**TEACHERS MOTIVATION AND STUDENTS’ PERFORMANCE OF SECONDARY SCHOOLS IN TANZANIA**

**ZAWADI GWAKISA MWAKYANGWE**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES (MED-APPS) OF THE OPEN UNIVERSITY OF TANZANIA**

**2017**

# CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertations titled: **Teacher Motivation and Students’ Performance in Secondary Schools in Tanzania”** in partial fulfilment of the requirements for the Degree Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

……………………………………..

Prof. Elinami Swai

Supervisor

……………………………………..

Date

# COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, ortransmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania.

# DECLARATION

I, **Zawadi G. Mwakyangwe,** do hereby declare that, this thesis is my original work and that it has not been presented and will not be presented to any other Universities, Researches and Training Organizations for the same purpose whatsoever.

……………………………………

Signature

……………………………………………

Dare

# DEDICATION

This research project is dedicated first to “THE ALMIGHTY GOD” for his enabling strength he bestowed on me in completing this work. Secondly to my wonderful wife and family.

# ACKNOWLEDGEMENT

I am most grateful to God Almighty, the sole provider of knowledge, wisdom, love, mercy and grace for his protections throughout the period of the programme. I sincerely appreciate and thank my supervisor, Prof. E. Swai who offered timely criticism, corrections and guidance that led me through the various stages of this project. She has really been my help, mentor, inspiring and motivating. Her role she played in molding my life and developing my knowledge will neither be forgotten nor faded. I appreciate everybody’s contribution and assistance during this period. May God bless you all in Jesus name! Amen!

# ABSTRACT

The study was designed to assess the sources of teacher motivation and students’ performance in secondary schools in Mbeya region.The study specifically assessed the community perspective on the importance of teacher motivation on student performance, examined the perspectives of teachers on the sources of motivation in school setting and determined the relationship between teachers’ motivation, students’ performance and national development.The study adopted descriptive research design to solicit information from 82 teachers from five secondary schools who were randomly sampled. The study results revealed that majority of the teachers and parents had positive perception that teacher motivation has a close relationship to students’ performance and national development. Furthermore, the study found that teachers believed that the source of motivation came from school management in terms of how the heads of school treated teachers. Moreover, the study found that teachers’ motivation contributed to the national development through the production of quality human resources who can positively contribute to national development in different sectors. It was recommended that the heads of schools have a duty to ensure that educational facilities, infrastructure are supportive to teachers which in turn will motivate them to raise their commitment to the work in schools.

**TABLE OF CONTENTS**

**CERTIFICATION ii**

**COPYRIGHT iii**

**DECLARATION iv**

**DEDICATION v**

**ACKNOWLEDGEMENT vi**

**ABSTRACT vii**

**LIST OF TABLES xii**

**LIST OF APPENDICES xiii**

**CHAPTER ONE 1**

**INTRODUCTION 1**

1.1 Background of the Problem 1

1.2 Statement of the Problem 7

1.3 Purpose of the Study 8

1.4 Research Objectives 8

1.4.1 General Objectives 8

1.4.2 Specific Objectives 8

1.5 Research Questions 8

1.6 Significance of the Study on Teacher Motivation and Students 9

1.7 Limitation of the Study 10

1.8 Delimitation of the Study 10

**CHAPTER TWO 11**

**THEORETICAL FRAMEWORK AND EMPERICAL LITERATURE ON TEACHER MOTIVATION 11**

2.1 Introduction 11

2.2 Theoretical Reviews 11

2.2.1 Equity Theory 11

2.2.2 Two – Factor Theory 12

2.2.3 Expectancy Theory 14

2.3 Empirical Literature 16

2.3.1 Teacher Motivation on Students Performance 16

2.3.2 Source of Teacher Motivation in the School Setting 18

2.3.3 Teacher Motivation, Students’ Performance and National Development 21

**CHAPTER THREE 24**

**RESEARCH METHODOLOGY 24**

3.1 Introduction 24

3.2 Research Approach 24

3.3 Research Design 24

3.3 Research Setting 25

3.4 The Study Population and Sample 25

3.5 Data Collection Method and Instrument 26

3.6 Reliability and Validity 28

3.6.1 Reliability 28

3.6.2 Validity 29

3.7 Pretesting the Interview Questions 30

3.8 Ethical Considerations 31

**CHAPTER FOUR 33**

**DATA PESENTATION, ANALYSIS AND DISCUSSION 33**

4.1 Introduction 33

4.2 Data Analysis 33

4.2.1 Introduction 33

4.2.2 Demographic Characteristics of Respondents 34

4.2.3 The Community Perspective on the Importance of Teacher Motivation on Student Performance 35

4.2.4 Perspectives on the Sources of Motivation in School Setting 37

4.2.5 Students’ Performance Contribution National Development 39

4.3 Discussion 42

4.3.1 The Community Perspective on the Importance of Teacher Motivation 42

4.3.2 The Perspective of Teachers on the Source of the Teacher Motivation 43

4.3.3 The Relationship between Teacher Motivation, Students’ Performance

and National Development 44

**CHAPTER FIVE 48**

**CONCLUSION AND RECOMMENDATIONS 48**

5.1 Summary of Research 48

5.2 Conclusions 48

5.3 Recommendation 49

5.3.1 Recommendation for Further Research 50

**REFERENCES 51**

**APPENDICES 55**

**LIST OF TABLES**

Table 4.1: Demographic Characteristics of Respondents 34

Table 4.2: The Importance of Teacher Motivation 35

Table 4.3: Motivation of the School Environment 37

Table 4.4: Students’ Performance on the National Development 39

# LIST OF APPENDICES

Appendix I: Interview Questions 55

Appendix II: Kiswahili Version 57

Appendix III: Hojaji kwa Walimu 58

# CHAPTER ONE

# INTRODUCTION

# 1.1 Background of the Problem

Education is generally understood as a key engine for the growth of any nation. Ahmad, (2001) stated that, the nations which are recognized as developed made tremendous changes, had strong education systems. It is stated “educational system of any country can provide the guarantee of success and prosperity for their nations”. The attainment of an understandable and successful educational system is important for the development of nations (Saeed, 2001).

Countries all over the world have used education as a tool for transforming their societies. Education is a tool par excellence for effecting national development. It fosters the needed knowledge and skills for one to participate effectively in the development of the society (National Policy on Education, 2004). Teachers as human resources are the most precious assets of any educational institution. Therefore, school curricular, teaching methodologies and assessment tools need to be relevant, practical and comprehensive, to determine the individuals’ direction in education and society.

Student educational performance is evaluated in a number of ways, including written examinations, oral tests, classroom presentations, homework and participating in class discussions. Sometimes it is measured by continuous assessment. Parents and other education stakeholders stress on the significance of good teachers to students. Students’ performance proves the widespread view that some teachers are more effectual than others and also shows that being instructed by helpful teacher has essential outcome for the academic achievement of the student.

Although tremendous factors affect student's educational performance, like personal behaviour and family background and peer pressure, the findings has consistently confirmed that teachers matter most in students’ academic performance. Academic performance has always been associated with the outcome of teaching and learning. The concept of academic performance constitutes the degree to which all; student, teacher and the institution have achieved their goals of education. Academic aspects and extracurricular performance can be defined as fineness in all academic performance. It includes quality in reading, writing, ability to communicate well, timekeeping, and boldness. In short, academic performance tells us the way a student fulfills values and principles set by the government or school.

In the literature (Richardson & Watt, 2006; Watt & Richardson, 2007) there has been an evidence that motivated teachers are more engaged, committed, persistent, and are more involved in professional development .This implies that motivated teachers are more efficient and capable to affect outcomes, which are students’ performance. It can also be stated that teachers’ efficacy associated with enthusiasm and job commitment can really put in to school usefulness (Tschannen-Moran &Woolfolk Hoy, 2001). If this is true, how can we determine teachers’ enthusiasm and job commitment in Tanzanian context where teachers’ demands are bouncing on deaf ears? Ross & Cousins, (1993) suggest that teacher efficacy is partially mediated by the ways they are treated and how they feel as important. When a teacher is treated well and when he or she feels he or she is respected, he or she will always try to use the best instructional strategies that can contribute positively to students’ achievement (Wilson & Cooney, 2002). The opposite is likely to occur if he or she is unfairly treated.

Motivation is well thought-out to be a core attainment of teacher performance since all teachers have fundamental aim which includes teaching. Educational institution and schools in particular cannot sustain without increased teachers’ motivation. Worker’s motivation is the “willingness to exert high level of inspiration to reach organizational goals, conditioned by the efforts ability to satisfy some individual need” (Robbins et al 2005). This explanation obviously declares that motivation is teachers’ readiness to do the tasks proficiently and this motivation only comes if they see that their sweatwould lead to the satisfaction of their necessities.

Motivated teachers can be seen in the ways teachers are engaged, satisfied, committed, and focused in their job (Nohria, 2008). Rainey (2001) work motivation is the level of stimulation, course and determination of exertion in a work environment that make people try to work hard. Dessler (1980) asserted “at the same time motivation is both one of the simplest and most complex job of management”. Motivation is simple and task of the management body. Thus when teachers are to be motivated one should investigate what teachers want and then keep those things as gift and favour, the teachers will behave in the preferred manner in return.

Teacher motivation can be achieved by comprehending that his/her needs or aims are in line with the achievement of the organization. Educational institutions should use different sources of motivation for teachers to amplify their motivation for teaching and learning to succeed.

In Tanzania, researches have concluded that teachers contribute to the positive revolution and improve the quality of education which ensures the benefits, growth and success of the nation. For this purpose, motivated teachers contribute positively to the effectiveness of educational system. This means that no system of education is better with demotivated teachers. It means, the value of education depends upon the motivated teachers, which has implication to the development of the nation. Hayon (1989) says that motivated teachers are more efficient outside and inside the classroom in molding students’ conduct, mind set and success.

Many of the studies are based on South Asia and some parts of Africa, they show that there is an extreme turn down in teacher motivation in the countries, resulting to accounting for pitiable level of education.For example, VSO (2002), concludes that “in many developing countries the teaching force is demoralized and fractured”. The report further states, that the teaching career in these countries “is characterized by high attrition rates, constant turn over, lack of confidence and varying levels of professional commitment”

GCE (2005), in their review of recent literature on teachers’ issues in developing countries, claims that in those countries, “Teacher motivation and morale remain in a chronic state of decline” (GCE, 2005, p. 1). They also hold issues such as unsatisfactory payment and inducement, inefficient facilities for teachers especially in villages, restricted facilities for teaching, overloaded classrooms resulting in weighty workload, restricted chances for growth of skills, and shortage of teacher independenceresponsible for the fall in teacher motivation.

A large number of current findings on Teacher Motivation of Sub-Saharan Africa and South Asia by DFID (2007), validate the results of the earlier studies, asserting that in the third world countries, “Most schooling systems are faced with what amounts to a teacher motivation crisis” (DFID, 2007, p. 25).

The statement mentioned many issues that always demotivate teachers in those countries: too many teacher responsibility, enlarged workload and class volume, inadequate teacher salary, falling social rank for teachers, frequent transformation of school curricular, little teacher efficiency and pitiable working and living conditions. These de-motivators also leads high stages of teacher malingering, teacher move between schools, movement of competent teachers to developed countries, and teachers leaving the teaching profession and taking other jobs. Therefore, teacher motivation in education should be realized inboth terms of collective issues connected to teachers in common as well as provincial issues definitive to teachers in explicit environment.

For many years, various initiatives have been being taken to improve the education sector in Tanzania. Despite the ambition that the country have in setting policy reforms in education, teaching and learning process however is undoubtedly low. The improvement have been seen in the number of classrooms, infrastructure and enrollment.

In the contemporary Tanzania, great emphasis is being placed on industrial and technical development. As a result education sector is encouraged to be improved. Today, education and teaching pervade literary in every field of human endeavor and play a fundamental role in economic development of a country. In our ideal towards national development, we need good performance at all levels of schooling.

It is no doubt that a teacher is part and parcel of the teaching and learning process and therefore part of the education products and results. Teachers, as human capital are one of the most important inputs into education production. It is believed that if teachers are motivated they will eventually be motivated to put effort into important inputs to education production.

The research findings have shown that teacher variables such as motivation orientation and teaching approaches are important factors influencing academic achievement in education. The issue of motivating teachers is an important aspect for effective teaching. The impact of motivation to teachers cannot be undermined. One potential method to improve students’ achievement is to motivate, encourage and support teachers.

Unfortunately the education sector has not been producing desired results. The academic performance of students in the current years at the end of secondary education has not improved. However various factors have been adduced for poor performance of students in secondary school such as shortage of teachers (Ohuche 1978), poor facilities, equipment and instructional materials for effective teaching (Oshibodu, 1984, Akpan 1987, Odogwu, 1994), Motivation to teachers and low salary. There are issues or things which contribute to the decline of quality of education in Tanzania, mainly of Teachers.

“*We have given the government ample time to address teachers’ problems, but it has not been showing any serious concern. Instead, the government has remained reluctant to pay teachers’ accumulated arrears,*’’ Jamii Forum, 11th February 2007.

The above caption was from TTU President, Gratian Mkoba, who was responding to an interview by the media in 2007. In 2007 TTU (Tanzania Teachers’ Union) called a strike to all the teachers as a way to pressurize the government to address their concerns including raising their salaries, paying their long overdue arrears and other demands that had for a long time left untouched. The government on its side was demanding that each teacher must verify his or her individual claim before the government agrees to give in to the demands of the teachers. Unfortunately, many teachers in secondary and primary schools do not know their rights and therefore, they cannot be sure of what they are demanding are their rightful or not. In such a situation, the government claims all the rights for not responding to the teachers’ demands.

Such treatments and actions have been among the problems facing education delivery to students of secondary schools and they have led to high teacher rate of leaving the job, low teacher self-confidence and worthless life of teachers at work. Most of the secondary school students fail to achieve their goals because of the above reasons. But one would ask, how does motivation to teachers affect students’ performance?

# 1.2 Statement of the Problem

While teacher motivation has been theorized as an essential thing in accomplishing educational goals, especially students’ academic performance (Ohuche 1978; Oshibodu, 1984; Akpan 1987; Odogwu, 1994 and others), little is known about the community perspective on the importance of teacher motivation;the sources of motivation in school setting and the relationship between teacher motivation, students academic performance and national development. This study aims at filling this gap in the literature.

# 1.3 Purpose of the Study

The purpose of this study was aimed at assessingthe sources of teacher motivation, its importance and contribution on secondary school students’ performance and national development.

# 1.4 Research Objectives

# 1.4.1 General Objectives

The general objective of the study was to explore the relationship between

teachers' motivation and students’ performance in secondary schools in Tanzania

# 1.4.2 Specific Objectives

The study specifically tends to;

1. To assess the community perspective on the importance of teacher motivation
2. To examine the perspectives of teachers on the sources of motivation in school setting.
3. To determine the contribution of students’ performance to the national development.

# 1.5 Research Questions

This study seeks to find answer to the following question:

1. What is the community perspective on the importance of teacher motivation?
2. What are the sources of motivation in school setting?
3. Does students’ performance contribute to the national development?

# 1.6 Significance of the Study on Teacher Motivation and Students

This study is very significant in this age of worldwideadvancement in education, especially now that schools, governments and other educational institutions need motivated staff when desired performance is to be realizedat elevatedstage. Therefore, the study sought to find out the people’s perception on the position of teacher motivation in the educational set up.

The study is important to the education stake holders, policy makers and secondary school supervisors as it reveals the importance, the role and the impact of teacher motivation. Thus, the managers can take measures to ensure that teacher motivation is raised to its standard. The ways also can be sought to motivate teachers, to modify teaching behavior in order to realize the desired educational goals. It is actually aimed to improve teacher spirits and working and living conditions, at the same time offset the factors that lessen the teacher morale.

This research will assist all public schools, private school and other institutional board to comprehend the contribution of teachers` motivation on student educational performance in secondary schools in Tanzania. It may be a basis for knowledge on how teachers can involve themselves in fruitful means to realize the meaningful educational performance in Tanzania. This study may also serve as an instrument to explain things as to whether teachers` motivation has contribution on student performance in secondary schools in Tanzania and to make proposals on how school schemes can improve the situation.

# 1.7 Limitation of the Study

The limitation of this study was time factor where he researcher had to use a lot of time to get the research respondents. Another limitation was financial constraint for printing materials and transport facility to cover large area. However, all the interviewed respondents were reached.

# 1.8 Delimitation of the Study

The study was delimited to the topic “teacher motivation on students’ performance.’ Thisis a delimiation because there are many other factors that contribute to students' performance such as students’ motivation and aspiration, parents’ social economic status, availability of teaching and learning resources, the teacher–student ratio, which have been advanced as contributing factors to students’ academic performance. The researcher is aware of these factors but teacher factor has been identified as key to students' success. The participation in this study is delimited to teachers who taught in the selected schools and parents of the students enrolled in the selected schools. This is a demimination in the sense that this study cannot be generalized to the whole country. It was also delimited to the three outlined objectives.

# 

# CHAPTER TWO

# THEORETICAL FRAMEWORK AND EMPERICAL LITERATURE ON TEACHER MOTIVATION

# 2.1 Introduction

This chapter presents the literature related to this study. Part one presents the theoretical literature, while part two is empirical literature. Part three is conceptual framework followed by the summary of the chapter.This study was guided by Equity Theory proposed by Adams (1963), Expectancy Theory by Victor H. Vroom (1960) and Two-factor Theory by Herzberg(1959)

# 2.2 Theoretical Reviews

# 2.2.1 Equity Theory

This study was guided by Equity Theory proposed by Adams (1963). It is principally concerned on the fact that “individual Equity theory proposes that a person’s motivation is based on what he or she considers to be fair when compared to others (Redmond, 2010). When applied to work place, equity theory focuses on an employee’s work-compensation relationship or “exchange relationship” as well as that employee’s attempt to minimize any sense of unfairness that might result. When they feel that they are unfairly or unjustly compensated for their efforts or achievements, they lose morale to work (Johnson, 1986, p. 55). Employees alwaysestablish equity or inequity by evaluating their input/outputproportion with that of theirreferents (co-employees employed by a distinct organization). Input here can mean anything from schooling, position,sweat, experience, ability and/or inventiveness to one’s faithfulness to the institution. While, output means what one gets, things like wage, reward, supremacy, profits, rank, employment, safety measures, professional advancement, acknowledgment, and so on (Disley, 2009, 57). Employees can make two kinds of comparisons: their own input with the output and their input/output proportion with their referents. Workers are always motivated if they perceive that they are treated equally, while imbalance (inequity) can cause their de-motivation.

Adams (1963) described the notion of motivation in terms of equilibrium between worker’s input and output. According to this theory if there will be an equal balance between the workers’ inputs and outputs, employees will show more work fulfillment in the effect of which motivated labor force will take part ineffective role in the development of the organization. The principle of this assumption is that if employees feel that their inputs are bigger than there outputs they will be de-motivated.

# 2.2.2 Two – Factor Theory

Two-Factor Theory was developed by Frederick Herzberg and his colleagues - Mausner, & Snyderman, in 1959. These scholars focused on employee attitudes about their job satisfaction. Their research established that job satisfaction and dissatisfaction are affected by two different sets of factors: hygiene factors and motivation factors.

The hygiene factors that lead to job dissatisfaction, according to this theory include organization policies and their administration, supervision, working conditions, interpersonal relations, salary, status, and security. In essence, these are all issues related to the employee’s environment. Organization policies and administration pertains to the adequacy of organization and management as well as the harmfulness or beneficial effects of the organizational policies. Supervision deals with the competence, fairness, and/or willingness of the supervisor. Working conditions are the physical conditions of work, the amount of work, and/or the facilities available for doing the work. This may include adequacy of ventilation, lighting, tools, space, and other such environmental characteristics. Interpersonal relations are the interactions between peers, classified members, and superiors either inside or outside of the work environment. Salary is the compensation itself and fairness of pay, and status pertains to a perceived benefit due to a specific job, while security refers to tenure or organization stability. This job dissatisfaction deals with the factors that define the job context. The negative presence of these factors, it is theorized that, would produce a condition for dissatisfaction in an employee. Yet, it is also theorizedthat,the presence ofhygiene factors would not create satisfaction but would instead prevent dissatisfaction.

The inadequacy of hygiene factors to create satisfaction and raise motivation in employees allowed the theorists to consider the second factor. According to Herzberg, Mausner, and Snyderman’s (1959) the motivation factors are necessary to bring about motivation and job satisfaction beyond the neutral point. The motivation factors include achievement, recognition, responsibility, growth/advancement, and interest in work. Achievement is the successful completion of a job, solution to problems, and/or seeing the completed results of one’s work. Recognition is some form of notice, praise, or blame. Responsibility involves being given accountability for one’s own work or for the work of others or being given new responsibility. Growth pertains to the opportunity to rise or advance within the organization. Advancement is the change in the status or position of the employee within the same organization. Interest in work involves wanting to do the job or the tasks of the job.The lack of satisfaction of these factors may merely drop an employee back to a neutral level but would not produce a dissatisfied employee.

The work of Herzberg, Mausner, and Snyderman (1959) involved two pilot studies that consisted of private factory workers from 52 different plants in the US. The first study focused on the perceptions of low level factory workers, while the second study involved workers in middle management. Their research did not include any workers in top supervisory roles, which would be similar to administrators in the education profession. This research used some of these same guidelines as in focusing on the perceptions of community members and the teachers on the perceptions and sources of motivation for teachers.

# 2.2.3 Expectancy Theory

The second theory that framed this study is Expectancy Theory. Expectancy Theory was developed by American Victor H. Vroom during 1960s with key point that individual’s behavior is formed not on objective reality but on his/her subjective perception on that reality. The theory suggest that people are motivated by two things; how much they want something and how likely they think they are to get it (Kinicki & Williams; 2008). Schermerhorn et al. (1997) adds that Expectancy Theory helps to explain individual beliefs regarding effort – performance relationship and work outcomes. To them this theory is based on a logic that people are motivated in realizing that they will get what they expect. That is, if employee wants promotion and see that high performance can lead to that promotion he/she works hard to achieve high performance.

According to Vroom and Kenneth (1964s) an employee will be motivated to work hard when he/she believes their efforts will produce what they expect. It is considered a theory of process, and not simply of content, because it identifies relationships between dynamic variables that explain the behavior of people at work (França *et al.* 2002).

Vroom developed a multiplicative model between the three variables: valence, instrumentality and expectancy. According to him, what motivates a person to make a decision is a product of these three variables. For instance, valence explain how much a person desires a reward; expectancy estimate the probability that work effort will be followed by individual performance accomplishment; and instrumentality describe probability that performance will be a means to get the reward. Thus, a person will reduce their efforts if he/she believes that they will not achieve the required performance, if they believe that it is impossible to achieve the rewards or if they believe that the reward is undesirable. According to Vroom, achieving rewards to which a large value is assigned leads a person to making more intensive efforts. In short, in expectancy theory motivation will be high when workers believe the high level of effort lead to high performance and high performance lead to the attainment of desire outcomes (Jones & George; 2006). In this all variables in Vroom theory must have high positive value to imply motivated performance choices. If any of the variables approaches zero the probability of motivated performance also approaches zero, when all three values are high motivation to performance is also high (Mushena, 2008).

Much of the research that has used expectancy theory comes from the field of economy. The economists such as Ross (1973) and Holmstrom (1977) used expectancy theory to develop what is known as *agent- principal.* Agent- principal is concerned with the fact that the principal (the employer), can construct a compensation system (a contract), which motivates another individual, his/her agent (the employee) to act in the interest of the principal. These researchers suggested that *agent-principal* problem occurs when it involves some effort that cannot be monitored and measured by the principal and, therefore, cannot be rewarded directly. The solution to this type of problem is to establish some kind of alignment of interests of both parties (principal and agent). This study used some of the ideas of this theory to determine the validity of teachers’ responses on the source of motivation in school setting.

# 2.3 Empirical Literature

This section presents the literature that focuses on the three objectives developed in chapter 1: community perspective on the importance of teacher motivation on student performance; sources of motivation in school setting; and the contribution of students’ performance to the national development.

# 2.3.1 Teacher Motivation on Students Performance

Adeyemo et al (2013) did a research study about “Teachers` Motivation on Students` Performance in Mathematics” in Government Secondary Schools, MakurdiLg Area. The purpose of that research was to show the important impact of teacher motivation on students` educational performance. By using a well-designed questionnaire, with the evidences collected at the four government secondary school in Makurdi local government part, they concluded that first there is an importantconsequence between the state of work of teachers and students’school performance in mathematics, the implication is that the state of work of teachers have a straight effect on students’educational performance in mathematics. Second there is animportant impact between the teachers` fringe profitimbursement and students’ school performance in mathematics which means that the teachers` fringe profit pay can rationally affect student`s educational performance in mathematics.

Atiya et al (2000) in their study “teacher’s job performance: the role of motivation” they used correlation and regression analysis to test the relationship between teacher motivation and job performance. They finally found that there is a one to one relationship between teacher motivation and job performance. They advise that the motivation level for teachers should be improved for good job performances of teacher in order to enhance the education development.

Deci, Connell and. Ryan (1989), conducted a research on Job motivation and performance of secondary school teachers. Job inspiration was measured by using a questionnaire containing 10 response items (7 positive and 3 negative) that have only two types, namely achievement and autonomy motivation. They found that teachers who have autonomy motivation show less pressure and have high job motivation compared to teachers who have little autonomy motivation.

Hammad (2008) did a study that intended at investigating the stage of motivation of private schools in Amman Municipality and its relation to their performance. The population consisted of all private school teachers, 814 male teachers and 1803 female for the school year (2007-2008. The study inferred that the motivation level of the private schools teachers in Amman was high which in turn the schools performance became high.

# 2.3.2 Source of Teacher Motivation in the School Setting

Teresa (2012**)** did a study on “factors affecting teacher motivation in public secondary schools” in Thika west district, Kiambu County, from the findings of the study, it can be concluded that job promotion, incentive scheme, professional teaching and development and work conditional factors affect teacher motivation. The research suggested that schools should make sure that school atmosphere is conducive for teachers to ensure their motivation and satisfaction with their jobs. This can be achieved by ensuring that there are appropriate teaching and learning facilities.

The study also suggested that teachers must be remunerated well to stimulate or satisfy them in their job. This can be done through giving incentives to teachers and rewarding teachers whose subjects’ students perform better. This will induce them to improve on their education delivery.

In addition on training programme, the study recommended that teachers must attend in-service training to update their knowledge and skills. In turn, teachers will increase confidence in teaching their students.Menon, Papanastasious & Zembylas (2008) did a study for teachers in Cypress. The study was to determine the relationship between teacher needs, organizational needs, and motivation. The investigators sampled more than 450 teachers in a quantitative study using surveys. The major findings showed that primary schools teachers were more motivated than secondary schools teachers.

Crossman and Harris (2006)did a quantitative researchon schoolteachers in Surry in England.The study was to find out how the kind of school influences the motivation of secondary school teachers. It was found that teacher satisfaction varied by type of school. However, independent schools had more motivated teachers than other schools. The investigatorsobserved that possible factors for the outcomes were variation in the available resources, variation in educational management and in social status.

Green-Reese, Johnson, and Campbell (1991) did a study to determine how time, familiarity in teaching, and school scope were connected to job satisfaction and motivation. The study was conducted for town schoolswith 229 teachers in physical education. It was found that job satisfaction is severely affected by job stress. Nevertheless, time and teaching experience were not significantly associated to job fulfillment. This finding howeverdisagrees with *Liu and Ramsey’ (2008)*study whose finding found that the years of teaching experience was significantly connected to job motivation. The investigators observed the variation between their findings and those of earlier studies and noted that some of teachers have to be investigated in the other studies rather than the whole population teachers. The journalism recommends that the teachers’ ideas about their schools and supervisors are associated to their motivation.

Kreis and Brockopp (1986)did a study to find out the connection between three categories of job autonomy and job fulfillment. The study was conducted with 60 teachers from government schools in the state of New York. The three categories were autonomy; within the classroom, the school, and the common perception of autonomy. The view of autonomy within the classroom was appreciably linked to teachers’ job performance. So, teachers’ skill to manage their own classrooms was observed to be significant for teachers to be pleased with their jobs.

Wang (2005) did a study which intended to explore whether or not “extrinsic and intrinsic motivation affect teachers’ satisfaction in China”. The interviews based on semi-structured questionnaires were used as the main research approach. The survey was done on a model of 16 teachers who were chosen from two public and two private schools. The study found that teachers in private schools seem to be more displeased than their counterparts in public school. He also said that teachers’ motivation has been dealt with three main causes makingtheir motivation and professional choices: demographic habits, intrinsic traits connecting to their internal mind-set and approach about the job and extrinsic issues relating to the objective behaviour of the work itself.

Pelletier, Legault and Séguin-Levesque (2002) found out the factors affecting the working places on the proficient motivation of teachers in a related manner. The investigators revealed that a working place which eliminate the necessity of autonomy and coerce teachers to abide by with a limited set of supplies has a negative influence on teachers’ self-determination.

Ofoebge W. (2006), in his study “the place of teacher, Education in man power development in Nigeria in Maduwewesi”, he states that if teacher professional must produce big results, then appropriate provision of amenities and infrastructure must be improved by all stakeholders in the teaching field. It is normal to see student-teachers having their teaching and learning under trees, due to lack of adequate classrooms.Hargreaves, (1994) also states that many teachers make instructional decisions based simply on their immediate needs to comply, survive, conform or meet a time constraint).

# 2.3.3 Teacher Motivation, Students’ Performance and National Development

Okemakinde, et al (2013) did a study concerning “The Place of Teacher in National Development in Nigeria”. With questionnaires results, he concluded that the community and teachers should be alerted to view teaching as prominent field with high social rank. This means that fine condition of service must be provided for teachers and they should be considerably paid. In-service teaching cooperation, seminars and ICT training should be promoted by government for teachers. These would make neophyte teachers to become more professional and advance the knowledge of existing teaching experts.

Ekpiken& EDET (2014) did a study on “The Role of teacher education and Nigerian teachers in the national development”, using survey approach; the study observed that there is a straight and good connection between teachers’ role and national advancement. The research also inferred with the conclusion that “….and teachers are the major instrument for achieving educational goals and national development’ hence no country can grow above the level of its educational system.

Fredriksson (2004)in his study using a study done by the Voluntary Service Overseas (VSO) in 2002, here-emphasized the meaning of encouraging teachers on their jobs.Thestudy report findings pointed out that teachers’ motivation was weak and fallingfrequently in the developing countries including Tanzania. The research also noted that pitiable complete quality of the teachers’ remuneration was an important factor affecting their motivation. Low wages and dreadful working conditions usually produce dishonesty. The study report results also observed that “there is a strong link between teachers’ motivation and quality performance and quality education, all involved in guaranteeing quality assurance in the Nigerian educational system.

Therefore, teachers’ performance in contributing towards learning is strongly influenced by teacher motivation and motivation which includes good working conditions, promotion, staff training and development, good salary and remuneration, participatory decision making, job security, recognition of performances and the teaching profession, financial rewards, scholarships and awards and provision of other facilities are strong tools for improving the status of teachers”. Teachers’ motivation has big importance or quality to the Tanzania educational system in assuring and supporting quality assurance.

If teachers are well motivated and sufficient care is given to them, it will increase the value and quality to the curricular scheme by raising its level to develop to the intended level thereby guaranteeing quality teaching-learning output. Teachers’ motivation affects other things like excellent results, good performance, enhancing quality academic outcomes and lesson delivery (teaching); teachers’ job fulfillment and productivity; all which is of great significance to guaranteeing quality assurance in the educational system.

Shiundu, and Omulando, (1992) did a study on Curriculum Theory and practice in Kenya. They found that a teacher is the most prominent one in teaching who makes sure that the educational plans are effectively enacted by managing and organizing the learning practices and learning environment.

Ifunanya et al. (2013) in their study Teacher Education as a Viable Tool for National Development, Journal of Educational and Social Research, They stated that able, committed, skilled, efficient and resourceful teachers are crucial for our success and advancement since no nation can rise above its educational system and it teachers.

# CHAPTER THREE

# RESEARCH METHODOLOGY

# 3.1 Introduction

This chapter describes the research methodology which was used in the study. The arena in which the study was conducted, the study style, the population and population sample are described. The instrument to be used to collect the data is also shown.

# 3.2 Research Approach

In this study a pragmatic approach was used best to address the research problem. Mixed method approach, whereby, qualitative and quantitative approaches were seen as the best for this study. As it is also recognized that each approach has its limitation, triangulation was used to complement each other. This research was to determine the community perspective on the relationship between teacher motivation and students’ performance in academics. The data were obtained through face-to-face interview, in other words, the subjects replying a sequence of questions made by the researcher (Polit&Hungler 1993:148).

# 3.3 Research Design

The study used Descriptive research Design. Using survey method the study visited five schools in the city council of Mbeya Region. In terms of grouping and sapling the subjects the research used cross-sectional style. The instruments used to get information in this descriptive research include questionnaire (for demographic information and background) and face-to-face interview (closed questions). The information in this study was collected through questionnaires (self-administered) and interview questions which were given in person to the teachers and parents by the investigator. However, this design was selected to match with the objectives of the study, namely to assess the community perspective on the importance of teacher motivation on student performance, to examine the perspectives of teachers on the sources of motivation in school setting and to determine the relationship between teachers’ motivation, students’ performance and national development.

# 3.3 Research Setting

The study was done in the ten purposively selected schools in Mbeya city in Mbeya. The region has a large population and many schools. As the studies showed that almost all schools experience similar problems and situations, it was believed that the schools would be a clear reflection of other schools in Tanzania. Other factors for this choice and decision were economic reasons for the researcher’s transport, accommodation and stationeries expenses.

# 3.4 The Study Population and Sample

The population of the study included the teachers of secondary school, both male and female in Mbeya Region. Teachers were chosen because they were straight concerned with the school performance of students and also they knew the degree at which they had been motivated by their employers or the government or community. Five secondary schools used were chosen through the use of purposive sampling technique while forty four teachers and thirty eight parents involved were selected through the use of simple random sampling technique.

This method was used with the reason that the study intended to select an agent unbiased from the available population. This also guaranteed each member of the aimed population to have an independent and the same opportunity of being involved in the sample. A randomly selected sample of five schools was taken for the function of research where teachers and parents were chosen for the study. The study population consisted of all full time teachers working in those five schools in the area. Mouton (1996:132 -133) defined sample as “elements selected with the intention of finding out something about the total population from which they are taken”. However the target population was 128 subjects. The sample size involved 82 participants. The questions were given to the teachers and parents. The responses were analyzed and interpreted accordingly.

# 3.5 Data Collection Method and Instrument

For the purpose of collecting the data, the interview questions were developed. The questions were prepared to get information and views about the effects of teacher motivate onto their students at secondary school level in Mbeya. An interview was the main instrument for data collection. Interviews are “a systematic way of talking and listening to people and are another way to collect data from individuals through conversations” (http://www.who.int). Kvale (1996, p. 14) regarded interviews as “ … an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situations of research data.”

Interviews are styles, which allow participants to talk when they give their views when they are involved in the conversation. Moreover, the interviewees are sometimes capable to argue their discernment and explanation in regards to a known circumstance. It is their statement from their understanding. Cohen, Manion and Morrison (2000, p.g. 267) explain “… the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable.” The researcher or the interviewer used open questions to collect data. Data were recorded and gathered from the subjects. The interviewees or respondents were the primary data for the research study.

Data were gathered with the help of interview questions to assess the subjects’ understanding and opinions on teacher motivation and students’ performance. There were many reasons as per why interview was used as a research instrument for collecting data and using it as in this study. The interview had been decided upon because of following given reasons: the respondents had to complete the questions at a time and the respondents to be recorded and compiled in person by the investigator. They needed little time and efforts to administer. There was also a requirement to get highly personalized information. There were chances needed for inquiring. Some subjects were not good at English language, or where they found some problems the language, Gray (2004, pg. 214).

The interview open-ended questions allowed the interviewee to give answers in their own words and provide much detail. Closed-ended questions are easy to administer and to analyze and use little time. They are also more effective and efficientin the sense that any respondent can complete more closed-ended items than open-ended items in a particular period of time (Polit&Hungler 1993:203).

The questions were in English but for those who were competent in English the needed assistance was given accordingly. Thequestionnaire was for attaining demographic facts such as education level, gender, income, age and experiences. This information assisted the researcher when interpreting the results, for example, whether subjects lack understanding of the actual meaning of motivation. The information was collected by the researcher. Second part was interview questions for shaping the comprehension and views of subjects. Questions evaluating awareness about teaching, and problems experienced were partially included. Instructions were guide to guide the subjects for response. This ensured proper filling. The teachers’ questionnaire assessed one major area, teachers’ background characteristics. Data compilation was done after the administrationwithout delay and all the sheets of response were taken from the respondents.

# 3.6 Reliability and Validity

# 3.6.1 Reliability

Reliability refers to as the level of uniformity with which an instrument measures the thing it is planned to measure (Polit&Hungler 1993:445). The guidance and control were taken to maintain sameness and reveal consistency in responses. Biasness in collecting data was also controlled by the researcher to be the one to administer the questions, and standardizing requirements such as having similar personal behavior to all subjects, e.g., friendship, guidance and bearing.

The psychological and physicalsetting where information was gathered was made conducive by ensuring privacy, secrecy and confidentiality. The subjects were given comfortable chairs in the side ward with windows kept open for fresh air. A “NO ENTRANCE” notice was placed on the door of the respective room to maintain privacy and prevent interruptions. Participants were requested not to disclose the scenario to anyone to ensure confidentiality.

# 3.6.2 Validity

The validity is the level to which an instrument measures what it is planned to measure (Polit&Hungler 1993:448). To attain content validity, the interview included a various questions on the understanding teacher motivation and students performance.Content validity refers to the degree to which an instrument represents the variables under study.

The questions set were based on data collected in the period of the literature review to make sure that they would be representative of what teachers and parents discern about the connection between teacher motivation and students’ performance.Content validity was also taken care by constancy in administering the questions. All questions were personally given to interviewees by the researcher. The questions were structured in uncomplicated and explicit language for intelligibility and simplicity of understanding. The directions and introduction were clearly given to the subjects.

An interview guide was also prepared and handled as an important constituent for doing interviews. An interview guide is the catalog of queries, matters, and aspects that the researcher wishes to complete during the interview. The interview guide was made apparent and vagueness free. The private or unlawful questions were avoided being asked by the researcher, he kept silent and waited for the respondents to say.

All the interview questions of the study were finished in the researcher’s presence. This was purposely done to maintain validity of the study by giving questions to parents and teachers as expected also for validation, the questions were given to the Supervisor at Open University of Dar es Salaam. Some questions were corrected and more questions were given to ensure high representativeness. Transformations of some questions was also done to make the questions clear and more appropriate options were supplemented to the closed-ended questions for significant analysis of the records (Burns & Grove 1993:373). Taking the broad view of the data from all representatives of the population was therefore vindicated.

There was no any people who were asked to participate but refused to take part in the study were reported so that extortions to external validity could be arbitrated. Because when the number of those who denied to participate increases external validity decreases (Burns & Grove 1993:270). In other words,if the percentage of the people approached to participate in a study falls, generalising the data to all participants of a population could not be simple to rationalize.

# 3.7 Pretesting the Interview Questions

A trial administration of an instrument to identify faults is called pretest. If interview was to be used as information collecting instrument then, it was important to understand whether questions and instructions were clear to the respondents and whether they understood what was needed from them. This is known as the pretesting of an instrument (Polit&Hungler 1995:38, 711).

The researcher pretested the questions on ten subjects who met the set criteria at one of the chosen schools. In case of any flaws or any mistake the questions could be rectified. As the members answered the questions properly without changing or leaving any question unanswered therefore the interview was taken to be valid.

# 3.8 Ethical Considerations

The process of doing a research needs not only skill and meticulousness, but also trustworthiness and honor. This is usually done to know and keep the rights of human beings who are the subjects. To give the research study moral, the privileges to self-government, secrecy, privacy,agreement and readiness was observed.

The printedauthorization to conduct the research study had been given from The Open University of Dar Es Salaam. Subjects’ consent was obtained before the subjects started and finished the questionnaire or interview. Burns and Grove (1993:776) define informed consent as “the prospective subject's agreement to participate voluntarily in a study, which is reached after assimilation of essential information about the study”. The subjects were made knowledgeable of their rights to voluntarily participate or stop to participate, and to withdraw participation at any time without any sort of punishment.

Subjects were also given to understand the purpose of the research, the steps that would be employed to obtain the information, and the subjects were assured that there would be nocosts involved and potential risks.Confidentiality andAnonymitywere preserved throughout the research study. Burns and Grove (1993:762) define anonymity as “when subjects cannot be linked, even by the researcher, with his or her individual responses”.

In this study anonymity was assured by not disclosing the people’s personal information like, one’s name on the interview record and research reports and detaching the written agreement from the questions.

Confidentiality in this study was also taken care by keeping the gathered data private and not showing the people’s identities when reporting or publishing the study (Burns & Grove 1993:99).

The moral code of self-determination was also managed and observed. The respondents were treated as independent representatives by letting them comprehend about the research and permitting them to willingly opt to participate or not.

Scientific honesty is treated as a very essential moral obligation when conducting a research study. Dishonest conduct includes manipulation of technique and processes, and retention or change of data (Brink 1996:47). The researcher evaded any form of dishonesty conduct by honestly recording information being checked by the supervisor.

The supervisor provided the response or results autonomously from the researcher’s presence to evade subjective cooperation. The open-ended questions which had to be analysed by the researcher were also checked by the supervisor for validation of trustworthiness.

# CHAPTER FOUR

# DATA PESENTATION, ANALYSIS AND DISCUSSION

# 4.1 Introduction

This chapter presents the data for this study. The study was framed within three research objectives: to assess the community perspective on the importance of teacher motivation on student performance; to examine the perspectives of teachers on the sources of motivation in school setting; and to determine the connection between teachers’ motivation, students’ performance and national development. The information is presented according to the objectives. Part one describes the demographic information of the respondents. Part reveals the data or response from interview questions. This is followed by the summary of the chapter, which shows the key findings accrued from this study.

# 4.2 Data Analysis

# 4.2.1 Introduction

After the collection of data, the data were prepared and evaluated. The information was analysed by using descriptive statistics. Data analysis was done by using frequency and percentage distribution was used to get the intended information. Frequency table was drawn. The open-ended questions were analysed through quantitative content analysis by the researcher with the purpose of quantifying notions. A Concept analysis is “the process of analysing verbal or written communications in a systematic way to measure variables quantitatively” (Polit&Hungler 1995:209, 698).

# 4.2.2 Demographic Characteristics of Respondents

Demographical data was gathered with the help of three (3) questions relating to the teachers’ profile (Personal information). The outcome of the research is detailed in the Table 4.1.

Table 4.1: Demographic Characteristics of Respondents

|  |  |  |  |
| --- | --- | --- | --- |
| **Measure** | **variable** | **Frequency** | **Percentage** |
| Age | Less than 30  31-40  41-50  Above 50 | 28  24  18  22 | 34  29  10  27 |
| Gender | Male  Female | 70  12 | 85  15 |
| Years of experience | Less than a year  1-10  11-20  21-30  More than 30 years | 17  28  11  18  8 | 21  34  13  22  10 |
| **Total** |  | **82** | **100** |

The Table 4.1 shows that majority of the subjects were male with 85%, while number of female was 15%. 34% of the respondents were less than 30 years of age, 29% were between 31 to 40 years 10% was between 41 to 50 and 27% were of more than 50 years of age.

The experience showed that 21% of the respondents had less than a year, 34% were between 1 to 10 years of experience, 13% had between 11 to 20 years of experiences, and 22% had between 21 to 3o years and 10% had more than 30 years of experience.

# 4.2.3 The Community Perspective on the Importance of Teacher Motivation on Student Performance

The first objective of the study was to find out information from the community, their view about the importance of teacher motivation on student performance. Interview was used to find outdata from (how many parents/Teachers?) the question was:

**Interviewer:***What is your view on the importance of teacher motivation on student performance?*

Table 4.2: The Importance of Teacher Motivation

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item** | **Responses** | | | | | | | |
| **Teachers** | | | | **Parents** | | | |
| **Agree** | | **Disagree** | | **Agree** | | **Disagree** | |
| **Frequency** | **%** | **Frequency** | **%** | **Frequency** | **%** | **Frequency** | **%** |
| Is teacher motivation for students’ academic performance Important? | 39 | 89 | 5 | 11 | 26 | 68 | 12 | 32 |

The following were some of the responses:

Parent 1: I think teachers have to be motivated to think positively about the students they teach. If teachers are not motivated, it would be too difficult to treat students well.

Parent 2: I think motivated teacher produce motivated students. Unmotivated teacher is full of negativity that makes him or her incapable of teaching properly for good performance.

Parent 3: Teachers will work extra miles. Teachers will use their extra time to teach students. Make a follow up of the students work by arresting and commenting on their work.

On the part of teachers, these are what they said:

Teacher 1: It increases morale of the teacher. This is because a teacher will be more confident in delivering they content as well as teaching methodology. It gives more commitment to a teacher since he will not have any other social problem like money to pay for rent etc.

Teacher 2: To raise performance of the students, students’ understanding to the lesson taught, build confidence to the learners and encourage participation of learners to the teaching and learning session.

Teacher 3: Make a teacher to have peace of mind, which will enable him to deliver well to students; in turns will increase students’ performance.

**Kiswahili Version**

Mdadisi: Nini maoni yako kuhusu umuhimu wa motisha kwa walimu kwenye ufaulu wa wanafunzi?

Mzazi 1: Kwa walimu kupewa motisha kuna umuhimu kwa kuwa kunamfanya apate moyo wa kufundisha wanafunzi vizuri.

Mzazi 2: Walimu wasipopewa motisha wanafunzi watafeli katika mitihani yao, kwa kuwa watakuwa hawajafundishwa vizuri.

From the responses, both parents and teachers considered teacher motivation as very important to ensure quality teaching. 89% of the teachers and 68% of the parents agreed that teacher motivation is important for the students’ academic performance. These views match with the study by Adeyemo A. et al (2013) who found that the “condition of service of teachers have a direct impact on student`s academic performance…”. Lim (Lim, 1985) also added that “Motivated teachers are school assets. They are work-oriented, and centre much of their life on their work. They are characterised by the desire to go beyond themselves. The more motivated the teachers, the greater are their work commitment”.

# 4.2.4 Perspectives on the Sources of Motivation in School Setting

The second objective was set to solicit information from parent and teachers on the sources of motivation in school setting. The question was: What are the perspectives of teachers on the sources of motivation in school setting? Interview schedule was used to solicit information from (How many parent/teachers?). The question asked by the interviewer was;

**Interviewer**: *In your view, how can school motivate teachers?*

Table 4.3: Motivation of the School Environment

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item** | **Responses** | | | | | | | |
| **Teachers** | | | | **Parents** | | | |
| **Agree** | | **Disagree** | | **Agree** | | **Disagree** | |
| **Frequency** | **%** | **Frequency** | **%** | **Frequency** | **%** | **Frequency** | **%** |
| The school environment can motivate teachers to teach | 37 | 84 | 7 | 16 | 30 | 79 | 8 | 21 |

The following are the sample (examples) of their responses:

Parent 1: The school can motivate teachers involving them in decision making and setting the goals.

Parent 2: By giving teachers rewardsandincreasing their salaries.

Parent 3: Paying them well, providing them all the materials for their daily activities and appreciating teachers for the job they are doing.

On the part of teachers, these are what they said:

Teacher 1: Through proper treatment and care from the employer and head of school. Employer can ensure good working condition for the teachers.

Teacher 2: By providing teachers with teaching material/resources and ensuring good communication between teachers or staff and administration.

Teacher 3: A school can motivate teachers by; improving teachers’ allowances on different duties like class teachers, teachers’ on duty. Providing financial support like giving loans or acts as guarantor in financial institutions which are giving loans.

**Kiswahili Version**

Mdadisi: Kwa maoni yako, mazingira ya shule yanawezaje kuwamotisha/ kuwapa motisha walimu?

Mzazi 1: Naona uongozi wa shule wawatie moyo walimu badala ya kuwanyanyasa hapo wataweza”

Mzazi 2: Nadhani mazingira ya shule yakitengenezwa vizuri yatawavutia walimu, pia wakipewa mfano nyumba za kulala wataridhishwa angalau.

From these responses, the Table 4.3 shows that the parents and teachers have the same views on the sources of motivation for teachers in school. 84% of teachers and 79% of parents believe that good salary and other fringe benefits are the sources of motivation to teachers. Furthermore, the respondents asserted that quality school management, transparency and acknowledgement as sources of their motivation. However the Research (e.g., Sergiovanni, 1967; Kaiser, 1981) has revealed that generally “when teachers” professional and personal needs and expectations are met by the schools and the profession, such as enabling them to educate their own children, having a good house, transport and can eat well, they will be motivated enough to work hard and to stay on the job. Other studies (e.g., Wilby, 1989) found that teachers were motivated when they were involved in the formulation of school goals, given autonomy, provided with good working conditions and were valued as professionals. This entail, the heads of schools must ensure that teachers are involved in making important decisions for the school. Miskel (1974, 1979) noted the finding that principal leadership behaviours and organisational variables affect teacher job satisfaction. Studies by Holdaway (1978), Friesen, Holdaway and Rice (1984) and Johnston (1985) revealed that there were external factors within the control of principals that could motivate teachers.

# 4.2.5 Students’ Performance Contribution National Development

The third research objective was set to solicit information from both parents and teachers on the contribution of students’ performance in the national development.The interview was employed to solicit the information from both parents and teachers. The question being,

**Interviewer:***In what ways do you think students’ performance can contribute to national development*?

Table 4.4: Students’ Performance on the National Development

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item** | **Responses** | | | | | | | | |
| **Teachers** | | | | **Parents** | | | | |
| **Agree** | | **Disagree** | | **Agree** | | | **Disagree** | |
| **Frequency** | **%** | **Frequency** | **%** | **Frequemcy** | **%** | **Frequency** | | **%** |
| Students’ performance contribution on the national development | 44 | 100 | 0 | 0 | 34 | 89 | 4 | | 11 |

Source: Fied Data 2016

The following are some of their responses;

Parent 1:I think that good students’ academic performance produce qualified workers who are capable of implementing developmental plans**.** Produce independency and reduce dependency ratio through employment and self- employment.

Parent 2:If students performance is good they can fit in different fields and sectors for example medicine (doctors), teaching profession (teachers) and in the informal sector (self-employment).

Parent 3: The students’ academic performance reduce illiteracy rate in the country and therefore will foster the development.

Teacher 1:Students’ performance will yield knowledge to people which in turn will be used in production and national development. It will result to more expert in different field that they will be working i.e. gas engineers for facilitating and produce gas with the knowledge they have.In socially they will use the knowledge acquired in recommend action and give advice for young.

Teacher 2:Students’ performance leads to production of skilled and knowledgeable workersand therefore improving quality of goods and services conserving environment.

Teacher 3: I think any nation without educated people will be poor and unsuccessful.

**Kiswahili Version**

Mdadisi: Unafikiri ni kwa njia gani ufaulu wa wanafunzi unachangia maendeleo ya nchi?

Mzazi 1: Nchi yoyote haiwezi kuendelea pasipo wasomi hivyo walimu hutengeneza wasomi kwenye nchi.

Mzazi 2: Walimu hutengeneza ufahamu kwa wanafiunzi watakaolitumikia taifa kwa ustadi, wanafunzi wataweza kujiajiri na kuajiriwa katika sekta mbalimbali ili kuiendeleza nchi.

From the responses and Table 4.4 it is generally viewed by both parents and teachers that teacher motivation has impact on students’ performance and national development. 100% responses of from teachers and 89% responses from parents propose that students’ performance has national development. Good students’ performance produces quality workers who are knowledgeable workers, as a result they can fit into different sectors which can facilitate and fasten national development. This matches and agrees with (Senge 2000:26).

He argues that a teacher is “…an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life”. The teacher also provides to the learners knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in the society.

# 4.3 Discussion

# 4.3.1 The Community Perspective on the Importance of Teacher Motivation

The first objective of this study was to solicit the community perspective on the importance of teacher motivation on students’ performance. This finding has however been noteworthy. The results reveal that teacher motivation is important for students’ educational performance of secondary schools. The results obtained indicate that the community perceives that students’ academic performance depends on teacher motivation. This agrees with Balunywa (2003) who said that Teacher motivation is of a great importance in schools because it is an inducement of a desired behaviour with in teachers. Maicibi’s (2003) view also suggested that teachers’ pay can contribute to job satisfaction particularly when it is directly related to performance. Thus, Hanagau (1988) remarked that the input to not only effective but also efficient work force lies in the considerations of human resources motivation and its role to job satisfaction.

Maicibi et al (1993) further contends that job satisfaction and motivation are closely interlinked in school management and administration and that when teachers are well paid they easily achieve job satisfaction and therefore perform as expected. If teachers are not well motivated, they may be forced to look for alternative sources of income which impacts negatively on their performance which may automatically lead to poor students’ academic performance.

Although it is fact that students’ success in academic generally depend on many motivating factors like parental involvement or support and or peer influence. A teacher can neither be ignored nor be underrated because a teacher can either make or mar student achievement in schools.

If the whole community thinks that teacher motivation is important for students performance, parents are expected to motivate teachers. Therefore, parents as part of the community should encourage, support and respect teachers. If all the community members consider teacher motivation as important and key for students’ performance, it can be said that community members may be mobilized to motivate teachers, as it was before.

# 4.3.2 The Perspective of Teachers on the Source of the Teacher Motivation

On the source of motivation in school setting the findings showed that parents believe that conducive working condition in schools would motivate teachers to perform better hence raise students’ academic performance. This is in line with the Research done by Sergiovanni, (1967) and Kaiser, (1981) suggest that “when teachers' professional and personal needs and expectations are met by the schools and the profession”, such as enabling them to educate their own children, having a good house, transport and can eat well, they will be stimulated sufficiently for them to work hard and to stay on the job.

In most of the countries a small number of textbooks and other learning materials are distributed over large number of students, where also physical infrastructure is poorly constructed or maintained. In Africa, Michaelowa (2002) found that “adequate provision of text books can improve teacher job satisfaction and thus increase student test scores”.

Thus, if the source of motivation can come from school setting, it is can be said that school goals can be aligned with teachers’ goals. By definition, “alignment” is the continuous process of mobilizing school resources to achieve educational objectives. Therefore, aligning teachers’ goals with those of school, not only are all the teachers on the same page in terms of direction, but accomplishment of the school strategic plans becomes much more realistic.

According to James Harvey (2006) when employees, in this case, teachers understand how their contributions impact school success, both the teachers and the school performance increases. In addition to driving higher teacher motivation, their engagement helps school quickly move from strategy planning to strategy execution. Furthermore, Harvey believe that aligning teachers’ goals with those of school empowers teachers and creates ownership in the school’s success, resulting in more satisfied teacher and increased retention ratesparticularly of high performers.

# 4.3.3 The Relationship between Teacher Motivation, Students’ Performance and National Development

The third objective of the study was to determine the relationship between teacher motivation, students’ performance and national development. The findings showed that both teachers and parents view that when teachers are motivated, they tend to work hard in raising students’ academic performance. Performing students are very likely to contribute better in the social and economic development of the society. This matches and agrees with (Senge 2000:26).He argues that a teacher is “…an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in the society.”

National development, in the words of Egwu (2007) in Adeyera (2011), is the establishment of a viable and buoyant national economy, the establishment of a just and egalitarian society; the enthronement of equality and social justice and the building of a unified and integrated society where the different ethnics, religious and geo-political identities develop a collective sense of imagination that they are one. Binta (2006) observed that national development is the growth of a nation in terms of unity, education, economic wellbeing, and mass participation in government. He sees it as a total experience in advancement and establishment of a maintenance culture in all areas of social, economic, cultural and political life of the citizen of that society. From these definitions, one could easily infer that national development is all about how a nation’s resources are harnessed for the development and betterment of the citizenry. This implies that there is a link between education and national development.

Education has the tendency of reducing illiteracy, ignorance, alleviate poverty and create wealth. This education is made possible through effective teaching and learning which is facilitated by professional teachers. The teacher is therefore imperative in this enterprise (Adewuyi, 2012).

Education is the gateway to national development. No educational system can succeed without the teacher, and thus teacher is paramount in national development. National development involves the total transformation of society, making humanity the focus of the development drive and seeking to develop man’s potentialities in a total sense. It includes reduction of poverty, wealth creation, and equitable distribution of wealth, ensuring nutrition and health, housing and ancillary services, social security and welfare (Emeh and Ogaboh, 2010).

Teacher motivation will help to produce good students’ academic achievement which in turn will produce good workers. Education in this regard is to foster the development of manpower. Thus, the teacher has the responsibility of translating educational policies into practice and programmes into action. It is clear from the foregoing that the role of the teacher in sustainable development cannot be quantified, especially in training personnel in various areas of the workforce. Thus, education provided by teachers is one of the most powerful weapons known for reducing poverty and inequality in modern societies.

It is also used for laying the foundation for a sustainable growth and development of any nation. The importance of education to national development through wealth and employment creation and retention cannot be over-emphasized. Ajayi and Adu (2000) assert that education is the development of all human potentials and the most powerful weapon we have for shaping the future; enabling following generations to learn how to enhance greater productivity and live together.

Hence, since education emphasizes human development, it follows logically that employment can be achieved through education, thereby improving the lot of individuals by warding off poverty, and making life comfortable.

With the happenings in Tanzania, it becomes imperative for us to embrace qualitative education and boost the morale of teachers in order to move the nation forward. Hence, education is a vehicle and a teacher is an operator/driver for promoting a new life/nation.

# CHAPTER FIVE

# CONCLUSION AND RECOMMENDATIONS

# 5.1 Summary of Research

This study observed the community perspective on teacher motivation its importance, its contribution to the national development. The literature review was concentrated on teacher motivation; source of teacher motivation in school setting, its contribution to the students’ performance and to the national development. Basing on the surveyed schools it was found that the community view teacher motivation as important to the students’ academic performance.

Research was undertaken on teachers and parents perspectives in from five schools in Mbeya region specifically in Mbeya city. The purpose or intention was to find out the community views on teacher motivation. The study showed that both teachers and parents agree that teacher motivation has impact on students’ performance.

# 5.2 Conclusions

The findings reported in this study justify the importance of motivation to academic performance of students. The findings have implications for the education stake holders, which they should try as much as they could to motivate teachers. The parents as well as the government should engage in supporting and satisfying teachers which in turn will improve students’ academic performance.

In order to make education sensible efforts have to be done to make teachers real professional. Professionalization involves a number of steps which entails societal influence and authority over an occupational group or trade. Like other countries, in Tanzania, teaching is the most vital and strategic profession for national development. This is so because teaching is that important activity which makes possible the acquisition of knowledge and skills that brings about the mark of an educated and useful person in the society. Education remains a single major factor for national development. The teacher is central in this enterprise, and no tool has been able to replace the teacher yet; this is because no educational system can rise above its teachers. The teacher’s efficiency matters in these regards.For national development to be attained there is need to give priority to investment in human capital of teachers.

# 5.3 Recommendation

There is need for the schools to find alternative ways of motivating teachers other than salaries and wages such as promotion praises for the work well-done, good working conditions, job security, staff tours, staff parties and others if the teacher‘s spiritual morale are to be raised.

Other recommendations were made, that:

The administrators in schools and national policy makers have a duty to ensure that salaries and wages of teachers are commensurate to the academic level and experiences of the teachers to raise their commitment to the work in schools.

The community should see teaching as prestigious job with high social status. This implies that good condition of service must be put in place for teachers and they should be properly remunerated.

The government and private employers for teachers should motivate teachers by encouraging In-service training, collaboration, workshops and ICT training. These would motivate and enable neophyte teachers to become professionals as upgrade the knowledge of existing professional teachers.

Support from the community, parents and care-givers needs to be encouraged given that the school is a pivotal service centre of the community. Parents and care-givers need to be brought on board as partners in education, notwithstanding their levels of literacy or socio-economic standing. Conscious and deliberate attempts to promote and enhance interpersonal relations serve to motivate teachers and raise their morale.

The study recommended strategies on how the levels of motivation of teachers may be improved. Many policies and practices need to be revisited. Teachers also need more opportunities to demonstrate their potential to be successful in different aspects of their work. This finding points to a more democratic work environment. This factor was identified as significant in this investigation. However the extent to which various motivations exactly affects students’ academic performance was not measured, thus further investigation is recommended to be done to clear that.

# 5.3.1 Recommendation for Further Research

The research study suggested the following study to be carried out. The same study may be conducted on other places in Tanzania. The longitudinal data analysis may be carried out to solicit the variation of data with time passage. The demographic consideration may also be taken into account. Comparative studies should be held for public and private educational institutions.

# REFERENCES

Adams, G. L., and Engelmann, S. (1996). Research on direct instruction: 25 years beyond DISTAR. Seattle, WA: Educational Achievement Systems.

Ani, M. I., Onyia, C. N., and Iketaku, I. R. (2013). Teacher Education as a Viable Tool for National Development.*Journal of Educational and Social Research*. 3(8): 24 – 41.

Balunywa, W. J. (2003). *A Hand Book of Business Management*: Kampala: New Vision Printing House.

Bennel, P. and Kwame, A. (2007). Teacher Motivation in Sub-Saharan Africa and South Asia. Department for International: Education Papers. London, UK.

Blase, J., and Blase, J. R. (1994). *Empowering Teachers*: *What Successful Principals Do*. London: Corwin Press, Inc.

Chamberlin, R.,Haynes, G., and Wragg, C. (2002).Performance-related Pay and the Teaching Profession: A review of the literature, Research Papers in Education, London, UK.

Frase, L. E. (1989). The Effects of Teaching Rewards on Recognition and Job Enrichment. *Journal of Educational Research 83(1),*53-57.

Frase, L. E. (1992). *Maximizing People Power in Schools: Motivating and Managing Teachers and Staff*. Newbury Park, CA: Corwin Press, Inc.

Frase, L. E., and Sorenson, L. (1992). Teacher Motivation and Satisfaction: Impact on Participatory Management. *Journal of Management. 12(1)*, 35 -59.

Hargreaves, A. (1994). *Changing teachers, changing times: Teachers work and culture in the postmodern age*. New York: Teachers College Press.

Harvey, J. (2006). A Practical Approach to Aligning and Managing Employee Goals. Retrieved on 9th September, 2016 from: <http://www.halogensoftware.com/> uploads/learn/whitepapers-and-ebooks/a-practical-approach-to-aligning-and-managing-employee-goals/a-practical-approach-to-aligning-and-managing-employee-goals.pdf.

Helen, N., and Scarborough, H. (2008).*HRM in Context: A case study Approach.* London: Book mark.

Hornby, A., S. (2000). *Oxford Advanced Learner‘s Dictionary of Current English*. London: Oxford University Press

Johnson, S. (1986). “Incentives for Teachers: What Motivates, What Matters.” *Educational Administration Quarterly.* 22. 54-79.

Johnson, S. M. (1984). Merit pay for teachers: A poor prescription forreform. *Journal of Harvard Education Review 54(2),*175–185.

Kuleanacentre for children’s rights, (2001). *The State of Education in Tanzania; Crisis and Opportunity*. Mwanza, Tanzania; Kuleana center children’s rights

Lim, H. S. (1985). A Study of Relationship between Motivation of Secondary School Teachers and Their Commitment to the Teaching Profession. Unpublished M.Ed. Dissertation. Andhra Pradesh, India.

Maduwewesi J.E., and Eya (EDS). *Perspective in Teacher Education*. Onitsha: West and Solomon Publishing Co Ltd.

Massawe, F., and Kipingu, I. (2000). The Provision of Quality Education: Constraints in the Provision of Quality Education in Tanzania. Paper presented at the Annual Heads of Secondary Schools Conference. Arusha, Tanzania.

Mertler, H. (1992).*Value Make the Company*. New York: Harvard Business Review.

Miskel, C. (1974). Intrinsic, Extrinsic and Risk Propensity Factors In the Work Attitudes of Teachers, Educational Administrators and Business Managers.*Journal of Applied Psychology,*59. 339-343.

Miskel, C. (1979). Organisational Structures and Processes, Perceived School Effectiveness, Loyalty, And Job Satisfaction.*Journal of Educational Administration Quarterly. 15(3),* 97-118.

Mumanyire, M. (2005).Factors Affecting Teacher Motivation in Secondary Schools in Mukono District. Unpublished (Masters of education) dissertation, Makerere University, Kampala, Uganda.

Musaazi, J. C. S. (2005).*Introduction to rewards management. In introduction to Human resource management.*Nkata J. L. Maicibi. A.N. (EDS), 1ST, Kampala: Masah Publishers Ltd

Ofoebge W (2006). *The place of teacher*. Education in man power development in Nigeria in Maduwewesi J.E &Eya (EDS). Perspective in Teacher Education. Onitsha: West and Solomon Publishing Co Ltd.

Okemakinde, T., Adewuyi, J. O., and Alab, C. O. (2013).The Place of Teacher in National Development in Nigeria. *European Journal of Humanities and Social Sciences 19(1),*111 – 122.

Pelletier, L. (2002).Pressure from above and pressure from below as determinants of teacher’s motivation and teaching behaviors.Journal of Educational Psychology, 95(1), 186–196.

Polit D.F.,and Hungler, B.P. (1999).*Nursing Research*: *Principles and Methods (6th Ed.)* Philadelphia: Lippincott Williams & Wilkins.

Senge, J. (2000).*Schools that Learn*. New York:DoubleDay Publishing Group.

Shiundu, S. J.,and Omulando, J.S. (1992). *Curriculum Theory and Practice in Kenya*. Nairobi: Oxford University Press.

Stephen, L. (2002).*Managing Knowledge, an Essential Reader*. London: Sage Publications Ltd.

Sumra, S. (2004). The Living and Working Conditions of teachers in Tanzania: A research report. HakiElimu and the Tanzania Teachers Union. Dar es Salaam, Tanzania.

Torrington, D. (2005). *Human Resource Management*,*6th Edition.*London: Prentice Hall.

United Republic of Tanzania,(1995).Education and Training Policy. Ministry of Education and Culture, Dar es Salaam,Tanzania

United Republic of Tanzania, (2004).Secondary Education Development Plan 2004-2009. Ministry of Education and Culture, Dar es Salaam, Tanzania.

Vroom, V. H. (1964). *Work and Motivation*. New York: Wiley & Son.

Wang, H. (2005). The Motivation of Public and Private School Teachers in China. Unpublished MA thesis, Beijing, China.

Wilton, N. (2011).*An introduction to Human Resource Management*: London, SAGE Publication Ltd.

Zemmelman, S. (1993). *Best Practice: New Standards for Teaching and Learning in America’s Schools*. Portsmouth, NH: Heinemann.

# APPENDICES

Appendix I: Interview Questions

1. What is your view on the importance of teacher motivation on student performance? Please explain
2. In your view, how can school motivate teachers?
3. In what ways do you think teacher motivation can raise students’ performance?
4. In what ways do you think students’ performance can contribute to national development?

**QUESTIONNAIRE FOR TEACHERS**

Dear teacher, this questionnaire is going to be one of the tasks in the completion of masters’ degree at THE OPEN UNIVERSITY OF NDAR ES SALAAM. I really value and appreciate your personal contributions on the fulfillment of this questionnaireand your suggestions to be forwarded for further actions and consideration.

**Personal Background Questionnaire for Teachers**

Where alternative responses are shown, please circle one.

1. School name (Current school)…………………………………………………….
2. Age

* Less than 30
* 31 to 40
* 40 to 50
* Above 50

1. Gender(umri)

* Female(ke)
* Male (me)

1. Including your current school, how many years of teaching experience do you have

* Less than a year
* 1 to 10
* 11 to 20
* 21 to 30
* More than 30 years

1. My standard of living over time has

* Declined significantly
* Declined
* Remained the same
* Increased
* Increased significantly

Appendix II: Kiswahili Version

**MADODOSO**

1. Nini maoni yako kuhusu umuhimu wa motisha kwa walimu kwenye ufaulu wa wanafunzi?
2. Kwa maoni yako, shule zinawezaje kuwapa motisha waalimu?
3. Kwa njia gani unafikiri motisha kwa walimu yaweza kupandisha /kuongeza ufaulu wa wanafunzi?
4. Unafikiri ni kwa njia gani ufaulu wa wanafunzi unachangia maendeleo yan chi?

Appendix III: HojajikwaWalimu

Mpendwa mwalim/mzazi, hojaji hii inatakiwa mojayakazi katika kukamilisha shahada ya uzamili katika chuo kikuu huria cha Tanzania. Ninathamini sana mchango wako binafsi katika kujaza hojaji hii na maoni yako kuyatendea kazi.

Taarifa binafsi

Panopokuwa na majibu zaidi ya moja, tafadhari zungushia jibu moja

1. Jina la shule (ulioposasa)………..
2. Umriwako

* Chiniyamiaka 30
* 31 hadi 40
* 40 hadi 50
* Zaidiyamiaka 50

1. Jinsia

* Me
* Ke

1. Pamoja na shule uliopo sasa, una muda gani wa uzoefu katika kufundisha?

* Chini ya mwaka mmoja
* 1 hadi 10
* 11 hadi 20
* 21 hadi 30
* Zaidi 30

1. Kiwango cha maisha kadri ya muda unavyokwenda

* Kilipunguasana
* Kilipungua
* Kimebaki kama kilivyo
* Kiliongezeka
* Kiliongezeka sana