ASSESSMENT OF FACTORS THAT MOTIVATE PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS IN KINONDONI DISTRICT

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

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled: "***Assessment of Factors that Motivate Performance of Teachers In Secondary Schools in Kinondoni District"*** in partial fulfillment of the requirement of the Master of Education in Administration, Planning And Policy Studies of Open University of Tanzania.

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Dr Mary Ogondiek

(Supervisor)

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Date

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DECLARATION

I, **Mwanahawa Rashid Daffa**, do hereby declare that this dissertation is my original work for the completion of Master Degree of Education in Administration, Planning and Policy Studies of the Open University of Tanzania. It has not been and should not be submitted in whole or in part to another University for the award of any other degree.

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Signature

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Date

DEDICATION

I dedicate this dissertation to my family and all those who in one way or the other, participated in the study.

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I first and foremost thank the Almighty God for giving me good health, strength and critical thinking on searching various materials related to my study, Without Him the dream of completing this dissertation would not have been possible. Second, I would like to express my gratitude to Dr. Mary Ogondiek, my dissertation project supervisor, for her guidance, encouragement and useful critiques of this work. I also appreciate my family for their moral and material support during entire period of the study.

ABSTRACT

The study intends to explore assessment of factors that motivate performance of teachers in secondary schools. Specifically, the study intend to; identify the relationship between motivation and teacher's job performance in secondary schools, to access teaching environments that influence teacher's performance in secondary schools, to investigate financial incentives/remunerations that motivates teacher's performance in secondary schools and to determine importance of professional development opportunities for teachers in secondary schools. During data collection multiple methods were used (triangulation) including documentary review, questionnaire, and interviews and focused group discussion. The sampling involved DEO, HRO, HoS and teachers selected from public and private schools. The selection criteria was based on their positions, work experiences, sex and age with total sample unit of fifty (N=50). The data content were validated, analyzed using various techniques including sorting, editing, graphs and charts. The study found that, school working environment, remuneration packages, job security, continuing professional advancement and models of staff recognition have positive effects on teachers' job performance. The study recommends the government and the stakeholders should improve teachers' working environments also put in place realistic and attractive professional compensation packages, models of staff recognition and various motivational factors that attracts and retains high performing teachers.

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LIST OF ABBREVIATIONS

TALIS	Teaching and Learning International Survey
CPD	Continuing Professional Development
TPD	Teacher Professional Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
DEO	District Education Officer
HRM	Human Resource Manager
HRO	Human Resource Officer
HoS	Head of Schools
FGD	Focus group discussion
URT,	United Republic of Tanzania
PEDP	Primary Education Development Programme
SEDP	Secondary Education Development Programme
TDMS	Teacher Development and Management Strategy

CHAPTER ONE

INTRODUCTION AND THE NATURE OF THE PROBLEM

1.1   Introduction

The concept of motivation is situational and its level varies between different individuals and at different times. Motivation is the desire or drive within a person to achieve some goal. Within is the operative word here, for motivation is an internal condition based on a person's perceptions and needs (Nasser, 2012 cited from Ricks et al, 1995). The term motivation derives from the Latin word movers, which mean to move. Motivation is getting others to do something because they want to do it. To motivate others is one of the most important management tasks. It comprises the abilities to understand what drives people, to communicate, to involve, challenging, to encourage, setting an example, to develop and coach, to obtain feedback and to provide a just reward (Nasser, 2012). Motivation is a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behavior. Motivate is a transitive verb, which means to give somebody an incentive, to give somebody a reason or incentive to do something (Cole, 2000).

1.2   Background To The Problem

Education is one of the influential factors for development of any country especially developing one like Tanzania. Importance of education in Tanzania is well acknowledged by the government, parents, community and all private sectors educational stakeholders. In the successful of any educational training you won't forget to mention a teacher/tutor/instructor or lecturer. Teachers play a vital rule in the

attainment of education goals in any academic level. The rule of teachers in any education system is central and critical such that their attitude and problems are of great interest not only to educational authorities and practitioners but also to researchers and scholars (Odhiambo, 2003). Teachers are actually responsible for the molding of mind and characters of future society and leaders by facilitating knowledge and skills and molding values, attitudes and inclinations relevant to that society (Muze, 1987).

The word motivation has its origin from the Latin word mover, which means to move (Nelson. 2008). Cole (2000) argues that motivation is a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behavior. Motivate is a transitive verb, which means to give somebody an incentive, to give somebody a reason or incentive to do something. The exceptional leader realizes it is his/her responsibility to provide a highly motivating environment for employees.

According to Armstrong (2008) motivating people is about getting them to move in the direction desired in order to achieve particular results. Staffs motivation is very important in any organization that seeks to improve its performance. Low teacher motivation is expected to decline student performance in academics. Sumra (2006) suggested that the most likely way to improve the quality of education is to invest in teachers first.

According to Naseer et al (2012) on their research paper on the factors affecting teacher motivation in secondary schools recommended that teacher motivation

naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the college environment. It has to do with teachers' interest in student discipline and control particularly in the classroom.

Therefore, it could underlie their involvement or noninvolvement in academic and non-academic activities, which operate in college. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the college.

Teacher motivation has been a matter of great concern particularly in most parts of the developing world. The association between teachers' motivation and performance of both students and general school performance has been referred by a number of studies. For example United Nations Education, Scientific and Cultural Organization (UNESCO, 2006), Belle, 2007 and Davinson, 2006 argue that motivated teachers appropriately will not only positively affect teachers' efficiency but also increase the quality of education the children receive. Davidson, 2006 is of the view that improving teachers working conditions and living conditions are critical to improving teachers' motivation. To address the problem of teachers' motivation and education in the country, some national efforts and strategies have been put in place, for example in the year 1995, 2005 and 2010 the government salary/payee reform which aim at increasing salaries among the servants. Claubert, 2004, Mutahaba, 2005, United

Republic of Tanzania (URT, 2010). It was hoped that an increase of salary would lead to improvement of performance in the education sector (World Bank, 1990). In 2007, the Teacher Development and Management Strategies (TDMS) was also developed to provide the comprehensive, holistic and an all-encompassing strategy to deal with, among other issues, Teachers Trainee And Recruitment, Development and Motivation (TDMS, 2007).

Moreover in 1977 Education Sector Development Program (ESDP) was developed and also Secondary Education Development Plan (SEDP) for the period 2004-2009 and Primary Education Development Plan (PEDP) for the period 2001, 2006, 2007, 2011 were also developed all with the same purpose of improving the education sector by increasing access, improve equity and quality of secondary schools in Tanzania (URT, 2007).

Therefore, teachers at all levels of the education system should be adequately trained, respected, remunerated, and able to participate in decisions affecting their professional lives and teaching environments. When teachers are enabled to do their job effectively, their students are enabled to learn effectively.

1.3   Statement of The Problem

There are many factors that determine people's behavior to motivate them. These are psychological needs, physiological drives, survival, urges, emotions, hurts, impulses, fears, threats, rewards (money, friendship, status), possessions, wishes, intentions, values, mastery, freedom, intrinsic satisfaction, self-satisfaction, interests, pleasure, dislikes, established habits, goals, ambitions and so on. Teachers' work performance

can be motivated intrinsically or extrinsically. Intrinsic factors includes employee achievements, recognition, work itself, responsibility and advancement, salary structure, the level to which the employees feel appreciated, and the employee perception of their jobs among other factors. The extrinsic factors comprise work condition, pay, fringe benefits and the work environment among others.

In order to make teachers satisfied and be committed to their work for better performance motivation is extremely important in every learning institution in any country. People who are motivated exert a greater effort to perform than those who are not motivated. For any school to survive and stay competitive, it is very important that its teachers are motivated, because motivated teachers in a motivating environment will easily be driven to believe that if they put more effort in performance, their needs will be met.

When teachers feel their personal needs are met at their workplace, they find fulfillment through performance of their duties. They become creative and the school can achieve good students' performance. Government report show that most of the community schools experiences worse performance when it comes to examination results (URT, 2008) with low teachers' motivation being one of the main reasons.

While claims of teachers demotivation are heard. Little is known about what actually is likely to motivate teachers most. Existing studies have tended to generalize the motivation with little attempts made to identify what teachers most motivating. Thus, understanding what mostly motivates teachers to perform is necessary in order for effective strategies to address the problem of teachers' motivation and improve

education quality to be designed and implemented. This study therefore aims at examining factors that motivate performance of teachers in secondary schools in Kinondoni District.

1.4   Objective of The Study

The general objective of this study is to examine factors that motivate performance of teachers in secondary schools in Kinondoni district.

1.5   Specific Objective of the Study

The specific objectives of this study are:

(i)   Examine relationship between teacher's motivation and job performance in secondary school in Kinondoni district.

(ii)   To access teaching environment that influence teacher's performance in Kinondoni district.

(iii)   To investigate financial incentives/remunerations and rewards that motivates teacher's performance in Kinondoni district.

(iv)   To determine the necessity of professional development opportunities for teachers in secondary schools of Kinondoni district.

1.6   Research Questions

The main research question of the study is: what factors that motivate performance of teachers in secondary schools in Kinondoni district? This main research question will be addressed by answering the following sub-research questions:

(i)   What is the relationship between motivation and teacher's job performance in secondary schools?

(ii)   What are teaching environments that influence teacher's performance?

(iii)   What are financial incentives/remunerations and rewards that motivate teacher's performance?

(iv)   What is the importance of professional development opportunities for teachers in secondary schools?

1.7   Significance of The Study

The study generated knowledge that may be useful in measuring the outcomes of teachers' job satisfaction and enhancement of students' performance as well as to identify the gap for further research in the area of job satisfaction especially factors that motivate performance of teachers in secondary schools. Therefore the study created awareness to all levels that is family level, community level, national level and international level, teachers, parents, stakeholders and to the curriculum developers.

Moreover, the study was useful in initiating other educational researchers as a source of references for more extensive studies. Omari (2011:32), states that significance of the study is when the researcher point out the solution to the problem or answer to the question that can or will influence education theory or practice. This is very important since it will explain why is worthy time, effort and expenses required to carry out the proposed research.

1.8   Limitations of The Study

In this study, the researcher encountered the constrains emanated from research methods, research design, samples and sampling strategies, uncontrolled variables faulty instruments and other compromises to internal and external validity (Omari,

2011). Researcher used her extensive experience in teaching to create friendly environment and make respondents willing to respond to research positively. Other limitations the researcher encountered includes financial constraint, this is because the researcher is privately self-sponsored. The researcher created a good atmosphere for interview, focused group discussion, and questionnaires treatment.

Furthermore the researcher encountered language barrier. This is due to the language used in a research. English language is not so familiar to most of population in Tanzania. However, to reduce the problem on language clarity to respondent, a researcher opted to use both English and Swahili. The researcher code-switched or code-mixed to provide clarity to the respondents.

1.9   Delimitations

Study delimitated itself in Secondary Schools in Kinondoni District council in Tanzania. Additionally. The study was guided by case study research design and respondents included DEO, HRO, HoS and teachers of sample of 50 targeted populations.

1.10   Definition of Key Terms

1.10.1 Motivation

Motivation is a theoretical construct used to explain behavior. It gives the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa (Wikipedia).

1.10.2 Work Motivation

Is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration. Understanding what motivates an organization's employees is central to the study of I–O psychology. Motivation is a person's internal disposition to be concerned with and approach positive incentives and avoids negative incentives. To further this, an *incentive* is the anticipated reward or aversive event available in the environment (Wikipedia).

1.10.3 Job Satisfaction

Job satisfaction or employee satisfaction has been defined in many different ways. Some believe it is simply how content an individual is with his or her job, in other words, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision. Others believe it is not as simplistic as this definition suggests and instead that multidimensional psychological responses to one's job are involved. Researchers have also noted that job satisfaction measures vary in the extent to which they measure feelings about the job (affective job satisfaction) or cognitions about the job (cognitive job satisfaction) (Wikipedia).

1.10.4 Academic Performance

The term 'academic performance' is the outcome of education which means the extent to which a student, teacher or institution has achieved their educational goals. In this study, 'academic performance' is entails the extent to which a teacher has achieved their educational goals.

1.11   Conceptual Framework

Input	Process	Output
Input Teachers Motivation ☐ Monetary ☐ Non Monetary	**Process** ☐ Financial Initiatives ☐ Carrier development opportunities ☐ Promotions ☐ Work environment ☐ Availability of teaching and learning materials	**Output** ☐ Increase Good job performance ☐ Satisfaction ☐ Improve student performance ☐ Les absentees ☐ Less teachers turnover ☐ Improved student examination performance

Figure 1.1: Conceptual Framework Indictating Teachers' Performance

Source: Input Output Model Adapted from UDP,2006 Lazear and Oyer, 2010.

It can been clearly see from Figure 1.1 that conceptual framework explains the relationship between the dependent and independent variables in the study; the dependent variable is considered since motivation depends on the outcomes from very many factors. Several single factors acting individually have a collective impact on the teachers and students' academic performance; These are monetary and non monetary variables as inputs and when input variables are well processed like per national incentives, career development opportunities, promotions, working environment, availability of teaching and learning materials.

This led to better outcoomes as independent variables like satisfaction, increased good job performancce which lead to improvement of students' performance, less absentees, and reduces tearchers' turnover. Thus motivation plays a grat role on teachers' work performance which in turn results to students' good academic performance. perfomance.

1.11.1 Working Environments

Working environment means the physical layout and design of the school. The school physical environment plays key roles in influencing teachers level of satisfaction or dissatisfaction and their level of performance or productivity. Positive and supportive environment for teachers automatically influences teachers' performance and hence improves students' achievement.

1.11.2 Financial Incentives/ Remunerations

Remuneration refers to the monetary rewards that an employee receives in exchange for the services they provide. It may include base salary, wages, incentives, commissions and various compensations and benefits.

1.11.3 Career Development Opportunities

Career/Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Includes courses/workshop, education conferences or seminar, qualification programs, observation visit to other schools and many more.

1.11.4 Promotions/ Rewards

Employee reward systems refer to programs set up by a company, government or an organization to reward performance and motivate employees on individual and/or group levels. They are normally considered separate from salary but may be monetary in nature or otherwise have a cost to the company.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter presents literature review related to the study. The chapter is organized into the following sub-sections: Introduction, theoretical review and theories guiding the study, global perspective on Performance of teachers motivation, the linkage between motivation and teacher's job performance in secondary schools, teaching environments that influence teacher's performance, financial incentives/remunerations and rewards that motivate teacher's performance and the importance of professional development opportunities for teachers in secondary schools. Another section will include research gap.

2.2   Theoretical Review

Various scholars have attempted to explain the importance of motivating employees in an organization, company or government for better achievement of organizational goals as well as satisfying employees' needs. Motivation theories explain the behavior of people at work and to why do they behave in such manner in connection to their efforts and directions they are taking, it describe processes to be performed by the organization in order to encourage employees to put their efforts, skills and abilities for the attainment of organizational goals.

For the purpose of this study, the researcher considered the following work motivation theories to be essential in this study: the Herzberg's Motivation–hygiene theory and Maslow's hierarchy of needs.

2.2.1 Maslow's Hierarchy of Needs

The Maslow's hierarchy of need theory has some practical implication to teachers' motivation and education. For example, teachers and other categories of people need to have their basic needs satisfied. If these needs are not satisfied, they are not likely to function effectively; they cannot be expected to contribute their best to organizational performance and they are not likely to be productive and innovative. Different factors have different influence on motivating teachers; and teachers may have different needs such as salary increase, the need for promotion and development, and good working conditions. Thus, the Maslow's hierarchy of needs provides a continuum of factors that can be explored to understand factors teachers find most important and likely to motivate them the most.

According to Abraham Maslow (1943) in his theory of human motivation argues that human beings have desires, wants and needs arranged in a hierarchy beginning with the most basic ones to the uppermost and these needs are: physiological needs, safety or security needs, social and belonging or affiliation needs, self-esteem needs, personality or status needs and the need for self-actualization. Physiological needs are the most basic in the Maslow hierarchy that include food, water, oxygen, sex and sensory satisfaction. Physiological needs are the source of motivation for any employee including a teacher and are relatively ranked as motivational bridge. Once they are satisfied, they cease to motivate an individual. Therefore in the employment framework, physiological needs are satisfied through adequate salaries or wages.

The second level is safety and security needs. This need appears after physiological needs are satisfied. They include a desire for security, stability, dependency,

protection, freedom from fear and anxiety and the need for structure, order, law, job security, savings accounts, insurance policies, financial security, and health and well-being (Cherrington, 1989). If a person does not feel safe in an environment, they will seek to find safety before they attempt to meet any higher level needs. These needs are satisfied through sufficient wage and salaries, constant feedback and participatory decision-making.

The third level is love or social needs. These include affiliation, belongingness, acceptance, and friendliness. The manager of a school should facilitate favorable environment where teachers relate well with colleagues to satisfy social needs. Next level is esteem needs that include self-respect, desire for achievement and accomplishment, recognition and autonomy. Head teachers can enable teachers to attain this need by recognizing teachers 'effort through appraisal, appreciation through rewards and quality supervision (Yuniah, Walter & Duke, 2015).

Final level is self-actualization, which is the highest level of Maslow's hierarchy. This level of need pertains to what a person's full potential is and realizing that potential for instance realizing personal potential, self-fulfillment; pursue talent, personal growth, peak experiences, and creativity. Maslow believed that a person couldn't become self-actualized if he or she is starving for food or if they are still seeking love and affection from others.

2.2.2   Herzberg's Motivation–Hygiene Theory

Frederick Herzberg is one of the best known psychologists in the field of motivation who developed a theory about rank and satisfaction of various human needs and how

people pursue these needs [Gawel, 1997]. According to Herzbergy (cited in Armstrong, 2007,) the factors giving rise to job satisfaction (and motivation) are distinct from the factors that lead to job dissatisfaction. Those factors that lead to job satisfaction are known as motivators/satisfiers, which would include satisfaction of achievement needs, recognition, advancement, the work itself and personal growth.

The factors leading to job dissatisfaction are known as hygiene/dissatisfies which would include such factors as company policy and administration, technical supervision, interpersonal relations with supervisors and peers, salary, job security, work conditions and status (Masssie, 2006). While the motivational factors (satisfiers) are intrinsic to the job and that their increase will satisfy the employees and help to improve performance, but their decrease will not cause dissatisfaction. The hygiene factors, according to Herzberg, do not provide a reasonable level of satisfaction are among the employees but their absence will dissatisfy them; these are extrinsic factors to the job (Gupta, 2011).By studying a set of intrinsic and extrinsic motivation factors as suggested by Herzberg, it is possible to understand which among these factors are mostly considered to be motivating for teachers' targeted by this study.

2.2.3   Global Perspective on Performance of Teachers' Motivation

The concept of teacher's motivation has been discussed in different perspectives around the world. Motivation and performance are very important factors in terms of pedagogical success and achievements of any school in any country. Motivation plays an important role in the education system because it increases the productivity of teachers and the goals can be achieved in an efficient way. Motivation comes from many sources. Some teachers are motivated by their love of children and of teaching,

some by more external factors such as a stable salary or the advantages of having more leave time. Motivation are sometimes used by government and education leaders to encourage teachers to behave differently, presumably in ways that promote the ends desired by those giving the motivations. For example, motivations might be designed to attract current teachers to remain in teaching, to accept assignments in remote schools, or to use new teaching methods in their classroom (Robbins, Judge, and Sanghi, 2005 and World Bank, 2009).

Teacher motivation is very essential factor in education system because teacher engagement is an important determinant of student academic success. Moreover, motivated teachers are more likely to implement educational reforms and less likely to be absent or leave the teaching profession which results in substantial savings in terms of recruitment and retraining costs (Jesus & Conboy, 2001). Nonetheless, various studies which have been conducted in developed countries regarding characteristics of pre-service teachers' motivation to teach revealed that intrinsic, altruistic and extrinsic motivations were major reasons accounting for the decision to teach, and intrinsic and altruistic motivations were crucial for satisfying and enduring career in the classroom in developed countries (Brookhart & Freeman, 1992; Karavas, 2010; Kyriacou & Coulthard, 2000).

According to various scholars regarding the linkage between motivation and work performance revealed that good work performance and professionalism are said to go hand in hand. Finer (2000) argues that employee's performance level never exceeds50% of an individual capacity to perform particularly when not effectively motivated. Highly motivated employees perform better, thus enhancing their

professional growth through training and experiences. Good supervisors and managers try to maintain a positive attitude by valuing employees and treating them fairly. Managers and supervisors can create a positive and supportive environment, which results to retaining better employers and motivating employees in their jobs (Memmott and Growers, 2002).

The working condition of teachers are closely related to learning conditions for the students. A school environment that allows teachers to do a good job will automatically improve the learning conditions of the students. There is an obvious and close relation between the infrastructure of the school system and the quality of education. In many countries investment in school equipment has been neglected during recent decades. It is essential to provide at least the basic teaching equipment and materials in each school. Studies have reported a consistent relationship between pupil performance and the availability of books. An important investment to improve educational quality is to ensure that all students have at least one textbook. Research has pointed to the importance of teacher motivation for effective learning. The obvious relation between motivation and good working conditions is thus a strong argument for improving the status and working conditions of teachers. Another factor affecting motivation is the ability to influence one's working conditions (Orji Friday Oko, 2014).

2.2.4   African Perspective

In developing countries high teacher motivation leads to positive educational outcomes and low teacher motivation leads to negative educational outcomes. Teacher motivation in developing countries indicates widespread low or decreasing levels of

motivation, resulting in lower quality of education for instance primary school teachers are poorly motivated in Sub-Saharan Africa and South Asia (Guajardo, 2011).

Adelabu (2005) revealed that teacher's motivation is very poor and teachers are also dissatisfied with their working environment and salary conditions in Nigeria. The reason behind the poor motivation of teachers is that they are having low salaries as compared to other professionals, the working environment are not conducive, no decision making authority, they are not reorganized for the hard work performed and also not giving them opportunity for career advancement.

2.2.5 Tanzania Current Trend on Performance of Teachers' Motivation

According to HakiElimu (2011) conducted a study on teachers' motivation and revealed that teachers' level of commitment was low due to poor pay and poor working environment. If a teacher is not motivated he/ she will not be committed to his/her work. Similarly, a teacher who is not motivated is less likely to be satisfied with his/ her job.

According to HakiElimu (2016) conducted a research on teachers motivation and job satisfaction and declared that teachers' level of motivation and job satisfaction in Tanzania is low due to several factors. These include poor working environments, delays in promotions, lack of support from authorities, inadequate support from parents and the community, inadequate teaching and learning materials, the low status of the teaching profession, low salaries and longstanding unpaid claims.

2.2.5 The Concept of Motivation

The concept of motivation is situational and its level varies between different individuals and at different times. Motivation is the desire or drive within a person to achieve some goal. Within is the operative word here, for motivation is an internal condition based on a person's perceptions and needs (Nasser, 2012 cited from Ricks et al, 1995). The term motivation derives from the Latin word movers, which mean to move. Motivation is getting others to do something because they want to do it. To motivate others is one of the most important management tasks. It comprises the abilities to understand what drives people, to communicate, to involve, challenging, to encourage, setting an example, to develop and coach, to obtain feedback and to provide a just reward (Nasser, 2012). Motivation is a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behavior. Motivate is a transitive verb, which means to give somebody an incentive, to give somebody a reason or incentive to do something (Cole, 2000).

2.3 Empirical Studies and Research Gap

2.3.1 Linkage Between Motivation and Teacher's Job Performance

According to various scholars regarding the linkage between motivation and work performance revealed that good work performance and professionalism are said to go hand in hand. Finer (2000) argues that employee's performance level never exceeds 50% of an individual capacity to perform particularly when not effectively motivated. Highly motivated employees perform better, thus enhancing their professional growth through training and experiences.

Study conducted by Masesa (2004) on factors influencing motivation of staffs in higher learning institutions at the University of Dar Es salaam Tanzania revealed that most of staffs are motivated by variables that are within themselves (intrinsic factors) such as opportunity for advancement, interesting and challenging work, job security, work independence, individual goals, job freedom to act and personal growth. Other factors were reputation of the organization, flexible working hours, job significance and autonomy. He farther added that extrinsic factors are not main determinants of academicians to stay in the University of Dar Es Salaam. He concluded that motivation should not be viewed from institutional point of view but should be viewed from employees' side and be analyzed before implementation so that employees receive it as retention factor.

2.3.2 Teaching Environments That Influence Teacher's Performance

Good supervisors and managers try to maintain a positive attitude by valuing employees and treating them fairly. Managers and supervisors can create a positive and supportive environment, which results to retaining better employees and motivating employees in their jobs (Memmott and Growers, 2002).

According to the research report from International Review of Social Sciences and Humanities in Botswana (2013) revealed that school facilities determine trends in school activities and processes which influences teacher performance and student achievement. The school physical environment play key roles in influencing teachers level of dissatisfaction and their level of performance or productivity. The importance of facility quality is an important predictor of the decisions of teachers to leave their current position. Job dissatisfaction of teachers due to school facility is taking a toll on

teachers as it was reported in the National Commission on Education in 1993 that teachers were struggling to cope with enormous amount of dissatisfaction and job stress. This was because they were unable to keep with the demand of their job in dilapidated buildings to such a point that many were reaching burnout levels.

The physical layout and design of the school could enhance certain instructional strategies, discourage others and have a significant impact on discipline. As designers, architects and school administrators develop future schools and learning spaces for the growing school populations, the process of designing building facilities is to be based on the intended curricular programs. This should encompass the attending populations, and available technologies should be the main guide to the design of these learning spaces. In basic terms, the facility should be designed to fit the intended curriculum and use (Dejong, 1997).

The working conditions of teachers are closely related to learning conditions for the students. A school environment that allows teachers to do a good job will automatically improve the learning conditions of the students. There is an obvious and close relation between the infrastructure of the school system and the quality of education. In many countries investment in school equipment has been neglected during recent decades. It is essential to provide at least the basic teaching equipment and materials in each school. Studies have reported a consistent relationship between pupil performance and the availability of books. An important investment to improve educational quality is to ensure that all students have at least one textbook. Research has pointed to the importance of teacher motivation for effective learning. The obvious relation between motivation and good working conditions is thus a strong

argument for improving the status and working conditions of teachers. Another factor affecting motivation is the ability to influence one's working conditions (Orji Friday Oko, 2014).

According to Emiliana Vegas (2005) on her research report on incentives to improve teaching reproduced by the word bank case of Latin America suggested that the interests of teachers and their employers i.e. principals, education authorities, or school boards are often not aligned. For example, although school administrators and education authorities may be interested in attracting more students to their schools, teachers may want to keep some difficult-to teach students out of their classrooms.

Compensation contracts may be designed to include incentives that will lead teachers to operate in the interest of the schools. In the example above, school administrators could devise incentives such as extra pay or promotion possibilities so that teachers will keep all students in their classrooms. The researcher's findings suggest that changes in teacher incentive structures can affect who chooses to enter and remain in the teaching profession, as well as those teachers' daily work in the classroom.

For instance, in the United States, where there is growing concern about the declining quality of teachers, findings shows that the increase in labor market opportunities for women led to a decrease in the pool of qualified applicants for teaching positions. At the same time, findings suggests that teacher salary scales in the United States are so compressed that the best teachers are likely to leave the profession for higher-salaried jobs in other occupations. In view of the fact that teachers respond to incentives, education policymakers can improve the quality of teaching and learning by designing

effective incentives that will attract, retain, and motivate highly qualified teachers. But how teacher incentives are designed and implemented also matters. In various cases for instance in America teachers have been found to respond adversely to incentives by, for example, reducing collaboration among teachers themselves, excluding low-performing students from classes, cheating on or manipulating the indicator on which rewards are based or decreasing the academic rigor of classes (Cullen, Reback, Figlio and Getzler, 2002).

Researches shows that teachers in many parts of the world are compensated based on credentials i.e. degrees and certifications and experience. However research has shown that the returns to experience are limited and that credentials have little impact on student performance. One potential method to increase student achievement and improve the quality of individuals selecting teaching as a profession is to provide teachers with financial incentives based on student achievement. Supposedly, teacher incentives could have one of three effects. If teachers lack motivation or incentive to put effort into important inputs to the education production function for instance lesson planning and parental engagement, financial incentives for student achievement may have a positive impact by motivating teachers to increase their effort.

However, if teachers do not know how to increase student achievement, the production function has important complementarities outside their control, or the incentives are either confusing or too weak, teacher incentives may have no impact on achievement. On the other hand, if teacher incentives have unintended consequences such as explicit cheating, teaching to the test, or focusing on specific, tested objectives at the expense of more general learning, teacher incentives could have a negative

impact on student performance (Johnson, 1984; Firestone and Pennell, 1993 and Roland Fryer, 2011).

One of the factor affecting teacher motivation and commitment to teaching is the financial remuneration. Real salary rates in low-income countries have deteriorated in recent years. In many countries salaries are not paid regularly, with delays often of several months. Consequently, many teachers are forced to look for other fobs in addition to teaching and some are driven to leave teaching altogether. Reports from African countries revealed that it has become almost impossible to convince good students to choose a teaching career, as the prospect of job security and adequate income are too uncertain (Orji Friday Oko, 2014).

According to Befekadu (2001) on his study to examine the underlying reason for teachers attrition and the factors that contributed or aggravated the exodus from teaching in Addis-Ababa Ethiopia, revealed that teachers leave their jobs mainly for the reasons which were in rank order, low social prestige accorded to teaching by the society, low economic and financial benefits, lack of transfer and unfavorable working conditions within the schools, administrative problems and lack of professional career development, overloaded work and limited chances for further studies.

2.3.3 Importance of Professional Development Opportunities for Teachers in Secondary Schools

According to a research from TALIS by European Union (2009) came out with a broad definition of professional development among teachers as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. The

report revealed that professional development can be provided formally or informally. It can be made available through external expertise in the form of courses, workshops or formal qualification programs, through collaboration between schools or teachers across schools (*e.g.* observational visits to other schools or teacher networks) or within the schools in which teachers work. Also professional development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices.

Researches indicates that teachers in England and Japan work more than 48 hours per week including evenings and weekend whereby the average working hours is 40.6 hrs per week. These relatively long working hours are hindering teachers' access to continuing professional development (CPD)**.** Teachers in England spent only an average of 4 days on these CPD opportunities (including courses, observational visits, seminars and in-service training), compared with an average of 10.5 days. In Shanghai, by contrast, teachers reported spending an average of 40 days in the year on these forms of CPD – ten times more than teachers in England. Workload represents a significant barrier to accessing professional development according to 60 per cent of teachers in England (Peter Sellen, 2016).

The government of Ethiopia expressed its commitments for the improvement of quality education in many educational conferences and events by enforcing continuous professional development program. The aim of continuous professional development (CPD) was to improve the performance of teachers in the classroom and improve student achievement. It was a career-long process of improving knowledge, skills and attitudes centered on the local context and, particularly, classroom practice.

All teachers were directed to engage in their own learning process, working with their colleagues, identifying their own needs and the wide range of activities, engage in formal and informal activities that bring about improvement of their own practice and the practice of others (MOE, 2009). The ministry of education in Ethiopia was given priority for continuous professional development (CPD) believing that it is the right of teachers as well as of a great value for national development, especially in the areas of teachers' beliefs, attitudes and practices, needed to enhance students' learning (UNESCO, 2006).

Teacher development has moved beyond simple in-service workshops and has expanded into a more robust system of continuing education. In order to advance in their careers, teachers should seek out professional development opportunities, which are ongoing and aligned with standards and assessments. Educators must understand the concepts in processing professional development and what it means to education. The National Staff Development Council (2007) created a set of nine standards that all professional development should follow. They include content knowledge and quality teaching, research-basis, collaboration, diverse learning needs, student learning environments, family involvement, evaluation, data-driven design, and teacher learning. Professional development refers to the development of a person in his or her professional role. Much broader in scope than career development, professional development is defined as a growth that occurs through the professional cycle of a teacher. Professional workshops and other formally related meetings are a part of the professional development experience (Glattenhorn, 1987 Ganzer, 2000, Crowther et al, 2000 and Guskey, 2000).

All too often, teachers begin their duties without proper or sufficient pedagogical and psychological training. Some studies of factors affecting the academic performance of school children conclude that the influence of classroom variables, like the education of the teacher, is of greater importance in developing countries than in other countries. This is a powerful argument in favor of improving teacher education especially in developing countries.

Teaching is a life-long process of learning. Continuous professional development through in-service training to up-date the teacher's knowledge and teaching methods is of crucial importance in providing quality education. In-service training is most effective when based on pre-service education that has laid a good foundation. Still today, in many parts of the world, persons with insufficient training are engaged as teachers. So long as the hiring of untrained teachers is used as a temporary and transitional solution, it can be tolerated (Orji Friday Oko, 2014).

2.4   Research Gap

Studies on the assessment of factors that motivate performance of teachers in secondary schools are well reflected in international and external literature. Although much of literature in both developed and developing countries revealed that, academic performance of teachers will be improved if teachers are provided necessary motivations compared to work performances. In the context of Africa and especially Tanzania, limited literature is available that report about factors that motivate performance of teachers in secondary schools. This is a gap that this study attempted to fill by contributing relevant knowledge. Therefore, this study assessed factors that motivate performance of teachers in selected secondary schools in Kinondoni district in Dar es Salaam region, Tanzania.

CHAPTER THREE

RESEACH METHODOLOGY

3.1   Introduction

This chapter presents the methodology that was used during the study on the assessment of factors that motivate performance of teachers in secondary schools in Kinondoni district. The chapter is organized into the following sub-sections; study area, research approach, research design, population of the study, sample and sampling techniques, instruments for data collection, validity and reliability of instruments, data analysis and ethical considerations.
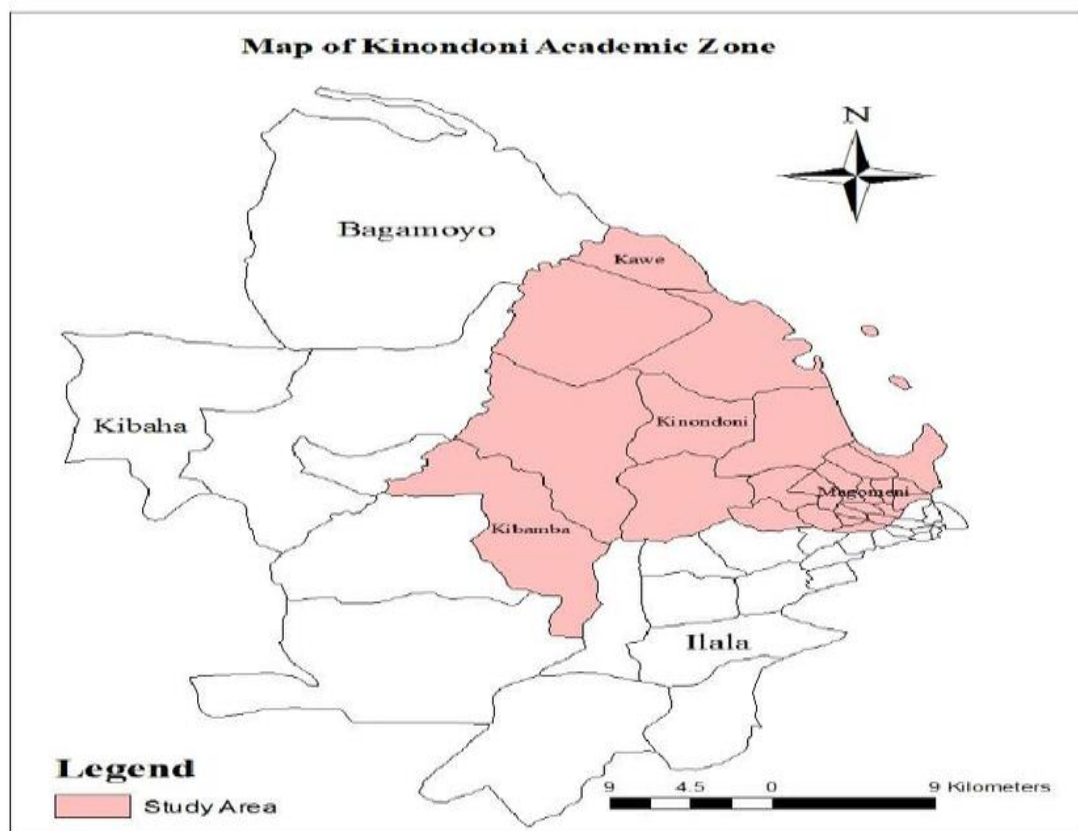

Figure 3.1: Map showing Location of Study Area

Source: Adapted from A.W. Mayo

3.2 Study Area

The study area is one of the three districts of Dar es Salaam region i.e. Kinondoni district. The other two are Ilala and Temeke Districts. The study dealt with some selected schools, which are located at Makongo, Kawe and Makumbusho within Kinondoni Municipal, Dar es Salaam Tanzania. This area was selected because in this district there are many Government and Private Schools, which are located near each other, which was convenient for the researcher to collect data in available time constraints. Figure 1 below is the map of Kinondoni district indicating academic zones.

3.3 Research Approach

Research approach is the mental and philosophical dispositions a particular study may have, consciously or unconsciously, on the nature of knowledge, how it is acquired and the nature of human beings, as respondents in any social reality which can only be qualitative or quantitative (Omari 2011:2). This study used both qualitative and quantitative research approaches to generate data on the assessment of factors that motivate performance of teachers in secondary schools. According to Creswell (2009) mixed method (which combines qualitative and quantitative approaches) is useful when either the qualitative or quantitative approach by itself is inadequate to best understand the research problem or the strengths or constraints of both providing best understanding.

3.4 Research Design

According to (Omari, 2011) Research design is a distinct plan on how a research problem will be explored. The objective of research design is to plan, structure and

execute the selected research project in such a way that the validity of the findings are maximized (Mouton & Marcus, 1996). The suitable research design to be applied in this research problem or phenomenon is case study. Case study involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community (Kothari 2004).

3.5   Population of The Study

A population is the totality of any group of units, which have one or more characteristics in common that are of interest to the study (Omari, 2011). The targeted population in this study engaged district education officers (DEO), human resource officers (HRO), head of schools (HoS) and teachers approved to teach secondary schools from the selected public and private schools.

3.6   Sample Selection, Technique and Sample Size

3.6.1   Sample and Sampling Technique

Sampling is the process of selecting units from a population of interest so that we may fairly generalize our results to the population they were chosen (Trochim, 2006). In this study, the sample comprised one (1) District Education Officers, three (4) Human Resource officers, three (5) head of schools who will be selected from public and private schools and (40) teachers was also selected based on their positions, experiences (1 year and above), sex and age. This makes a sample unit of fifty (50) respondents.

Teachers were selected because they are directly concerned with the investigated study and they know to what extent they have been motivated by the employer.

School administrators were selected in the sample because are the one who acts as facilitator about teacher motivation. The three private schools and two government schools was selected through the use of purposive sampling methods which 40 teachers and 5 school administrators was selected by using the simple random sampling. In simple random sampling all participants are chosen in such a way that each has an equal chance of being selected and each choice is independent, this is to ensure that each member of the target population had chance in the sample. This therefore made the total number of respondents to be fifty (50) as indicate in the Table 3.1 and Figure 3.2.
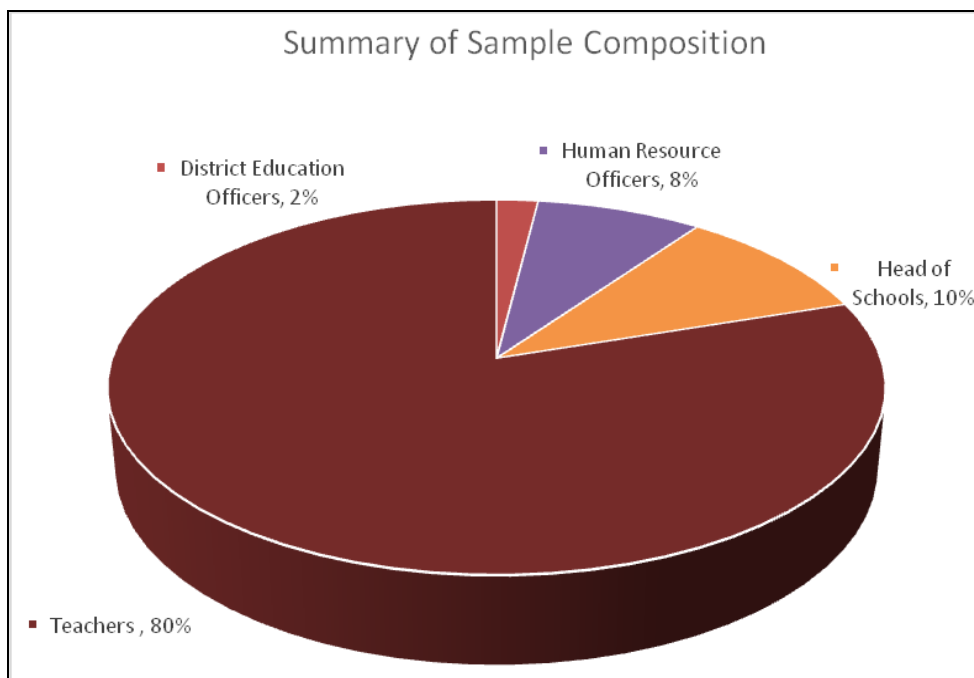

Figure 3.2: Chart Indicating Sample % of the Correspondent

3.7   Data Collection Methods

Gay, et al (2006) states that, the choice of research methods depends on the purpose of the study and the questions to be used. The study employed multiple methods in data collection commonly known as triangulation, which included documentary review,

questionnaire, Interviews, and focus group discussion (FGD) to collect data from District Education Officer, Human Resource Officers, Head of Schools and Teachers.

3.7.1 Structured Questionnaire

A questionnaire consists of number of questions printed or typed in a definite order on a form or set of forms (Kothari, 2008). Therefore, research employed the structured questionnaire to collect data from the respondents, where by the researcher prepared the reliable and valid closed ended questions that encouraged the respondents to elicit the required data or information according to research objectives by ticking against the correct answer and give brief explanations where needed.

3.7.2 Interviews

The interview method of data collection is a common and important method in qualitative research. It involves presentation of oral-verbal stimuli and reply in-terms of oral-verbal responses. It can be used through personal interviews and sometimes through telephone (Kothari, 2008). In this method the researcher used interview because it give an opportunity to respondents who are unable to read and write to participate, the researcher collected supplementary information which could not be easily collected by other methods. The interviews will be conducted to district education officers, human resource officers, head of school and teachers regarding factors that motivate performance of teachers in secondary schools in Kinondoni district. The structured interviews are used in quantitative research and can be conducted face to face online or But in this study face to face interviews was applied. The researcher provided the respondent with pre-set questions and let them respond on the asked questions by the researcher.

Structured interviews are used in quantitative research and can be conducted face to face, online or over the telephone, sometimes with the aid of lap-top computers (Dawson, 2002). But in this study, face-to-face was applied. The researcher provided the respondents with pre-set questions and let them respond on the asked questions by the researcher.

The study also used a semi-structured interview in collecting information from all categories of respondents. According to Cohen and co-workers (2002) semi-structured interviews enable the interviewees to project their own ways of defining the world, permit flexibility of sequence of discussions and enabled participants to raise issues as well matters that might have to be included in the schedule.

3.7.3 DocumentaryReview

These are the ready-made sources of data. They are also known as secondary source of data collected from the available or documented sources. Data collected from these sources are then known as secondary data comprises books, magazines, newspapers, reports, publications of various associations connected with business and industry, banks, stock exchanges, etc., reports prepared by research scholars, universities, economists, etc. in different fields; and public records and statistics, and historical documents.

3.8   Focus Group Discussion

In focus group discussion the group of teachers was selected to provide their views on the factors that motivate their performance in academic trainings. According to Eliot, (2005) a focus group is a small group of six to ten people led through an open

discussion by a skilled moderator. The group needs to be large enough to generate rich discussion but not so large that some participants are left out.

3.8.1   Validity of Instrument

Validity of instrument was defined by Kothari (2005) as the quality of gathering instruments or procedures which measures what they are supposed to measure. In this study the researcher prepared pre-test interviews to the teachers of Kinondoni district who was obtained by chance, in order to check the effectiveness of each instrument. Also researcher sat with classmate to see if the instruments are valid. At the end the researcher sought recommendation from supervisor before producing the final instruments.

3.8.2   Reliability of the Instruments

According to (Churchill & Brown, 2006) Reliability is the extent to which a measurement procedure of data collection yields similar results under constant conditions on all occasions. That was, if we repeatedly assess the factors that motivate performance of teachers in secondary schools, a person got the same answer each time? (Assuming the person attitudes do not change).

According to Bell there are several devices for checking reliability in scales and tests such as re- test, alternative forms methods or split half method. As he recommends, reliability of this study's instruments are ascertain by pre- testing the instruments before going to the field. The researcher gave questionnaire guides to the same groups of the respondents and re- testing them.

3.9   Data Analysis

Data analysis refers to the examining what has been collected in survey or experience and making deduction (Komba et-al 2006). The data was collected and sorted, coded and summarized before analysis. The analysis was done by using the computer software known as Statistical Package for Social Sciences (SPSS) to help the researcher to obtain the descriptive statistics table and graphics, will be used to easy process analyzing information was explained quantitatively and qualitatively where it was necessary. Descriptive statistics was used to analyze qualitative data. Data were verified, compiled, coded, summarized and presentation was done in form of tables. I addition data wee compared in order to see if there were relationship between teacher motivation and students' academic performance. This was done because the study was focusing on describing the relationship and not measuring the relationship.

3.10   Ethical Issues to be Considered

Ethical issues are very important for the researcher to observe in the whole process of any research especially the ones involving human beings. The ethical consideration was observed in getting informed consent from district education officer, human resources officers, head of schools, teachers and all respondents involved in this study. The researcher abided with confidentialities from the people who needed information. There was no exposing or leaking of information without consent of the person who provided information. The researcher was humble to cultural and belief of respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1   Introduction

The previous chapter presented research methodology guided undertaking the study. This chapter then presents data, make an analysis and discuss the data subject to reviewed literature, findings as well as researcher's position, disposition and reflection. The chapter discusses the data based on one; main subtopics as per major research questions and second; research instruments used to collect data.

The discussion part of the data combines the qualitative and quantitative approaches such as thematic presentation with thick descriptions and quotations in the one hand and tabulation of findings, use of charts and graphs in the other. Therefore, the subheadings include: Demographic information, relationship between motivation and teacher's job performance, teaching environments that influence teacher's performance, financial incentives/remunerations and rewards that motivates teacher's performance and importance of professional development opportunities for teachers.

4.2   Participants' Demographic Information

Based on the tabular presentation above, it could be argued that about 44% of respondents aged between 28 and 37 years, whereas 28% constitute respondents aged between 18 and 27 and 18% included participants whose age ranged between 38 and47. From the table, it can be said that about 10% of all participants were categorized into 'above 48' age group. From the scrutiny of questionnaires and interviews, it was found that those whose age ranged between 18-27 and 28-37

encompassed mainly teachers whereas those under 38-47 and 'others' category constituted head of schools, human resource officers, district education officers with a few group of teachers as indicated in Figure 4.1.

Table 4.1: Summary Percentage of Female and Male

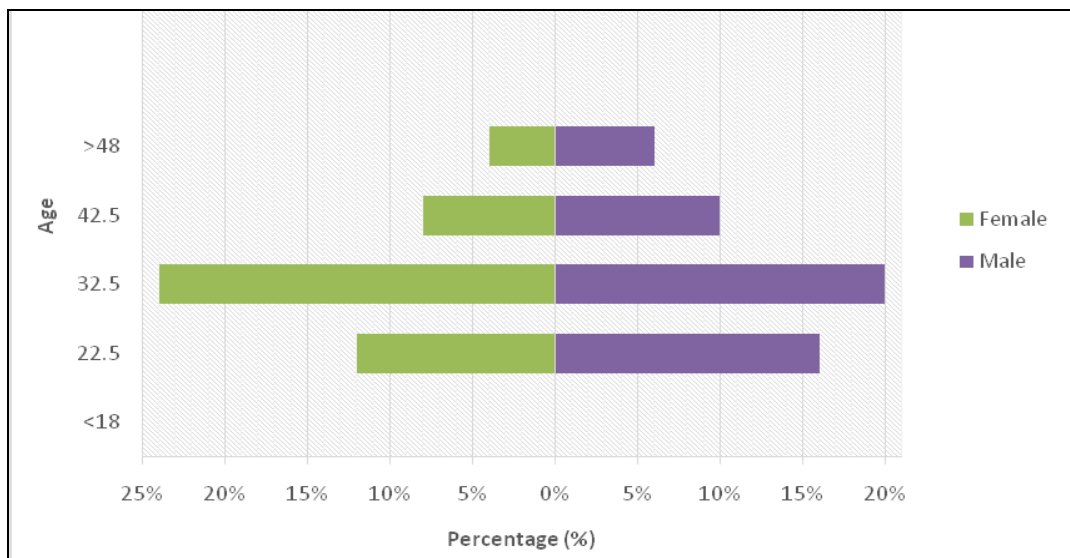| Gender	Age range	Frequency	Percentage (%)
Male	18-27	8	16
	28-37	10	20
	38-47	5	10
	Above 48	3	06
Female	18-27	6	12
	28-37	12	24
	38-47	4	08
	Above 48	2	04
Total		**50**	**100**

Figure 4.1: Participant Demographic Information for Female and Male

4.3   LinkageBetween Motivation and Teacher's Job Performance

(a)   Findings From Questionnaires

Findings from questionnaires regarding relationship between motivation and teacher's job performance indicate some correlation between these two variables. For example,

it was evidenced that 99% of respondents strongly agreed that motivational factors like adequate salaries or wages, favorable working environment, job security, self-respect and recognition for work accomplished, opportunities for career advancement, work independence, individual goals, job freedom, flexible working hours, job significance, self-sufficiency and reputation of the organization positively influence teachers' job performances. It was observed that some of secondary schools whose their teachers are well recognized and motivated tend to perform better in their teaching than secondary schools whose their teachers are not motivated.

For instance, it was confirmed that private owned secondary school teachers were generally motivated as compared to government owned secondary schools teachers. Out of 20 questionnaires administered to private school teachers, 18 teachers equals to 90% affirmed that they are motivated with a variety of school remuneration offered to them which raised their working morale for instance favorable working environment, satisfactory salaries and wages, appropriate recognition for the work accomplished, provided with leave and overtime allowances, offered transport and accommodation, guaranteed 100% job security, provided with opportunities for continuing professional development and provided with adequate chances for in-service training. When responding to the question that asked what kind of incentives which are commonly applied to their school to motivate teachers to perform better in their teaching one of the respondent declared that:

> *"..... our school offers different remuneration to encourage teachers' job performance for instance class teacher allowances, provision of breakfast, given opportunities for get together party, appropriate promotions, opportunity to attend to various seminars, chances for in-service trainings, provided overtime allowances and better than all when a student gets A's or B's in form four national exam a teacher must be rewarded."*

Apart from these respondents' feeling, only 2 private school teachers' equals to 10% viewed incentives offered to them and school working conditions as moderate. However, unlike private schools teachers' remunerations offered to them and favorable working environment; teachers from the publicly owned secondary schools had distinct opinions. When responding to the same question one of the responded from government owned secondary school confirmed that:

> *".....our working environment is very poor and distressing. Classes are overcrowded, poor teaching facilities, no teachers' toilets, limited furniture, very few teachers' houses, no internet facilities, there is no electricity, and worse enough we are paid low and no overtime allowances. Moreover, we are not recognized for the good work accomplished, for instance I have been teaching for more than 10 years now without being promoted, also we are not given regular seminars and limited opportunities for career progression. For that reasons, where will I get that morale to work hard or take full responsibilities to help students attain high performances in their examination when my basic needs are not sufficed and I am working in a very de-motivating working environment?..."*

In concluding, all teachers from three investigated school, which is 100%, admitted that there is direct relationship between motivation and teachers' job performance. According to government school teachers felt that the government did not appreciate teachers' job because most of government school teachers work in unfriendly environment as compared to private school teachers does, which according to these teachers the situation threatens the provision of quality secondary education in the district.

Based on the findings from questionnaires, it is logical to argue that motivation and teachers' job performance work corresponding. Literatures on the relationship between motivation and teachers job performance revealed good work performance

and professionalism are said to go hand in hand. For example, Finer (2000) argues that employee's performance level never exceeds 50% of an individual capacity to perform particularly when not effectively motivated. Highly motivated employees perform better, thus enhancing their professional growth through training and experiences. This contention is also supported by Maslow (1943), Yuniah, Walter & Duke (2015) and Cherrington (1989) in the theory of human motivation, posits that human beings have desires, wants and needs arranged in a hierarchy beginning with the most basic ones to the uppermost and these needs are: physiological needs, safety or security needs, social and belonging or affiliation needs, self-esteem needs, personality or status needs and the need for self-actualization.

Physiological needs are the source of motivation for any employee and are relatively ranked as motivational bridge and they are satisfied through adequate salaries or wages. Safety or security needs are satisfied through provision of proper security standards and protection facilities for instance personal security, job security freedom of choice, financial security and health and well-being security. The third one is love or social needs, which includes affiliation, belongingness, acceptance, and friendliness and are satisfied through provision of favorable working environment and recognitions.

Next level is esteem needs that include self-respect, desire for achievement and accomplishment, recognition and autonomy. These needs can be satisfied through recognizing teachers 'effort through appraisal or appreciation through rewards and quality supervision. Final level is self-actualization, which is the highest level of Maslow's hierarchy. This level of need pertains to what a person's full potential is and

realizing that potential for instance realizing personal potential, self-fulfillment; pursue talent, personal growth, peak experiences, and creativity. Maslow believed that a person cannot become self-actualized if he or she is starving for food or if they are still seeking love and affection from others. This implies that motivated teachers are likely to perform better in their teaching than those, which are not motivated. Therefore, when a teacher is satisfied by the school incentives, he/she may be in a position to promote students' learning and thus better academic attainment.

Moreover, Befekadu (2001) revealed that teachers leave their jobs mainly for the reasons which were in rank order, low social prestige accorded to teaching by the society, low economic and financial benefits, lack of transfer and unfavorable working conditions within the schools, administrative problems and lack of professional career development, overloaded work and limited chances for further studies.

(b)   Findings from Questionnaires Administered to Forty Respondents

Based on the field data collected (Appendix 4), it was found that majority of teachers from private and publicly owned secondary schools are expected to perform better in their teaching when motivated. For example, from the tabular findings above, it is noted that about 98% out of 40 respondents are anticipated to perform better if provided enough salaries and wages, favorable working conditions, sufficient job security, proper recognition for the work accomplished, accommodation and transport allowances, sufficient chances for staff promotion, paid overtime allowances for extra duty performed and timely paid leave and transfer packages. Contrary to above notion, 2% out 40 teachers had the opinion that teacher's job performance did not relate to either pay package or working environment but rather the affection that one has

towards his/her career path. Therefore, it can be concluded that teachers' job performance is estimated to rise if teachers' welfare and working conditions are well acknowledged, improved and valued.

(c)   Findings From Semi-Structured Interview Guide

In order to collect adequate findings the researcher conducted semi-structured interview with head of schools, district education officers and human resources officers. Research participants presented different perceptions concerning the relationship between motivation and teachers' job performance. Findings indicated existence of a vast relationship between motivation and teachers' job performance. Majority of the respondents believed that a teacher who is properly recognized, well paid, given opportunity for professional and educational advancement, provided with good working conditions, guaranteed job security, paid leave and overtime packages on time and provided fairness in promotion opportunities are possibly to direct their effort in ensuring their student attain good results in their examinations compared to the one who is not given any type of motivation. One head of school from publicly owned Secondary School had the following experience regarding the relationship between motivation and teachers' job performance.

> *"Look I have been working here as head of school for a very long period now, but our school faces severe shortage of mathematics and science teachers for quite a long time now. Each time when they are deployed by the government to teach in this school they don't stay for a long time, instead they resign and go to work in private schools. My teachers are working in ade-motivating environment because the school has no furniture and students are taught while standing, the school has no electricity, no staff quarters, no laboratory, no library, no dispensary, and many other facilities. Therefore, these lacks of motivation deter them from putting real effort in their activities and end up not making a real positive contribution to students' learning in schools."*

This head of school's experience could mean that there is significant relationship between motivation and teachers' job performance. This implies that a motivated teacher is likely to increase effort in fulfilling his/her job responsibilities hence raising students' academic performance. Similar findings were reflected during focused group discussion.

(d)   Findings From Focused Group Discussion

The researcher also sought to collect findings from focused group discussion in order to have rich mass of information regarding the relationship between motivation and teachers' job performance. Questions, which guided focused groups discussion included: Is there any relationship between motivation and teachers' academic performance? What kind of relationship does exist between motivation and teachers job performance? How is the teacher's job satisfaction related to students' academic performance? What type of motivational techniques do owners of school/ ministry of education apply to motivate teachers? Is teachers' job performance influenced with intrinsic or extrinsic motivation factors? What are the teachers' job satisfaction preferences? One of the discussed had the following opinion concerning the relationship between motivation and teachers' job performance.

> *"......In my observation, I can say there is extensive association between motivation and teachers' job performance. In my school academic performance of students is very bad, you know why? This is because the learning and teaching environment is very pitiable. Students learn while standing due to the shortage of furniture and overcrowded classes, inadequate teaching material for instance only one book to be shared to the whole class, no library, no laboratory and no internet facilities. In addition, Apart from teaching and learning environment teachers' commitment is very low because teachers' efforts are not properly recognized, we are paid low, no overtime pay packages and there are limited opportunities for professional career progression. Therefore, in*

order for a teacher to sustain his/her family basic needs it is quite common to find a government school teacher teaches in more than one or two schools. When teachers choose to teach other schools, it means that their teaching efficiency in government schools will go down, and this is very dangerous to students' academic performance......."

Apart from government school teachers, the other participant from private school presented his observation regarding the relationship between motivation and teachers' job performance. His statement was as follows:

"......As you have seen our school surroundings, I am working in a very secured and conducive environment, I am equipped with sufficient teaching and learning resources such as library, laboratory services and internet facilities, there is availability of enough school infrastructures such as very well furnished classrooms, health services, hostels, sports and game facilities. Of more important, teachers are well paid including overtime and leave packages, we have also weekly meetings and every person attended is paid an allowance. Moreover, every week we have monthly tests, every month, we have monthly tests and besides these tests in every two months we have inter schools academic competition and we have also term examinations. All this keep our students committed and focused in their studies hence improved academic performances......"

Taking into account the observations from the two teachers from different school' background, it can be logically argued that all these two teachers have similar interpretation regarding the linkage between motivation and teachers' job performance. Generally, findings across focused group discussion suggested considerable relationship between motivation and teachers' job performance.

4.4 Teaching Environments that Influences Teacher's Job Performance

(a) Findings from questionnaires

The study also investigated teaching environment that influences teachers' job performances. Respondents were asked to indicate whether they are satisfied with

their working environment. Findings revealed that 28 (70%) of the respondents indicated that they were not satisfied with their working environment while 12 (30%) of the respondents indicated that they were satisfied with their working environment. From the findings of the study, it can be said that unfavorable working environment affected adversely teacher job performances.
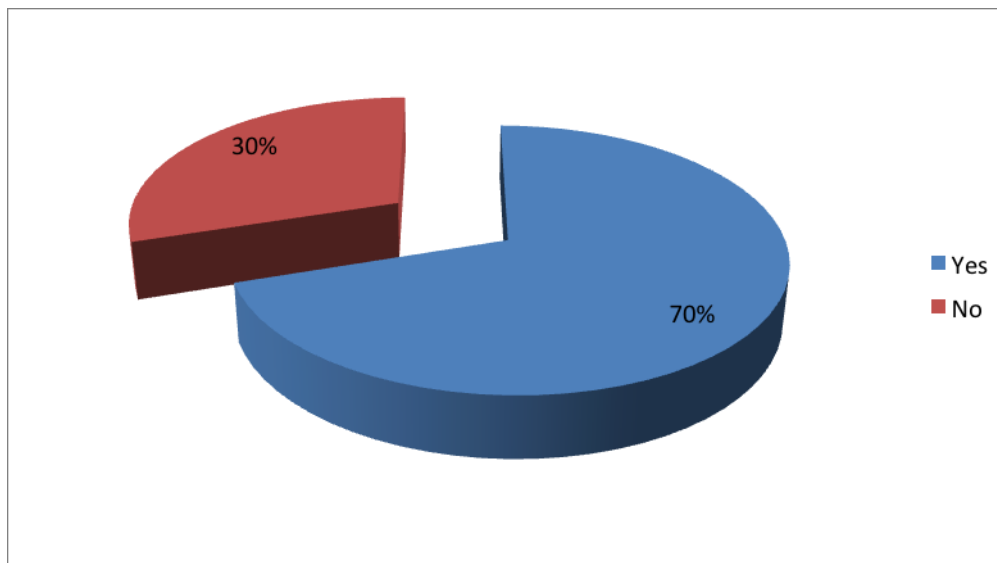

Figure 4.2: Satisfaction with the Teaching Environment

Findings further identified that those who were satisfied with their working environment particularly comes from private owned secondary school and those who were not satisfied with their working conditions includes participants from government owned secondary schools. Participants who were satisfied shared to the researcher that their school is located to a peaceful and conducive environment for teaching and learning, they are provided with adequate facilities and resources for teaching and learning, good readership provided by school managers create conducive environment for teachers and other staffs, supplied with technological facilities, well-furnished classroom, high quality laboratories, libraries and sufficient furniture. Those who indicated that the working environment was not conducive declared that their

schools have inadequate facilities for teaching and learning that de-motivates teachers, their opinions are disregarded, insufficient furniture; no electricity and classes are overcrowded.

These findings related to findings from previous studies reported in the literature by Oko (2014) depicted that the working conditions of teachers are closely related to learning conditions for the students. A school environment that allows teachers to do a good job will automatically improve the learning conditions of the students. There is an obvious and close relation between the infrastructure of the school system and the quality of education. In many countries investment in school equipment has been neglected during recent decades. It is essential to provide at least the basic teaching equipment and materials in each school. There is a consistent relationship between pupil performance and the availability of books. An important investment to improve educational quality is to ensure that all students have at least one textbook.

Moreover, it is very important to motivate a teacher for effective learning. The obvious relation between motivation and good working conditions is thus a strong argument for improving the status and working conditions of teachers. This argument is supported by Memmott and Growers (2002) suggested that Managers and supervisors should create a positive and supportive environment which results to retaining better employees and motivating employees in their jobs.

(b)   Findings From Semi-Structured Interview Guide

Interview findings just like those from questionnaires indicated that good working environment influences teachers' job performances. Findings have discovered that

government owned secondary school teachers were not satisfied with their working environment compared to private owned secondary school teachers. It is apparent that private schools' working environments are much better than the government schools does. It is this understanding that actually distinguishes between private and government school teachers' job performances. Majority of respondents had the opinion that teaching environment that influences teachers' job performance comprised of the following: Well supportive teaching and learning environment such us availability of enough school infrastructures, well-furnished classrooms, high quality libraries and laboratories services, installed electricity and internet facilities, good health services, sports and game facilities, adequate furniture and good hostels.

In an interview with head of schools/ education officers on ways by which working environment affect teachers' job performance, they mentioned that teachers who work in a friendly environment are motivated to work and help students to pass their exams besides the difficulties. On the other hand, they mentioned that teachers who are working in a difficult environment are not concerned about students' development thus affecting the school performance. Similar findings were observed during focused group discussion.

(c)   Findings From Focused Group Discussion

In the same way, findings from focused group discussion presented similar reflection regarding teaching environment that influences teachers' job success. One of this group of participants noted:

> "....If you decide to outline a long list of factors determining teachers' academic performance; believe me; without teachers' commitment and good working environment, nothing positive can happen in the classroom...."

This teacher's disposition may mean that despite all the factors, good teaching environment have a strong effect in impacting students' academic performance particularly in secondary schools where this study was conducted.

These participants' notions can be equated with what scholars from Botswana in their research report from International Review of Social Sciences and Humanities (2013) revealed that, school facilities determine trends in school activities and processes which influences teacher performance and student achievement. The school physical environment play key roles in influencing teachers level of dissatisfaction and their level of performance or productivity.

4.5   Financial Incentives/Remunerations and Rewards that Motivate Teacher's Job Performance

This objective was meant to investigate financial incentives or remunerations and various rewards that foster teachers to accomplish their responsibilities efficiently and effectively. Data were collected using questionnaires from teachers, head of schools and education officers

In the light of the tabular findings (Appendix 5),it was found that majority of respondents agreed that provision of financial incentives/ remunerations motivate teachers to improve their job commitment and perform accordingly. This is supported by participants' response rate ranging from 60% to 100% whereas, 100% strongly agreed that hardworking teachers are encouraged by giving them prizes, 76% thought that financial assistance offered to teachers for career advancement help to increase

teachers' job performance, 70% had the opinion that adequate pay packages increases teachers' job competence and extra teaching allowances paid by the school also help teachers to complete syllabus, 60% opined that advance payment and financial assistance from the school offered to a teacher in case a teacher has a financial problem or has a party help to retain teachers in job and increases their morale.

Nonetheless, 40% of the respondents presented negative attitude toward motivation of teachers' job performance through incentives and remunerations. According to them teachers performance is not motivated by a single factor but rather a combination of factors including teachers' commitment, availability of enough teaching and learning resources as well as adequate infrastructures and the affection that a teacher has toward his/her career path. Generally, one can conclude that teachers' productivity can be achieved through associating financial incentives/ remunerations to performance.

These findings related to findings from previous studies reported in the literature by Johnson (1984), Firestone and Pennell (1993) and Fryer (2011) depicted that one potential method to increase student achievement and improve the quality of individuals selecting teaching as a profession is to provide teachers with financial incentives based on student achievement.

Supposedly, teacher incentives could have one of three effects. If teachers lack motivation or incentive to put effort into important inputs to the education production function for instance lesson planning and parental engagement, financial incentives for student achievement may have a positive impact by motivating teachers to increase their effort.

However, if teachers do not know how to increase student achievement, the production function has important complementarities outside their control, or the incentives are either confusing or too weak, teacher incentives may have no impact on achievement. On the other hand, if teacher incentives have unintended consequences such as explicit cheating, teaching to the test, or focusing on specific, tested objectives at the expense of more general learning, teacher incentives could have a negative impact on student performance.

These researchers' dispositions are supported by Robbins (2009) argued that employee motivation can be achieved through linking rewards to performance. Key rewards such as pay increases and promotion should be given. Additionally, above findings are also supported by Cullen, Reback, Figlio and Getzler (2002) declared that it is apparently that teachers do respond to incentives offered. Therefore, the obligation of education policymakers is to improve the quality of teaching and learning by designing effective incentives that will attract, retain, and motivate highly qualified teachers.

4.6 Importance of Continuing Professional Development Opportunities for Teachers in Secondary Schools

(a) Findings from Questionnaires

The study also investigated the importance of professional development opportunities for improving teachers' job performance. Teachers were asked to indicate whether they had attended the in-service training organized for teachers or have given the support to improve their career advancement. Findings revealed that 65% of the respondent neither had attended the in-service training organized for teachers nor have

given the chance for their career progression. Conversely, 35% of respondents indicated that they had attended in-service training organized for teachers and also the support for career path is open for them. The figure herein supports the explanations.

4.6.1   Attendance of In-Service Training/ Opportunities for Career Progression

Findings further identified that those who attended in-service training organized for teachers or given chance to improve their career path predominantly comes from private owned secondary school and those who neither had attended the in-service training organized for teachers nor have given the chance for their career progression includes participants from government owned secondary schools. Generally, it can be said that in-service training and career advancement opportunities are vital for the organization development since they are not merely benefiting a teacher to meet up his job satisfaction, but in the same vein employer benefits by having employees with more skills who are more productive.
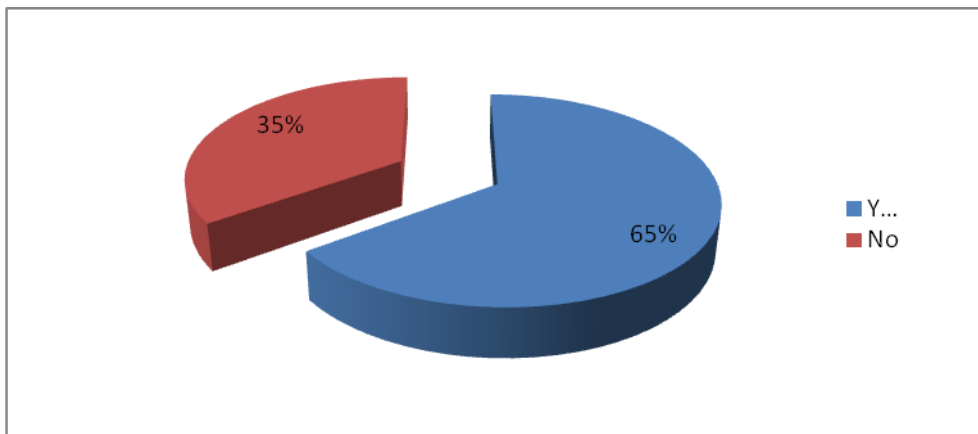

Figure 4.3: Percentage Response of in Service Training

These findings related to findings from previous studies reported in the literature by Glattenhorn (1987), Ganzer (2000), Crowther et al (2000), Guskey (2000) and Sellen (2016) portrayed that professional development for a teacher is important to learn new

teaching information, techniques, and methods which are constantly being updated and changed and this means that teacher's education alone will not be enough to serve him/her throughout his/her whole career. Professional development is about life-long learning and growing as an educator. Teachers always have the potential to progress and refine their skills.

There is always more to learn and new skills to attain. Professional development can help a teacher figure out why he/she make certain decisions, and can look into the way a teacher think about and deal with certain situations. Professional development for a teacher is about improving and moving forward. Through professional development a teacher can learn how to overcome challenges faced in the classroom. It is about acquiring new skills and becoming a better teacher. Teacher will gain confidence by learning new methods and information about their field. Professional development for a teacher is important for both new teachers and veteran teachers. Life-long learning will keep teachers motivated and thinking positively and will help them gain confidence to overcome any obstacles they face in the classroom. Professional development is about becoming the best-equipped teacher you can be, and so it should be an important part of teacher's career development.

(b)   Findings from Semi-Structured Interview Guide

Interview findings just like those from questionnaires denoted a direct relationship between teacher productivity and teacher continuing professional development (CPD) opportunities. These training including formal pre-service university education, in-service professional development, and informal training acquired through on-the-job experience. Findings revealed that the main aim of teacher training is to develop

educational skills that are compatible with education policies and practices and to enable teachers to deliver these policies and practices. During an interview with head of schools/ education officers on the importance of continuing professional development opportunities for teachers in secondary schools one interviewee stated:

> *"……Let me tell you my friend, from my experience I can assure you that regular in-service trainings offered to teachers improves teachers 'capabilities, confidence and knowledge which help them in performing their duties effectively and efficiently and hence improving students' academic performance……"*

From the findings of the study, one could argue that in-service training and continuing professional development opportunities is very imperative for teachers' professionalism.

These findings related to findings from previous studies reported in the literature by the National Stuff Development Council (2007) denoted that teacher development has moved beyond simple in-service workshops and has expanded into a more robust system of continuing education. In order to advance in their careers, teachers should seek out professional development opportunities, which are ongoing and aligned with standards and assessments. Educators must understand the concepts in processing professional development and what it means to education. The council further created a set of nine standards that all professional development should follow. They include content knowledge and quality teaching, research-basis, collaboration, diverse learning needs, student learning environments, family involvement, evaluation, data-driven design, and teacher learning.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter presents the study summary, conclusions and recommendations of the study that assessed factors that motivate performance of teachers in secondary schools in Kinondoni district. The chapter is presented in subheadings as follows: Study summary, Conclusion; Recommendation; Recommendation for action; Recommendation for Policy and Recommendations for Further studies.

5.2   Study Summary

The study was guided by the following objectives: to identify the linkage between motivation and teacher's job performance, to assess teaching environments that influence teacher's job performance, to investigate financial incentives/remunerations and rewards that motivate teacher's job performance and determine the importance of professional development opportunities for teachers in secondary schools. Based on the findings of this study, literature reviewed and experience from the field it can be stated that there exist a considerable linkage between motivation and teachers' job performance.

It was observed that school working environment, remuneration packages, job security, continuing professional development and models of staff recognition have severe significant effects on teachers' job performance. In the study findings, it was experienced that teachers who are well paid, provided with leave packaging and overtime allowances for extra duty performed, timely paid transfer packages, offered transport and accommodation services, guaranteed job security, provided with

favorable working environment, offered sufficient chances for staff promotion, appropriate recognized for the work accomplished and provided with opportunities for in-service training and continuing career development were greatly influenced to perform their duties well which raised their delivering output and hence raising students' academic performance. Conversely, it was noted that intrinsic motivation has significant contribution to the teachers' job performance.

Moreover, the study discovered that favorable working environment improved teachers' job performance. It was evidenced that good working environment for instance well supportive teaching and learning environment such us availability of enough school infrastructures, well-furnished classrooms, high quality libraries and laboratories services, installed electricity and internet facilities, good health services, sports and game facilities, adequate furniture, good hostels and teachers' accommodations raised teachers' working morale. Contrary, it was found that inadequacy of teaching and learning resources in schools de-motivated teachers' job performance. Therefore, it was affirmed that conducive environment for teaching and learning equips the teachers with the necessary facilities to enable them impart knowledge to learners effectively. This also makes the teacher feel motivated to exploit their capacity of knowledge transfer.

Nonetheless, the study avowed that provision of financial incentives/ remunerations motivated teachers' job performance. The study denoted that financial incentives like satisfactory salaries and wages, prizes offered for hardworking teachers, extra teaching allowances, advanced payment and financial assistance help to increase teachers' job commitment and performance. Conversely, it was confirmed that

teachers' job performance is not motivated by a single factor but rather a combination of factors including teachers' commitment, availability of enough teaching and learning resources as well as adequate infrastructures and the affection that a teacher has toward his/her career path. Generally, it can be stated that teachers' output can be achieved through linking financial incentives/reward to performance.

Finally, the study confirmed that continuing professional development opportunities for teachers increased their job performance. The study indicated that teachers who attended in-service training organized for teachers, attended to various seminars and workshops and given opportunities for career progression predominantly perform better in teaching profession. Therefore, from the findings of the study it could be argued that in-service training and continuing professional development opportunities for teachers is very imperative in teachers' professionalism.

5.3 Conclusions

Based on the study findings, it can be concluded that there exist a considerable relationship between motivation and teachers' job performance, general working environment impact teachers' job performance, financial incentives and other benefits promote teachers' job performance, teachers' recognition induce teachers' job morale, and teachers' opportunities for in-service training and continuing professional development influences teachers job performance.

5.4 Recommendations For Immediate and Further Action

5.4.1 Recommendation for Immediate Action

From the study discussion and conclusion, the following is recommended for immediate action: The government and stake holders will need to adequately motivate

teachers in order to influence their job performance and promote their working morale. Schools working environment need to be improved including adequate supply of teaching and learning resources as well as school infrastructures.

The government and stakeholders will need to put in place realistic and attractive professional compensation packages, models of staff recognition and various motivational factors that attracts and retain high performing teachers. Moreover, aspects of job enlargement, opportunities for promotion, bonuses and luncheons, pay increments and good performance measures that foster continuing professional development should be addressed. Finally, the government and stakeholders should put in place a sound professional and ethical management system of all teachers welfare issues that envisage teachers motivational needs, with a view of adequately meeting them.

5.4.2 Recommendations for Further Studies

This study focused mainly on assessment of factors that motivate performance of teachers in secondary school in Kinondoni district. It is recommended that further studies to be conducted around this area. For example, further research may be directed in areas such as stakeholders view on the factors that motivate teachers job performance, how teacher's job satisfaction influences teaching effectiveness; how intrinsic motivation influences teachers' job performance, how the school environmental influence students' academic performance and how teachers job satisfaction influences students' academic performance.

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APPENDICES

Appendix 1: Questionnaire for Teachers

A. <u>Demographic Information</u>

1. **Age**

   18-27

   28-37

   38- 47

   Above 48

2.   **Gender**

   Male

   Female

3.   **Teaching experience**

   1-3 years

   4-7

   8-11

Above 12 ☐

4. **Level of education**

Diploma ☐

Bachelor degree ☐

Above bachelor degree ☐

B. **General Questions**

Do you know what job Motivation is? (Tick) YES ☐ NO ☐

If yes, which incentive is/are commonly applied at your school to motivate teachers?

………………………………………………………………………………………
……………………………………………………………………………….......
....

What do you think could be the factor/factors for application of such incentive(s)?

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
…….

Rating Your Job Satisfaction

1	2	3	4	5
not satisfied		somewhat		extremely
				satisfied
at all		satisfied		

Using the scale shown above, rate your level of satisfaction with the following aspects of your job.

General Working Conditions

_____ Hours worked each week

_____ Flexibility in scheduling

_____ Location of work

_____ Amount of paid vacation time/sick leave offered

Pay and Promotion Potential

_____ Salary

_____ Opportunities for Promotion

_____ Benefits (Health insurance, life insurance, etc.)

_____ Job Security

_____ Recognition for work accomplished

Work Relationships

_____ Relationships with your co-workers

_____ Relationship(s) with your supervisor(s)

_____ Relationships with your subordinates (if applicable)

Use of Skills and Abilities

_____ Opportunity to utilize your skills and talents

_____ Opportunity to learn new skills

_____ Support for additional training and education

Work Activities

_____ Variety of job responsibilities

_____ Degree of independence associated with your work roles

_____ Adequate opportunity for periodic changes in duties

Other Aspects of the Job Relating To Your Level of Satisfaction

Review your ratings. List the items for which your level was a 4 or a 5:

_____

_____

_____

_____

_____

_____

_____

_____

_____

These are the aspects of your current job with which you are generally satisfied. As you consider potential career changes in the future, make sure you take into account those things about your current job that are satisfying.

Now list the items below for which your satisfaction level was a 1 or a 2.

_____

_____

_____

_____

_____

These are the characteristics associated with your current work situation that are dissatisfying. These aspects of your job are the types of things that you'll want to avoid in any future career or occupational choice. You can gain a better understanding of what to look for in a future career change by analyzing what it is I that you dislike about your current job. As you consider changing your career plans, whether now or at some point in the future, try to make the types of changes that'll lead to an increase in your overall job satisfaction.

Thank you for cooperation!!!

Appendix II: Interview Guide to Head of Schools

1.   Do you know what job motivation mean?

2.   Which teacher's incentives(s) do you normally apply in your school?

3.   What are the student academic performance trends in your school for the past four years?

4.   How do you monitor student academic performance in your school?

5.   Are there any relationship between motivation and teacher's job performance?

6.   Are there any relationships between teachers satisfaction and student academic achievement? If yes, what are they?

7.   What are the influences of teacher's job performance on school teaching and learning process in your school?

8.   How do you ensure effective teaching and learning process in your school?

9.   Which factor(s) tend to affect these teaching and learning processes in your school?

10. Have any of these factors yielded positive or negative outcomes in term of academic performance in your school? What were these factor(s)?
     If yes (in question 9 above), can you elaborate how?

11. Are there any professional Career progression, training and seminars for teachers in your school? If yes list them.

Thank you for cooperation!!!

Appendix III:Interview Guide for DEO and HRO

1. Can you find out what the concepts of job motivation refer to?

2. Do you know any incentive(s) of job motivation applied by educational officers?

3. How do you practice these incentives related to job motivation?

4. Is there any relationship between job motivation and academic performances of students in public school in this district?

5. Which job motivation incentives has more positive influence on student academic performance on public school?

6. Is there any job dissatisfaction that has negative influence on student academic performance in public schools?

7. How do these job satisfaction influence job performances of teachers in this district?

8. What are the challenges posed by these incentives related to job motivation?

9. What are the challenges in place which are connected to job motivation in your district?

10. Are there any strategies in place for alleviating these challenges? If yes, Explain

11. Are there any professional Career progression, training and seminars for teachers in your district? If yes list them.

Thank you for cooperation!!!

Appendix IV: Summary Questionnaire of the Field Collected Data

Perceptions	Options and Responses							
	Strongly agree		Agree		Disagree		Strongly disagree	
	N/R	%	N/R	%	N/R	%	N/R	%
1. Adequate salaries and wages increase teachers' job performance	24	60	10	25	6	15	00	00
2. Favourable working conditions increases teachers' job performance	30	75	10	25	00	00	00	00
3. Provision of' job security help to increase teachers' job achievement	20	50	20	50	00	00	00	00
4. Recognition for the work accomplished help to increase teachers' job morale	35	87.5	5	12.5	00	00	00	00
5. Opportunities for professional and academic advancement help to increase teachers' job attainment.	32	80	8	20	00	00	00	00
6. Provision of teachers accommodation and transport allowances help to increase teachers' job performance	24	60	10	25	4	10	2	5
7. Sufficient chances for staff promotion increases job performance	30	75	6	15	4	10	00	00
8. regular payment of leave package and overtime allowances for teachers help to increase job morale	22	55	14	35	4	10	00	00

Appendix V: Findings from Questionnaires Administered to Fifty (50)
Respondents

Perceptions	Options and Responses							
	Strongly agree		Agree		Disagree		Strongly disagree	
	N/R	%	N/R	%	N/R	%	N/R	%
1. Adequate pay packages increases teachers' job competence	25	50	10	20	10	20	05	10
2. Hardworking teachers are encouraged by giving them prizes	30	60	20	40	00	00	00	00
3. Extra teaching allowances paid by the school help teachers to complete syllabus	20	40	15	30	10	20	05	10
4. Advance payment from the school in case a teacher has a financial problem help to retain teachers in job.	16	32	14	28	18	36	02	04
5. Financial assistance offered to teachers with parties help to increase teachers' morale	18	36	12	24	15	30	05	10
6. Financial assistance offered to teachers for career advancement help to increase teachers' job performance.	24	48	14	28	10	20	2	04

Appendix VI: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF, POSTGRADUATE STUDIES

Kawawa Road, KinondoniMunicipality,
P.O. Box 23409
Dar es Salaam, Tanzania
http://www.out.ac.tz

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

Date: 06th February 2018.

Our Ref: PG201506339

District Executive Director,
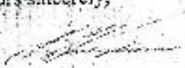Kinondoni District,
P.o.Box 31962,
Dar es salaam.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance,on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology,to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Ms Mwanahawa Rashid Daffa Reg No: PG201506339 pursuing Master's of Education in Open and Distance Learning (ODL). We here by grant this clearance to conduct a research titled*"Assesment of Factors that Motivate Performance of Teachers in Secondary Schools in Kinondoni District''She* will collect her data at Kinondoni District in Dar es salaam Region From7th February 2018 to 28th February 2018.

Incase you need any further information, kindly do not hesitate to contactthe Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

Prof HosseaRwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

Appendix VII: Research Permit

KINONDONI MUNICIPAL COUNCIL
ALL CORRESPONDENCES TO BE ADDRESSED TO THE MUNICIPAL DIRECTOR

Tel: 2170173
Fax: 2172606

In reply please quote:

Ref. KMC/ED/SS/R.18/1/49

MUNICIPAL DIRECTOR
KINONDONI MUNICIPAL COUNCIL
P. O. BOX 31902
2 BARABARA YA MOROGORO
14883 DAR ES SALAAM

Date 21/2/2018

Headmistress/Headmaster/WEO,

....,

REF: RESEARCH PERMIT
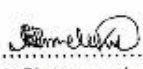
Refer the heading above.
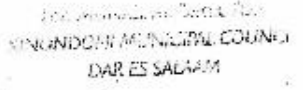
Ms. Mwanahawa Rashidi Daffa is a student from **Open University of Tanzania** is conducting a Research at your school from 7th February, 2018 to 28th February, 2018.

She has been permitted to undertake a Research for (**Factors that motivate performance of teachers in Secondary School in Kinondoni District.**) in your school.

By this letter you are asked to give him the required assistance to the said research.

Wishing you all the best of luck.

....
Rogers J. Shemwelekwa
For: THE MUNICIPAL DIRECTOR
KINONDONI MUNICIPAL COUNCIL

KINONDONI MUNICIPAL COUNCIL
DAR ES SALAAM

Copy: Chancellor,
The Open University of Tanzania,
S.L.P. 13224,
DAR ES SALAAM.

Appendix VIII: Research Working Attachment

KINONDONI MUNICIPAL COUNCIL

ALL CORRESPONDENCES TO BE ADDRESSED TO THE MUNICIPAL DIRECTOR

Tel: 2170173
Fax: 2172606

In reply please quote:

Ref: KMC/F/6/5

MUNICIPAL DIRECTOR
KINONDONI MUNICIPAL COUNCIL
P. O. BOX 31902
2 MOROGORO ROAD
DAR ES SALAAM

Date: 12th February, 2018

Mwanahawa Rashidi Daffa,
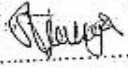The Open University of Tanzania
P. O. Box 2340,
DAR ES SALAAM.

RE: **RESEARCH WORK ATTACHMENT.**

Refer to the above heading.

I am pleased to inform you that your request has been considered by the Municipal Director, and has offered you a place to conduct research from **7th February, 2018 to 28th February, 2018.**

Once you receive this letter, please report to Municipal Educational Officer – Secondary for commencement of your research.

During the period of your research your are required to obey the rules and regulation as they will be defined to you.

V. Shangoli
For: **THE MUNICIPAL DIRECTOR**
KINONDONI

Copy:
Chancellor,
The Open University of Tanzania
P. O. Box 2340,
DAR ES SALAAM.