

**GENDER DIFFERENCES IN PERCEPTIONS OF MOTIVATION AMONG  
SECONDARY SCHOOL TEACHERS: A CASE OF KIBAMBA, KINONDONI  
MUNICIPALITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN  
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**2016**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: “**Gender Differences in Perceptions of Motivation Among Secondary School Teachers: A Case of Kibamba, Kinondoni Municipality**”, in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

.....  
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.....  
Date

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I, **Nsembo Kuandika**, 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.

.....

Signature

.....

Date

**DEDICATION**

This work is first and foremost dedicated to my beloved husband Mr. Alphonse Damian Temba gave me financial support during my studies.

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**ABSTRACT**

This study investigated Gender Differences in Motivation among Secondary School Teachers. The objectives of the study were: to examine the factors leading to motivation in teaching among males and female teachers in secondary schools; assess the differences in the levels of motivation in teaching among males and female teachers in secondary schools; and to investigate significant relationship between sex and motivation in teaching in secondary schools. The study was conducted in Dar es Salam City. Also, the study involved Heads of Secondary, District Secondary Education Officer, Teachers Union, Education Inspectors and teachers' representatives from community secondary schools. The data of the study were collected through interview and questionnaire methods. The data collected were analyzed descriptively and quantitatively. The findings of the first objective revealed that there was a slight difference on the factors that led to motivation in teaching among males and female teachers in secondary schools. The key factors that raised motivation to female teachers were the idea that they could be identified as having a job and that they were doing something of worth. Men on their side, were more motivated when their job got them out of poverty. The results of second and third objectives reflected that there were no different levels of motivation among male and female teachers. The study recommends that the government and nongovernment institutions should give motivation to the teachers by teachers by building the houses of teachers, providing electricity to the places where there is the problem of electricity by providing solar power panel and giving teachers allowance. This will help the teachers to enjoy their work as it is well known that teaching professional has been forgotten.

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**LIST OF ABBREVIATIONS**

CRDB	Cooperative Rural Development Bank
DANIDA	Denmark International Development Program
DEO	District Education Officer
HOD	Head of Department
HRO	Human Resource Officer
MOEC	Ministry of Education Council
MOEVT	Ministry of Education and Vocation Training
RAAWU	Academicians and Allied Workers Union
SEDEP	Secondary Education Development Program
TTU	Tanzania Teachers Union
UNDP	United Nations Development Program

## **CHAPTER ONE**

### **BACKGROUND INFORMATION TO THE STUDY**

#### **1.1 Introduction**

This chapter covers the introductory information on gender differences in perceptions of motivation among secondary school teachers in teaching performance. The chapter presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, the scope of the study, definition of terms and concepts, and the conclusion of the chapter.

#### **1.2 Background of the Problem**

The question of workers motivation is historical and concrete. It can be traced from the period of industrial revolution, which began in England in the 18<sup>th</sup> century and spread to other European countries and North America. This time was the period of many changes in Europe when people started to work in the industry. Father of scientific management Taylor (1880's) insists that, for the management to survive, employee motivation is necessary. However, Taylor's motivation was focused on simplified job, the division of labor and specialization. An employee was supposed to be motivated to complete a portion of work and get paid accordingly.

According to Taylor, material incentives example, higher pay motivated employees to produce more (Porter and Steers, 1983). However, during that time, many employees were men and very few women worked outside their homes, therefore, the observation of Taylor may be biased and confined to only one sex, the male.

Unlike Taylor (ibid), motivation has also come to be associated with an important tool to facilitate the welfare development of the employees, and material incentive has come to hold a backbench. A sense of belongings, recognition, participation and security have come to hold the front banner, and employee confidence, commitment and morale seem to be identified as key in raising students' performance (Lindner, 1998). Those who do not feel safe, belonging, and who are not allowed to participate in decision-making, it has been theorized, have low morale, have low performance and have higher truancy in workplace. All organizations are concerned with what should be done to achieve sustained high levels of performance through people. It means giving close attention to how individual can best be motivated.

A survey conducted recently on teachers' motivation and job satisfaction in 12 countries in Asia and Sub-Saharan Africa including Tanzania raises concerns about the low motivation among the teachers, which has led to teacher absenteeism, lateness and lack of commitment to their work (Bennell and Akyeampong, 2007). Other studies have looked into variables of motivation such as working environment, management leadership style, incentives to employees and participation in decisions making. A study by Ali-Mohammed (2004) in Iran found a moderate level of general satisfaction among participants. The study also showed that the opportunity to develop was a significant predictor of job motivation but many had no chance to develop. Reduction in working hours may increase job motivation; however shift work may imply working unsociable hours and negatively impact on job motivation.

Munda (2007) in Tanzania conducted a study on the quality of services delivered under the Ministry of Water in relation to job satisfaction among its employees. The



study observed that the employees were not satisfied with their job, a fact that leads to poor service delivery.

The mentioned factors include, low salary, lack of motivation, poor working conditions, and little recognition. Others were methodologies by which change was implemented, interpersonal relationship as well as the nature of supervision. Moreover, Davidson (2007) conducted a survey on teacher motivation in Tanzania and he found that most teachers were unhappy with their pay, fringe benefits, teachers' accommodation, their promotion position, status and number of lessons allocated. This implies that they had a low level of job satisfaction.

### **1.3 Statement of the Problem**

Motivation and performance are very important factors in terms of organization success and achievements. If changes occur in external environment then it is necessary for an organization to strategize ways to motivate employees because it is the assert that has to gain a competitive advantage. However, in the literature, motivation is discussed as if every individual is the same, men and women, young and old, white and black (see for example, Lindner (1998); Bennell and Akyeampong (ibid); Ali-Mohammed, 2004; and Munda, (ibid)).

This study was set to fill this gap in the literature by addressing the factors leading to motivation in teaching among males and female teachers in secondary schools; the differences in the levels of motivation in among males and female teachers and the relationship between sex and motivation among teachers in secondary schools literature.

## **1.4 Research Objectives**

The study involved both main objectives and specific objectives in order to obtain the required data.

### **1.4.1 Main Objective**

The main objective of this study was to investigate gender differences in perceptions of motivation among secondary school teachers in teaching performance.

### **1.4.2 Specific Objectives**

- (i) To examine the factors leading to motivation in teaching among males and female teachers in secondary schools.
- (ii) To assess the differences in the levels of motivation in teaching among males and female teachers in secondary schools.
- (iii) To investigate significant relationship between sex and motivation in teaching in secondary schools.

## **1.5 Research Questions**

- (i) What are the factors leading to motivation in teaching among males and female teachers in secondary schools?
- (ii) What are the differences in the levels of motivation in teaching among males and female teachers in secondary schools?
- (iii) Is there any significant relationship between sex and motivation in teaching in secondary school?

## **1.6 Significance of the Study**

The study is used to bridge the knowledge gap on the effects of motivation among secondary school female teachers in Tanzanian context. Thus, the study expected to generate on the areas of education which include administration and management. The information from the study had also created awareness to the community, planners, teachers, Government and Vocational Training Engineers on how to motivate teachers in Tanzania by organizing and coordinating the activities of the school with prime function of achieving the objectives of the school with maximum efficiency and effectiveness. Finally, the study provides direction for the heads of schools, teachers, and stakeholders to work on views of what should be done in order to improve the situation of teacher's motivation in secondary schools. Likewise, the knowledge from the study assists the educational authorities to have guidelines for recruitment of the teachers.

## **1.7 The Scope of the Study**

The main focus of this study was to investigate gender differences in perceptions of motivation among secondary school teachers in teaching performance. The study examined the factors leading to motivation in teaching among males and female teachers in secondary schools; assessed the differences in the levels of motivation in teaching among males and female teachers in secondary schools; investigated significant relationship between sex and motivation in teaching in secondary schools.

## **1.8 Definition of the Key Terms**

In this subpart the following concepts are defined so as to make the study understood.

### **1.8.1 Motivation**

Motivation is a complex concept, which has been defined in multiple ways. Motivation has been linked to achievement (Gottfried, 1990), goals (Elliott and Dweck, 1988), biological drivers (Pintich & De Groot, 1990). A general definition that is consistent with prior research is that motivation is the “process by which goal-directed activity is instigated and sustained” (Chun, 2002). Motivation is the word derived from the word 'motive' which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions to accomplish the goals. Motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa.

### **1.8.2 Intrinsic Motivation**

Intrinsic motivation has been studied since the early 1970s. Intrinsic motivation is the self-desire to seek out new things and new challenges, to analyze one's capacity, to observe and to gain knowledge.

### **1.8.3 Extrinsic Motivation**

Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. Extrinsic motivation comes from influences outside of the individual.

### **1.8.4 Organization**

Organization is a group of people working together in some type of concentrated or coordinated efforts to achieve objectives (Ghillyer, 2009).

## **1.9 Chapter Summary**

This chapter covered the introductory part, background to the problem, objectives of the study and the scope, and definition of key terms. The same chapter covered the study research questions and the expected significance of the study. Chapter 2 covers the theoretical framework of the study, the literature review of related study, conceptual background of the information and research gap.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the relevant literature to this study. It starts with the theoretical framework of this study. The second part presents the reviewed work that focuses on the three objectives developed in chapter one. The last part is confined to the research gap, which has been revealed after reviewing related literature of this research.

#### **2.2 Theoretical Framework**

This study was based on Equity theory. Equity theory was developed by Psychologist Adams in 1960s who argue that individuals compare their job inputs and outcomes with those of others and then respond to eliminate any inequalities. Robbins and Judge (2009) say employees make comparisons of their job Inputs (such as effort, experiences, education, and competence) and Outcomes (such as salary levels, raises, recognition) relative to those others, and they continuous by saying the equity theory explain the perceptions of employees about what they get from a job situation (outcomes) in relation to what they put into it (Inputs) and then they compare their outcomes - inputs ratio with the outcomes – inputs ratio of relevant to others.

Ghillyer (2009) based on idea that in equity theory people want to be fairly treated in relation to others through comparison between inputs and rewards. According to him Inputs are what an employee perceives in his/her contributions to the organization (education, intelligence, experience, training, skills and the effort exerted on the job)

and Outcomes are the rewards that employee received from the organization/ employer (pay, rewards, central to the job, seniority, benefits and status). Also Ebert and Griffin (2000) called the theory social comparison in which people evaluating their treatment by the organization relative to the treatment of others. In this they hold that people begin by analyzing Inputs (what they contribute to their jobs in term of time, effort, education, experience and skills) relevant to outputs (what they receive in turn salary, benefits, recognition, and security) then they compare their own ratios with those of others employees.

On the other hand Cole (2000) explains that in work context equity theory help employees to make comparisons between themselves and others in terms of what they invest in their work (inputs) and what outcomes (rewards) they received from it. He insists that the theory involve people's perceptions in term of inputs and outcomes. Equity theory concentrates on people's perceptions of the fairness of their work outcomes relatives to, or in proportion to their work inputs (Jones et al., 2006). In equity theory employees create a mental ledger of inputs (contribution or investments) they put into their job duties and outcomes (rewards) that they get from their job duties, then they make comparison between these two inputs and outcomes (Colquitt et al, 2009).

The explanation shows Equity theory engage into two elements that people's in any organization tend to compare themselves and others and through the comparison two things may occur: first, to reduce performance or to improve it. When the employees perceive unequal situation they experience equity tension, which reduces their urge to perform as supported by Cole (ibid). That is, if employee feels that there is equity,

it may act positively to improve their performance. Second, through comparison employees act in different ways if they perceive the ratio is equal relevant to those who compare with them, they believe equity is existing so their morale to perform their job become high as fairness and justice prevail. And if the ratio is unequal employees experience equity tension which may arise through two things; first is under-rewarded tension that creates anger and its result are employees changing their work inputs i.e. reduce performance effort or leave a given field; and second, over-rewarded tension that creates guilt.

**Table 2.1: Model of Equity Theory**

<b>Ratio Comparison</b>	<b>Perceptions</b>
Equity $\frac{\text{Employee Outcomes}}{\text{Employee Inputs}} = \frac{\text{Other's Outcomes}}{\text{Other's Inputs}}$	Employee feel fair and justice prevails
Inequity due to being under rewarded $\frac{\text{Employee Outcomes}}{\text{Employee Inputs}} < \frac{\text{Other's Outcomes}}{\text{Other's Inputs}}$	Employee creates anger and envy behavior
Inequity due to being over rewarded $\frac{\text{Employee Outcomes}}{\text{Employee Inputs}} > \frac{\text{Other's Outcomes}}{\text{Other's Inputs}}$	
Employee creates guilt or anxiety	

Source: Judge and Robbins, (2009)

Therefore, this theory relates with the study on hand because relates to the motivation. The study on hand wants to examine the factors leading to motivation in teaching among males and female teachers in secondary schools; assess the differences in the levels of motivation in teaching among males and female teachers



in secondary schools; and to investigate significant relationship between sex and motivation in teaching in secondary schools.

### **2.3 Literature Review**

This part covers literature related to the factors leading to motivation in teaching among males and female teachers in secondary schools; assess the differences in the levels of motivation in teaching among males and female teachers in secondary schools; and to investigate significant relationship between sex and motivation in teaching in secondary schools.

#### **2.3.1 Factors Leading to Motivation among Males and Female Teachers**

Tin et al., (1996) did the study to identify factors which motivate teachers in Singapore. This study sought to find out why some teachers are so highly motivated, what is it that kept them going and in what ways has teaching been fulfilling for them. It was found from the study that teachers were motivated by students, by administrators, by the nature of the job itself and for some, the motivator was their religion.

Khan (2001) probed work motivation among teachers and teacher performance in secondary schools of Delhi. The major objective was to compare male and female teachers on work motivation among different age group of teachers. It was found that significance different teachers of government senior secondary schools in general possessed work motivation to some extent and no significant difference was found in the overall work motivation of the male and female teachers.

Saeed and Muneer (2012) conducted the study to evaluate the work motivation of male and female secondary school teachers in Karachi. The study was limited to all secondary school teachers in Karachi. The strategy of research was survey. Stratified random sampling design was adopted. The female teachers were found to be more motivated to their work than male teachers.

Shah et al., (2012) did the study on Job satisfaction and motivation of teachers of public education institutions in Nigeria. The study was conducted to know the impact of reward and recognition, satisfaction with supervision and work itself on job satisfaction. Moreover the relationship between job satisfaction work motivation was also explored with the help of responses collected from employees working in public educational institutions in Rawalpindi area. The result showed significantly positive relationship between reward and recognition, satisfaction with supervision and the work itself, with job satisfaction as well as a very positive significant relationship was also observed between job satisfaction and intrinsic motivation.

Dweik and Awajan 2013 conducted the study on factors that enhance English Language teachers motivation in Jordanian secondary schools. The study aimed at investigating the motivation level of English language in Jordan. To achieve the goal of the study, the researchers used an English teachers questionnaire. A sample of one hundred teachers that teach in secondary schools from Amman secondary educational directorate had been purposively selected to respond to the questionnaires. Data obtained indicated that the Ministry of Education, the school principals, the English language supervisors, the teachers' colleagues and their students do not motivate the English language teachers in Jordan in public secondary

schools. The study also showed that the teachers of English language are motivated because they like their job, and teaching will help them their future. Teaching also given teachers security for their families and it is prestigious to be an English language teachers.

Iliya and Ifeona (2015) studied on Assessment of teacher motivation approaches in less developed countries. The study examined both traditional and new approaches to teacher motivation threats and measurement for shaping teacher motivation. The study result revealed that intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment as well as participatory school improvement, comprehensive staff development and supportive teacher evaluation hold great promise for improving teacher's professional motivation.

### **2.3.2 Differences in the Levels of Motivation among Males and Female Teachers**

A study carried out by AAUW (1993) on gender role stereotyping reports that females, than males are more motivated to work when they acknowledged to what they have done. The report concluded that, females are more motivated than males when their job is accepted even if it is not attached to any remuneration.

Bandura (1982) perused a study on sex competence and cognition as influencing overall teachers' motivation. He suggested that there is sex difference in what people believe about their competence in different tasks or activities, and this lead to a choice of which activities to do. After collecting data from 92 respondents, Bandura (ibid) suggested that when individuals believe they are competent they are more likely to be motivated to continue participating in an activity. When they feel less

confident, they are more likely to be demotivated in pursuing that activity. Bandura (ibid) suggested that sex differences in motivation to teach can be influenced by a feeling of competence towards teaching. This implies that, it is more than sex difference that motivate teacher; it is also the feeling of competence in teaching.

Margin (1982) also did study on general differences career aspirations as a sex that influences overall teacher's motivation. He assumed that boys and girls share the process of coordinating their self-briefs values, and career aspirations. After his interview with 8 respondents, he found that both boys and girls use thoughts about future occupation to refine their developing dreams. Despite these similarities, studies suggest that broad gender differences in career-related self-determinants existed. Gifted boys, for example, embodied the investigative nature of scientists and architects in their career choice profile, while gifted girls were more at ease with the ambiguity, ideal and imagined careers, associating themselves with writers and artists. Therefore while boys demonstrated stronger motivational interest in their career preferences, girls on their side, were ambiguous and could not identify themselves with career, but with people in various careers. This implies that females can identify their motivation in relation to other people, while males can identify it in relation to their own.

Ssekamwa (2001) studied the effect of female teachers' motivation on student's performance. He found that too much workload, being stretched beyond limits, having no clear understanding of what is unexpected of them, greatly demotivated and demoralizes teacher. The researcher also found that, teaching profession finds it increasingly difficult to retain and attract the most capable, motivated and

resourceful teachers. The researcher suggested that minimum work load with limited supervision will motivate teachers and will raise their potentials, and their degree of participation in any activity.

Paul and Kwame (2007) carried out a study cognitive process as an effect of female teachers' motivation on students' performance. They found that there are two inter-related aspects of occupational motivation- 'will-do' and 'can-do'. Will-do motivation refers to the extent to which an employee has adopted the organizations goals and objectives. Can-do motivation, on the other hand, focuses on factors that influence the capacity of individuals to realize organizational goals. For example, a teacher may be highly committed to the attainment of the school's learning goals, but one may lack the necessary competencies to teach effectively, which ultimately becomes de-moralizing and de-motivating.

The actual and perceived competence of primary school teachers is therefore a key issue. Despite some improvement in recent years, teacher respondents at the survey schools are generally very unhappy with the available opportunities for qualification upgrading and INSET. In particular, infrequent, poor quality INSET heightens the sense of neglect felt by teachers.

### **2.3.3 Significant Relationship between Sex and Motivation in Teaching in Secondary Schools**

Khurshid et al., (2011) conducted the study to investigate teachers' use of classroom motivational strategies during their teaching to secondary school science classes. The main objective of the study was to determine the motivational classroom strategies

used by secondary school science teachers during their science lessons. In comparison of the male and female teachers to use motivational classroom strategies, the results showed that the level of using Motivational Classroom Strategies was significantly higher in male teachers as compared to female teachers.

Yemisi (2013) conducted the study to examine the influence of gender, age, training and experience of secondary school teachers on their motivation. The descriptive research design of the survey type was used for study. The population consisted of all the teachers in Ado and Efon Local Government Areas in Ekiti State. The result showed that there was no significant difference in the motivation of male and female, untrained and trained, experienced and inexperienced teachers. However, there was a significant difference between young and old teachers in their motivation.

Gehlawat, et al., (2013) investigated the job satisfaction and work motivation of secondary school teachers in relation to some demographic variables: A comparative study. In their study, the investigators intended to compare the job satisfaction and work motivation of secondary school teachers with respect to some demographic variables. The findings of the study revealed: i) No significant difference was found in the job satisfaction and work motivation of male and female teachers; ii) There were significant differences among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction and work motivation; iii) Significant difference was reported in the work motivation of teachers having graduate and post-graduate qualifications.

## 2.4 Research Gap

Gehlawat, et al., (2013) revealed that there is no significance difference was found in the job satisfaction and work motivation of male and female teachers; Khan (2001) found significance different teachers of government senior secondary schools in general possessed work motivation to some extent and no significant difference was found in the overall work motivation of the male and female teachers; AAUW (1993) found that females are more motivated than males when their job is accepted even if it is not attached to any remuneration; Bandura (1982) revealed that there is sex difference in what people believe about their competence in different tasks or activities, and this lead to a choice of which activities to do.

After collecting data from 92 respondents, Bandura (ibid) suggested that when individuals believe they are competent they are more likely to be motivated to continue participating in an activity. When they feel less confident, they are more likely to be demotivated in pursuing that activity. This implies that, it is more than sex difference that motivate teacher; it is also the feeling of competence in teaching.

Likewise, Ssekamwa (2001) found that too much workload, being stretched beyond limits, having no clear understanding of what is unexpected of them, greatly demotivated and demoralizes teacher. The researcher also found that, teaching profession finds it increasingly difficult to retain and attract the most capable, motivated and resourceful teachers; Paul and Kwame (2007) found that there are two inter-related aspects of occupational motivation- 'will-do' and 'can-do'. Will-do motivation refers to the extent to which an employee has adopted the organizations goals and objectives. Can-do motivation, on the other hand, focuses on factors that

influence the capacity of individuals to realize organizational goals. For example, a teacher may be highly committed to the attainment of the school's learning goals, but one may lack the necessary competencies to teach effectively, which ultimately becomes de-moralizing and de-motivating.

Very few researches had been conducted to assess the difference in motivation between men and women. In Tanzania for instance, no study has established significant relationship between sex and motivation in teaching. This silence in literature will be filled by this study.

#### **2.4 Chapter Conclusion**

This chapter has covered introductory part, Theoretical Framework, Literature Review and has shown the research gap.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides detailed methodologies, which were used to collect data. It is an important chapter that gives design of the study, area of the study, population of the study, sample size, sampling design, and data collection techniques. It had also showed limitations of the study, and validity and reliability of the study.

#### **3.2 Research Design**

Descriptive survey was used in this study. This was a suitable design because it is used to collect information by interviewing or administering a questionnaire to a sample of individuals like collecting information about people's attitude, opinions, habit, social, or any of the variety of education as it is supported by Orodho and Kombo (2002).

#### **3.3 Location of the Study**

The study was conducted in Kinondoni district in Kibamba area Dar es Salaam city, because it is huge city district where by its population is estimated to be very high than other district in Dar es Salaam. Also the researcher decided to pin point those schools in Kibamba because there were nearby to the researcher's resident for that reason was easy for the researcher to collect data.

#### **3.4 Population of the Study**

The respondents included female and male teachers in community secondary schools. Population of the study comprised of teachers from the selected four

community secondary schools, which made a total number of 66 where by gender was considered. There were 20 respondents for interviews and 46 for questionnaires.

### **3.5 Sample and Sampling Techniques**

Both simple random sampling and purposive sampling techniques were deployed during this study so as to obtain the sample that was categorized into two groups. Simple random sampling was used because it is a procedure in which all the individuals in the defined population had an equal and independent chance of being selected as a member of the sample. This sample yielded research data which were generalized to a large population.

The researcher purposely targeted a group of people believed to be reliable for the study. For that case, the head of schools were purposively selected while teachers were randomly selected. The study was conducted in 4 selected day secondary schools from 4 wards of Kinondoni Municipality in Dar es Salaam City. These schools included Gogoni, Hondogo, Kibwegere, and Kibamba. The researcher relied on response of teaching staff from 4 community secondary schools. The researcher selected these schools through purposively sampling.

Simple random sampling involved random selection of employees. For random sampling, the researcher prepared a list, assigned numbers and picked at randomly 5 representatives of teachers from each secondary school in four secondary schools respectively. There were 15 pieces of papers and only 5 were numbered 1, 2, 3, 4 and 5. Those who got the piece of papers with the numbers were involved in the study. However, the researcher used purposive sampling for top management such as Head

of School, District Education Officer (DEO), District Inspector of School (DIS), and general secretary of Tanzania Teachers' Union (TTU) in order to get typicality and specific relevance of the sampling units to the study and not their overall representativeness to population. Researcher picked those respondents to meet purpose of the study as they were key people by the virtue of their positions.

**Table 3.1: Respondents that were Involved in Interview**

Source of respondents	Categories of respondents	Number of respondents	
Teachers in Dar es Salaam	Male	10	
	Female	10	
<b>Total</b>		<b>20</b>	

Source: Field Data (2016)

**Table 3.2: Questionnaires Distribution**

Categories of respondents	Questionnaires distributed	%
Head of school	4	8.695
District Officer	1	2.173
Teachers Union	1	2.173
Education Inspectors	1	2.173
Teachers representatives from secondary Schools	39	84.782
<b>Total</b>	<b>46</b>	<b>100</b>

Source: Researcher Data, (2016)

### 3.6 Data Collection Methods

During the study, the researcher collected the data by using different methods. The study involved two methods, namely; interview and questionnaires.

### **3.6.1 Interview**

The researcher used both structured and unstructured interview questions so as to get depth information on the study. Face to face interview was used by the researcher to collect the data for the study at hand. The data were transcribed the same day.

### **3.6.2 Questionnaires**

It was the method that was used to obtain information with the help of set of questions that were distributed to the respondents. The researcher prepared and distributed self-administered questions to the respondents. The questionnaires were prepared in two languages; English and Swahili to ensure clarity and comfort among the respondents. The questions were of two categories; structured and unstructured. The researcher used questionnaires as the method of collecting data. A total number of 46 respondents were given questionnaires so as to obtain their responses.

### **3.7 Data Analysis**

In this study data were analyzed by using descriptive and quantitative methods in order to give clear interpretation of the findings. The data collected from all respondents were coded and presented in description and tabular form. The coding involved validating the findings from the questionnaires. The information collected were organized and analyzed in a systematic way in order to come up with useful conclusions.

### **3.8 Limitations of the Study**

The study encountered several limitations; the first, was the reluctance of the respondents to be recorded by the researcher while conducting the interviews. The

respondents told the researcher to jot down important points from the interview sessions. Also, the unfulfilled appointments of some of the respondents revealed that they were unwilling to engage in the interviews. The researcher overcame the problems by making a follow up several times and sometimes the researcher used telephone interviews instead of face-to-face interviews.

Secondly, some respondents were not cooperative to fill and return the questionnaires because they said that they were busy. The researcher therefore, told the respondents that confidentiality was guaranteed as the collection of data would not be made known to irrelevant people.

### **3.9 Validity and Reliability**

In ensuring validity and reliability of the study, data were transcribed and analyzed the same day. The researcher used interviews and questionnaires in data collection. The researcher discussed with the supervisor on the interview questions and questionnaires. In order to ensure reliability of the instruments/methods, a pilot survey was done and involved 40 respondents for interviews in the distribution of 10 respondents from each school to test variables, techniques and instruments before actual study. The researcher observed ethics of the study when collecting data. In conducting the research, researcher used multiple instruments to the same sample selected in order to get reliable data.

### **3.10 Ethical Consideration**

Confidentiality, anonymity, legality and professionalism were observed. The information provided was only for research purposes and was completely anonymous

and confidentiality. The researcher gave guarantees to the respondents and all participants that their identities were not disclosed.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

This chapter presents, analyzes and discusses data obtained through interviews and questionnaires.

#### **4.2 Data Presentation, Analysis and Discussion of Findings**

The organization, presentation and discussion of data were based on research questions, which reflected the research objectives. The objectives of the study were three, namely; to examine the factors leading to motivation in teaching among males and female teachers in secondary schools; assess the differences in the levels of motivation in teaching among males and female teachers in secondary schools; and to investigate significant relationship between sex and motivation in teaching in secondary schools. The first part presents the demographic characteristics of the research respondents. The second part is data presentation, while the third part presents the discussions of the findings, followed by the summary of the chapter.

Table 4.1 shows that there were 46 respondents that were involved in collecting the data through questionnaires in this study where by 24 out of 46 respondents which is 52.17391% were men, and 22 out of 46 respondents which was 47.82609% were women. The table also reflects that there were 46 respondents that were involved in the study where by 12 out of 46 respondents that were 26.0896% were diploma holders, 24 out of 46 that was 52.17391% were degree holders, and 10 out of 46 which was 21.73913% were masters' holder.

**Table 4.1: Characteristics of Research Participants**

<b>Characteristics</b>	<b>Respondents</b>		<b>Percentage (%)</b>
Age	Below 35 years old	12	26.08696
	Above 35 years old	34	73.91304
	<b>Total</b>	<b>46</b>	<b>100</b>
Sex	Male	24	52.17391
	Female	22	47.82609
	<b>Total</b>	<b>46</b>	<b>100</b>
Level of Education	Diploma	12	26.08696
	Degree	24	52.17391
	Masters	10	21.73913
	<b>Total</b>	<b>46</b>	<b>100</b>
Work Experience	Less than 10 years	28	60.86957
	More than 10 years	18	39.13043
	<b>Total</b>	<b>46</b>	<b>100</b>

Source: Researcher's Data, (2016)

Likewise, the study involved 12 respondents out of 46 were below 35 years old that was 26.08969% and 34 respondents out of 46 were above 35 years old which was 73.91304%. The experience was one of the characteristics the researcher considered by involving 28 respondents out of 46 had less than 10 years of experiences in teaching that was 60.86957% and 18 respondents had more than 10 years of experience in teaching professional. This reflects that gender, age, level of education and work experiences were considered in data collection of the study to get good representative sample. This helped the researcher to get the reliable data for the study.

#### **4.2.1 Factors Leading to Motivation in Teaching among Males and Female Teachers in Secondary Schools**

The first research objective aimed at examining the factors leading to motivation in teaching among males and female teachers in secondary schools. The researcher used



interview questions in order to get views in detail from the respondents. What motivate you to teaching profession? The following were the responses:

Female teacher 1: I like teaching a lot. I like working with children and teach them things that they do not know. I feel that teaching is a very good job to women.

Female teacher 2: The fact that I can work up and come to school is enough a motivation to me. I feel empowered to teach and students appreciated me as their teacher.

Female teacher 3: I just like teaching, this is my job and I like it....

From these responses, it looks like female teachers have intrinsic motivation to teach “I like teaching. I can work up and come to school, and this is my job.”

When male teachers were asked the same question, here were their responses:

Male teacher 1: I learnt to be a teacher so I can teach and get salary to support my family. This is the work that people associate me with, and this is what motivates me.

Teacher 2: The first president of Tanzania was a teacher, how can I not like teaching? Other jobs are not as good as teaching, so this alone motivates me to continue teaching.

Teacher 3: What I like about teaching is the freedom that I have. Nobody tells me what to do. I make a lot of decision as a teacher. So I like my teaching job.

Unlike female teachers, male teachers seem to have different motivation to teaching. Their motivation to teacher can be said as extrinsic --- “get salary to support my family, first president of Tanzania was a teacher, and freedom that I have.”

These findings are in line with the literature. For example, a study by Khan (2001) shows that male and female teachers had different type of motivation. However, Khan also found that no significant difference was found in the overall work motivation of the male and female teachers. The study realized that significance different teachers of government senior secondary schools in general possessed work motivation to some extent and no significant difference was found in the overall work motivation of the male and female teachers. This relates with the findings from this study which showed that both male and female teachers have motivation to teach.

Conclusively, both males and female teachers have motivation to teach. But their motivational differ. Female teachers were found to be more motivated to their work than male teachers Saeed &Muneer (2012 ). AAUW (1993) found that females are more motivated than males when their job is accepted even if it is not attached to any remuneration. It can be said that, although male and female teachers may differ in motivation to teach, this difference in motivation may not lead into difference in their teaching.

#### **4.2.2 Differences in the Levels of Motivation in Teaching among Males and Female Teachers in Secondary Schools**

The second research objective assessed the differences in the levels of motivation in teaching among males and female teachers in secondary schools. The researcher used

interview method to collect the data from the heads of school. This objective was measured through different expressions such as work performance in elements of: responsibilities, social relationship, and volunteering. Heads of schools were requested to supply answer to this. The question was: How different in terms of sex when it comes to work performance such as responsibilities, social relationship, volunteering between female and male teachers? Their responses were as follows:

Head of School 1: There are no different levels of motivation among male and female teachers in teaching in secondary schools.

Head of School 2: The levels of motivation differs only according to the performance of an individual to his/her responsibilities and not the matter of sex.

Head of School 3: The level of motivation differs in the deliberate efforts for one to fulfill and volunteer in different activities and responsibility. Gender has no chance.

The responses from the heads of schools showed that gender has no consideration in work motivation at the working places. These findings relates with those done by different scholars like Bandura (1982) who found that sex differences in motivation to teach can be influenced by a feeling of competence towards teaching. This implies that, it is more than sex difference that motivate teacher; it is also the feeling of competence in teaching. Paul and Kwame (2007) found that there are two inter-related aspects of occupational motivation- 'will-do' and 'can-do'. Will-do motivation refers to the extent to which an employee has adopted the organizations goals and objectives. Can-do motivation, on the other hand, focuses on factors that

influence the capacity of individuals to realize organizational goals. For example, a teacher may be highly committed to the attainment of the school's learning goals, but one may lack the necessary competencies to teach effectively, which ultimately becomes de-moralizing and de-motivating.

It was revealed from the study that one of the factors for the individual to get motivation at the working place was performance of the individual in his/her responsibilities. The person who works hard to fulfill his/her responsibility was realized to be the major factor of motivation to the individual. The respondents said hardworking always pays.

The study portrayed that social relationship of an individual with others at the working place was said by the respondents to be one of the factor for the individual to get motivation like promotion at the working place. If a worker creates a social distance from his/her fellow workers acts as an obstacle for one to motivated at the working place.

The findings of the study revealed that the person who is in front line to volunteer in doing activities apart from his/her responsibilities have an added value to be motivated by the employer. As every employer wants a person who has a spirit of volunteering of the working place so as to give good services to the clients at the institution.

Conclusively, it can be said that there was no difference in term of level of motivation between male and female teachers. The only issues that brought

difference in the level of motivation were individual responsibilities, social relationship, volunteering regardless of their sex. Similarly, from literature career aspirations revealed to be one of the factors as supported by Margin (1982) who did the study on general differences career aspirations as a sex that influences overall teacher's motivation.

He found that both boys and girls use thoughts about future occupation to refine their developing dreams. Despite these similarities, studies suggest that broad gender differences in career-related self-determinants existed. Gifted boys, for example, embodied the investigative nature of scientists and architects in their career choice profile, while gifted girls were more at ease with the ambiguity, ideal and imagined careers, associating themselves with writers and artists.

Therefore while boys demonstrated stronger motivational interest in their career preferences, girls on their side, were ambiguous and could not identify themselves with career, but with people in various careers. This implies that females can identify their motivation in relation to other people, while males can identify it in relation to their own.

#### **4.2.3 Significant Relationship between Sex and Motivation in Teaching in Secondary Schools**

The third and the last objective aimed at soliciting information on the significant relationship between sex and motivation in teaching in secondary schools. Data were collected through questionnaires. The question was: Is there any significant relationship between sex and motivation in teaching in secondary schools?

**Table 4.2: Relationship between Sex and Motivation**

<b>Response</b>	<b>Respondents</b>	<b>Percentage (%)</b>
Yes	08	17.3913
No	36	82.6087
<b>Total</b>	<b>46</b>	<b>100</b>

Source: Researcher's Data (2016)

Table 4.3 the table portrays that there were 46 respondents involved in data collection through questionnaires in which 08 out of 46 respondents that is 17.3013% replied yes to the question asked. The remaining respondents 38 out of 46, which are 82.6087%, replied no to the question asked and gave their reasons to their responses. The above data were triangulated through interview schedule and the following were the responses:

Teacher 1: No, the performance of an individual in his/her responsibility is used as a credit for him/her to be motivated and not the matter of sex.

Teacher 2: No, the respondents gave the reason that the worker who has good social relationship with others at the working is used as an extra credit for the worker to be promoted.

Teacher 3: Yes, but it is based on personal interests. There are few Headmasters or Headmistress who give motivation to some teachers especially of their opposite sex because of love affairs. They need to be close with them for love matters which are not needed at the working place.

It was realized from the findings that sex does not play a role of motivation to worker at the working place. In the literature, a study by Yemisi (2013) who conducted the study to examine the influence of gender, age, training and experiences of secondary

school teachers on their motivation. The result showed that there was no significant difference in the motivation of male and female, untrained and trained, experienced and inexperienced teachers. Therefore, workers should work hard at the working places so as to be motivated.

### **4.3 Discussion of the Findings**

This section presents the discussion of the findings, It specifically makes meaning of the findings in relation to the objective of this study.

#### **4.3.1 Factors Leading to Motivation in Teaching among Secondary School**

##### **Males and Female Teachers**

The key finding for this objective was that female teachers were more motivated if they could identify themselves with the work they were doing“ I can work up and come to school, and this is my job”. Male on their part, got motivation by getting what they wanted and not identifying themselves with the job “get salary to support my family, first president of Tanzania was a teacher and freedom that I have”. These findings can be aligned with the concept of “self-concept”, which explains how individual’s self-knowledge is related to how the person views him/ herself at present (Carver et al. 1994).

According to Carver et al., one becomes more motivated in what he or she is doing only when he or she is able to see him or herself in what he or she is doing. In this sense, these scholars theories that people become more motivated when they see a possibility of what they are doing as getting them to where they want to be or

become. The more the work takes them from where they are afraid of becoming, the more motivated (Markus & Nurius, 1986).

From the findings of this study therefore, female teachers were more open with what makes them motivated “I can work up and come to school, and this is my job “, in other words, my job make me not to be laying at home, being identified as jobless. Men on their side were more covert in disclosing their motivation “get salary to support my family, first president of Tanzania was a teacher and freedom that I have”. These implied that their work motivated them only if it could help them get out of poverty, not being able to take care of the family and be likes the first president of Tanzania.

In the workplace, human resource managers should use this idea and align the goals of the organization with those of the employees in order to raise their motivation. For example, for female employees, the job should help them be identified as important and worthy in the organization, the community and their family. For the male employees, the job should help them solve their personal, economic and social problems.

#### **4.3.2 Differences in the Levels of Motivation in Teaching among Males and Female Teachers**

The second objective, which measured the differences in the levels of motivation in teaching among males and female teachers, found that there were no different levels of motivation among male and female teachers. The only difference in motivation was individual responsibilities, social relationship, volunteering regardless of their



sex. This implies that, employees in a workplace have the same level of motivation in the workplace regardless of their sex. Given responsibilities, their motivation is likely to rise and without responsibilities, their motivation is likely to drop regardless of their sex. Thus, when it comes to assigning responsibilities, human resources should consider such findings and assign employees responsibilities without discrimination.

Based on the result analysis, it showed that there is no significant differences in the overall work motivation of the male and female teachers. Teachers must be treated fairly especially when it comes to the administrative posts, promotion and giving equal chance for leadership, responsibilities, and for further studies.

## **CHAPTER FIVE**

### **SUMMARY, SUMMARY AND RECOMMENDATIONS**

#### **5.1 Introduction**

This Chapter presents the general summary of the study. It also provides recommendations; first on the major factors shown under the findings; secondly, recommendation for further research; lastly, the chapter has drawn some general conclusion.

#### **5.2 General Summary of the Study**

The study investigated on gender differences in perceptions of motivation among secondary school teachers in teaching performance. The study was guided by three objectives; first, to examine the factors leading to motivation in teaching among males and female teachers in secondary schools; second, assess the differences in the levels of motivation in teaching among males and female teachers in secondary schools; and third, to investigate significant relationship between sex and motivation in teaching in secondary schools.

The study was conducted in Dar es Salaam city. The study design used was descriptive design. The study used stratified random sampling and purposive sampling. The data were collected through interview and questionnaires methods. The study involved two methods of data analysis, which were qualitative and quantitative methods.

In accordance with the research objectives, the major findings of the study were portrayed basing on each research objective. The first objective aimed at examining

the factors leading to motivation in teaching among males and female teachers in secondary schools. The respondents gave many factors. These included: the performance of the individual in his/her responsibilities, social relationship between him/her and other workers, volunteering in doing different activities and fulfilling his/her responsibilities.

The second objective intended to assess the differences in the levels of motivation in teaching among males and female teachers in secondary schools. The findings reflected that there are no different levels of motivation among male and female teachers in teaching in secondary schools.

The third objectives aimed to investigate significant relationship between sex and motivation in teaching in secondary schools. It was realized from the study that the respondents who replied no gave the following reasons: First, the performance of an individual in his/her responsibility is used as a credit for him/her to be motivated and not the matter of sex. Second, the respondents gave the reason that the worker who has good social relationship with others has as an extra credit to be promoted. The respondents who replied yes gave the reason, which was based on personal interests. The result of the study showed that there are few Headmasters/ Headmistress who give motivation to some teachers especially of their opposite sex because of love affairs.

### **5.3 Conclusion of the Study**

The study aimed at investigating on Gender Differences in Perceptions of Motivation among Secondary School Teachers. Data were based on research questions which

reflected the research objectives. The objectives of the study were three, namely; to examine the factors leading to motivation in teaching among males and female teachers in secondary schools; assess the differences in the levels of motivation in teaching among males and female teachers in secondary schools; and to investigate significant relationship between sex and motivation in teaching in secondary schools.

In the first research objective found that female teachers were more motivated if they could identify themselves with the work they were doing. “I can work up and come to school, and this is my job.” Male on their part, got motivation by getting what they wanted and not identifying themselves with the job “I get salary to support my family, first president of Tanzania was a teacher and “freedom that I have”.

The second objective, which measured the differences in the levels of motivation in teaching among males and female teachers found that there were no different levels of motivation among male and female teachers.

The only differences in motivation were individual responsibilities, social relationship, volunteering regardless of their sex. In the third objective, it was realized from the findings that sex does not play a role of motivation to worker at the working place.

#### **5.4 Recommendation of the Study**

There are many recommendations that were addressed by the researcher according to the findings of the study. The recommendations involved the general recommendations.

#### **5.4.1 General Recommendations**

In accordance with the findings the following recommendations will help to address the situation of gender differences in perceptions of motivation among secondary school teachers in teaching performance.

First, the government and nongovernment institutions should give motivation to the teachers so as to have good and reliable service. This will help the teachers to enjoy their work as it is well known that teaching professional has been forgotten in motivation.

Second, the parents and stakeholders should make sure they motivate the teachers by building the houses of teachers, providing electricity to the places where there is the problem of electricity by providing solar power panel.

#### **5.4.2 Recommendation for Further Study**

This study investigated on gender differences in perceptions of motivation among secondary school teachers in teaching performance. The focus was on literature reviewed. The findings were presented, analyzed and discussed and the conclusions drawn. There are several recommendations done by the researcher for the further study.

It is recommended that another study should be conducted to investigate the effectiveness of motivation in teaching and learning processes among the teachers who have higher education and those with diploma.

Also, it is recommended that the study should be carried out to find what exactly should be given as motivation the secondary school teachers. The study should be done to find out what should be given as motivation. For example whether to give teaching allowances or increasing their salaries. The study should be done to clear concept on teachers' motivation.

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## **APPENDICES**

### **Appendix 1: Questionnaires for Interview Questionnaires for Teachers**

Interview Questions for teachers, Heads of Schools, District Education Officer (DEO), District Inspector of School (DIS), and General Secretary of Tanzania Teachers' Union (TTU).

**TITLE: Gender Differences in Perceptions of Motivation among Secondary School Teachers in Teaching Performance.**

#### **Preamble**

This interview intends to enable the researcher to collect data on the factors leading to motivation in teaching among males and female teachers in secondary schools; assessing the differences in the levels of motivation in teaching among males and female teachers in secondary schools; investigating significant relationship between sex and motivation in teaching in secondary schools. The collected data will be used for academic purpose only, that is, to enable the researcher fulfill her Master of Education APPS-EVENING study requirements, not otherwise. So, confidentiality is guaranteed as the collection of information will not be made known to irrelevant people. Also, anonymity will be higher than one could imagine.

#### **About the Researcher**

I am NSEMBO KUANDIKA, MED APPS-EVENING a second year student at the Open University of Tanzania (OUT). Currently, I am doing this research on gender differences in perceptions of motivation among secondary school teachers in

teaching performance. Please answer the interview questions I will ask to help me gather the information that I need.

My contact is 0754967027.

### **Interview Guides**

1. Motivation is very important to everyone at the working place. What motivate you to teaching profession?
2. Do you think there is any different level of motivation among female and male teachers in secondary schools?

**Appendix 2: Questionnaires for Secondary Schools Section**

1. (a) Name of the Secondary School/Section .....

b) Sex ..... Put a tick in the bracket.

i) Male ( )

ii) Female ( )

c) Level of Education ..... put a tick in the box

i) Diploma ( )

ii) Degree ( )

iii) Masters ( )

2. Is there any relationship between sex and motivation among the teachers performance in secondary school?

Why?

i) .....

ii) .....

iii) .....

iv) .....

v) .....