**THE EFFECTS OF MOTIVATION ON TEACHERS’ PERFORMANCE: A CASE OF GOVERNMENT SECONDARY SCHOOLS IN MULEBA DISTRICT COUNCIL, KAGERA**

**WITNESS AMOS**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA**

**2017**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled; Effectsof Motivation on Teachers’ Performance: A Case of government Secondary School in Muleba District Council” in partial fulfillment of the requirements for the degree of master of Human Resource Management of the Open University of Tanzania.

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Dr. Raphael Gwahula

(Supervisor)

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# DECRALATION

I, Witness Amos, do hereby state that this research has been carried out solely by myself and that it has not been submitted, in whole or in part, in any previous submission for a Masters degree.

……………………………………

Signature

………………………………………

Date

**DEDICATION**

This research work is devoted to my parents likewise to my beloved husband Paulo Rutagwelera and our children; Licky, Neville and Sharon for their support and encouragement in doing this study.

**ACKNOWLEDGEMENTS**

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May God bless you all.

# ABSTRACT

Motivating teachers plays a major role in achieving educational goals. However, despite the commitment of the Government of Tanzania to improve teachers’ salaries and teaching and learning environment, students achievement in National Examinations has been declining over and over again. In this case the consequences of motivation on teachers performance remain largely unexplored. This study sought to investigate the effect of motivation on teachers’ performance in Muleba District Council. The objectives sought to identify the type of motivation practices applied to enhance teachers’ performance, the relationship between intrinsic and extrinsic motivation on teachers’ performance and evaluating teachers’ performance. The study employed the cross-sectional design through which the data was collected throughout primary and secondary sources. The study revealed that, Heads of schools and Council Directors used different practices in motivating staff in secondary schools. Teachers were paid their salaries timely and were recognized for work well. It was concluded that motivation had significant effect on teachers’ performance. In order to improve teachers motivation and performance at work, the study recommended that salary timely and being recognized for the work well done influence secondary school teachers’ performance in Muleba District Council, for that case all stakeholders have to work collaboratively in order to improve the performance of teachers. The study suggested next research to be done on the effect of performance management in managing teachers’ performance.

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**LIST OF ABBREVIATION**

BEST Basic Education Statistics

CD Council Director

DAS District Administrative Secretary

DSEO District Secondary Education Officer

ETP Education and Training Policy Government

HSs: Head of Schools

MoEST Ministry of Education, Science and Technology

OPRAS Open Performance Review and Appraisal System

OUT Open University of Tanzania

PO-PSM President’s Office –Public Service Management

PO-RALG President’s Office -Regional Administration and Local

SEDP Secondary Education Development Programme

SPSS Statistical Package for the Social Science

TSC Teachers Service Commission

TTU Teachers Trade Union

URT United Republic of Tanzania

**CHAPTER ONE**

**1.0 INTRODUCTION**

# 1.1Chapter Overview

This chapter presents the problem of the study and its settings. It comprised of Sub-sections: study background, problem statement; study objectives and Research questions. It also covers importance of the investigation; coverage of the study, study limitations and Conceptual Framework.

# 1.2 Study Background

The motivation of teachers plays a major role in achieving educational goals at school level in particular and national in general. In education, investing in people is very important because it improves the production ability of community as much as their political, economic and technological advancement is concern. It is claimed that when people have been given education the level of poverty is reduced, the mortality rate is lowered, health of people becomes better, and the national economic status is raised productivity because of advanced income (Armstrong, 2007b; Cohn, 1979). In addition education increases the status of people; raises adaptability to technological changes and build up national unity (Juster, 1975).

It is important to understand that the presence of good-motivated teacher is fundamental towards making better their performance as well as students success. Again, a good action plan in place and suitable graphic chart, institution will be successful only if its staff are motivated to carry out their duties at standard level. According to Okumbe (2001) motivation study essentially is dealing with what makes human being behaves in a certain manner. Basically, it focuses on the question why do people do what they do. Human being do not learn or live just to satisfy their physical wants. Noor (1981) argued that motivation can be either extrinsic or intrinsic.

Extrinsic motivations are those external aspects of the job, such as pay, working circumstances, non-monetary rewards additional to salaries, free from danger or threats, promotion, terms and conditions of service, the working surroundings and working settings. On other hand, Intrinsic motivation are those rewards that can be perceived as psychological and internal inspirations. For instance; an opportunity to use individuals capacity, a sense of working in a competitive situation and achievement, positive recognition, also consideration issues.

Motivating the staff is a necessary tool at the work place for it incites, influences one’s actions and behaviors towards the planned and preferred objectives and depending on how they are motivated, determines the efforts that is exerted at a particular time, situation and needs of individuals (Dessler, 2009). Motivation is a desire to achieve a goal, combined with energy to work towards a goal. Motivation as a concept which comes from the Latin word ‟*movere* ” meaning ‟motive is the internal impulse that energizes actions and behaviors towards attainments of stated goals (Geofrey,2010; Kameerer, 1990).

According to psychologists inspiration is a drive that control the trend of an individual’s behavior, level of efforts and performance in an organization (Mullins,2002). From the management perspective, it is a drive and effort to satisfy the needs, desire and wishes of individuals (Gupta 2004).Therefore, the researchers study on motivational practices focuses on fringe benefit and nature of working condition, which will be adopted from Maicibi, (2003) Musaazi, (2006) and Robbins, (1994), who incorporated it (motivation) as a force that determines the individuals’ behaviors and direction at the work place at a particular time.

However, from the researcher’s perception, it is a force within individuals that produces. Teachers motivation, therefore, in a school refers to the structured efforts and intervention intended to make the teachers joyful, healthy and responsible in order to motivate, and making them perform to their level best (Aacha 2010). In schools teacher’s motivation and welfare help to uphold the teachers firmly together and inspire them to achieve the school’s set goals behaviors directed towards a certain course of action, motivation arises as the result of interaction of the individuals and situation.

Performance refers to the outcome from any economic activity and in secondary schools it is basically on teachers academic performance like teaching and marking, preparing report forms, doing school duties, attending staff meetings, schemes of work and lesson plans. However, according to (Armstrong, 2007), performance refers to behavioral aspect that characterizes the way in which organization, panels and individuals personnel get work done.

Cole, (1998) contends that performance is the outcome of motivation, ability to handle the task in a given environment, performance as a function of motivation, involves achieving organizational vision and mission as well as the responsibilities (Bratton and Gold, (2003). Performance can be good or bad. However, good performance involves being punctual at work, cooperating with co-workers, management in overcoming problems, having control over emotions, commitment and regular at work among others while poor performance involves late arrivals at work place, leaving early, lack of commitment, absenteeism, too much complaints, unwillingness to accept the delegated duties and having no control over emotions hence, strikes (Cole,1998). Therefore, where motivation is high and promptly paid to the employees, the degree of participation and commitment is high as well as performance. Consequently, correlation existed between motivation and teachers’ performance.

According to Baklida (2004), motivation is very important towards teacher’s performance in public secondary schools. Motivation is the activity of the management team. In public secondary schools this work has been given to the heads of schools; District Secondary Education Officer (DSEO) and the ministry at larger. Research on Motivation and teacher’s performance in public schools has been conducted worldwide. For instance; Love (1993) studied the motivation of heads of schools in England found out that some heads of schools performed kneel their mode when they were motivated.

In Hong Kong a study conducted by change (2008) presented finds from the study conducted in 20 secondary schools. He examined theoretically the motivation and teacher’s performance in public secondary schools. The study suggested that, when teachers are motivated are likely to improve their job. Furthermore; Spector (1997) on teacher’s performance has recommended that as the motivation imposed to teachers and the reputation of the work lead to job satisfaction. However; teachers might be happy in even the least job; if they are motivated. In any case, teacher’s performance is an individual action or process of carrying out or accomplishing of assigned tasks. Further; research regarding teacher’s performance at work has revealed significant associations between motivation and teacher’s performance. (Rinehart & short 1994).

Moreover, Mbili (2007) continues to add that here wherever a human being exists, the need to be motivated must arise. Whichever achievement of any school is relying on the effectiveness of the schools manager in motivating the teachers. This is strongly emphasized by Backland (2004) who articulates that motivation to human beings is very important. So it is the role of the school heads and management team to make sure that teachers are motivated in order to have good performance in public secondary schools. However; Alluto and Belasco examined on the association of motivation and teacher’s performances and discovered that denial of motivation of teachers resulted in lower teacher’s performance.

According to Obi (2003) argue that employees are satisfied with employers who motivate and appreciate what they are doing several researchers have addressed the importance of motivating employees in variety of organization. Moreover the most valuable contribution is likely to be made by spector (1997). He identified some reasons for motivating the employees; first employee’s morals are essential in making the organization by respecting and motivating them which in turn will reflect their performance. Secondly; the motivation of the employees impacts their operations either positively or negatively. Third; the evaluation of staff motivation is vital in identifying the areas in need of importance.

Educational Researchers have been expressing concern about motivation. Most of them believe that motivating of employed personnel influence good performance. Sometimes they complain of bad motivation of employee that is leading to poor teacher’s performance at the job. (Benson &Molone 1987). The main reason for dealing with this study is to make investigation on the motivation and teacher’s performance in public schools. To find out if school’s heads influence teachers performance in schools by motivation that leads to realization of targets set and organizational goals on time. The findings of the study will show the roles played by the motivation that will give the actual information on how motivation can influence teacher’s performance. The study also will give out the importance of motivation to school stake holders.

Motivation is defined as drives or impulse within an individual (Banda 2003). It implies something within a person which prompts him or her into action. Motives are expressions of a person’s needs or wants and hence they are too personal or internal. The procedure of making an individual satisfaction at working place in order to inspire him or her to work efficiently for desired ends is called motivation. Maslow, a psychologist proposed that behaviors of human beings are motivated by needs. He believed that a human being is a wanting animal, whereby when one need is satisfied, another higher need is desired (Maslow 1954).

Motivation is a multifaceted and complex task. Motivating employees in any institutions, school included, administrators should be able to satisfy numerous basic human being needs. Many people agree that a good motivation system satisfies personnel physical and mental potentials. Motivation plays a central function in influencing the rate of staff working. Inadequately motivating of personnel can make an organization fail to achieve its vision and mission. By fulfilling staff requirements helps in increasing their performance and the advanced the level of motivation is the key of staff performance (Saleemi2011).

Motivation serves a lot of functions in schools, which has direct benefits to both students and teachers (Bishay, 1996). These functions may include: increased productivity, staff retention, team building, low attrition, reduced absenteeism, maintained focus on objectives and health work environment ,motivated teacher would do all within his or her ability to get the objectives of the school achieved, such as a teacher’s personal goal would always be aligned with those of the organization and with that, productivity of every motivated teacher would go up with performance levels of students improving (Ukeje,1991). Moreover, motivation of teachers determines a lot of what happens in a school. There are a variety of factors that affect teacher effectiveness in schools. One of these factors is teachers’ motivation. Motivation compel the people to accomplish their objectives as well as company vision throughout every challenge and limitation facing them at working place; in view of it as benefit to go ahead in the direction they have put for themselves.

Motivation is perceived into two perspective; extrinsic or intrinsic. Extrinsic motivations are something operating outside the human nature which enables an individual to perform the assigned tasks effectively. These extraneous are such as pay, working requirements, employee benefits, job collateral and staff advancement, terms and conditions as well as working environment for employees. At the same time Intrinsic motivation are something congenital which compel an individual's ability to perform at outermost towards assigned tasks. For instance, of innate impulse include acknowledgement, positive recognition, and being treated in a caring and considerate manner. According to Basic Education Statistics (BEST) reports that in 2014, approximately 1,385,175 teachers quarters were available for 733,407 teachers in government secondary schools (URT,2014). On top of this, through Secondary Education Development Programme (SEDP II) from 2010 to 2015 the government set very specific measures for improving working conditions of secondary school teachers by constructing of 2,000 teachers houses (URT,2011).

Despite such these efforts and well developed plans and commitments concerning the improvement of working conditions for teachers the quality of education has deteriorated steadily. This is evidenced by the achievement on secondary school national exams (CSEE), for example in 2003 the pass rate stood at 88.1% and shockingly declined to 58.3% in 2013. (URT, 2014). In addition to this, teachers frequent strikes that are more organized by Teachers Trade Union (TTU) against the Government are the sign that teachers’ rights at work place are inadequate addressed. For, example is teachers strike in 2012, It is claimed that if these issues not treated with the seriousness deserve, in the long run will result into decreased level of teachers’ performance (HakiElimu and TTU, 2004).

Since the launching of Public Sector reform programme we have experienced numerous efforts which have been put in place to motivate teachers; for example, getting better the teacher payment condition and making material goods convenient to improve teachers’ earnings annually as well as committed that monthly earning is done timely on the every 25th date of month as a strategy of motivating them. (URT,1994). Moreover, major salary upgrading took place by bringing the salaries of a degree holder teachers started from Tsh.85,000 in 2001/2002 FY to Tsh. 716,000 to FY 2016/2017 (URT,2016;Bennell and Mukyanuzi ,2005).

Studies available on motivation have revealed limited works of literature on effects of motivation on teachers’ performance in Muleba District Council (Saleemi2011; Ukeje,1991; Bishay, 1996; Muogbo ,2013; Mruma (2013);Bennell and Mukyanuzi ,2005).This is because none of the cited studies was undertaken on effects of motivation on secondary school teachers’ performance in Muleba District Council in Tanzania. This justifies the need for the study hence a knowledge gap which the study sought to fill.

# 1.3 Problem Statement

Despite efforts and well developed plans and commitments by the Government of Tanzania concerning the improvement of working conditions for teachers the quality of education has deteriorated steadily. This is evidenced by the achievement on secondary school national exams (CSEE), for example in 2003 the pass rate stood at 88.1% and shockingly declined to 58.3% in 2013. (URT,2014). In addition to this, teachers frequent strikes that are more organized by Teachers Trade Union (TTU) against the Government is the sign that teachers’ rights at work place is inadequate addressed. For, example is teachers strike in 2012, It was claimed that if these issues not treated with the seriousness deserve, in the long run would result into decreased level of teachers’ performance.

Studies by Mruma (2013); Bennell and Mukyanuzi (2005); HakiElimu together with TTU (2004); Davidson, (2005) and Muogbo (2013), have left out a gap on effects of motivation on the teachers’ performance. This study was proposed to fill this knowledge gap. For that reason, this study was investigated the effect of motivation on teachers’ performance in Tanzania with particular reference to Government Secondary Schools in Muleba District Council.

* 1. **Research Objectives**

The general objective of this research was to investigate effects of motivation on teachers’ performance in Secondary schools, the case of government Secondary Schools in the Muleba District Council.

* 1. **Specific Objectives**

The specific objective was guided by the following specific objectives:-

1. To identify the type of motivation practices applied to enhance teachers’ performance in Muleba District Council.
2. To establish the relationship between intrinsic and extrinsic motivation and teachers’ performance in Muleba District Council.
3. To evaluate teachers’ performance in Muleba District Council.
   1. **Research Questions**

The study was being guided by the following research questions as indicated below:

1. What is type of motivation practices applied to enhance teachers performance in government secondary school in Muleba District Council?
2. Is there any significant relationship between intrinsic and extrinsic motivation and teachers’ performance in Muleba District Council?
3. What is the status of teachers’ performance in Muleba District Council?
   1. **Significance of the Study**

This study like other studies may be of a great value for those who will read it impartially. The findings of this study may have implication to all Heads of Schools and other stake holders to give them insight in motivating teachers in Muleba District Council. Moreover, it is hoped that it will be useful to the community to establish motivation strategies which intend to influence teachers performance. The research will give direction to efforts made by the management team towards the control of poor teacher’s performance. Also the study will encourage the positive change towards education system. It is important to educate the community in Muleba District about the education goals and objectives. This will help the government to earn more skills and knowledgeable people which will lead to development in Muleba District Council.

* 1. **Delimitation of the Study**

This research study examined the effects of intrinsic and extrinsic motivation on performance of teachers in government secondary schools in Muleba District Council. This study centered of its attention only on government secondary schools Muleba District. The geographical study area was mostly in Muleba District Council which has 38 government secondary schools which is big number compared to other Council in Kagera. The study focused on the influence of motivation on the performance of teachers and not other staff in secondary schools.

* 1. **Research Limitations**

This research study was constrained by adequate of funds to cover a large sample in the Council. Also some respondents especially School Heads were reluctant to provide information during the study because of the fear. However, despite these constraints the researcher tried to resolve them and came up with thorough research and without affecting its validity.

* 1. **Organization of the Study**

This study comprised of six chapters: The first Chapter includes background to the study, problem statement, and objectives of the study and research questions, importance of the study, delimitation of the study, study limitations, operational definition and organization of the study. The second Chapter concerned to a review of related literature which consists of the theoretical and empirical studies on employee motivation and performance. The third Chapter clarifies the research methodology used in carrying out this study. The fourth Chapter presents the research findings. Fifth Chapter is about the discussion of findings. Finally, Chapter six presents, the summary, conclusion and suggestion from this study.

**CHAPTER TWO**

1. **LITERATURE REVIEW**

# 2.1 Introduction

This chapter presents a review of relevant literature on motivation, teachers’ motivation, reward system, training and development, work situation factors and the impact of motivated teacher on students’ academic performance. The chapter ends with the summary of the literature review. The knowledge gap is identified in the reviewed literatures to mark the rationale for conducting this study.

# 2.2 The concept of Motivation

Numerous scholars have made an effort to define motivation and how it has developed in various academic disciplines such as psychology, sociology, medicine, education and political science. Gupta (2004) defines motivation as an internal impulse that triggers individuals to behave in a particular way to bring about particular organizational goals. Whilst it is not possible to observe motivation itself, it's possible to observe the outward manifestations of motivation. For instance, the acquisition of housing facilities may be an extrinsic motivation, but it is simply the manifestation of the internal drive to meet intrinsic needs like promotion, career advancement, or acquiring high social status.

Again, motivation can be defined as the internal procedures leading to behaviour to satisfy people's needs. The process people go through to satisfy their needs is need - motive behaviour - satisfaction or dissatisfaction (Lussier, 2005). Some researchers who had done on the principal concept behind motivation such as Dessler (1995), Musaazi (2006), Armstrong (2005) define motivation as “the psychological process that gives behaviour purpose and direction, a predisposition to behave in a purposive manner to achieve specific unmet needs, an unsatisfied need and the will to achieve”. For the purpose of this study, the definition of the Society for Human Resource Management (SHRM) is adopted. Thus, following the Society for Human Resource Management (2010) definition, this study working definition of motivation is: “The psychological forces that determine the direction of a person’s level of effort, as well as a person’s persistence in the face of obstacles”.

Therefore the mentioned definitions incorporates the impressions of the many possible actions that a human person could engage in either to keep trying or give up when faced with challenges and impediments. The acceptance of these definitions is making it possible to investigate a thing which drives certain an individual's action or inaction over a given period of time given the prevailing conditions. The next subsection discusses the different kinds of motivation.

# 2.3 Extrinsic Motivation

Extrinsic is one of two kinds of motivation through which people are motivated to perform their job to their maximum capacity to achieve organizational goals. It is the external actions which are done by human being to acquire material or social rewards or to avoid punishment. The essence of motivation is the outcomes of the behaviour not the individuals behaviouritself. Again, are those that are external to the task of the job, such as salary pay, work condition, fringe benefits, security, and promotion (Dessler, 2009).

**2.4 Intrinsic Motivation**

Intrinsic motivated work behaviour comes from individuals “internal” aspiration relating to innate[interest](https://www.collinsdictionary.com/dictionary/english/interest) because of its [basic](https://www.collinsdictionary.com/dictionary/english/basic) nature or [character](https://www.collinsdictionary.com/dictionary/english/character), and not because of its [connection](https://www.collinsdictionary.com/dictionary/english/connection) with other things, therefore usually self-applied e.g. career advancement or a good recognition from colleagues are examples of intrinsic motivation.

# 2.5 Motivation and Teachers’ Performance

Motivation whether is intrinsic or extrinsic, is the most significant aspect which influence organizational performance. Motivation is one of essential means which improves staff performance and hence, organizational goal achievements. Though employees have clear work targets, adequate knowledge and skills, and a good working environment, they would not work effectively and efficiently without being motivated (Mullins, 2006). Teklemariam (2004), demonstrates that a motivated staff can be easily determine his or her agility, commitment and perform the assigned duties at his/her utmost which is likely to contribute realization planned organizational vision and mission.

Performance is the achievement of a specified job evaluated against preset goals to see if that job is done well or badly. Education performance is the way of assessing the fulfillment of objectives in a way that ensures individuals have attained the set goals in the given level of education. Performance in education is always accompanied by an academic certificate to show that the performer has successfully completed the grade or course and has attained the stated grades (Okumbe, 2001). Hoy and Miskel (1991) observed that the pressure at work is also likely to get employees dissatisfied which are likely to affect the performance of teachers. For a long time, it is claimed that teachers’ salaries have been very low.

Teachers have a number of times voiced their grievance to government through different Teachers and Trade Union (TTU). In Tanzania, motivation of teachers in schools depends on the availability of resources and the culture of the institution and this results the statement or views that salary do not have additions for productivity. In secondary schools, teachers get responsibility allowances, sometimes extra duty allowance and perdiem allowances in form of cash money depending on the duties performed, responsibilities held by each and sometime during national examinations supervision.

In schools where these allowances are made on impartial basis on performance gauge and competency of individuals, drive attraction, participation, commitment and performance at the workplace and in turn is the quality education for Tanzanian (Mruma, 2013). Allowances in organizations provide a foundation on which staff works in the direction of educational goals achievement. Consequently, school management habitually uses allowances as a method of enhancing the performance of teachers (Dessler, 2009; Okumbe, 2001). However, these do not exist in most schools and their inadequacy has created frequent absenteeism, reluctance in marking and teaching and failure to show their identities with the institutions they work for, which have also affected their actual performances.

According to Abdo (2001) points out that the strength of a nation depends on the high quality of its education system. The strength of such system depends on qualified and motivated teacher. Together, with the learners, teachers bear the greatest responsibility for ensuring the success of the school as an identifying organization. Inspired teachers are essential in providing excellence in education. Stimulated teachers ensure the success of the educational establishment because they are always looking for better ways of doing their job (Steyn 2004).

Anderson and Kaprianou (2005) point out three ways in which motivated teachers may make schools more effective. These are: they will always find better ways to do their job, they are seriously concerned about quality and they do their best to ensure that the teaching and learning process takes place effectively in the school. This contention is supported by Ofoegbu (2004) who asserts that a motivated teacher inspires respect and a desire to learn. The physical conditions of the classroom indicate orderliness and self discipline. Ofoegbu gauges learners’ feelings and attitudes by discerning their behavior and responses in the classroom environment. Thus, depending on the degree of congruence between classroom practices and school environment, teachers activities enhance learners’ achievement. However, the converse also applies as teacher’s attitudes to his or her work can just as easily curb learners’ performance and so hamper the quality of teaching/ learning process.

Many teachers manifest poor motivation. This prevents the school from reaching its ultimate goal of effective students’ academic performance. According to Woods and Weasmer (2002) eager neophytes burst into the classrooms confident that they will touch their learners’ lives and inspire them to learn. This is due to the positive image of teaching as the transmission of a predetermined curriculum that teacher driven and which demands obedience and passivity from learners (Hargreaves &Jacka 2006).According to Gullato and Benett (2005), teachers’ performance declines during their second and seventh years of teaching. This is mainly because the teachers needs are not met. The reasons for the lack of quality in educational provision are that one cannot enhance education quality without also attending to the poor status and the low salaries of teachers, especially in the Middle East and North Africa regions, de-motivated teachers have a low morale because of various pull-factors that are associated with the school’s poor working conditions (Abdo 2001).

Teachers with poor motivation cannot be expected to perform their task in an effective way. According to Masitsa (2003) unmotivated teachers can neither perform in accordance with their ability nor motivate their learners effectively. Obviously, this will impact negatively on teaching / learning quality and learners’ performance. No matter how excellent may be, unless learners are motivated to take advantage of it, they will not apply themselves diligently enough to learn.

Poorly motivated teachers are recognizable by the following signs; they frequently express concerns about earnings, they often seek reassurance about job security, they always need to have duties spelled out clearly, they follow instructions but never show initiative, they frequently express concerns about working conditions and they show little interest or enthusiasm for the job in hand (Smith 2002). Since teachers are the key people in teaching and learning process in the school, they need to be highly motivated in order for effective achievement to happen. However, due to staff low feeling and confidence which go along with poor motivation practices in schools, it gives the impression that schools are not active sources of inspiration as well as intellectual vibrant, morally disciplined and aesthetically stimulating (Christie 2008).

# 2.6 Theories of Motivation

Numerous theories of motivation emphasize unlike aspects that adds values to job liking. Both of them, intrinsic and extrinsic motivated behaviour reflects the variety of theories that can be assumed in trying to understand what is the motivation behaviour. For the nature and objectives of this study it was considered that this study to be informed by the following motivation theories; Elton Mayo (1933) along with Herzberg (1968) are motivational theorists who emphasize the fulfillment of one’s wishes. Elton Mayo (1933) and Herzberg (1968) theories put their focus on assumptions that what arouses, sustains and regulates goal directed of human behaviour is special factors which motivate people. There is the supposition that an individual person responds in much the same way to motivating pressures and that there is, therefore one best way to motivate everybody and it focuses on the needs of human being.

# 2.6.1 Herzberg’s Two Factor Theory

Fredrick Herzberg (1968) together with his research colleagues carried out a study on two hundred engineers and accountants and found that liking and disliking at work place nearly always comes from dissimilar aspects. He categorized these factors into two groups; the maintenance or hygiene factors and motivating factors. Maintenance factors are those necessary to maintain reasonable level of satisfaction among the employees. Motivator aspects on the other hand are required to improve the highest performance of employees. They are intrinsic parts of the job which may include the feelings and perceptions the teacher has on the motivation factors presented to him or her. Maintenance factors according to Herzberg include working conditions, quality of supervision, salary, status, security company policies and administration and interpersonal relations.

Motivation aspects are attainment appreciation for attainment, assigned responsibility for task, interest in the job, advancement to higher level tasks and growth. The Government of Tanzanian is concerned about the quality of education. In this case, it has attempted to improve the performance of teachers and hence students’ achievement. In order to achieve these targets training and development programs have been formulated for all heads of school and teachers (Wanzare and Ward, 2000). In school setting, the two categories of factors must be present for quality education to be provided. They depend on the Head of Schools’s motivational skills which have all to do with the strategies used and teacher’s perception of the strategy as part of motivation. There are two major weakness of this theory which are; the difficult in its applicability to non professional group and the use of the term ‘job satisfaction’ which the opponents of this theory say does not mean the same thing as motivation.

Heads of schools should be aware of these two sets of factors and design appropriate and effective methods of providing them to teachers. For example, by consulting the teachers before designing a school policy on staff motivation, the head of school would achieve acceptability of the formulated policies. More attention should be given to orientation programmes, professional training, succession planning, teamwork among stakeholders and opinions of teachers concerning motivational wishes (Wanzare and Ward, Op. cit.).

**2.6.2 Human Relation Theory**

The theory was stipulated by Elton Mayo (1933) as cited in Yusuph (2011) and identified the significance of the human resources in the organization. Under this theory personnel were accepted as being social needs and interest such that they could no longer be regarded as the economically motivated robots (Yusuph 2011). Human relation theory tries to advice that human beings should be motivated as social being at work (Singh and Chhabra 1992).

Some critics to human relation theory; One of the Critic is that; the theory causes liaises faire which let to low production in schools as heads of school and District Education officer become sympathetic and loose to subordinates so this theory if it is not used with care is likely to lower the production. Thus workers become reluctant in their work tasks and finally poor performance of teachers. Despite of all these challenges of human relation theory but it should be put in mind that merits of human relationship at work are essential.

**2.7 Review of Empirical Studies**

This sub title shows different literatures searched by different researchers so that to give the evidences on the influence of motivation on teachers’ performance in government secondary schools. Also it is useful in order to make a clear understanding of reviewed literatures and finally the researcher to come up with literature gap. This study presented the motivation and teachers’ performance in government secondary schools particularly in Muleba District.

**2.7.1 The Studies Outside Tanzania**

Aacha (2010) conducted a study to discover if the motivation of primary teachers had any influence on their morale to perform and the effect of intrinsic and extrinsic motivation on the performance of teachers in Uganda. This study found that there was a significant positive relationship between intrinsic motivation and performance of teachers in the surveyed primary schools. In addition, a positive relationship was also revealed between extrinsic motivation and performance of teachers, implying that both extrinsic and intrinsic motivations affected the performance of teachers.

Despite the fact that the study is closely related, the need for this study still prevails because Uganda and Tanzania are two very different countries with different policies that govern the human resources affairs. Moreover, in terms of research design, the previous study has employed descriptive, while the latter used cross sectional designs to investigate the influence of motivating factors on the performance of teachers in secondary schools in Tanzania with reference from government secondary schools in secondary schools in Muleba District council.

Weiner (2000) also did a study on major job satisfaction areas and intrinsic reward relationship follows the social challenge theory; employees’ performance is giving back to organizations from which they get their satisfaction. Furthermore, the study identified that an employee who is motivated intrinsically is working for his/her own satisfaction and may value challenging work he/she perceives to be meaningful to the institution. The study found to understand what causes people to be satisfied with their jobs, the nature of the work itself is one of the first places for practitioners to focus on for good performance. This study is still required as it attempted to examine investigate the effect of motivation on teachers’ performance in secondary schools in Tanzania with reference from government secondary schools in secondary schools in Muleba District council.

Nabukenya (2010) carried a study on the influence of teachers’ professionalism on teacher performance in Busiro County secondary schools, Wakiso District in Uganda. The study revealed that teacher perception in terms of positive and negative attitudes affects teachers performance. The study also concludes that what seems to be poor perception is a result of other factors such as poor remuneration, nature of the school and the implied school leadership and students. Despite the methodology used and the challenges encountered by teachers in daily working the study has however left out a gap on effects of motivation on teachers performance in Muleba District Council.

Namuddu (2010). Conducted a study on staff appraisal systems and teacher performance at Aga Khan schools In Kampala District. The study used the cross- sectional approach and teachers were used as target population. The study found that there was a significant relationship between the schools evaluation criteria and teacher performance. Her observations are very good but they fall short of revealing the influence of motivating factors on the performance of teachers, thus called for the study of motivation on teachers’ performance in secondary schools particularly the ones in Muleba District Council.

Ommola (2008) conducted a study on the influence of motivation factors on staff performance of commercial banks in Kenya as case study of Kenya Commercial Bank in Migori County. The study adopted a descriptive design. The study reveals that team building, was good strategy for improving employees performance. The findings are very good but it lacks of the impact of motivation on teachers’ performance, thus called for the study of motivation on teachers’ performance in secondary schools particularly the ones in Muleba District Council.

# 2.7.3 Empirical Studies from Tanzania

Mruma (2013) carried out a study about the influence of motivation factors on teachers’ performance in Tanzanian education institution with reference from public Secondary School in Nyamagana District, Mwanza ,Tanzania. Its purpose was to examine factors that motivate teachers in order to have increased performance within the school. It surveyed a sample of 148 teachers in secondary schools and data analyzed using descriptive statistics.

The study revealed that environmental factors sometimes increased teachers’ confidence to perform their duties at school. Overall the results imply that Intrinsic is a motivator and Extrinsic is a maintainer both affects performance of teachers in school. Finally, the study recommended that the responsible authorities should use multiple motivational strategies (both intrinsic and extrinsic tools) in order to achieve greater performance from the teachers. Despite the fact that the study is closely related, the need for this study viewed important due to the fact that it analyzed the influence of motivating factors on teachers’ performance in secondary schools in Tanzania with reference from government secondary schools in secondary schools in Muleba District council.

Mosha (2004) carried out a study on what influences teachers’ performance in government schools. It focused on extrinsic and intrinsic motivation. The findings revealed that the most notable benefits were housing, recognition, support and approval by significant others. However, despite the fact that the study is closely related, the need for this study still needed because the previous study employed a case study design while this one will use a cross sectional survey.

Bennell and Mukyanuzi (2005**)** conducted a survey which investigated teacher motivation crisis in Tanzania specifically refered to Muleba and Temeke in Tanzania as a study settings. It analyzed the influence of motivating aspects on teaching and learning process. The results showed that, there was motivation crisis in Tanzania, Teachers were not pleased with their current salary situation provided by government which illustrate that financial motivation was important for effective performance. Also, the majority of teachers showed a great extrinsic value for higher performance particularly for accommodation facilities. However these researchers did not say anything on the effect of motivation on teachers’ performance and thus a need for this study.

Gwambombo (2013) conducted a study on the influence of workload of teachers on students’ academic achievement in the community secondary schools in Mbeya City Council. The study employed survey design with qualitative-quantitative approach. The study revealed that teachers’ workload was heavy and had negative effect on students’ academic performance in community secondary schools. This means that teachers were not happy with working conditions. The researcher however only attempted to establish the effect of working condition in schools but without studying its effects on teachers’ academic performance and this called for this study.

# 2.8 Summary of Past Studies and Knowledge Gaps

These gaps identified further justified the need to carry out this study which sought to look into the influence of motivation on the performance of teachers in Government secondary schools in Muleba District to fill this knowledge gap.

**Table 2.1: Past Studies and Knowledge Gaps**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Study** | **Focus** | **Major findings** | **Knowledge**  **gaps** | **Focus of this Study** |
| Aacha (2010) | Does motivation of primary teachers had any effect on their morale to perform. | There was a significant positive relationship between intrinsic motivation and performance. | Employed descriptive design, | Use cross sectional design to analyze the influence of motivating factors on teachers’ performance |
| Weiner (2000) | Job satisfaction and intrinsic reward and employees performance | The study found that rewards causes people to be satisfied | Considered only motivation and job satisfaction | Assess the effects of motivation and teachers performance |
| Nabukenya (2010) | Professionalism and teachers performance | The study found that poor perception is the results of remuneration | Studied only Professionalism and teachers performance | Investigates on motivation and teachers performance |
| Mruma (2013) | Motivation and staff performance | Indicated a minimal motivation | Used descriptive design | Investigates on motivation and teachers performance by using cross-sectional design |
| Mosha (2004) and Gwambombo (2013) | What influences teachers performance | Indicated that housing and support | Used case study design | Investigates on motivation and teachers performance by using cross-sectional design |
| Bennell&Mukyanuzi (2005) | Teacher motivation crisis | Found motivation crisis in Tanzania | Failed to explore effect of motivation and performance | Assessed effects of motivation on teachers performance |

**Source:** Field Work, 2017

# 3.6 Conceptual Framework

For the observable fact of motivation and its influence on the staff performance to be studied empirically, it is very necessary for a conceptual framework to organize the concepts of motivation and teachers’ performance. The conceptual framework, diagrammatically as presented through figure 2.1 depicts the underlying relationship variables.

**Independent Variable Dependent Variable**

**TEACHERS’ PERFORMANCE**

* Preparation of Teaching materials
* Schemes of work and lesson plans preparation
* Regular attendance
* Regular students assessment
* Reporting at work timely
* Working relationship
* Communication and listening
* Loyalty
* Integrity

**EXTRINSIC MOTIVATION**

* Salary increments
* Allowances
* Free Housing
* Promotion

**INTRINSIC MOTIVATION**

* Job satisfaction
* Recognition
* Professional advancement
* Appreciation
* Caring
* Considerate

Public Service Management and Employment Policy of 1999

Public service Act. No.8 of 2002

**Figure 2.1: Conceptual Framework of the Study**

**Source:** Self adopted from Literature

Both intrinsic and extrinsic motivation influence teachers’ performance. Again, this has influenced by factors such as salaries, allowances, accommodation, promotion in the school, recognition of work done, opportunity for career advancement and job satisfaction. The conceptual framework is essential because it presents a basis for specific variables under study. These variables are based on the literature reviewed on motivation and its effect on teachers’ performance. The framework shows the relationship between the independent and the dependent variables of the study. The independent variable is motivation which in turn through PSMEP of 1999 and Public Service Act. No.8 of 2002 and its subsequent amendments affects teachers ’performance which is the dependent variable.

This Chapter has surveyed in details on different literature regarding the influence of motivation on teachers’ performance. Evidence from works of literature has shown that motivation is prerequisite factor for effective performance. The next Chapter presents the methodology employed in this study.

**CHAPTER THREE**

1. **RESEARCH METHODOLOGY**
   1. **Chapter Overview**

This chapter presented research process used in this study. It also includes research approach and research design used. It also presents the population, study area, sampling procedures and sample size. Furthermore, it describes research methodology of collection of data, analysis plan and finally ethical implications.

* 1. **Research Approach**

This research adopted quantitative and qualitative research approach in studying “the effects of motivation on teachers’ performance of public secondary schools in Muleba district since the study based much on numbers and explanations given by the respondents. Quantitative research approach enable the researcher to analyze data by using statistical methods which widen up population and permits them to generalize their findings to real life situations which increase validity of the study (Nachimias and Nachimias 1992).

* 1. **Multiple Linear Regression Model**

Multiple regression seeks out to study the effects and the magnitude of the effects of more than one independent variable on one dependent variable (Stevens,1996).The Multi Linear Regression analysis was conducted to establish the influence of motivation on teacher’ performance. Multi Linear Regression analysis Model and specification were as follows:

*Y = β 0 + β1X1 + β 2 X 2 +...........+ βn Xn +ε*

Where:

Y is the outcome variable

β1 is the coefficient of the first predictor X1

β2 is the coefficient of the second predictor X2

βn is the coefficient of the nth predictor Xn

εi is the difference between the predicted and observed value of Y for the ith subject.

* 1. **Assumptions of the Model**

There are a number of key assumptions associated with the multiple regression analysis. These assumptions must be observed for the regression analysis using the model (Pallant, 2011). These assumptions were as follows:-

* + 1. **Normality**

A normal distribution is assumed by many statistical procedures, Multiple linear regression analysis inclusive, Cohen and Cohen (1983).This means that the outcome and predictors variables must be normally spread. The normality was tested by using Shapiro-Wilk’s W test. This is a formal test of normality. W may be thought as correlation between given data and their corresponding scores, with W= 1 when the given data are perfect in distribution. When the W is significantly smaller than 1 the assumptions of normality is not met. Shapiro-Wilk’s W test is recommended for small and medium samples up to n= 2000. However, for larger samples, Kolmogorov-Smirnov test is recommended (Cohen and Cohen, op cit.).

* + 1. **Multicollinearity**

The concept of multicollinearity is the presence of a linear relationship among some of the predictors variables which have an effect on the stability of the parameter estimates calculated in multiple regression analysis models (Pedhazur,1997). In this study multicollinearity was tested by computing the variance Inflation Factor (VIF) and the tolerance statistics which indicated whether a predictor has a strong linear relationship with the other predictor(s). Inflation Factor (VIF) values must not be higher than 10.The tolerance (T) statistics was computed as the reciprocal of the VIF (1/VIF). Tolerance (T) statistics values must be higher than 10. When (T) values are below 0.1 indicate a serious problem while those below 0.2 indicate a potential problem.

* + 1. **Linear Relationship between Independent And Dependent Variables**

MRL model assumes a linear relationship between the outcome variable and the predictor variables. There are a numerous techniques of checking up for these linear relationships (Cohen and Cohen 1983). In this, study the researcher used bivariate scatter plots of the outcome variables and each of the predictors variables to check for linearity because is the simplest approach.

* + 1. **No autocorrelation in Data**

There should be independence of observations (i.e., independence of residuals). The uncorrelatedness across observations is called non autocorrelation. Autocorrelation is said to be presence where residual terms are not independent (Field, 2000). This study controlled for auto correlation using the approach provided by Montgmery, Peck and Vining (2002). The approach requires the computation of the Durbin-Watson statistic (d) which tests the correlation between each residual and residual for the time period immediately preceding the one of interest. When the successive residuals positively auto correlate, the value of d approaches 0. If the residuals are not auto correlated, the value of d will be close to 2. If there is a negative auto correlations, d will be greater than 2 and could approach its maximum value of 4. For each of the tests performed, the study carried out a test for auto correlation, and the value of d interpreted according to these criteria to determine whether autocorrelation could be invalidating the results.

* + 1. **Homoscedasticity Assumption**

Another assumption of the multiple linear regression analysis is homoscedasticity. Homoscedasticity means the relationship under investigation is the same for the entire range of the dependent variable. Lack of homoscedasticity is shown by higher errors (residuals) for some portions of range compared to others.Cohen and Cohen (1983) suggest that Homoscedasticity can be diagnosed by using White’s Test. White’s test involves regressing the squared residuals on all independent variables plus all independent variables (for a total of t predictor variables in all (Nunnally,1978). The conclusion was made basing on the values of calculated against observed Chi-square test.

* 1. **Research Design**

Kothari (2004) defines a research design as the arrangement of conditions for collection and analysis of data in the manner that aims to combine relevance to the research purpose with economy in procedure. The study employed a combination of both quantitative and qualitative approaches. The study was conducted using a cross-sectional survey design to investigate the attitudes, opinions and feelings as well as experiences of teachers, and head of schools of the government secondary schools on the effect of motivation on teachers’ performance in Muleba District Council. The Cross sectional survey was appropriate because extensive data could be collected at one point in time and it was very economical (Enon, 1998).

* 1. **Target Population**

The target population is the set of all individuals of interest in a particular study Gravetter and Wallnan (1996). The study conducted in Muleba District Council secondary schools. The target population included 481 secondary schools teachers, 38 Heads of Schools 1 District Secondary Education Officer.

* 1. **Sample Size**

A sample size is a subset of the target population (Kothari 2008). Furthermore, a sample may be perceived as the total collection of elements about which inferences are to be made (Kasomo, 200 7). Samples are selected because it has been not possible at times to study the entire population due to various limiting factors such as lost time and other research resources (Mugenda and Mugenda,2003). There are different techniques of determining a sample size such as use of mathematical sampling formula (Kasomo 2007), the general rule of 40 % (Huysamen, 1991) and use of statistical tables (Mugenda and Mugenda 2003). A sample of 481 respondents was determined by using the standard formula by Huysamen (1991) as shown in the formula:

Secondary Schools: 0.4x38 =15.2 schools

Secondary Teachers: 0.4x 481 = 192.4 respondents.

In addition to that the rule of thumb was used in determining sample in this research particularly in the selection of Heads of Schools and District Secondary Education Officer.

* + 1. **Schools Selection Procedures**

According to Saleem (1997), simple random sampling is a sampling technique in which each and every item of the population has equal chance of being included in the sample. Therefore simple random sampling was used to provide equal chance to teachers to be chosen in this study and minimize bias.The researcher made an appointment with district TAHOSSA meeting so as to be invited to attend their meeting and address the heads of schools her concern and the consequence of the study. The researcher after explaining the importance of the study requested the heads of schools to pick the papers in order to assist with the study. 15 pieces of papers were numbered 1-15 and then mixed papers with no numbers to make a total of 38 pieces so that every head could be involved. Heads of schools who picked papers numbered 1-15 and their schools were included in this study.

* + 1. **Teachers Selection Procedures**

The researcher used simple random technique to select thirteen teachers from each school which makes a total of teachers (n= 195) from targeted population. Moreover, the researcher used lottery system by writing numbers 1-13 on pieces of papers were put in the container. The lottery was then drawn accordingly which means teachers were selected per school.

* + 1. **The District Secondary Education Officer and Heads of Schools**

The District Secondary Education Officer (DSEO) and Heads of Schools selected to participate in the study through purposive sampling technique because they had unique information regarding the effect of motivation on teachers’ performance as supervisors.

**Table 3.1: Sampling Frame**

|  |  |  |  |
| --- | --- | --- | --- |
| **Categories of population** | **Population** | **Sampled** | **Actual Sample** |
| Teachers | 481 | 195 (40%) | 150 (78.1%) |
| Heads of School | 38 | 15 (39.4%) | 15 (100%) |
| District Secondary Education Officer | 1 | 1(100%) | 1 (100%) |
| **Total** | **520** | **211 (40.5%)** | **166 (78.6%)** |

**Source:** Education Department Muleba DC (2016)

* 1. **The Area of the Study**

The area of the study is the place where the data are to be collected. The area of study for this particular research was Muleba District in Kagera Region. Muleba district is located between latitude 1°55 south and longtude 31°35 east. Muleba District is bordered by Bukoba urban and Bukoba rural Districts in the North. Also Muleba district is bordered with Biharamulo District in the south. In the Eastern part is bordered with Lake Victoria and in the Western part is bordered with Ngara and Karagwe district.

The Study was conducted in 15 Government Secondary Schools in Muleba District out of 38 registered Secondary Schools. Muleba District is one of the 08 District Councils of Kagera region, Tanzania. Since the district has teachers from all regions of Tanzania. The sample reflected the real picture on how Secondary School Teachers in Tanzania have Staff Relations Management and Internal Efficiency. The researcher decided to choose Muleba District because no any research has been done and published on the effect of motivation on teachers’ performance.

* 1. **Instruments for Data Collection**

Two research instruments were developed for the purpose of data collection in order to obtain required knowledge about the addressed problem. The instruments included questionnaire which was employed to collect quantitative data from teachers. On the other hand, documentary review guides used to collect data mostly from Heads of Schools and District Education Officer.

* + 1. **Questionnaires**

A questionnaire is an instrument in which research subjects respond to written questions to elicit reactions, beliefs and attitudes (Schumacher & McMillan, 2001).The questionnaire has chosen because enabled the researcher to reach a large group of informants within a short period of time with reasonable cost. The researcher has designed and constructed a set of appropriate questions in questionnaire to facilitate the collection of quantitative data from secondary schools regarding the effect of motivation on teachers’ performance in Muleba District Council. The questionnaire had both closed and open ended of questions. The researcher administered the questionnaires personally between 28th April and 10th June, 2016 during the field work and this was done by distributing the questionnaires to informative subjects after a brief introduction. The informants were given five days to complete answering questionnaires and then were collected later on agreed upon date. This exercise took three months to be completed.

* + 1. **Interview Guide**

Interviews involve a conversation, the art of asking and listening with a purpose (Webb, 2000). An interview can range from being highly structured to being completely unstructured, depending on the amount and nature of information desired (Merriam, 1998).The interview was chosen because of its advantageous as was provide in-depth data which were not possible to get by using the questionnaire. The interview guide was used to collect data from Head of Schools, and District Secondary Education Officer which comprised of questions in relation to their responsibilities in the implementation motivation and teachers’ performance. The interview meetings in the field lasted between 20-30 minutes and took place between 28th April and 10th June, 2016.

* 1. **The Validity and Reliability of the Instruments**

Validity of research instruments refers to the extent to which the instrument measures what is supposed to measure (Amin 2005). In order to establish the validity of instruments, the researcher, in consultation with the supervisors, cross checked the questionnaire items for consistency, relevancy, clarity and ambiguity was done before the questionnaire were administered to the participants from pilot secondary schools that did not take part in the study in this study, the researcher conducted a pilot study in two schools in order to test the validity of instruments before they are used to collect data. Therefore validity is when the questionnaires suit to measure what the study intends to achieve in terms of objective and content.

According to Spector (1997), the reliable method is the one which brings the consistent results, regardless of differences in time, place and subjects. He defines reliability as a consistency in measurement. If measurement is reliable it yields the same results in the same circumstances even if administered repeatedly (Mugenda and Mugenda, 2003). To ensure that the instrument was reliable the researcher made a pre-test of research tool, namely questionnaire, it was subjected to 20 respondents so as to establish its reliability. Schools involved namely, Kagoma, Kimwani, Kishoju and Kaigara Secondary Schools. Using Statistical Package for Social Science (SPSS) software, 17 version, scores on questionnaire items were measured by using Cronbach’s Coefficient alpha for internal consistency on 38 questionnaire items. The instrument was reliable since the Cronbach’s Alpha Coefficient was 0.60 (Amin, 2005).

* 1. **Operationalization of the Variables**

The key variables of this study include the independent variables; extrinsic, intrinsic motivation and dependent variable; teachers performance. These variables were operationalized and measured as shown in Table 3.2.

**Table 3.2: Summary of Operationalization of Variables**

| **Variables /Elements** | **Operationalization of the variables** | **Measure** | **Section/**  **Question** |
| --- | --- | --- | --- |
| Motivation practices | The activities carried out by Heads of Schools and Council Director to motivate teachers. | Likert type scale 1) Strongly Disagree to 5) Strongly Agree | Section B  Questions (i-vii) |
| Extrinsic motivation;  salary increment, allowances, free house and promotion, | In this study, extrinsic motivation is the behaviour that is performed by teachers as result of acquired materials. | Likert type scale 1) Strongly Disagree to 5) Strongly Agree | Section C  Questions (i-x) |
| Intrinsic motivation;  recognition, professional advancement, job satisfaction. | In this study, intrinsic motivation is an internal desirability an individual teachers of doing something. | Likert type scale 1) Strongly Disagree to 5) Strongly Agree | Section C  Questions (i-x) |
| Teachers' performance; preparation of teaching material, preparation of schemes of work, preparation of lesson plan. Other attributes of good performance like working relationship, communication and listening, management and leadership integrity and loyalty. | In this study, performance can be any behavior, which is directed toward the job responsibilities or duties performed by the teacher. | The OPRAS rating scales:  1=Outstanding performance, 2= Performance above average, 3=Average performance, 4=Poor performance and 5=very poor performance. | Section D  Questions  ( i-x) |

# 

# Source: field work, 2017

* 1. **Description of Data Collection Procedures**

Data collection exercise was carried out by the researcher herself. This study was relied on secondary data which were in the form of qualitative and quantitative. In the initial stage of the field work the researcher asked for the clearance letter from Directorate of Research, Publication and Postgraduate Studies after the approval of supervisor. Moreover, the researcher sought the permission from District Executive Director of Muleba Council before carrying out the investigation in schools. Covering letter was written to accompany the questionnaire as it made the questionnaire legitimate to the respondents.

Moreover respondents assured the confidentiality. The covering letter together with the questionnaire is attached. The researcher visited schools and established close rapport with teachers before administering the instruments. The researcher distributed the questionnaire personally to enable her to clarify the intention of the study. Respondents were given the time to complete answering the questionnaire and the researcher collected it later on an agreed upon date.

* 1. **Data Analysis Techniques**

A unit of analysis is the major entity that is being analyzed in the study. They explain what or who is being studied. For instance, individuals, group, geographical units and social interactions (Nalaila and Msabila, 2007). It has also been described as the most elementary part of the phenomenon to be studied. In this study the unit of analysis will include Secondary school teachers, School Heads and District Secondary Education Officer.

* 1. **Data Analysis Procedures**

Bodgen and Biklen (1998) describe a data analysis being a process of bringing the meaning out of analyzed data. In other words, it is meaning-making by consolidating, reducing and interpreting the data. Moreover, data analysis is the process that involves classifying, coding, tabulating and editing of collected raw information and then the percentages and frequencies are calculated in order to show the response in a clear picture. Mixed of quantitative and qualitative data analysis techniques were employed as these methods complete one another. Therefore, data organized according to research questions in quantitative and qualitative approaches in description used namely;

Frequency, percentage, and mean were used to analyze scores on the research objective one and two. Moreover, correlation helped to find out whether and to what degree the relationship existed between two or more variables for research objective two. Then Pearson product moment correlation was used to determine the existing relationship between intrinsic and extrinsic motivation and teachers’ performance since the study was involving two variables between motivational practices and teachers’ performance in secondary schools. On the other hand, this study employed the content analysis to analyze the interview data as suggested by Kombo and Tromp (2006) who defined qualitative content analysis as a research method for the subjective interpretation of the content of text data through the organized classification procedures of coding and identifying themes or patterns. By means of SPSS version17 and Excel spread sheet the analysis and presentation of descriptive statistics was done.

* 1. **Ethical Considerations**

Kombo and Tromp (2006) put clear to the Researchers that, there is a need to put into consideration ethical issues associated with carrying out their research. The study was guided by the following research ethics. Ethical issues usually include privacy, confidentiality, sensitivity to cultural differences, gender and anonymity (Kitchin and Kate, 2000).The researcher got legal authorization from the Open University of Tanzania and the relevant authorities in Muleba District to conduct the research and collect data for the study. The researcher requested the permit from the Heads of Schools to conduct the study in their schools targeting teachers. The researcher explained to the participants the intention of the research so as to clarify and avoid expectation of direct benefit. Assurance on confidentiality was given in all circumstances. To avoid plagiarism and fraud, the research acknowledged all the authors of the works that were cited and designed a true research methodology that gave expected result of this research.

**CHAPTER FOUR**

1. **PRESENTATION OF FINDINGS**
   1. **Introduction**

The chapter presents the findings of the study findings. The data in research was about the effect of motivation on teachers’ performance in government secondary schools in Muleba District Council. This part is organized as follows: first, it presents the demographic information of the respondents. This included personal information relating to the sex, academic qualifications, age group and length of employment. Next, data relating to specific research objectives is presented as follows.

* 1. **Response Rate and Demographic characteristics**

In this area, the characteristics of informative subjects are presented and analyzed in order to show the distribution of the informative subjects by their gender, age, qualifications and teaching experience.

* + 1. **Responses Rate of Respondents**

In 15 participated schools there were 192 survey questionnaires distributed. The population included 192 secondary school teachers. Of the survey questionnaires sent to secondary schools teachers, 150 or 78% were returned. Moreover, the researcher succeeded to reach all interviewees as planned such as 1 (100%), District Secondary Education Officer, 15 (100%) Head of Schools. Nachmias & Nachmias (2004) suggest that a response rate of 50% and above is satisfactory and represents a good basis for data analysis. Therefore, response rate in this study was satisfactory since the return rate was higher than 50%.This information was important to the study because it helps the reader to understand some pertinent issues that may have a bearing on the analysis; for example how the demographic characteristics relates to the teachers’ performance. The data presented in both tabular and text form.

* + 1. **Responses of Teachers by Sex**

The data shows that the majority, that is 92 (61%) of the informative subjects were male, while 58 (39%) were female. The fact that there were more men in the sample than women is not by design and it does not mean that Muleba District Council has more male than female teachers but the data portray characteristics picture of what kind of sample dealt with.

* + 1. **Responses of Teachers by Age**

This section describes the distribution of informative subjects according to their age as illustrated in Table 4.1

**Table 4.1 Respondents by Age Group**

|  |  |  |
| --- | --- | --- |
| **Age Group** | **Frequency** | **Percentage** |
| 21-30 years | 65 | 43 |
| 31-40 years | 47 | 31 |
| 41-50 years | 33 | 22 |
| 50+ | 5 | 4 |
| **Total** | **150** | **100** |

**Source:** researcher, 2017

Data in Table 4.1 show that a significant number of sampled teachers were aged between 21 and 30 years old as accounted for by (43%) response rate, followed by those (31%) who had 31-40 years of age, 22 percent had 41-50 and a as represented by (3%) had between 51 and above. Thus from the findings we note that majority of teachers participate in this study are mature enough to understand the practices of motivation and performance and provide the useful information about it.

* + 1. **Responses of Teachers by Academic Qualifications**

In this study academic qualification refers to the highest level of education attained by a person. Several research studies have identified a strong correlation between job performance and level of education (Price, 2000). Other studies have defined teacher’s quality in terms of teacher qualifications such as Certification, Diploma and first degree. This study showed that majority of secondary schools 93 (62%) had a Diploma in Education followed by Bachelor Degree in Education holders 55 (37%).

The minority 2 (1%) have a Masters of Education Degree. Data show that majority of respondents had Diploma in Education. It is not surprising that the majority teachers held a Diploma in Education qualification as this is the minimum required qualification to teach in secondary school in Tanzania (URT 2014). The data on academic qualifications indicates that the majority of teachers are qualified to teach in secondary schools.

# 

* + 1. **Responses of Teachers by Years of Teaching Work Experience**

This section provides information on the distribution of teachers by their years of teaching work experience in teaching. In this study years of teaching work experience refers to the period between the first years of employment to the period when the research was done.

**Table 4.2: Responses of Teachers by Years of Teaching Work Experience**

|  |  |  |
| --- | --- | --- |
| **Years** | **N** | **%** |
| Less than 2 years | 8 | 5 |
| 2 – 5 years | 38 | 25 |
| 6 – 10 years | 68 | 45 |
| 11 – 15 years | 29 | 19 |
| 15 + years | 7 | 5 |
| **Total** | **150** | **100** |

**Source:** Field Data 2017

Data in Table 4.2 show that 45% of teachers fall within the bracket of six to ten years are quite experienced with ten years in the field of teaching, followed by 25 percent who had two to five years of teaching work experience, 19 percent had 11 to 15 years in teaching work, while 10 percent constituted two groups of teachers who had less than 2 years and above 15 years teaching experience respectively. This is an indication that most of teachers had enough experience in teaching and were aware of issues related to motivation and performance.

* 1. **The Type of Motivation Applied to Enhance Teachers’ Performance**

The study sought to find out to what kind of motivation applied by Heads of Schools to enhance teachers’ performance. The researcher collected the information from teachers. The respondents were presented with various aspects in relation to intrinsic and extrinsic motivation and were asked to rate their agreement. Further the information was gained from the interviews of Heads of Schools and District Secondary Education Officer. The following scoring procedure was adopted for questionnaire for teachers in this question i.e. *1= Strongly Disagree, 2= Disagree, 3= No Option, 4= Agree, 5= Strongly Agree.* Results from research subjects are presented in Table 4.3.

**Table 4.3: The Type of Motivation Applied to Enhance Teachers’ Performance**

| **ITEMS** | **Description** | **Freq.** | **Percent** | **Mean** | **Interpretation** |
| --- | --- | --- | --- | --- | --- |
| Teachers are paid allowances for additional duties | Strongly Disagree | 67 | 44.7 |  |  |
| Disagree | 56 | 37.3 |  |  |
| No Option | 7 | 4.67 |  |  |
| Agree | 4 | 2.67 |  |  |
| Strongly Agree | 16 | 10.7 | 1.9733 | Low |
| Teachers are promoted accordingly | Strongly Disagree | 67 | 44.7 |  |  |
| Disagree | 50 | 33.3 |  |  |
| No Option | 8 | 5.33 |  |  |
| Agree | 25 | 16.7 |  |  |
| Strongly Agree | 0 | 0 | 1.9400 | Low |
| After promotion salary adjustment is done promptly | Strongly Disagree | 47 | 31.3 |  |  |
| Disagree | 96 | 64 |  |  |
| No Option | 0 | 0 |  |  |
| Agree | 0 | 0 |  |  |
| Strongly Agree | 7 | 4.67 | 1.8267 | Low |
| The School Head delegates responsibilities to other teachers | Strongly Disagree | 0 | 0 |  |  |
| Disagree | 5 | 3.3 |  |  |
| No Option | 20 | 13.3 |  |  |
| Agree | 121 | 80.7 |  |  |
| Strongly Agree | 4 | 2.67 | 3.8267 | High |
| The school Head makes sure that teachers are recognized for the work well done | Strongly Disagree | 0 | 0 |  |  |
| Disagree | 0 | 0 |  |  |
| No Option | 0 | 0 |  |  |
| Agree | 87 | 58 |  |  |
| Strongly Agree | 63 | 42 | 4.4200 | High |
| Salary is paid to teachers timely | Strongly Disagree | 7 | 4.67 |  |  |
| Disagree | 11 | 7.33 |  |  |
| No Option | 8 | 5.33 |  |  |
| Agree | 68 | 45.3 |  |  |
| Strongly Agree | 56 | 37.3 | 4.0333 | High |
| Teachers are granted free housing facilities | Strongly Disagree | 93 | 62 |  |  |
| Disagree | 57 | 38 |  |  |
| No Option | 0 | 0 |  |  |
| Agree | 0 | 0 |  |  |
| Strongly Agree | 0 | 0 | 1.3800 | Low |
| The School Head has prepared good plan for professional development | Strongly Disagree | 99 | 66 |  |  |
| Disagree | 4 | 2.67 |  |  |
| No Option | 6 | 4 |  |  |
| Agree | 39 | 26 |  |  |
| Strongly Agree | 2 | 1.33 | 1.9400 | Low |
| **Grand Mean 2.6675 Moderate** | | | | | |

**Key: Description Mean Range Scale Interpretation**

Strongly Agree 4.50-5.00 5 Very High

Agree 3.50-4.49 4 High

No Option 2.50-3.49 3 Moderate

Disagree 1.50-2.49 2 Low

Strongly Disagree 1.00-1.49 1 Very Low

Table 4.3 show the findings on extent of motivational practices in terms of intrinsic and extrinsic motivation among teachers in government secondary schools in Muleba District Council had a grand moderate mean of 2.6675, this shows that motivational practices in forms of intrinsic and extrinsic among secondary schools in Muleba District Council, was practiced inadequately.

Results show that over one third of teachers (82%) disagreed compared 13% who agreed. This means that teachers were not given allowances for additional responsibilities. Further teachers were asked whether promoted accordingly, most of teachers 117 (78%) disagreed compared to 25(16%) who agreed. Teachers were further asked whether after being promoted to new rank their new salary was adjusted promptly to suit the conditions directed through promotion letter and majority 143 (95.3%) disagreed compared to 7 (4.67%) who agreed with the question. This meant that once the teacher promoted it took long to receive a new salary which equals to new rank. The researcher wanted to establish further whether, School Heads delegates responsibilities to their subordinates and majority 125 (83.37%) agreed compared with 5 (3.3%) who disagree. This implies that School Heads used delegation of power as techniques to enhance teachers’ performance.

In addition to that, the study sought to identify whether Heads of Schools recognized the work well done by teachers and all teachers 150(100%) agreed that in most cases Head of School applied that technique to motivate teachers. Salary is the basic right of any employee and should be paid according to the signed contract. The researcher sought to establish whether the payment of salary for teachers was made timely and a good number of teachers 124 (82.6%) agreed compared to 18 (12%) who disagreed. According to Teklemariam (2009), free house is among the most important factors which influence the strength of a persons’ performance in an organization. The study also wanted to identify whether teachers granted free housing facilities to enhance their performance and all teachers 150 (100%) disagreed that free accommodation to teachers was not applied to enhance teachers performance.

Finally, the study sought to establish whether School Heads prepared good plan for professional development. During an interview for Heads of Schools and District Secondary Education Officer on the issue pertaining to type of motivation applied to enhance teachers performance in their school. The following were the responses given as type of motivation factors that influence teachers performance:

allowances and salaries, responsibility, promotion, recognition, achievement, team work, respect, career advancement, good relationships among staff and positive appreciation influence performance (Field survey, 2016).

* 1. **The Relationship between Intrinsic and Extrinsic Motivation and Teachers’ Performance**

Motivation can be categorized in two forms, intrinsic and extrinsic**.** Human being are influenced by various things and the two types of motivation are intrinsic or extrinsic. No matter of whether people are intrinsically or extrinsically influenced, it is the task of employees in any of organization to ensure that organizational goals (Dessler, 2009).The study expected to find out the association between motivation and teachers’ performance in Muleba District Council.

The researcher collected the information from teachers. Teachers were presented with various aspects in relation to intrinsic and extrinsic motivation and requested to rate the extent to which they perceive them. Furthermore the information was gained from the interviews of Head Schools and District Secondary Education Officer. The following scoring procedure was adopted for questionnaire for teachers in this question .e. *1= Strongly Disagree, 2= Disagree, 3= No Option, 4= Agree, 5= Strongly Agree*

This Section also shows the statistical analysis of the second objective which aimed at attaining the relationship between intrinsic and extrinsic motivation on teachers’ performance. The outputs are shown in Table 4.4.

**Table 4.4: Response on Motivation and Teachers’ Performance**

| **ITEMS** | **No of Respondents** | **Response** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **SA** | | **A** | | **N** | | **D** | | **SD** | |
|  |  |  | |  | |  | |  | |  | |
|  |  | **f** | **%** | **f** | **%** | **f** | **%** | **f** | **%** | **f** | **%** |
| Teaching gives me good relationship with my supervisors | 150 | 56 | 37.3 | 66 | 44 | 4 | 2.7 | 19 | 12.7 | 5 | 3.3 |
| Teaching gives me a great deal of job satisfaction | 150 | 45 | 30 | 50 | 33.3 | 23 | 15 | 13 | 8.67 | 19 | 13 |
| Teaching allows professional growth and development | 150 | 13 | 8.67 | 95 | 63.3 | 11 | 7.3 | 14 | 9.33 | 17 | 11 |
| Teaching gives me recognition from the community | 150 | 28 | 18.7 | 52 | 34.7 | 24 | 16 | 22 | 14.7 | 24 | 16 |
| Teaching gives me an opportunity to meet my goals | 150 | 87 | 58 | 44 | 29.3 | 3 | 2 | 12 | 8 | 4 | 2.7 |
| The salary payments are made promptly | 150 | 34 | 22.7 | 42 | 28 | 55 | 37 | 17 | 11.3 | 2 | 1.3 |
| My employer offers me allowances I deserved | 150 | 80 | 53.3 | 45 | 30 | 1 | 0.7 | 15 | 10 | 9 | 6 |
| Teachers who perform well are given prizes | 150 | 56 | 37.3 | 43 | 28.7 | 6 | 4 | 8 | 5.33 | 37 | 25 |
| Teachers who not perform well are punished | 150 | 40 | 26.7 | 56 | 37.3 | 28 | 19 | 21 | 14 | 5 | 3.3 |
| Flexible school time table improves my performance | 150 | 77 | 51.3 | 51 | 34 | 14 | 9.3 | 2 | 1.33 | 6 | 4 |

**Source:** Field Data (2016)

Key: f =frequency

%= Percentage

The study wanted to establish further whether teaching gave good relationship among them. From Table 4.3 most of teachers 122(81%) agreed compared to 24(16%) who disagreed. This means that teaching must bring good relationship between teachers and Heads of school which in turn influence the level of performance. Further teachers were asked whether teaching gave great deal of job satisfaction. Majority of teachers 95(63%) agreed compared to 32(21%) who disagreed. This means that once a person being a teacher it assumed that would be satisfied with it which is likely to influence ones performance.

Teachers were further asked whether the teaching allows professional growth and development and most of teachers 108 (72%) agreed compared to 31 (21%) who disagreed. This meant any teacher has an opportunity to grow professionally. The researcher wanted to establish further whether the payment of salary of teachers was made promptly and a good number of teachers 76 (51%) agreed compared to 19 (13%) who disagreed. This meant that salary being made promptly influences teacher’s performance.In addition to that the study sought to find out whether teachers who not performed their responsibilities as required were held responsible and a good number of teachers 96 (64%) agreed compared to a small number of teachers 26(17) who disagreed. This meant that disciplinary action is taken against teachers who are not perform and in turn is likely to influence their performance.

* 1. **Correlation between Motivation and Teachers Performance**

Correlation defined as the strength of a association of two variables. Correlation coefficients -1 represent a perfect negative correlation while a value of +1 represents a perfect positive correlation. A value of 0.00 means no relationship between the variables being tested (Gravetter and Wallau, 2004).A correlation test was carried out using Pearson product-moment correlation coefficient, although before this was done, a scatter graph was used to prove whether there was a relationship between intrinsic and extrinsic motivation and teachers performance as shown in (Appendix D).

**Table 4.5 Pearson’s Correlation Coefficient on the Motivation and Teacher’ Performance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Pearson** | | **Motivation** | **Teachers’ performance** |
| Motivation | Pearson Correlation | 1 | .015 |
|  | Sig. (2-tailed)  N | 150 | .009  150 |
| Teachers’ performance | Pearson Correlation  Sig. (2-tailed)  N | .015  .009  150 | 1  150 |

**Correlation is significant at 0.05**

**Source:** Field Data (2016)

Table 4.5 showed that, the Pearson’s Product Moment Correlation Coefficient for intrinsic and extrinsic motivation and teachers’ performance was r = 0.009. This relation is significant because it is less than the significance level of 0.05. This justify that the intrinsic and extrinsic motivation have a positive effect on teacher’ performance. Therefore, the researcher concludes that teacher’s motivation and teachers’ performance move together in the same direction.When asked whether motivation were sufficient to ensure effective and efficient performance of teachers. This is what one of the Heads of Schools had to say:

“....Certainly, motivation for our teachers is inadequate. Teachers need to be motivated by giving them a good salary increment annually. This will increase the morale of teachers to perform better...”

* 1. **Evaluation of Teachers’ Performance**

The study sought to find out and evaluate teachers’ performance in secondary schools in Muleba District Council. The researcher collected the information from teachers in order to measure the degree of teachers’ performance. Teachers were presented with various aspects in relation to teachers’ performance and request to indicate the extent to which they perceive some practices of performance management.

**Table 4.6: Responses on the Status of Teachers’ Performance**

| **ITEMS** | **No of Respondents** | **Response** | | | | | | | | | | **Total** | | **Interpretation** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **OP** | | **PA** | | **AP** | | **PP** | | **VP** | |
|  |  | **f** | **%** | **f** | **%** | **f** | **%** | **f** | **%** | **f** | **%** | **Score** | **Mean** |  |
| Teachers ability to prepare teaching material before start teaching | 150 | 56 | 37.3 | 66 | 44 | 19 | 12.7 | 4 | 2.67 | 5 | 3.33 | 286 | 1.9067 | Performance above average |
| Teachers ability to prepare schemes of work for all subjects | 150 | 45 | 30 | 50 | 33.3 | 23 | 15.3 | 13 | 8.67 | 19 | 12.7 | 361 | 2.4067 | Performance above average |
| Teachers ability to come with lesson plans in class always | 150 | 13 | 8.67 | 95 | 63.3 | 11 | 7.33 | 14 | 9.33 | 17 | 11.3 | 377 | 2.5133 | Average  Performance |
| Teachers ability to come very timely at school | 150 | 28 | 18.7 | 52 | 34.7 | 24 | 16 | 22 | 14.7 | 24 | 16 | 412 | 2.7467 | Average  Performance |
| Teachers ability to handle extra-curricular activities | 150 | 87 | 58 | 44 | 29.3 | 3 | 2 | 5 | 3.33 | 11 | 7.33 | 259 | 1.7267 | Performance above average |
| Teachers ability in communicating and listen one another | 150 | 34 | 22.7 | 42 | 28 | 55 | 36.7 | 17 | 11.3 | 2 | 1.33 | 361 | 2.4067 | Performance above average |
| Teachers ability to supervise all school activities in school | 150 | 23 | 15.3 | 45 | 30 | 17 | 11.3 | 22 | 14.7 | 43 | 28.7 | 467 | 3.1133 | Average  Performance |
| Teachers ability to regular assessment of students | 150 | 12 | 8 | 2 | 1.33 | 56 | 37.3 | 43 | 28.7 | 37 | 24.7 | 541 | 3.6067 | Poor  Performance |
| Teachers ability in maintenance of students discipline | 150 | 40 | 26.7 | 56 | 37.3 | 28 | 18.7 | 21 | 14 | 5 | 3.33 | 345 | 2.3 | Performance above average |
| Ability to perform their duties with high integrity | 150 | 77 | 51.3 | 51 | 34 | 14 | 9.33 | 2 | 1.33 | 6 | 4 | 259 | 1.7267 | Performance above average |
| **Grand Mean 2.4453** | | | | | | | | | | | | | | **Performance above average** |

**Source:** Field Data (2016)

**Key:**

**Mean Range Scale Interpretation**

4.50-5.00 5 Very poor performance (VP)= Below the requirements

3.50-4.49 4 Poor performance (PP) =Fail to meet the basic requirements

2.50-3.49 3 Average performance (AP)=Meet the basic requirements

1.50-2.49 2 Performance above average (PA) = All assigned objectives

1.00-1.49 1 Outstanding performance (OP)= More than the requirements

Further the information was gained from the interviews of Heads of Schools and District Secondary Education Officer The following scoring (OPRAS) procedure was adopted for questionnaire for teachers in this question i.e. *1= Outstanding performance, 2= Performance above average, 3= Average performance, 4= Poor performance, 5= Very poor performance.*Results from the field are shown in Table 4.6.

From Table 4.6 results show over two third of teachers 122(81%) were able prepare teaching materials before start teaching and very few teachers 9 (6%) were not able to prepare teaching materials before start teaching. In the same section about three quarters of teachers 95 (63%) expressed the view that were able to prepare schemes of work for all subjects and 32 (21%) expressed that were not able to prepare schemes of work for all subjects. This implies that generally teachers performance level was above average.

Moreover, a good number of teachers 80 (53% ) were of the opinion that were able to report at school timely and 46(31%) were not able to report at school timely. In this particular aspect results show that the ability of teachers to come at school timely was above the average. The study finds also indicate that most of teachers 131(87%) demonstrated a good ability of handling extra-curricular activities and very few 16 (11%) seemed not very much involved in the activities outside the classrooms. This implies that teachers performed their responsibilities above average standard.

According to the results in Table 4.6, it was noted that the issues of ability of teachers to supervise all activities divided teachers almost into two segments, 68 (45%) were able and 65 (43%) were not able. However, in general all teachers’ performance level was average. A close analysis of the findings of this study found that on aspect of regular assessment of their students was very poor, since very few teachers 13(9%) were able to carry out regular assessment of their students and majority of teachers 80 (53%) were not able to conduct regular assessment to their students.

The findings on the issue of ability of teachers in maintaining of students’ discipline show that a good number of teachers 96 (64%) indicated the significant of being called “loco parents” in dealing with students behavior and very few teachers 26(17%) were unable to perform as expected. However, the general performance was above average. When interviewee asked to give their views on the state of teachers performance in their area of jurisdiction. This is what one of the interviewees had to say:

.... majority teachers their performance is not poor. Although a few of them are not well performing, especially in remote areas since they are residing far from their school location (Field survey, 2016).

* 1. **Testing the Assumptions of Multiple Linear Regression Model**
     1. **Test Results for Normality**

### Table 4.7: Test results for the Normality

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Factors** | **Kolmogorov-Smirnova** | | | **Shapiro-Wilk** | | |
|  | **Statistic** | **Df** | **Sig.** | **Statistic** | **df** | **Sig.** |
| Salary increments | .422 | 150 | .000 ⃰ | .973 | 150 | .950 |
| Promotion | .412 | 150 | .000 ⃰ | .955 | 150 | .950 |
| Career advancement | .383 | 150 | .000 ⃰ | .922 | 150 | .950 |
| Free housing | .427 | 150 | .000 ⃰ | .935 | 150 | .950 |
| Job satisfaction | .422 | 150 | .000 ⃰ | .941 | 150 | .950 |
| Allowances | .429 | 150 | .000 ⃰ | .933 | 150 | .950 |
| Positive appreciation | .436 | 150 | .000 ⃰ | .975 | 150 | .950 |
| Caring | .411 | 150 | .000 ⃰ | .947 | 150 |  |
| Recognition by other staff | .439 | 150 | .000 ⃰ | .963 | 150 | .950 |
| Considerate | .386 | 150 | .000 ⃰ | .968 | 150 | .950 |
| **Teachers Performance** | .282 | 150 | .000 ⃰ | .985 | 150 | .950 |

a. Lilliefors Significance Correction

⃰ This is a lower bound of the true significant

Table 4.7 Shapiro- Wilk’s (S-W) test results shows that the probability value of 0.950 condition is greater than 0.05 so we may arrive at the conclusion by stating that the data come from normally-distributed population. Shapiro-Wilk’s W test is recommended for small and medium samples up to n= 2000 (Cohen and Cohen, 1983).

* + 1. **Multi-Collinearity Test on Independent Variables**

Prior to running regression, the test of multi-collinearity between independent variables was analyzed. Multicollinearity is a statistical phenomenon in which there exists a perfect or exact relationship between the independent variables. The VIF is an index which measures how much variance of an estimated regression coefficient is increased because of multicollinearity.

**Table 4.8: Results of Multi-Collinearity Test between Independent Variables**

**Coefficientsa**

|  |  |  |  |
| --- | --- | --- | --- |
| **Model** |  | Collinearity statistics | |
|  | Tolerance | VIF |
| 1 | Salary increments | .299 | 3.344 |
| Promotion | .252 | 3.968 |
| Career advancement | .432 | 2.314 |
| Free housing | .212 | 4.716 |
| Job satisfaction | .235 | 4.255 |
| Allowances | .222 | 5.504 |
| Positive appreciation | .362 | 2.762 |
| Caring | .212 | 4.716 |
| Recognition by other staff | .352 | 2.840 |
| Considerate | .232 | 4.310 |
| **a.Dependent Variable: Teachers Performance** | |  |  |

Table 4:8 shows that the tolerance is greater than 0.1 (10%) and the Variance Inflating Factor (VIF) does not exceed 10. The study concluded that there is no problem of multi-collinearity among explanatory variables. Therefore, the associated regression coefficients are obviously estimated and consistent.

* + 1. **Checking Linearity between Dependent and Independent Variables**

To achieve this objective the researcher tested by creating scatter plots and partial regression plots using SPSS Statistics, and then visually the researcher inspected these scatter plots identified that the linearity existed between independent and dependent variables (Appendix D).

* + 1. **Test of Autocorrelation Assumption (Durbin Watson Test)**

The test of independence of observations done by using Durbin Watson test

**Table 4.9: Test Results for Autocorrelation Assumption**

**Model Summaryb**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
| --- | --- | --- | --- | --- | --- |
| 1 | .837a | .701 | .664 | .60435 | 2.083 |

a. Predictors: (Constant), Motivation factors

b. Dependent Variable: Teachers Performance

Results in Table 4.9 show the multiple linear regression model summary and overall fit statistics. It was found that the adjusted R² of our model is .701. This can explained that the linear regression explicated at 70.1% of the variance in the data. The Durbin-Watson statistic d = 2.083, which is between the two critical values of 1.5 < d < 2.5. It was assumed that there was no first order linear auto-correlation in our multiple linear regression data. Therefore the model was appropriately performed.

### 4.7.5 Test of Homoscedasticity assumption

Homoscedasticity means that the variance of errors is the same across all levels of the independent variables. Being short of homoscedasticity is indicated by elevated error (residual) for some portion of the range compared to others (Cohen and Cohen op.cit).

White Test was done by comparing the value of calculated and observed Chi-square values by using the formula:

whereby= a calculated Chi-square, N= is the number of observation and R2 = R-Square or coefficient of determination. The rule of thumb is: When Chi-square calculated is less than Chi-square observed there is no homoscedasticity poblem in the model. From the data analysis (Table 4.10b).

F statistic = 112.24 ; p value = 0:000

LM statistic **=** R2 **=** 150 (0.701) = 105.15, and the probability value is less than 0.05 (5% critical value from distribution with 8 degree of freedom.

The result indicate that calculated Chi-square (LM) is less than observed Chi-square (F) which could be conclude that the model does not displays homoscedasticity problem

* 1. **Results of Regression of Independent Variables Against Dependent Variable**

MLR analysis was done to establish the influence of motivating factors on performance of teachers. The following outputs present a multiple regression analysis which sought to establish the influence of motivation on the teachers’ performance with the research study reference from the Muleba District Council. The model was specifies as follows:-

*TP = β 0 + β1SI + β 2 PR + β3 CA+ β4FH + β 5 JS + β6 AL+ + β 7 PA + β8 CR+ β9RC + β 10 CD + ε*

Whereby **β0** is the constant term of the model, **β1**to **β10** are coefficients of predictors and ε is the error term. The results are indicated through the following Tables:-

**Table 4.10a: Model Summaryb**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| --- | --- | --- | --- | --- |
| 1 | .837a | .701 | .664 | .60 |

a. Independent: (Constant), Motivation factors

b. Dependent Variable: Teachers performance

**Table 4.10b:ANOVAb**

| Model 1 |  | Sum of Squares | Df | Mean Square | Number of observation | = | 150 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| F( 2, 142) | = | 112.24 |
|  | Regression | 272.525 | 8 | 432.418 | Prob> F | = | 0.000 |
|  | Residual | 22.350 | 142 | .172 | R-squared | = | .701 |
| Adj R-squared | = | .664 |
|  | Total | 294.875 | 150 |  | Root MSE | = | 999 |

a. Predictors: Motivation Factors

b. Dependent Variable: Teachers Performance

F statistic = 112.24 ; p value = 0:000

LM statistic **=** R2 **=** 150 (0.701) = 105.15, and the probability value is less than 0.05 (5% critical value from distribution with 8 degree of freedom.

**Table 4.10c: Coefficients**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Model (Independent Variables)** | **Unstandardized Coefficient** | | **t** | **Sig.** |
|  | **B** | **Std. Error** |  |  |
| **1.Constan**  Salary increments (SI)  Promotion (PR)  Career advancement (CA)  Free House (FH)  Job satisfaction (JS)  Allowances (AL)  Positive appreciation (PA)  Caring (CR)  Recognition by other staff (RC)  Considerate (CD) | .242 | .1 | 13.712 | .000 |
| .241 | .3 | 21.211 | .000 |
| .153 | .05 | 18.633 | .000 |
| .186 | .03 | 20.249 | .000 |
| .264 | .02 | 23.532 | .000 |
| .239 | .01 | 12.318 | .325 |
| .143 | .04 | 15.716 | .012 |
| .211 | .05 | 26.146 | .025 |
| .173 | .05 | 29.921 | .037 |
| .214 | .1 | 11.443 | .023 |
| .221 | .05 | 20.142 | .054 |

a. Dependent Variable: Teachers’ Performance (TP)

*TP= 0.241SI + 0.153PR + 0.186CA + 0.264 FH + 0.239JS + 0.143AL + 0.211PA + 0.173CR+ 0.214RC+ 0.221CD + ε*

Regression results on the effect of motivation of the above variables on teachers’ performance were analyzed at 0.05 significance level. With regard to equation, it was realized that motivation had the highest association with performance of teachers. The correlation value was 0.837 which is regarded as a high relationship because the value falls above 0.30 and 0.70 (Pallant, 2007). The regression value was also positive suggesting that, when the independent variables increase dependent variable also increases and vice versa.

The R2 indicates that 70.1% (0.701) of teachers’ performance could be explain using the predictors variables. Considering the analysis the co-efficient value for good monthly wage bill increment was 0.241. This means that all things being equal, when the other predictors variables (promotion, career progression, free house, job satisfaction, allowances, positive appreciation, caring, recognition by other staff and considerate) being stable performance would increase by 24.2% if there is 100% improvement in good salary increment. This proves statistically significant at (0.00<0.05) i.e. the variable (good salary increment) is making a significant distinctive contribution to the prediction of the dependent variable (teachers’ performance). Teachers were of the opinion that good salary increment is the important aspects that motivates them and should be given good salary increment annually.

Likewise, the analysis the co-efficient value for promotion was 0.153. This indicated that all things being equal, when the other predictors variables (good salary increment, career advancement, free house, job satisfaction, allowances, positive appreciation, caring, recognition by other staff and considerate) are held constant, promotion would increase by 15.3% if there is 100% improvement in promotion. This was statistically significant (0.00<0.05) i.e. the variable (promotion) is making a significant unique contribution to the prediction of the dependent variable (teachers’ performance). The fact that greater number of working experience of teachers provides the possibility to fulfill their higher-level needs in the Herzberg (1968) theory which believes that the intentions to work towards a goal are major sources of work motivation.

Moreover, the examination of the co-efficient value for the advancement of career was 0.186. This meant that all factors being stable, when the other predictors variables (promotion, good salary increment, free house, job satisfaction, allowances, positive appreciation, caring, recognition by other staff and considerate) are held constant, performance would increase by 18.6% if there is 100% enhancement in career advancement. This was reported to be statistically significant (0.00<0.05) i.e. the variable (career progression) is making a exceptional contribution to the prediction of teachers’ performance.

Also the analysis the co-efficient value for free house was 0.264. This means that all factors remain stable, when the other independent variables (career advancement, good salary increment, job satisfaction, allowances, positive appreciation, caring, recognition by other staff and considerate) are held constant, performance would increase by 26.4% if there is 100% improvement in free housing. This was statistically significant (0.00<0.05) i.e. the variable (free house) is making a significant a good contribution to the prediction of the dependent variable (teachers’ performance). This is supported by Herzberg (1968) dogma that money is not a motivational accommodation could produce more commitment to production. Motivating employees with salary alone is not enough to make them happy at workplace.

In addition to that, the analysis of the co-efficient value for job satisfaction was reported at 0.239. This means that without any changes, when the other predictors variables (free house, career progression, good salary increment, allowances, positive appreciation, caring, recognition by other staff and considerate) are held stable, performance would increase by 23.9% if there is 100% improvement in job satisfaction. This was statistically insignificant because the variable (job satisfaction) is not making a significant any exclusive contribution to the prediction of the outcome variable (performance of teachers).

The output result from Table 4.9 shows that, the analysis of the parameters value for allowances was 0.143. This means that all things being stable, when the other independent variables (job satisfaction, free house, career advancement, good salary increment, positive appreciation, caring, recognition by other staff and considerate) are held constant, performance would increase by 14.3% if there is 100% improvement in allowances. This was statistically insignificant because the variable (allowance) is not making a significant any unique contribution to the prediction of the dependent variable (teachers’ performance).

The output result also shows that, the analysis of parameters value for positive appreciation was 0.211. This means that all factors remain stable, when the other independent variables (allowances, job satisfaction, free house, career advancement, good salary increment, caring, recognition by other staff and considerate) are held constant, performance would increase by 21.1% if there is 100% improvement in positive appreciation. This was not statistically significant because the variable (positive appreciation) is not making any special contribution to the prediction of the outcome variables (teachers’ performance).

Result from Table 4.9 shows that the analysis the parameters value for caring stood at 0.173. This means that all factors being stable, when the other independent variables (positive appreciation, promotion, career advancement, free house, job satisfaction, allowances, recognition by other staff and considerate) are held constant, performance would increase by 17.3% if there is 100% improvement in caring teachers. This was not statistically significant because the variable (caring) is not making a significant any unique contribution to the prediction of the dependent variable (teachers’ performance).

Again, the output also shows that the analysis the co-efficient value for recognition by other staff was 0.214. This means that the entire factors being stable, when the other predictors variables (caring, positive appreciation, promotion, career advancement, free house, job satisfaction, allowances, recognition by other staff and considerate) are held constant, performance would increase by 21.4% if there is 100% improvement in recognition of other teachers. This was statistically insignificant because the variable (being recognized by other teachers) is not making a significant any special contribution to the prediction of the outcome variables (teachers’ performance).

Finally, Table 4.9 shows that co-efficient analysis value for considerate was 0.221. This means that entire factors being stable, when the other predictors variables (positive appreciation, promotion, career advancement, free house, job satisfaction, allowances, recognition by other staff and considerate) are held constant, performance would increase by 22.1% if there is 100% improvement in being considerate . This was not statistically significant because the variable (considerate) is not making a significant any unique contribution to the prediction of the outcome variables (teachers’ performance).

# CHAPTER FIVE

# DISCUSSION OF THE FINDINGS

# Overview

This chapter in essence presents a discussion of the major results of the study in chapter four in respect to the research objectives and questions and review of the related works of literature.

# The Type of Motivation Applied to enhance Teachers’ Performance

The study sought to find out to what kind of motivation applied by Heads of Schools to enhance teachers’ performance. The variables tested were various aspects in relation to intrinsic and extrinsic motivation. Majority of respondents agreed that motivational practices in forms of intrinsic and extrinsic among secondary schools in Muleba District Council, was practiced inadequately. Again the study showed that teachers were not given allowances for additional responsibilities which led to developing negative perceptions among teachers. This argument was supported by Gwambombo (2013) who conducted a study on the influence of workload of teachers on students’ academic performance in community secondary schools in Mbeya City Council and discovered that teachers’ workload was heavy and had negative effect on students’ academic performance in community secondary schools.

Motivation of teachers in schools depends on the availability of resources and the government establishment circulars issued regularly by the President’s Office -Public Service Management (PO-PSM).In secondary schools, teachers get allowances in form of responsibility allowances, extra duty, perdiem and disturbance allowances depending on the nature of duties performed, responsibilities held by each and sometimes after transferred from one working station to another. This finding is supported by Dessler (2009) who argued that allowances paid to teachers provide a basis for achieving the set goals. Therefore, in institutions, managers and administrators often use various allowances as a means of improving ones performance.

However, these payments should be always paid after a certain assigned duties immediately or after work, if it is to have a meaningful effect. Any motivation package in schools make teachers intrinsically or extrinsically happy more productive and committed. This argument is also supported by Robbins, (2003) who argued that recognizing them with payments for additional responsibilities at school, high pay raises, words of praise, recognition, promotional opportunities improve on their behaviors and performance at the work place.

In addition, the finding indicated that teachers who were required to be promoted were not promoted accordingly. However, these views are in marked contrast to nearly all directives outline in PSMEP of 1999 which insists that promotion to public servant should not taken for granted. Furthermore, finding contradicting with the Vroom (1964) expectancy theory, which suggests that staff would be motivated to perform at their highest capacity when believe that effort will lead to a good performance appraisal, followed by organization rewards such as promotion which later satisfy personal goals.

This study also discovered that of School applied that technique to motivate teachers. This finding is supported by Gupta (2004) who argued that, an individual employee need to appreciated and recognized for their work place. Therefore, staffs are supposed to be motivated if we want to attain institutional targets. Again the study found that salary for teachers was made timely. The finding concurs with study by HakiElimu and TTU (2004) which concluded that monthly wage bill and various allowances which are monetary incentive regarded as the highest motivational factor and plays significant role in the performance of teachers as manifested through the numerous strikes actions when Government of Tanzania failed to comply with the agreement which made between teachers and Government on salary adjustment matters.

Majority of teachers in studied schools disagreed that free accommodation to teachers was not applied to enhance teachers performance. These results agree with Bennell and Mukyanuzi (2005) who recommended that strengthening housing facilities seemed to be a crucial demand among urban teacher for effective and efficient teachers’ performance. The result shows that most of teachers a good number of teachers were of the opinion that Heads of School failed to prepare a good training plan to improve them professionally. This implies that teachers were quite unhappy with given opportunities for upgrading their professional qualifications. This finding concurs with the report by World Bank, (2001) which concluded that there are no staff training and development plans prepared for teachers, and in-service training due to limited financial resources.

# The Relationship between Intrinsic and Extrinsic Motivating Factors and Teachers’ Performance

The study established a significant relationship between the motivation and teachers performance in Muleba District Council. The study analyzed various aspects in relation to intrinsic and extrinsic motivation. Table 4.4 most of teachers agreed that teaching must bring good relationship between teachers and Heads of school which in turn influence the level of performance. Majority of teachers in the studied schools agreed that once a person being a teacher it assumed that would be satisfied with it which is likely to influence ones performance.

In Correlation analysis, the purpose is to gauge the proximity of linear relationship between motivation and teachers’ performance. The correlation coefficient values indicate how closely the data fit linear pattern. This is because dots were able to exist on the line. dots were able to exist on the drawn straight line. This is supported by Amin (2005), who argued that, for the plots results could be nearly in lines for linear relationships. Therefore it can be concluded that the imposition of intrinsic and extrinsic motivation had a significant influence with performance the performance of teachers. Moreover, the proof of correlation was conducted using Pearson product-moment correlation test, and the results are presented in Table 4.4.

In one school, students mentioned of having free housing as one of essential factor that influence teachers’ performance but for unspecified reasons they rarely have this privilege. The study found that a free housing for teachers is a serious problem in Muleba Council. This argument from the teachers was supported by Mruma (2013), who also concurred with Mosha (2004), carried out a study on what influences teachers’ performance in government schools focused on extrinsic and intrinsic motivation. The findings revealed that the most notable benefits were housing, recognition, support and approval by significant others.

The study also discovered through an interview with the School Heads and District Education Officer that allowances and salaries, responsibility, promotion, recognition, achievement, team work, respect, career advancement, good relationships among staff and punishment were applied as motivation factors. According to Namuddu. (2010) good relationships among teachers and their supervisors influence teachers performance.

# Evaluation of Teachers’ Performance

The study sought to evaluate teachers’ job accountability in secondary schools in Muleba District Council. The study analyzed various variables in relation to teachers performance management as outlined by the Open Performance Appraisal and Review System (OPRAS).A great number of teachers indicated that were able prepare teaching materials before start teaching. This implies that generally teachers performance level was above average. The findings also indicated that most of teachers were able to prepare schemes of work for all subjects. Again a good number of teachers reported at work timely. The results are supported by Mafabi, (1993) who argued that, in the school environment for success to be achieved, the school teachers are expected to be good in time management.

Therefore, cumulative data showed that secondary schools teachers’ performance was above average level with the grand mean of (2.4453), which is acceptable performance standard. This supported by the Public Service Management and Employment Policy (URT,1999) which directs that any public servant to performance the duty assigned to him or her at least above average. Again majority of the students in the studied schools agreed that demonstrated a good ability of handling extra-curricular activities though were not given any incentive. They were supported by Nabukenya (2010), who argued that negative attitudes towards management support on teachers do affects teachers performance.

# CHAPTER SIX

1. **SUMMARY, CONCLUSION AND RECOMMENDATIONS**
   1. **Overview**

This chapter presents summary, conclusions and recommendations of the study. The recommendations are proposed as a means of motivation of teachers as well as increasing their performance at work. Summary and conclusions on the other hand, involve most important aspects discovered under study.

* 1. **Summary**

The study investigated the effect of motivation on teachers’ performance in Muleba District Council, Tanzania. The researcher was inspired to carry out this research by complaints from teachers about their rights and privileges. The study was steered by four research questions as identified in chapter one of this study. The content of the research questions was derived from motivation and teachers performance practices. Cross sectional survey was employed because the entire population could not be covered while at the same time attempt was made to gain the understanding of secondary schools teachers’ perceptions towards motivation and its influence in the selected secondary schools in Muleba District Council.

The target population composed of all secondary schools teachers, Head of Schools and District Secondary Education Officer in Muleba District Council. Simple random sampling was used to select a sample of 15, secondary schools, 195 teachers. 15 School Heads were selected purposely and 1 District Secondary Education Officer as inclusion respondent. Instruments used for this study were questionnaire and interview guide. The interview guides was used for Head Schools and District Secondary Education Officer and the questionnaire was employed to collect data from teachers in the field. The validity of the instruments was ascertained by use of experts’ from the field of educational research and peer discussion. Reliability of instruments was determined using test- retest coefficient computation technique. After data analysis and discussion the researcher presented a summary of findings.

The findings indicated that teachers were recruited based on gender balance. Majority teachers were in the age bracket of 21-30 and thus, were mature enough to understand the effect of motivation on teachers performance. Secondary schools in Muleba District Council had well professionally qualified teachers who had the ability to serve the public by facilitating imparting knowledge to pupils. Moreover, majority of teachers were of teaching experience between 6 and 10 years, it is apparent that they had enough experience practices and were much aware of the effect of motivation on teachers’ performance.Pearson Product Moment Correlation formula was used to test the instrument which the results of two sets scores stood at 0.764. Data was obtained and analyzed by using descriptive statistics (frequencies, means and percentages) and presented in tables, pie charts and tables. Data was presented, interpreted and discussed with support of relevant statistics and quotes.

* + 1. **Research objective one: To Identify the Type of Motivation Practices Applied to Enhance Secondary School Teachers’ Performance in Muleba District Council**

Study findings revealed that the motivators practices to teachers in different secondary schools in Muleba District Council included School Heads to delegate responsibilities to other teachers, School Heads recognize the work well done and timely salary payments. On the other hand, the study revealed absence of motivators such as allowances for additional duties, Teachers were not promoted accordingly, after promotion the salary adjustment was not done promptly, Teachers were not granted free housing facilities and there were no good plan for teachers professional training. Referring to the study findings presented in this objective, therefore, it can be concluded that a large number of teachers agreed that the payment of salary timely and being recognized for the work well done were motivation practiced to influence teachers performance.

* + 1. **Research Objective Two: To Establish the Relationship between Intrinsic and Extrinsic Motivation and School Teachers’ Performance in Muleba District Council**

The research findings revealed that there were two forms of motivation, intrinsic and extrinsic through which the majority of teachers were motivated. These included motivation forms like having good relationship with their supervisors, job satisfaction, professional growth, timely salary payments and disciplinary action against lazy teachers. Basing on findings the study concluded that there is significant positive association between intrinsic and extrinsic motivation and teachers’ performance was also found to exist since p - value is 0.009 (p< 0.05**)** This means that increase in motivation of teachers increased their performance at work place.

* + 1. **Research Objective Three: To Evaluate the State of Teachers’ Performance in Muleba District Council**

The results show that the state of secondary schools teachers’ performance in Muleba District Council had a grand mean of 2.4453. Basing on cumulative data it can be concluded that secondary school teachers’ performance in Muleba District Council was above average. This implies that employer and educational managers must ensure that efforts are made to raise the morale of teachers so that they can improve their level of performance.

* 1. **Conclusions**

Regarding to the results of this study and basing on the research objectives of this study, it could be concluded that a large number of teachers agreed that the payment of salary timely and being recognized for the work well done were motivation practiced to influence secondary school teachers’ performance in Muleba District Council. On the relationship between intrinsic and extrinsic motivation and the performance of teachers, it can also be concluded that secondary school teachers’ performance in Muleba District Council was above average. Again, it can be concluded, that salary increments, promotion, career advancement and free housing, job satisfaction, various allowances, positive appreciation, caring, recognition by other staff and consideration have effect on teachers performance and vice versa.

* 1. **Recommendations**

The investigation carried out was on the influence of motivation on performance of teachers and it identified the findings which led to the following recommendations. In order to improve the motivation to teachers which in turn influence their performance, deliberate efforts to review the practices of motivation should be made by policy makers and stakeholders such as President’s Office-Regional Administration and Local Government (PO-RALG) President’s Office-Public Services Management (PO-PSM), Ministry of Education, Science and Technology (MoEST), Teacher Service Commission (TSC), Council Directors, Heads of Departments , Head Teachers and individual teachers so that education goals can be achieved.

The data showed that a good number of teachers were good and attractive salary is the main motivation factor. The researcher recommends that deliberate efforts should be made by employers to ensure that salary increment is reviewed and improved from time to time so that to influence teachers performance.The results of the study further showed that teachers there is a positive significant relationship between intrinsic and extrinsic and teachers performance. The researcher recommends that the managers and employers must ensure that good salary increment is made annually to influence teachers to perform effectively and efficiently. Moreover, the study found that teachers’ performance is above average. The research recommends that employers and Teachers Service Commission (TSC) President’s Office-Regional Administration and Local Government (PO-RALG) President’s Office-Public Services Management (PO-PSM), Ministry of Education, Science and Technology (MoEST), Teacher Service Commission (TSC), Council Directors and Teachers Trade Union (TTU) to convene together and discuss to improve teachers’ rights and privileges which in turn will likely to improve their performance.

Furthermore, the investigation identified that salary increment greatly influences the level of teachers’ performance. The researcher recommends the Government of Tanzania through Teachers Service Commission (TSC) with collaboration withTeachers Trade Union (TTU) to carry out teaching job evaluation in order to assess underlying issues which sometimes leads teachers strike.

* 1. **Recommendations for Furthers Research**

The motivation factors in any organization school inclusive, is inevitable cannot be overlooked. If any organization aspires to be growth-oriented, people need to be motivated, rewarded, recognized and empowered to perform to their optimum capability. If teachers are working well, academic of students rises, old students are retained, new students are attracted, consequently school image enhances. This all can be accomplished by employing performance management systems as a motivational tool for teachers’ performance. To achieve that the researcher recommends that further research to be done on the effects of managing teachers’ performance.

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**APPENDICES**

**APPENDIX A: QEUSTIONNAIRE FOR TEACHERS**

**REF: REQUEST TO PARTICIPATE IN MY RESEARCH STUDY**

Dear Sir/Madam

I am a student of Master’s Degree in Human Resource Management at the Open University of Tanzania. I am carrying out a study on the effect of motivation and teacher’s performance in Government Secondary Schools in Muleba District Council. You have been chosen to participate in this study and your contribution will be taken with high regard. Your assistance in answering all questions in the questionnaire will generate vital information for the study. Your personality will be kept with much confidentiality. Your freedom to accept to participate in this study is highly respected.

Thank you very much for accepting to cooperate with me, accomplishing my academic dreams.

Yours Faithfully

Witness Amos.

**SECTION A: DEMOGRAPHIC INFORMATION:**

Please do write your identification features in this questionnaire.

Kindly indicate by a tick ( ) as appropriately as possible.

1. Sex: Male ( ) Female ( )

2. What is your highest academic qualification? Bachelor’s Degree ( )

Master’s Degree ( ) Diploma ( )

3. Indicate your Age in Bracket 21-30 Years ( ) 31-40 Years ( ) 41-50 Years ( )

51+ ( )

4. How long have you been in the teaching profession?

Less than two years ( ) 2-5 yrs ( ) 6-10 yrs ( )

11-15 years ( ) Over 15 years ( )

**SECTION B**: **TEACHERS MOTIVATION PRACTICES**

For each of the following statements, please indicate (by ticking) the extent to which you agree them, using the following Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3=No option (N), 4=Agree (A), 5=Strongly Agree (SA).

| **NO** | **Indices for teachers motivation practices** | **SD**  **1** | **D**  **2** | **N**  **3** | **A**  **4** | **SA**  **5** |
| --- | --- | --- | --- | --- | --- | --- |
|  | Teachers are paid allowances for additional duties |  |  |  |  |  |
|  | Teachers are promoted accordingly |  |  |  |  |  |
|  | Teachers adjustment is done promptly |  |  |  |  |  |
|  | The School Head delegates responsibilities to other teachers |  |  |  |  |  |
|  | The school Head makes sure that teachers are recognized for the work well done |  |  |  |  |  |
|  | Salary is paid to teachers timely |  |  |  |  |  |
|  | Teachers are granted free housing facilities |  |  |  |  |  |
|  | The School Head has prepared good plan for professional development |  |  |  |  |  |

**SECTION C**: **INTRINSIC AND EXTRINSIC MOTIVATION PRACTICES**

For each of the following statements, please indicate (by ticking) the extent to which you agree them, using the following Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3=No option (N), 4=Agree (A), 5=Strongly Agree (SA).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Indices for intrinsic and extrinsic motivation practices** | **SD**  **1** | **D**  **2** | **N**  **3** | **A**  **4** | **SA**  **5** |
|  | Teaching gives me good relationship with my supervisors |  |  |  |  |  |
|  | Teaching gives me a great deal of job satisfaction |  |  |  |  |  |
|  | Teaching allows professional growth and development |  |  |  |  |  |
|  | Teaching gives me recognition from the community |  |  |  |  |  |
|  | Teaching gives me an opportunity to meet my goals |  |  |  |  |  |
|  | The salary payments are made promptly |  |  |  |  |  |
|  | My employer offers me allowances I deserved |  |  |  |  |  |
|  | Teachers who perform well are given prizes |  |  |  |  |  |
|  | Teachers who not perform well are punished |  |  |  |  |  |
|  | Flexible school time table improves my performance |  |  |  |  |  |

**SECTION D: STATUS OF TEACHERS’ PERFORMANCE**

For each of the following statements, please indicate (by ticking) the extent to which you agree them, using the following (OPRAS) Key: 1=Outstanding performance (OP), 2= Performance above average (PA) , 3=Average performance (AP) , 4=Poor performance (PP) and 5=very poor performance (VP)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO** | **Teachers’ performance indices** | **OP**  **1** | **PA**  **2** | **AP**  **3** | **PP**  **4** | **VP**  **5** |
| 1. 1 | Teachers ability to prepare teaching material before start teaching |  |  |  |  |  |
| 1. 2 | Teachers ability to prepare schemes of work for all subjects |  |  |  |  |  |
| 1. 3 | Teachers ability to come with lesson plans in class always |  |  |  |  |  |
| 1. 4 | Teachers ability to come very timely at school |  |  |  |  |  |
| 1. 5 | Teachers ability to handle extra curricular |  |  |  |  |  |
| 1. 6 | Teachers ability in communicating and listen one another |  |  |  |  |  |
| 1. 7 | Teachers ability to supervise all school activities in school |  |  |  |  |  |
| 1. 8 | Teachers ability to regular assessment of students |  |  |  |  |  |
| 1. 9 | Teachers ability in maintenance of students discipline |  |  |  |  |  |
| 1. 10 | Teachers ability to perform their duties with high integrity |  |  |  |  |  |

**SECTION E: EFFECTS OF MOTIVATION ON TEACHERS’ PERFORMANCE**

The following are intrinsic and extrinsic motivation choose to indicate how these aspects motivate your level of performance in your school. 1=Strongly Disagree (SD), 2=Disagree (D), 3=No option (N), 4=Agree (A), 5=Strongly Agree (SA).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Intrinsic and extrinsic motivation aspects** | **SD**  **1** | **D**  **2** | **N**  **3** | **A**  **4** | **SA**  **5** |
|  | Salary increments |  |  |  |  |  |
|  | Allowances |  |  |  |  |  |
|  | Promotion |  |  |  |  |  |
|  | Free House |  |  |  |  |  |
|  | Job satisfaction |  |  |  |  |  |
|  | Recognition by other staff |  |  |  |  |  |
|  | Career advancement |  |  |  |  |  |
|  | Positive appreciation |  |  |  |  |  |
|  | Caring |  |  |  |  |  |
|  | Considerate |  |  |  |  |  |

**APPENDIX B: INTERVIEW GUIDE –TO HEADS OF SCHOOL**

I am Witness Amos a student at the Open University of Tanzania, pursuing a Masters Degree in Human Resource Management (HRM). I am carrying out a study titled, “the effect of motivation and teacher’s performance in Government Secondary Schools in Muleba District Council” kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only

1. What is type of motivation practices applied to enhance teachers performance in your school?....................................................................
2. Do you think these motivation are sufficient to ensure effective and efficient performance of teachers in your school?.............................................................................................
3. What is the state of teachers’ performance in your school?

............................................................................................................................

1. Do you think motivation has effect on your performance at workplace?

..................................................................................................................

1. Mention some of the things that have effect on your performance at workplace

**END Thanks for your cooperation**

**APPENDIX C: INTERVIEW GUIDE –TO DSEO**

I am Witness Amos a student at the Open University of Tanzania, pursuing a Masters Degree in Human Resource Management (HRM). I am carrying out a study titled, “**the effect of motivation and teacher’s performance in Government Secondary Schools in Muleba District Council**” kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only

1. What is type of motivation practices applied to enhance teachers performance in your schools?.............................................................................................
2. Do you think these motivation are sufficient to ensure effective and efficient performance of teachers in your schools? .................................................................................................................
3. What is the state of teachers’ performance in your schools?........................................................................................................
4. Do you think motivation has effect on your teachers’ performance at workplace in your schools? .............................................................................................................
5. Mention some of the things that have effect on your teachers’ performance at workplace

............................................................................................................................

**END Thanks for your cooperation**

## APPENDIX D: SCATTER PLOT FIGURE

