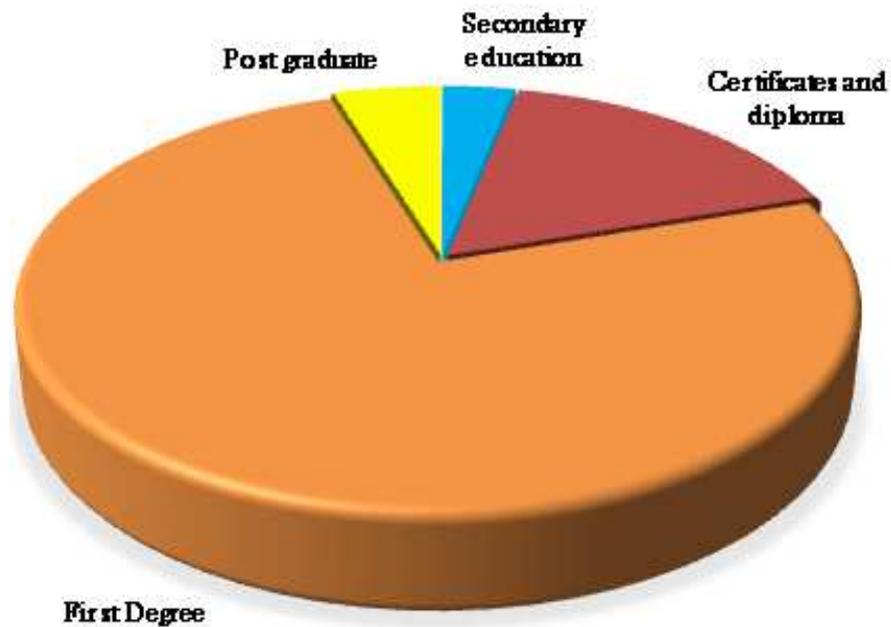


Figure 4.3: Education Level of Respondent

Source: Researcher Findings, 2015

4.2.3 Working Experience

Working experience of an employee has influence on motivation. Table that follow indicates that the study included both people with low and higher experience. It was found that 31.7% of the respondents had 1 to 5 years in public institution while 20% of the respondents had working experience of more than 10 years. A total of 45% of the respondents have experience between 6 – 10 years.

Only 3.3 have experience less than one year. This distribution is not surprising as the private sector tends to employ new workers also most every year to fill the gap of the retired and in active one but also to meet the demand of educations because there is increased rate of students to get educations in the country and private sector play a greater role.

Table 4.4: Working Experience

Experience	Frequency	Percentages
Less than 1 year	4	3.3
1 – 5	38	31.7
6 – 10	54	45.0
More than 10	24	20.0
Total	120	100

Source: Researcher Findings, 2015

4.2.4 Income Levels

Forty two (70%) respondents had their income per month below Tshs.500, 000.00, while eight (13.3%) respondents had their income between Tshs 500,000.00 and 1,000,000.00. Only ten (16.7%) respondents reported an income per month to be

above 1,000,000.00. These were individuals who were employees or dealt with some small project within the organization. The income of the respondents proves that majority of the people are poor.

Table 4.5: Monthly Income Distribution of Respondents

Income per monthly (Tshs)	Frequency	Percentage (%)
Below 500,000	84	70
500,000 - 1,000,000	16	13.3
Above 1,000,000	20	16.7
Total	120	100

Source: Researcher, 2015

Identify types of social needs available which influence employee performance.

To analyze factors that determines the provision of social needs to the employee performance. To assess role of social needs as the motivator of employee performance.

4.2.5 Social Factors Contributing to Poverty

Studies did on motivation point out that social factors play a critical role in persistence of poverty in any human society which in one way or another lead to poor performance of employee. Serageldin (1995) underscores the importance of the linkages between employee performance and economic growth. Aside from the demographic and economic indicators, several social indicators are correlated with poverty and household living standards. The most widely used are measures of health, education and shelter.

The four common types of indicators are normally used to characterize health in analyzing a household's living standards. These indicators include anthropometric

indicators such as weight for age, height for age, and weight for height, nutritional status, for example, disease status, for example, infant and juvenile mortality and morbidity rates as related to certain diseases such as malaria. The availability of health care services such as primary health-care centers, maternity facilities, hospitals and pharmacies, basic health care workers, nurses, midwives, doctors and traditional healers, and medical service such as vaccinations, access to medicines and medical information and the use of these services by all employees no matter what salary he/she acquire..

4.3 Factors which Determine the Provision of Social Needs Motivation

A survey questionnaire administered to respondents asked participants to rank the ten motivational factors according to how each factor would influence them at work. The most important factor was to be ranked 5 and the least important factor was to be ranked 1. All factors were to be ranked and no rank could be used more than once. The figure below presents the collective rank order of the 10 motivational factors according to how important each is in influencing the respondents.

Table 4.6: Collective Rank Order of Motivating Factors According to Respondents

Rank	Factor	A	B	C
1	Job satisfaction	540	63	20.9%
2	Promotions/expectation	530	55	18.2%
3	Recognition	521	20	13.6%
4	Good salary	496	27	13.6%
5	Organizational/management styles	466	16	6.6%
6	Satisfying goals	458	17	8.9%
7	Team spirit	455	41	5.3%
8	Good working conditions	445	41	5.6%
9	Working hours	423	17	5.6%
10	Possibilities of layoffs	331	5	1.7%

Notes: Column A-Shows the sum of the ranking given to each factor by the total respondents, the smaller the sum of the total rank, the lower the factor was ranked as a motivational factor. Column B. shows the number of times respondents ranked the factors most important.

Column C-shows the percentage of respondents who ranked a particular factor as most important (5)

Sum of respondents who ranked a factor most important

***100% Column C =** _____

Total number of respondents who ranked any factor most important

Hence it could be seen from the table that column C is a derivation from column B this explains why if we count from the excel sheet how many times the number 5 appears on each questionnaire from the total sample size (122) we get the corresponding result for each factor.

From the review of data, 20.9% or total of 63 Of the 122 participants, as shown in column “B” in table 4.6 above,” ranked job satisfaction “as the most important motivational factor. In fact, it was the most popular number one motivational factor across all the categories and subgroups in this survey. The remaining 79.1% was shared among the 9 other factors while 1.7% ranked possibilities in layoffs.

The second highest ranked factor was “promotion/expectation representing 18.2% of the total respondents, followed by Team spirit 13.6%, Good working environment 13.65% respectively. The figures under column “B” in figure 5.2 above represent the

Excel results (see appendix 1). When the total ranking of each factor by each respondent was entered.

The total ranking given to “job satisfaction” for example was equal to 540 followed by followed by “Expectation/promotion” with a total ranking of 530. The least two factors: working hours and threats of layoff” were both given a total rank of 423 and 331 respectively. Note the lower the total ranking given to a factor; the less important it is as a motivational factor and the lower the ranking the lower it is as a motivational factor.

It is interesting to observe that all four factors mostly ranked by USBE students fall within the original Maslow study the other motivator factors were ranked 5th, 6th, and 7th respectively in this thesis. The undisputed ranking of “Job satisfaction, as the most important factor (63 of the total 122 respondents) clearly shows that managers and organizations by no means should underestimate its importance.

Table 4.7 shows the categories into which respondents were divided in the factors that influence them survey carried out for this thesis. The collective rank order of factors by the entire group of survey student’s (122) is presented and the figure also makes it possible for the responses of each subgroup to be compared with others and also that of the entire group.

The most obvious general observation that could be made from Table 4.7 above is that the entire group of survey participants and each of the subgroups consistently ranked “job satisfactions the most important motivational factor. Working conditions

and threats of layoffs were often than not given the least importance ranking than any of the other factors. The responses or results from the various subgroups are discussed thereof:

Table 4.7: The Factors that Influence Respondent's Rankings by Subgroups

Factors	Females	Males	20 and below	21-25	26-30	31 and above
Good working conditions	3	3	1	3	3	1
Promotion /expectation	2	2	1	2	2	3
Organization/management styles	8	8	6	9	6	6
Team spirit	4	4	4	4	4	4
Job satisfaction	1	1	1	1	1	1
Recognition	5	9	9	5	6	9
Working hours	5	7	6	6	6	4
Goals attainment	7	6	6	8	5	6
Good salary	9	5	5	6	9	6
Threats of layoff	10	10	9	10	10	9

This objective intended to identify factors which determine provision of social need at the selected school.

Table 4.8: Responses on factors which Contribute to the Performance of Employee

Responses	Frequency Distribution		TOTAL
	YES	NO	
The demands and needs of workers	55 (91.7 %)	5(8.3%)	60(100)%
Demographic factor	50 (83.3%)	10(16.7%)	60(100)%
Economic factor	55(91.7 %)	5 (8.3%)	60(100)%

Source: Field Data, 2015

Table 4.8 indicates that: 55 respondents said that the demands and needs of workers was a factor which determined provision of social needs while 5 respondents said the workers demands and needs was not determinants of social needs provision. Table

4.8 also indicates that 50 respondents said that demographic factors determined the provision of social needs while 10 respondents refuted the response by claiming that demographic factor was not determinants of the provision of social needs.

Table 4.8 also indicates that 55 respondents said that economic factors was among determinants for the provision of social services at the Genesis International school while 5 respondents said that economic factor was not determinant of the provision of social services. The review from the interview of respondent concerning provision of social needs at the Genesis International School revealed that, most of respondents said, it depends on various factors like employees need and demand.

Through their representatives voicing on their behalf and or demonstrations employees can press the organization to meet their demands and needs. Such demands and needs of employees will enable the organization to provide services according to workers preference choice and importance.

Another factor is demographic which implies the population size. When the population structure of the Genesis International School, Academic International Schools and Dar es Salaam Independent Schools have allocation of number of duties than normal staffs required. It another expectation that there will be higher demand for let say training those employees compared to normal staffs and vice versa. By considering the population structure, this enables both Genesis International school Academic International Schools and Dar es Salaam Independent Schools organization to plan on what services to provide to such population.

It was concluded from the study that economic factors entailed availability of funds which are significant in the provision of social services. According to one respondent, lack of finance was a limitation to the extensive staff training and development.

Respondents explained that lack of facilities and equipment also affected the provision of social services because the school did not have funds to buy things such as chairs, desks, computers and accessories to mention a few. This of course affected infrastructures of teaching and learning especially at Genesis Schools. Respondent From Academic International Schools argued '*..... We do not have area for car parking, to keep teaching and learning resources, All of these affect training and work environments*'.

Demographic factor was mentioned to be major determinants of social service provision at the Genesis International School Academic International Schools and Dar es salaam Independent Schools. Twelve respondents explained that good work environment is a social factors and the hotness in Dar es Salaam necessitated the institute to equip building with air conditioners, table and ceiling fans. The respondent continued to argue that

4.4 Contribution of Social Needs Motivation to Employee Performance

This objective intended to analyze the contribution of social needs in motivating employees' performance. Respondents (N=122) provided different responses as table below indicates.

Table 4.9: Responses on Social Needs Motivation Which Contributes to the Performance Of Employee

Responses	Frequency Distribution		TOTAL
	YES	NO	
Provision of Education/Training	45 (75%)	15 (25%)	60(100)%
Ill health	50 (83.3%)	10 (16.7)	60(100)%
Shelter	35 (58.3%)	25 (41.7%)	60(100)%

Source: Field Data, 2009.

Table 4.9 shows that provision of education, ill health and shelter were the social factors identified by all respondents responsible for the better performance of the employee of Genesis Schools, academic International Schools and Dar es Salaam Independent School.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents conclusion and recommendations in the current study. It also provides the suggested areas for further studies, Limitations of the study are also discussed together with the recommendations that need to be taken into considerations for future study.

5.2 Conclusion

The findings of this study justify the importances of providing social needs to employees in order to improve employee's motivation and performance at work place. Employees feel motivated when they are assure of their basic needs for example food, clothes, shelter and security of their lives and properties. Assurance of basic needs and social need makes employees feel motivated hence performance is improved as the result of good motivation.

5.3 Recommendations

Based on the research findings the researcher made the following recommendations:

Human resources managers and line managers should observe the provision of social needs in their organizations in order to motivate their employees a situation which will improve employee performance. Security of employees should be taken care of in the areas of security at work and security for their properties like secured place for car parking.

Managers should put into consideration looking at how research is conducted throughout the world differs from country to country. Whilst the differences in measurement are to be expected given the disagreement surrounding what engagement actually is, it makes it very difficult to compare the engagement results reliably.

When an element of standards and quality of an organization is measured, be it financial or people related, most organizations will want to know how they compare with organization across the World. This suggests future research should focus on creating a standard measure of engagement to allow organizations to see how they measure up to other companies along a simple set of fundamental work qualities.

The study also recommends that organizations should allocate (budget) sufficient financial resources that are necessary for the effective implementation of motivation and Performance Management Systems. This will enable the organizations to provide their employees with a broad range of motivation such as basic social needs such as security, transportation, housing facilities bonuses, performance based pay, and competence based pay and opportunities for career development.

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APPENDICES

Appendix I: Questionnaire for Director, Top Managers and Heads of Departments

INTRODUCTION

Thank you in advance for your participation in this study. This study aims at investigating the influence of social need on motivating employee performance. We kindly appreciate your support for enabling us with information about what types of social needs available in the Genesis International School which influence employee performance, factors which determine the provision of social needs motivation and the contribution of social needs in motivating employee performance.

The findings of this study are expected to help in promoting of social needs in the organization for better of its performance and benefits to employees. Your response will remain confidential. The information you provide will be used only for research purposes without attaching any identity of individuals or be used otherwise. Kindly respond to each question as honestly and as fully as you can. You may skip the question that you think you cannot answer. Please do not write your name.

Please tick the roman number with a response that closely applies to the asked question as shown in the example (√) or fill in the blanks on the space provided.

SECTION A: BACKGROUND INFORMATION

1. Sex.....
2. Marital status.....
3. Educational level.....

- 4. Age.....
- 5. Size of your household members.....
- 6. Your occupation/professional.....
- 7. Your income per month.....
- 8. What kinds of activities are commonly practiced in your organization?
.....
- 9. Are those activities carried out throughout the year? (i)Yes..... (ii) No.....
If no, please explain.....
- 10. What factors do you think negatively affect those activities that are carried out in
your organization?.....

SECTION B:

- 11. Please rank the following factors in order of how each one will motivate you in
your future job or motivates you if you already have a study related job. (Where
1 = Most, 13 = Least)
 - 12. If there is any other factor that you find motivating at work please state it on the
space bellow:
.....
 - 13. What are three the most important factors you think that motivate other people?
(Please mark them using X)
- What do you understand by social motivation?.....
- 14. Social needs (Motivation) are a big problem in most organization in Tanzania.
Do you think it is also a problem in this organization?
Yes/No.....

15. Please explain.....

16. What do you think are the possible causes of provision of social needs in your area

- i.
- ii.
- iii.
- iv.
- v.

17. Do you think there is any relationship between education and employee performance? Yes/No. if Yes please explain.....

18. Do you think education can help you improve your performance in the organization? Yes/No. Explain.....

19. What are the common health problems in this area?
.....

20. How does organization's management help staff concerning health treatment.....
Are you satisfied with it? Yes/No.....
If no explain why and give suggestion for improvement
.....

21. Do you think health status of the people contributes to the employee performance in this organization? Yes/No, please explain
.....
.....

- 22. The organization seems to have a large number of employees, which implies a positive indicator for organization growth. Does number of employee lead to hardship in provision of motivation in this organization? Yes/No Please explain.....
- 23. What do you think are the factors used in determining the provision of social needs in your organization?
- 24. Lack of good industrial relation and labor turnover seems to be a serious problem in your organization. Explain why?.....
- 25. What do you think can be done in order to reduce poor utilization of resources in your organization.....
- 26. What is your opinion concerning the issue of social needs as motivator in your organization.....

Thank you for your Cooperation.

Appendix II: Interview Guide for Normal Staffs

Sex.....

Marital status.....

Educational level.....

Age.....

Size of your household members.....

Your occupation/professional.....

Your income per month.....

1. Poor performance of the employees is becoming a serious problem in most organization here in Tanzania. What can you say on this issue?

.....

2. What do you think are the causes of poor performance in this organization?

.....

3. Did you undergo any training with respect to your activities? Yes/No...

If yes, does it bring effect to you?.....

How?.....

4. What are your views between educational level and organization performance?

.....

5. Is there any link between health status of the employees and their performance?

Please explain

6. What do you think are the contribution of social needs motivations to employee

Performance in this organization.....

7. In your own words, what do you think can be done to reduce poor utilization of resources and insufficiency production in your organization?

.....

Thank you for your Cooperation