TEACHERS' PERCEPTION ON THE ROLE OF MOTIVATION IN TEACHING PERFORMANCE IN WARD COMMUNITY SECONDARY SCHOOLS IN DODOMA MUNICIPALITY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

2016

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: **'Teachers' Perception on the Role of Motivation in Teaching Performance in Ward Community Secondary Schools in Dodoma Municipality"** in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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DECLARATION

I, **Anitha Gasper Maganga,** do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other purpose.

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Date

DEDICATION

This work is dedicated to my beloved husband, Dr. Ombeni Msuya and our two sons, Jordan Msuya and Jeremiah Msuya, for their encouragement, motivation and endless support from the beginning of my Masters' programme up to this fruitful end. I also dedicate this work to my mother, Janeth Manase Urassa, who brought me up to this successful point. I am where I am because of her zealous care and love. May the Almighty God bless her!

ACKNOWLEDGEMENT

ABSTRACT

This research project investigated teachers' perceptions on the role of motivation in teaching performance in community secondary schools in Dodoma Municipality. The specific objectives of the study were: 1) to explore the perception of teachers on motivation and work performance 2) to examine the perceptions of teachers on the factors that influence the level of teachers' motivation and 3) to determine the effects of motivation on teachers' work performance in community secondary schools in Dodoma Municipality. The study used a mixed method of data collection with 51 respondents from secondary schools in Dodoma Municipality were used. The study found that the perceptions of teachers on the role of motivation on work performance were not homogeneous. This is because the majority of them had a view that low motivation had a negative effective effect towards teachers' commitment to work and students' academic performance. In contrast, other teachers believed that less organizational commitment led to teacher de-motivation and less work performance. This study recommends the need to create a fair work environment so as to give accessibility of job fringe benefits to teachers at all levels regardless. Moreover, there is a need to establish a unit that will monitor and regulate all teachers' motivational issues at the ward and Municipal level. Finally, there is a need for management to introduce and use transformative leadership style in managing community secondary schools. For further studies, this study recommends a broader comparative study, which will involve both the public and private schools in Tanzania.

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LIST OF ABBREVIATIONS

N, I, U, K, M and Z   Given Names of Sampled Schools

NACTE   National Council for Technical Education

SEDP   Secondary Education Development Plan

TSD   Teacher's Service Department

URT   United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Motivation acts as a key factor to employees' work performance in attaining organizational goals. To teachers, motivation can be instrumental to their effectiveness, learners' performance and quality work output. It should be borne in mind that teachers are the key human resource in schools without which the school cannot function effectively. Even in highly technologically run schools, teachers are required to co-ordinate and control these technologies to work. This implies that teachers are the most fundamental resources of every school without which the technology would remain idle. The success of every school, therefore, depends on the quality and strength of the teachers employed in it. Every teacher brings to the school a combination of abilities, interests, aptitudes, values and expectations. Likewise, their positive perception about, and attitude towards their job is key to their high performance.

Reece and Brandt (1999) found that teacher motivation is most frequently a reflection of how well the teaching environment accommodates their unique characteristics. Likewise, Armstrong (2006) added that, teachers who are well motivated tend to perform well in their line of duty, even when the learning environment is not ideal. In defining motivation, Seroka (2009) asserts that motivation is a need, desires, wants or drives within individuals. Cohen (1999) he defined motivation as a set of forces that causes people to behave in certain ways. As we can see from the two definitions, motivation is force, whether from outside or

within the individual and it prompts change of behaviour whether that change is negative or positive.

Some scholars have come up with various types of motivation. Motivation can come from within an individual (intrinsic) or outside/within the environment of an individual (extrinsic) (Reeve, 2001). Furthermore, Reeve, (2001) asserts that, people may be motivated by factors in the external environment such as remunerations, supervision, benefits, the relationship between workers and task.

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than being triggered by any external reward. Intrinsic motivation is based on pleasure derived from doing an activity rather than working towards an external reward. Intrinsic motivation arises when an individual has "strong emotional interest in an activity and a sense of freedom and autonomy related to it" (Deci, 1975).

Extrinsic motivation on the other hand, refers to a force from outside that triggers performance with an expectation of an outcome, which then complements intrinsic motivation. This type of motivation is in line with Skinner (1953) a prominent behaviourist who suggests a punishment and reward system as a motivational tool. The external motivation that is required to drive the individual's positive behaviour is offered in the form of a system that reinforces the desired behaviour or negates undesirable actions (Herzberg, 1971). However, regardless of the source, motivation may lead to change of behaviour from latent to active dimensions.

On the other hand, the Oxford Advanced Learner's Dictionary defines performance as the act or process of carrying out something. Dessler (2005) linked motivation and performance, saying that job performance is an output and motivation is an input. According to him, motivation is an input, while performance is an output. Thus, teacher motivation can be said to be an important input for teacher performance and students' academic success.

The overall success of an educational institution depends on teachers' commitment which is directly related to the level of motivation they have within the institution. Teachers are the main resources for schools' business activities hence the issues of their morale critically decide schools' success (Menlo and Poppleton, 1990). Armstrong (2006) revealed that teachers who are well motivated in the learning process tend to do well in their line of duty, even when the learning environment is not ideal.

Millett (2010) gives six reasons why staff motivation is important. He cites improved productivity; improved performance and creativity; reduced number of leaves days; higher attention to detail; a safer workplace; and increased quality of work as characteristic of the motivated personnel. Mazin (2010), adds that high employee motivation leads to people coming to work on time, improved communication, less time wasted on gossip, improved recruitment and retention, and more creativity.

Teachers' motivation has great significance in school development and specifically in teaching and learning of students. According to Menlo and Poppleton (1990) teachers' motivation is considered to have direct effect on the quality of teaching and

on the school achievement of students. Also, teachers' motivation has been found to have the reciprocal relationship with teachers' withdrawal cognition (Pearson & Carroll, 1992) and therefore may be seen as an important aspect in maintaining the stability of teaching staff.

Moreover, teachers' motivation can promote best performance and the quality of teacher work-life thus making their professional experience an element of psychological health (Menlo & Poppleton, 1990). As observed by Alimi, Alabi and Ehinola (2011), teachers are indispensable change agents who must navigate their school structures, nurture relationships and lead their students to success as role models through collaborative efforts with them and their significant others. On the contrary, dissatisfied and less motivated teachers may affect the provision of quality education. This is because less motivated teachers the efforts of government to provide free and quality education in this era where Tanzania has declared to offer free and quality education to both primaries to secondary schools (URT, 2015). It has been revealed that some less motivated teachers may decide to quit the teaching profession (exit) or if they remain, they may turn into chronic complainants, insubordinate, engage in stealing the organizational property, register high absenteeism and dodge part of their responsibility, have divided loyalty and neglect of responsibilities (Robbins, 2001). All these behaviours may affect students' academic performance, community or society as well as parents.

According to Johnsrud (1996), academic professionals generally stay in their profession of teaching stations where their motivation is high, where they feel mentored (Plata, 1966); where they experience a sense of community (Johnsrud and

Rosser, 2002), autonomy (Tack and Patitu, 1992) and intellectual challenge (Magner, 1999); where institutional support is clear (Mellow et al., 2003); where they make a decent living (Kerlin and Dunlap, 1993); where the definition of scholarship is sufficiently broad to encompass their teaching and scholarship (Antonio, 2002); and where they feel their voices are heard, their contribution is sought and valued, and they are given a chance to participate in leadership and decisions that affect them (Turner and Myers, 2000).

Teachers' motivation is a trans-national boundaries issue. Today teachers' motivation is a global issue for most educationists and governmental leaders. Available global literatures have come out with a mixture of findings between motivation of teachers in developed and developing countries. Some available literature indicates that motivation of teachers in the United Kingdom is high compared to other countries in Europe (Spear et al, 2000). In the United Kingdom, most teachers working with children were found motivated among other motivators like pay, workload and how t they were viewed by society. This is in line with Sylvia and Hutchinson (1994) who reported that in developed countries, pay incentives have been found to be generally ineffective in increasing teacher motivation. Moreover, in India and Nepal teachers were very demotivated and were leaving the teaching profession due to underpayment (Bennell & Akyeampon, 2007) the same was reported as the key factor undermining teacher morale and motivation in Lesotho (Michaelowa, 2002).

This study originated from the growing challenges of teachers' work motivation in various community secondary schools in Tanzania. A lot of concern has been

expressed in recent times regarding poor performance of students in the community secondary schools in Tanzania. The major concern was raised by the National Council for Technical Education (NACTE), where it was revealed that some students were finishing secondary education without the necessary skills in life. Such sentiments have also been expressed in national dailies, radio stations etc. A number of factors have been provided as explanations for this situation. For example, most teachers have been attributing poor performance to the failure of the government and schools to meet their expectations. In contrast, most people have been pointing fingers at teachers that they do not know their role and that the poor performance of students has been due to poor quality teaching. This difference in understanding the root cause of the current situation in community secondary schools has become an interesting area of research in the country.

Studies that have been conducted with regard to community secondary schools have mainly focussed on increasing access and improving quality of education in these schools (Saga, 2014; Sumra & Rajanim, 2006). However, studies on teacher motivation in community secondary schools in Tanzania have been scanty although such motivation is highly needed in order to understand the root cause for teachers' low motivation, which has to a large extent negatively affected their performance.

Teachers' motivation has been an issue in sub Saharan Africa. For example, VSO (2002), which based on three country case studies in Malawi, Zambia and Papua New Guinea identified teacher motivation as the basis of poor performance of students and teachers in learning process. In Tanzania, for instance, there has been much effort done by the government to increase enrolment in secondary education

and improve the quality of education. For example, the adoption of Millennium Development Goals (2000-2015) and the creation of Tanzania Development Vision (2025) have both focused on achieving this goal so that the citizens could benefit from the importance of education in development (URT, 2012).

For instance, since 2001, Tanzania started implementing a comprehensive educational development sector plan (Secondary Education Development Plan – SEDP) whereas many ward-based secondary schools were constructed. As part of implementation of SEDP, each ward now has one secondary school. Since this expansion has consumed a lot of government funds, attainment of its established goals is the key target. Consequently, from 2002, Tanzania has ratified and developed various educational Acts and plans. All these plans and programmes may be in jeopardy if thorough investigation on teachers' morale towards work in ward based secondary schools in Tanzania is not done.

1.2   Statement of the Problem

There is almost a general consensus that motivation plays a key role in teachers work performance (Bennell and Akyeampon, 2007; Mazin, 2010; Menlo & Poppleton, 1990; Millett, 2010; Michaelowa, 2002; Pearson & Carroll, 1992 and Sylvia & Hutchinson, 1994). Teachers have been entitled with the role of managing schools, students' performance so as to achieve the goals of teaching and learning for local community in Tanzania.

Despite the fact that many studies have been conducted on the role of motivation and work performance none of such studies did care to ask teachers on their perception

about motivation and teaching performance. Therefore, this study fills this lacuna in the literature. It focus is especially on how teachers perceive motivation and its role in teacher performance. This is in line with William (2013) who called for the need of educational stakeholders to understand the factors that contribute to teachers' morale towards work commitment in secondary schools in Tanzania from the teachers themselves as the original sources.

1.3   General Objective of the Study

The general objective of this study was to explore teachers' perception on the role of motivation in teaching performance in community secondary schools in Dodoma municipality.

1.4   Specific Objectives of the Study

This study specifically intended to:

(i)   To explore perceptions of teachers on the importance of motivation in community secondary schools in Dodoma Municipality.

(ii)   To examine the perceptions of teachers on the factors influencing the level of teachers' motivation in Community secondary schools in Dodoma Municipality.

(iii)   To determine the effects of motivation on teachers' work performance in Community secondary schools in Dodoma Municipality.

1.5   Research Questions

This study addressed three primary questions namely:

(i)   What are the perceptions of teachers on motivation and work performance in community based secondary schools in Dodoma Municipality?

(ii)   What are the perceptions of teachers on the factors that influence the level of

teacher motivation in community secondary schools in Dodoma Municipality?

(iii)   What are the effects of low motivation on teachers and students' performance

in community-based secondary schools in Dodoma Municipality?

1.6   Significance of the Study

This study has made a significant contribution to the management of secondary

education in different levels in Tanzania and their successive management practices.

Moreover, this study will help teachers in secondary schools in Tanzania to assess

their contribution to the development of academia in Tanzania and address or meet

the associated challenges around their task.

1.7   The Operational Definition of the Key Terms

In the context of this study, the following key terms were used with the following

meanings:

Secondary School Teachers – A group of workers who are basically implementing

academic activities in different secondary schools. Secondary school

teachers are responsible for mentoring, counselling, teaching and

providing leadership skills to their students.

Ward Community Secondary Schools – Government (Public) owned secondary

schools mostly dominant at wards level. Ward community secondary

schools in Tanzania were established as the initiative of the

government through Secondary Education Development Plan (SEDP) to increase enrolment in secondary education.

Job Satisfaction - refers to feelings and attitudes of people towards their job. If people have favourable and positive attitudes towards their job, this means job satisfaction, but if they have unfavourable and negative attitudes towards their job, this means job dissatisfaction.

Motivation – In this study, motivation refers to the process that accounts for an individual's intensity, direction, and persistence of effort towards attaining a goal.

Perception – Refers to individual's views or understanding about a certain phenomenon. It refers to how a person views and explains his or her life experience.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature related to the role of motivation on teachers' work performance in secondary schools. This chapter includes the theoretical literatures, analysis of empirical literature, literature gap, conceptual framework and chapter summary.

2.2 Theoretical Literature/Framework

The theoretical framework for this study was guided by the situational theory of Two Factors Theory (Herzberg's Two-Factor Theory) of 1959 and human motivation theory known as Maslow's Hierarchy of Needs of 1943 developed by a humanistic psychologist, Abraham Maslow.

2.2.1 Maslow's Hierarchy of Needs

Abraham Maslow developed the theory of human motivation known as Maslow's Hierarchy of Needs. A psychologist, Maslow noted that some human needs were psychological. Maslow (1943) suggests that human needs can be classified into five categories and that these categories can be arranged in a hierarchy of importance. These include: physiological, security, belongings, esteem and self-actualization needs. According to him, a person is motivated first and foremost to satisfy physiological needs. As long as the employees remain unsatisfied, they are motivated only to fulfill them. When physiological needs are satisfied they cease to act as primary motivational factors and the individual moves "up" the hierarchy and seeks

to satisfy security needs. This process continues until finally self-actualization needs are satisfied. According to Maslow, the rationale for this is quite simple because employees who are too hungry or too ill to work will hardly be able to make much contribution to productivity hence difficulties in meeting organizational goals.

2.2.1.1 The Five Maslow's Hierarchy of Needs

The five needs suggested by Maslow (cited in Koontz & Weihrich, 2007) are further clarified below.

(i)   Physiological Needs

These are needs related to Physiological survival and biological maintenance. These are food, water, sleep, shelter and sex. The body craves food, liquid, sleep, oxygen, sex, freedom of movement, and a moderate temperature. When any of these are in short supply, we feel the distressing tension of hunger, thirst, fatigue, and shortness of breath, sexual frustration, confinement, or the discomfort of being too hot or cold.

(ii)   Safety Needs

At this level of needs, the organisms require an orderly and stable predictable world. This level includes job security, living in a safe environment and absence of danger.

(iii)   Belonging and Love Needs

This third level has to do with a person who seeks affection and intimate relationships with others. Motivation of most people at this level comes from family, friends, sweetheart, clubs, peer groups and gangs.   The love or belongingness needs come into play after the physiological and security drives are satisfied. Gratification

is a matter of degree rather than an either-or accomplishment. But once a need has been significantly satisfied over a long period of time, it becomes functionally absent.

(iv)   Self-Esteem

At this level people need respect from others as well as a need for self-respect person expects recognition, acceptance, competence and being independent.

(v)   Self-Actualization Needs

This is the fifth and last level in Maslow's hierarchy of Needs. A person may have desire to fulfill his or her highest potential. At this level, people respect awareness, honesty, freedom and Trust.

2.2.1.2 Critique of Maslow's Theory of Human Needs

Maslow's hierarchy of need theory has some practical implications to teachers' motivation and work performance. For example, teachers and other categories of people need to have their basic needs satisfied. If these needs are not satisfied, they are not likely to function effectively; they cannot be expected to contribute their best to organizational performance and they are not likely to be productive and innovative.

Different factors have different influence on motivating teachers; and teachers may have different needs such as salary increase, the need for promotion and development, and good working conditions. Thus, Maslow's hierarchy of needs provides a continuum of factors that can be explored to understand factors teachers find most important and likely to motivate them the most.

However, Maslow's theory of motivation has been criticized on several grounds. For example, there is little evidence supporting Maslow's hypotheses, which state that satisfaction of needs decreases the importance of those needs (Chopra, 2002). Moreover, as earlier observed, people's needs do not necessarily follow a particular order or pattern in every case and all the time (Naidu, 2005). In this regard, it does not make sense to argue that people will only demand a particular set of needs after a lower need has been satisfied. People tend to aspire for multiple desires and tend to look for them simultaneously. A related theory of motivation is presented next the Maslow's Hierarchy of needs.

2.2.2 Herzberg's Two-Factor (Motivator-Hygiene) Theory (1959)

Frederick Herzberg is one of the best known psychologists in the field of motivation who developed a theory about rank and satisfaction of various human needs and how people pursue these needs (Gawel, 1997). Hertzberg (1959) presented a two – factor theory, which looks at motivators and hygiene and proposed that job satisfaction and dissatisfaction appeared to be caused by two sets of different factors. Herzberg (1959) constructed a two-dimensional paradigm of factors affecting people's attitudes about work. After conducting a massive study, he developed a 'Two Factor Theory' that identifies two sets of factors contributing to motivation, job satisfaction and dissatisfaction. These are: hygiene factors which include salary, relation with superiors and peers, quality of technical supervision, company policy and administration, working condition and motivation factors which involve achievements, recognition, work itself, responsibility, advancement and possibility of growth.

Herzberg's Two-Factor theory may be applied in this study in view of the following: different sets of motivational factors can motivate workers differently. By studying a set of intrinsic and extrinsic motivation factors as suggested by Herzberg, it is possible to understand which among these factors are mostly considered to be motivating for teachers targeted by this study.

2.3 Motivation

Some studies have perceived motivation in different ways. For Reeve (2001), motivation is the desire or drive within a person to achieve some goals. Furthermore, Olajide (2000) views motivation as a goal-directed, and therefore cannot be outside the goals of any organization whether public, private, or non-profit. Muffin (1986) argued that it is virtually impossible to determine if a person is motivated until that person's behaviour or actions are observed regularly.

2.3.1 Types of Motivation

Some scholars have come up with various types of motivation. Motivation can come from within an individual (intrinsic) or outside/within the environment of an individual (extrinsic) (Reeve, 2001). Furthermore, Reeve (2001) asserts that, people may be motivated by factors in the external environment such as remunerations, supervision, benefits, and the relationship between workers and task.

2.3.1.1 Intrinsic Motivation

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external reward. Intrinsic motivation is based on taking pleasure in an activity rather than

working towards an external reward. Intrinsic motivation arises as having "strong emotional interest in an activity and a sense of freedom and autonomy related to it" (Deci, 1975).

2.3.1.2 Extrinsic Motivation

This refers to the performance of an activity in order to attain an outcome, which then complements intrinsic motivation. This type of motivation is in line with Skinner (1953), a prominent behaviourist who suggests a punishment and reward system as a motivational tool. The external motivation that is required to drive the individual's positive behaviour is offered in the form of a system that reinforces the desired behaviour or negates undesirable actions (Herzberg, 1971).

2.3.2 Strategies of Motivating Employees

There are several strategies of motivating workers in the working place. The following are among those strategies:

2.3.2.1 Salary

To effectively use salaries as a motivator, personnel managers must consider four major components of salary structure (Akintoye, 2000). These are the job rate, which relates to the importance the organization attaches to each job; payment, which encourages workers or groups by rewarding them according to their performance; personal or special allowances associated with factors such as scarcity of particular skills or certain categories of information about professionals with long service in the profession; and fringe benefits such as holidays with pay, pensions, and so on. It is

also important to ensure that the prevailing pay and other information establishments are taken into consideration in determining the pay structure of the organization.

2.3.2.2 Clear Information and Communication

One way managers can stimulate motivation is to give relevant information on the consequences of their actions on others (Olajide, 2000). Information availability brings to bear a powerful peer pressure where two or more people running together will run faster than when running alone or running without awareness of the pace of the other runners.

2.3.2.3 Staff Training

No matter how automated an organization may be, high productivity depends on the level of motivation and the effectiveness of the workforce. Given this fact, staff training is an indispensable strategy for motivating workers. Therefore, the organization must have good training programme. This will give the worker opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task.

2.4   Empirical Literature Review

This section reviews some selected research work related to teachers' motivation in Tanzania and other places in the world. As Tayie (2005) noted, this review is important as it provides information about what was done in the related filed, how it was done and what results were generated. Therefore, this study made a thorough review of various empirical literatures in Tanzania and around the world.

2.4.1   Perceptions of Teachers on Motivation and Work Performance

Some scholars have come up with various types of motivation. Motivation can come from within an individual (intrinsic) or outside/within the environment of an individual (extrinsic) (Reeve, 2001). Furthermore, Reeve, (2001) asserts that, people may be motivated by factors in the external environment such as remunerations, supervision, benefits, the relationship between workers and tasks.

2.4.2   Factors Influencing the Level of Teachers' Motivation

Kane and Mallonin (2006) examined factors motivating teachers to work hard in New Zealand. In their study, 790 teachers completed questionnaires, 182 educational leaders and 598 students. Interviews were held with 16 head of schools, 48 teachers 35 students while 6 teachers and 5 students were involved in a focus group discussion. This study found that democratic leadership styles and pay were related. The study further revealed that respect and perceived image of teachers by local community were directly aligned to teachers' motivation to work.

Moreover, Ofoegbu (2004) examined teacher's motivation in Nigeria. The study focused on finding out if teacher motivation would subsequently translate to classroom effectiveness and school improvement in Nigeria. With the use of questionnaires and interviews, Ofoegbu's findings confirmed the assumption that teacher motivation would enhance classroom effectiveness and improve schools' academic performance. The study further revealed that teachers would adequately be motivated if they would have their salaries regularly paid; if teaching and learning facilities were made available; if they were encouraged to attend conferences and seminars and they were provided with favourable working environment.

2.4.3   Effects of Low Motivation on Teachers' Work Performance

Muffin (1986) revealed that, it is virtually impossible to determine if a person is motivated until that person's behaviour or actions perform each moment in a time. Schulze (2006) reports high workload (teaching larger classes) and low pay (salaries) as the main source of teachers' low motivation among secondary teachers in South African Universities. Schulze's findings were contrary to findings from Uganda and Botswana.   For instance in Uganda and Botswana, regular turnover and absenteeism among teachers as the result of low motivation were mainly influenced by factors like ineffective leadership, divided loyalty, late promotion, conflicts and narrow opportunities for teachers' professional growth (Bernard, 2012; Sseganga & Garrette, 2005).

On other hand, Meela (2011) examined the levels of motivation among secondary schools teachers. The study also examined factors that influenced labour turnover among secondary schools teachers. The study was conducted in Morogoro municipality Tanzania, and it employed case study design using questionnaires and interviews methods of data collection. The findings of the study revealed that there was less motivation and that there was massive turnover of teachers in secondary schools with more experienced teachers leaving the teaching professional than newly employed teachers. The high turnover rate among teachers may compromise the quality of education and community supports.

A similar study by Bennell and Mukyanuzi (2005) sought to answer the question whether there was teacher demotivation among the primary school teachers in Tanzania. Drawing conclusion from the sample of ten government funded primary

teachers across the country, after studying the level of satisfaction and motivation among primary school teachers in both urban and rural areas, the study findings revealed that there was the low level of motivation which had been affecting teachers' attendance to work and their availability in teaching and learning.

2.5   Literature Gap

The reviewed literature from the previous studies has contributed much knowledge in understanding the situation of teacher motivation in Tanzania. However, most of the studies reviewed provide experiences of motivation studies outside Tanzania. Also, most of the reviews appear to have generally inclined their focus on examining the levels of motivation among Tanzania teachers without specifically identifying factors that are likely to motivate teachers in ward based secondary schools in Tanzania. This study therefore sought to fill this gap by identifying the perceptions, factors and effects of motivation among teachers in ward based secondary schools in Tanzania specifically in Dodoma Municipality.

2.6   Conceptual Framework

According to Mutai (2000), a conceptual framework is typically derived from theory. Smyth (2004) as cited in Kombo and Tromp (2006) argues that, a conceptual framework should assist a researcher to organize his or her thinking and to successfully complete investigation. It identifies the concepts included in a complex phenomenon and shows their relationships as well as explaining either graphically or in narrative form the main dimensions of the variables to be studied.

This study was guided by the model which was developed based on the Maslow's Hierarchy of Needs theory (1943) and Herzberg's Two-Factor (Motivator-Hygiene)

theory (1959) as shown in Figure 1. From these theories, the analysis examines whether intrinsic and extrinsic factors can match teachers' perception on the factors they consider most important and most motivating to them.

The specific idea is that factors related to teachers' motivation come from extrinsic or intrinsic motivation. These variables comprise of Hygiene and Motivators (pull and push factors) (Herzberg, 1959) and Hierarchy of Needs (1943). These are factors that deal with fulfilling employees' needs and personal growth such as achievement, recognition, pay, promotion, supervision, psychological needs, safety needs, interpersonal relations and working conditions (Herzberg, 1959; Maslow, 1943).

Independent Variables

Intrinsic Motivation
- Achievement
- Recognition
- Psychological Needs
- The work itself
- Responsibility
- Advancement
- Growth

Extrinsic Factors
- Supervision
- Working condition
- Interpersonal relation
- Salary/pay
- Company policy and administration

Intermediate Variables
- Age of Teacher
- Work Experience
- Educational level

Dependent Variables
- Teachers' Motivation
- Teachers' Work performance

Figure 2.1: Conceptual Framework for a Study on Teachers' Motivation

Source: The Researcher (2016) based on Herzberg's Two Factors Model (1959) and
Maslow's Hierarchy of Needs (1943)

The intermediate variables include the socio-demographic aspect of age, education level and work experiences, which may contribute positively or negatively to teachers' motivation and work performance. The assumption here is that intrinsic or extrinsic factors and teachers' needs may contribute to their perception towards the motivation. However, teachers' perception on work motivations may be also determined by one's age (young or old), work experience and level of his or her education.

2.7   Chapter Summary

This chapter has reviewed the theoretical and empirical literatures on themes related to factors motivating teachers. The review has revealed that staff motivation is very important in an organization in many ways in making employees feel satisfied and consequently improve performance. Again, the employees can either be intrinsically or extrinsically motivated. Motivation entails a process with interactive and interdependent elements such as needs, drives and incentives. Moreover, there are several types of human needs such as physiological need, safety and security needs, achievement and growth needs, recognition and self-actualization needs that must be satisfied for the employees to be motivated to perform one's work effectively Lastly, there are some selected studies related to teachers' motivation in Tanzania and other places around the world but few are available on ward based secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter presents important methodological procedures that were used in the process of data collection and analysis. It particularly focuses on the study location, research design, research approach, population of the study, sampling procedures and instruments for data collection. The section also provides the validity and reliability of research instruments, ethical issues, as well as a plan for data analysis.

3.2   Study Area

According to Kombo and Tromp (2006) careful selection of the research location is very important and it plays a role in influencing usefulness of information produced by the study. This study was carried out in Dodoma Municipality in Dodoma Region. The selection of this research site was based on different reasons. For example, familiarity with the research area reduced the cost for accommodation and travel.

Again, knowledge of ward based secondary schools in Dodoma was another added advantage. Also, the municipal location facilitated access to the research sites and eventually data collection. Dodoma Municipality has many ward based secondary schools. This provided a possibility of targeting schools that could be easily reached and that would be ready to cooperate in the data collection process. Lastly, during preliminary survey, the researcher identified some challenges towards provision of quality education.

3.2   Research Design

Kombo and Tromp (2006) contend that, research design shows how all major parts of the research project work together to address the central research questions. Based on the research objectives of this study, the design considered appropriate for this study was case study design. As Lewis (2003) stated, the case study is strongly associated with qualitative research although it is used in variety of ways. For example, it sometimes appears to be used synonymously with quantitative research.

In the context of this study, the case study research design allowed uses of multiple methods, which brought rich information for in-depth understanding of a single case (Dodoma Municipal Council). Neale et al (2006) argue that, a case study allows one to present data collected from multiple methods (questionnaires, interviews, documentary review, and observation) to provide the complete story.

3.3   Research Approach

This study employed qualitative research approach and some elements of quantitative research. The qualitative approach is important because it deals with meanings which people have constructed, that is, how they make sense of their world and their experiences of it (Merriam, 2006). The use of this research approach was largely influenced by the nature of this study which specifically aimed at studying the role of motivation on teachers' work performance and the need to explore more knowledge as much as possible. According to Kothari (2004), the qualitative approach is concerned with subjective assessment of attitudes, opinions and behaviour.

3.4 Population and Sample of the Study

3.4.1 Population of the Study

Creswell (2009) has defined population as an entire group of persons or elements that have at least one thing in common. Studying every member of the population usually becomes impractical or impossible, thus a researcher usually employs the use of a study sample; a subset of the population that is taken to be representative or non-representative of the entire population (Tayie, 2005).

3.4.2 The Study Sample

According to Hani (2009) the study sample is very important in that it gives the researcher a manageable subset that can be used to study the entire population. Study sample of this study involved three groups. The first group consisted of all teachers and Heads of schools in the six selected ward based secondary schools in Dodoma Municipality. These were randomly selected.

Table 3.1: The Study Sample Distribution

S/N	Type of Respondents	No. of Respondents	Percentages (%)
1.	Ordinary Teachers	51	85
2.	Headmasters/Headmistress	6	10
3.	Municipal Executive Director (DED)	1	1.67
4.	Municipal Secondary Education Officer (DEO).	1	1.67
5.	TSD Municipal Chairperson.	1	1.67
	Total	**60**	**100**

Source: Author, (2016)

The second group consisted of staff from Dodoma Municipality, specifically from Education Department such as the District Secondary Education Officer and the District Chairperson for Tanzania Teachers Service Department (TSD). The third group consisted of the District Executive Director. These three groups were involved in this study because of their potential to provide vital information that would facilitate the analysis of the study problem.

3.5   Sampling Techniques and Sample Size

Krishnaswami (2002) defines sampling technique as the process of drawing a sample from a large population. This study employed purposive sampling and simple random sampling techniques. Purposive sampling technique was used to sample the Municipal Secondary Education Officer, TSD Municipal Secretary, Municipal Executive Director and heads of selected secondary schools.

On the other hand, ordinary teachers were sampled by using simple random techniques. Simple random sampling was used to sample 60 ordinary teachers and six ward-based secondary schools in Dodoma Municipality. These included K Secondary School, N Secondary School, M k Secondary School, U Secondary School, Z Secondary School and I Secondary School. Numbered slips of papers were assigned to all teachers in each of the six sampled schools, and then these papers were thoroughly shuffled in a box to minimize the selection bias and the respondent was allowed to pick only one piece of paper from the container.

The selection of 60 (sixty) questionnaire respondents followed the logic of statistical sampling that requires the use of large sample to investigate a particular

phenomenon. For instance, Prince (2005), indicates that a sample of thirty elements and above is sufficient and can warrant some statistical analysis to be carried out.

3.6   Data Collection Methods

According to Creswell (2012), data collection means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking them questions or observing their behaviour. Importantly, a matter of concern in this process is the need to obtain accurate and reliable data from respondents and places. In the context of this study, two types of data were collected namely, primary and secondary data.

3.6.1   Primary Data

Primary data are those data which are collected afresh for the first time and, thus, happen to be original in character (Kothari, 2004). In this study, primary data were collected using two instruments for data collection. These are likert-type questionnaires and semi-structured interviews. All these methods can be used in data collection in a case study (Creswell, 2009). The explanation for each data collection techniques is given below:

3.6.1.1 Questionnaire

A questionnaire is a tool for data collection where participants in the study complete the questions and return to the researcher (Creswell, 2007). Likert-scale questionnaires were used to collect data from ordinary teachers.

3.7   Data Collection Instruments

This study employed semi-structured interview guide, questionnaire and documentary review as the instruments of data collection. These data collection instruments are explained below:

3.7.1. Semi - Structured Interview Guide

According to Merriam (1998), since the researcher cannot observe feelings, thoughts, intentions, previous behaviours, situations that preclude the presence of an observer or how people organize the world and the meanings they attach to what goes on in the world, he/she needs to ask people questions about those things. Patton (2001) supports this by arguing that, the purpose of interviewing is to allow us enter the other person's perspective.

In the same way, Yin (1994) argues that, interview is a method of choice when the investigator wishes to carry out an in-depth investigation from a small number of respondents. In this study, semi-structured interview enabled the investigator to capture both verbal and non-verbal responses including the emotional expressions by respondents with regard to teachers' motivation.

The researcher interviewed the head of selected schools, Teachers Municipal Secondary Education Officer, Teacher's Service Department (TSD) Municipal Secretary and Municipal Executive Director. This category of respondents was interviewed by using semi-structured interview to capture various policy and legal issues related to teachers' motivation in various schools in this Municipality.

3.7.2   Questionnaire

According to Panneerselvam (2004) questionnaire consists of a set of a well formulated questions aimed   at probing and obtaining responses from respondents. In this study, both open and close-ended questionnaires were used. The questionnaires were used to collect evidence, views and assessment of teachers' motivation from a large sample of the respondents. Perceptions of teachers on motivation and work performance, information on factors affecting teachers' motivation and their effects were captured.

3.7.3   Documentary Review

This is about the use of data collected and recorded by other people. It is a cheap source of data since the research uses the readymade data (Kothari, 2004).   In this study, secondary data collection involved the review of selected documentary sources with a view to addressing the research problem. In this study, the researcher reviewed the following documents to complement data obtained from the interview and questionnaires: research reports on teachers' motivation, schools reports on matters of teachers' welfare and teachers' employment policy and regulations.

3.8   Data Analysis Procedures

Data analysis is the process that implies editing, coding, classification and tabulation of collected data (Creswell, 2008). All qualitative data obtained were analyzed in descriptive and numerical forms. Qualitative analysis is the non-numerical examination and interpretation of observations for the purpose of discovering underlying meanings and patterns of relationships (Babbie, 2004).

In data organization and analysis process, the researcher underwent some of the data analysis stages suggested by Onwuegbzie and Teddle (2003) in Onwuegbuzie and Leech (2006) as follows: data reduction process, in this stage the researcher reduced the dimensionality of the qualitative data by using thematic analysis which involved the identification of patterns of ideas, concepts and behaviours of the respondents. According to Tayler-Powell & Renner (2003) in Ntambala (2011), in this aspect, the researcher assigns abbreviated codes of a few letters, symbols and places them next to the themes and ideas found in order to help organization of the data into categories.

3.9 Reliability and Validity of the Study

Validity and reliability of research instruments play a major role in justifying research process to have foundation in scientific procedures. Validity and reliability of research instruments in the present study was ensured as follows:

3.9.1 Validity of the Instruments

Validity refers to the extent to which the concept one wishes to measure is actually being measured by a particular scale or index (Babbie, 2004). Validity produces an accuracy and trustworthiness of the instruments, data and findings of the study. Trustworthiness helps to establish confidence in the findings (Lincoln and Guba, 1985 in Golafshani, 2003). In this study, the following techniques were used to maximize the validity of the instruments, data and findings.

(i)   Triangulation: According to Patton (1999), triangulation implies a combination of different data collection methods in the fieldwork. This study combined

multiple methods of data collection. These were: interview, questionnaire and documentary review. It is observed that, studies that use one method of data collection are vulnerable to errors of the particular method (Golafshani, 2003).

(ii)   Multiple Sources of Data: Different data obtained from the management during documentary review, teachers information and other related documents contributed to the validity in this study.

3.9.2   Reliability of the Instruments

Patton (2002) argues that, reliability refers to the consistency with which repeated measures produce the same results across time and across observers. Reliability implies that if a method of collecting evidence is reliable, it means that anybody else using this method would come up with the same results (McNeil, 1990).

To ensure reliability of the data collection instruments in this study, the length of the instruments was maximized because the longer the instrument, the greater is its reliability. Also, the researcher observed the clarity of instructions given to those using the instruments because the clearer the instruction, the higher the reliability would be. This was done by conducting a pilot study at Sechelela Secondary School (Ward Based Secondary School) where five classroom teachers and head of school were involved. The major reason for the piloting was to check for reliability of the instruments in terms of time required, and clarity of the items. The findings from the pilot (Sechelela Secondary) were used to improve the items before actual data collection.

3.10 Ethical Considerations

As long as the research process involves human beings, it is very important to consider ethics of conducting research. In carrying out research process, it is important to protect human rights and privacy of respondents from being infringed by the researchers (Creswell, 2005). In this study, before going to the field for data collection process, the researcher asked for research clearance letter from the respective Officers at the Open University of Tanzania. In the actual data collection process, voluntary participation of respondents in provision of required information was considered and adhered to by the researcher. However, in order to ensure active participation of respondents in providing required information, the researcher elaborated the need and value of respondents' information in facilitating the completion of this study.

3.11 Chapter Summary

This chapter has presented the methodology in which this study was conducted. In the methodological part, the following were discussed: the area of study: With this, the researcher carried out this study in six ward based secondary schools in Dodoma Municipality in Dodoma Region. The study adopted the case study design to allow use of multiple research methods. Also qualitative and some elements of quantitative approaches were used in this study.

Moreover, the study used interview, questionnaires and documentary review methods to collect information regarding teachers' motivation. In this study, purposive and simple random sampling was used to get the needed sample. Purposive sampling was used to sample the head of selected schools, Teachers

Municipal Secondary Education Officer, TSD Municipal Secretary and Municipal Executive Director whereas simple random sampling was used to sample six ward-based secondary schools and classroom teachers.

Data were analyzed in descriptive and numerical forms. Validity of this study was ensured by using multiple methods in data collection and multiple sources of information. Reliability of this was ensured through clarification and consistency of items after the pilot study in Sechelela secondary school. Before going to the field, the researcher requested for the research clearance letter from the Open University of Tanzania. In the process of conducting the study in the field, the researcher asked for the readiness of the respondents to engage in this study. Any information provided by the respondents was treated with high confidentiality and anonymity.

CHAPTER FOUR

DATA INTERPRETATION AND PRESENTATION

4.1   Introduction

This chapter presents the findings of the perceptions of teachers on the role of motivation in teaching performance in ward based secondary schools in Dodoma Municipality. The data obtained are presented basing on the research objectives described in Chapter 1. Data were collected through questionnaires, interview and documentary review. The findings are presented in charts, tables, histograms and pictures as well as quotations. In some cases, thematic descriptions in tabular form have been used in the presentation of qualitative data followed by detailed explanations.

During the coding process of qualitative data, various Tables were generated to summarize all-important quotes of different views expressed by participants. This chapter has two sections; the first part presents the socio-demographic data, which were obtained by asking the participants to provide their personal information whereas the second presents discussion of each objective.

4.2   Socio-Demographic Findings

The socio-demographic characteristics of the respondents in this study imply the background information of the sampled teachers from six ward secondary schools in Dodoma Municipality who filled in the likert-type research questionnaires and were interviewed. Teachers' characteristics such as sex, age, marital status, working experience and education level were identified among other socio-demographic

characteristics. A total of 51 out of 60 filled questionnaires were obtained from the six ward based secondary schools. This represents approximately a response rate of 85% of teachers (51) who filled and returned the questionnaires. Respondents were drawn from six ward based secondary schools. For ethical consideration, this study assigns pseudo names to the schools that participated in this study. The name chosen for the schools were: N Secondary School, U Secondary School, I Secondary School, K Secondary School, M Secondary School and Z Secondary School as shown in Table 4.1. On the other hand, semi-structured interviews was administered to nine participants; three from Dodoma municipal Council and six head of schools from the six schools involved in this study.

Table 4.1: Number of Participants who Filled the Questionnaires School Wise

Names of School (Given)	Frequency (N)	Percentages (%)
N	10	19.6
I	10	19.6
U	7	13.7
K	10	19.6
M	6	11.8
Z	8	15.7
TOTAL	**51**	**100**

Source: Field Data, (2016)

In each school, the researcher requested ten teachers to fill the questionnaires as indicated in the Table 4.1. Only teachers from N, I and K secondary schools managed to fill and return all questionnaires in contrast to U, M, and Z secondary

Schools, which filled only 7 questionnaires, 6 questionnaires and 8 questionnaires respectively. The participants' socio-demographic variables of sex, age, marital status, educational levels and working experience are summarized and presented in various Tables as shown below.

Table 4.2: Participants' Socio-Demographic Characteristics

Variables		Frequency (N)	Percentages (%)
Sex	Male	30	58.2
	Female	21	41.8
	Total	**51**	**100.0**
Age (Years)	21-35	33	64.7
	36-45	10	19.6
	46+	8	15.6
	Total	**51**	**100.0**
Marital status	Married	39	76.5
	Single	12	23.5
	Total	**51**	**100.0**
Education Level	Masters	5	9.8
	Degree	30	58.8
	Diploma	16	31.3
	Total	**51**	**100.0**
Working Experience	< 1	2	3.9
	1-5	29	56.9
	6-10	20	39.2
	Total	**51**	**100.0**
Administrative Rank	DED	1	11.1
	Municipal Educational Officer	1	11.1
	Secretary of TSD Dodoma Municipal	1	11.1
	Heads of Ward Secondary Schools	6	66.6
	Total	**9**	**100**

Source: Field Data, (2016)

The respondents for this study were teachers, head of schools, TSD officers, Municipal Education Officer and DED. As shown in the Table 4.2, out of 51 respondents who filled in the questionnaires, 58.8% (30) were males while 41.2% (21) were females. Age analysis in the Table 4.2 shows that majority of the respondents were aged between 21-35 years (64.7) and older respondents (46+) were the minority (15.6 %). Moreover, marital analysis in the Table 4.2 shows that majority of the respondents were married (76.5%) while minority were single (23.5%). On the other hand, the analysis of education level among teachers in the Table 4.2 shows that a large number of respondents were teachers who had first degree (58.8%) while teachers with masters' degree were the least (9.8 %) of the total respondents. Finally, the analysis of the working experience in the Table 4.2 indicates that majority of the respondents (56.9%) were those with 1-5 years of working experience, followed by those teachers between 6 – 10 years of working experience (39.2) and the lowest number of participants consisted of teachers with working experience below one year (3.9%).

4.3   Perceptions of Teachers on Motivation and Work Performance

The first objective of this study intended to explore perceptions of teachers on motivation and work performance in ward based secondary schools in Dodoma Municipality. Data were obtained from open ended questionnaires, interview, and documentary reviews. The first instrument used to solicit information was questionnaire, which required the respondents to indicate by putting a circle   in the appropriate space using 4 likert scales indicating: 1 = Very Dissatisfied, 2 = Dissatisfied 3 = Satisfied and 4 = Very Satisfied as their agreement or disagreement

on the statements that reflected their motivation. The results are presented in the

Table 4.3.

Table 4.3: Perceptions of Teachers on their Motivations and Work Performance

TEACHERS' PERCEPTIONS ON THEIR WORK MOTIVATION									
S/N	RESPONSE CATEGORY	(1)VD		(2)D		(3)S		(4)VS		MEAN
		N	%	N	%	N	%	N	%	
1	The level of current motivation among teachers in their job	40	78.4	6	11.8	5	9.8	0	0	**1.6**
2.	Satisfaction with head of school	14	27.5	23	45.1	14	27.5	0	0	**2.0**
3.	Satisfaction with fairness in financial matters	19	37.3	18	35.3	9	17.6	1	2.0	**1.8**
4.	Satisfaction with work-benefits	7	13.7	33	64.7	9	17.6	2	4.0	**2.1**
5.	Perception regarding promotion	10	19.6	26	51.0	13	25.5	2	4	**2.1**
6.	Satisfaction with job security	7	12.8	9	17.6	31	60.8	4	7.8	**2.9**
7.	Satisfaction with co-workers (teachers)	6	11.8	22	43.1	14	27.5	9	17.6	**2.5**
8.	Satisfaction with in-service training	5	9.8	17	33.3	20	39.2	9	17.6	**2.6**
9.	Satisfaction with your involvement in involvement in various decisions regarding your job affairs	18	25.7	29	41.4	4	7.8	2	4.0	**2.8**
10.	Satisfaction with the community's perception towards teaching profession	6	11.8	19	37.3	19	37.3	2	4	**2.5**

Source: Field Data, (2016)

Note: N = 51

Key: VD =Very Dissatisfied, D=Dissatisfied, S=Satisfied, =Very Satisfied,

Table 4.3 reveals that the majority of the teachers in ward based secondary schools in Dodoma Municipal were generally demotivated with the teaching profession (Mean =1.6). Teachers were also dissatisfied with fairness in the distribution of financial opportunities in their respective schools (Mean = 1.8) and satisfaction with head of school (Mean = 2.0). Teachers were also dissatisfied in their work benefits (salary and fringe benefits) (Mean = 2.1) and promotion (Mean = 2.1). Satisfaction with job security was rated high (Mean 2.9) followed by teachers' satisfaction in being involved in decision making (Mean 2.8) and satisfaction with in-service trainings (Mean = 2.6).

The above Data were triangulated using interview schedule that contained open-ended questions. The first question was: What do you consider as teacher motivation? The collected data from the interview revealed mixed perceptions on the understanding of teachers' motivation in Ward Based Secondary Schools in Dodoma Municipality. The qualitative data obtained from teachers' views on the understanding of teachers' motivation found different and interesting views. When answering the questions from open-ended questionnaires, teachers had different perceptions:

> "Teachers' motivation refers to on time promotion, increment in salary and offering of teaching allowances for those teachers working in difficult areas"

Another teacher had this to share:
> "To me, teachers' motivation is when teacher are given opportunities to prosper in their work. Motivation should include upgrading careers and good working condition.

The third, teacher had this to say:
> "Teachers' motivation involves multi-techniques to promote job security, job satisfaction and teachers' work commitment.

These techniques should come from intrinsic and external factors that raise the teachers' work morale"

Lastly, another teacher had this to share:

"Teachers' motivation is all about recognizing teachers' potentials, acknowledging their efforts and valuing their work".

It was interesting to note the pattern of teachers' understanding of motivation. As it can be seen from the responses above, all of them focused on treatment of teachers' promotion, salary increment, teaching allowances; given opportunities; upgrading careers; good working condition; job security, recognition and being valued.

Likewise the data from the Municipal Director (DED), office of Municipal Education Officer and Teachers' Service Department (TSD) were not homogeneous. For example, the DED said:

"Teachers' motivation means offering on time all teachers' rights as agreed by the government. That is, making sure that teachers are promoted on time, their annual leaves are granted and other statutory benefits are given to all without bias".

Moreover, while responding to the same question, the Municipal Education Officer commented that:

"Teachers' motivation is when teachers are supported to perform their day-to-day activities smoothly. Better working environment, effective communication, effective leadership and health supports"

Lastly, on the same issue of understanding of teachers' motivation, some head of schools had varying perceptions. One head of school commented that:

"To me, teachers' motivation is when teachers are given material things, money or praising them after they have done something good".

Another Head of School had an opinion that:

> "Teachers' motivation is when teachers are given enough freedom
> to make decision regarding their work. Teacher motivation may
> mean giving teachers autonomy and working environment with
> minimum supervision"

Lastly, on the same issue, another Head of School had this to share:

> "Teachers' motivation is anything that has moral and
> physical support to teachers which eventually promotes
> love and commitment in the teaching profession"

These study findings as shown above reflect the fundamental issues propounded in the Two Factors Theory that guided this study. According to Herzberg (1959) any employee is either intrinsically or extrinsically motivated by various factors like hygiene and motivators. Moreover, Reeve (2001) asserts that, motivation may come from within an individual (intrinsic) or outside/within the environment of an individual (extrinsic).

Again, Reeve, (2001) contends that, people may be motivated by factors in the external environment such as remunerations, supervision, benefits, the relationship between workers and task. As observed by Deci (1975) the intrinsic motivation is based on taking pleasure in an activity rather than working towards an external reward. Intrinsic motivation arises from having strong emotional interest in an activity and a sense of freedom and autonomy related to it.

4.3.1 Motivation as Fair Promotion

The current data reveal that teachers complained of late promotion and unfairness in the promotion process. Some teachers mentioned biasness as one of the main

obstacles standing in the way of fair promotion for teachers in most community secondary Schools (Table 4.3). On this particular regard, one teacher commented that:

> "It is very disappointing that some teachers in this Municipality create friendship with some officers in order to get their promotion and other work opportunities on time. Teachers with relatives or officers whom they know help them to get their promotion and arrears on time".

The present study findings are in line with the Herzberg's Two Factors theory that guided the study, that an employee would be more motivated and satisfied if he or she benefited from fair promotion. Also, the present study is similar to Nyakundi (2012) who found out that fairness in teacher promotion, job satisfaction, reward system and better working conditions have a positive effect on teacher motivation. Moreover, the present study results agree with the earlier studies by Khalid et al, (2012), Saba and Zafar (2013) and Rehman et al., (2013) who found positive relationship between fair promotion and motivation and work performance among teachers in Pakistan.

4.3.2 Motivation as Work Opportunities

The qualitative data indicate that teachers are motivated when given opportunities to prosper in their work. Teachers mentioned opportunity for academic growth, opportunities to attend marking of National Examinations and opportunities to be involved in invigilation of National Examinations. Specifically, teachers perceived motivation as something that focuses on upgrading their careers and which betters their working condition.

4.3.3   Motivation as Appraisal and Work Security

The qualitative data from the interview show that teachers perceived motivation as assurance of their job. During the interview, one teacher commented that:

> "Motivation involves multi-techniques to promote job security, job satisfaction and teachers' work commitment. These techniques should come from intrinsic and external factors that raise the teachers work morale"

Another teacher added that:

> "Teachers' motivation is all about recognizing teachers' potentials, acknowledging their efforts and valuing their work".

On the other hand, the descriptive data in Table 4.4 indicate that teachers in public secondary schools in Dodoma Municipal were satisfied with perceived job security. The statement number 6 in the Table 4.4 that "How can you rate the job security in your current job" scored a Mean of 2.96 and Standard Deviation of 0.685. These findings indicate that teachers in public secondary schools in Dodoma Municipal were motivated and committed to work due to job security. Through open ended questionnaires, the study revealed that teachers in public secondary schools were comfortable with job which had high job security.

The present findings mirror the previous study by Kinaki (2000) and Zdayl's (1990) which found "job security" as a source for teachers' motivation in public schools compared to private schools. On the other hand, this study contrasts with the findings of the previous studies (Peggy & Bonnie, 1994 & Wood, 2008) on teachers' motivation.

Moreover, teachers had different perceptions regarding the meaning attached to motivation and work performance. The obtained quotes from teachers during filling

of open ended questionnaires indicate that teachers perceived motivation differently. When answering question 13 in open ended questionnaires that asked how teachers understood teachers' motivation, mixed opinions were obtained from teachers in these six secondary schools. For instance, some teachers in these secondary schools perceived motivation as occurring only when educational officers and other leaders ensure availability of paying opportunities to teachers. One of the respondents said that:

> "I think if teachers are given enough opportunity to attend various trainings, are promoted on time and listened to their long time grievances, then every teacher will be motivated".

The above quote was supported by other comment from one of the heads of school:

> "As ten years serving head of school, I have experienced that teachers are motivated when given opportunity to pursue higher education. Most of teachers whose requests for permission for studies were not accepted, they became demotivated, less effective and stubborn".

Up to this point one could generally argue that, teachers in ward based secondary schools had varying perceptions on their motivations that were influencing their work performance. From the data, it is worthwhile to comment that, most teachers were extrinsically motivated (externally motivated) than intrinsically. This situation can be best interpreted to mean that these teachers needed tangible rewards like high salary, decent housing, and transport allowance to boost their motivation.

These teachers required an external drive to create positive behaviour offered in a system that would reinforce the desired behaviour and negate undesirable actions (Herzberg, 1971).

4.4 Factors that Influence The Levels of Teachers' Motivation

The research objective 2 sought to examine factors that influence the level of teachers' motivation in ward based secondary schools in Dodoma Municipal. To obtain the answers to the question, a questionnaire was used to solicit information from the respondents. Later, the descriptive statistical techniques and qualitative methods were performed. From the likert-type questionnaires, the descriptive analysis of data was performed and those factors with high mean score were recorded and discussed. The participants were requested to indicate by putting a circle in the appropriate space using 4 likert scales indicating: 1 = Very Dissatisfied, 2 = Dissatisfied 3 = Satisfied and 4 = Very Satisfied as their agreement or disagreement on the statements that reflected their level of motivation. The results are presented in Table the 4.4.

Table 4.4: Teachers' Motivation Levels

S/N	Statement	Mean Score	Standard Deviation
1.	What can you say about your satisfaction with your head of school?	1.1569	.70349
2.	What can you say about the level of motivation in your current job?	1.0011	.61238
3.	What can you say about fairness in financial opportunities arising in your school?	1.9111	.76343
4.	What can you say about your work benefits (Health insurance, life insurance, (etc)?	1.2157	.41539
5.	What is your perception regarding opportunities for promotion in your job?	1.1213	.68830
6.	How can you rate the job security in your current job?	2.9615	.68489
7.	How can you assess your recognition for work accomplished?	1.8077	.76795
8.	How can you rate your relationship(s) with your head of department/unit?	1.6731	.61743
9.	What is your relationship with your fellow workers?	2.1961	.66392
10.	How can you assess the support the in-service trainings and other upgrading seminars and educational programmes do offer?	1.1105	.00000
11.	How can you rate your involvement in various decisions regarding your job affairs?	1.8077	.76795
12.	To what extent are you satisfied or dissatisfied with the community's perception towards the teaching profession?	1.3500	.68241

Source: Field Data (2016)

Note: N = 51 Analyzed by SPSS Version 17.0

Table 4.4 indicates that most of the teachers were motivated by the relationship with their fellow workers and the job security (m = 2.196), sd (.6639) and (m = 2.964), (sd = 6849) respectively. On the other hand, teachers were less motivated with opportunities and support for in-service trainings, upgrading seminars and educational programmes (m =1.111), (sd = 0.000), promotion (m =1.1213), (sd = 0.6883) and fairness in final opportunities (m =1.9111), (sd = 0.7634) respectively.

Interview schedule was used to triangulate the above data, where teachers were requested to answer the following question: What aspects of work motivation do teachers complain of most in this Municipality? The following were the responses:

> "Teachers in this Municipality are regularly complaining of low salary and late promotion. Some teachers have started small businesses as a means of earning life".

On the other hand, the Municipal Education Office commented that:

> "Teachers in Dodoma Municipality are seriously complaining of inadequate accommodation, poor working environment and late payments for annual leaves".

He added:

> "Teachers in semi-remote areas are regularly complaining of lack of social services like clean and safe water, hospitals and communication networks".

Moreover, during the interview, the Municipal secretary for Teachers' Service Department (TSD) said that:

> "It is very unfortunate that most teachers in this Municipality are complaining of inaccessibility of some schools to the main road. Some schools are located five kilometres away from

>where public transport is found. Again, in most ward based secondary schools; there are no any formal arrangements for teachers to get lunch. Teachers are starving and some do not stay throughout the day due to being hungry"

From the quotes above, it is now obvious that teachers in ward based secondary schools in Dodoma Municipality were facing many challenges that demoralized their morale and eventually were translated into low motivation to work. The senior officials from the Dodoma Municipality declared that most of the teachers' problems were not new but little had been done to curb them. It can be argued here that it is possible that officials in Dodoma Municipality do not work together as a team that is why they remain complaining of the problem like the teachers do although one could have thought that they would be part of the solution. Moreover, it seems that the Dodoma Municipality does not have any effective policy and or programme to motivate its teachers in ward based secondary schools.

Furthermore, during informal interview, some teachers said that:

>"I am not enthusiastic to continue with this teaching profession. I am teaching large classes, marking many exercise books, there is development of lesson plan daily and sometimes I have to mark students' tests up to mid night. I have a very big working load but I am paid very little."

Another teacher had this to share:

>"Despite the big working load which teachers have, yet they are neither paid any extra nor risk allowances. It is very disappointing that teachers should create friendship with or ingratiate themselves to some officers in order to get their promotion and other work opportunities on time".

The above quotes reveal that teachers in different ward based secondary schools within Dodoma Municipality had problems that were affecting their level of

motivation. Almost all interviewed teachers complained of late promotion big working loads, low pay (salary) and favouritism. From the above quote, some teachers were complaining of the system of getting their rights through "befriending" some of the Municipal officials. This befriending the officials would might be interpreted to mean that teachers were getting their rights or favours through corruptions or illegal ways.

The current findings hinges on Kane and Mallonin (2006) who examined factors motivating teachers to work hard in New Zealand. In their study, 790 teachers 182 educational leaders and 598 students completed questionnaires. Interviews were held with 16 head of schools, 48 teachers 35 students while 6 teachers and 5 students were involved in a focus group discussion. This study found that democratic leadership styles and pay were related. The study further reveals that respect and perceived image of teachers by local community was directly aligned to teachers' motivation to work.

Moreover, Ofoegbu (2004) examined teacher's motivation in Nigeria. The study focused on finding out if teacher motivation would subsequently translate to classroom effectiveness and school improvement in Nigeria. With the use of questionnaires and interviews, Ofoegbu's findings confirmed the assumption that teacher motivation would enhance classroom effectiveness and improve schools' academic performance. The study further revealed that teachers would adequately be motivated if they would have their salaries regularly paid; if teaching and learning facilities were made available; if teachers were encouraged to attend conferences and seminars and they were provided with favourable working environment.

4.4.1   Promotion

Through descriptive statistics and semi- structured interviews with municipal officers, the study revealed that many teachers were not motivated to work in ward based secondary schools due to late or no promotion.

The mean score for perception of teachers on promotion was 1.12 in 4-likert –scale questionnaire (Table 4.5). It was learnt that majority of teachers in ward based secondary schools were complaining of late promotions without any feedback from the municipal director. During the interview, one head of school said that:

> "Most teachers in this school are unhappy; they are complaining of late promotions. In this school, there are more than seven teachers who have not been promoted for seven years now. These teachers are reluctant to teach and guide students in everyday activities".

When the researcher asked the Municipal Director about late promotions of teachers, the following was the response:

> "It is true that most teachers in this Municipality are complaining of late promotions. The problem is lack of money to pay those who have been promoted. The Municipal budget is small compared to the annual promotion requirements of all workers in this Municipality".

On other hand, during the interview with TSD Municipal Secretary, she had this to say:

> "As leaders in Teachers' Service Department, we are really unhappy with late promotions of our fellow teachers. Every year we plan and submit to the responsible authorities the list of teachers who are due for promotion but the answer has been always that the budget is small t to accommodate all of those promotions".

From the two quotes above, it is evident that teachers in ward based secondary schools would remain complaining of late promotion until when the annual municipal budget was increased. In this situation therefore, most students in ward based secondary schools would not be taught effectively because their teachers were not motivated. This would as a result increase the risk of failure in final examinations. These results are in line with Kadzamira, (2006); Khan, (2007) & Papanastasiou, (2006) who found that promotion was among the main factors that caused job dissatisfaction and demotivation among teachers in public secondary schools in Malawi and Pakistan.

In the similar way, the study by Bennell and Akyeampong (2007) found that large percentages of teachers in public secondary schools in Sub-Saharan Africa and Asia were poorly motivated. In the similar way, Mutebi (2007) observed that most Ugandan secondary schools teachers were demotivated in their teaching something which resulted into low students' academic performance. In a similar way, the study by Njogu (2011) on teacher motivation in public secondary schools in Kenya showed that teachers were demotivated in their job.

4.4.2 Working Conditions

The findings showed that teachers were not satisfied with the working conditions at ward based secondary schools in Dodoma Municipality. Their dissatisfaction was also shown through the low standard deviation of 0.1 and mean score of 1.0 from the statement number 11 in the questionnaire "how can you assess the working conditions in this school?" (Table 4.5). Furthermore, teachers and head of schools

were complaining of the unavailability or inadequate houses (accommodation) and problem of transportation from home to school and vice versa.

During the interview, one head of school pointed out:

> "The school does not have any house for teachers' accommodation. The school is located about 46 km away from the town centre. About ¾ of teachers live in town as the result of lack of accommodation. It is very difficult for teachers to arrive at school at 7:30 AM as it is demanded by the laws and work regulations".

Another head of school added that:

> "It is very difficult for teachers to teach the morning lessons due to their coming late. Since there is no public transport near this school, teachers are required to arrange for their private transportation".

During the data collection, the researcher witnessed teachers in most of the staff offices sharing the available office furniture. It was observed that some offices lacked tables, chairs and the staff room where more than 20 teachers lacked even a single computer to assist them in their teaching. This lack of facilities was likely to affect the achievement for provision of quality education. Likewise, the environment   in classrooms was pathetic because many students were seen seated outside while the class session was proceeding due to shortage of desks. This kind of teaching and learning environment was sure to teachers' enthusiasm in teaching hence lowering and paralyzing the current government's efforts to offer free quality secondary education.

These findings are consistent with the previous study conducted on teacher motivation in Tanzania which revealed that teachers were not happy with the housing

facilities (Davidson, 2007). Teachers' lack of motivation in the present study was also contributed by unavailability of reliable public transportation to work and home. It was learnt that teachers who were working in schools located in remote areas, had a transport problem.

4.4.3   Leadership Effectiveness

The findings showed that teachers were not satisfied with their leaders and administrative services they were being offered. In this aspect, descriptive statistics were calculated and they indicated that the majority of teachers were not motivated with leadership effectiveness in their department and entire school leadership. The mean score of teachers on their satisfaction with head of school was 1.2 while satisfaction with head of department was 1.7 (Table 4.4). These mean scores were below average in 4-points of likert scale. During data collection, the researcher managed to note ineffective teachers-supervisor communication and quick feedback as the main parameter for this demotivation. During informal interview, one of the teachers said:

> "Our heads of department are not friendly; they do not want to call departmental meetings. This situation is the same with our head of school. He does not want to receive challenges and inputs from teachers. Since last year, he has neither organized for teachers' meeting neither student' school *Baraza"*.

The previous studies by Ramsey (1997) and Robbins et al., (2003) have linked supervision/leadership and levels of motivation among the employees. For instance, Graham and Messner (1998) revealed that behaviour of supervisors strongly impact on employees' motivation. The present study findings are consistent with previous studies by Cable and Judge (2003) and Sancar (2013)

who found a significant relationship between supervision and job satisfaction among staff in public educational organizations.

4.4.4 Salary

Both qualitative and quantitative findings showed that there was demotivation of teachers in this aspect of salary. This study revealed many complaints on little salary and unfair deductions among the teachers in all six secondary schools studied. These results confirm the earlier findings by Kinaki (2000), and Zdayl (1990) that most of the teachers working in public schools were less satisfied with their pay compared with their counterparts working in private schools.

Moreover, other earlier studies have shown that salary is an important source of motivation among employees particularly teachers especially when employees consider this payment to be fair and on time (Oskamp & Shultz 1998). However, this is contrary to a survey conducted by Young et al., (1998) in the Malaysian public schools which failed to identify any significant relationship between pay and employees' motivation. Similarly, the study by Brainard (2005) found pay and benefits to be weakly associated with employees' motivation.

However, Akintoye (2000) asserts that money remains the most significant motivational strategy. In the same way, as a thumb of rule, many researchers in management and work motivation (Khan et al, 2009; Oskamp & Shultz 1998) have shown that salary is an important determinant of job satisfaction, especially when employees consider this payment to be fair and on time.

4.4.5   Management Positions

The findings show that most teachers were struggling to get high leadership positions within their school or at the Municipal Council. During the interview, most head of schools said that:

> "Teachers are tired of teaching and living this difficult life. Most of them are looking for high management positions within school management at the Municipal Council".

When the researcher asked the Municipal Director if teachers were looking for higher position outside teaching he had this to say:

> "It is true that most experienced teachers and those teachers with high educational qualifications are looking for leadership positions. We have some few teachers who were appointed to headship of school and now they are happy to work in remote schools".

These quotes indicate that seniority was associated with pay and better living among teachers in ward based secondary schools in Dodoma Municipal. A study by Henderson (1987) linked seniority with better pay, better housing and regular access to fringe benefits in most organizations. These findings are in line with Packard & Kauppi (1999) who found that leaders have high motivation and job satisfaction compared to their subordinates due to access to decision making apparatus, resources and in most cases, they are within the bureaucratic system of their organizations.

4.4.6   Work Recognition

The collected qualitative and descriptive analysis indicated that teachers were demotivated due to lack of work recognition in ward based secondary schools in Dodoma Municipality. The descriptive analysis on the satisfaction of teachers on recognition of work accomplished scored a mean of 1.8 in a 4 –point likert scale questionnaire.

Additionally, during the interview one head of school said that:

> "Most teachers in this school are complaining of not being given rewards or any letter of appreciation when their classes perform better in National Examinations. Teachers are of the opinion that the Municipal Director (the employer) and head of schools should recognize them once they have performed better".

These findings are consistent with (Nelson, 1994): Nelson & Economy (2003) that employees need supervisors and managers to recognize their positive employee efforts and accomplishments to maximize productivity in organization. Teachers may be more motivated if their best performed job or work is appreciated by their supervisors or management. Work appreciation may influence more creativity and curiosity among secondary teachers in ward based secondary school in Dodoma Municipality. This finding is in line with Marsland, et al. (1999) who observed that motivated teachers tend to be more creative and committed to work in the organizations.

4.4.7   Relationship with Co-Workers

The data collected and analysed on this aspect indicate that academic teachers in ward based secondary schools in Dodoma Municipality were not motivated in both intrinsic and extrinsic factors of job satisfaction. Out of eleven motivation variables, only statement on number 9 that asked on relationship with co-workers had mean score above 2.0 while the remaining (12 variables) had mean score below 2. This finding indicates that teachers in public secondary schools in Dodoma Municipality were satisfied with the support and relationship they were getting from their fellow teachers. These results are in line with Woods and Mantago (1997) who found that most workers derive their job satisfaction from collegial relationship (co-workers).

Conversely, these results are inconsistent with Herzberg's Two Factors Theory in which relationship with co-workers is a source of job dissatisfaction (Herzberg et. al. 1959; Robbins & Judge 2008).

The above can be summarized that, teachers' motivation is a multifaceted concept that can be influenced by many factors. There are those factors which can be controlled and solved by the management as they have their origin from leadership ineffectiveness while others cannot. What makes teacher X to be motivated in School Y for example does not necessarily motivate another teacher in another school. Given this fact therefore, educational officers and Municipal officials are not effective enough to get informed of the challenges of teachers' motivation. Lastly, there is a need for multivariate approaches to handle issues of teachers' motivation in Dodoma Municipality.

4.5   Effects of Motivation on Teachers' Work Performance

Objective three sought to determine the effects of motivation on teachers' work performance in community based secondary schools in Dodoma Municipality. Information obtained from open ended questions revealed that teachers working in ward based secondary schools were aware of the effects of demotivation. On the other hand, during the interview, the Dodoma Municipal Officers also showed awareness of the effects of low motivation among teachers and their consequences on students' academic performance.

Information from the Table 4.5 indicates that teachers from different ward based secondary schools responded differently from the perceived low motivation. Some

teachers came late to work whereas some others were regularly absent. It was also reported that some teachers were not attending classes while others were teaching private tuition during official work hours.

Table 4.5: Information Collected from Teachers on the Effects of Less Motivation

Respondents (Given Names)	Effects of Less Motivation to Teachers
Teacher X from U Secondary School	- Lateness to work and Chronic absenteeism - Not attending classes but busy with private tuition on the streets.
Teacher Y from Z Secondary School	- Delay in doing some activities assigned or supposed to do - Low self-esteem and self-efficacy - Low incentives on creativity and innovation
Teacher W from N Secondary School	- Examinations Frauds - Conflicting relationship between classroom teachers and head of schools, Municipal Education Officers and DED.
Teacher Q from M Secondary School	- Poor teaching and mentorship of students - Teachers engage in other socio-economic activities - Intention to quit and turnover among teachers
Teacher R from K Secondary School	- Less commitment in assigned responsibility. - Poor setting of examinations, cooking exams results, poor marking of students' tests and examinations and being tardy in giving results to the students.
Teacher Z from I Secondary School	- Regular conflicts between teachers and head of schools.

Source: Field Data, 2016

Moreover, from Table 4.5 it is shown that some teachers were not observing teachers' ethics and professionalism. It was reported that teachers were involved in examination frauds and conflicts. This can be interpreted as leadership and management vacuum that reinforce proliferation of this problem. Lastly, there was a

challenge of teachers' turnover and intention to quit the profession. The existence of

regular exit and recruitment of teachers may create instability in the schools as every

time the institution would have new employees who cannot mentor and create strong

permanent organization culture.

During the semi structured interview, some head of schools had this to share:
"Teachers are not punctual at work and in doing other duties
assigned. They are not cooperative in most of the duties they
are assigned"

Another Head of School added that:
"Teachers are busy selling snacks to students during class
hours. It is now becoming an acceptable tradition in this school
to see students being forced to buy "maandazi" (pies) cakes
and boiled cassavas from their class teachers".

The above quote from the head of school indicates that some head of schools are

practically lazier fair leaders. In line with leadership principles, it is a sign of

being irresponsible if a leader knows that teachers are not teaching and they are

engaging in their private businesses but such a leader does not give them

warning or take serious disciplinary actions against them.

The qualitative information obtained from the Municipal Officers was almost similar

to what was recorded from Head of Schools. During the interview, the Municipal

Education Officer said that:

"In this Municipality, teachers have been alleged of teaching
tuition during normal class hours. It has been revealed that
most of science teachers are busy in streets teaching tuitions
and some are hired as part time teachers in private schools"

In the same way, even the Municipal Officers responsible for overseeing the quality

of education were complaining of teachers' irresponsibility. The above quote reflects

the bad things teachers were doing and which the head of schools were complaining of about. It can be argued that the management of education from the school level to Municipal level was not effective. Therefore, less motivation among ward based secondary school teachers in Dodoma Municipal may be contributed by the ineffective educational management and leadership.

Moreover, the current study findings are in line with Meela (2011) who found that less motivation among teachers may lead to massive turnover that may ruin the education system. In a similar way, Bennell and Mukyanuzi's (2005) found that there was low level of satisfaction and motivation among primary school teachers in both urban and rural areas that as a consequence affected teachers' attendance to work and their availability in teaching and learning in most schools in Tanzania.

4.5.1 Absenteeism

Data in Table 4.6 indicate that teachers in Ward based Secondary Schools in Dodoma Municipal were not punctual at work and some were regularly absent. Teachers' absenteeism may affect their attendance during the lessons and their availability for students' consultations (Boimanda, 2004).

Sometimes, students will not get support for their academic problems and counselling and guidance if their teachers are not at the office. Some studies such as by Robbins (2001) have linked employee's work demotivation to absenteeism, lateness, conflicts, and tardiness and divided loyalty. Demotivated teachers can remain working but with a spoiling network to other committed teachers (Patrick, 2014).

The present study findings are concurrent with previous studies by Barrett (2004a) and Halsey et al, (2004) who found that teachers' absenteeism have been directly attributed to low levels of commitment. In the similar way, the Haki Elimu Survey, in 2003, found that 41 percent of secondary teachers had been absent at least once in the previous three months.

4.5.2   Teachers' Misconducts

The qualitative data indicate that some teachers in Ward based Secondary Schools in Dodoma Municipality were cooking exams results. It was also reported that teachers were not marking students' examinations carefully and correctly. Data in Table 4.9 reveal that some teachers were not around during class hours. Most of them were busy teaching private tuitions in the streets.

These findings are in line with studies by Boimanda (2004) and Anangisye (2006) who unveiled teachers' professional malpractices in secondary schools in Tanzania that included immoral conduct, absenteeism, corruption, private tuition, unethical dressing, examination fraud and sexual misconduct. In the similar way, the Teachers' Services Department (TSD) in Tanzania that deals with teachers' disciplinary issues related to professional misconduct dismisses 200 to 300 teachers every year for various professional misconducts (TSD, 2008).

4.5.3   Intention to Quit

The data in Table 4.6 reveal that some teachers in ward based secondary schools had intention to quit the teaching profession. However, what was interesting is that none

of such teachers was reported to have left the teaching profession for the past three

years in the surveyed schools. During the interview, one head of school said that:

> "Teachers understand that working in public schools like this is difficult to be terminated. Termination in public sector has its own long legal process compared to private institutions. For five years now, since 2010 to date, there has not been any record showing teachers who were terminated in this school or who had decided to leave the job".

Interestingly, the quote above indicates although teachers in ward based secondary

schools were demotivated with work but they had less intention to quit job. During

the interview, the head of schools and DED identified narrow opportunities for other

jobs outside the teaching profession as a major hindrance for mass turnover among

the teachers in most ward based secondary schools. It has been observed that

teachers who intend to quit the profession due to job dissatisfaction in the teaching

profession (Ingersoll, 2001 & Tickle, 2008) share such idea with their colleagues. As

a result, these colleagues are also most likely to reduce their commitment to work

hence resulting into low job productivity.

Moreover, the teaching profession among teachers is perceived as profession with

limited job options with also little skills to manage job competition in international

job markets. The study found that most demotivated teachers found it difficult to

compete and secure other paying jobs outside the teaching profession. Despite this

fact, some teachers in ward secondary schools had intention to quit the job, but the

opportunities outside teaching were highly competitive. Failure to compete in

securing other paying jobs outside teaching profession may have been linked to poor

qualifications among secondary schools' teachers in ward based schools. Previous

studies such as by Komba & Nkumbi, (2008) pointed out that that teaching in schools was poor as teachers were de-motivated and were poorly trained to meet the challenges in the profession.

The findings of this study relate to other studies such as those by Cohen et al. (2009); Ladd (2011) & Moore (2012) which show that for secondary school teachers, low motivation was indeed a significant predictor of teachers' intent to quit. The results also are in conformity with the report on the government expenditure in education which asserts that in Tanzania, the school physical environment in general is poor (Claussen & Assad, 2010).

4.5.4   Conflicts among Teachers and School Management

The current findings revealed that in some secondary schools, teachers had a hostile relationship with the school management specifically with the head of school. The data further show that some teachers had extended their hatred to the Municipal Educational Officers and Municipal Director due to the latter's failure to offer teachers' payment   on time payment, low salaries and poor working environment. During the interview, the Municipal Director commented that:

> "Sometimes teachers become angry and decide to demonstrate for their statutory benefits like subsistence allowances. Sometimes, the Municipality does not have the budget to pay them instantly but when we receive money from the Government Treasury, we normally pay them. Teachers should understand this".

In fact, when teachers are demonstrating or are on strike, students are not taught. This is because it   is difficult for hungry teachers to come in the class and teach students effectively and efficiently.

4.5.5 Engaging in Secondary Activities

The qualitative data from open ended questionnaires revealed that teachers were engaging in other socio-economic activities as a secondary income to support their living. During data collection, one teacher agrees to have been engaging in farming activities and he had this to share:

> "The salary is very low, what with the large family I have to support. I have no choice than producing vegetables and fruits which when I sell they add on my little salary".

The current findings mirror the study by Sumra (2003) who observed that a committed teacher does not have time to engage in another activity outside the teaching profession. Similarly, Cooksey's Survey (2003) in Tanzania revealed that 32 percent of male and 21 percent of female school teachers reported spending more than four hours per week on private tuition. As also observed by Mukyanuzi (2003), private tutoring is far more common in secondary schools in urban areas. In the context of this study, most of surveyed schools were found in Dodoma Municipality which is urban area therefore suggesting a possibility of demotiaved teachers to engage in tuitions. Mukyanuzi (2003) observes that among secondary school leavers in 1995, 37 percent in rural and 56 percent in urban schools said that they had paid for private tuition.

Up to this point one could conclude that, despite the various efforts made by the Tanzania government to support teachers (MOEC, 2003) motivation among teachers in secondary school specifically ward based secondary schools in Dodoma Municipality remains a critical challenge. In Tanzania, strong evidence exists that the vast majority of teachers are unhappy with their salaries, housing arrangements,

benefits, workload, and status within their communities (Davidson 2005; Sumra 2004b & HakiElimu, 2005). These demotivated teachers have a tremendous impact on students' teaching and learning and subsequently on their academic performance. Conflicts, late given and denied rights, poor working conditions have over time, seriously eroded many teachers' motivation to carry out their teaching and non-teaching roles in an acceptable manner (Davidson, 2007).

4.6   Chapter Summary

This chapter has and interpreted the study findings in relation to research objectives stated in chapter one. Three research objectives were used during discussion and interpretation of the findings. From this discussion and interpretation, it was found that teachers had a varying understanding of motivation. For example, some teachers perceived motivation to be expressed when they received their salary on time and promotion while others were of opinion that motivation was all about working in a friendly environment, having at hand helpful colleagues and caring leadership. Moreover, teachers in ward based secondary schools in Dodoma Municipal were less motivated with opportunities and support for in-service trainings, upgrading seminars and educational programmes and fairness in final opportunities.

CHAPTER FIVE

SUMMARY, DISCUSSION CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of research findings, conclusions and recommendations for further actions as well as further studies.

5.2 Summary of the Study

The purpose of this study was to assess the role of motivation on teachers' work performance in ward based secondary schools in Dodoma Municipality in Tanzania. This purpose was to provide informed suggestions for improvement. The three objectives which guided this study were: to explore perceptions of teachers on motivation and work performance in ward based secondary schools in Dodoma Municipality, to examine factors that influence the level of teachers' motivation in ward based secondary schools in Dodoma Municipality and to determine the effects of motivation on teachers' work performance in ward based secondary schools in Dodoma.

The conceptual framework of this study contained independent variables which included hygiene and motivation factors as put forward by Herzberg's Two Factors Theory. The hygiene factors include achievement, recognition, the work itself, responsibility and advancement while motivator factors include supervision, working condition, interpersonal relation, salary/pay and company policy and administration. The mediating variables for teachers' motivation were mentioned as age of the

teacher, working experience and educational level. The dependent variables were teachers' motivation and teachers' work performance.

The case study design was employed in this study, and it was conducted in the ward based secondary schools in the Dodoma Municipality. A total of 60 respondents were purposively and simple randomly selected. The methods used to collect data were questionnaires, informal interviews, semi-structured interviews and documentary review.

The study found that majority of teachers working in ward based secondary in Dodoma Municipality were demotivated regardless of their age, education level and working experience. Therefore, they needed more close relationship and care from the management. Also, most of the classroom teachers were complaining of ineffective leadership in most ward based secondary schools. Particulary, they were complaining of poor management and unsupportive leadership. Moreover, low salary, late or unfair promotion and poor working conditions were mentioned as the most common factors that undermined teachers' motivation in most ward based secondary school in Dodoma Municipality. In addition, chronic absenteeism, regular staff-management conflicts, teachers' misconducts and teachers' intention to quit job were observed as the major effects of demotivated teachers. All these effects had a direct impact on teaching and learning of students in ward based secondary schools in Dodoma Municipality.

However, despite these factors, teachers in ward based secondary schools in Dodoma Municipality were highly satisfied with job security. Furthermore, the study findings

revealed that teachers were busy with their other socio-economic activities during working hours on the assumption that it was difficult to terminate their job due to legal procedures guiding termination of work among the public servants in Tanzania. It was revealed that the permanent and pensionable contracts had influenced teachers' motivation in ward based secondary schools in Dodoma Municipality. Lastly, the findings showed that teachers' motivation might have been influenced by the location of the school. Some teachers were complaining of lack of public transport in some schools located in semi-urban places.

5.3 Discussion of the Major Findings

This study found various critical issues that were affecting the level of teachers' motivation in community/ward based secondary schools in Dodoma Municipality.

5.3.1 Late Promotion

Majority of teachers in ward based secondary schools were complaining of late promotions which were not carried out without even any feedback from municipal director. Late promotion and unfair promotion remained as the main source of demotivation among teachers in ward based secondary schools. Generally, promotion is linked with seniority and high pay. Pay remains as the source of income to most teachers as public servants. Since they were not promoted on time, they became demotivated and these demotivated teachers were likely to neglect their responsibility as teachers affecting the quality of education and academic performance of the students. According to the Herzberg's Two Factors theory that guided the study, an employee would be more satisfied if he or she benefitted from fair promotion.

5.3.2   Ineffective Leadership

The qualitative data in chapter four shows that teachers were complaining of ineffective leadership. Also, poor communication among teachers and their leaders was evident from the level of school to the Municipal level. Lack of effective communication to teachers can lead to wrong interpretations or misunderstanding that can highly affect the unity and enthusiasm of teachers toward work. The less motivated teachers will put little efforts towards work accomplishment and less time on quality of delivery.

It can therefore be argued that leadership characteristics and perceived support of an individual leader may affect attainment of some employees' rights. As observed by Foster (2002), any organization with a culture of sharing ideas about organization policies is said to be practising democratic leadership. An organization, which has effective dialogue, it is likely to develop friendship relationship, less burnouts and peaceful climate that nurtures job satisfaction and high productivity.

5.3.3   Conflicts

Conflict among teachers, their head of schools and Municipal officials was also reported as the main problem facing ward based secondary schools in Dodoma Municipality. Although some studies have highlighted the positive benefits of conflicts in organizational growth, regular strikes and boycotting have been associated with poor organizational citizenship and quality work performance (Mkumbo, 2014). It is obvious that teachers involved in conflicts with the management are psychologically unstable and unproductive to effectively perform their duties. Harvey and Allard (2003) found that conflicts at work are associated

with emotional exhaustion and are considered to be responsible for increasing the incidences of adverse events and negative emotions at work. The staff full of conflicts can hardly achieve a harmonious relation that triggers off better educational plans, teaching and which ensures students welfare.

5.3.4 Salary

This study revealed that there were many complaints on little salary and unfair deductions among the teachers in all six secondary schools in Dodoma Municipality. Low salary was seen to result into absenteeism among teachers , and this was due to the fact that, teachers moved out of their working environment to find something else to do in order to earn extra income and leave their students with nothing to do something which led to poor performance. These results confirm the findings by Kinaki (2000), and Zdayl (1990) that most of the teachers working in public schools were less satisfied with their pay compared with the teachers working in private schools. Moreover, other earlier studies have shown that salary is an important source of motivation among employees and teachers in particular, especially when employees consider this payment to be fair and on time (Oskamp & Shultz 1998).

5.3.5 Working Conditions

Working condition was among the major findings. Teachers were not satisfied with their working conditions at ward based secondary schools in Dodoma Municipality. Furthermore, teachers and head of schools were complaining of the unavailability or inadequate houses (accommodation) and the problem of transportation from home to school and vice versa. Teachers reported to have sometimes been coming late to work due to the fact that they were living very far from school. Not only this but also

the teaching and learning resources like books, current syllabus, tables and chairs were lacking. All these led to poor performance.

5.4   Conclusion

On the basis of these findings, the following can be concluded about the study. The findings of the present study have provided answers to the research questions. The findings suggest that teachers in ward based secondary school in Dodoma Municipality were generally demotivated. Also, the findings compliment the proposed variables in the theoretical framework. That is, Herzberg's two Factor theory and the theory of Maslow's Hierarchy of Needs. The motivators and hygiene factors were confirmed to have great influence on teachers' motivation in ward based secondary schools in Dodoma Municipality. The dependent variables that is, age, working experience and educational level were not antecedent conditions to the teachers' motivation in ward based secondary schools in Dodoma Municipality.

Moreover, these findings have practical implications for various levels of the schools' management. Teachers' motivational aspects were not homogeneous in ward based secondary schools; therefore, there was the need for the Dodoma Municipal Authorities to use different management styles and motivational strategies to raise to the same level the teachers' motivation for maximum schools' performance.

Moreover, several limitations exist in the present study which warrants review. First, the results of this study must be qualified in terms of the sample that was used. Extensive sampling was beyond the resources of the researcher. Second, since only

teachers in ward based secondary schools were used as a sample in this study, this raises the issue of generalizability of the findings.

Therefore, more research is needed before firm generalizable implications for teachers in other public schools can be drawn. Finally, the possible limitations of the study are some methodological confounds resulting from the use of a common instrument (questionnaire). However, this is unlikely to be a serious problem because Spector (1987) has shown that method bias is generally not a problem with well-developed instruments.

5.5   The Implication of the Findings

Generally, these findings have brought a significant contribution in understanding what teachers think about motivation in ward based secondary schools in Dodoma Municipality in Tanzania. These findings will assist the management of specific secondary schools and Municipal authorities in dealing with critical challenges of demotivation among teachers. The most cited problems behind demotivation among teachers were low salary, late or unfair promotion, poor working conditions and the management ineffectiveness.

Furthermore, these findings will allow theorists; researchers as well as practitioners interested in teachers' motivation to be aware of what might influence teachers' motivation in ward based secondary schools in Dodoma Municipality and Tanzania at large. Moreover, the present findings will highlight the effects of demotivation and its associated consequences among the teachers in ward based secondary schools in Dodoma Municipality and public secondary schools in particular.

Lastly, these study findings have come out with critical recommendations which will act as a catalyst in solving various existing and emerging challenges of teachers' demotivation in ward based secondary schools in Dodoma Municipality. It is a good light towards the broad understanding of the teachers' motivation in ward based secondary schools in Tanzania and beyond.

5.6 Recommendations

In relation to the research findings and conclusion, the following are the recommendations for both administrative actions and area for further research:

5.6.1 Recommendations for Administrative Actions

There is a need for different stakeholders like policy makers at all management levels within the specific school, Dodoma Municipality and the Ministry of Education, Vocational Studies in Tanzania to observe the following recommendations:

(i) Create a fair environment in accessing job fringe benefits among teachers at all levels. It seems that teachers who were also leaders were receiving conducive and attractive employment packages from their employer that is the Municipal Director which satisfied them more than non-leaders.

(ii) There is a need to establish a unit that will deal with teachers' motivational issues at lower level at the ward level and Municipal level.

(iii)There is a need for schools to have regular teachers and school management meetings. These meetings will narrow the existing work demotivation gap. Moreover, these meetings will settle all quarrels at the embryonic stage before they have blossomed to devastating impacts.

(iv) There is a need for management to use transformative leadership style which involves both organizational members in decision making regarding their organization. Furthermore, this style ensures efficient communication within employees and across the management structures.

5.6.2   Recommendations for Further Research

This study is not exhaustive due to some resource constraints. In future, it is recommended that the study should be done in the following areas:

(i)   A broader comparative study which will involve teachers in ward based secondary schools and private schools in Tanzania should be conducted to reveal the motivation level among teachers.

(ii) A broader study should be conducted to assess teachers' motivation in all public day and boarding schools in Tanzania. Finally, the study should be done to assess the contribution of non-teaching staff (administrative staffs) towards teachers' motivation in public and private secondary schools in Tanzania.

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APPENDICES

Appendix 1: Questionnaire for Teachers

I am a student at the Open University of Tanzania University pursuing MED APPS. I am doing a study on the roles of motivation on secondary school teachers' work performance, as a compulsory part to complement my programme. The aim of this research is to identify the factors teachers consider most important and most likely to motivate them in their job and the effects of motivation towards their work performance. Thus, I would be very grateful if you would spare some few minutes to fill in this questionnaire.   The information that you give will be treated confidentially and your identity will not be exposed.

A: Background Information

Please, kindly complete this questionnaire by filling the space provided below

Name of the School

Sex of the Respondent *(Put a tick V)*

Male

Marital Status   *(Put a tick V)*

Married   Single

Age of the Respondent (Years)

a) Less than 20   b) 21 -35   c) 36-45   d) 46+

Working Experience at this school

Educational level

B: To what extent do you agree or disagree with the following statements that reflect motivation in your current work in this school. Please respond to all questions by putting a CIRLE in the appropriate space using the following scales: 1 = Very **Dissatisfied, 2 = Dissatisfied 3 = Satisfied and 4 = Very Satisfied**

1.	What can you say about the level of motivation in your current job?	1	2	3	4
2.	What can you say about your satisfaction with your head of school?	1	2	3	4
3.	What can you say about fairness in financial opportunities arising in your school?	1	2	3	4
4.	What can you say about your work benefits (Health insurance, life insurance, (etc)?	1	2	3	4
5.	What is your perceptions regarding opportunities for promotion in your job?	1	2	3	4
6.	How can you rate the job security in your current job?	1	2	3	4
7.	How can you assess your recognition for work accomplished?	1	2	3	4
8.	How can you rate your relationship(s) with your head of department/unit?	1	2	3	4
9.	What is your relationship with your fellow workers?	1	2	3	4
10.	How can you assess or support the in-service trainings and other upgrading seminars and educational programmes?	1	2	3	4
11.	How can you rate your involvement in various decisions regarding your job affairs?	1	2	3	4
12.	To what extent are you satisfied or dissatisfied with the community's perception towards teaching professional?	1	2	3	4

C: Open Ended Questions

13. In your own opinions, what do you understand by teachers' motivation?

……………………………………………………………………………………………

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14. What do you consider to be the main effects of a less motivated teacher?

a) …………………………………………………………………………………

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b) …………………………………………………………………………………

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c) …………………………………………………………………………………

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d) …………………………………………………………………………………

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15. Would you take other teaching or paying jobs outside this school? Yes or No

16. If Yes Why? ☐

a) …………………………………………………………………………………

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b) …………………………………………………………………………………………

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c) …………………………………………………………………………………………
…………………………………………………………………………………………
…………………………….…………………………………………………………..

Thank you for Cooperation

Appendix 2: The Interview Guide for Dodoma Municipal Staff

1.   In your own opinions, what   do you understand teachers' motivation?

2.   What aspects are mostly likely to motivate teachers in this Municipality?

3.   How do you assess teachers' motivation on their jobs in this Municipality?

4.   What aspects of work motivation do teachers complain about most in this Municipality?

5.   What efforts have been made by this Municipality to address teachers' concerns?

6.   It is said that teachers in this country are poorly motivated. What is your explanation on this statement?

Appendix 3: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759Dar es
Salaam, Tanzania,
http://www.out.ac.tz

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

29/2/2016

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Ms. MAGANGA, Anitha. G.** Pg **201505109** who is a MED APPS student at the Open University of Tanzania. By this letter, **Ms. Maganga** has been granted clearance to conduct research in the country. The title of his research is **"TEACHERS' PERCEPTION OF THE ROLE OF MOTIVATION ON TEACHING PERFORMANCE IN SECONDARY SCHOOLS IN DODOMA MUNICIPALITY".** The research will beconducted in Dodoma Municipal Council. The period which this permission has been granted is from <u>07/03/2016 to 06/04/2016</u>.

In case you need any further information, please contact:
The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

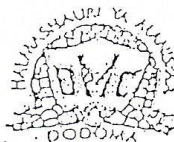**THE OPEN UNIVERSITY OF TANZANIA**

Appendix 4: Permit Letter

JAMHURI YA MUUNGANO WA TANZANIA
HALMASHAURI YA MANISPAA DODOMA

MKOA WA DODOMA

Tel.: 2354817/2321550
Fax: 2321550

Unapojibu tafadhali taja:

Ofisi ya Mkurugenzi wa Manispaa
S.L.P.1249
Dodoma
E-mail: dodomamunicipality@yahoo.co.uk

Kumb. Na.HMD/T.40/6/VOL.11/   Tarehe: 04/03/2016

Mkuu wa Chuo,
Chuo cha...
S.L.P ....
....

YAH: KUFANYA MAZOEZI KWA VITENDO/UTAFITI

Tafadhali rejea somo hapo juu.

Napenda kukujulisha kuwa ombi lako la mwanachuo/wanachuo
wako...ANITHA...MAGANGA......................limekubalika.

Mtajwa afike Ofisi ya ....kwa ajili ya
kuanza mazoezi hayo/kufanya utafiti huo kwa tarehe husika. Aidha Manispaa
haitakuwa na fungu lolote la kumlipa/kuwalipa mwanachuo/wanachuo
huyo/hao.

Nakutakia kazi njema.

Kny: MKURUGENZI WA MANISPAA,
DODOMA   K. n. y. MKURUGENZI WA
                MANISPAA DODOMA

Nakala: Mkuu wa Idara/Kitengo ....
           Mwanachuo Ndugu:..
           Mtendaji wa Kata/Kijiji/Mtaa ya...