# THE IMPACT OF MOTIVATION TOWARDS TEACHERS` TEACHING PERFORMANCE

**JUMA AHMADA OMAR**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PROJECT MANAGEMENT OF OPEN UNIVERSITY OF TANZANIA**

**2017**

# CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance the Open University of Tanzania, a dissertation titled; “The impact of motivation towards teachers` teaching performance” in partial fulfillment of the requirement for the masters degree of Project Management.

………………………….……….

Dr. S. E. Macha

(Supervisor)

……………………………

Date

# COPYRIGHT

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

# DECLARATION

I, Juma Ahmada Omar, do herebydeclare that, this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

….………………….....................

Signature

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

Date

# DEDICATION

I dedicate this work to my beloved parents, my father Omar Juma Ussi and my mother Fatma Othman Mcha (May God forgive and bless her) for being foundation of my education and my life in general. Nothing would be possible without their love and good care to me.

# ACKNOWLEDGEMENT

First of all, I sincerely thank the greatest and all might God for making me healthy and able to complete this study. He provides me strength, wisdom and protection against all enemies during the entire period of my studies. I will be not thankful if I won’t give acknowledgement to my contributors who directed their effort to help me in completion of this study. They include those who set together with me discussing the subject matter of the study and those who agreed to respond to my research questions. It is not easy work to mention all of them but I should appreciate that they all deserve my sincere gratitude.

I absolutely express my deepest appreciation to my supervisor Dr. S.E. Macha for his sincere guidance, encouragement and criticisms which had positive effect towards completion of my study. I also acknowledge officer in charge Ministry of Education and Vocational Training Zanzibar, Director ZHLB for funding my study, Mkoani District Educational Officer, Mkoani District Secondary School Headmasters and my brother Moh`d Omar for supporting my study. In fact I have nothing to pay you but may God blesses you for your hospitality.

# ABSTRACT

The purpose of this study was to investigate the impact of motivation on employee’s performance in Mkoani District Secondary school. The study was applied among teachers, students, officers and other people using purposive sampling. The study used a standard questionnaire for secondary school teachers and students and used interview for other respondents to collect data. Various techniques such as Descriptive analysis have been used for data analysis. The study finding revealed that the effective motivation packages have significant effects to Mkoani District secondary school teachers` performance. The result of the study revealed the strong relationship between work performance and motivation packages. This means that where there is higher motivation to the teachers and other workers there should be higher performance by teachers and students. Therefore, in order to enhance Mkoani District teachers` performance there should be motivational effort by the employers for the employees.

TABLE OF CONTENTS

[CERTIFICATION ii](#_Toc501052440)

[COPYRIGHT iii](#_Toc501052441)

[DECLARATION iv](#_Toc501052442)

[DEDICATION v](#_Toc501052443)

[ACKNOWLEDGEMENT vi](#_Toc501052444)

[ABSTRACT vii](#_Toc501052445)

[TABLE OF CONTENTS viii](#_Toc501052446)

[LIST OF TABLE xii](#_Toc501052447)

[LIST OF FIGURES xiii](#_Toc501052448)

[LIST OF ABBREVIATIONS xiv](#_Toc501052449)

[CHAPTER ONE 1](#_Toc501052450)

[**1.0 INTRODUCTION AND BACKGROUND OF THE STUDY 1**](#_Toc501052451)

[1.1 Introduction 1](#_Toc501052452)

[1.2 Background of the Study 1](#_Toc501052453)

[1.3 Statement of the problem 3](#_Toc501052454)

[1.4 Research Objectives 5](#_Toc501052455)

[1.4.1 General Objective 5](#_Toc501052456)

[1.4.2 Specific Objectives 5](#_Toc501052457)

[1.5 Research Questions 5](#_Toc501052458)

[1.6 The Scope of the Study 5](#_Toc501052459)

[1.7 Significance of the Study 6](#_Toc501052460)

[CHAPTER TWO 7](#_Toc501052461)

[**2.0 LITERATURURE REVIEW 7**](#_Toc501052462)

[2.1 Introduction 7](#_Toc501052463)

[2.2 Meanings of Motivation 7](#_Toc501052464)

[2.3 Performance in Organizations 9](#_Toc501052465)

[2.4 Job Performance 9](#_Toc501052466)

[2.5 Motivation and Employee Performance 10](#_Toc501052467)

[2.6 The Relationship Between Employee Motivation and Job Performance 11](#_Toc501052468)

[2.7 Measuring Job Performance 12](#_Toc501052469)

[2.8 Reinforcement 13](#_Toc501052470)

[2.9 Benefits 13](#_Toc501052472)

[2.10 Goal Setting 14](#_Toc501052474)

[2.11 Importance of Motivation 14](#_Toc501052476)

[2.12 Maslow Hierarchy Theory of Needs 14](#_Toc501052477)

[2.13 Herzberg Two Factor Theory 16](#_Toc501052479)

[2.14 Empirical Literature Review 16](#_Toc501052480)

[2.14.1 The World Related Study 16](#_Toc501052481)

[2.14.2 Africa Related Studies 19](#_Toc501052482)

[2.14.3 Tanzania Related Studies 21](#_Toc501052483)

[2.15 The Conceptual Framework 22](#_Toc501052484)

[2.16 Research Gap 23](#_Toc501052486)

[CHAPTER THREE 24](#_Toc501052487)

[**3.0 RESEARCH DESIGN AND METHODOLOGY 24**](#_Toc501052488)

[3.1 Introduction 24](#_Toc501052489)

[3.2 Research Design 24](#_Toc501052490)

[3.3 The Area of the Study 24](#_Toc501052491)

[3.4 Target Population, Sample Size and Sampling Techniques 25](#_Toc501052492)

[3.5 Methods of Data Collection 25](#_Toc501052493)

[3.5.1 The Questionnaire 25](#_Toc501052494)

[3.5.2 The interview 26](#_Toc501052495)

[3.5.3 Secondary data Collection 26](#_Toc501052496)

[3.6 Reliability and Validity of Instruments 26](#_Toc501052497)

[3.7 Data Analysis and Procedures 27](#_Toc501052498)

[CHAPTER FOUR 28](#_Toc501052499)

[**4.0 INTERPRETATION, ANALYSIS AND FINDINGS. 28**](#_Toc501052500)

[4.1 Introduction 28](#_Toc501052501)

[4.2 Profile of Respondent 28](#_Toc501052502)

[4.2.3 Marital Status 29](#_Toc501052503)

[4.2.4 Experience of Respondents 30](#_Toc501052504)

[4.2.5 Education Level 31](#_Toc501052505)

[4.3 Factors Affecting Teachers Performance 31](#_Toc501052506)

[4.3.1 Influence of Salary Increment to Teacher’s Performance 31](#_Toc501052507)

[4.3.2 Increase of Salary Increment to Teacher’s Performance 32](#_Toc501052508)

[4.3.3 Training and Short Course 33](#_Toc501052509)

[4.3.4 Fringe Benefits 33](#_Toc501052510)

[4.3.5 Promotions 34](#_Toc501052511)

[4.3.6 Other Factors 34](#_Toc501052512)

[4.4 Effects of Motivational Packages 36](#_Toc501052514)

[4.4.1 Effects of Motivational Packages on Workers Output 36](#_Toc501052515)

[4.4.2 Effects of Motivational Packages to Employer 36](#_Toc501052516)

[4.5 Motivation Packages 37](#_Toc501052518)

[4.5.1 Contribution of Motivational Packages to Performance in the Educational Sector 38](#_Toc501052520)

[4.5.2 Motivation and Performance 38](#_Toc501052521)

[CHAPTER FIVE 40](#_Toc501052523)

[**5.0 SUMMARY, CONCLUTION AND DISCUSION OF FINDINGS 40**](#_Toc501052524)

[5.1 Introduction 40](#_Toc501052525)

[5.2. Summary of Findings 40](#_Toc501052526)

[5.2.1 Research Objective One 40](#_Toc501052527)

[5.2.2 Research Objective Two 40](#_Toc501052528)

[5.2.3 Research Objective Three 41](#_Toc501052529)

[5.3 Discussion of the Findings 41](#_Toc501052530)

[5.4 Conclusion 44](#_Toc501052531)

[5.5 Limitation of the Study 45](#_Toc501052532)

[5.6 Areas for Future Research 45](#_Toc501052533)

[REFERENCE 46](#_Toc501052534)

[APPENDICES 51](#_Toc501052535)

# LIST OF TABLE

[Table 4.1 Gender 28](#_Toc490733137)

[Table 4.2 Respondents’ Age Group 29](#_Toc490733138)

[Table 4.3 Marital Status 29](#_Toc490733139)

[Table 4:4 Experiences of Respondents 30](#_Toc490733140)

[Table 4.5: Education Level 31](#_Toc490733141)

[Table 4.6: Promotions 34](#_Toc490733142)

[Table 4.7: Other factors 34](#_Toc490733143)

[Table 4.8: Effects of Motivational Packages to Employer 36](#_Toc490733144)

[Table 4.9: Motivation Packages 37](#_Toc490733145)

[Table 4.10: Motivation Packages and Performance 38](#_Toc490733146)

# LIST OF FIGURES

[Figure 2.1: Maslow Hierarchy of Needs 16](#_Toc501052381)

[Figure 2.2: Conceptual Framework of the Study 22](#_Toc501052388)

# LIST OF ABBREVIATIONS

MEVTZ Ministry of Education and Vocational Training Zanzibar

MNH Muhimbili National Hospital

SPSS Software Package for Social Scientist

SMZ Serikali ya Mapinduzi Zanzibar

TC Teachers` Center

ZHELB Zanzibar Higher Education Loans Board

# CHAPTER ONE

## 1.0 INTRODUCTION AND BACKGROUND OF THE STUDY

### 1.1 Introduction

The study which is conducted intends to examine the impacts of Motivation towards teaching performance in schools for better students` successes. This Chapter looks into the background of the study, statement of the problem, objectives of the study, research questions, scope of the research and the significant of the study.

### 1.2 Background of the Study

The Ministry of Education and Vocational Training Zanzibar is one among ministries of the Revolutionary Government of Zanzibar. This ministry plays an important role in supervising and managing all educational issues in Zanzibar including both, the matters concerning primary and secondary level schools. It is among the leading ministries in having the large number of employees within the Revolutionary Government of Zanzibar and it has more than thirteen thousand personal (Educational officers including teachers). The ministry of Education and Vocational Training is one among the important Ministries because it produces the human skilled resources in the labor market.

The matter of considering Employee’s performance is vital to any ministry due to the fact that not only the ministry itself is the source of labor market by nature but also it undertakes the public duties within Zanzibar like provision of social services. Any ministry has the responsibility of making sure that the human resources (Public servants) provide the better services to the public, and due to this reason the consideration of employee`s performance by Ministry of Education and Vocational Training of Zanzibar plays the important roles in enhancing and promoting educational matters. Teachers are among the educational officers in ministry of education and Vocational Training employees. As it is noted earlier, they make the large number of the total personnel (Employees) in the Revolutionary Government of Zanzibar. As part of employees, teachers have to be motivated by their Employer through different motivation packages or procedures so that they can reach well intended working performance.

Motivation derived from the world “motive” which means needs, wants and desires of the people. Therefore motivation is the procession which the public or private organization gives employees rewards, bonus and other facilities in such a way that the organization can achieves the goals. Motivation is the most important matter for every organization public or private sector. For the Organization to get success it should consider motivation as the important part. Any organization Public or private must encounters the matter of motivation so as to reach the point of success.

Employees are most important factor of production, so that we can say human resources is important and most competitive asset in any organization. In this way motivation is the main factor affecting the human asset. The organization should motivate their employees for the best performances or achieving the organizational goals. Infect the motivation is the best tool for the organizational performance. Today there are lot of discussion about motivation and the relationship between employee’s efficiency and the organizational efficiency. According to Azan and shafigh, (2013), Motivation will lead to the seriousness of employees on performing their duties and responsibilities.

Motivation is the important term of psychology in output productivity. It encourages participation to organizational subordinates on taking their responsibilities in a better way and help to overseas other employees and monitor their performance. Ali, Abra and Haider ( 2012), Say that through motivation we get the maximum interaction toward work and knowing employees working capacity and assign work according to their capacity to get the maximum productivity.

Performance appraisal can monitor the quality of performance of an employee. Employee’s appraisal is the assessment in individual performance of employees in a systematic manner. Employee’s performance appraisal can be monitored by the use of organization Objectives, day today activities, professional development, rewards and incentives .It can be measured by job knowledge, output quality, leadership abilities, supervision, Dependency Corporation and judgment.

### 1.3 Statement of the problem

Motivation plays important roles in improving the employee’s performance within public and private sectors. This is because many employees might lack better performance due to poor motivation function. The experience shows that the effective performance in Tanzania is acquired from those organization and institutions that motivate their person nel. “Let us take the example of training as one among motivation package enables the employees to acquire the new knowledge and skills for employee to perform better.” Agarwala (2007).

In Tanzania and Zanzibar the employee’s performance in public institutions and Government ministries is too poor and one among the reasons is lack of motivation. Infect the poor the motivation the poor the employees performance in any Organization. In the slight changes and competitive environment in Tanzania all workers are needed to adopt themselves in the changes of policies and increase in standard in order to improve their level of performances .When employees are unable to adapt to this challenging workplace environment, they will suffer on their jobs.

According to Subha (2009), employee would produce the low job performance, job dissatisfaction and high turnover when they faced stress. Commonly lack of motivation, insufficient incentives, mistrust and unfairness, lack of communications as well as poor control will cause poor employees performance due to higher level of stress to employees. According to Sim, (2010), When employees felt stress and pressure in the workplace, they would lose trust to the organization, and this will influence poor employees job performance. In order to retain employees in organization, organization or institution has to develop effective motivational programmers to encourage workers to perform their jobs. When employees are dissatisfied with the low motivation and poor working environment employees` turnover would occur. Adedoyin Oduso and David Oladapo, (2007).

Today there are many challenges facing Secondary Schools teachers in Zanzibar. The failure of secondary schools students in their final exams may indicate teacher’s poor performance at the working place and vice versa is also true. When teachers are performing well or under performance one among the major factor is motivation and this will be the concern of this study.

### 1.4 Research Objectives

### 1.4.1 General Objective

The general objective of this research was to assess the Impacts of Motivation on Secondary Schools performance. The emphasis of study was to determine the extent to which the teachers may reach the better performances in the provision of educational services if they are purposefully motivated by their employer or the society in general.

### 1.4.2 Specific Objectives

The specific objectives of this study were as bellow.

1. To analyze the factors affecting Secondary Schools performance at Mkoani District in Pemba.
2. To analyze positive effects of motivation on employees performance.
3. To assess the various motivation packages for the Mkoani District staff by Ministry of Education and Vocational Training Zanzibar.

### 1.5 Research Questions

1. What are the factors affecting Secondary Schools Performance?.
2. What are the effects of motivation on Secondary Schools performance?
3. Which are the Motivation packages for the Mkoani District staff of ministry of education and Vocational Training Zanzibar?

1.6 The Scope of the study

The scope of this study was Mkoani District secondary school teachers. It was conducted in Pemba at Mkoani District’s Secondary Schools, District’s educational office and the teacher’s Centre of this District. This District has the total number of 19 secondary schools and 763 secondary schools` teachers. Also, this district has the total number of 21,542 secondary school students. The Researcher examined the impacts of motivation packages on teacher’s performance in Pemba at Mkoani District.

### 1.7 Significance of the study

The study will provide the following positive impacts and significances to the teachers, students, ministry of education, parents, other Researchers and the society in general.

1. It will help the readers and society to identify the contribution of secondary school teachers at Mkoani district and other areas to better students’ performance. The rise of this kind of awareness will help to improve support in education.
2. It will help to identify problems facing teachers at Mkoani district in Pemba and the country in general and therefore, these problems will be solved to improve education and teachers` standard of living.
3. It might be used as the source of techniques and strategies for giving motivation to employees. Therefore, the ministry of education and vocational Training in Zanzibar learn through this study for the sake of the teachers and society.
4. It will help other students (Researchers) to use this study as the reference when they conduct their own researches.

# CHAPTER TWO

### 2.0 LITERATURURE REVIEW

### 2.1 Introduction

This chapter will describe the empirical literature review, theoretical literature review, the conceptual frame work and the research gape.

### 2.2 Meanings of Motivation

According to Raj put, (2011) the word Motivation derived from Latin word “Movere” which literally means to move. They defined Motivation as the individual desire to demonstrate the behaviors and reflect the willingness to expand efforts. According to Raj put Motivation can be divided into extrinsic and intrinsic. Extrinsic means the external factors which can be measured in term of money like salary benefits, promotions and disciplinary acts. Extrinsic motivator can have an immediate and powerful effects but it will not necessary last long.

Intrinsic motivators means the internal factors like job satisfaction, responsibility, freedom to act, scope to use and develop skills and ability and challenging work and opportunities for development. They concern with quality of working environment life, have deeper and longer term effects. Moreover Golembiewski, (1973) has defined Motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing degree of readiness.

According to Kelly, (1974) According to him Motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior. Hoy and Miskel, (1987) say that, employees` Motivation is Complex forces, drivers, tension states or other mechanism that start and maintain voluntary activity directed towards the achievements of the personal goals. Then Dessler, (2001) he defined Motivation as the intensity of a person’s desire to engage in some activities. On other hand Butkus, (1999) He explained that Motivation is derived from the word “Motivate” which means to move, push or persuade to act for satisfying the needs. Baron, (1983) defined in his own right that Motivation is a set of processes concerned with a kind of force that energizes behavior and direct it toward achieving some specific goals.

According to Mullins, (2006) indicated that the study of Motivation is concerned basically with why people behave in a certain way, the basic question is “Why do people do what they do?” in general term Motivation can be described as the direction and the persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period of time, and in the face of difficulties and problems. Then Ifinedo, (2003) Demonstrates that a motivated worker is easy to spot by his/her ability, dedication, enthusiasm, focus and the general performance and contribution to the Organizational objectives and goals. Many writers have expressed motivation as a goal directed behaviors. Kreitner and Kinicki, (2001) put forward that motivation represents those psychological processes that cause the stimulation, persistence of voluntary actions that the goal directed.

From the above definitions some issues are brought in mind, how human get forces to behave, and how to maintain these behavioral forces on bringing about the performance. The level of these behavioral forces can influence teacher’s performance in the Ministry of Education and Vocational Training Zanzibar. All organizations are concerned with what to do to achieve the higher level of performance through employees. Which means all managers give the close attention to how individual can best be motivated to achieve the organizational goals and objectives.

### 2.3 Performance in Organizations

Performance in organizations can be separated as organizational performance and job performance. According to Amabile, the performance of organizations is dependent upon the performance of employees (Job performance) and other factors such as the environment of the organization. The distinction between organizational and job performance is evident; an organization that is performing well is one that is successfully attaining its objectives, in other words: one that is effectively implementing an appropriate strategy and job performance is the single result of an employee’s work; these are the words of Ansar, (2007).

### 2.4 Job Performance

A good employee performance is necessary for the organization, since an organization’s success is dependent upon the employee’s creativity, innovation and commitment. Buford et al, (1995). Good job performances and productivity growth are also important in stabilizing our economy; by means of improved living standards, higher wages, an increase in goods available for consumption, etc. Forgas et al, (2005). Griffin et al. also argue that therefore research of individual employee`s performance is important to society in general. Employee production and employee job performance seems to be related; example, in the U.S. performance is in some cases measured as the number and value of goods produced. However, in general productivity tends to be associated with production-oriented terms e.g. profit and performance is linked to efficiency or perception-oriented terms e.g. supervisory ratings and goal accomplishments. Gray, (2000).

According to Jurgensen, (1998) crucial in a high job performance is the ability of the employee himself. The employee must be able to deliver good results and have a high productivity. Jurgensen, (1998) also argues that this is something the organization can know at forehand; they can select employees with the required abilities or they can recruit those employees themselves. Of course the latter is more time consuming, but can obtain better results in the end Filley et al, (2003). However, job performance is more than the ability of the employee alone. Herzberg, (1959) and Lindner, (1998) refer to the managerial side of performance. According to Herzberg (1959) performance is: let an employee do what I want him to do. This implies that the organization’s hierarchy and task distribution are also critical for a good employee performance. Lindner (1998) adds to this statement by arguing that employee performance can be perceived as obtaining external funds. According to Vroom, (1964) an employee’s performance is based on individual factors namely personality, skills, knowledge, experience and abilities.

### 2.5 Motivation and Employee Performance

Employee motivation and performance are key factors in moving a small business forward. Owners, managers and supervisors know positive motivation leads to better performance and higher productivity but may rely on the wrong tools. According to Forgas et al, (2005).Microsoft Business states the conundrum as "using monetary and other rewards to improve motivation is a simple idea, but doing it fairly and effectively can be challenging’’

According to Accel Team research consistently shows that employees who are well motivated perform better and add value to a small business. However, according to Furnham, (1994). "the inverse also holds true." Meaning unmotivated employees produce less and do not substantially contribute to businesses.

### 2.6 The Relationship Between Employee Motivation and Job Performance

According Filley et al, (2003), the viewpoint that motivation causes performance comes from human relations theory the relationship between employee motivation and job performance has been studied for a long period. However, Vroom, (1964) states that earlier research could not succeed in establishing a direct relationship between the two. Yet it seems that the factors do influence each other. Petty et al. (1984) reviewed the 15 studies Vroom, (1964) used in his research and added another 20 more recent studies; they concluded that employee motivation and performance are indeed related. The results of their research indicate that the relationship between individual, overall job satisfaction and individual job performance is more consistent than reported in previous researches e.g. Vroom, (1964).

According to Classidy and Lynn, (1999) argue that when employee satisfaction is added, a circular relationship is formed with performance, satisfaction and motivation. The term satisfaction is also used by Herzberg, (1959) he argues that when intrinsic factors (motivators) are present at the job, satisfaction is likely to occur as well as an increase in employee motivation. Amabile (1993) states that work performances are dependent upon the individual’s level of motivation; the individual’s level of motivation can be intrinsically and/or extrinsically based. Bowen and Radhakrisna, (1991). also argued that certain job characteristics are necessary in establishing the relationship between employee motivation and performance Brass, (200).

### 2.7 Measuring Job Performance

According to Barrick and Mount (2001) in most organizations performance is measured by supervisory ratings, however these data are not very useful since they are highly subjective. Deci, (2002) adds to this that in most jobs an objective measure of productivity does not exist. Bishop (1989) also states that the consistency of worker performance is greatest when conditions of work are stable, but in practice work conditions never are stable. This makes it even harder to measure performances objectively. According to Filley et al, (2004), the performance of many employees probably will be measured despite the lack of availability of generally accepted criteria. Filley et al., (2004) and Deci, (2002) both argue the problem of objective measuring, however according to Brass, (2001) the problem even increases because most employers believe they can rate the productivity of their employees, and that it is done in an inefficient manner. However, Deci (2002) states, it is impossible, but only costly to obtain objective information about a worker’s effort and productivity.

According to Becker et al., (2006) learning the job is the key to job performance, and general cognitive ability predicts learning. Therefore general cognitive ability is the key predictor of job performance and allows the employee’s supervisor to rate performance. According to Hunter this is a simplified but an effective and objective way to measure employee performance. Barrick and Mount,(2006) add to the statement of Deci (2002) that employees with good abilities in combination with sufficient experience are twice as productive after two years and therefore learning the job is indeed a key to performance. Brass, (2001) argues that supervisory ratings based on ability provide more objective measurements.

### 2.8 Reinforcement

## Essentially the two types of reinforcement are positive and negative. Positive reinforcement is using beneficial incentives to boost morale and productivity, such as performance based bonuses, sales commissions, achievement rewards, pay raises and promotions. Negative reinforcement is using unfavorable tools to achieve desired results, such as bad performance reviews, verbal and written warnings, suspension, pay reduction or dismissal warnings. Gray, (2000).

### 2.9 Benefits

## Benefits as motivators can boost job performance. Pay raises, bonuses, stock options and profit sharing are examples of positive motivators. These motivators reward employees for not only doing their job, but doing it well and with enthusiasm. However, these motivators are to retain normal levels or morale but do not necessarily increase overall motivation levels. Ansar et al, (2007). Management help includes money as a myth of motivating small business employees as things like money, a nice office and job security can help people from becoming less motivated, but they usually don't help people to become more motivated. Breaugh, (2009).

### 2.10 Goal Setting

An important part of improving employee motivation and performance is clear, attainable goals. Informing your employees of goals you have set for your small business improves focus and team cohesion. Business consultant, Harvey Wigder states, “If people are communicated to and if they understand the ground rules, they know that if things don't work they're not going to get incentives. Forgas et al, (2005).

### 2.11 Importance of Motivation

The organizational and individual achievement of goals and objectives are the processes linked by employees work motivation. Individuals motivate themselves to satisfy their personal goals, so they direct their efforts for the achievements of organizational objectives to meet with their personal goals too. This means that the organizational goals are directly proportional to the personal goals of individuals. Robert, (2005) reported that manager’s job is to ensure the work done through, employees are satisfied and employees are self motivated toward their work rather than just being directed. Manager involvement is not so important in the motivation of employees. Employees should motivate themselves to work hard. Employees Motivation is a major issue for the government ministries. According to Petcharack, (2002) one of the functions of the human resource manager is to ensure that the employees work place motivation exists.

### 2.12 Maslow Hierarchy Theory of Needs

According to Abraham Maslow the five universal needs motivate a person, the needs are:

1. Physiological needs. These are the basic needs of a person. Anyim,(2012) says that Physiological needs are the basic needs to any person. It includes driving force that causes physiological tension which is shown by anybody behavior.
2. Safety needs. Are the needs for the shelter and protection .This means that a person needs security, stability and dependency. For example in Tanzania the government employees are more secure compared to the private ownership employees.
3. Belonging Needs. This is also called social needs. This is the needs that can be fulfill by the interaction with in workers and colleagues. Example relationship love and family care. For the organization success a good manager could force workers to work in group or a team.
4. Esteem Needs. The people need the self respect and esteem of others. The people need reputation, prestige, status, fame, glory and recognition. In any organization a manager should be respectively treat their employees, and the workers should also respect each other, policies and the organization laws.
5. Self-actualization needs. This is the highest needs. The people need self-realization, self-development and desires to be able to do something. Example acceptance of facts, creativity and problems solving.

The hierarchy needs of Maslow identifies the five levels of human needs as above that are physiological, safety, social, ego and self-actualization needs. The lower level must be satisfied first before the next high level needs since this will motivate employees.

**Self - Actualization**

**Esteem Needs**

**Social Needs**

**Safety Needs**

**Physiological Needs**

**Figure 2.1: Maslow Hierarchy of Needs**

### 2.13 Herzberg Two Factor Theory

This is also called the motivation hygiene theory. The theory is based on needs fulfillment because of his interest on how best works can be satisfied in the organization. Herzberg carried out the several studies to explore those things caused the workers to be satisfied or dissatisfied. The hygiene factors are the company policies and administration, technical supervision, salary, interpersonal relationship with supervisions and the work conditions. They are associated with the job condition. Motivation factors are the factors that make workers to work harder, and they are classified as achievements, recognition, work itself, responsibility and advancements.

### 2.14 Empirical Literature Review

### 2.14.1 The World Related Study

Calista, (2009) viewed motivation through incentive programs in Singapore on 380 white collar workers. The findings of the study showed that incentives had very strong motivational potential influence on employee’s willingness to work harder. The three motivation factors were interpersonal relationship, workplace environment and interesting work, all of which have potential to motivate employees at higher levels. For long term motivation job related factors such as meaningful work, flexible working hours and friendly social gestures were found to be effective motivators, while monetary, social gathering, tangible items such as awards, certificates and gifts were most effective motivators for short terms.

Loius (1995) say that long working hours and job stress, the official working hours for teachers are attractive but the real working hours are another matters. Not build to contract are the after hours or extra assignment found at all level of teaching from recess duty and parent conference to high school club sponsorship and coaching. Also not obvious are the hours of preparation that occur before and after school frequently late into the right and over by weekend. One 90% of teachers works more than 40 hours per week, with the largest percentage working more than fifty five hour per week.

According to Forrest (1998) stated that the shortage or materials and equipment is one the cause which the teacher can come across with it. Most of teachers in primary schools had lacked use of materials or teaching aid and equipment in managing these teaching processes. There is major demand for teachers on the aspect of classroom management than other teaching models because it requires the use of rich array of materials and investigative tools and hence create good teaching and learning process in the class room and for student enough materials and requirement in learning activities. According to Forrest (2004) inadequate salary was the main reasons for teachers learning teaching. Teachers are demanding that the public acknowledge the value and professional, standing of teaching by supporting higher salaries. Environments were overload to the teachers, poor and few teaching facilities and motivate environments for living.

According to Ryan Kevin urgues that, the location of schools is a great problem to the teachers” In general the schools that are located in rural areas makes teachers to face many problems to the teachers like transports, electricity, and other necessary life need. The situation also lowers the effective teaching to the teachers. As it referred to United States 3 million teachers estimated to be in urban and only estimated 700,000 were in rural areas.

According to Boyer (1983:155) point out that difficult situation which teachers face in working place together with the community as the lack of recognition and reward, loss of status in the community, and negative public energy. Boyer said that “Teachers are deeply troubled not only about salaries but also loss of status in the community. Also Pophan (2008) argues that teachers should have a support from the community and state in general. The situation makes extra tasks to the teacher hence leads into difficulties on performing properly their role, Pophan says that “Teachers are busy people hence they should be supported so that they don’t spend their energy unwisely.

Svinick (2006) Says problems for shortage or knowledge, skill and technology. Some teachers lack enough knowledge skills and teaching administration gain more power and accessibility into education. So it cause students to eliminate trust and hence increasing poor performance. Susan et al (2005) says that poor learning environment also does not promote the subject and pupils learning because they lack good backboard, enough desks and display board in the room, also says that even the room itself it is not conducive for teaching and learning process.

Bizet (1995) says came up with frequency changes of curriculum; teachers almost may get difficulties and confusions in teaching for preparing contents. This was due to changes of curriculum. Teachers seemed to be poor in teaching and they do not teach in systematically or in series. For these problems teacher did not follow syllabus due to the confusions by the Government educational officers.

### 2.14.2 Africa Related Studies

According to Thomas Owusu, (2012) conducted research on effects of motivation on employee’s performance in Ghana Commercial Bank, Kumasi Zone. He observes the two categories of motivation packages which are extrinsic and intrinsic. According to him clericals are interested with extrinsic particularly enhanced salary and fringe benefits (Allowances). The stuff desire is opposite of that of management which they are interested with intrinsic motivation packages. Thomas believes that the joy of every employee would produce a conducive and friendly business environment for customer to be served. Motivation packages influences employees to come to work early, stay longer to work as well as serving customers with great joy.

According to Thomas,(2012), Management must ensure that most employees’ needs must be identified and satisfied to enhance performance. Besides that every needed resource must be provided to the manager and ideas from employees objectively evaluated and if relevant used to assist operations and push the branch to achieve its performance target and overall the organizational goals. Pamela Akinyi Omollo (2015), According to Pamela for the employees to be motivated they ought to be given monetary rewards. However, some employees also note that monetary rewards are only exciting for a short period of time. There for the management should be kept to have good scheme for rewarding, like on good performance by some employees and not across the border. Again monetary rewards should not be predictable in terms of timing and how much, it is better appreciated when it is given.

According to Pamela, (2015) the higher remuneration meant higher motivation as compared to low salaries. Pamela also believes that training of employees is very crucial for all employees as it keep them breast with current trends in the market. Furthermore Pamela (2015) discuss about team building as a crucial element for well being of employees. Team building helps the employee to bend better with one another hence better working relationship among the employees. The manager however, felt that as much as team building could be very good again it is an expensive venture and should only be carried out when deemed necessary.

Robison, (2010) observes that motivated employees feel less stress, enjoy their work, and as a result have better physical and mental health. Furthermore, motivated employees are more committed to their institutions and show less insubordination and grievance. They are also more creative, innovative, and responsive to customers, thus indirectly contributing to the long-term success of the institution (MAN forum; 36). In short, motivated employees are the greatest asset of any institution.

Mulwa, (2003) conducted a study on employee performance in public audit institutions in Kenya. He explains the various motivation theories like Abraham Maslow's hierarchy of needs, Hertzberg's two factors theories and the equity theory of Adams. The review shows that motivation is key for the productivity, profitability and sustainability of every institution - as the employees are its movers and its live blood. That motivation is not one of undertaking rather it's a continuous undertaking by management as long as the organization does exist. That is the responsibility of the management to continually work on employee motivation for sustainability of the organization.

### 2.14.3 Tanzania Related Studies

Muhimbili University of health and Allied Science, (2012) conducted a study on the influences on the motivation, performance and job satisfaction of primary health care provider in rural Tanzania. The aim of the study seeks to improve the quality of maternal and neonatal Health (MNH) provider motivation, performance and job satisfaction. According to Muhimbili University, (2012) believes that the influences on a MNH provider motivation, performance and satisfaction are shown to be very complex and to span different levels. Variations in use of terms and concepts pertaining to motivation are revealed, and further clarification is needed. The study however, highlights the complex and the spans different levels of motivation and performance to provide suggestion for its improvement.

Buguza Massudi Mohamedi, (2013) Conducted a study on the impacts of employees motivation on job performance in Tanzania Banking Sector (Tanzania Postal Bank). He revealed that the people do work to secure income and give them buying power and surplus for savings. He believes that the majority of employees consider salary increment to be the first motivational factor that motivates them to perform well. The good working environment also poses a good image about the organization to its customers. The modern office equipment and furniture also creates a good atmosphere to do business between a client and organization.

Gisela John Orasa, (2014) conducted a study on effects of motivation factors on employees job performance in public primary health care facilities in Ilemela district of Mwanza. According to Gisela (2014), the unmotivated workers arises due low salaries and the little or absence of fringe benefits. Other compensating incentives like flexible working hours and attitudes to make decisions concerning to the patients conditions noted to be absent all these contributed to low level of motivation at primary health care facilities in Ilemela.

### 2.15 The Conceptual Framework

Non Monetary Rewards

* recognition
* upgrading
* giving responsibilities

Monetary Rewards

* Salaries
* Bonus
* Allowances

Employee’s performance

**Independent Variables Dependent Variable**

**Figure 2.2: Conceptual Framework of the Study**

The Figure 2.1 shows that performance is dependent variable and the independent variable are monetary and non monetary rewards like salary, allowances, team building, training and quality of working life programmers.’ Performance therefore depends on the independent variable.

### 2.16 Research Gap

Many Researchers have been done assessing the impacts of motivation on employee’s performance in other different issues not school performance. My idea however, was to assess the same but specifically focusing on secondary schools teachers of Mkoani district in Pemba Island. The information which was obtained could be used as a baseline to understand how motivation influences teacher’s performance in secondary schools of Zanzibar.

# CHAPTER THREE

### 3.0 RESEARCH DESIGN AND METHODOLOGY

### 3.1 Introduction

This Chapter will describes the Research design, area of the study that was conducted, targeted population, sample size and techniques, Data collection Methodology and Data analysis.

### 3.2 Research Design

A research design is a logical and systematic plan prepared for directing a research study. It is a program that guided the researcher in the process of collecting data, data analyzes and data interpretation. This study was conducted through descriptive survey design, information on the impact of motivation on teachers performance was presented as received from respondents. Descriptive survey is the process of collecting data in order to answer questions concerning to the current status of the subject matter in the study. Mugenda and Buganda, (2003).The reasons of selecting this research design is that it helped to know the existing status of motivation impacts to Secondary Schools teacher’s performance.

### 3.3 The Area of the Study

The research was conducted at Secondary Schools of Mkoani District in Pemba, the District Teachers Center of Mkoani, The District Educational Office and the Office of Ministry of Education and Vocational Training of Chakechake Pemba. The District has 19 Secondary Schools, and the Schools to be investigated are 10 out of the followings; Wambaa, Uweleni, Mtambile, Mizingani, MaendeleoNgwachani, Mkanyageni, Michenzani, Mauwani, Kiwani, Chambani, Kangani, Makombeni, Makoongwe, Mwambe, Mwambe Shamiani, Kengeja, Kisiwapanza, KengejaUfundi and Mtangani secondary school.

### 3.4 Target Population, Sample Size and Sampling Techniques

The target population of this study was teachers, students, District educational officer, head teachers, District TC Coordinator and the Human Resource Administrator from the Ministry of Education at Pemba office. The study used 103 basic respondents. The sample size of 70 was secondary schools teachers, 1 educational district officer, 1 TC Coordinator from the same district and a human resource Administrator from ministry of education and Vocational Training Zanzibar Chakechake Pemba, there was other 30 students 3 from each secondary school among 10 sample schools of the district; this formed the total number of sample to increase to 103. The respondents were chosen randomly from the population. The respondents also included those head teachers from the sample schools who were interviewed for the sec of this research work. Other district educational stakeholders were also interviewed like students, parents and alike.

### 3.5 Methods of Data Collection

The study was used primary and secondary data collection so as to avoid bias and unreliability of data. The primary data method used questionnaire and interview on data collection while the secondary data collection used past records to collect data like previous records, books, journals and others.

### 3.5.1 The questionnaire

A questionnaire is a set of questions that is full of traits and clues in order that the respondents can tick the appropriate clue of his/her opinion or write short answers. This was also be prepared according to the subject matter of the problem, literature review and conceptual frame work of the study. There were 100 questionnaires 10 to each school among 10 secondary schools of Mkoani District. The respondents ware 3 students and 7subjects’ teachers.

### 3.5.2 The Interview

This was used as a tool of collecting views from the respondents on the impact of motivation on secondary schools teachers at Mkoani District in Pemba. The respondents were head teachers from ten Sample Secondary Schools, students, Human Resource Administrator; District TC Coordinator and the District Educational Officer of Mkoani.

### 3.5.3 Secondary Data Collection

Secondary data was collected from different sources. According to the study, Secondary data was collected from previous records, the government newspaper, inspector’s reports, student’s exercise books, teacher’s daily records and lesson plans, minutes of the school stuff meetings, books and other related sources. The advantages of using this method are that few resources particularly money and time were required. This technique was less expensive compared to collecting primary data. More advantage was that secondary data broadens the data base from which specific generalizations was made.

### 3.6 Reliability and Validity of Instruments

Borg and Gall, (1989) define reliability as the degree of consistency that the instruments demonstrate in whatever it is measuring, they also define Validity as the degree to which a test measures what it purports to measure. Reliability aimed at the point that even if the research were repeated they would end up with similar results. Validity refers to the extent to which the concept one wishes to measure is actually being measured by a particular scale or index. According to Kothari, (2004) validity aims at establishing the results which are linked with the condition. Therefore to ensure reliability and validity, this study was used methods such as interviews, checklist and administration of the questionnaire. The questionnaire was pre-tested, to guarantee a common understating of questions among respondents, and I consulted the university supervisor to proof the questionnaire and advised for necessary changes.

### 3.7 Data Analysis and Procedures

According to Kothari, (2004) defines analysis as the combination of certain measures along with searching for patterns of relationship that exist among the variables. Data analysis has multiple faces and approaches, encompassing diverse techniques. Kamuzora et al (2008). Thus both two types of data, which are primary data and secondary data was edited, coded, and clearly analyzed in this study. Data was analyzed descriptively by using SPSS 20 version.

# CHAPTER FOUR

### 4.0 INTERPRETATION, ANALYSIS AND FINDINGS.

### 4.1 Introduction

The focus of this chapter is to analyze the field data and examine the findings in the light of the objectives of the study. The quantitative Data collected was analyzed by using the SPSS Descriptive analysis.

### 4.2 Profile of Respondent

Personal attributes like gender, education, family life status and age had significant effect on motivation at the workplace. The socio-demographic descriptions of respondents, presented for analysis were included. This is the first part of this chapter which will describe the demographic and social characteristics of respondents in terms of age, sex, marital status, education and working experience.

* + 1. **Gender of Respondent**

**Table 4.1: Gender**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Frequency | Percent |
|  | Male | 64 | 64.0 |
| Female | 36 | 36.0 |
| Total | 100 | 100.0 |

**Source:** researcher, 2017

The research was conducted to secondary school teachers of Mkoani district in Pemba. The frequencies show that the number of men is greater than women that are 64% of ten secondary schools of Mkoani district in Pemba were male and 36% were female. The researcher tried to practice the gender equity policy but it was difficult due the fact that the number of male teachers is greater than female in this district for Secondary Schools.

**4.2.2 Respondent’s Age groups**

Table 4.2: Respondents’ Age Group

|  |  |  |  |
| --- | --- | --- | --- |
| **Age group** | | **Frequency** | **Percent** |
|  | 20-30 | 14 | 14.0 |
| 31-40 | 51 | 51.0 |
| 41-50 | 15 | 15.0 |
| Over50 | 20 | 20.0 |
| Total | 100 | 100.0 |

**Source:** researcher, 2017

It was interested to use age in this study because age has great influence on ability of workers to work. Age has also been used because it influences on applicability of being a teacher or civil servant in the public sector whereby for this time 60 years is the final age to be civil servant in the government of Zanzibar. The older people are less concerned with motivation because they are more concerned with health, monitoring others and insuring their job security. Furthermore the older workers demand more social status, nice working environment and good monthly pension after retirement.

Majority of respondents for this research were between 31-40 years of age which make 51% of the total respondents. Over 50 years was 20%of the total respondents, where by respondents between 41 and 50 was 15% greater than those of 21-30 which makes 14% of the total number of respondents.

### 4.2.3 Marital Status

Table 4.3: Marital Status

|  |  |  |  |
| --- | --- | --- | --- |
| **Marital Status** | | **Frequency** | **Percent** |
|  | Single | 3 | 3.0 |
| Married | 90 | 90.0 |
| widow | 5 | 5.0 |
| Divorced | 2 | 2.00 |
| Total | 100 | 100.0 |

**Source:** researcher, 2017

The study was interested to know the marital status of respondents and majority of them were married. Normally the married workers focus on the pay increment and therefore they are motivated to work when they are getting satisfactory payment. This is due to the fact that the married workers have family depending on them. The study showed that majority of respondents were married which is 90%, 5% were widows, 3% were single and 2% were divorced.

### 4.2.4 Experience of Respondents

Table 4.4: Experiences of Respondents

|  |  |  |  |
| --- | --- | --- | --- |
| **Experience** | | **Frequency** | **Percent** |
| Valid | 0-5 | 15 | 15.0 |
| 6-11 | 36 | 36.0 |
| 12-17 | 28 | 28.0 |
| Over17 | 21 | 21.0 |
| Total | 100 | 100.0 |

**Source:** researcher, 2017

The study was interested to use years of respondents working in the Ministry of Education and Vocational Training Zanzibar (Teachers experience) because the work long stay of the employee in the job will determine that employee is satisfied with the motivating fact ors given to him/her hence the performance in the work will be better.

The study found that the majority of respondents have been in teaching activities in this ministry for 6-11 years that is 36% of the total respondents, 28% worked for 12-17 years, 21% worked over 17 years and the rest percentage (15%) worked less than 6 years (0-5years).

### 4.2.5 Education Level

Table 4.5: Education Level

|  |  |  |  |
| --- | --- | --- | --- |
| Education Level | | Frequency | Percentage |
|  | Secondary | 4 | 4.0 |
| Certificate | 2 | 2.0 |
| Diploma | 41 | 41.0 |
| degree | 45 | 45.0 |
| Master | 8 | 8.0 |
| Total | 100 | 100.0 |

**Source:** researcher, 2017

It was observed that the majority of respondents were university graduates of master and degree holders and they were 53%. Diploma level was comprised 41%, other respondents were having s Secondary education which counts 4% and the few of them were Certificates holders and they formed 2% of the total sample.

### 4.3 Factors Affecting Teachers Performance

### 4.3.1 Influence of Salary Increment to Teacher’s Performance

It was interested to examine salary increment to this study because salary increment is not only great motivator for employee job performance but also salary can satisfy number of workers needs and wants. Salary increment motivates employee to work harder, improves employee`s working satisfaction, and eliminates the problem of employee’s turnover to the organization. According to this study 90% of employee commented that salary increase influences them to perform better in the work because they will not think to fight for the alternative way to complete their basic requirements. The respondents also commented that the current salary is too small that can not satisfy even their half month needs, so they normally find the alternative way to complete the rest family basic requirements of the rest 15 days of the month within the same working hours. Furthermore the respondents commented that the salary given by their employer has not specific uniform rate because the workers have different salaries even if the workers has the same education level and the same employment date. They finally argued that the salary different with no apparent reasons reduces their working efforts and this is reasons why they do not perform.

### 4.3.2 Increase of Salary Increment to Teacher’s Performance

It was interested to examine salary increment to this study because salary increase is not only great motivator for employees job performance but also salary can satisfy numbers of workers needs. Salary increment motivates employees to work harder, improves employees work satisfaction and eliminates the problem of work turnover to the company. According to this field 90% of employees (teachers) commented that salary increment influences them to perform better in the work and the same salary may cause them to lose their working performance because the present salary grades are too small that most of them as workers of Ministry of Education and vocational training cannot fulfill their basic needs even for 50% of the total monthly requirements that cause them to find the best alternative to complete the rest 50% family basic needs.

They added that the SMZ salary rates has not uniformity and some of the employers have the high salaries compared to others even if the workers have same educational level and the same employment days. Teachers also argued that some employers having diploma have highest salary compared to those having degree with the same day of employment too. Finally the teachers said that due to the poor salary increment there are number of workers who have employed them salves to bridge the salary gape and they work with in the same working hours with that of the government and for this in some schools the student’s performance is like a dream.

### 4.3.3Training and Short Course

The study was interested to find out whether teachers in Zanzibar have a accessibility to training opportunities. Training is process where a person acquires knowledge, skills and competencies. Training enables employees to generate and improve expertise and contributes the overall organizational improvement. The study found that teachers get opportunities to go to universities and colleges for long-term training. They argued that they are interested with training not because of being more loyal with their employer but because of small portion of salary increase after completion of their studies. They also commented that salary increment portion after training completion do not motivate them to study more but just increase their salary somehow. The study found that 72% of teachers get opportunity to training and the rest do not. Furthermore 85% commented that the Ministry of Education and Vocational Training Zanzibar does not give adequate short courses instead it gives the chance to long term training programmed in term of time but not financial support. Teachers get training and short course by funding themselves through bank loans and loans Boards, so they argued that the training style they get from their employer is not motivational aspect according to their view.

### 4.3.4 Fringe Benefits

These are allowances to employees. Allowance adds the level of salary and it is another aspect of salary increase. Allowance motivates the employees to perform better their tasks within the organization. The study found that 10% of teachers commented to be given allowances by their employer that is Ministry of Education and Vocational Training Zanzibar are those having ranks for instance head and assistance teachers. This emphasizes that no one else is given such amount which is not motivational amount because the given allowance is too small. In other side 90% of teachers argued that there is no any amount of allowance is provided to teachers. According to them fringe benefits is important, motivates and pushes teachers to perform better their tasks.

### 4.3.5 Promotions

Table 4.6: Promotions

|  |  |  |  |
| --- | --- | --- | --- |
| Value | | Frequency | Percent |
|  | yes | 7 | 7.0 |
| No | 93 | 93.0 |
| Total | 100 | 100.0 |

**Source:** researcher, 2017

It is the activity where by the employer up grades the workers. It is the motivational aspect because it increases the teacher’s performance; it is normally possible when worker does his/her tasks well so he/she is promoted to perform much better. According to this study 93% of respondents commented that the Ministry of Education and Vocational Training Zanzibar does not promotes their workers.

### 4.3.6 Other Factors

Table 4.7: Other factors

|  |  |  |
| --- | --- | --- |
| S/N | **Other Factors Affecting Performance** | **Performance ( %)** |
| 1. | Job evaluation | 88 |
| 2. | Removal of personal stress | 79 |
| 3. | Job contents reduction | 87 |
| 4. | Positive leaders attitudes | 94 |
| 5. | Positive organizational culture | 93 |
| 6. | Linked communication between employer and employee | 86 |

**Source:** researcher, 2017

According to this study there are various factors that may affect teacher’s performance in Zanzibar. Majority of respondents argued that factors like job evaluation, job contents, leader’s attitudes, organization culture, communication and instruments lead to secondary school teachers (employees) performance. They commented that these factors are not motivational factors to employee but they add value to workers performance. According to respondents, Ministry of Education and Vocational Training Zanzibar does not practice these performance aspects. Respondents argued that the employer does not evaluate them to know each employer efforts to work; instead it tries to evaluate school through examination results of the total students. They also argued that MOEVT Zanzibar does no evaluation because it ignores motivation aspects and the final result of evaluation is motivation to those who perform better.

The respondents added that their employer gives big job contents so that they lose their working performance. The big number of periods to be attended in the classes gives no working efficiency to teachers. Leaders attitude in other side discourage them to work harder because majority of MOEVT Leaders believe that teachers are lazes and they do not work hard, so they finally lose their working efforts. In additional organization culture and communication have the great emphasize on workers performance and so according to respondents employers have to emphasize too. One respondent from the interview questions commented. “There are so many factors that may contribute the workers performance apart from those motivational elements. Other factors like working environment, favorable job contents, leaders attitudes and organizational policies to employees may contribute the working performance”.

### 4.4 Effects of Motivational Packages

4.4.1 Effects of Motivational Packages on Workers Output

The study intended to find out the effects of motivational packages on workers output and the results were as follows, 32% of respondents said that the effects of motivational packages on workers output is excellent, however 18% said that the effects of motivational packages is very high. The majority of respondents comprises 40% said that the effects are high and the few couldn’t tell.

### 4.4.2 Effects of Motivational Packages to Employer

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Level of Performance | | Frequency | | Percent | |
|  | high | | 57 | | 57.0 | |
| average | | 41 | | 41.0 | |
| low | | 2 | | 2.0 | |
| Total | | 100 | | 100.0 | |

Table 4.8: Effects of Motivational Packages to Employer

**Source:** researcher, 2017

The package has the positive effects to the employees` performance. The study has examined the performance in term of teachers` efficiency, students pass, staff retention and budget. It was found that 57% of respondents commented that through this package the performance of ministry of education and vocational training Zanzibar will be high, 41% stated that it will be Average and 2% will be low.

### 4.5 Motivation Packages

Table 4.9 Motivation Packages

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **MOTIVATION PACKAGES** | **NUMBER OF RESPONDENTS** | |
|  | | **YES** | **NO** |
| 1. | Enhanced salary | 66 | 44 |
| 2. | Training and short courses | 52 | 48 |
| 3. | Fringe benefits | 33 | 67 |
| 4. | Promotions | 15 | 85 |
| 5. | Recognitions | 48 | 52 |
| 6. | Employee housing Loan | 0 | 100 |

**Source:** Study findings

The study was interested to know the motivation packages for employees of ministry of education and vocational training Zanzibar because motivation package influences the employee’s performance in a since that once these packages are provided to them, employee will be satisfied, committed, and be loyal to the employer. Through these packages the employee will provide better services to customer and hence the job performance will be reached. The study showed that 66% of respondents said that the ministry of Education Zanzibar practices salary increment, as a great motivation for teachers and 44 respondents argued that the employer does not pay enhanced salary. However 52 respondents said that training and short course are motivational package to employees of the ministry of education and vocational training Zanzibar where by 48 respondents commented that the ministry of education does not provide training to its employees. Furthermore 33 respondents said that fringe benefit is provided by employer while 67 respondents argued that the benefits do not offered. Furthermore the study showed 15 respondents said that promotion is motivational package to employees and is offered by their employer but 85 respondents argued the situation. 48 respondents commented that the employer recognizes the effort of employee’s and 52 respondents argued. Employees housing loan is motivational package to employees but according to this study all respondents commented that their employer does not offer. However during the interview the head teachers added that MOEVT Zanzibar can also practice other motivational factors like good working condition, good schools environment, salary grades, and training.

### 4.5.1 Contribution of Motivational Packages to Performance in the Educational Sector

The practice of employee’s motivation within a firm is identified as being powerful in influencing employee attitudes and creating positive discretionary behavior. Therefore motivational elements like training programmers, enhanced salaries and Allowances should be direct to the sense of progression and purpose that is important; especially they should be linked to organizational commitment.

### 4.5.2 Motivation and Performance

Table 4.10 Motivation Packages and Performance

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **Motivatinal Elements** | **Number Of Respondents** | **Performance (%)** |
| 1. | Salary increase | 66 | 66 |
| 2. | Training and Short course | 05 | 11 |
| 3. | Promotions | 09 | 09 |
| 4. | Allowances | 11 | 05 |
| 5. | Employee Housing Loans | 07 | 07 |
| 6. | Recognition | 02 | 02 |
|  | **TOTAL** | **100** | **100** |

**Source:** researcher, 2017

The study found that majority of respondents argued that the salary increase is the most important motivational aspect where 66% of the total respondents commented that they are working for money so according to them the higher the payments the higher the performance of any organization. Allowances are the second one where 11% of the total respondents commented that it is vital for the organizational performance and that they added the following when answering interview questions.

“We are working for money, money is everything to our daily life, we have children and families, we have friends and other relatives, we have a lot of basic needs and requirements, all of these needs money. We want to enjoy and relax; all of this money is required. Nothing can be done without money that means no money no organizational performance”.

Training and Short course showed 5% of the total respondents while 9% of the total respondents commented that Promotions contributes employee’s performance to any organization. 2% of the total respondents also argued that recognition contributes the performance of any employee. Some teachers in this district commented that “We are working in poor environment, we are tired and we are suffering, we work hard but our efforts are bothered and our employee does not recognized, so even if our school more students no one can recognize our contribution, is not students themselves, not parents and society and not employee”.

The employee housing loan contributes the performance by 7% of the total respondents because the respondents argued that the employer has to give them the house to stay and not giving them loan. According to them the housing loans increases stress and not working performance.

# CHAPTER FIVE

## 5.0 SUMMARY, CONCLUTION AND DISCUSION OF FINDINGS

### 5.1 Introduction

This chapter will focus on the summary of the finding, conclusion and discussions based on findings of the study.

### 5.2. Summary of Findings

### 5.2.1 Research Objective One

**To analyze the factors affecting the secondary school teachers performance at Mkoani District in Pemba:** The research findings indicate that the level of motivations among educational sector workers in Zanzibar is very low. According to this study the factors affecting teachers performance includes lack of salary increments, fringe benefits, employee loans, promotion, recognition, training, job evaluation, job contents, leader’s attitude, communication and organization culture. Majority of respondents argued that MOEVT workers performance is too low because these performance tools are not practiced. MOEVT normally practice salary increment but respondents argued more that the amount of salary increment is not motivational amount

### 5.2.2 Research Objective Two

**To analyze the effects of motivation packages on employees performance:** The findings also indicated that the level of motivation among secondary school teachers at Mkoani district is low. Majority of teachers indicated that the high percentage of unmotivated workers was due to the low salary and little or absence of remuneration payments like allowances, the respondents argued that they are working for money so salary should increase and other allowances is very crucial for them to perform better on their daily tasks.

### 5.2.3 Research Objective Three

**To assess various motivation packages for the mkoani district staff by Ministry of Education and Vocational training Zanzibar**: The study has found that the various motivation packages such as salary increase, annual increment, training and short courses, fringe benefits, promotions, recognition and employees` housing loan has positive effects to the employees` performance. The study has examined performance in terms of teachers` efficiency, students` pass, budget and others. Majority of respondents commented that through these packages the performance of secondary school teachers in Mkoani District will be higher. According to the study findings Ministry of education and Vocational Training Zanzibar is not good enough for motivating its personnel.

### 5.3 Discussion of the Findings

Robison, (2010) observed that motivated employees feel less stressed, enjoy their work and as the result have better physical and mental health. According to him the major importance of motivation is to keep a worker free from stress and other physical and mental problems. This study has found that stresses are of many kinds with respect to the situation. Stress which are coursed by other factors rather than job itself should be removed out of employer`s motivational strategies, but stress in working areas depend on good working environment and salary as well as allowance in order for the workers to work harder.

The ministry should improve the working condition of the secondary school teachers. This includes the improvement of working environment by building teachers` houses, improving offices and teaching environment.

Buguza Massud, (2013) believes that the majority of employees consider salary and increment to be the major motivational factor that motivate them to perform well. According to him, monitory motivation is more powerful to make employees work well. This study noted that most of the employees work for wages. Even those who develop themselves in terms of education by proceeding with further studies, do so for the purpose of increasing their wages. As it is planned in Zanzibar that the more educational you develop the more salary you get. The ministry should increase salary and to establish annual salary increment. This is due to the fact that most of the teachers consider their teaching profession as the source of income for their survival. They are not only work for pleasure instead they are in earning a living process. Therefore, better salary will make them more safe life and free to work.

According to Thomas Owusu (2012) clericals are interested with extrinsic particularly enhance salary and fringe benefits. This means that even when it happens that an employee does not like the job, he/she can do it harder just because he/she is paid good salary and allowances. This study has found that salary and other allowances are better motivational factors but there are other factors such as government support, parental support and social support in general.

Clista (2009) found that incentives had very strong motivational potential influence on employee`s willingness to work harder. Most of the workers work to get the fulfillment of their basic needs. These include housing, food, clothes, medicine and the needs of their dependent such as children, parents and close relatives. Of course these needs will be met with the availability of money. That is why most of the studies consider better factor for workers ‘willingness to work harder.

Teacher should be considered in making decision especially in educational issue. This means that the government under the Ministry of Education and Vocational Training Zanzibar should consult teacher when making decisions. For instance when the Ministry wants to change curriculum or policy it should find suggestion from teacher of secondary schools this because it is teachers who look the problem of education more closely and this will improve communication between the employers and employees.

The teaching profession should not be interfered by politics. This will reduce unnecessary blame to teacher. Also, focusing on blaming teachers for poor students` performance will reduce teachers` recognition because teacher effort will be hidden by politician notion which are basing on defending leaders weaknesses. Although, as for long term motivation job related factors such as meaningful work, flexible working hours and friendly social gestures ware found to be effective motivators. This because it is believed that money is used and to get over but these factors may take long time at a working area as a result to act as motivational factor in long period of time.

### 5.4 Conclusion

School education is one among very important factors for enhancing labor market in our nation. It is also, school which creates employment opportunity to school leavers. But the main challenge comes when the students in Mkoani district secondary schools fail their examinations. This sets back the purpose of students in such schools. Specifically, the study investigated the effect of motivation towards secondary school Mkoani district teachers` performance for better student performance.

Data were analyzed using various techniques. The research finding revealed that high salary to the secondary schools teachers, loans with affordable conditions, promotions, recognition by the government and the society in general, salary increment, fringe benefits, teacher training, job evaluation, job contents, leaders` attitude, good communication and organizational culture are very crucial motivational factors for secondary schools teachers` performance. The study did not investigate the impact of students` motivation for good performance instead it investigated teachers as employees of the ministry of education and vocational training in Zanzibar.

This finding implies that most of the teachers in Mkoani district like to work hard and they always try to work hard but the problem is that they lake motivation from the government and the society. The result of lacking proper support makes teacher to try to find other means of motivating themselves by doing other private jobs. This situation results poor performance of most secondary school teachers in Mkoani district.

### 5.5. Limitation of the Study

Despite the fact that this study has uncovered some particular fact about the impact of teachers` motivation towards better teachers` performance, this study has few limitations. First it has observed at a very limited area, it means that the study focused on observing only secondary schools teachers performance in mkoani district while there are many area which have the same problems. Also some of research correspondents were at first difficult to provide answers of the questions as a result it took long time to complete the study.

### 5.6 Areas for Future Research

This study investigated the impact of motion to Mkoani District secondary School teachers for teaching performance. I suggest other researchers should consider the impacts of motivation to primary and secondary schools for better teaching and learning performance.

**REFERENCE**

Agarwala, T. (2007). *Strategic Human Resource Management*, London: Oxford University Press.

Amabile, T. M. (1993). Motivational synergy: toward new conceptualizations of intrinsic and extrinsic motivation in the workplace. *Human Resource Management Review*, 3 (3), 185-201.

Ansar, J., Cantor, P. & Sparks, R. W. (2007).Efficiency wages and the regulated firm. *Journal of Regulatory Economics*, 11, 55-66.

Baron, R. A. (1983). *Behavior in Organization*, New York: Allyn & Bacon, Inc.

Barrick, M. R. & Mount, M. K. (2001). The big five personality dimensions and job performance: a meta-analysis. *Personnel Psychology*, 44, 1-26.

Becker, T. E., Billings, R. S., Eveleth, D. M. & Gilbert, N. L. (2006). Foci and Bases of Employee Commitment: Implications for Job Performance. *The Academy of Management Journal*, 39(2), 464-482.

Bedeian, A. G. (2003). *Management,* (3rd Ed.). New York: Dryden Press.

Bishop, J. H. (1989). *The recognition and reward of employee performance*, NY: Cornell University.

Bizet, J. (1995). *Research Design: Qualitative approach,* London: Sage publishers

Borg, W. R. (1989). *Education Research*, (5th edition). London: Longmans.

Bowen, B. E., & Radhakrishna, R. B. (1991). Job satisfaction of agricultural education faculty: A constant phenomena. *Journal of Agricultural Education*, 32 (2), 16-22.

Boyer, E. (1995), The Basic School, A Community for learning, Scan Fransisco Jossey Bass.

Brass, D. J. (2001). Relationships, Job Characteristics, and Worker Satisfaction and Performance, *Administrative Science Quarterly*, 26(3), 331-348.

Breaugh, J. A. (2009). Relationships between recruiting sources and employee performance, absenteeism, and work attitudes. *Academy of Management Journal*, 24 (1), 142-147.

Buford, J. A., Jr., Bedeian, A. G. & Lindner, J. R. (1995). *Management in Extension* (3rd ed.). Columbus, Ohio: Ohio State University Extension.

Buguza, M. M. (2013). Impacts of employee motivation on job performance in Tanzania Banking sector, masters thesis, Open University of Tanzania. Dar es Salaam, Tanzania.

Butkus, R.T. & Green, T, B. (1999). Motivation, Beliefs, and Organizational Transformation. *Journal of Vocational Behavior*, 14(1), 224-247.

Calista, L. (2009). Motivating employees through incentive programs, Bachelor degree thesis, Jyvaskyala University of Applied Sciences, Finland.

Cassidy, T. & Lynn, R. (1999). A multifactorial approach to achievement motivation: The development of a comprehensive measure. *Journal of Occupational Psychology*, 62, 301–312.

Clevin, C. (1999). Education Right Dar-Es-Salaam University press, Tanzania.

Deci, E. L. & Ryan, R. M. (2008). Facilitating optimal motivation and psychological well-being across life’s domains. *Canadian Psychology*, 49, 14–23.

Deci, E. L. (2002). The effects of contingent and no contingent rewards and controls on intrinsic motivation. *Organizational Behaviour and Human Performance*, 8, 217-229.

Dessler, G. (2001). Management: Leading People and Organization in the 21st Century.

Filley, A. C., House, R. J., & Kerr, S. (2003). *Managerial process and Organizational behaviour*, Glenview, IL: Scott, Foresman.

Filley, A. C., House, R. J., & Kerr, S. (2004). *Managerial process and organizational behaviour*. Glenview, Ill.: Scott.

Forgas, J. P., Williams, K. D. &Laham, S. M. (2005). *Social Motivation, Conscious and unconscious processes.* Cambridge: Cambridge University Pres.

Forrest, (2004). Analysis Published September 2004, Washington DC, USA.

Furnham, A. (1994). *Personality at work*, London: Routledge. Furnham, A., Forde, L. & Ferrari, K. (1998). Personality and work motivation.

Gray, J. (2000). *Elements of a two-process theory of learning*. London: Academic Press.

Gray, W. D. (2000). The nature and processing of errors in interactive Behavior. *Cognitive Science*, 24(2), 205-248.

Hertzberg, F. (1959), Motivation to work. New York. John Wiley and Sons.

Hoy, W. K. and Miskel, C. G. (1987). *Educational Administration: Theory, Research and Practice.* New York: Random House.

Itinedo, P(2003), Employee Motivation and Job satisfaction in Finnish Organization, A study of employees in the Oulu Region, Masters Thesis, University of London, Finland.

Jurgensen, C. E. (1998). Job preferences (What makes a job good or bad?). *Journal of Applied Psychology*, 63, 267– 276.

Kelly, J. (1974). *Organization Behavior*, Homewood: Richard D. Irwn.

Kothari, C. R (2004), *Research Methodology: Methods and Techniques*, (2nd Edition), New Delhi: New age International Publishers.

Kreitner and Kinicki (2001), Organization Behavior.

Maslow A. H. (1954). A theory of Human Motivation, P*sychological Review*, 50, 370-396.

Megebda, M. (2003). *Research Method: Qualitative and Quantitative Approaches,* Nairobi: African Centre for Technology Studies.

Michael J. (1989). The Model prize in physiology or medicine. University of California School of Medicine.

Muhimbili University of allied Science, (2012). performance and job satisfaction on primary healthcare provider rural Tanzania, Rural and Remote Health 2012; 12: 2072. Dar es Salaam, Tanzania.

Mullins, L. J. (2006). *Essential of Organizational Behavior*, Paperback: Practice Hall.

Mulwa, F. W. (2003). The efficiency of participatory strategic planning approaches to organizational building, University of South Africa. Pretoria, South Africa.

Pamela Akinyi Omillo, (2015). Effects of motivation on employee’s performance of Kenya Commercial Bank. *International journal of human resource studies*, 5(2), 1-8.

Petcharack, N. (2002). Effects of Motivation on Performance of employee of Eco Bank Ghana Limited.

Petty, E. (1984), The elaboration likelihood Model of Persuasion, masters thesis, University of Missouri Columbia, USA.

Rajput A. (2011). “Motivation used by foreign and local Banks in Pakistan, A Comparative Analysis” *Journal of Academic Research*, 3(2), 1-12.

Robert, R. L. (2005). Relationship between rewards, recognition and motivation at insurance company in the Western Cape: University of Western Cape.

Robert, T. (1973). *Hand book of Organizational Behavior*, 2nd Edition, Revised and Expended, Scottsdale: AZ: Brandt Publishing.

Robison, J. (2010). dis engagement can be really depressing, *Gallup management journal,* 21(2), 147-162.

Ryan, K. (2008). Teaching, Microsoft (R), students DVD, Redmond WA Microsoft Cooperation.

URT, (2002), the Primary Education Development Plan (2002-2006), MOEVT Dar-Es-Salaam, Tanzania.

Vroom, V. H. (1964). *Work and Motivation*, New York: Mc Graw Hill.

# APPENDICES

**APPENDIX I: TEACHER’S QUESTIONNAIR**

**PART A: GENERAL INFORMATION**

1. What is your gender?

1. Male [ ] (ii) Female [ ]

2. Age

i) 20-30 years [ ] ii) 31-40 years [ ]

iii) 41-50years [ ] iv) over 50years [ ]

3. Marital status

i) Single [ ] ii) Married [ ] iii) Widow [ ]

4. What is your highest education level?

i ) Advanced Secondary education [ ] ii ) Certificate [ ] iii ) Diploma [ ]

iv ) Advanced Diploma/First degree[ ] v ) Postgraduate Diploma/ Masters [ ]

vi ) PhD [ ]

5. What is the name of your school?

…………………………………………………………………………………

6. For how long have you been in this school?

i) Less than 2 years [ ] ii) between 2 and 5 years [ ]

iii) Between 5 and 12 years [ ] iv) above 12 years [ ]

7. What group is your teaching experience?

i) 0-5 years [ ] ii) 6-11 years [ ]

iii) Between 12-17 years [ ] iv) above 17 [ ]

**PART B: FACTORS AFFECTING TEACHERS PERFORMANCE**

8. Indicate what of the following motivation package from your employer is.

i) YES ii) NO

1. Enhance salaries to employees [ ] [ ]
2. Training and short courses [ ] [ ]
3. Fringe benefits [ ] [ ]
4. Promotions [ ] [ ]
5. Recognition [ ] [ ]
6. Others (specify) ………………………………………………...............

………………………………………………………………………………

9. Have you ever enjoy the following motivation packages since you have been in this ministry?

i) YES ii)NO

1. Enhance salaries to employees [ ] [ ]
2. Training and short courses [ ] [ ]
3. Fringe benefits [ ] [ ]
4. Promotions [ ] [ ]
5. Recognition [ ] [ ]
6. Employees housing loan [ ] [ ]
7. Giving responsibilities [ ] [ ]

10. For those packages you have not enjoyed do you think what were the reasons

i) YES ii) NO

1. Biasness and unfairness [ ] [ ]
2. Lack/poor of motivation scheme [ ] [ ]
3. Not offered by employer [ ] [ ]
4. Poor financial capacity of employer [ ] [ ]
5. I do not understand the reason. [ ] [ ]

11. By ranking them in order of priority which package is most important to you (Please begin with the most from1 to 6)

1. Enhanced salaries to employees [ ]
2. Training and short courses [ ]
3. Fringe benefits [ ]
4. Promotions [ ]
5. Recognition [ ]
6. Employees housing loan [ ]

12. Do you think the following motivational packages contributes to the working performance?

YES NO

1. Enhanced Salaries [ ] [ ]
2. Training and short course [ ] [ ]
3. Promotions [ ] [ ]
4. Allowances [ ] [ ]
5. Housing loans [ ] [ ]
6. Recognition [ ] [ ]

13. Are the following factors do influence your performance?

i) YES ii) NO

1. Job evaluation [ ] [ ]
2. Personal problems (stress) [ ] [ ]
3. Job Contents [ ] [ ]
4. Leaders attitudes [ ] [ ]
5. Organization culture [ ] [ ]
6. Communication [ ] [ ]

**PART C: EFFECTS OF MOTIVATION PACKAGES ON EMPLOYEES PERFORMANCE**

13. In what ways do these packages influence your performance at work place

i) YES ii) NO

1. Early reporting to work [ ] [ ]
2. Staying on the job [ ] [ ]
3. Delight to students [ ] [ ]
4. Respect amongst colleagues [ ] [ ]
5. Inner satisfaction [ ] [ ]
6. Loyalty to your employer [ ] [ ]

14. What are the effects of these packages on your work output?

i) Excellent [ ] ii) Very high [ ]

iii) High [ ] iv) Not tell [ ]

15. Would you be able to achieve the same level of output if these packages were not introduced or withdrawn by management?

i) YES [ ] ii) NO [ ]

16. In your views what is the effect of these packages to your employer

HIGH AVERAGE LOW CAN NOT TELL

Efficiency [ ] [ ] [ ] [ ]

Students performance [ ] [ ] [ ] [ ]

Staff retention [ ] [ ] [ ] [ ]

The budget [ ] [ ] [ ] [ ]

**THENK YOU FOR ANSWER THE QUESTIONS AND COORPERATION**

**APPENDIX II: STUDENTS QUESTIONNAIR**

**PART I: GENERAL INFORMATION**

1. What is your gender?

1. Male [ ] (ii) Female [ ]

2. Age

i) 14-18 years [ ] ii) 19-23 years [ ] iii) Over 23 [ ]

3. What group is your class

i) Form one and two [ ] ii) Form three and four [ ]

iii) Form five and six [ ]

**PART II: DETAILED INFORMATION**

4. What subjects are more understandable to you

1. Science studies [ ] ii) Art subjects [ ] iii) Mathematics [ ]

5. Do you think the materials you get from teachers are enough to make you pass in your final Exams?

i) YES [ ] ii) NO [ ]

6. How many teachers attending your class a day.

1. 1-2teachers [ ] ii) 3-4teachers [ ]
2. 5-6teachers [ ] iv) More than 7 teachers [ ]

7. Do you think education acquired helps to improve your knowledge and skills?

i) YES [ ] ii) NO [ ]

8. If the answer in question 7 above is No; Why? Give at least two reasons

i)........................................................ (ii).........................................................

9. Do the following four (4) factors affect your learning performance?

i) YES ii) NO

1. Teachers cooperation with students [ ] [ ]
2. Parents support [ ] [ ]
3. Your personal determination [ ] [ ]
4. Cooperation with other students [ ] [ ]

10. On your view what should be done so that to improve students Examination performance in your school?

i) YES ii) NO

i) Ministry of education should increase number of teachers in your school. [ ] [ ]

ii) Teachers should increase their teaching efforts [ ] [ ]

iii) Parents should give you enough money to spend [ ] [ ]

iv) Teachers should have enough teaching materials [ ] [ ]

v) Teachers should beat misbehave students [ ] [ ]

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**THANK YOU FOR ANSWER THE QUESTIONS AND COORPERATIONS**

**APPENDIX III: UWELENI SECONDARY SCHOOL**

**FORM FOUR STUDENTS RECORDS**

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR** | **TOTAL STUDENTS** | **STUDENTS TO**  **COUNTINUE** | **PERCENTAGE**  **SCORED** |
| 2011 | 115 | 3 | 2.61 |
| 2012 | 84 | - | - |
| 2013 | 112 | 17 | 15.18 |
| 2014 | 142 | 22 | 15.49 |
| 2015 | 125 | 28 | 22.4 |

**WAMBAA SECONDARY SCHOOL**

STUDENTS RECORDS

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR** | **TOTAL CANDIDATES** | **STUDENTS TO**  **COUNTINUE** | **PERCENTAGE**  **SCORED** |
| 2011 | 50 | 7 | 14 |
| 2012 | 80 | 4 | 5 |
| 2013 | 63 | 3 | 4.76 |
| 2014 | 57 | 3 | 5.26 |
| 2015 | 85 | 4 | 4.71 |

**MICHENZANI SECONDARY SCHOOL**

**FORM FOUR EXAM RESULTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR** | **TOTAL STUDENTS** | **STUDENTS TO**  **COUNTINUE** | **PERCENTAGE**  **SCORED** |
| 2011 | 70 | 4 | 5.71 |
| 2012 | 62 | 3 | 4.83 |
| 2013 | 54 | - | - |
| 2014 | 71 | 4 | 5.63 |
| 2015 | 53 | 3 | 5.66 |

**APPENDIX IV: THE INTERVIEW QUESTIONS**

1. For how long have you been in this department
2. How do you know the MOEVTZ
3. What is the number of the total employees in Pemba
4. How do the Ministry of Education evaluate its employees performance in Pemba
5. Do you think the teachers performance at Secondary Schools in Mkoan District enough to make the students pass their final exams.
6. How does MOEVTZ motivate its employees
7. What are motivation packages do ministry use to motivate its personnel
8. Do you think what kind of motivation do the employees need to make them perform better
9. Is the ministry of Education and Vocational training Zanzibar has any strategic plan for motivation packages to its employees

**HEAD TEACHERS QUESTIONS**

1. How do you see your school performance
2. Do you think what is reasons for your students to fail final exams
3. Is the school surrounding society cooperate with the school
4. In your view do you think is MOEVTZ motivates is employees
5. What is your opinion to MOEVTZ on teachers motivation