

**THE EFFECTS OF TEACHERS' MOTIVATION TO STUDENTS'  
ACADEMIC PERFORMANCE IN TANZANIA COMMUNITY SECONDARY  
SCHOOLS: A CASE OF KINONDONI MUNICIPALITY**

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**2017**

**CERTIFICATION**

The undersigned certify that has read and hereby recommends for acceptance by The Open University of Tanzania the dissertation titled: “The effects of teacher’s motivation to students’ academic performance in Tanzania community secondary schools: A case of Kinondoni Municipality”, in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies.

.....

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Date

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**DECLARATION**

I, Edwin Sylvano Mathew, do hereby declare that, this dissertation is my original work and has never been presented to any university or institution for any academic award.

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Signature

.....

Date

## **DEDICATION**

I dedicate wholeheartedly this study to my late mother, Christina Seulen Mayani, my father Sylvano Mathew Mangulu for forgoing so much in me that my siblings and I could live happily and prosperously through good education. My parents kept insisting to me, since childhood that my destiny was in the “PEN” and now I have realized the worth of the PEN through their advice. May Almighty God rest my dear mama’s soul in peace. Also I dedicate this study to my wife Judith Hugo Daudi and my children Abraham, Samson and Marko.

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**ABSTRACT**

This study explored the effects of teachers' motivation to students' academic performance in community secondary schools Kinondoni municipality. It investigated the effects of teachers' extrinsic and intrinsic motivation to students' examination performance, significance of the study, limitation and conceptual framework. The study used qualitative approach, using interview, and focus group discussion to obtain data. The study was conducted in Kinondoni municipality, Dar es Salaam region. The sample study was drawn from four community secondary school in Kinondoni municipality whereby head of schools, teachers, students, parents, secondary educational officer and school inspector. Thematic approach was used in data analysis. The finding revealed that extrinsic and intrinsic motivation plays a great role in teaching and learning process. The major findings on students' poor performance in examination were related to teachers' and students' motivation in teaching and learning. It also identifies measures to be taken in order to promote and maintain teachers' motivation in those schools. On the other hand the study showed that teachers work hard, teaching effectively and efficiently when they are motivated, hence, good students' examination performances. Lastly summary, conclusion and recommendation were done.

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**ABBREVIATION**

CSEE	Certificate of Secondary Education Examination
ILO	International Labour Organization
KM	Kinondoni Municipal
MED APPS	Master of Education in Administration, Planning and Policy Studies
NECTA	National Examination Council of Tanzania
NGOs	Non-Government Organizations
OECD	Organization Economic for Development
OFSTED	Office for Standards in Education
OUT	The Open University of Tanzania
TGTS	Tanzania Government Teachers Salary Scale
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
URT	United Republic of Tanzania
VSO	Voluntary Services Overseas

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Introduction**

This chapter concerns the background to the study, statement of the problem, purpose, general and specific objectives, research tasks and question. Lastly it gives the significance of the study, conceptual framework, limitation of the study, and organization of the research report.

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

According to Ngu (1998) motivation is described as the enthusiasm and persistence with which a person does a task. In teaching, motivation may be defined as the amount of effort a teacher desires to exert in a particular class (Richmond, 1990). In line with this definition, Kreps (1990) classifies motivation as intrinsic, that an individual has for enjoyment of an activity and extrinsic motivation which an individual has for an activity due to a reward received for performing the activity.

Employees in organization and in learning situation like to feel that someone cares and appreciate the work they are doing, that appreciation in turn motivates them to work more effectively. Owen (2004) described motivation as a force that cause people to behave as they do. Furthermore behaviorists think of it as extrinsic while other believe that it is intrinsic. Intrinsic motivation refers to behaviour that is driven by internal rewards and extrinsic motivation is a behaviour that is driven by external rewards such as money, fame, grades and praise (Cherry, 2016). Extrinsic motivation

unlike intrinsic motivation is through external stimuli. The two work together. Extrinsic motivation act as a stimulant force to intrinsic motivation which creates a push in an individual to embark on teaching and learning activity. On the part of community secondary schools teachers' extrinsic motivation may include significant good salaries, promotion at a right time, good accommodation and better compensations (Cherry, 2016). Generally in schools the challenges for administrators is to create highly motivated teachers who are actively engaged in teaching and learning activities, open to new ideas and approaches, committed to students and ready to accept changes over the lifetime of their teaching career.

Generally, motivated teachers are likely to motivate students to learn in the classroom (Lee, 2001). Teachers' motivation is fundamental to the teaching and learning process. Hence investigation into the factors influencing teachers' motivation is necessary in every learning institution in order to achieve educational goals (Mbua, 2003). There are many factors which stimulate teachers' motivation in teaching. For instance a study done by Sylvia and Hutchinson (1985) in the USA, the findings revealed that teachers' motivation is due to the freedom of trying out new ideas, assignment of appropriate responsibility level and intrinsic work element.

In a research report on teachers motivation in developing countries undertaken by Voluntary Services Overseas (VSO), (2002) noted that, one among the main finding was that teachers' motivation was fragile and declining. The report noted that there was strong link between teachers' motivation and performance. Needs for teachers, if not fulfilled can lower motivation to their work. For example in 2001, the UNICEF,



Senior Education Adviser IN Uruguay, Rosa Mafia Torres declared that the condition of teachers had for a long time the most critical weak or vulnerable factor of educational development in our era.

Both working condition and pay system has become a big obstacle to them. In order to rectify this situation the World Bank (2007) suggested the improvement of teachers' motivation in Sub-Sahara region through salary increase, improvement of teachers physical, social and professional experience of work, improvement of school buildings and teachers' accommodation, as well as teachers responsibilities for educational decision, reduction of class size, parental and community support, collegial relationship among teachers and administration also to provide support and recognition to teachers. Mac Donald (1999) and Ozig (1995) advocate that staff promotion is a positive way of reaching people for their efforts and services. It helps to boost staff morale and motivate them to work harder, thus increasing productivity and efficiency.

Lacks of motivation to teachers lowers their morale which results into frustrations, resignation, premature retirement, lack of effectiveness and efficiency. Hence leading to secondary schools teachers leave the teaching profession. On the same issue, World Bank (1999) states that, teachers leaving teaching profession is due to economical factor as teachers make rational economic decision about their career and seek better work where they can be paid well, and suggest that the only way to motivate teacher is to increase their salaries.

On the other hand the study done by Ofoegbu (2004) in Nigeria on teachers' motivation as a factor for classroom effectiveness and school improvement, found that teachers' motivation enhances classroom effectiveness and improves school academic performance.

Sirima and Poipoi (2010) also reported in their studies in Busia district in Kenya that community secondary school teachers with high level of job satisfaction tend to have social and psychological atmospheres in the classroom that result in high productivity and effectiveness in job performance and willingness to stay longer.

According to the fiscal year survey report by the education international in six African countries, Tanzania ordinary secondary school teachers were paid 95 US dollars which was equivalent to Tshs 95,000 per month on the average in 2006 (Sanyolo, 2007). Additionally the author argues that their salaries were lower than that of teachers in other East African countries, Uganda and Kenya. The teachers in Tanzania and Gambia earned the lowest salaries of all six countries where the study was conducted. This implies that all teachers in the countries under discussion were lowly paid.

In Tanzania steps taken by the government to motivate and retain teachers include the following; strategy in education sector development programme which states 'Creation of environment for the development of well rounded, motivated and committed teaching force' which under this commitment the following targets were put forward:

- Conducive environment for teacher created and supported through community sensitization and mobilization
- Reward system for good practice for teachers established and operationalized
- Teachers and parents relationship, school committee/ board revived and strengthened to support teachers especially in rural areas
- Free exemption for candidates studying science and mathematics
- Attraction incentive package for teachers at all levels with special consideration to those in difficult environment (URT, 2008).

Despite the fact that teaching is a profession that is known to set a good example to communities by imparting knowledge, skills and attitude, the teachers' role in Tanzania is not highly recognized. Reality shows that teachers in Tanzania are the most poorly paid of all professional workers. Besides the poor salaries paid to them, teachers complain also about lack of teaching allowances, leave allowances and house allowances, transfer allowances and subsistence allowances (Sumra, 2004).

There is no doubt that school with motivated teachers provides good teaching and learning activities. For example, schools with outstanding performance are seminaries and private schools where teaching and learning environment is favorable compared to the community secondary schools (Adelabu, 2003). It is also argued that attempts to improve performance in schools will never succeed if teachers' job satisfaction is ignored. If teachers are well motivated they will provide services, effectively and efficiency (Mbua, 2003). This imply that motivation and satisfaction

of community secondary schools teachers can lead to effectiveness teaching and learning, hence resulting into students' good performance in examination.

In Tanzania steps taken by the government to motivate and retain teachers were believed to improve students' academic performance. However it seems teachers are not yet motivated, this is reflected in the National examination performance of community secondary schools in Kinondoni Municipality.

### 1.3 Statement of the Problem

Kinondoni Municipality community secondary schools have been experiencing poor performance in national examinations. This can be portrayed within the period of five years since 2009 to 2013. The table below shows the trend.

**Table 1.1: Form Four National Examinations Results for Community Secondary Schools 2009 – 2013**

Schools	Oyster bay Secondary School					Makumbusho Sec. School					Mama S. Kikwete Sec. School				
	09	10	11	12	13	09	10	11	12	13	09	10	11	12	13
Year															
Division															
I	0	0	1	1	7	-	0	0	0	0	-	3	1	0	6
II	2	4	14	7	12	-	2	2	1	4	-	8	4	6	19
III	22	23	25	14	42	-	12	14	10	15	-	27	10	14	24
IV	222	179	127	58	74	-	142	117	96	57	-	119	125	128	91
0	135	196	68	71	90	-	220	236	166	83	-	150	135	123	77

Source: NECTA CSEE, (2009-2013)

From the table above, one can ask a question, is it poor students' examination performance related to motivation or other things too? This research sets to find out the root cause of the problem. It is surprising private secondary schools in the same

municipality have been doing well within those same years. This can be noted in Table 1.2 below.

**Table 1.2: Form four National Examination Results for Private Secondary Schools, 2009-2013**

Schools	Canossa Secondary School					Feza Boy's Secondary School					Loyola Secondary School				
	09	10	11	12	13	09	10	11	12	13	09	10	11	12	13
Year															
Division															
I	32	57	29	24	62	51	60	44	48	49	54	49	73	15	6
II	24	15	27	38	9	29	16	8	12	21	50	81	69	59	67
III	8	0	5	7	0	5	7	4	8	7	15	93	33	67	161
IV	0	0	0	0	0	0	1	0	1	1	0	5	3	41	2
0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1

Source: NECTA CSEE, (2009-2013).

Looking at the examination results of private secondary schools one can ask a question; are teachers in private secondary schools highly motivated or there are other mechanism of encouraging and motivating teachers in those schools? This research anticipated to find the root causes the whole problem and to recommend solutions and the way forward.

#### **1.4 Research Objectives**

The general objective of this study was to investigate the effects of teachers' motivation in relation to students' academic performance in community secondary schools in Kinondoni municipality. It aimed at explaining from the data collected, the effects of teachers' motivation in relation to students' academic performance. In illustration of this broad aim the study applied the following specific objectives.

### **1.5 Specific Objectives**

The specific objectives of this research were:

- a) To investigate if teachers' extrinsic motivation is related to students' examination performance in community secondary schools in Kinondoni Municipality.
- b) To find out whether teachers' intrinsic motivation affects students' examination performance in community secondary schools Kinondoni Municipality.

### **1.6 Research Tasks and Questions**

The study was guided by the following research tasks and questions.

**Task 1:** To investigate if teachers' extrinsic motivation is related to students' Form Four National examination performances.

#### **Questions:**

- a) Are teaching and learning resources available in community secondary schools in Kinondoni municipality?
- b) Is teaching and learning environment friendly to both teachers and students?
- c) Are teachers' home environment related to students National Examination performance?
- d) Are teachers needs covered by their remunerations?

**Task 2:** To find out whether teachers' intrinsic motivation affects students' Form Four National examination performance in community secondary schools

**Question:**

- a) Are teachers interested in their teaching career in enhancing students' academic performance?

**1.7 Significance of the Study**

The research findings would help education stakeholders in Kinondoni municipality to find ways of motivating teachers so that they perform their work effectively and efficiently for better examination results in the municipality. Therefore it is expected that findings from this study will familiarize the stakeholders in the Ministry of Science, Technology and Vocational Training as well as policy makers and planners on the challenges facing teaching and learning in community secondary schools in order to take necessary measures for improvement of students performance from community secondary schools.

On the other hand, the research findings contribute to existing literature on poor examination performance in community secondary school in ordinary level in Tanzania. Also the study will act as a catalyst for further studied since no studies have been conducted for a long time. In addition, the Ministry is advised to observe consequences created to teachers' motivation and resulting to from changing education circulars from time to time, hence improve students' academic performance.

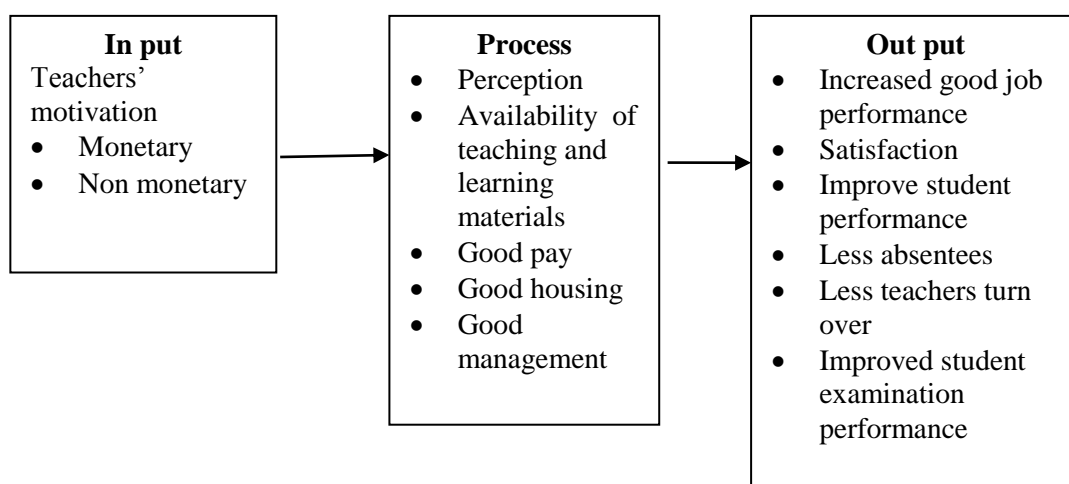
**1.8 Limitation of the Study**

It was very difficult to get school heads for interview due to many responsibilities

they had to attend to. This meant visiting schools more frequently than expected, this extended the researcher's times in the field.

## 1.9 Conceptual Framework

According to Sekaran (2003) a conceptual framework is a model on how a theory makes logical sense of the relationship among several factors that have been identified as important to the study problem, as shown in the Figure 1.1 below.



**Figure 1.1: Conceptual Framework**

Sources: Input output model adapted from UNDP, 2006, Lazear and Oyer, 2010

It can be clearly seen 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 input, and when input variables are well processed like good



pay, better management, and availabilities of teaching and learning facilities, good strategies, and good perception on teachers' profession. These lead to better outcomes as independent variables like; satisfaction, increased good job performance which lead to improvement of students performance, less absentees, and reduces teachers' turnover. Thus motivation plays a great role on teachers' work performance which in turn results to students' good academic performance.

### **1.10 Dissertation Organization**

The dissertation is divided into five chapters. Chapter one has given the introduction, background of the study, statement of the research problem, research objectives, research tasks and questions, significance of the study, limitation of the study, theoretical framework, and dissertation organization report. Chapter two presents a review of relevant literature, synthesis of literature and knowledge gap. Chapter three consists of research methodology; arguments for adopting largely qualitative approach, data collection methods and data analysis procedures. Chapter four consists of discussion of results and chapter five focuses on the summary of the findings, conclusion, and recommendation of the research. It also recommends area for further research.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covered the literature on the effects of teachers' motivation to students' academic performance in community secondary schools. Issues reviewed covered: teachers' motivation in relation to students' examination performance, factors that de-motivate teachers in community secondary schools, effects of motivation towards the students' academic performance in community secondary schools and conclusion.

##### **2.1.1 What is Motivation**

According to Ngu (1998), motivation is described as the enthusiasm and persistence with which a person does a task. In this study therefore motivation may be defined as the amount of effort a teacher desires to exert in a particular class in order to rise students' performance (Richmond, 1990). In line with this definition, Kreps (1990) classifies motivation as intrinsic motivation, that an individual has for enjoyment of an activity and extrinsic motivation that an individual has for an activity due to reward received for performing the activity. Teacher's motivation is not only about motivation to teach but also the motivation to be a teacher as a lifelong career.

Motivation is thought to be responsible for why people decide to do something, how long are they willing to sustain the activity and how hard are they going to pursue it (Dornyei, 2001).

On the other hand, Csikszentmihalyi (1990) has proposed that individuals reach a state of happiness and satisfaction when they are involved in the activity and functioning at the peak of their abilities. In this situation the individual experiences high level of concentration, interest, strength and control. Students seem to recognize the effectiveness of teachers who are satisfied with their teaching performance. Here Rothman (1981) comments that this association exists because teachers are acting as role models. In this case students tend to be motivated in the lesson and this leads to students good examination performance.

On the other hand, Teven (2001) argues that a vital requisite to effective teaching is establishing a climate of warmth, understanding, and caring within the classroom. Due to the classroom instruction, length of time spent with students, issues of cultural cognitive diversity, it is essential that teachers develop a caring atmosphere in which to work with students. Students who feel that teachers care for them tend to achieve academically.

Also, a descriptive correlation study by Velez *et al.* (2008) examined the relationships between teacher immediacy and student motivation from a selected class of freshmen enrolled in a college of agriculture course in USA.

The results indicated that immediacy does have an association with student motivation. Teacher's motivation in his/her teaching job contributes much to students' good examination performance. If a teacher is not interested in the teaching profession that means he/she is not intrinsically motivated, he/she will not be eager

to motivate his/her students to learn. Hence it will lead to poor examination performance.

### **2.1.2 What is Academic Performance?**

Adediwura and Tayo (2007) define academic performance as the display of knowledge attained or skills developed in school subject designated by test and examination scores or marks assigned by subject teachers. It could also be said to be expression used to represent students' scholastic standing. Academic performance at the state level is described as an evaluation of students' performance on standardized test geared toward specific ages and based on set of achievements students in each age group are expected to meet (Bell, 2014). On the other hand Aremu (2003) defines poor academic performance as a performance that is adjusted by the examinee as falling below an expected standard. This study is based on the national form four examination results in community secondary schools in Kinondoni municipality. We have seen what is motivation and academic performance. Now let us learn the importance of teachers' motivation in relation to students' academic

### **2.1.3 Importance of Teachers' Motivation in Relation to Students' Academic Performance**

Thungu (2008) states that, motivation refers to the internal condition or state that saves to activate or energize behavior and to give it direction. He stated factors that influence motivation to include physiological needs of the individual, emotion which can act as drives and can reinforce the motives in progress hence increase the desire of doing the action.

Caprara *et al.* (2006), did a study on factors that determine the quality of teaching, including the level of motivation and working condition, the study found out that when teacher are motivated and love the teaching profession students are motivated to learn the contents. That means motivation is necessary for enhancing students' good examination performance in their schools. Thus teachers need to be highly motivated.

On the other hand, teachers need to have confidence in the subjects they teach as well as good working environment. Mkumbo (2011) conducted a study on teachers' qualification and motivation to teach. Major factors were underscored as responsible for poor performance: first, poor working environment, this hindered them from performing their duties effectively and efficiently. This poor working environment is associated with poor salaries, and other incentives for teachers for instance lack of teaching and learning facilities, poor schools leadership and administration. The study suggested that government and other stakeholders should seriously address the issue of poor working conditions for teachers and see poor pay for teachers as a matter of urgency in order to improve the quality of education hence good performance in examination.

There are many factors which can influence students' performance like peer groups, home environment of a student, distance from home to school and the like, but this literature dwelt on teachers' motivation in relation to students' examination performance. These include:

a) Teachers' mastery of subject matter.

- b) Language mastering of instruction which is English.
- c) Teaching and learning resources.
- d) Working environment.
- e) Teachers' qualification.
- f) Professional development (in-service training).
- g) Teachers' remuneration.
- h) Lack of support.

## **2.2 Teachers' Mastery of Subject Matter**

### **2.2.1 Who is a Teacher?**

A teacher under Education Act of 1978 (URT (e), 1978) is defined as a person who has an appropriate certificate issued under this Education Act. He/ she may teach or be employed as a teacher. According to Nyerere (1966) teacher is a person who is capable of imparting knowledge and shaping the youth to the wider scope of the knowledge. Teachers are capable of living and molding the youths such as their power is paramount as they determine the fate of the society. Therefore a good teacher is a person who masters subject matter and delivers effectively and efficiently to learners.

Teachers' mastery of subject matter can be described in three ways according to Eggen and Kauchak (2001): knowledge of content, pedagogical content knowledge and general pedagogical knowledge. This implies that the teacher must be familiar with the body of knowledge taught; an understanding of a particular topic and how to explain it in a way it will make sense to the students.

In support of the aforementioned findings, Akinsolu (2010) investigated whether there is a relationship between the quantity and quality of teachers and students academic performance in Osun State, Nigeria public secondary schools. Among the study findings were that teachers' qualifications (that is teachers with authentic knowledge about the relevant subject) was significantly related to students' academic performance.

These qualities make a student acquire interest in a lesson, hence aspires for success. Although much depends on the teacher, other issues contribute to students' success; for instance, availability of teaching and learning resources.

On the other hand Kirondo (2014) did a research on strategies employed by the teachers to motivate students in Kinondoni municipality. Kirondo found that several factors that affected motivation include: mastery of subject matter, larger number of students in the class room and lack of constructive feedback due to the large number of students. Kirondo suggested that if goals of teaching in schools are to be accomplished, teachers need to motivate pupils because motivation makes pupils active in learning, eliminates fear of participating in learning process and pupils become active. Therefore, teachers' mastery of subject matter, large numbers of students in the classroom are among the factors that de-motivate teachers in teaching profession.

Apart from teachers' mastery of the subject matter also language mastery of instruction which is English plays part for students' good performance in form four national examinations.

### **2.3 Language Mastery of Instruction Which is English**

Language is a system of communication using sound or symbols that enables to express feeling, thought, ideas and experiences Thomson (2008). Effective teacher-student communications inspire or motivate a student to become more interested to learn. It can also de-motivate students if the teacher is not interacting warmly and in a friendly manner with his/her students. Stander (2006) concluded that, factors contributing to poor second language acquisition and academic achievement include poor language teaching by teachers whose English proficiency is limited.

In other hand, Teves (2001) advances that those teachers who have open and friendly communication styles or those who do not exhibit verbal aggressiveness and use a variety of non-verbal immediacy behaviours promote student achievement. Also Mboya (2004) had similar findings that, poor mastery of instructional language by students inhibits their understanding of concepts and was severed by some teachers who could not clarify concepts because they had limited vocabulary, limited fluency and poor grammar. The situation is clearly dominant in government community secondary schools whose form one intake is largely from Kiswahili medium government primary schools. It is not surprising that community secondary students are weak in English language.

Apart from language mastery of instruction which is English in enhancing students' good examination performance, also teaching resources plays a great role in promoting and motivating teachers to teach effectively hence good students' academic performance.



## **2.4 Teaching Resources**

They include theoretical and intangible elements, such as essays or support from other educators, or places to find teaching materials like libraries or resource centers. They are widely accepted to facilitate the teaching and learning process. The World Bank (2001) asserts that learning and teaching materials are critical ingredients in learning and the intended curriculum cannot be easily implemented without them. Over the past forty years the importance of adequate of learning and teaching materials provision (including textbooks, teachers' guides and supplementary materials) to support educational development and quality upgrading has been recognized by governments throughout the developing world and by most development partners.

In addition, now there is substantial research evidence which shows that textbooks are one of the most important inputs that have a demonstrable impact on student learning, and the two most consistence characteristics in improving student performance include the availability of textbooks and supplementary books. Learning and teaching materials, if we turn to Tanzania especially community secondary schools, are they equipped with learning and teaching materials?

On the other hand also Bregman and Bryner (2003) argue that secondary school effectiveness is largely determined by its quality and relevance which include sufficient supplies of teaching and learning resources, up to date students' textbooks and supplementary books. All these supplements the teaching and learning process as indicators of its quality and relevance. On the other hand, using the materials in

teaching process provides the basis for improved teaching and learning. This is not enough with the teaching and learning resources without good working environment

## **2.5 Working Environment**

According to Macfie (2002), it is important for school management to create working environment where every teacher is highly motivated and valued. He adds that if teachers are looked after for their health they will be better in their lives and in the teaching and learning process. If people feel better about the way they manage their lives they will be more creative and more productive in the way they contribute to work. On the other hand also Clement-croome (2000) comments that the environments in which people work affect both job performance and satisfaction. The working conditions and environment in which teachers work, affect much their job satisfaction and motivation. Many teachers are working in areas where there are no social services such as water, electricity and other utilities. Lack of social services affects many teachers in their work performance.

Apart from the above factors, housing condition for teachers is also one of the challenges that teachers face, in both urban and rural areas, they are very few government owned houses to accommodate them ( Davidson, 2007). Very few teachers manage to build their own houses but most of them depend on rented houses or apartments which are expensive. But teachers are not paid house allowance. In rural areas the quality of houses where teachers live are very poor (Sumra, 2005) and the locations are quite distant from their schools. Most rural houses are mud and grass thatched.

Additionally, the issue of secondary teachers leaving the teaching profession relates to geographical location, where living conditions are extremely poor and the environment is harsh. From that point of view, teaching and learning environment has effects in teaching and learning process. Apart from teachers' working environment problems also teachers' qualification can contribute to students' performance in examination.

## **2.6 Teachers' qualification**

Hammond (2000) study examined the way in which teacher qualifications and other school inputs were related to students achievement across the states in the United State of America, by using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP). Among his evidence-based findings for effects of teacher quality on student outcomes was that, teacher quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with student outcomes. The most consistent highly significant predictor of student achievement in reading and mathematics in each year tested is the proportion of well-qualified teachers in a state.

Also Okonkwo (2000) in his study examined the instruction between two independent variables of teacher quality and instructional strategy on students' performance in secondary school science found that students taught by professional trained biology teachers performed significantly better than those students who were taught by the non-professional biology teachers on the genetic objective achievement

test. After looking at the teachers' professional qualifications in relation to students' performance let us dwell on teachers' professional development (in-service training).

### **2.7 Teachers' Professional Development (In-Service Training)**

Profession is a specific career attained by somebody such as a teaching (Facione, 1990). Profession must demonstrate the capacity to integrate and apply them in varied and complex situations in the service of a client or employer, and in such a manner as to prevent such persons from sustaining prejudice. However, teachers need regular in-service training for updating their skills and knowledge but they stay longer without any training. This is among the factors that can make teachers loose motivation in their work.

Teachers need to be encouraged and motivated and to be proud of their profession. This can only happen when after pre-service training, teachers are opened up to workshops, seminars and further studies. This may motivate teachers to teach effectively and efficiently. For example Shanghai city in China has taken on the job training and continuous professional development as a very vital stage to every teacher (Frase and Larry, 1992). Unlike Tanzania teachers are not provided with professional development seminars to enable them to face new challenges and cope with new development especially in this era of globalization (Sumra, 2004). The syllabus has been changing now and then where new topics have been introduced but in-service training is not effectively administered to teachers

On the other hand, Mbua (2003) argues that continuous teaching profession development provides teachers with the opportunities to explore new instructional

techniques and strategies to improve their teaching practice and remove boredom for them as educators and as individuals. Motivation helps teachers to teach effectively and by heart in their work place where there is availability of teaching and learning materials. However punitive motives are likely to be dominant among teachers in less developed countries. In Africa motivation of teachers is low and it is detrimental to the provision of quality of education (Mbua, 2000).

We have seen in-service training as a motive to teachers' motivation in their career. Not only that but also teachers remuneration encourages teachers to work hard and effectively.

## **2.8 Teachers Remuneration**

Mkumbo (2011) study examined de-motivation factors in relation to teachers' role. Among other factors he identified how meager salaries de-motivating teachers. This study is similar to Ngimbusi (2009) who did a study on job satisfaction among secondary schools teachers in Njombe, Tanzania. The studies revealed that majority of secondary school teachers were likely to quit teaching profession for other jobs with better payment. This indicates that salaries for teachers were not motivating them to do their work effectively and efficiently but de-motivating them as a result they wanted to quit the teaching profession. Government current secondary teacher's salary is as follows, a diploma holder gets Tanzania shilling 432,500 per month (TGTSC1), a degree holder gets Tanzania shilling 589,000 per month under TGTSD1. The findings showed the salaries did not meet teachers' needs per month

as a result they run away from their teaching professional to find green pastures elsewhere. Apart from meager salaries teachers also are humiliated.

On the other hand teachers' motivation can be influenced positively or negatively. The study done by Mushwamu (2014) looked on negative effects which can discourage teachers not to teach effectively. The study revealed poor pay and promotion delay to be among the factors that contribute to job dissatisfaction hence resulting into inefficiency in teaching. He suggested the enhancement of the reward system focusing on realities.

Also Nyam (2014) did a study on teachers' motivation in relation to psychological and social factors, he found out that motivated teachers can significantly improve students' learning outcomes than the unmotivated counterpart. The research further suggested that in order to increase teachers' commitment in his/her work earning will enhance teacher's commitment and performance. This is a true because if the remuneration is encouraging teachers will work hard because they will not worry for tomorrow. Hence they will work effectively and comfortably.

On the other hand, Lymo (2014) conducted a research on analysis of teachers' low payments in Tanzania in Moshi rural district. He found out that low salary has affected teaching professional by decreasing the status of teachers and suggested that the government should increase teachers' salaries and make them countable to their roles and providing allowances like leave and transfer allowances need to be clarified and known to and available on time.

On the other hand, teachers are no longer feeling proud of their profession. They are looked down upon by the community where they live even the students they teach. They have low salaries; hence they are no longer respected as it was used to be in the past where teachers were a guide and counselor in the community. A teacher was a symbol of wisdom. These days a teacher has lost respect, a teacher is put in an inferior position hence teaching motivation does no longer exist. Here Mosha (2004) suggests planning for quality education in Africa. The plans should recognize teachers' potentialities and prestige.

Doublegist (2013) studied academic performance, the impact of motivation on teachers' and students and revealed that irregular payment of teachers' salaries adversely affects teaching and learning in our schools and establishment of seminars, workshops, and conference to the teachers has great impact in their teaching performance.

The research recommended that in order to overcome this situation government should motivate teacher through regular payment organization salaries, establishment of seminars, workshop, and conference, and in-service training in order to enhance productivity and school head to make use of correct motivation strategies in school such as attitude motivation and recognition.

Apart from teachers' remuneration in enhancing students' good examination performance, also teachers support from stakeholders, educational administrators and managers plays a great role in students' academic performance.

## 2.9 Lack of Support

On the other hand, Omari (2013) study the education sector human resource and management crisis in Tanzania and reveals that in some areas teachers are treated badly like being caned by policemen, on directive from administrators, beaten up by councilors, paramilitary police and parents. Thus, the incidences demonstrated that teachers' are not protected from harm and shame by the government as showed here below;

- a) Mwananchi (January 22, 2012), reported that a teachers living in a school store, teaching is a disaster to him.
- b) Teacher run away from school due to being raped by students (Mwananchi 06/ 12/ 2012)
- c) Eight students raped their teachers (Mwananchi 17/02/2012).
- d) Living government toilets and salaries humiliates teachers (Tanzania Daima 03/01/2013)
- e) Teachers turn classrooms into bedrooms (The African, March, 25/2011)

Omari (2013) also noted that when all these happened above there were no examples where the ministry publicly handles them in favour of teachers and teaching profession. These findings showed the public relation between teachers and ministry seemed not active to defend them. On the other hand a study done by Bennell and Mukyamizi (2005) on teachers' motivation crisis in Tanzania about 85% of the participants stated that there is inadequate salary pay. These findings revealed that poor salary de-motivates teachers in teaching effectively. Also a research conducted by the World Bank (2014) in Sub- Saharan countries on teachers leaving teaching



profession rates revealed that 5 to 30% in different countries in Sub- Saharan region teachers leave teaching profession due to economic decision about their careers and seek better paid opportunities where they are available.

### **2.10 Research Gaps**

Researches have been done on teachers' motivation in relation to students' academic performance, but there are few studies research has been conducted on teachers' motivation in relation to Kinondoni municipality community secondary schools. This study is anticipated to fill that gap. The next chapter provides the methodology which was used during data collection and data analysis methods.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the research approach and justifies the choice of qualitative approach in the study which focuses on the effects of teachers' motivation to students' academic performance in community secondary schools in Kinondoni municipality. The second part describes in detail how the research was conducted, methods of data collection and procedures for data analysis.

#### **3.2 Research Approach**

Research approach depends on the problem to be researched. Therefore the choice of the approach depends on what the researcher intend to find out (Silverman, 2011). The qualitative research approach was adopted because the research dealt with social phenomenon; in these case effects of teachers' motivation in relation to students' academic performance in community secondary schools in Kinondoni Municipality. The case study on the other hand enabled the researcher to obtain in-depth and rich data. This is because a case study involves analysis of characteristics of an individual unit so as to probe deeply and analyze intensively the multi-furious phenomena that constitute the life cycle of the unit with view to establishing generalization about the population which that unit belongs.

This approach was also chosen because of its flexibility in research design and data collection. The research design is not completely specified in advance, it can continue to be remolded as the fieldwork continues. In this case the researcher did

not approach the study with hypotheses to test or standardized questions to answer. Therefore, though the researcher had an idea of the problem, he/she could not predict the answer from participants. Although this approach is good in research of social phenomena still it has limitations.

### **3.3 Limitations of Qualitative Approach**

Qualitative approach has the problem of adequate validity because of its subjective nature of its data. It is difficult to apply conventional standards of reliability and validity (Hughes, 2006). In order to alleviate these problem different methods of data collection were used (triangulation). These included interview, focus group discussion (FGD) and in depth questions. Also unlike quantitative, qualitative findings cannot be generalized, because of its in-depth nature, it cannot cover a large area to deserve generalization. Moreover, the researcher strived to be neutral, non-judgment and reported what was found in a balanced way.

### **3.4 Study Area**

The study was conducted in Kinondoni municipality, Dar es Salaam Region. It involved four (4) community secondary schools. Though Kinondoni Municipality had 49 community secondary schools (MSEO, 2014). The researcher decided to choose only four (04).

### **3.5 Population of the Study**

A population is a totality of any group of units which have one or more characteristics in common that are of interest to the researcher (Omari, 2011). In this study the target population was defined as all District Education Officer (DEO),

schools inspectors, heads of schools, teachers, students and parents in Kinondoni municipality.

### **3.6 Sample**

A sample is a part of the population a researcher studies so that characteristics of the population are represented by it. Cohen *et al.* (2000) argue that, a sample is a smaller group or subject of the total population in a way that knowledge gained is representative of the total population under study. Also Babies (1995) argues that researchers are almost never able to study all members of the population that are interested thus necessitating the need for sample.

Therefore, the study was drawn from four community secondary school in Kinondoni municipality. That means 8 teachers were selected from each school which made up a total of 32 teachers teaching in ordinary level of education, because teachers play a great role in teaching and learning process. Teachers were to provide information on the effects of teachers' motivation in relation to students' academic performance in the above mentioned type of secondary schools.

Also 4 students were selected from each school making a total of 16 students. These were included in the study in order to provide their experience in the learning process in those schools.

Four heads from those schools were included in the study, because they are internal inspectors and supervisors as they have supplementary information in term of

administration and management that effects teachers' motivation in relation to students' academic performance.

One secondary school inspector and (1) secondary education officer were also included in the study because they are responsible on teachers' motivation. Their role is to monitor motivation to teachers.

Therefore, sample sizes of this study were 68 participants. The sample size composition is indicated in Table 3.1.

**Table 3.1: Participants Distribution**

<b>Participants</b>	<b>Number of participants</b>
Secondary Education officer	1
School Inspector	1
Head of Schools	4
Teachers	32
Pupils	16
Parents	14
Total	68

Source: Field data (2015)

### **3.7 The Sampling Procedure**

Random sampling was applied to students, teachers, and parents. Random sampling is the method of sample selection which gives each possible sample combination and equal probability of being picked up and each item in the entire population to have equal chance of being included in the sample (Kothari, 2004). Purposive sampling was applied to heads of schools, secondary school inspector and secondary education officer. Hence purposive sampling is a type of sampling whereby items for the samples are deliberately selected by the researcher (Kothari, 2004).

### **3.8 Instruments for Data Collection**

#### **3.8.1 Interviews**

Kothari (2005), defined interview as the method of collecting data which involves presentation of oral verbal stimuli and reply in terms of oral-verbal responses. In this research semi-structured interviews were used to all participants in this research. In some cases in-depth interviews were used in order to get the inner feeling and views of participants on their teachers' motivation in carrying out their noble job.

Rationale for selecting interview how data collection was based on the potential the method has to help the researcher obtain more data and in greater depth, through probing beyond the predetermined questions. Semi structured interview was selected because unlike the structured interview, the researcher has a room to ask additional detailed questions that can explore more deeply into the participants deep inner feelings, that means a researcher does not have to stick to the interview guide only.

#### **3.8.2 Focus Group Discussion**

This is another instrument that was used to collect data in this research. According to Patton (1994) and Denscombe (1998) the number involved in group interview is normally about four to six people. Such people are brought together and encouraged to talk about the subject of the interest. The discussion is conducted in a relaxed, comfortable and enjoyable manner because participants share their ideas and perceptions. Group discussion has an advantage to the researcher. He/she is able to get high quality data in a social context where participants consider their own experience in the context of others experiences.

According to Lewis (1992), focus group discussions help to reveal consensus views and may generate richer responses by allowing participants to challenge one another's views. Focus group discussion is used to verify research ideas of data gained through other methods and may enhance reliability of participants' responses. Therefore focus group discussion provided quality control on data collected since participants provided balances on each other.

Additionally focus group discussion promote interaction among participants that stimulated them to state their feelings, perceptions and beliefs that they would not express if interviewed individually (Gall, 1996). Considering the advantages of focus group discussion, it was planned to conduct focus group discussion with teachers and students to explore their views on the effects of teacher's motivation in relation to students' academic performance in Kinondoni Municipality.

### **3.8.3 Validity of the Instrument**

According to Kothari (1990), validation of the instruments refers to the quality of the data gathering instruments or procedures which measure what they are supposed to measure. In this study the researcher developed pre-test interview to secondary school teachers in Kinondoni Municipality, in order to check the effectiveness of each instruments. Also the researcher presented the question to the supervisor for discussion to ensure the validity of the instruments before producing the final version.

### **3.8.4 Reliability of the Instrument**

Reliability is the extent to which a test or procedure of data collection yield similar

results under constant condition on all accessions (Bell, 1993). The data we collected yield similar results from all participants on effects of teachers' motivation in relation to students' academic performance in community secondary schools in Kinondoni municipality. That means reliability was taken into account in data collect.

### **3.9 Data Analysis**

Bogdan and Birklen (1992) explained data analysis is a systematic process involving working with data organizing and breaking them into manageable units. Also it is a process of synthesizing data, searching for patterns, discovering what is important as well as what is to be learned and deciding what to tell others. In this study, thematic analysis was used. Also according to Rwegerela (2010) data analysis involves sorting and assembling data under specific categories of the main themes in research.

Themes were described and analyzed in light of issues raised in conceptual framework and literature review. At this stage, large amounts of unorganized data were reduced carefully without losing the meaning of research into a manageable and analytical meaningful body of data. Mile and Huberman (1994) argue that data reduction is a logical part of data analysis in qualitative research because processing large amount of data is difficult and time-consuming.

### **3.10 Ethical Issues to Consider**

The names of participants were not revealed in this work in order to avoid conflicts which might arise on sensitive issues revealed in research and also due to research



ethics. The research findings are represented in the chapter four in the extent of research task advanced in this study.

## **CHAPTER FOUR**

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

#### **4.1 Introduction**

The study investigated the effects of teachers' motivation to students' academic performance in community secondary schools in Kinondoni municipality, Dar es Salaam, Tanzania. The research was conducted along the stated objectives in chapter one. The data were collected through interviews and focus group discussion. Notebooks and pen were used in data recording.

The findings from the research are presented and discussed along the themes from the research objectives. Here data presentation was selective. It was not possible to present all stories. Stake (1995) in Rwegelera (2010), comments that choice is inevitable although many researchers would like to tell the whole story. According to this study, choice was made as well as decision on how much to tell others according to the study purpose. Hence it was inevitable to present what readers of this work would understand without difficulties. In this study, names of the participants and secondary schools visited are not mentioned due to confidentiality and research ethics.

#### **4.2 Teachers' Extrinsic Motivation in Relation to Students' Examination Performance**

This is one of the research objectives, before we dwell on the discussion of the findings let us orient ourselves on what are extrinsic motivations. Extrinsic

motivation refers to motivation that comes from outside an individual. The motivating factors are external or outside a person for example, rewards such as money or promotion in a work place. These rewards provide satisfaction and pleasure that the task itself may not provide (Bainbridge, 2014). Thus extrinsic motivation also includes environment, materials that support teaching and learning process in a school hence leading to students' good examination performance.

This research involved sixty eight (68) participants, hundred percent (100%) they were convinced that without teachers' extrinsic motivation students' examination performance will remain low as we shall learn here below. The study under this objective issue came out with the following sub themes.

- i) Teaching and learning resources
- ii) Teaching and learning environment
- iii) Teachers' home environment
- iv) Teachers' remuneration
- v) School inspection
- vi) In-service training

#### **4.2.1 Teaching and Learning Resources**

Teaching resources are generic materials used to describe resources teachers use to deliver instruction (Joceylene, 2012). They include theoretical and intangible elements, such as essays or support from other educators, or places to find teaching materials like libraries or resource centers.

On the question of teaching resources, teachers were asked to mention the teaching resources that were available in the school. The participants (teachers) indicated that they had acute shortages of teaching/learning and supplementary materials especially textbooks. However, things which were available were long rulers, chalkboards and wall charts. On this issue a teacher from school 'A' complained:

*“We have few textbooks in our school. This makes our work very difficult. It is not easy to prepare lesson plan as well as lesson notes, Sir, we do not know what to do! We have no library nearby but we try our level best to do something. This situation is discouraging; we do not feel comfortable in our profession.”*

Also a teacher from school 'B' emphasized the point:

*Here at this school there is nothing, no text books or supplementary books and other resources to enable us to teach effectively. This makes me hate my teaching profession.*

It is widely accepted that textbooks and supplementary books are the best two predictors of teaching and learning materials that improve students' learning. There is substantial research evidence which shows that textbooks are one of the most important inputs that have a demonstrable impact on student learning. Hence, the two most consistent characteristics in improving student performance include the availability of textbooks and supplementary books.. Unfortunately all the community secondary schools visited had shortage of textbooks for teaching and learning. Also there were no library facilities.

The researcher asked the Headmaster of school 'C' if the school can buy textbooks and supplementary books in order to enable teaching and learning effectively, he explained:

*“The government does not provide money for books it is a responsibility of the government through Ministry of Education, Science, Technology and Vocational Training”.*

Here may be the Headmaster would have tried to ask some donors or talked with parents to find out if he could get help instead of sitting and waiting for the government to do it. Another teacher from school ‘D’ complained;

*“It is very sad in our school we don’t have books as you can see the class of fifty students has only three Geography text books. How can we teach in this situation and expect our students to perform well!”*

It is very difficult for fifty students in a class to have only three (3) text books on the subject and expect them to perform well in examination. On this issue one of the students from community secondary schools ‘B’ narrated:

*“In our school we don’t have text books for learning we share only few books, one book for example is shared by eight students in a class this discourages us and washes out expectations for passing in our national examination, we don’t know what to do.”*

A teacher from school ‘C’ was discouraged with her teaching profession. Her first appointment was at a school ‘C’ she had two years in teaching experience. She was not happy with the situation at that school she narrated:

*I teach a class of fifty five students. I have only one History text book, students have none. I read paragraphs for them. When I ask a question nobody answers because it is difficult to retain what I read. What follows I write notes on the blackboard for them to copy. Hence, it is difficult to teach efficiently and effectively. In this kind of situation it is difficult for our students to pass well in National examination. We try our level best to help the students but environment does not favour us. Here we are far from town, we have no library we have no internet facility café/service to search materials. I have tried to go to town to search materials for my students; it is very expensive to download. With this situation we become discouraged. I myself hate teaching because I fail to deliver what I was taught at the college.*

It is difficult for a teacher to perform well in teaching career without teaching facilities. Likewise students will not succeed their examination if they are not prepared by their teachers well. Teachers to help them to succeed their examination they must have teaching facilities in order to make things possible.

The findings of this research has revealed lack of teaching and learning facilities in all community secondary schools visited, they had no internet facilities, libraries and also sufficient text books. Hence, teachers had difficult time to prepare lesson plans for the day. This situation de-motivated teachers. One of the teachers from school 'C' was desperate, he narrated:

*I'm tired I don't like teaching any more I'm looking for a chance somewhere else where I can display my knowledge. Here I become frustrated to see my students suffering even those who try hard and are intelligent do not pass well in their examination. It is painful! For community secondary schools which have no teaching and learning facilities. These schools need to be provided with teaching and learning facilities in order to motivate teachers to teach well and students gain much from their teachers.*

Apart from teaching and learning facilities, let us view teaching and learning environment.

#### **4.2.2 Teaching and Learning Environment**

Teaching and learning environment is one of the important facilitator in teaching and learning process. Therefore, teachers need to be aware of, and value the significant role they can play in their students' teaching (Bernard, 2000). Teaching and learning environment has a relationship with students' academic performance. Schools with extrinsic motivation for both teachers and students results to better performance than

de-motivated teachers and students. In this case, teaching and learning environment in community secondary schools visited were not friendly for both teachers and students. Teacher from school 'B' commented:

*The status of teachers has declined, drastically due to the fact that they do not receive moral support and recognition appropriate to their level of qualification and responsibilities from schools administration, management, stakeholders and the community in general.*

Apart from lack of recognition also they are not comfortable with a number of students in the classes they teach. This is revealed by one of the teachers from school 'B'

*The increase in number of students in a class is a burden to teachers as you can see. the class has eighty students instead of forty five. In this cumbersome situation a teacher becomes de-motivated. It is difficult to teach them effectively. The class is not well controlled. Individual students who need teacher's help are not reached. Hence in this situation we cannot expect students to perform well in their examination.*

Apart from teachers' lamentation on the teaching environment also learning environment to students is not friendly. It does not encourage students to perform well. These were witnessed by students in community secondary schools in Kinondoni municipality, as a student from school 'D' narrated:

*Our school is close to business centers, therefore learning in such conditions makes performance low as you can see and hear noises and other activities around the school compound. Sometimes music is played with very high loud tone we cannot hear and concentrate on teachers' lesson.*

In order to have good output, that is good academic performance teaching and learning environment is very important. Worse still, the environment in our

community secondary schools in Kinondoni municipality is not good for the teaching and learning process. It is conclusive to say that teachers mind were rust due to poor teaching and learning environment. Hence a likely factors that influence students' poor examination performance. Apart from teaching and learning environment let us look at teachers' home environment.

#### **4.2.3 Teachers' Homes Environment**

The study was to assess how homes and working environment affect community secondary school teachers in Kinondoni municipality. The information obtained indicated that, teachers from community secondary schools lacked houses near their working areas, these was revealed by a teacher from school 'A', he narrated:

*We don't have houses near the school and we live far from the school compound we hire houses which are not of our status because we cannot afford to pay for good house.*

The same situation was revealed when the researcher probed another teacher from school 'D' and she has this to tell:

*Here I'm frustrated because the government does not give us house allowance; the salary is very low to support us. Also I live in squatter area, after working period I use my extra time to prepare lesson plan in harsh condition as I live near the bar where there are a lot noises to mid night.*

Also another teacher from school 'C' revealed the situation in her working environment, by narrating that:

*The parents are not cooperative to teachers, they think that sending students to school it's that over, they don't make follow up of students' academic development.*



On the other hand one of teacher from school 'B' when asked question on the same situation he schools said:

*I submit my teaching requirements to my head of department but no any action was taken. This leaves me with acute shortage of textbooks and reference books. This is a problem to our schools. Whenever we ask teaching and learning materials the response is negative. The head of school says there is no fund.*

It is very discouraging to note teachers working in community secondary schools that are owned by the government and have supervisors to supervise education development in their schools they are not performing their duties and responsibilities effectively and efficiently. It is worrying about what the future of these innocent students who are taught by less motivated teachers! Will students do better in their examination in this situation?

In this study, findings revealed that, overall teachers in community secondary schools are not motivated by being supported by schools management, stakeholders, government and environment in particular.

Findings show that many teachers are unsatisfied with working environment. Most of community secondary schools in Kinondoni municipality do not have good working environment to satisfy teachers. This situation affects teaching and learning. Hence lead to poor performance of teachers as they cannot teach effectively. According to Monk (1999) contribution environment in which teachers work affect both performance and job satisfaction.

The housing condition for teachers is one of the challenges they face in urban and

rural areas; there is no government house for teachers, poor transport, communication and inadequate social service. These are the environment that affects teaching and learning process in community secondary schools. Also the houses that teachers hire are not of their status, they are in squatters. They live in such houses because they cannot afford to hire expensive houses as their salaries cannot support them. From this situation even preparations of lesson plan and lesson notes for students become difficult. Hence students do not get what is intended from their teachers. This results in poor examination performance of students. Apart from home environment what about teachers' remuneration? Are teachers' comfortable with remuneration given? Let us learn from their views.

#### **4.2.4 Teachers' Remuneration**

During interview and focus group discussion teachers were asked if they were satisfied with their salaries they receive. The finding of the study indicated that hundred percent (100%) of community secondary schools teachers interviewed in Kinondoni municipality were not satisfied with teachers' salary because it was hand to mouth; a teacher from school 'C' narrated:

*A salary I get does not meet my needs because I get my commodities from the nearby shop irregularly and I pay back after I get my salary, then I remains with nothing. This situation is not good for a teacher, the mind is not settled.*

It seems that salaries do not meet needs of the teachers in community secondary schools. These were witnessed by another teacher from school 'D' as he narrated:

*Teaching profession is a very hard work but the government does not care about teachers we are paid very low salaries for example I am paid that cannot support my life compared to other government*

*servants who are paid more than teachers though we all have the same qualification.*

It is difficult a teacher to teach well while complaining for his/her salary, a salary that does not fulfill his/her life's needs.

In low-income countries like Tanzania salary has deteriorated. Hence in many developing countries salaries are not paid regularly, they are always delayed often for several months. Consequently, many teachers are forced to look for other jobs in addition to teaching and some are driven to leave teaching altogether (Ngimbusi, 2009). For that matter some African countries it has become almost impossible to convince good students to choose a teaching career as the prospects of job security and adequate income are too uncertain (Oko, 2014).

When answering the question concerning income of teachers students were not encouraged to become teacher because of teachers' low income. One of the students from school 'A' narrated;

*Sir, I don't like a teaching profession because teachers' lives are associated with people of low income in the community who are not sure of tomorrow. Their pay fits hand to mouth purposes.*

The respect and status of teachers has declined in the community. How can a teacher teach comfortably while even the students see her as of low status in the community? This is because teachers have low income compared to other civil servant in the community. Hence, they are looked down upon by the society. This situation demoralizes teachers and makes them feel inferior. Hence this might be one of the factors which contributed to poor examination performance among students.

On the other hand one of the interviewed parents on the same issue narrated:

*Teachers' salaries do not meet their needs. I say so because there teachers come to take their monthly needs from my shop example sugar, rice, cooking oil, soap and 'sembe' they usually pay me at the end of the month when they get salaries. This means the salary a teacher gets cannot sustain him/her for the month. Hence, teachers' salary is hand to mouth. Given the situation I think teachers cannot have their own houses. Few of them had made it through other means for example some sell ice-cream, groundnuts and other petty business.*

It is discouraging; I hope this kind of situation makes teachers to dislike their teaching career. Thus they cannot teach effectively and efficiently as a result the situation affects the students in their examination performance. Apart from teachers' remuneration now let us dwell on school inspection.

#### **4.2.5 School Inspection**

School inspection is defined as the process of ensuring that schools comply with the Tanzanian Education Act No. 25 of 1978 and ascertaining whether schools are being properly and efficiently managed (URT, 1978). Every school must be inspected once in the period of two years. This means that every teacher must be inspected within that period, but this does not happen as it was anticipated by the Tanzania Education Act mentioned above. The inspectorate is facing a lot of challenges which include financial and reliable transport. These hinder smooth implementation of inspection in community secondary schools.

Teachers were asked whether they had been inspected in their schools. The findings reveal that school inspection is very weak in each of the visited community secondary schools. The headmaster from school 'A' said:

*Our school was visited by the inspectors in 2014 though some subjects were not inspected. This is very sad because through inspection teachers get advice on their lesson plan preparation and guidance on new teaching methods of their subjects .When inspection is done it improves methods of teaching which leads to students' good performance in examination.*

On the same issue another teacher from 'B' commented:

*Inspectors should come to inspect us so that we can benefit and get teaching morales from them. We also gain their expertise, without inspection we cannot improve our way of teaching by adding new knowledge in our teaching subjects.*

Failure of school inspection affects the day-to-day implementation of curriculum in schools. Hence, this acts as a barrier in teaching profession. Therefore this can hinder students' academic performance due to the fact that teachers would be using old methods and approach in teaching which might lead students to poor examination performance.

However, a trend similar to the findings were revealed in Controller and Auditor General's performance report (CAG) (URT (g), 2008) on school inspection which noted, among other things, that the inspectorate did not effectively communicate and follow up on implementation of its recommendations and failed to monitor the effectiveness of school inspections. The findings by CAG are supported by Sengerema's study (2004) which found that ineffective school inspection contributed to poor student performance.

It is generally argued that school inspection lead to school improvement including student learning outcome (Whitby, 2010; OFSTED, 2007). According to Faro (1996), school inspectors play a pivotal role in teachers' development. Fullan (1991)

adds that teachers need regular support from colleagues and managers to ensure progressive and effective performance. Also Nyaki (2006) maintains that, the effectiveness of the school inspection is largely determined by higher frequency, the nature of advice and recommendations given to those who are inspected. On the other hand, Wolf *et al.* (2009) found that students' scores increased where schools were inspected and concluded that school inspection lead to slightly better school performance.

Overall the findings indicated that school inspection was not effective in its inspectoral role and hence it is expected to be among the factors that are likely to demotivate teachers in teaching profession hence poor performance among students in examination in ordinary secondary level community schools in Kinondoni Municipality.

Therefore by regarding the finding as given out by participants of this study all participants emphasised on teachers' inspection, the participants believed that once teachers in community secondary schools are inspected several times as scheduled will lead to improvement in teaching hence better students' performance in their examination. School inspection is very important in order to achieve the anticipated goals of secondary education because it shows the direction which contribute to success of the school in relation to academic issues. We have seen the importance of school inspection to students' academic performance. Now let us see the effects of in-service training in relation to effectiveness and efficiency in teaching which affects students' academic performance.

#### **4.2.6 In-Service Training**

In-service training is paramount in exposing teachers to contemporary knowledge and skills in their areas of specialization. In this study, teachers were disadvantaged; they heavily relied on the pre-service training hence they faced many challenges in teaching. This situation is not encouraging teachers to teach effectively and efficiently. They lose motivation for example the teachers interviewed in school 'D' on the issue of in-service training had this to say:

*We use old methods of teaching because we are not updated in new teaching methods. This affects us much. We hear that teaching is now competence based. Here we don't know what it is. We need in-service training in order to update our knowledge in teaching. This will make us teach effectively and efficiently for the benefit of the students.*

In-service training of teachers has a big impact on students' academic achievement. Hence, this aspect is very important. It is necessary to ensure that teachers are kept abreast of the contemporary changes in their professionalism after their pre-service training (Mrutu *et al.*, 2005).

Apart from extrinsic factors that motivates teachers to work effectively and efficiently let us look at teachers' intrinsic motivation as they affects teachers' motivation to their teaching rote.

#### **4.3 Teachers' Intrinsic Motivation in Relation to Students' Academic Performance**

Intrinsic motivation is defined as a state which an individual has for enjoyment of activity (Kreps, 1990). Therefore intrinsic motivation is the inner push that

encourages teachers to teach even in difficult situation in order to enable student to acquire knowledge and skills which are intended. A teacher who is intrinsically motivated would undertake an activity for its own sake for enjoyment it provides but this joy can be diminished by the influence of extrinsic motivation. This can be revealed by the one of the teachers from school 'A' when she was asked whether she was interested in teaching as a profession, she narrated:

*I like my profession from deep inside of my heart but now I am discouraged, I am not motivated because my salary is low, teaching resources are inadequate and I have not been promoted for 8 years, how can I be motivated in teaching?*

Another from school 'B' was also intrinsically motivated also has this to say:

*I am proud of being a teacher; I like my profession very much. But I'm becoming discouraged due to the teaching environment I am facing. Our school has a shortage of text books. In my class there are four English text books for students, a class of 50 students. Teachers' guide was not available; I bought one which I paid from my own pocket. I don't feel comfortable to teach an English lesson without text books for students.*

*Apart from that I feel uncomfortable; the school I teach is near the bar that is full noise in the afternoon and a root-path in front of the school. It is difficult to teach in this kind of situation.*

*I'm starting to be de-motivated, apart from all problems, I feel small in my community when I compare myself with other close fields, they have good salaries and they are living comfortable, my life is discouraging my salary is hand to mouth . My inner push for teaching profession is diminishing.*

Here teachers' lamentation reflects frustrations which are leading to the loss of morale in teaching, hence, distortion of their intrinsic motivation in their teaching career. As a result they cannot teach effectively and efficiently.



Csikszentimihayi (1990) makes a point that individuals reach a state of happiness and satisfaction when they are involved in an activity and are functioning at the peak of their ability. This not the case in community secondary schools the researcher visited; teachers were not happy with work due to their working environment which were suppressing their intrinsic motivation. Thus, they did not have chances of showing their maximum performance as teachers. Apart from teachers' intrinsic motivation let us now look on the students' views on the same issue.

#### **4.4 Students' Views on teachers motivation**

During interview and focused group discussion students were asked if teachers were motivated to teach in community secondary schools. The findings indicated that most students from those schools aired their view that teachers are not delivering the content properly, one of student from school 'A' interviewed narrated;

*I like studying because education is the key of my life and I want to become an engineer, but the way teachers are teaching us I can't see the way ahead. We don't have text books for our subject, sometime ten students shared one book, and classrooms are not enough as you can see Sir we are so many compared to rooms available.*

Another student from school 'C' interviewed concerning teachers' motivation and their effects to students' learning, she narrated;

*Our teachers' income seems not satisfactory because they are busy on looking how they are going to solve their economic problems as they always blaming on their salary that they are paid very low. Thus, in this situation they cannot teach us effectively and efficiently resulting to poor examination performance among students in community secondary schools.*

Thus, students' views on teachers' motivation, extrinsically and intrinsically seem to have effects on students' examination performance in community secondary schools in Kinondoni municipality. Teachers motivation are suppressed by shortage of text books, classrooms, low salaries and teaching and learning materials as extrinsic motivation to teachers as a barrier to them in order to deliver what they intended to provide to students. Also teachers are intrinsically motivated, but they are suppressed by lack of extrinsic motivation which plays a great role in teaching and learning process, hence leading to poor students' examination performance. In the next chapter, summary, conclusion and recommendations of the study are made.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENTATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the study. It also makes some conclusions in relation to the findings. Finally, recommendations are made both for action and for further studies on the effects of teacher's motivation to students' academic performance in community secondary schools in Kinondoni Municipality, Dar es Salaam, Tanzania.

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

The study dealt with the effects of teachers' motivation to students' academic performance in community secondary schools in Kinondoni municipality. It investigated the teachers' extrinsic and intrinsic motivation in relation to students' examination performance. The problem surrounding the study was to investigate the effects of teachers' motivation in relation to students' examination performance in those schools, because performance of students between year 2009 and 2013 (NACTE) reflected a tremendous failure hence the situation attracted the researcher to probe the source of that situation in those schools.

In this study, the system model by Lazear and Oyer (2010) was adopted. The model helped to explore the interrelations of the input, process and output. Monetary and non-monetary (input), perception, availability of teaching and learning materials, good pay, good housing, strategies management (process) and increased good job performance, satisfaction, improved students' performance, less absentees and less

teachers' turnover (output). This model was ideal in this research which investigated teachers' motivation in relation to students' examination performance in community secondary schools.

Qualitative research methodology was adopted because the study dealt with social phenomenon. The study area included four (4) community secondary schools in Kinondoni municipality, Dar es Salaam Tanzania. Due to qualitative nature of the research triangulation was used in order to ensure reliability and validity of data collected from participants. Data was collected mainly through semi-structured interviews and in some few cases in-depth interviews were applied in order to probe further when the information needed was not directly given. Also focus group discussion was applied to add on data validity. Data collected was subjected to thematic analysis due to qualitative nature of the research.

### **5.3 Major findings**

The major findings were related to mainly teachers' extrinsic motivation which to the large extent influenced intrinsic motivation. Extrinsic motivation included teachers' text books (teachers' guide) and other text books for supplementing teaching materials. Students also have no text books, one text books was shared among six to eight students and library facilities were also not available. Thus, teaching and learning materials are needed in processing students for good results in examination performance. It is not possible to deliver what is expected in the absence of text books and other study materials to enrich teachers and students knowledge.

Apart from teaching and learning resources, teachers' in-service training is equally

important. Those community secondary schools visited in Kinondioni municipality teachers lacked in-service training. In-service training help teachers to acquire new knowledge and skills which enable them to face new challenges which come with reformation in the education sector, for example competence based is emphasized in our schools. Through in-service training teachers increase their ability and love their professionalism. Also they gain more confidence in their work hence they become motivated to their work. In order to have good students' academic performance in examination, teachers should be aware of their new teaching skills as well as up dated syllabus. When they feel confident in their job all things become alright.

Also teachers' homes and schools environment seemed to contribute problems to students' tremendous failure. Teachers lacked deserved houses; some lived in squatter houses where there is a problem of social services like electricity, water supply, poor sewage system and shopping centers. In these situations teachers face difficulties during preparing lesson plan and lesson notes. In classroom also teachers faces another problem of overcrowded classes. All these problems denied teachers to teach effectively and efficiently. Therefore, good out-put cannot be expected in this situation.

#### **5.4 Conclusion**

Factors influencing students' poor performance in community secondary schools in Kinondoni municipality are many. The most important ones are emanated from extrinsic motivation which in turn affected intrinsic motivation which is an inner part that leads a person to perform his/her activity with a great attention and love. For

teachers extrinsic factors included insufficient teaching and learning materials for teachers and students, teaching and learning environment, low salaries, poor living condition as well as poor teaching environment.

On the other hand teachers' salaries were low which even did not cater for further monthly needs. In other words it was hand to mouth. In this case they lived by borrowing their monthly needs from nearby shops. Thus, teachers were not comfortable with this situation. A teacher as a human being cannot teach well under this situation. These factors are multiple even personal factors can add on these like sickness, distance from school to home, students' behaviour and the like.

Therefore, students in order to perform well, teachers should have settled mind at home and work place. Short of these teachers cannot teach effectively and efficiently. The cure for poor students' academic performance in community secondary schools in Kinondoni municipality should start with improving teachers' conditions. They should have better pay and conducive environment at work and homes. That means there should be teaching and learning materials as well as sufficient classrooms and handling enrolled students.

### **5.5 Recommendations for Action**

This finding revealed that appreciation of teachers work, training development programmes, increases of salary, better working environment, constructing of enough teachers' houses and giving teachers teaching allowances are measures which should be taken to motivate teachers.

The following recommendations are made on the basis of the discussion of the findings and conclusions:

- a) The government should urgently improve working environment of teachers in community secondary schools. Through this, teacher would teach effectively and efficiently hence good performance among students.
- b) The government through Ministry of Education, Science and Technology and Vocational Training in collaboration with Presidents' Office, Regional Administration and Local Government should make sure timely teachers' promotion.

#### **5.5.1 Recommendations for Further study**

This study focused on the effects of teacher's motivation in relation to students' academic performance in community secondary schools in Kinondoni Municipality. The study assumed a qualitative approach where only 4 community secondary schools were sampled. The findings of this study reflects the visited schools and cannot be generalized or claim to be conclusive. Given the sensitive nature of motivation and bearing the revealed effects of teacher's motivation in relation to students' academic performance in those schools, it would be reasonable to conduct another study using survey design involving a large sample in order to establish the magnitude of the problem and be able to generalize the findings.

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## APPENDICES

### APPENDIX A: Interview questions for Secondary Education Office

My name is MATHEW, Edwin Sylvano, student at Open University of Tanzania (OUT) studying Master degree of Education in Administration, Planning and Policy studies (MED APPS). I am conducting a research on, “The effects of teacher’s motivation in relation to students’ academic performance in public secondary schools: A case of Kinondoni municipality”. Therefore, I request your assistance in this research by participating to this interview questions for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher.

1. Motivation for teachers is very important. What is your view up on it?
  - a) What are the teacher’s extrinsic motivations important to you teachers?
  - b) Are teaching and learning resources available you schools?
  - c) Are teachers receives in-service training?
2. How do you motivate your teachers teaching in community secondary schools?
3. By using your experience in your municipal what do you think are the factors which de-motivate teachers in your schools?
  - a) Are teachers supported to teach?
  - b) Are schools inspection done in community secondary schools?
4. How do you overcome factors which de-motivate teachers to teach effectively and efficiently?
5. Do you think there are relationships between teachers motivation and student academic performance?

6. What are effects of motivation toward students' academic performance in community secondary schools?
7. What are the measures taken by your office to promote and maintain teachers' motivation in community secondary school?

**Thank you for Your Caring**

**APPENDIX B: Interview Questions for School Inspectors**

My name is MATHEW, Edwin Sylvano, student at Open University of Tanzania (OUT) studying Master degree of Education in Administration, Planning and Policy studies (MED APPS). I am conducting a research on, “The effects of teacher’s motivation in relation to students’ academic performance in community secondary schools: A case of Kinondoni municipality”. Therefore, I request your assistance in this research by participating to this interview questions for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher.

1. Motivation is very important. What are your views up on it?
  - a) What is the importance’s of motivating teachers?
  - b) Are teaching and learning resources available in schools?
  - c) Are teachers receives in-service training?
2. By using your experience, do you think teachers teaching in community secondary school are motivated to teach?
3. What are the effects of motivation toward students’academic performance?
4. What are the factors that de-motivate teachers in community secondary schools
  - a) Are teachers receiving your support?
  - b) Are teachers inspected?
5. What are the measures taken by your office to motivate teachers to teach effectively and efficiency?

6. What are the factors affects strategies to motivate teachers to teach effectively and efficiently
7. Are there any relationships between teachers motivation and student academic performance?

**Thank You for Your Caring**

**APPENDIX C: Interview Questions for Heads of Schools**

My name is MATHEW, Edwin Sylvano, student at Open University of Tanzania (OUT) studying Master degree of Education in Administration, Planning and Policy studies (MED APPS). I am conducting a research on, “The effects of teacher’s motivation in relation to students’ academic performance in community secondary schools: A case of Kinondoni municipality”. Therefore, I request your assistance in this research by participating to this interview questions for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher.

1. For how long have been in your position of head of school at this secondary school?
2. Motivation for teachers is very importance. How do you comment on it?
3. What are the effects of teachers’ extrinsic and intrinsic motivation toward students’ academic performance?
4. What are the factors that de-motivate teachers to teach effectively and efficiently?
  - a) Are school teachers receives your support?
  - b) Are schools inspection inspects your school?
5. How do you motivate your teachers?
  - a) Are teaching and learning resources available at you school?
  - b) For how long your teachers received in-service training?

6. Are there any relationships between teachers motivation and students academic performance?
7. Are teaching and learning environment friendly to students' learning?
8. What are the measures do you take to motivate teachers to teach effectively and efficiently?

**Thank You for Your Cooperation**

**APPENDIX D: Questions for Teachers**

My name is MATHEW, Edwin Sylvano, student at Open University of Tanzania (OUT) studying Master degree of Education in Administration, Planning and Policy studies (MED APPS). I am conducting a research on, “The effects of teacher’s motivation in relation to students’ academic performance in community secondary schools: A case of Kinondoni municipality”. Therefore, I request your assistance in this research by participating to these questions for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher.

1. For how long have you been teaching in community secondary school?
2. How many students do you teach per day?
3. Motivation for teachers is very importance. What are your opinions up on it?
4. What are effects of motivation toward students’ academic performance?
5. What are the factors which de-motivate you to teach effectively and efficiently?
6. Do you think there is importance of teachers’ motivation?
7. Do you think there are relationships between teachers motivation and students’ academic performance?
8. What are the factors which hinders teachers’ motivation in your schools?
9. What are the measures do you think should be taken to motivate teachers?

**Thank You Very Much for Your Cooperation**

**APPENDIX E: Questions for Students**

My name is MATHEW, Edwin Sylvano, student at Open University of Tanzania (OUT) studying Master degree of Education in Administration, Planning and Policy studies (MED APPS). I am conducting a research on, “The effects of teacher’s motivation in relation to students’ academic performance in community secondary schools: A case of Kinondoni municipality”. Therefore, I request your assistance in this research by participating to these questions for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher.

1. Motivation for teachers is very important. What are your views upon it?
2. Are you motivated to learn?
3. Are you extrinsically and intrinsically motivated to learn?
4. What are the factors which de-motivate you to attend school effectively and efficiently?
5. Are there good relationships between you and teachers?
6. What are the factors motivates you to attend school?
7. Are your teachers competent enough to teach you effectively and efficiently?
8. Do you think are there relationships between teacher’s motivation and your academic performance?
9. Do you think there is importance of motivating teachers to teach?
10. What are things do you think can motivate teachers to teach?

**Thank You. All the Best, In Your Studies**



**APPENDIX F: Questions for Parents**

My name is MATHEW, Edwin Sylvano, student at Open University of Tanzania (OUT) studying Master degree of Education in Administration, Planning and Policy studies (MED APPS). I am conducting a research on, “The effects of teacher’s motivation in relation to students’ academic performance in community secondary schools: A case of Kinondoni municipal”. Therefore, I request your assistance in this research by participating to these questions for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher.

1. Motivation for teachers is very important. What are your views up on it?
2. How do you participate in promoting school development?
3. Are there good relationship between you and teachers?
4. What are the factors hinders your relationships between you and teachers?
5. How do you motivate teachers to teach effectively and efficiently?
6. What are effects of motivation toward students’ academic performance?
7. How do you motivate your students to learn effectively and efficiently?
8. What are the measures do you think should be taken to motivate teachers?

**Thank You for Your Cooperation**