

**ROLE OF MOTIVATION IN TEACHER'S JOB PERFORMANCE IN
PUBLIC AND PRIVATE SECONDARY SCHOOLS IN TABORA
MUNICIPALITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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2016

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: **“Role of Motivation in Teacher’s Job Performance in Public and Private Secondary Schools in Tabora Municipality”** in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED APPS) of the Open University of Tanzania.

.....

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.....

Date

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DECLARATION

I, **Laurent Kelvin**, do hereby declare that this dissertation is my own original work and that to the best of my knowledge; it has not been presented and will not be presented to any other University either in whole or part for a similar or any other degree award.

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Signature

.....

Date

DEDICATION

This work is dedicated to my wife Faines Edon Mwapile, and Aswile Mwakasasa who laid the foundation for my education. It is also to my lovely mother Isobwa Mangoloto for caring me to find ways of reaching my dream and above all to my savior the Lord Jesus Christ.

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I am grateful to the Almighty God for giving me the strength and courage to accomplish this course successfully. Baring all the difficulties that came on my way as I set to research into this important topic, His grace has been my driving force. However, if this work is found with some errors, this is due to the human imperfection. I would like to express my sincere gratitude to my supervisor Prof. Elinami V. Swai for her aspiring guidance, tolerance, unbroken encouragement and constructive criticism. Without her this work would not have become genuine. May God reward and strengthen her.

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ABSTRACT

Motivation encourages teachers to facilitate knowledge and skills of academic to learners. Therefore, this study found the relationship between motivation and teacher's job performance; factors that affect teacher's motivation and determine the motivational differences in public and private secondary schools in Tabora Municipality. Descriptive survey research design was adopted to get information through structured questionnaires and intensive interview schedules with 120 secondary school teachers, 10 school Inspectors and two District education officers. The key study findings showed that the performance of teachers were high although their payment were low to encourage them to work hard. The findings also revealed that most teachers facilitate teaching and learning process with high confidence and efficiency, due to evidence that most of them came early to school, provide tests and examinations to learners and marked them, also they attend staff meetings and other activities out of teaching and learning process which are sports and games. The study found the correlation between motivation, mostly intrinsic motivation and the performance of teachers in public and private secondary schools was also existed in secondary schools in Tabora municipality. The study suggested that in order to get better motivation and job performance in teaching and learning process the ministry of education should strengthen quality supervision as well as acknowledging good performers, among others.

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LIST OF ABBREVIATIONS

EFA	Education for All
MEO	Municipal Education Officer
MOEC	Minister of Education and Culture
MOEVT	Ministry of Education and Vocational Training
PEDP	Primary Education Development Program
SEAMAO	South East Asia Ministers of Education Organization

CHAPTER ONE

BACKGROUND OF THE PROBLEM

1.1 Introduction

Disparities in teacher effectiveness in public and private schools areas are a preoccupation of policymakers throughout the developing world. In Tanzania, for example, the leading students' performance comes from private schools. In response, the government has tried to provide incentives to teachers in terms of hardship allowance in order to motivate and retain them, especially in rural areas. Yet despite the popularity of such policy, little is known about what real motivate teachers and keep them in their job despite "hardships" in remote location. This study aimed at assessing the Role of motivation on teacher's job performance in public and private secondary schools in Tabora municipality. This chapter covers historical background information, the statement of the problem, the purpose of the study, research questions, significance of the study, delimitation and limitations of the study and definition of key terms.

1.2 Background to the Problem

The teacher is the one who translates educational philosophy and objectively into knowledge and skills and transfers them to students in the classroom. Always teachers facilitates academic knowledge and skills to pupils, so teachers who motivated well worked hard hence influence student's better academic performance. Motivation and performance are very important factors in terms of school success and students' achievements. If changes occur in school external environment then it is necessary for a school to adopt that change because it may motivates to gain a

competitive advantage. For this, the main thing they required is the skilled and competent teachers (Latt, 2008). Motivation plays an important role in the school because it increases teacher morale and performance and school goals can be achieved in an efficient way. The behavior of teachers can be change through motivation in any school. From situation to situation, the level of motivation differs within an individual (Robbins, Judge, and Sanghi, 2005). Literature (see for example Mustafa, and Othman, 2010) has confirmed that if in schools, the teachers do not have sufficient motivation then they are less competent which directly influence the students and the education system.

Motivation can be defined as a driving force that compels an individual to take actions with a goal to achieve certain goals (Maslow, 1993). This implies, motivation is a force that drives one to do things that he or she would not normally do. In its more technical usage, motivation is a psychological process that facilitates an organization of behavior towards achieving some specific course.

In order to reach the expected goals motivation should activated by providing incentives. Obi Ndu, Ocho and Okeke (1977) defined motivation as a complex socially learned pattern of behavior. In a workplace, motivation embraces all factors in an employee's development toward the achievement of organizational goals. Peretomode (1991) defined motivation as the process of influencing or stimulating a person to take action that will accomplish desire goals. From the above definitions, it can be said that motivation is a process of stimulating, channeling and sustaining behavior.

Just like perception and attitude, motivational level of individual is different from one person to another. For example a person may be motivated by money, another by job environment; still another may be motivated by a sense of having a job, and the like.

Teacher motivation encompasses forces both within and external to the individual. The internal teacher motivation comprises of the needs, wants and desires which exist within an individual; as such influence the teachers thought which in turn leads to a positive change behavior toward improving learning.

Teacher motivational level can rise when the teaching job enables teacher to satisfy the life supporting elements of his or her physical body like food, water, shelter etc. It can also rise, when the teacher feels useful in his or her job and when he or she feels satisfied with what she or he is doing.

In the literature, there are many determinants of teacher motivation. These include teacher status, class size, workload, professional development and salary. Performance can be regarded as almost any behavior, which is directed towards task or goal accomplishment in the views practice and in evaluating teacher's performance at the work place (Campbell and Pritchard, 1976). Good performance among teachers in an organizational has many implications such as high motivation.

(Hornby, 2000), Teacher performance can note the teacher's roles of teaching students in class and outside the class. The key aspects of teaching involves the use of instructional materials, regular assessment to the students, making lessons plans,

assessment of pupils, conduct of field work, teachers` participation in sports, teaching methods, attending school assembly and guidance and counseling, so teacher job performance is the teachers` ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to the students in and outside the classroom.

Performance is something, a person does, which is normally affected by motivation. When teachers are motivated, their performance automatically rise towards high level. In schools teacher`s performance can be seen in their interaction with students, with other teachers and with their superiors. However, teachers in secondary schools in Tanzania have been reported to perform the least due to a number of challenges which hinder their effective working (Shahzad, 2007). Most teachers have reported their dissatisfaction as emanating from lack of housing, lack of improved salaries and other compensation needed to motivate and raise their performance.

Therefore, in view of the above situation, studies examine the role of motivation in teacher`s job performance in public and private secondary schools in Tabora municipality. In Tanzania, many reports show that the status of teachers has declined in recent years. This decline is due both to material and non-material factors. In some cases teachers believe that they do not receive the moral support and material recognition appropriate to the work they perform in society.

In many secondary schools, there is an increase of the number of students in each class. Class sizes have reached unacceptable levels in many public secondary schools. Many studies report class sizes exceeding 100 students. Obviously, learning

suffers under such conditions, but also teacher motivation to handle such classes suffers. Furthermore, research supports that teachers with smaller classes have less stress and higher morale, and turnover rates are also lower.

With class size apart, the current system of competence based teaching from content based, there is strong evidence that the workload of teaches has increased. Teachers are expected to prepare more to facilitate students' competencies in the subjects they teach instead of just lecturing them. In the new system, teachers generally are used to working hard for a good cause, but if their good will is exploited, the results can be counterproductive.

In some instances, there is a lot of political interference in the teaching profession to the extent that teachers have lost freedom in their teaching. It is important to trust teachers' competence and creativity, but politicians normally prescribe what teachers should do and what they should not do. Canning for example, teachers have been asked not to can (beat) a student. This can be for psychological reasons but teachers are professionals and they should be left to exercise their profession in their classrooms. This does not mean that education authorities should not encourage new teaching methods, but teaching methods and strategies should not be dictated to teachers.

Many studies in Tanzania and elsewhere have reported acute shortage of teaching and learning resources in schools. In Tanzania, like many other countries investment in school equipment and resources has been neglected during recent decades. It is essential to provide at least the basic teaching equipment and materials in each

school. Studies have reported a consistent relationship between teacher motivation, job performance and student performance.

Teacher professional development is another neglected area that may lessen teacher motivation in schools. All too often, teachers begin their duties without proper or sufficient pedagogical and psychological training. Continuous professional development through in-service training to up-date the teachers' professional development in new teaching methodologies is of crucial importance, not only in providing quality education, but also in raising teacher motivation.

Motivation guide peoples actions and behaviors towards achievement of some goals (Analoui, 2000). Therefore, motivation is often described as being intrinsic or extrinsic in nature (Sansone and Harackiewicz, 2000). But the study was based on finding the role of motivation in teacher's job performance in public and private secondary schools in Tabora municipality. Intrinsic motivation existing within a person while extrinsic motivation existing externally of a person likes payments, progressions and better evaluation.

Extrinsic motivation on the other hand results from the attainment of externally administered rewards, including pay, material progressions, prestige and positive evaluation among others. Motivation increases have been realized work behaviors including attendance, punctuality, work of productivity and customer service (Komaki, 1982). In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for own sake rather than to obtain material or social rein forcers. Maslow (1993) addressed similar needs that teacher's motivation

can measure in terms of job satisfaction resulting from enjoyment in teaching and learning process.

Also motivation can terms as extrinsic motivation through provision of salary, free accommodation, meals, allowances and medical care (Ibid). Therefore the provision of motivation to teachers influence better teaching and learning process. A report by South East Asia Ministers of Education Organization (SEAMAO) on achieving EFA goals by 2015 recognized the great role played by teachers and consequently recommended teacher motivation strategies through pay and regular performance based promotions besides other measures as a key component of education development plan (Jeradechakul, 2011).

Elton (1984) also identified the payment of salaries, allowances and promotions as the key factors that shape teacher attitudes towards their work. Amadi (1983) also concluded that the irregular payments of salaries are one of the major problems facing the teaching professional in Nigeria. Davidson (2007) identified teachers' motivation as a key factor that had been shown to affect the quality of education in Tanzania. At a basic level, he asserted, teacher motivation is linked to how teachers feel they are being treated and how they perceive their own living and learning conditions.

In Tanzania, strong evidence exists that the vast majority of teachers are unhappy with their salaries, housing, workload and status with their communities (MOEC, 2003, 2004; Davidson 2004, 2005; Haki Elimu 2005). These poor living and working conditions have overtime, seriously eroded many teachers motivation to carry out

their teaching and non-teaching in acceptable manners. Most teachers paid low salary that demoralized them in teaching and learning process because that salary does not meet the basic needs effective per month like food, clothes and other luxury goods, but due to this situation encourage teachers to seek another job like driving motorcycle and part time job in order to meet the basic needs for them and their family.

1.3 Statement of the Problem

The motivation in Africa and south Asia is a wide range of discussion. While most of teachers who working in public secondary schools are poor motivated, for instance poor incentives and inadequate payments of salary, irregular salary payments, lack of proper housing and inadequate teaching facilities.

Davidson (2005) focused on the role of teachers in providing good quality of education in primary schools through motivation where it suggested some initiatives to increase the teacher's level of motivation that will improve the performance in. Also Mustafa and Othman (2010) examined the perception of teachers about the effects, of motivation on the teachers job performance in teaching and learning process, they found that there is a positive relationship between motivations and working performance of teachers, for example the greater level of motivation the job performance will increase, but the absent of motivation to teachers always demonize teachers in academic performance and lead to teacher absenteeism and poor performance, Therefore ,this study aims to analyze the role of motivation in teacher's job performance in public and private secondary schools in Tabora municipality.

1.4 Objectives of the Study

The general purpose of this study was to analyze the role of motivation on teacher's job performance in public and private secondary schools in Tabora Municipality. This overarching objective was achieved through three specific objectives as below stated.

1.4.1 Specific Objective

- (i) To assess the relationship between motivation and teachers' job performance in public and private secondary schools.
- (ii) To examine the factors that affect teachers' motivation in public and private secondary schools in Tabora Municipality.
- (iii) To determine the motivational differences in public and private secondary schools in Tabora Municipality.

1.5 Research Questions

In order to collect data from teachers, municipal education officers and school inspectors, this study was guided by three research questions that provided the foundation on which the research is built. The questions were.

- (i) What is the relationship between motivation and teacher's job performance in public and private secondary schools in Tabora Municipality?
- (ii) What are the factors that affect teachers' motivation in public and private secondary schools in Tabora Municipality?
- (iii) Are there motivational differences in public and private secondary schools in Tabora Municipality?

1.6 Significance of the Study

This study was importance to school Inspectors, education officers, headmasters or headmistress and minister of education so to identify the methods and character of secondary school teachers in teaching process towards their job performance in related to motivation. This research would help to identify the importance of motivation that has strong impact on the productivity and performance of teachers in both public and private secondary schools. This study would help to improve the teacher's performance by motivational factors in order to enhance the educational system. Also the study is expect to encourage other researcher to conduct a research related to role of motivation on teacher's job performance in public and private secondary schools in Tabora municipality.

1.7 Definitions of Key Terms

Teacher motivation is a general term that explains teacher drives, desires, needs, wishes in order to induce them to act in desirable, academically and productive manner.

- (i) **Extrinsic motivation** is an inner drive towards attainment of externally administered rewards, including pay, material possessions, prestige and positive evolution from others.
- (ii) **Intrinsic motivation** can also be termed as inner drive to achieve a certain goal for the sake of personal satisfaction.
- (iii) **Performance** is the act or process of carrying in a satisfactory manner. In the case of teachers, performance can be seen in punctuality, positive relationship with the students and the like.

1.8 Delimitation of the Study

The study was carried out in secondary schools in Tabora municipality district. The schools were selected in order to examine the role of motivation on teacher's job performance in public and private secondary schools. The study showed the relationship between motivation and teacher's job performance, factors of motivation that affects teacher's job performance and whether teacher's motivational and job performance differs in public and private secondary schools. Intrinsic motivation that available to teachers were observed through job recognition, teaching enjoyment and career development among teachers but the extrinsic motivation were included the provision of free accommodation, meals and payment of salary that influence effective teaching and learning process.

1.9 Limitations of the Study

The study experienced several limitations. The first limitation related to data collection and analysis where by the numbers of respondents (sample) that took part in study was small thus generalizing the results should be done with high caution. Another limitation was scarce of resources such as time and financial constraints. The last limitation involved some respondents mainly teachers were not able to receive my questionnaire due to terminal examination that conducted during my study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents the theoretical framework, empirical literature reviewed, knowledge gap and conceptual framework for this study. The literature review show the background of a research investigation, motivation of teachers and job performance related to effective teaching and learning process.

2.2 Theoretical Framework

A teacher facilitating teaching and learning process according to efforts and direction they take in school organization and use it is abilities of teaching to reach the desired goals in academic performance. Vroom's (1964) described the valence instrumental expectancy theory that why people or teachers work hard according to efforts and abilities to reach the desired goals in academic performance. The increased efforts in teaching and learning process lead to better performance, this means that job performance from the effort must be well organized and feedback. The theory help to understand that people in organization can work hard in order to reach the desired goals, the presence of efforts and abilities of teachers in both public and private secondary schools can lead to better job performance when they motivated. Therefore the theory used to determine the relationship between motivation and teacher's job performance, factors that affect teacher's motivation in public and private secondary schools in Tabora municipality and the motivational differences in secondary schools.

2.3 Empirical Literature

2.3.1 Motivation of Teachers and Job Performance

There is a wide range of view about teacher motivation in Africa and South Asia, Most of which are country specific. However there appears to be mounting concern that unacceptably high proportion of teachers working in public school poorly motivated due to a combination of low morale and job satisfactory, poor incentive, and inadequate control and other behavioral sanction. Also poor teacher motivation influenced by politicians who failed to rely the motivation factors that can lead to job performance.

The near total absence of issues related to teacher motivation within government document is evidence of the administration lack of concern. Though Tanzania Education and Training Policy (MOEC 1995) Did have a separate section Entitled the “Service and working conditions of Teachers which discussed the importance of teachers job satisfaction irregular salary payment for teachers, lack of proper housing for teachers, the low status accorded to teachers, inadequate teaching facilities and the need to enhance the professional and individual welfare of teachers.

Becker & Gerhart, (1996) examined the relationship between human resource management, job satisfaction and organizational performance. They employed questionnaire and data was analyzed by using SPSS. Their study revealed positive relationship between human resource management, job satisfaction and organizational performance. Dessler (2005) examined job performance and motivation from a teacher’s perspective motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the

possibility of high motivation and low output or low motivation and high output is often not considered. The implications of either neglecting motivation or considering it a part of job performance for the empirically observed relationship between job performance and motivation can be significant. If effort is costly for an employee, ignoring effort can bias the estimated effect of job performance, because effort should increase job performance. As satisfaction is another very important thing in terms of motivation so employees are when satisfied with their job, organization environment, salaries, rewards, then automatically get motivated and show their best efforts towards their job performance.

Davidson (2005) focused on role of teachers in providing good quality education in primary schools through motivation where it suggested some initiatives to increase the teacher's level of motivation that will improve the education system. The organizational culture affects the performance of the employees positively or negatively. As in organization different employees from different culture and background and with different languages so there thinking level is also different.

When organization do not make a proper culture in organization so definitely employees will feel stress because of bad communication in between employees and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions have an adverse effect on the teacher's performance. Therefore it is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers who working in secondary schools.

According to Nadeem, et.al (2011) social and economic conditions of teachers have an effect on their performance i.e. low salary., lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have an strong impact on females teachers performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers.

De Dreu & Beersma, (2005) identified employee motivation and organizational effectiveness. They used questionnaire to collect the data and SPSS was used to analyze the result. The findings showed positive relationship between employee motivation and organizational performance.

Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and working performance of teachers, i.e., the greater the level of motivation the higher will be the teacher's job performance or if provide a high level of motivation to a teachers then their job performance will be increase.

The main benefits of motivation are that the organization can use the human resources in an appropriate way, for this the employee are willing to work itself. It brings employees satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost become reduced.

Kumar, (2014) investigated the relationships between some characteristics of organization and employee satisfaction and performance in Bharti Airtel India Ltd at Shimla head office. He included a questionnaire that contains the major factors influencing both the main parameters i.e. organizational climate and employee satisfaction, Kumar found a positive relationship between organizational climate and employee satisfaction.

Bishay (1996) determined the feeling of teachers while doing different activities every day and which are those activities related to their work that will increase their level of motivation. Further, Bishay found that mostly teachers experienced that they were paid less salary according to their knowledge, skills and capabilities for doing their job. Thus, respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job.

The PEDP (MOEC 2001) does make reference to a deployment incentive for teachers, the need to provide housing for teacher's especially new recruit, females and those who will be teaching in remote and rural areas. However, this reference is tucked away in the construction subsections of enrollment expansion. So this study did not involved in determining the variables of intrinsic and extrinsic motivation but the relevancy of this study was used to assess the role of motivation on teacher's job performance in public and private secondary schools in Tabora municipality.

Peretomode (1991) opined that teacher's performance in contributing towards learning is strongly influenced by teacher motivation which includes good working

conditions, staff training, promotions and good salary and remuneration, participatory decision, job security, recognition of performances and the teaching profession, financial rewards, scholarships and provision of other facilities.

Chandrasekhar (2011) examined that the work place environment impacts on employment morale productive. If the work place environment is not liked by the employee so they get de-motivated and their performance authorities or duties, lack of appreciate, and lack of personal decision making opportunity. People working in such environment are not satisfied they employee's job performance hence lead to poor performance in teaching and learning process.

Dessler (2005) examined that from the perspective of teachers in school job performance and motivation are different. Motivation is an input to work, and job performance may be perspective motivation and job performance may be difficult from the output produced, the possibility of high motivation and low motivation and high output is often not considered. The implication of either neglecting motivation or considering it a part of job performance and motivation can be significant if effort is costly for an employee ignoring effort can bias to estimated effect of job performance, because effort should increase job performance.

Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivations and working performance of teacher such as the greater the level of motivation the higher will be the teacher job performance will be increase. Therefore despite of that the study analyzed the role of motivation in

teacher’s job performance in public and private secondary schools in Tabora municipality. The low motivation to teachers always demoralized teachers in academic performance and lead to teacher absenteeism and poor performance.

2.4 Conceptual Framework

This study involved assessment of the role of motivation on teacher’s job performance in public and private secondary schools in Tabora municipality.

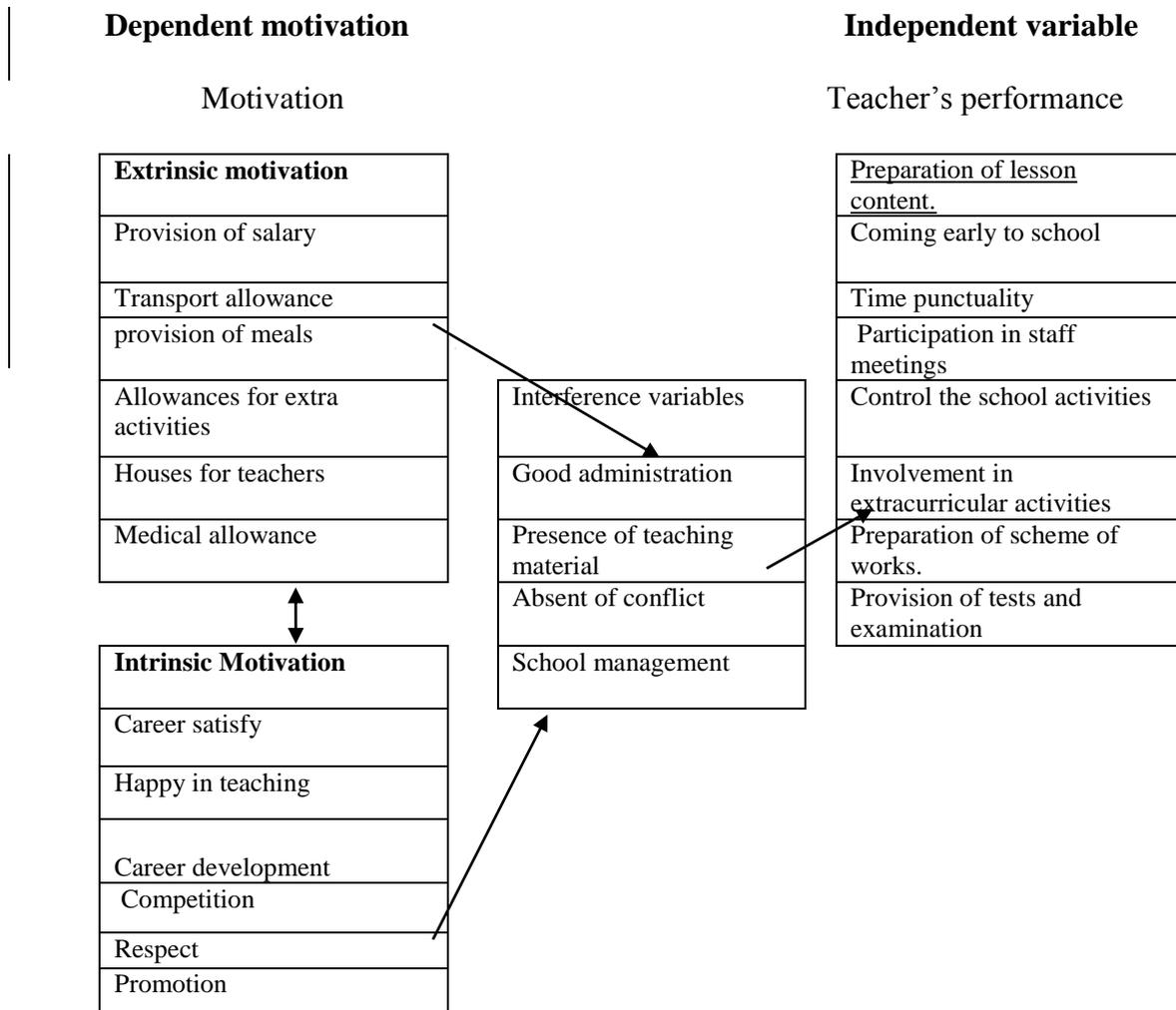


Figure 2.1: Conceptual Framework

Source: Based on Herzbergs (1966) two factory theory

Diagrammatically the study concentrated much on determining the dependent variable that is motivation and independent variable that is teacher's job performance and how correlated to improve teaching and learning process in both public and private secondary schools in Tabora municipality.

Figure 2.1 show the study found that intrinsic motivation was measured from career satisfy, happy in teaching, competition, career development, respect and promotion, as the tools of motivation that influence effective job performance. But the externally motivation were the provision of salaries, meals, accommodation, transport allowance, medical allowance, houses for teachers and allowances for extra activities, that generally form the motivation tools.

The presence of motivation among the public and private secondary teachers encourage teacher's job performance when there are good administration, presence of teaching material, absent of conflict among teachers and school management to school organization. Actually the teacher's performance in teaching and learning process were measured when a teacher prepare teaching and learning content, participating in staff meetings, control the school activities, prepare scheme of work, providing tests and examination to learners and time punctuality in teaching.

2.5 Knowledge Gap

According to literature reviewed showed that no any study related to the role of motivation on teacher's job performance in public and private secondary schools in Tabora municipality conducted. Therefore a research gaps was evident in investigating the relationship between motivation and teacher's job performance in

public and private secondary schools, factors of motivation that affects teacher's job performance and if the teacher's motivation and job performance differs in public and private secondary schools in Tabora municipality. Therefore the study speculated the information related to research gap.

CHAPTER THREE

RESEARCH METHODOLOGY AND DATA COLLECTION PROCEDURES

3.1 Introduction

This chapter presents the methodology that was used in the study. This includes research design, area of study and target population, and selection of respondents, data collection methods, sample and sampling procedure and data analysis. The chapter also provides details on the different approaches used in data collection and analysis as well as presentation of findings. Finally, the chapter presents validity and reliability of instruments and ethical issues that were taken into account when conducting this study.

3.2 Research Design

The significant merit of research design is to arrange for a research paradigm and empirical information which should be collected in relation to the optimal expenditure of time, money and efforts therefore, Kothari (2004) supports by defining a research design as a conceptual structure within which research is conducted. It constitutes the blueprint for the collection measurement and analysis of data. It is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Ary, et al. 2010).

This study took descriptive research design that was conducted using both qualitative and quantitative approaches. This involves examining and analyzing the role of motivation on teacher's job performance in public and private secondary schools in

Tabora municipality, therefore a mixed method were considered, using questionnaires, interview, observation, survey and documentary analysis. The data were collected from secondary school teachers, District Education officers and District school Inspectors. The researcher collected both data, primary and secondary data from respondents of the study.

3.3 Study Location

The study was conducted in Tabora municipality. I select this location due to that I'm familiar in this town, the presence of poor academic performance to learners, reasons that hinder many teachers to work in Tabora municipality, the presence of low income to the people of Tabora and how it affects the teachers job performance, also a researcher found neither government document nor research report in Tabora municipality portraying the role of motivation in teacher's job performance in public and private secondary schools. Moreover, the researcher found neither government document nor research reports in Tabora municipality portraying the role of motivation in teacher's job performance in public and private secondary schools. Thus, this made easy for a researcher to collect the required data during the study.

The public and private secondary schools involved, the public schools were Tabora boy's secondary school, Tabora girl's secondary school, Isevyva secondary school and Bombamzinga secondary school and private schools were St. Francis De sales secondary school and Uyui secondary school. These schools were chosen because the secondary school teachers are working in these schools. Also the study conducted in District Education office and school inspector's office in Tabor a municipality.

3.4 The Study Population

Ary, etal (2010) define population as a large group to which a research wishes to generalize; it includes all members of a defined class of people. The study was carried out among teachers in 6 secondary schools in Tabora municipality. The teachers that were considered were degree holders, diploma in education, postgraduates and certificates in education since these are considered to be qualified teachers.

The presence of poor academic performance to the learners in Tabora municipality influenced this study to conduct in this area, also the area as high concentration of secondary schools. So the study involved teachers of selected schools, district school inspectors and district education officer who were present at Tabora municipality with an approximate of 120 teachers, 2district education officers and 10 school Inspectors but teachers selected randomly from the available population.

3.5 Sample Size and Sampling Procedure

3.5.1 Sample Size

Kothari, (2004) defines sample as the selected few items from the universe which researcher is interested in gaining information and drawing conclusion. Since the while population cannot be part of the study, the study adopting a number of techniques to obtain its sample. A total of 132 respondents involved in the study whereby 120 of secondary teachers were selected randomly and the purposive sampling technique were used to obtain two education officers and ten school Inspectors as shown in the Table 3.1.

Table 3.1: Respondents Sample

S/N	Category of population	Male	Female	Total
01	Secondary school teachers	60	60	120
02	District education officers	01	01	02
03	Secondary school Inspectors	05	05	10
	Total	66	66	132

Source: Researcher's sampling scheme

The sample included 132 respondents which composed of 120 secondary schools teachers, 2 district Education officers and 10 Secondary school inspectors.

3.5.2 Sampling Procedure

The selection of sample procedures versions of reliability and validity was made on the basis of fitness for the purpose so as to anticipate and address sensitivities in a research. Bryman (2004) as certain that purposive sampling is a strategic attempt to establish a corresponding relationship between the researcher questions and the interviewees. Therefore, a purposive sampling procedure was used to conduct interview between a researcher and purposively selected respondents by the virtue they position, knowledge and experience they posses on education.

Purposive sampling was used to obtain the sample of 2 district education officers, 10 secondary school inspectors. Random sampling was considered for 120 secondary schools teachers. The researcher got grand total number of 132 male and female respondents.

3.6 Data Collection Procedure

The researcher used questionnaire, interview, observation, and documentary reviews as the methods of data collection. The following describe briefly how each method used during the collection of data.

3.6.1 Questionnaire

The researcher used questionnaires in order to keep a focus on the topic. The semi-structured questionnaires consisting combination of pre-conceived questions and ad-hoc probing questions were used. According to Backer and Foy (2008) semi-structured questionnaires comprise a mixture of open and closed questions that represent a middle ground between fully structured and unstructured questionnaire. So it provides an efficient way of collecting responses from a large sample prior to quantitative analysis when it is applied in the field of research. Either, questionnaire has high rate of response and save time and cost.

Therefore the study focused on the self-administered questionnaire with open and closed questions which administered to the selected respondents particularly teachers, education officers and school inspectors purposively selected because of their virtue of profession qualification, (See Appendix 1 questionnaire for teachers). The closed questions were used because they have response categories that are easily coded and are more manageable.

3.6.2 Interview

According to Kothari (2004), interview refers to the method of data collection that involves oral verbal stimuli and reply in term of oral verb responses. The researcher

interviewed Education Officers and school Inspectors in order to evaluate their experience on the skills of the role of motivation on teacher's job performance in secondary schools. The rationale for interviewing these participants was to learn from their experience about motivation on job performance. By interviewing the participants separately, the researcher obtained converging evidence about the role of motivation on job performance.

According to Yin .R.K (2011), the converging evidence from participants helped the researcher to obtain rich data to cover the study problem. An interview guide consisting of semi- structured open- ended questions used to collect data from the participant (See Appendix II, III Interview Questions for education officers and school Inspectors). Also an audio recorder used to capture the interview discussion.

3.6.3 Observation

Observation is the method of qualitative inquiry gathers live data from live situation to discover complex interactions in the natural settings. Bryman (2004) asserts that qualitative study, through the unstructured and free flowing observations, the researcher focused from one thing to another as they seen to be significant. Observation was made by a researcher to understand the physical environment when it favors the working condition of teachers. The method helped to collect the data that were not obtained through questionnaire, interview and documentary views and it was used to compare with data collected through other methods.

3.6.4 Documentary Analysis

This is the systematic examination of documents or records to investigate specific topics or themes (Ary et al, 2010). These documents were retrieved from libraries,

organizations that relate to the research. Therefore this method involved the researcher in reviewing available records on motivation of teachers. The records helped to enrich findings in relation to the knowledge ladder. A document analysis protocol used to analyze information from documents. The data from the documents provided background information about past processes of teacher's motivation. Archival research included items such as annual reports, organizational charts and exam reports. This was necessary to supplement primary data and to help in research questions formulation (Myers, 2009). In the use of documentation, caution was observed to gauge the quality of the information by retrieving only those sources that were deemed useful to the study.

3.7 Data Analysis

In this study data were collected from the respondents which led to reduction and editing in order to make them manageable and meaningful. At the end of data collection the researcher scrutinized the raw data using interpretations and clarifications and then presents a report of the findings as well as drawing conclusions that was supported by evidence.

Data collected from questionnaire were analyzed using descriptive statistics including mean, and frequencies using SPSS computer programme (Wiersma & Jurs, 2005). Items were coded for analysis and for data summary researcher applied the total average score. The coded data was transferred to SPSS in order to work out the frequencies. All SPSS frequency results were manually transferred to the table that contained the variables and response columns. This involved cross tabulation in

order to compare different variables in the study. Data from interview and documentary analysis were recorded and analyzed after the end of each session.

As Denscombe, (2007) argues that the data from interview and documentary review were transcribed into texts and coded them into categories indicating issues and ideas relevant to the study. Emerging themes were written as interpreted ideas and related ideas from other data collection methods for triangulation. However, the data that were taped from personal interview were transcribed verbatim and then analyzed through segmenting and coding. Data from quantitative and qualitative sources merged in the interpretation of findings and used to the production of the research report. However, the discussion of findings and the report was done descriptively. Findings from the analysis were presented in description forms, tables, and figures.

3.8 Reliability and Validity of the Instruments

(Creswell 2005) defines reliability as ensuring that scores from an instrument are stable, consistent and when applied, the result should be about the same. Even though the respondents answered the questionnaires in different ways, the answers need to be consistent.

Reliability denotes the consistency of achieving the similar results when measure is repeated (Webb, 2000 as cited by Baker and Foy, 2008). Thus, to ensure the reliability of the instruments to be used for this study, the researcher applied those aspects that were appropriate, for instance five different instruments used at different times with different groups of respondent, but the concepts and variables remained the same. To ensure reliability of this research interview taped using an audio tape

recorder and field notes. The researcher compared data from multiple sources to authenticate them, categories and codes established and those data established and then data were placed into themes.

Validity according to Webb (2000) is the extent to which a tool measure what is expected to measure. Validity means that the individual's scores from an instrument make sense, are meaningful and enable the researcher to draw conclusions for the sample under study (Creswell, 2005). To examine the validity of the instruments, content validity was highly considered useful for this study. As Creswell, (2005) argues that content validity is the extent to which the questions on the instruments and scores from these questions are representative of all possible questions that a researcher could ask about the content or skills. Researcher evaluated content validity by examining the plan and procedures that were used in constructing the instrument, examination information about the objectives of the instrument, the content areas and the level of difficulty of the questions.

The researcher used research advisors to help identify whether the questions were valid. Therefore, the researcher took the modified instruments to colleagues Master of Education students, then to the research supervisor to read through them and notice if there are ambiguities which need refinement or adjustment based on the relevance, accuracy and coverage of the study. Second, pilot study was done at Tabora education office to find out if the instruments measure what was intended and determine the suitability of the instruments. The findings helped to modify the instrument.

3.9 Ethical Issues and Consideration

Research ethics covers a number of concerns including ensuring the security welfare of those who participate in the study, maintaining integrity in conducting research and treating information given by participants with utmost secrecy and confidentiality (Field, 2004). The researcher was provided with a letter of introduction from The Open University of Tanzania for the convenience of the study in the field. This letter was official permission for the researcher to collect data from various respondents.

Moreover, the respondents were given the freedom of choice either to participate or not in the research unless the key respondents. It was clearly clarified that the information given out whether orally or in a written form would be for the research purposes. Accordingly, the data which were taken during the study were only used in this study and for academic matters only. For the purpose of securing just and trust, the names of respondents were not deemed important.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents data from the questionnaires, interviews, documents analysis and observation, data regarding the role of motivation in teacher's job performance in public and private secondary schools in Tabora municipality.

The findings are organized and presented in accordance with the main themes embraced in the research specific objectives namely; to assess the relationship between motivation and teacher's job performance in public and private secondary schools, to examine the factors of motivation that affects teacher's job performance in public and private secondary schools, and to determine if the teacher's motivation and job performance differs in public and private secondary schools. However, the backgrounds of respondents are presented first to provide a clear picture of the nature of people that participated in the study. Then the discussions of the findings collected from the respondents are presented.

4.2 Characteristics of Respondents

This section includes the background of respondents that found in Tabora municipality, name of school, sex of respondents, and age variation of respondents, marital status of respondents, education level and years of employment. Participants were 120 teachers from public and private secondary schools. The public schools were Tabora boy's secondary school, Tabora girl's secondary school, Isevy secondary school and Bombamzinga secondary school and private schools were

St. Francis De sales secondary school and Uyui secondary school. Also the researcher interviewed 2 Education Officers, and 10 school Inspectors.

4.2.1 Gender of Respondents

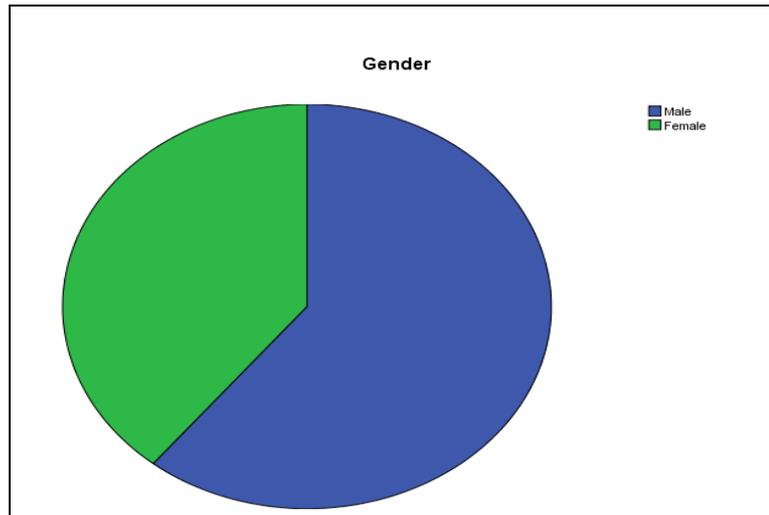


Figure 4.1: Gender Distributions of Respondents

From the Figure 4.1, the study found that 47% of participants were females who participated fully in this study and 53% represented the male respondents. Therefore from the above description the study showed that both sexes were presented and provided information respectively.

4.2.2 Age of Respondents

Table 4.1: Age of Respondents

Years	Frequency	Percent
21-26	20	16.7
27-31	41	34.2
32-36	27	22.5
37-41	17	14.1
<41	15	12.5
Total	120	100.0

Source: Field Data, (2016)

According to the years of respondents in Table 4.1, the study found that 16.7% of respondents were aged between 21-26, this implies that in secondary schools there were teachers who inexperienced in teaching according to the years that they have in teaching, and 34.2% of respondents aged between 27-31 and 22.5% represented the respondents aged between 32-36, apart from that 14.1% represented participants aged between 37-41 and 12.5% were over 41 years.

Therefore the study indicated that most teachers were adult who have responsibility to care their families, hence they need better motivation in order to improve performance of education as well as enjoying their teaching profession.

4.2.3 Marital Status of Respondents

Table 4.2: Marital Status of Respondents

Status	Frequency	Percent
Single	52	43.3
Married	55	45.8
Widowed/ Orphaned	13	10.8
Total	120	100.0

Source: Field Data, (2016)

From the Table 4.2 the study showed that 43.3% of respondents were not married but 45.8% were married and those teachers who are widows were 10.8%. Therefore due to their family responsibilities it is important to motivate them in order to improve teacher's job performance for better teaching and learning process.

4.2.4 Education Level of Respondents

Table 4.3: Education Level of Respondents

Status of education	Frequency	Percent
Form six	5	4.2
Certificate of education	46	38.3
Degree of education	61	50.8
Masters of education	8	6.7
Total	120	100.0

Source: Field Data, (2016)

Table 4.3, indicated that majority of the respondents 50.8% were degree holders in education who facilitated teaching and learning process in public and government secondary schools in Tabora. Only 6.7% of the respondents were postgraduate who graduated in masters of education and 38.3% had diploma in education.

4.2.5 Years of Employment

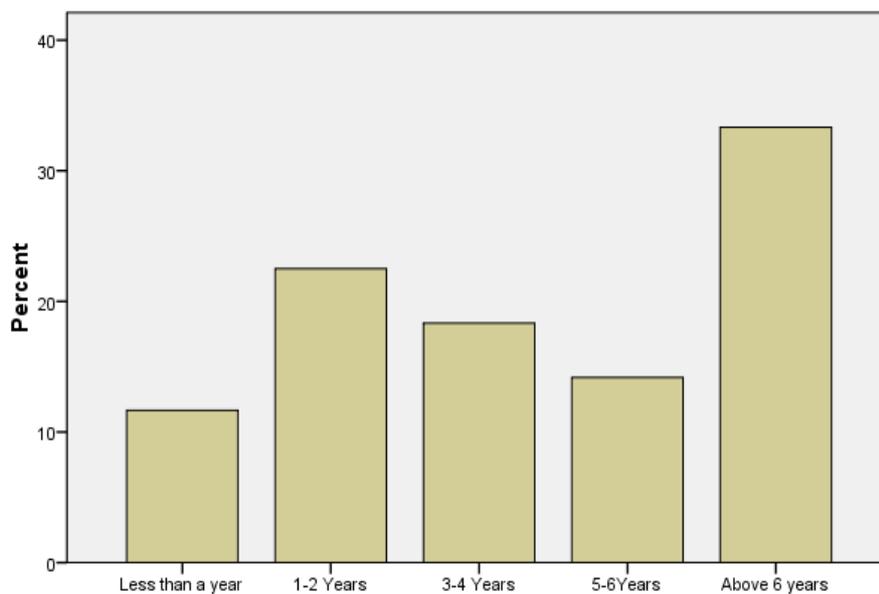


Figure 4.2: Year of Employment

Source: Field Data, (2016)

Therefore this implies that some teachers were more educated. Therefore the employers of secondary schools should pay motivation according to their level of education because the study observed that they are not paid according to their education level.

The study from Figure 4.2 showed that 22.5% of teachers worked 1 to 2 years, this reflect that some teachers had not experience in teaching and learning process according the year worked in station center, and those who worked for 5 to 6 years were 14.2%, this implies that few teachers worked in the same school for a long time without shifting and 33.3% worked in schools above six years and only 11.7% worked less than a year, so the study show that most teachers worked above six years in the schools studied.

4.3 Relationship between Motivation and Teacher's Job Performance

This sub-section presents findings for the research questions: what is the relationship between motivation and teacher's job performance in public and private secondary schools in Tabora municipality? To achieve this objective, the study speculated the reasons that influenced teachers to join in teaching profession. The question was: What motivated you to join teaching profession?

Figure 4.3 showed that 49.2% of the respondents joined the teaching profession because of their personal interest in teaching, this reflect that most teachers are interested in teaching thus why they joined in teaching profession. But 15% of teachers influenced by parents to join teaching profession and 28% were not

administered in other courses out of teaching, thus why they joined teaching profession.

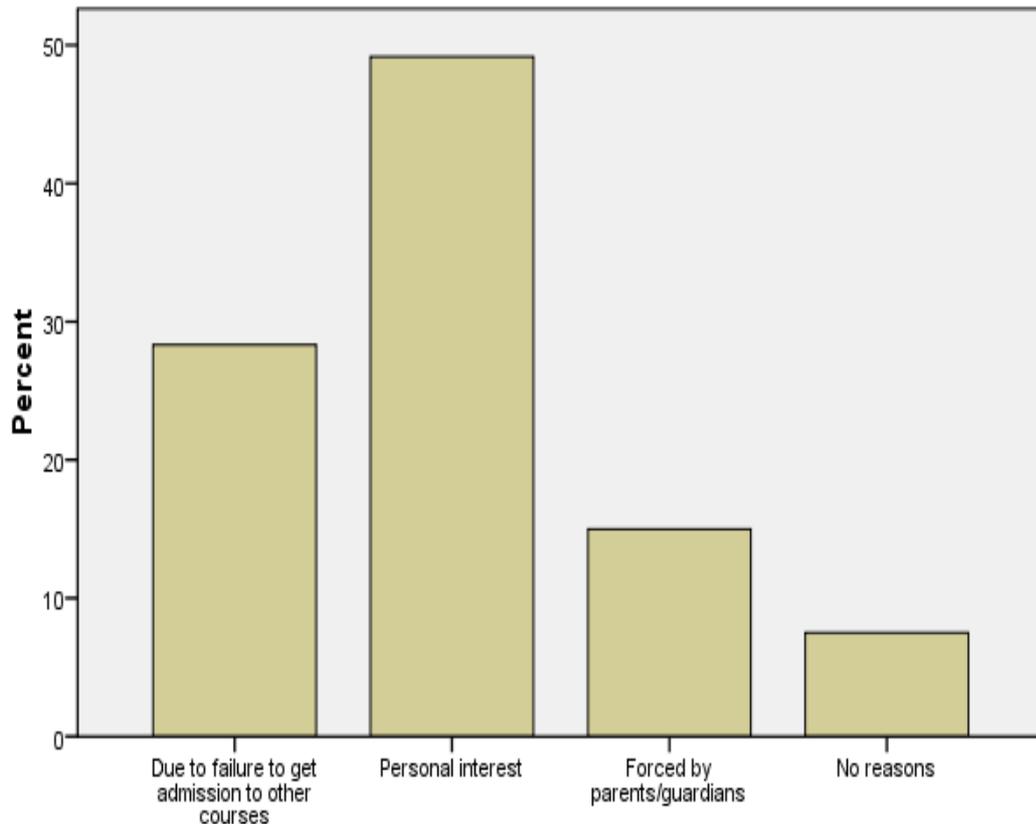


Figure 4.3: Reasons for Joining Teachers Profession

Source: Field Data, (2016)

The presence of different reasons that led teachers to join in teaching indicated that most of them had motivation for example 49.2% joined in teaching due to their personal interest, but also these teachers should be motivated by good payments like salary and accommodation to them. A research investigated that there are relationship between motivation and teacher's job performance. The intrinsic motivation that was presence to teachers helped them to teach in morale and was happy in facilitating teaching and learning process.

Table 4.4: Intrinsic Motivation among Teachers

S/N	Intrinsic motivation among teachers	Responses									
		Strongly agreed		Agreed		Undecided		Disagreed		Strongly disagreed	
		F	%	F	%	F	%	F	%	F	%
1	Teaching is my career job that satisfy me	26	21.7	44	36.7	11	9.2	26	21.7	13	10.8
2	I enjoy teaching as a profession	45	37.5	41	34.2	2	1.7	14	11.7	18	15.0
3	Teaching is a good profession	43	35.8	36	30.0	9	7.5	18	15.0	14	11.7
4	Teaching is a competitive professional	16	13.3	30	25	16	13.3	29	24.2	29	24.2
5	Teaching gives me recognition and respect to community	48	40.0	32	26.7	12	10.0	17	14.2	11	9.2
6	I have prospect for career development	43	35.8	38	31.7	7	5.8	16	13.3	16	13.3
7	The responsibilities I perform gives a sense of control over others	31	25.8	40	33.3	15	12.5	21	17.5	13	10.8
8	Teaching is one of my goals in life	52	43.3	34	28.3	7	5.8	9	7.5	18	15.0
9	I responsible to the community as a teacher	49	40.8	36	30.0	8	6.7	11	9.2	16	13.3
10	Teaching enables me to interact and develop relationship with people from many areas	43	35.5	52	43.3	4	3.3	12	10.0	9	7.5

Source: Field Data, (2016)

The study found that 43.3% of teachers strongly agreed that teaching is one of their goals in life enabled them to interact and develop relationship with people from many areas, this reflect that many teachers they like to join in teaching profession

because it enables them to interact with other people in the community. Also 40.8% of teachers strongly agreed to have responsible to the community as a teacher, this implies that instead of teaching only also teachers are responsible to save the community, and 40.0% strongly agreed that teaching gives recognition and respect to the community, and 35.8% of respondents strongly agreed that teaching is a good profession, this reflected that teachers were engaged in teaching and learning process and it is a good job to them.

A further 36.7% of teachers agreed that teaching is their career that enable them to feel good, this reflect that teachers were satisfied with teaching for their career development. Therefore the study revealed that most teachers were benefited from teaching profession hence they worked hard to improve performance in teaching and learning process. Also 25% of respondents agreed that, teaching is a competitive professional to them, 37.5% of teachers strongly agreed to enjoy in teaching as a profession and 35.8% of teachers strongly agreed to have prospect for career development.

Furthermore Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and working performance of teachers, i.e. the greater the level of motivation the higher will be the teacher's job performance or if provide a high level of motivation to a teachers then their job performance will be increase. The main benefits of motivation are that the organization can use the human resources in an appropriate way, for this the

employee are willing to work itself. It brings employees satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost become reduced. The increase in motivation makes teachers to increase their job performance in teaching and learning process both in public and private secondary schools in Tabora municipality.

The second part of the objective was to determine the relationship between teacher motivation and performance. This part presents the data on teacher performance. The question was: What aspects determine teacher performance? Table 4.5 presents the information for this part.

Table 4.5: Job Performance of Teachers

S/N	Job performance of teachers	Responses									
		Strongly agreed		Agreed		Undecided		Disagreed		Strongly disagreed	
		F	%	F	%	F	%	F	%	F	%
1	Teachers come very early at school	44	36.7	50	41.7	5	4.2	16	13.3	5	4.2
2	Teacher use lesson plan	30	25.0	41	34.2	9	7.5	25	20.8	15	12.5
3	Teacher marking tests and examination	46	38.3	51	42.5	6	5.0	13	10.8	4	3.3
4	Teachers actively participate in co-curricular activities	46	38.3	40	33.3	9	7.5	17	14.2	8	6.7
5	There are regular testing and examination of students	39	32.5	35	29.2	1	8	24	20.0	21	17.5
6	Teachers supervise all school activities	40	33.3	50	41.7	0	0	20	16.7	10	8.3
7	There are regular attendance to class lessons of teachers	38	31.7	57	47.5	4	3.3	13	10.8	8	6.7
8	Regular attendance to extra lessons	44	36.7	45	37.5	4	3.3	14	11.7	13	10.8
9	Teacher maintain student's discipline	48	40.0	52	43.3	4	3.3	11	9.2	5	4.2
10	Teachers participate in staff meeting	46	38.3	31	25.8	8	6.7	20	16.7	15	12.5

Source: Field Data, (2016)

The study from Table 4.5 found that, most teachers were facilitating teaching and learning process with high morale as evidenced from questionnaire responded by secondary teachers. The study found that 41.7% of respondents strongly agreed to come early at school, this reflect that most teachers attends to school early and hence they attend in classroom on time. Also 42.5% of respondents agreed to provide tests and examination to learners; this implies that teachers made academic evaluation to learners.

Furthermore 34.2% of teachers agreed to have lesson plans that are used in classroom, but the punctuality of teachers observed in school reporting book showed that most of teachers came before 8:00A.M. The recorded marks observed in academic office indicated the presence of regular marking of internal examination, but also the study found that some teachers had not lesson plan that contrary to respondents of 34.2% who agreed to use lesson plan in teaching.

The study found that most of teachers had motivation that led them to increase performance in teaching and learning process. But most of teachers requested the government and the owner of private secondary schools to increase salary and other things out of salary like meals and accommodation. Moreover, the study found that most teachers performed their activities with high morale as evidenced from reporting early at school, provision of tests and examination to students, high turn up of teachers in staff meetings and school occasions, efficiency at maintenance of students discipline and supervision of school activities and most of teachers were performed well due to internally motivation that they have.

Further analysis of the relationship between motivation and teacher's job performance was observed, whereby some teachers got lunch during the teaching and learning process particularly in private secondary school that encourage teacher's job performance.

Generally, teachers in Tabora had varied motivation to join teaching career. These motivations were higher in personal interest and lack of any other options. On the performance, most of the teachers performed high in their teaching career despite monetary incentives.

4.4 Factors of Motivation that Affects Teacher's Job Performance

This sub-section, which covers objective 2, presents findings for the research question; what are the factors of motivation that affects teacher's job performance in public and private secondary schools in Tabora municipality? This specific objective established monetary as a factor for motivation.

4.4.1 Monetary Motivation to Teachers

Regarding the salary earned per month, the study findings revealed the following:

Table 4.6: Payment of Salary Per Month

Salary per month(Tsh)	Frequency	%
100,000/=	1	1
100,000 - 400,000 /=-	12	10
440,000 -720,000/=	96	80
Over 720,000/=	6	5
<i>Non response</i>	5	4

Source: Field Data, (2016)

The study found that 1% of respondent got Tsh 100,000=per month this was observed in private secondary school where by one teacher paid as a part time teacher, therefore this reflect that there are presence of some teachers who paid low salaries that totally failed to solve the expenses of life, and 10% of teachers earned between Tsh 100,000/= to 400,000/= so this reflect that some teachers were paid better salary compared to others, but also the study found that 80% of teachers earned between Tsh 440,000/= to 720,000/=, this implies that many teachers received salary in the same scale of payment and 5% of teachers earned more than Tsh 720,000/=per month, this reflect that few teachers received better salaries.

Furthermore the study found that most teachers who are teaching in public or private secondary school paid money for salary per month that facilitates them in teaching and learning process, but the salary was not enough to satisfy the basic needs due to expenses of living, because the salary that paid either by government or private sectors was insufficient to encourage teachers to concentrate much on teaching and learning process. Also teachers were not happy with the money paid by the government and requested the owner of schools to increase salary that could help to solve the expenses of life. So the low payments to teachers did not increase teacher's morale in teaching hence led to poor performance of teachers.

4.4.2 Different Motivations Offered to Teachers

Regarding the non-monetary motivators, the study investigated the number of teachers who had free accommodation and meals. The findings are presented in the Table 4.7.

Table 4.7: Extrinsic Motivators to Teachers

Extrinsic motivators to teachers	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
1. I paid salary that solve daily life	5	4.2	15	12.5	1	8	45	37.5	54	45.0
2. The school provides me free accommodation	11	9.2	20	16.7	1	8	44	36.7	44	36.7
3. I get free meals at school	15	12.5	17	14.2	3	2.5	44	36.7	41	34.2
4. Salary payments on time	4	3.3	12	10.0	8	6.7	55	45.8	41	34.2
5. Allowances provided to teachers	10	8.8	9	7.5	1	8	50	41.7	50	41.7
6. I get allowances that motivate me to complete content	7	5.8	14	11.7	2	1.7	53	42.2	44	36.7
7. The school administrator provide financial to teachers	17	14.2	22	18.3	3	2.5	39	32.5	39	32.5
8. It is possible to get money from school when I get problems	22	18.3	18	15.0	3	2.5	29	24.2	48	40.0
9. Teachers have yearly party	17	14.2	22	18.3	3	2.5	39	32.5	39	32.5
10. Teachers who perform well are given rewards	23	19.2	19	15.8	6	5.0	33	27.5	39	32.5
11. The school administrator give leave to teachers	36	30.0	54	45.0	4	3.3	16	13.3	10	8.3
12. Teachers are given free medical care in case of ill health	15	12.5	17	14.2	4	3.3	37	30.8	47	39.2

Source: Field Data, (2016)

The study from Table 4.7 found that the extrinsic motivations were available in public and private secondary school in Tabora municipality but are obtained in low extent, this seems to affect teacher's job performance, for example the study found that 34.2% of respondents strongly disagreed to had salary that paid on time, 15.0% of teachers agreed to get money from the headmaster or mistress when facing by problems like financial problem, this reflect that in some difficult issues facing teachers, the owner of schools provide money to teachers solve their problems, and 18.3% of teachers agreed that the school administrator prepared yearly part for

teachers, this implies that at the end of year they celebrate and feel happy in their work stations, also 15.8% agreed that when performing well the school provide rewards and 11.7% of teachers agreed that motivation provided helped them to teach effectively and complete the subject from the syllabus given, this reflect that motivation encourage teachers to concentrate on teaching and learning process.

Furthermore, the study found that the most teachers complained on the motivation provided to them, for example about 45% strongly disagreed to be paid salary that can meet their basic needs, this reflect that teachers were paid low salary which cause poor living standard to teachers and 39.2% strongly disagreed that they did not received any medical care allowance when they sick, this implies that most teachers were not received money for treatment in case of sickness, 32.5% strongly disagreed that they did not received any allowances when they perform well in academic and disagreed to have yearly parties that conducted by schools to give thanks and to motivate them in order to improve their work performance, and 36.7% of teachers strongly disagreed that school did not provide free accommodation to them, this implies that the owner of secondary schools did not care about accommodation to teachers, So the absent of motivation among teachers affect teacher's job performance, because most them were demoralized and they were not happy in teaching and learning process.

Also motivation that affects teacher's job performance in public secondary schools in Tabora was observed by researcher, whereby the schools lack toilets, houses and chairs for teachers. But also the study found that the most extrinsic motivation provided by the headmasters/headmistress of private secondary schools in Tabora

municipality. The findings partly agree with Mertler (1992) the lack of houses, toilets, accommodation and electricity tend to demoralize teachers and affecting teachers in imparting knowledge and skills to learner.

4.5 Differences in Teacher's Motivation and Job Performance in Public and Private Secondary Schools

This sub-section, present the findings for objective 3 i.e. Are there any differences in teacher's motivation and job performance in public and private secondary schools in Tabora Municipality? The study investigated the differences in teacher's motivation and job performance in public and private secondary schools by looking number of teachers who had free accommodation, problems that face teachers in school, meals as well as salary earned per month.

Table 4.8: Free Accommodation

Free accommodation	Frequency	Percent
Strongly agreed	11	9.2
Agreed	20	16.7
Undecided	1	.8
Disagreed	44	36.7
Strongly disagreed	44	36.7
Total	120	100.0

Source: Field Data, (2016)

The study found that the total of 9.2% and 16.7% of respondents strongly agreed and agreed to have free accommodation provided by their schools respectively, and 36.7% disagreed to have free accommodation, but through observation, the most

agreed to have free accommodation were private school teachers particularly boarding schools. To agree from that statement eye witness through researcher's observation where made from some teachers who lives in houses.

Table 4.9: Free Meals at School

Free meals at school	Frequency	Percent
Strongly Agreed	15	12.5
Agreed	17	14.2
Undecided	3	2.5
Strongly disagreed	41	34.2
Total	120	100

Source: Field Data, (2016)

Table 4.9 revealed that 12.5% and 14.2% of respondents strongly agreed and agreed to get free meals respectively from schools. But through observation made most teachers from public schools did not get free meals at school. Through the questionnaire, the study found that teachers who are working in public secondary schools received better salary that range from Tsh 440,000/= to 720,000/=while private secondary schools teachers received salary between Tsh100,000/= to 400,000.

The follow up question was: How can you improve teacher's motivation in your school? Both in private and public secondary schools teachers responded that salary should increase especially to help them cater for their basic needs and transport affairs for those who live far distance from the school. Another follow up question was: which problems are facing in your school?

It was also learnt that there was lack of cooperation between teachers and parents in improving academic performance of students, lack of enough books, indiscipline of students, lack of furniture's such as tables and chairs for the teachers, while private secondary schools teachers have enough books, furniture, free accommodation, free lunch, transport allowance but in public secondary school teachers have no transport allowance.

Therefore the study found that there is a difference in teacher's motivation and job performance in public and private secondary schools in Tabora municipality. These led to difference in job performance between public secondary teachers and private secondary teachers.

Therefore this study it is agreed with the study by Bennell (2004), described that the emergence of private sectors particularly in Africa had increased teaching force both in public and private secondary school, but the private secondary school they got better performance in academic and the private teachers are positive light by parents because they working hard compared to public secondary teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter contains a brief summary of the study and its findings, also address the limitations of the study and lastly the section of recommendations drawn from the findings is given with areas recommended for further research.

5.2 Summary

The study sought to examine the role of motivation in teacher's job performance in public and private secondary schools in Tabora municipality. Furthermore, the study assessed the relationship between motivation and teacher's job performance, in addition the factors of motivation that affects teacher's job performance and the differences in teacher's motivation and job performance in public and private secondary schools were also assessed.

The related literature review was guided by conceptual framework. The framework included a number of unified features in trying to explain the facts given. The researcher was able to study each variable in relation to perceptions so as to generate findings on the role of motivation on teacher's job performance in public and private secondary school in Tabora municipality. This study examined the role of motivation on teacher's job performance in public and private secondary schools in Tabora municipality. Tabora municipality was chosen as area of my study where by 120 respondents participated fully and where responsible to answer the questionnaire

given, 2 respondents were education Officers and 10 respondents were school Inspectors who were responsible to answer the interview questions.

The data collection tools; questionnaires, observation, interview and documentary analysis were used to gather the required data. The data gathered from the questionnaires were analyzed by the aid of SPSS version 20 for windows, where the percentage was used to determine the teacher's perceptions on motivation and teacher's job performance.

5.2.2 Summaries of the Key Findings

In the context of this study, the following were the study findings, which enhanced the discussion.

5.2.2 Relationship between Motivation and Teacher's Job Performance

- (i) To the larger extent the findings proved that most teachers joined in teaching profession due to the personal interest that they had in teaching and learning process for example 49.2% of respondents joined in teaching profession because of their own interest that motivated them in teaching hence better performance.
- (ii) This study revealed that teachers enjoy to be in teaching profession because from the data obtained show that 36.7% of respondents agreed that teaching gives them a great deal of job satisfaction and career development and they receive money that help them to solve the cost of living, thus why they perform teaching activities.

- (iii) Findings found that most of teachers came early at school because 41.7% of respondents strongly agreed to come early at school, so this reflect that most of teachers had morale of teaching.
- (iv) Findings revealed that most of teachers believe that, teaching is one of their goals in life and 43.3% of respondents strongly agreed that teaching is one of their goals in life.
- (v) Findings found that teachers strongly agreed that teaching is a good profession.
- (vi) Findings found that most of teachers use lesson plan in teaching and most teachers agreed to use lesson plan.
- (vii) Findings found that most of teachers provide tests and examinations to students.
- (viii) The research indicated that some teachers received free lunch during the teaching session; this was observed during the collection of data in the field where by few teachers particularly in private school got free lunch and encouraged them to work hard hence better performance.

Generally, the findings above indicated that presence of intrinsic motivations to teachers influenced them to concentrate in teaching and led to good job performance.

5.2.2 Factors of Motivation that Affects Teacher's Job Performance in Public and Private Secondary Schools

- (i) This findings showed that most of teachers received low salary per month that led teachers not satisfied with the amount of money paid either by government or private schools, for example one teacher received Tsh 100,000= per month

and most of teachers received salaries between Tsh 440,000/= to 720,000/= as basic scale that led many teachers to complain because the money given to them not enough to solve the daily problems.

- (ii) This finding indicated that most teachers were not receiving medical care allowance from their employers, because 39.2% of respondents strongly disagreed to receive medical care when they sick, so absent of treatment to teachers affects their good job performance.
- (iii) The study indicated that the schools lack enough toilets, houses and chairs for teachers; this was observed during the data collection.
- (iv) This study showed that most of teachers strongly disagreed to have weekly duty allowance, this evidenced when 41.7% of respondents strongly disagreed to get weekly duty allowances, and 36.7% strongly disagreed to have allowances that motivate them in teaching, most of teachers said they lack allowances for transport as well as accommodation that should be paid by the employers.

5.2.3 Differences in Teacher's Motivation and Job Performance in Public and Private Secondary Schools

- (i) The Research findings revealed that, there are differences in the teacher's motivation and job performance in public and private secondary schools.
- (ii) Findings showed that the public secondary schools lack enough books, teachers did not get free meals, indiscipline of students, lack of furniture's such as tables and chairs for the teachers, while private secondary schools teachers

have enough books, furniture, free accommodation, free meals, transport allowance but in public secondary school teachers have no transport allowance.

- (iii) The findings showed that in Tanzania, the leading students' performance comes from private schools, which might be facilitated by effective motivation to teachers.
- (iv) Findings showed that most respondents agreed to have free accommodation were private school teachers particularly boarding schools.

Therefore the study found that there are differences in teacher's motivation and job performance in public and private secondary schools in Tabora municipality.

5.4 Conclusion

This study sought to assess the role of motivation on teacher's job performance in public and private secondary schools in Tabora Municipality. In respect to the key findings described in the preceding sections, the following conclusions were made:

- (i) Findings showed that most teachers joined in teaching profession due to their personal interest of teaching.
- (ii) Findings revealed that teachers use lesson plan in teaching
- (iii) Findings showed that most of teachers came early at school
- (iv) Findings found that most of teachers provided tests and examinations to students
- (v) Findings showed that some private teachers got lunch during the teaching sessions.
- (vi) Findings revealed that schools lacked toilets, houses and chairs for teachers.

- (vii) Findings found that most of teachers they had morale in performing activities.
- (viii) The study revealed inadequate motivation like low payment of salaries of teachers and consequently low teacher's job performance.
- (ix) This study revealed that the extrinsic motivators like free meals, accommodation and medical allowance available but in small extent to teachers in various secondary schools in Tabora municipality.
- (x) Findings showed that most agreed to have free accommodation were private school teachers particularly boarding schools.
- (xi) Findings revealed that most teachers from public schools did not get free meals at school compared to private secondary teachers.

5.5 Recommendations

Basing on the findings and conclusions of the study, the following recommendations were made:

- (i) The Ministry of Education and Vocational Training (MOVET) and the owner of private secondary schools should provide incentive packages to increase teachers' motivation. Special attention should be put at increasing teacher's salaries because the majority of them (teachers) complained about the inadequacy of their salaries to meet their needs. Increasing teacher's salaries will increase their morale to teach. This is because the teachers must be interested in what they teach and in the children when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn.

- (ii) The government should build houses for teachers, since many of them reported to be living far away from their schools. Communities should be assisted by the government to put up decent teachers' houses so that teachers live within the schools and thus reduce lateness and absenteeism. This will increase their motivation and eventually performance. The local community's contribution in this case may be in form of provision of free labor or financial contributions towards the construction process.
- (iii) Regional Administration Local Government, Education Standards Agency should be strengthened to make sure that teachers receive salary on time. The District Inspectorate should also be strengthened and adequately funded to carry out routine inspections in both public and private secondary schools. Regular visits to the schools would motivate the teachers to be more regular and early in school and avoid divided attention of searching for secondary employment as part time teachers.
- (iv) The teachers who perform well in teaching and learning process should receive extra payment that can help them to increase effort in teaching.

5.6 Limitations of the Study

- (i) Few respondents were not ready to answer the questionnaire because they fear to give some information because a researcher being a civil servant can speculate them. However this limitation was minimized by use of introductory letters of the researcher as well as assuring respondents about the use of the information they provide for only academic purposes.

- (ii) Despite the fact that there was little or no research that has been done in this field, there was lack of adequate literature to support the findings. However, the researcher depended a lot on surveyed data (primary data) to overcome this problem.
- (iii) There was also an overlap in advantages and limitations with the methods used for data collection. This relates to the multitude of information generated during the interview, the additional time required for data collection, the sensitivity of the topic, which limited free expression of views and attitudes and the interaction bias which could have affected some of the responses. The researcher tried to minimize these limitations by rephrasing the questions, cross checking the data collected and continuously explaining the purpose of the study and how the findings were for academic purposes.
- (iv) Due to limited time and resources, it was very difficult to reach targeted respondents.

5.7 Areas for Further Research

- (i) This research focused on one context that, role of motivation on teacher's job performance. There is a need to request other sectors to find out the role of motivation on teacher's job performance.
- (ii) This study focused only in Tabora municipality. Further research can be based on a national study on the role of motivation on teacher's job performance in secondary schools in Tanzania and other developing countries that have different ways of motivating teachers.

- (iii) This study involved only teachers. Further research could include other stakeholders of education like students, parents and line of ministries of education in order to examine their views on the topic of role of motivation on teacher's job performance in secondary schools.

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APPENDICES

Appendix 1: Questionnaire for Teachers

My name is Laurent Kelvin a student at Open University of Tanzania, pursuing a Masters of Education Administration policy planning in studies (MED-APPS). I am carrying out research on role of motivation on Teacher's job performance in public and private secondary schools in Tabora Municipality;

The information that I request to you will be confidential and used for academic purpose only.

SECTION A: INFORMATIONS ON RESPONDENTS.

(Fill the answer in the spaces provided and put tick to the box)

Your school name _____

A1. Title of respondent's _____

A2. Age variation of respondents: (put tick only one)

Age	21-26 yrs	27-31 yrs	32-36 yrs	37-41 yrs	over 42 yrs

A3. Married condition a. single

b. Married

c. Windowed / or

phaned

A4. Sex

1. Guy 2. Woman

A5. Level of education to respondents (Put tick to the space provided)

Status of education	Form Four	Form Six	Certificate in Education	Degree holder in education	Masters in education	Others
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A6. How many years you worked in this school?

1. Below one year 2. 1-2 years 3. 3-4 years
 4. 5-6 years 5. Over six years

A7. Type of school

- (a) Government (b) Person school (c) Ward school

A8. Amount of your salary Allowances

SECTION B: MOTIVATION AMONG TEACHERS

B1. For each of the following statements about intrinsic motivation, please indicate (by ticking) the extent to which you agree them. Using the following scale (strongly Agree, Agree, Undecided, Disagree and strongly disagree)

Statements	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Teaching is my career job that satisfy me					
2. I feel happy to be a teacher					
3. Teachers marking tests and examination					
4. Teaching gives me recognition and respect from the community					
5. I have prospects for career development in the teaching profession					
6. The responsibilities I perform in the school give a sense of control over others					
7. Teaching is one of my goals in life					
8. I am more useful to the community as a teacher than any other profession					
9. Teachers maintain students discipline					

SECTION C: MOTIVATION AMONG TEACHERS

C1. For each of the following statements about extrinsic motivation, please indicate (by ticking) the extent which you agree them, using the following scale: (Strongly Agree, Agree, undecided, Disagree and strongly disagree)

Statements	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.I am paid a salary that solve daily life					
2.School provides meals					
2. Accommodation is available					
3. I receive salary on time					
4. Allowances is provided to me					
5. Allowances paid to me help to complete the subject					
6. The administrator provides financial assistance to teachers					
7. I Get advance payment when I performed in teaching					
8. The school prepared the yearly party every					

year					
9. Teachers who perform well get rewards					
10. Teachers are given leave during the holiday					
11. Teachers are given free medical care allowance					

SECTION D: PERFORMANCE OF TEACHER'S

D1. How do you rate the performance of teachers in this school?

Good and encouraging Average Bad and discouraging

D2. For each of the following statements about performance of teachers, please indicate (by ticking) the extent to which you agree them, using the following scale (strongly Agree, Agree, undecided, Disagree and Strongly Agree)

Performance of teachers	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Teachers come very early at school					
2. Always teachers					

come with lesson plans in class					
3. There is a regular marking of tests and feedback to students					
4. Teachers actively participate in co-curricular activities					
5. There is regular testing and examination of students					
6. Teachers supervise all school activities					
7. There is regular attendance to class lessons by teachers					
8. Regular attendance to extra lessons					
9. Teachers are efficient at maintenance of students discipline					
10. The turn up of teachers in staff meeting is high					

D3. Mention four problems that face you as a teacher

i.....

ii.....

iii.....

iv.....

D4. List six reasons on how can be done to improve motivation in this school

.....

.....

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.....

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.....

.....

Thanks for your cooperation

Appendix 2: Interview Questions For Education Officer

I Laurent Kelvin a student at Open University of Tanzania, pursuing a Masters of Education Administration policy planning in studies (MED-APPS). I am carrying out research on Teacher's job performance in secondary schools in Tabora Municipality; the role of Motivation

I request information that will be used for academic purpose and will be confidential.

1. What kinds of motivation that secondary teachers have? (Probe: job satisfaction, teaching enjoyment, competition, promotion, recognition)
2. What aspects determine teacher's job performance? (probe: preparation of lesson, regular pupil assessment)
3. What kinds of motivation that teachers have that get externally? (Probe: salary, free meals, allowances, accommodation)
4. Which are the kinds of teacher's job performance that teachers performed? (Probe: Early reporting, participation in extracurricular activities)
5. Are there any differences in teacher's motivation and job performance in public and private secondary schools in Tabora municipality?

Which problems hindering teachers in teaching?

7.6. How you can improve teacher's motivation?

Appendix 3: Interview Guide for School Inspectors

1. What form of intrinsic motivators do teachers have in secondary schools?
2. What kinds of motivation that teachers received externally?
3. What problems teachers face in secondary schools?

END: THANK YOU

