FACTORS INFLUENCING PUBLIC SECONDARY SCHOOL TEACHERS MOTIVATION IN TEMEKE DISTRICT, DAR ES SALAAM, TANZANIA

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

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CERTIFICATION

The undersigned supervisor certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: **"Factors Influencing Public Secondary School Teachers Motivation in Temeke District, Dar es Salaam, Tanzania"** in partial fulfillment of the requirements for Masters of Education in Administration, Planning and Policy Studies (MED APPS) of the Open University of Tanzania.

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Date

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DECLARATION

I, **Salma, M. Amiry,** do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for such award or any other degree award.

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Signature

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Date

DEDICATION

This work dedicated to my much-loved mother Rayhana Msangi, my beloved father Mr. Amiry Mgalla. May God protect and give them long and happily life. I also dedicated this work to my family members, my sisters and my brother.

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ABSTRACT

Motivation represents an employee's desire and commitment, which is demonstrated as a job performance. That is, job in high motivation (intrinsic) and hygiene (extrinsic) factors leads to high performance and few complaints among employees. The purpose of this study was to examine the factors influencing Teachers' motivation in Public secondary schools; A Case of Public Secondary Schools in Temeke district in Dar es Salaam. A descriptive research design, which incorporated quantitative and qualitative approaches was adopted to investigate factors that influence teacher's motivation to improve teachers practice. A study used 420 respondents including ordinary level secondary education teachers, department teachers and head teachers in public secondary schools in Temeke district, Dar es Salaam. Questionnaires and interviews were used to correct data. Data was analyzed by using descriptive statistics. The study revealed that the factors influencing a person to join the teaching profession included job security and absence of job alternatives however salary was a low consideration. The study further revealed that factors, which motivate majority of teachers include rewards system, job satisfaction and good working condition, however these factors were provided in a small percentage. The majority of teachers were concerned more about the inadequacy of current salary levels to meet their basic needs. The study recommended immediate increase the of salary for secondary school teachers to match with the increases in the cost of living, provision of accommodation to teachers and strengthening of supervision. Also the study recommends that teachers should work in conducive environment where social services such as housing, electricity and reliable water are available that are basic wants for basic human life.

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LIST OF ABBREVIATIONS

EFA   Education for All

MDGs   Millennium Development Goals

MoEC   Ministry of Education and Culture

MOEVT   Ministry of Education and Vocational Training

MEO   Municipal Education Officer

OUT   Open University of Tanzania

SSA   Sub-Saharan Africa

SPSS   Statistical Package for Social Science

SEDP   Secondary Education Development Plan

UNESCO   United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1   Introduction

This chapter presents the background of the study, statement of the problem, research objectives, research questions and significances of the study. It also presents limitation and delimitation of the study, theoretical framework, conceptual framework and operational definition of terms.

1.2   Background of the study

One of the most important factors that move every human being to achieve his or her goal is motivation. Motivation enables people to stay focused on the path of success regardless of challenges that may be encountered; this includes personal as well as professional goals and targets (Baumeister & Voh, 2004). Some scholars in the field believe that if this driving force did not exist, people would live in the rut of monotony and no great discoveries or interventions would have happened. Motivation guides people's actions and behaviors of individuals toward achievement of any goals (Analoui, 2000).

Motivation is often described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000). Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and wellbeing. Extrinsic motivation on the other hand, results from the attainment of external administered rewards, including salary, working condition, material possessions, prestige, and interpersonal relationship.

Low teacher motivation leads to negative educational outcomes. Bennell and Akyeampong (2007) found that low motivation results in absenteeism, underutilization of class time, professional misconduct, reliance on traditional teaching practices, poor preparation, and secondary income-generating activities that distract from teaching duties.

Similarly, a study by Steyn (2000) on teacher motivation in Zambia, Papua New Guinea, and Malawi found that low motivation results in high attrition rates, constant turnover, lack of confidence, varying levels of professional commitment and a feeling of helplessness to improve either student outcomes or teachers' own situations.

Tanzania is working towards improving the quality of its education so as to suits the present and future needs of the society and the demands of globalization (Nguni, 2005). The government of Tanzania has succeeded to implement the Secondary Education Development Plan (SEDP) 2005 to 2009. This meant to increase the accessibility of secondary education to its citizens (Oluochi, 2006). The program, Secondary Education plan (SEDP) is geared toward implementing and attaining the Millennium Development Goals (MDGs) on education as per Dakar Framework for Action, Education for All (EFA) by 2015 (UNESCO, 2005). Despite the government effort, there have been many challenges on teacher's professional conduct like absenteeism, poor preparation of teaching material and poor performance (Sumra 2004).

For example, the report by Dar es salaam City Council (2004) indicated that; in Temeke district teachers were not comfortable with their working condition such as very small teachers house ratio compared to number of teachers, poor administration block and

large number of pupils in the classroom hence poor performance to teachers. Basing on this background, the study intends to find out factors influencing public secondary school teacher's motivation in Temeke district.

The implementation of the program will be meaningless if Tanzania does not consider providing quality education as it is spelt out in the country's Education Policy (MOEC, 1995). The efforts to provide quality education will prove unsuccessful if all stakeholders and policy makers now and in the future do not pay attention to teacher's job satisfaction. It is therefore important to investigate factors influencing public secondary school's teachers' motivation in Temeke district.

1.3   Statement of the Problem

Despite efforts done by the government, still there is an increasing tendency loss of teaching interest in performing their work. Teachers have had complaining to a great extent for being de-motivated. They have experienced low salary payments, lack of proper housing, insufficient teaching aids, low status and limited opportunities for professional development (MoEC, 1995). Many teachers from public secondary schools leave their employment through giving notice or without giving notice due to lack of motivation and working conditions. Others exit on the event of transfer as the result of job dissatisfaction and demobilization (Thompson, 2007). Studies on factors influencing teachers' motivation have been adequately reported.

However, factors influencing teacher's motivation in public secondary schools are not adequately reported and it's not widely known in public secondary school. Hence the

study aims to find out the factors influencing teacher's motivation for improving the quality of education in public secondary school s in Temeke district.

1.4   General Objective

The general objective of this study is to examine factors influencing public secondary school teacher's motivation in Temeke district.

1.5   Specific Objectives

Specific objectives of this study will be to:

(i)   Establish motivation levels of public secondary school teachers in Temeke district.

(ii)   Examine the influence of reward system on teacher's motivation in public secondary school in Temeke district.

(iii)   Determine the effects of job satisfaction on teacher's motivation in public secondary school in Temeke district.

(iv)   Assess the influence of working condition on teacher's motivation in public secondary school in Temeke district.

1.6   Research question

The study will be guide by the following research questions

(i)   What are motivation levels of public secondary school teachers in Temeke district?

(ii)   How do rewards system influence teacher's motivation in public secondary schools in Temeke district?

(iii) To what extend does job satisfaction influence teacher's motivation in public secondary schools in Temeke district?

(iv) How does working condition influence teacher's motivation in public secondary schools in Temeke district?

1.7   Significance of the Study

The following are the significance of the present study:

The findings of the study are important to the Ministry of Education Science and Technology as they may get to know the factors influencing teacher's motivation finally can understand importance of motivating teachers to the performance of students' examination.

The study also is important to the management of the school as it may highlight important information for improving terms and working condition in order to increase teacher's motivation and job performance.

The finding of the study also can be used as a basic for others researchers in the area of working condition, job justification and reward system.

1.8   Limitation and Delimitation of the Study

1.8.1   Limitation of the Study

Limitations of the study are those factors or conditions beyond the control of the researcher, which hinder one from obtaining the required data and may place restrictions on the conclusions of the study (Kombo & Tromp, 2006). Some of respondents was unwilling to give clear answers about the problem, the researcher was overcome this limitation by telling them the purpose of the research and ensure confidentiality of the data to be provided.

1.8.2 Delimitation of the Study

The study was being delimited in public secondary school's teachers in Temeke district. This study finding was generalizing to areas of similar context. The study was delimitated few motivation factors which are reward system, job satisfaction and working condition.

1.9 Conceptual Framework

Independent variable   **Dependent variable**

Independent variable	Dependent variable
Job satisfaction	**Teacher's motivation** • level of discipline in school • preparing teaching material • regular and early reporting to work • Attending school functions • Supervision of school activities • Student performance
Reward System	
Working Condition	
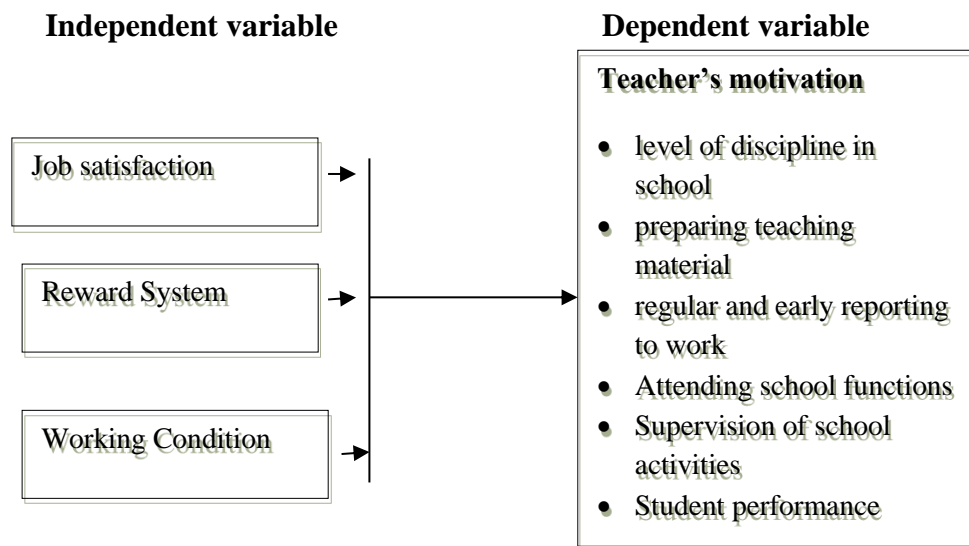
Figure 1.1: Factors Influencing in Public Secondary School Teacher's Motivation
Source: Researcher Design (2017)

The conceptual framework showing the relationships between independent and dependent variables. The independent variables are conceptualized as motivation factors which include job satisfaction, reward system, and working condition the teachers is supposed to experience those independent variable which finally influence teacher's morale for student performance, level of discipline in school, preparing teaching materials, regular and early reporting to work, attending school functions and supervision of school activities (Aacha 2010).

1.10   Operational Definition of Terms

Motivation: Refers the factors that depend job satisfaction, reward system, and working condition that lead teacher's performance well hence feel that their work is recognized.

Reward System: Refers to factors that depend compensation given to teachers for the services they render in terms of salary and incentives.

Job Satisfaction: Refers to the key feature that leads to appreciation like income, promotion and the achievement of other goals that lead to a feeling of fulfillment.

Working conditions: Refers to school environment like provision of teachers resources and all existing circumstance which affect teachers in the work place.

Secondary schools: Refers to ordinary and advance level institutions that prove education to students after completing primary schools.

Public school: Refers to institutions offering ordinary and advance level education owned by the government.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter attempts to review theories related to the topic understudy as elaborated by various authors and empirical literature. The empirical literature covers issues related to objectives of the study, these include: The Teachers motivation, the Relationship between reward system and motivation, Job satisfaction and motivation, Working condition and motivation. Lastly, it provides the summary of literature review and research gap.

2.2   Theoretical Review

2.2.1   Maslow's Hierarchy of Needs

The theory of "Maslow's Hierarchy of needs" (1943) reasoned that human beings have an internal need pushing them towards self-actualization (fulfillment) and personal superiority. Maslow proposed a five levels Hierarchy of needs theory and once we happen to satisfy a need at one stage or level of the hierarchy it has an influence on our behavior. At such levels our behavior tends to reduce, we now put forth a more powerful influence on our behavior for the need at the next level up the hierarchy.

According to Maslow (1943), individuals are motivated by Physiological needs: forms the basic need for survival and this may include food, warmth, clothing and shelter. When people are hungry, don't have shelter or clothing, there are more motivated to fulfill this needs because these needs become the major influence on their behavior. But on the other hand when people don't have a deficiency in those basic needs

(physiological needs), their needs tend to move to the second level where it is equally seen by Maslow as the highest order of needs.

The second level is seen as the security needs: Security tends to be the most essential need for people at this level. This is expressed in safety in the employee's health and family. The third level involves the social needs when feeling secure and safe at work, employees placed job Relations as their focus that is trying to build up a good friendship, love and intimacy. As we keep moving up the ladder have self-esteem needs: This fourth level of needs by Maslow presents the recognition to be accepted and valued by others. The highest or last level of Maslow's need is self-actualization needs: Self-actualization was to develop into more and more what one is to become all that one is competent of becoming.
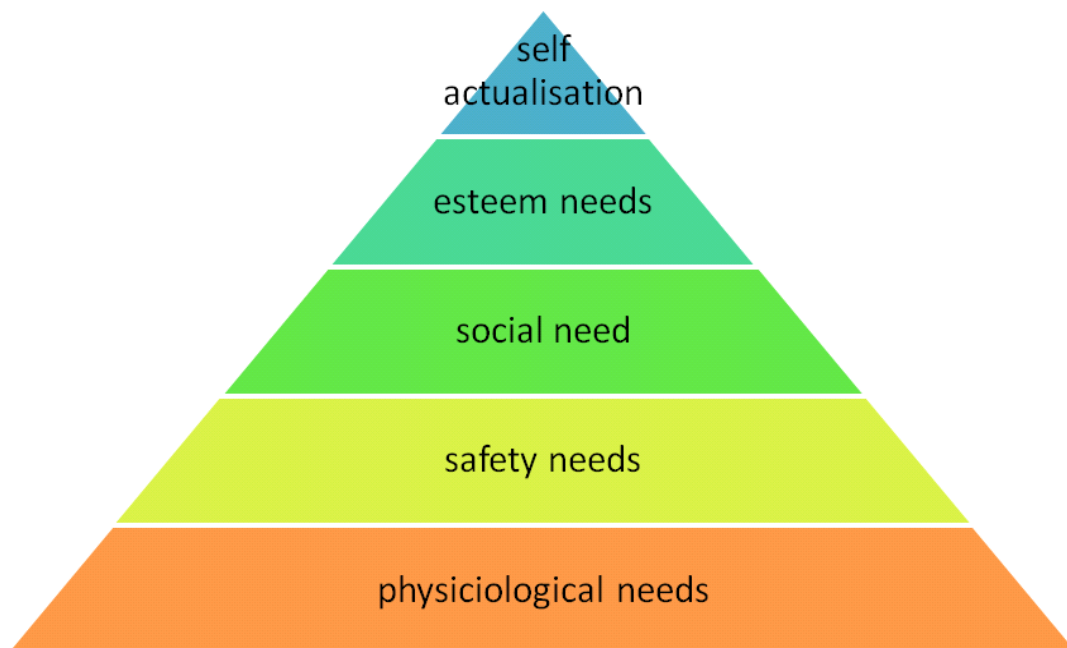
Figure 1.2: Maslow's Hierarchy of Needs

In relation to teacher's motivation the theory shows that, the higher the motivation the higher the performance that means rewarding well, providing good working condition and having job satisfaction will influence teacher's performance, and it can reduce absenteeism, poor preparation of teaching and poor performance hence teachers will meet the education goal. Figure 2.1 illustrates Maslow´s five hierarchy of needs.

2.2.2   Motivation Hygiene Theory

The theory developed by Herzberg (1959) had the notion that those factors, which cause job satisfaction are the opposite to those that causes job dissatisfaction. Herzberg in his studies came up with the conclusion that employees are influenced by two factors that are; the motivators and hygiene factors. Motivators create job satisfactions that include achievement, recognition, autonomy, work itself, responsibility and personal growth.

On the other hand, Herzberg came up with the hygiene factors, which will enhance dissatisfaction when they are not fulfilled. Motivators are those factors, which provide a feeling of job satisfaction at work. These factors influence the ways of work in a company; for example, giving responsibility to carry an enlarge task within an organization and providing the person with the necessary conditions will lead to growth and advancement to higher level tasks.

Motivators are those factors, which come from within an individual that is intrinsic. These factors are related to work content (Griffin 2008) and include achievements, interest in the task, and responsibility of enlarging task, growth and advancement to higher level.

Herzberg hygiene factors create a suitable work environment though could not increase in Satisfaction. For instance, low pay can cause job dissatisfaction, which will affect employees' performance. Hygiene factors are essential to make sure that the work environment does not develop into a dissatisfy situation. Typical hygiene factors (also called extrinsic factors) are salary, working condition, status, company policies and administration (Saiyadain 2009). It is hoped that if responsible person in the government can understand teachers' job satisfaction needs, they can design a reward system both to satisfy teachers and meet the educational goals.

2.3   Empirical Literature Review

2.3.1   Teachers Motivation

Teachers are believed to the nation builders and always given the great importance in educate and gracious societies, but in recent years' stakeholders and society are complaining about their performance in secondary schools. Frequently the academician who trained and expected to produce societal virtues like honesty, discipline, devotion, dignity is not committed and devoted to their job (Isaack, 2011).

Kusereka (2008), conducted a study in Zimbabwe to draw assesses factors influencing motivation among secondary school teachers. The study found that teachers in rural secondary schools in Zimbabwe had low motivation levels and were subjected to social and professional isolation, risk to personal safety, and challenging living conditions. In addition to that teachers were exposed to political harassment and to a great deal of complains and criticism from all parties concerned, difficult working conditions which include large class size, deteriorating or inadequate facilities, shortage of supplies and equipment, scarcity of other resources needed to support classroom instruction, low

salary and workload. It was concluded that all these have a negative effect on the motivation and job satisfaction of teachers, the findings can be used in comparative purpose in Tanzania.

Research on teacher motivation conducted in Sub-Saharan Africa (SSA) and Asia by Bennell & Akyeampong (2007) show that teachers' in many (SSA) countries are being asked to change radically teaching practices at a time when the majority of them are increasingly de-motivated. The study shows that the major problems of poor motivation includes teacher deployment, teacher turnover which results to high attrition rate, that is occupational attrition (teachers leaving the profession to take up other jobs) and teacher absenteeism. Also turnover rates were very significant, particularly in rural areas, due to limited employment and further study opportunities, poor working and living conditions, and the low quality of schooling available for teachers' own children. Where teachers and the education system are poorly managed, will have a negative impact on teachers' morale and motivation.

Aacha (2010) conducted a study on the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuza division, Masaka district, Uganda. The study specifically sought to find out whether the motivation of primary teachers had any effect on their morale to perform and the effect of intrinsic and extrinsic motivation on the performance of teachers. This study used a sample of 135 respondents which included teachers, head teachers, school management committee members and the Masaka Municipal Education Officer (MEO). The research findings revealed that the performance of primary school teachers was good despite the fact that their motivation was inadequate. Besides, the majority of the teachers performed their

activities with high morale as evidenced from reporting early at school, regular testing and examination of pupils and high turn up of teachers in staff meetings and school occasions among others. It also indicated that there was a significant positive relationship between intrinsic motivation and performance of teachers in the surveyed primary schools. Interestingly a positive relationship was also revealed between extrinsic motivation and performance of teachers, implying that extrinsic motivation affected the performance of teachers.

Geofrey (2010) conducted a study that investigated public universities' academic staff performance with reference to the context of motivation using Makerere University in Uganda as a case study. It examined the effect of motivational factors on lectures' teaching, research activities, and community service. The findings revealed that motivational factors significantly affected lecturers teaching and research activities at Makerere University. It also found out that motivational factors did not have a significant effect on lecturers' community service activities. It was concluded that, motivational factors do have a significant effect on lecturers' teaching and research activities.

Benell and Mukyanuzi (2005) conducted a study to examine primary school teacher motivation crisis in Tanzania. In their study, they discovered that teachers of primary schools in Tanzania are experiencing some de-motivating factors such as salary delay, workload, housing problem and lack of recognition from students, community and the Government. In addition to that, the study observed that job satisfaction and motivation level among primary school teachers in Tanzania are still low, however the study

centered on primary school teachers only its findings were not directly applicable to impact of motivation on commitment of teachers in secondary school as this study did.

Bennell and Makyunuzi (2005), study explains that demoralized teachers are likely to find another occupation, be absent or late at work, and not do what is expected of them in their class in order to meet the learning needs of their pupils. MOEC (2003; 2004); Davidson (2004; 2005); Sumra (2004) and HakiElimu (2005) show that in Tanzania, strong evidence exists that the vast majority of teachers are unhappy with their salaries, housing arrangements, benefits, workload, and status within their communities. These poor living and working conditions have, over time, seriously eroded many teachers' motivation to carry out their teaching and nonteaching roles in an acceptable manner.

From the former literature, researchers show that there was significant positive relationship between motivation and employee performance. But little consideration has been done on studying employee's motivation in a Tanzanian environment particularly in education sector. This study design to find out how teachers motivation influence their performance at selected secondary schools in Temeke district.

2.3.2 Relationship Between Reward System and Motivation

The most important machinery of the reward system includes salaries, bonuses and privileges. The reward system as a means to support innovation by employees is a mechanical but effective management technique (William, 2010). Once the members of an organization understand that they will be rewarded for such activities, they are more likely to work creatively. The initiative to provide financial and non-financial rewards to people and groups who develop innovative ideas is important for

organizations (Griffin, 2006). Reward systems are necessary because they give preference to service over self-interest (William, 2010).

Reward system is very important in any organization as the process that is in command of human behavior within an organization. It helps to verify not only performance in relation to current goals but also influences the possibility of people joining and remaining in an organization. It also shapes the degree to which effort is directed in the development of the organization future capabilities. Reward systems can lead to attractive behavior for a firm, on the other hand reward systems can lead to the steady deterioration of an organization (William, 2010). Managers can design reward systems to diminish absenteeism by linking bonuses to levels of attendance. This strategy is particularly positive in compensation for low job content and poor working conditions that cannot be improved. Furthermore, some of the jobs in facility management companies may be simple and therefore may lack motivational properties. The facility manager may attempt to decrease such absenteeism by linking certain rewards to attendance. For example, the manager may set a policy of giving a monetary bonus or extra days of paid leave for an ideal or near-perfect attendance. The linkage between performance and reward is a strong factor influencing subsequent performance (William, 2010).

Financial reward, refers to those rewards in terms of money, such types of financial payments paid to the employees. Some directly provide the employee with cash, bonuses based on performance against budget, quality or other standards may be used as immediate financial incentives. Management rewards by bonuses have become popular in some companies as a means of providing employees with an immediate

buster for completion of a project or activity (William, 2010). Most companies make use of financial compensation plan to motivate their employees.

Non-financial Rewards Refer as those rewards which are not in form of money, for instance medical care, transport, house and other incentives which are not in form of cash. Organizations with positive ambitions could make available a framework within high levels of motivation could be accomplished through non-financial reward systems by the provision of opportunities for learning and development (William, 2010). Most team recognition plans fall into celebrating organizational objectives usually as an event, designed to acknowledge the successful completion of important company goals. This is to create a greater awareness or to remind people of the importance of the goals achieved within the company (William, 2010). Recognition, either informal or formal has been the most cost effective way to strengthen required actions for performance within an organization.

According to a view called the economic man approach financial reward is what motivates workers the most. It states that if people perform in a certain way and those results in a reward, the chance of repeating the performance is increased. But if the performance is overlooked or followed by a punishment, the behavior is not likely to be repeated. This kind of motivation strategy is popular to use and can be effective under some conditions. This strategy is only grounded on external controls and does not take into consideration the human factors. This kind of approach fails to value that the formal control system is influenced by the informal relationship that occurs among employees (Armstrong, 1993).

In their research on how reward strategy effects performance in the Malaysian insurance industry, (Tze San, 2012) found that although financial and objective measures are central in designing reward systems, when they incorporated non -financial rewards into the reward system, they seen an increase in both financial and non-financial aspects of performance. They believed this lead to an increase in the organizations reputation, more energy and team spirit in the workplace and made the organization more attractive to potential new recruits. They also concluded that although similar reward systems exist across organizations in this industry, the development of the reward system will depend on the size of the organization

Akah (2010) conducted studies of motivation in Ultimate Companion Limited in Douala, Cameroon. Its purpose was to examine factors that motivate employees in order to have increased performance within the company. The survey involved a sample of 74 employees in the company and data was analyzed using descriptive statistics. The study found that employees at Ultimate companion limited had an overall fair job satisfaction. Whereby employees reported to not be satisfied with their current salary situation at the company which illustrate that financial motivation was important within a company.

The findings equally showed that the majority of the employees are motivated mostly to perform when they receive non-financial rewards. Also the majority of the employees showed a great intrinsic value for higher performance. Finally, the study recommended that the management at Ultimate companion limited should use multiple motivational strategies in order to achieve greater performance from the employees.

Bonsu and Kusi (2014) examined the effects of motivation on job performance of local government workers in Ghana, focused on District Assemblies Workers in Ashanti Region. The study collected both qualitative and quantitative using case study research. The questionnaires were administered on a sample selected through simple random sampling. The findings shown that employees prefer higher salaries as a main incentive to higher job performance. The results show that workplace motivation plays a key role for workplace productivity and quality. The researchers indicated the lack of employees' motivation brings high absenteeism and high cost. It was able to find out that 40% of the employees were de-motivated due to poor working conditions in the organization. The study also pointed out that currently employees are more motivated by intrinsic factors rather than extrinsic. However, we cannot overlook both in motivating employees.

Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behavior absenteeism, lateness, poor teaching, and abusive behavior towards pupils) by school managements because it was very difficult to release them and pay and promotion are largely unrelated to actual performance.

Carraher and Gibson (2006), advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employee's organization must make policies and procedures and formulate reward system under those policies

and procedures which increase employee satisfaction and motivation. Suggested that pay is directly related with productivity and reward system depends upon the size of an organization. Organizations in today's competitive environment want to determine the reasonable balance between employee loyalty and commitment, and performance of the organization. Malhotra (2007) note that no matter the kind of organization one looks at rewards play an important role in building and maintaining the commitment among employees that ensures a high standard of performance and workforce stability.

In brief, most these studies discussed above showed there was a numerous of reward system factors which can be put into categories: (i) Financial reward, include financial payments paid to the employees in term of cash, bonuses based on performance against budget, quality or other standards may be used as immediate financial incentives. (ii) Non-financial Reward include rewards which are not in form of money, for instance medical care, transport, house and other incentives which are not in form of cash. However, most of these studies were conducted outside Tanzania. This study therefore, will be examining factors influence of reward system on teacher's motivation in public secondary school in Temeke district, Tanzania.

2.3.3   The Influence of Job Satisfaction on Motivation

Job satisfaction refers to the attitudes and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction, if employee appraises the current job positive and attaches favorable attitudes towards the job, it indicates job satisfaction while negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong 2006). In practice organizations attach significant

importance on employee's job satisfaction because quite good number of experts and managers believe its trends can affect and influence work productivity, employee turnover and employee retention (Eslami & Gharakhani 2012).

According Ngimbudzi (2009), the essence of job satisfaction can be captured by measuring five factors of a job-work itself, pay, promotions, co-workers, and supervision, he adds that apart from examining employee's satisfaction using those five aspects, general job satisfaction may be measured as well. Akah (2010) conducted studies of motivation in Ultimate Companion Limited, Douala, Cameroon. Its purpose was to examine factors that motivate employees in order to have increased performance within the company. It surveyed a sample of 74 employees in the company and data analyzed using descriptive statistics. The study found that employees at Ultimate companion limited had an overall fair job satisfaction. The employees are not satisfied with their current salary situation at the company which illustrate that financial motivation was important within a company. The findings equally showed that the majority of the employees is motivated most to perform when they receive non-financial rewards. Also, the majority of the employees showed a great intrinsic value for higher performance. Finally, the study recommended that the management at Ultimate companion limited should use multiple motivational strategies (both intrinsic and extrinsic tools) in order to achieve greater performance from the employees.

According to Spector (1997), job satisfaction can be measured using the nine factors approach include: pay, promotion, supervision, benefits, contingent rewards, operating conditions, co-workers, nature of work and communication. Travers and Cooper (1996), claim that low satisfaction with salary and the lack of promotion opportunities

contributed significantly to teacher's intention to quit the job. This implies that high satisfaction with these variables would contribute to their intention to remains in the job.

Usop, (2013) did a study to find out the relationship of work performance and job satisfaction among teachers of Division of Cotabato City. The study used the descriptive correlation design. The descriptive part presented the demographic characteristics of the teachers as well as their job satisfaction rating on the different job factor, the correlation was used to find out the relationship of teacher profile, and work performance to job satisfaction. The participants of the study were 200 elementary teachers from twelve selected public schools in the Division of Cotabato City. The respondents were full-time teachers with at least two-years teaching experience in the organization. The study made use of the survey questionnaire. There were two sets of questionnaires consisting of two parts. The first part was on the personal information of the respondents. The second was on the Job Satisfaction questionnaire, with its nine factors namely, school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility.

Results showed that the teachers were contented with their job satisfaction aspects such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility. This implies that teachers who are satisfied with their job are also productive. Furthermore, if the teachers contented with their job, they will develop and

maintain high level of performance. Teaching learning process make more efficient and effective that could produce high competitive learners.

Job satisfaction causes a series of influences on various aspects of organizational life, some of them such as the influence of job satisfaction on employee productivity, loyalty and absenteeism, (Luthans, 1998) Employee absenteeism causes serious additional costs for companies, therefore managers are in permanent pursue of ways how to decrease and reduce it to its minimum. Probably, the best way to reduce employee absenteeism would be through an increase in the level of employee satisfaction. The main idea behind this approach is that the higher the degree of job satisfaction is the lower employee absenteeism should be. Even though the effects are modest the fact that job satisfaction contributes to decreasing the level of employee absenteeism remains. So satisfaction is worth paying attention especially since it is potentially under your control unlike some of the other causes of absenteeism example illness or accidents.

As a manager you could be totally encouraging absenteeism by enforcing company policies, if people are paid for sick days, and if they must be "used or lost" this is pretty Strong encouragement for employees to be absent. In other words, you have helped create a culture of absenteeism that can overcome the "satisfaction" effect. (Sweney & McFarlin, 2005) Conclude that when satisfaction is high, absenteeism tends to below when satisfaction is low, absenteeism tends to be high. However as with the other relationships with satisfaction, there are moderating variables such as the degree to which people feel their jobs are important.

Mwiti (2012) did a study titled 'Perceived relationship between job satisfaction and employee performance among Teachers Service Commission secretariat at the headquarters in Nairobi'. The findings of the study were that employee job satisfaction was as a result of the supervisor, working colleagues, characteristics, teamwork, training and development, advancement of opportunities, empowerment, working conditions, participation in decision making and financial rewards. The findings indicated that the level of employee performance in the organization is dependent on the job satisfaction.

Davidson (2007) conducted a survey on teacher motivation in Tanzania and he found that most teachers were unhappy with their pay, fringe benefits, teacher's accommodation, their promotion position, status and number of lessons allocated. This implies that they had a low level of job satisfaction. Moreover, Bennell & Akyeampong (2007) conducted a survey on teacher motivation found that young Tanzanian teachers were less satisfied with their job than their older counterparts who felt being teachers by profession was a privilege. This implies that teachers differed significantly in job satisfaction with regard to age.

A study done by Paul (2004) summaries the responses of head teachers and teachers to statements about the overall level of job satisfaction and motivation among teachers at the survey schools. Three out of the five teacher focus groups in Muleba and all five groups in Temeke agreed with the statement that 'teachers at school are well motivated'. Similarly, only a small minority of the teacher questionnaire respondents disagreed with this statement. However, when asked about their own levels of job satisfaction, 61 percent of these teachers in Temeke rated their level of job satisfaction as 'poor' or

'very poor' compared to only 17 percent in Muleba. A similar pattern of responses is apparent from the teacher interviews. In particular, half of the teacher interviewees in Temeke said that they are dissatisfied with their job, but only 12 percent in Muleba.

Most head teachers believe that the large majority of teachers at their schools are adequately motivated which lead of poor work commitment. Only two out of 10 head teachers specifically stated in their interviews that the overall level of motivation of their staff is low. The responses of head teacher and teacher interviewees to an open-ended question, 'what should be done to improve teacher job satisfaction and motivation at these schools? As expected better pay and allowances feature prominently in both groups, especially in Temeke. However, it is noticeable how often teachers mention the need for better management procedures and practices. Improved housing appears to be more of a priority among urban teachers whereas rural teachers and head teachers are more preoccupied about reducing workloads and ensuring a more equitable distribution of teachers among schools. As noted earlier, relatively little importance is attached to improving teacher competence.

According to Latham (1998) job satisfaction can do far more than help maintain teachers but also it can help to improve their teaching. This implies that satisfied teachers can contribute significantly to the improvement students, academic performance and school effectiveness at large. Similarly, Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students learning and teacher maintenance.

A number of studies have been conducted to determine the factors for job satisfaction, authors such as Spector (2007) and Ngimbudzi (2009) wrote about the factors for job satisfaction such as salary, supervision, promotion, age, relationship with co-workers etc. However, studies conducted in Tanzania concerning job satisfaction among teachers concentrate on other problem. They do not address the strategies to enhance job satisfaction. This study will examine the factors influencing public school teacher's motivation in Temeke district, Tanzania, hence it will come with different strategies to enhance job satisfaction to teachers.

2.3.4 Working Condition and Motivation

A motivating work environment must be the one in which employees are treated fairly. No matter what level of input a particular worker has in relation to the business processes as a whole, it is essential for a manager to give each employee a sense of playing a dynamic, integral role in something much larger. Indeed, creating faithfulness is a key element of motivating workers and thereby increasing the overall productivity of operations.

The World Bank (1990) study highlighted the 'harsh professional environment' in which teachers have to work. The study also concluded that most teachers find poor working conditions more discouraging than their salary levels. The results of the school survey suggest that poor working conditions can be just as trying for teachers working in urban schools as in rural schools.

According to Lewis (1995), the research conducted in sub Saharan Africa found that; the work and living environments for many teachers are poor, which tends to lower self-

esteem and is generally de-motivating. Housing is a major issue for nearly all teachers. The struggling teacher is an all too common sight, especially in primary schools. High proportions of teachers remain untrained in many under developing countries which adversely affect can do motivation. Too often, teachers are thrown in at the deep end with little or no induction. Multi-grade teaching is common in under developing counties but most teachers are not adequately prepared for the special demands of this type of teaching. Individual teacher characteristics can also adversely impact on motivation levels. In particular, the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and higher rates of teacher attrition.

(Ishumi, 1994) The problems setting African countries seemed common despite minor differences. In Nigeria, for instance, it was revealed that government schools had large class sizes, inadequate infrastructure and teaching-learning materials (James et al., 2006). Thus, despite of higher salaries in government schools compared to private ones, teachers opted to teach in private schools which seemed to have at least a better working environment than public schools. Teachers recruitment in most African schools is minimal compared to the number of enrolled pupils, thus increased the teachers' workload.

According to Bennell & Mukyanuzi (2005) study nearly half of the teacher questionnaire respondents in Temeke rated their own working conditions as 'very poor' or 'poor' compared to only one-quarter in Muleba. The responses of the teacher focus groups and the teacher questionnaire respondents to a similar statement ('the working environment at this school is adequate') are also indicative of high levels of

discontentment. Only one group in Temeke and two in Muleba agreed with this statement. Well over half of the teacher interviewees in both locations rated their working conditions as 'de-motivating.

According to Bennell and Mukyanuzi (2005) study, location of the school is 'unattractive'. The lack of proper fencing creates security problems in many urban schools. As one teacher in Temeke blaming the school compound is no good because it is always penetrated by thugs and other unwanted people'. Classroom construction in rural areas has to date still been quite limited. For example, only one of the schools in Muleba has attractive buildings. Rapid increase in enrolments, many urban primary schools have become unmanageably large to deal with this is a problem, the quality of management at all levels (school, district, region and Ministry headquarters) is critically important in ensuring that teachers are adequately motivated. Management effectiveness is the combined outcome of management systems and the commitment and competence of individual managers. Teachers in most rural schools feel particularly isolated, which in turn increases the importance of good school management.

2.4   Research Gap

The researcher reviewed different literature concerning to the factors influencing teachers' motivation in public secondary schools. On the effect of job satisfaction on teacher motivation, it was found that; salary, promotions, supervision and benefits affect job performance among employee's. Regarding the effect of reward system on teacher motivation, it was found that salaries, bonuses, fringe benefits, and privileges affect teacher motivation, once the members of an organization understand that they will be rewarded for such activities, they are more likely to work creatively. On the working

condition factors, it was found that good infrastructure and availability of teaching and learning materials affect teacher's motivation.

In reviewing theoretical as well as empirical literature, the researcher realized that enough has not been done in examining the factors influencing public secondary school teacher's motivation based on reward system, job satisfaction and working condition. Most of the studies reviewed were concerned with employees from organization rather than teachers in secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter describes the research design, the study locale, target population, sample size, the sampling techniques, the sources and methods of data Collection methods, validity and reliability of research tools. It also presents data analysis plans and ethical considerations.

3.2   Research Design

Saunders and Thornhill (2009), defines research design as the general plan of how the research questions would be answered. The descriptive survey research design was used in this study. Descriptive survey research design was used because it involves surveying people and recording their responses for analysis. Descriptive research design also used because within the descriptive research design combine both quantitative and qualitative research approaches to better understand the relationship between variables in the research problem. (Cooper & schindler 2003). The researcher therefore used the design to assess the factors influencing teacher motivation in public secondary schools in Temeke District.

According to Cooper (1996), a descriptive study is concerning with finding out who, what, where and how of a phenomenon which is the concern of this study. Thus, the researcher believe the design was appropriate for the study as it was allowing investigation of factors influencing teacher's motivation in public secondary school.

3.3   Research Approach

The researcher was using mixed method approach. This combines both quantitative and qualitative approaches in the process of data collection, analysis and presentation. Mixed methods research is a methodology for conducting research that involves collecting, analysing, and integrating quantitative and qualitative research data in a single study. The purpose of this form of research was that both qualitative and quantitative research, in combination, provides a better understanding of a research problem or issue than either research approach alone. This approach employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also was involving   gathering both numeric information as well as text information so that the final report could represents both quantitative and qualitative information.

3.4   Area of Study

This study was conducted in Dar es Salaam region purposively because Dar es salaam has a unique status being the center of government, administration, industry, commerce and banking activities. Moreover, Dar es salaam city has many public secondary schools than private schools when compared with other region, hence enrollment of students in public secondary schools are greater than enrollment of student in non-government schools.

The region has five administrative districts which are Kinondoni, Ilala, Temeke, Ubungo and kigamboni. Among five districts in Dar es Salaam region, purposively Temeke district was selected for the study because most of public secondary schools in Temeke district are not performing well compared to other schools in Ilala, Kinondon,

ubungo and kigamboni district (NECTA, 2016). Based on the 2012 population census, Temeke district had a total of 1,368,881 inhabitants (URT, 2013). Temeke District is located in the southern of Dar es salaam, Tanzania, with Kinondoni to the far north of the city, and Ilala in the downtown of Dar es salaam, to the east is the Indian ocean and to the south and west is the coastal region of Tanzania. Administratively, Temeke district has three divisions 32 wards with 209 streets.

3.5   Target Population

According to Opie (2007), population is the entire cohort of subjects that a researcher is interested in. The study was targeted the heads of public secondary schools, head of department and other teachers in public secondary schools. In Temeke district there are 40 public schools ,1575 public secondary school's teachers. Each public secondary school in Temeke district has five departments such as department of Arts, Language, Science, Bussiness, and Mathematics (Municipal of Temake 2017). Therefore, this make the district to have 40 of head of public schools, 400 heads of department and 1335 other teachers.

3.6   Sample Size and Sampling Procedure

3.6.1   Sample Size

A sample size is a subset of the target population (Kothari 2008). That is, a sample is the total collection of elements about which inferences are to be made (Cooper & Schindler, 2006). It involves a process where a researcher extracts from a population, a number of individuals so as to represent adequately or a larger group. There are different methods of determining a sample size such as formula for infinite (unknown) and formula for finite (known) population, (Krejcie & Morgan 1970). To simplify the

process of determining the sample size for finite population, Krejcie & Morgan (1970) came up with a table using sample size formula for finite population. Since the population of head of school, head of department and other teachers in the study are know the study used the Krejcie & Morgan (1970) table for determining sample size for finite population.

Table 3.1: Determining Sample Size of a known Population

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size   Source: Krejcie & Morgan, 1970

Source:(Krejcle &Morgan 1970)

Table 3.2 Sample size of the study

S/N	Categories of Population	Target Population	Sample size from table
1	Heads of School	40	36
2	Head of department	200	132
3	Teachers	1335	297
Total		**1575**	**465**

From Table 3.2 the sample size of the study is (36+132+297) which involved 36 head teachers, 132 department heads and 297 teachers.

3.6.2   Sampling Techniques

3.6.2.1 Stratified Random Sampling Techniques

Stratified randomly sampling method was used to select head of department and other teachers in public secondary schools in Temeke district. Stratified randomly sampling is generally applied in order to obtain representative sample, under stratified sampling the population is divided into several sub-population (strata) and then items selected from each strata to constitute a sample. Advantage of stratified randomly sampling is able to get more specific estimates for each strata (Kothari, 2004).

Under stratified sampling the researcher was divided 8 strata for head teachers and 19 strata for others teachers example of other teachers were English, chemistry, Kiswahili, biology, history, geography ,civics, physics, and mathematics teachers, in public secondary schools in Temeke district each stratum had 15 elements, then from the strata random sampling was used to select the sample of head of department and other teachers in public secondary schools in Temeke district in such a way that each teacher had equal chance of being selected.

3.6.2.2 Purposive Sampling Techniques

The study will use purposive sampling. Purposive sampling is a non-probability form of sampling where by researcher purposely targeted a group of people believed to provide valid data for the study (Tromp & Kombo 2006). The participants through purposive sampling was 36 head of schools by considering poor performance in school

compared other public secondary schools in Temeke district. The study was using purposive technique only to the head of schools because in each school there is only one head of school.

3.7   Data Collection Methods

Data are facts and other relevant materials, past and present, serving as the basis for study and analysis (Krishnaswami & Ranagnatham 2003). The method of data that was using in this study were both primary and secondary data.

3.7.1   Questionnaire

A questionnaire is a data collection technique in which each person is asked to respond to the same set of questions in a predetermined order (Saunders & Lewis 2003). The aim of using this method was to get a more based view from respondents. The study was using questionnaires, which was directed to teachers in public secondary school. The questions involved both close-ended and open-ended in order to increase validity of the responses. From this method, researcher got answers for questions, which related to factors influencing teacher's motivation in public secondary schools especially in reward system, job satisfaction and working condition.

3.7.2   Interview

Interview, defined as a two-way systematic conversation between the investigator and an informant, initiated for the purpose of obtaining information to a specific study (Krishnaswami & Ranganatham 2003). At the beginning of each interview the researcher explained to the respondents the purpose and nature of the study and ensure of a report given to be confidential. Also the researcher was very interested to know the

background of the respondent by education and experience in teaching professional, experience in administrative and administrative in the present position.

Interview method was applied to the selected Schools for study, the target was, head teachers by appointment. From this method, researcher got answers for questions which is about the factors influencing teacher's motivation in public secondary schools in Temeke district especially in reward system, job satisfaction and working condition which was help researcher to get data.

3.8   Pilot Study

A pilot study was carried out in three public secondary schools in Temeke district. These schools were not included in the actual study to avoid manipulating the findings. The purpose of pilot study was to ensure validity and reliability of the instrument. The instrument was involved to the same group of respondents after a period of three weeks. After pilot study slight modifications were made, some items were removed. It was also essential to carry out the pilot study to ensure that the items in the questionnaire and interview were clearly identified and can be understood by teachers.

3.9   Validity and Reliability of Research Instruments

3.9.1   Validity

Validity is the extent to which the instruments used during the studies measures the issues they are intended to measure (Amin, 2005). A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the selected respondents, the data obtained should be a true reflection of the variables under study. Also the instruments were developed under guidance of the main supervisor. This

helped to identify ambiguous questions in the instruments and be able to re-align them to the objectives and all variables.

3.9.2 Reliability

The reliability of the questionnaire is the degree to which that instrument produces equivalent results for repeated trials, and greater the consistency in the results the greater the reliability of the measuring procedures (Bless & Smith 1995). In this research the assessment tool produced stable and consistent results through structured questionnaires and semi structured interview with close supervision by supervisor. The reliability of the instrument was being determined by test re-test method. The same questionnaire and interview was being administered twice to the same group of public teachers within an interval of three weeks. Comments and correction was reliable only if it is consistent within itself and across time. Cronbach''s Alpha coefficient was then being calculated to establish the extent to which the items in the questionnaire and interviews was being consistent in providing the same responses.

Table 3.3: Reliability Results

Items Scale	Test One		Test Two	
	Number of Items	Cronbach's Alpha	Number of Items	Cronbach's Alpha
Reward system	10	.86	10	.87
Job satisfaction	8	.74	8	.84
Working condition	10	.83	10	.85
Total	**420**	**.88**	**420**	**.83**

The reliability values for the three subscales of reward system, job satisfaction and working condition in questionnaire version one were .86, .74 and .83, respectively. The

item-total statistics indicated that Cronbach‟s Alpha on job satisfaction category would increase if item 7 „ Teaching is my interesting job " was deleted from the scale. Therefore, in the second test, one item was deleted, and the reliability coefficients on the tree subscales of reward system, job satisfaction and working condition were .87, 84 and .85, respectively. Jackson (2009) stated that if the Cronbach Alpha is higher than .70, it indicates that the test was strong, while .30 - .69 indicates that it is moderate and less than .29, it indicates weak reliability. In this study, Cronbach‟s Alpha indicated strong reliability for all scales.

3.10   Data Analysis

In this research, both quantitative and qualitative techniques used to analyze the collected data from questionnaires and interview respectively. Quantitative data was being presented in the form of descriptive statistics such as frequencies and percentages. The data processed based on inferential statistical methods obtained by the use of SPSS (Scientific Package for Social Science) version 20. Qualitative data from Interview scripts, notes and statements was systematically coded, and classified into broad descriptive categories. These data were further have linked to the research objectives, questions to generate meaning of the study topic.

3.11   Logistical and Ethical Considerations

At the beginning of data collection, the researcher obtained permission from the post graduate research and publication office of the Open University of Tanzania which introduced the researcher to Temeke District Administrative Secretary. Thereafter, the researcher introduced to District Educational Officer of Temeke. The District Educational Officer of Temeke introduced the researcher to the head teachers of public

secondary schools in Temeke districts. Subsequently, the public secondary head teachers of Temeke district also introduced the researcher to their teachers. In addition to that, each questionnaire contains an opening introductory letter requesting for the respondent's cooperation in providing the required information for the study. The researcher was assuring the respondents that whatever they answered were being treated with much confidentiality.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1   Introduction

This chapter presents and discusses the findings obtained from the field in relation to the objectives of the study. The study was primarily conducted to identify factors influencing public secondary school teacher's motivation in Temeke district. Specifically, the study was conducted to address four research objectives;

(i)   Establish motivation levels of public secondary school teachers in Temeke district.

(ii)   Examine the influence of reward system on teacher's motivation in public secondary school in Temeke district.

(iii)   Determine the effects of job satisfaction on teacher's motivation in public secondary school in Temeke district.

(iv)   Assess the influence of working condition on teacher's motivation in public secondary school in Temeke district.

This chapter is structured as follows: first, it presents the background information of the respondents. This included personal information relating to the gender, age, marital status, education level, length of employment and department they work for with their respective schools. Next, data relating to specific research objectives is given and discussion of the findings follows. A conclusion is made to each research objective based on the findings; finally, the chapter closes with an overall summary.

4.2 General and Background Information of Respondents

4.2.1 General information

Out of the 465 respondents involved in the study, 420 (90.3%) completed and returned the questionnaires. Out of 36 copies of questionnaire administered to the head of schools 33 (91%) were completed and returned the questionnaire. Out of 132 copies of questionnaire administered to the head department 118 (89%) completed and returned the questionnaire, 14 questionnaires were discarded because of incomplete data. And out of 297 copies of questionnaire administered to the other teachers 269 (90%) were completed and returned the questionnaire to the researcher. 28 questionnaires were discarded because of unfinished data.

4.2.2 Background Information of Respondents

(a) Respondents' Gender

The respondents involved males and females. The percentage were as presented in Table 4.1.
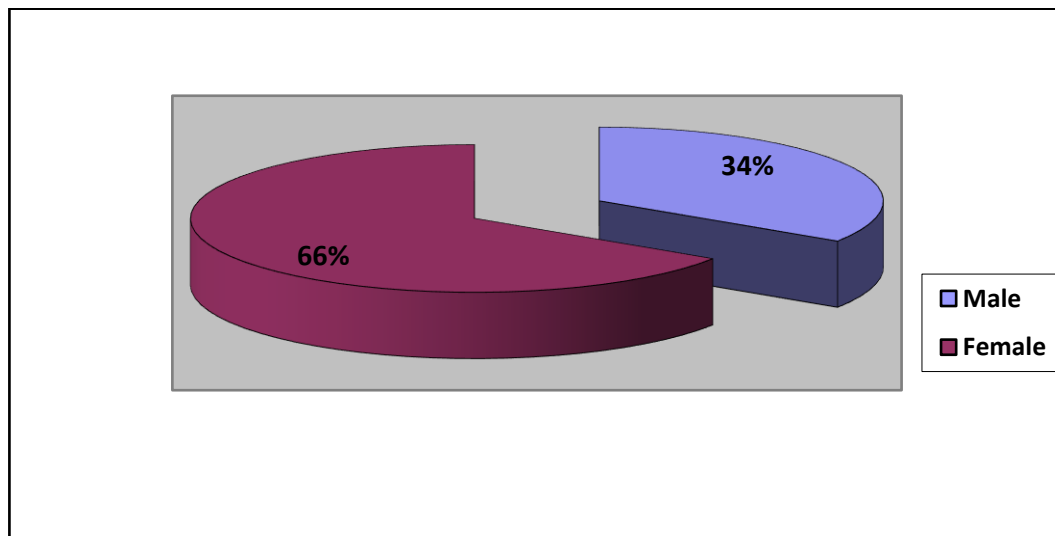
Figure 4.1 Respondents Gender

Figure 4.1 indicates that out of 420 respondent involved in the study 277 (66%) were female and 142 (34%) were male. This implies that both genders were fairly presented in the study as the Tanzanian secondary and most of the schools teaching dominated by female.

(b) Respondents' Position in the School

Position of the teachers in school was as presented in Figure 4.2.
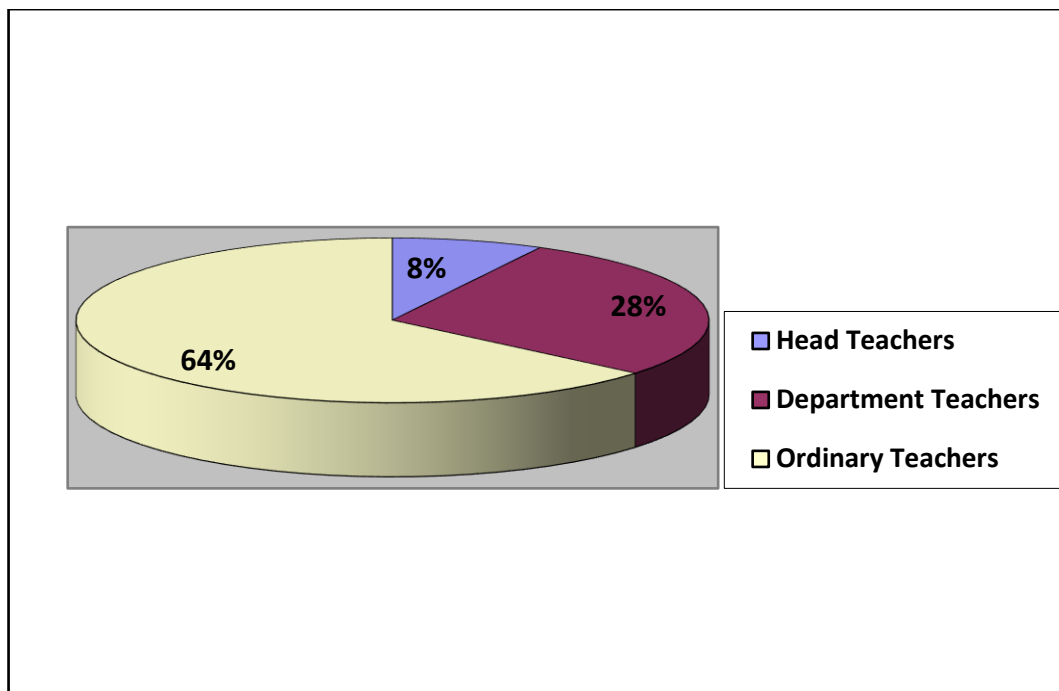
Figure 4.2: Respondent's Position

Figure 4.2 shows that 33(8%) of respondents were the head teachers while 118(28%) were the department teachers and 269(64%) were ordinary teachers. This implies that most teachers in secondary schools are involved in ordinary lever of teachers who specialized in different subjects.

(c) Respondents' Education Level

Teachers educational levels shown in Figure 4.3.
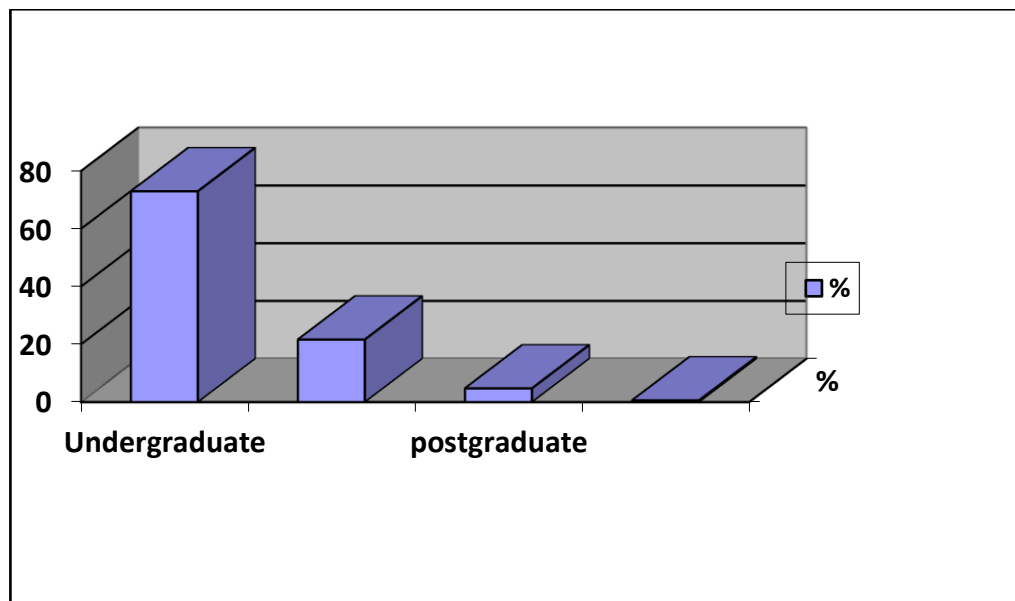
Figure 4.3 Respondent Education Level

Figure 4.3 shows that majority of the respondents 307 (73%) are degree holders, 92(22%) have diploma while 16 (4.75%) have post-graduate qualifications and few of them 4 (1%) had other qualifications. This implies that teachers in secondary schools in Temeke district have varying levels of education but degree holders are the ones that are mostly employed as teachers in secondary schools in Temeke district, Dar es salaam city.

(d) Respondents' Length of Employment in Education Ministry

Data regarding respondents' length of employment in education were obtained and the results are indicated in Figure 4.4.
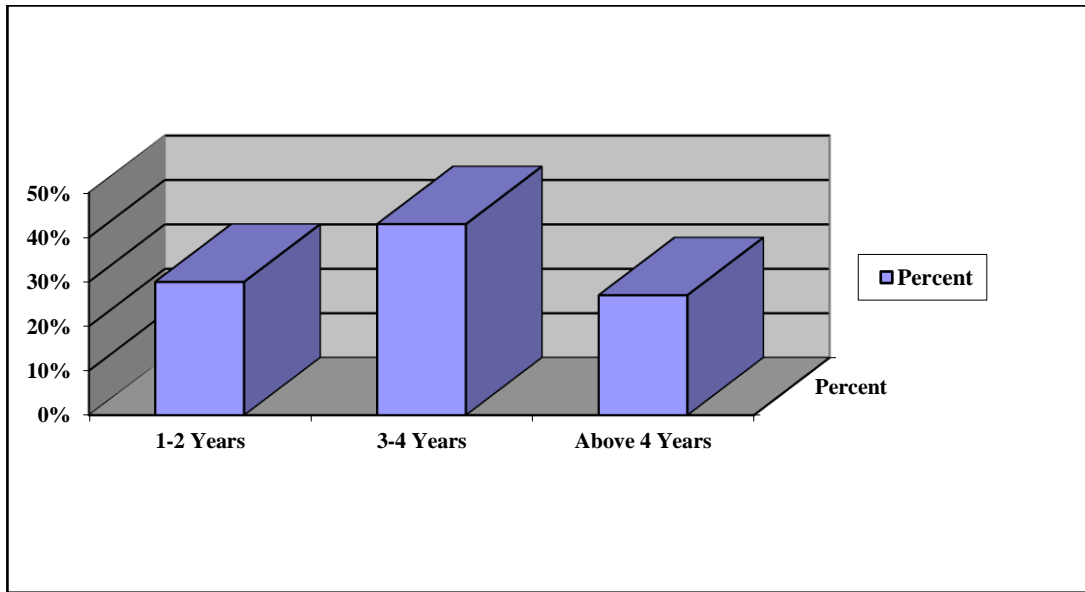
Figure 4.4: Working Experience

Figure 4.4 shows that 180 (43%) of the respondents (teachers) have 3– 4 years' work experience in secondary schools while 126 (30%) have worked for 1– 2 years, 114 (27%) above 4 years. This implies that majority of the respondents are reasonably experienced teachers.

(e) Department where Respondents (Teachers) Belong

Department where respondents belong was as presented in Table 4.5
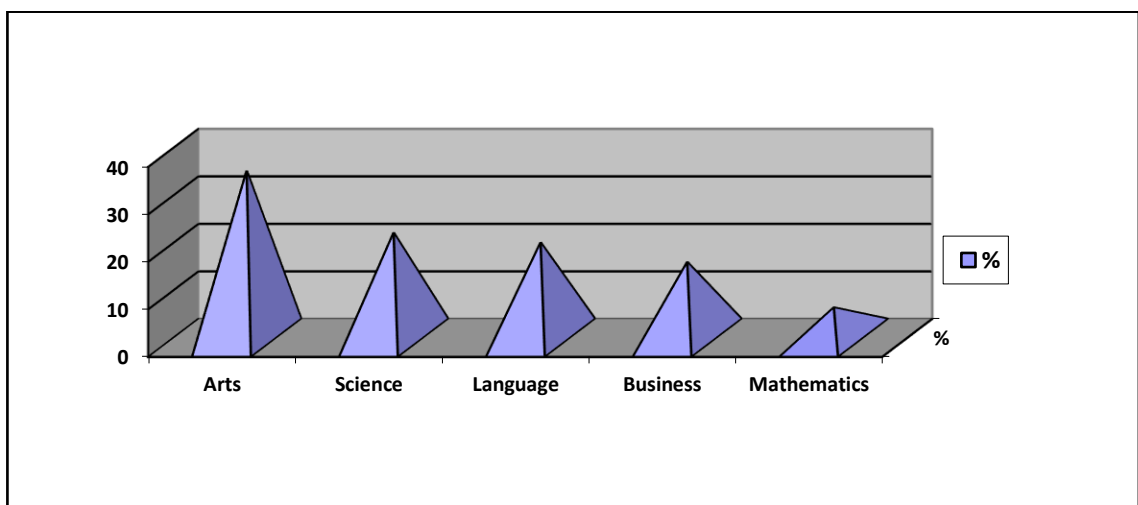
Figure 4.5 Teachers Department

Figure 4.5 below indicates that 147 (35.22%) of respondents are in Arts department, 92 (22.18%) in the Science department while 84 (20.11%) in the Language department. Also 67 (16.07%) of respondents are in Business department and only a few of them 25 (6.42%) are in the Mathematics department. These results suggest that most teachers are attached to particular departments and mostly in Arts and Science departments.

4.3   Discussions of Findings

This study had four research objectives and the results of each of objectives are discussed in the following section.

4.3.1   Motivation Levels of Public Secondary School Teachers

This first objective sought to establish levels of motivation among head teachers, department heads and other teachers in public secondary school in Temeke district. Teachers were asked to indicate whether they were satisfied with their level of motivation in public secondary schools. Respondents levels of motivation are presented in Table 4.1.

In the statement state that, what levels of motivation to teachers in public secondary schools in Temeke district, the study found that 56 (13.3%) of respondents indicated that they were very satisfied, 98 (23.4%) of the respondents indicated that they were satisfied with their level of motivation and 266 (63.4%) indicated that they were not satisfied with their level of motivation in public secondary schools.

It is an overall belief in the notion of education that, the level of motivation (reward system, working condition, job satisfaction) involved significantly influence job performance, such that if level of motivation is well-structured will preferred to teachers

in public secondary schools, hence job performance would be high. Therefore, job satisfaction, reward system and working condition should enhance morale to motivate individuals to commit to job performance.

Table 4.1: Public Secondary School Teachers Motivation Levels

Level of motivation	Frequency	Percentage
Very satisfied	56	13.3
Satisfied	98	23.4
Un satisfied	266	63.4
Total	**420**	**100**

4.3.2 The Influence of Reward System on Teacher's Motivation in Public Secondary Schools

The second objective sought to examine influence of reward system on teacher's motivation in public secondary school in Temeke district. In cases where teachers are rewarded, issues to do with how frequently such are introduced a key to enhanced teacher motivation for job performance.

In this study, the researcher believed that the extent to which regular reward of teachers is done would significantly enhance individual teacher's morale to job performance and are more likely to work creatively. Considering this possibility, the respondents were asked to complete the questionnaire indicating the influence of reward system on teacher's motivation in public secondary schools and their responses were recorded as displayed in Table 4.2.

Table 4.2: Influence of Reward System to Teacher's Motivation in Public
Secondary School

S/N	Items	SD	D	U	A	SA
1	Rewards allocated in a way that seems fair to teachers	193 (46)	136 (32.3)	47(11.1)	27(6.4)	17(4)
2	Rewards to teachers occur soon after the desired behaviour	176(42)	130(31)	42(10)	38(9)	34(8)
3	Rewards systems in public secondary schools focus on clear performance standards to teachers	97(23)	147(35)	25(6)	117(28)	38(4)
4	Rewards help teachers to make the link between what they need to do and what they want to archive	97(23.2)	105(25)	115 (27.3)	59(14)	41(10.5)
5	Rewards behaviour help teachers to learn something challenging	15(4)	130(31)	65(15)	189(45)	21(5)
6	Always in public secondary schools rewards system match to the individual	176(42)	30(126)	46(11)	38(9)	34(8)
7	Always in public secondary schools rewards are provided for overtime teachers.	222(53)	121 (28.7)	25(6)	38(8.3)	17(4)
8	In public secondary school teachers are rewarded when he/she has good attendance to school in a year.	165(39.3)	111 (26.5)	56(13.3)	48(11.4)	40(9.5)
9	Always in public secondary school rewards are provided to teachers who remain for remedial classes.	89(21)	51(12.2)	44(10.5)	138 (32.9)	98(23.4)
10	Experienced teachers are given more priority than unexperienced teachers	40(9.3)	55 (13)	27(6.4)	201(48)	97(23)

SA= Strongly Agree, A =Agree, D=Disagree, SD= Strongly Disagree U=Unsatisfied

Numbers in brackets show percentage of responses

Table 4.2 shows that majority of the respondent disagree with the statements that allocated rewards being fair to teachers, and reward to teachers occur as soon as after the desired behaviour. And also above quarter of respondents disagree statement that rewards systems focus on clear standards performance to teachers. Three quarters of the

respondents disagree the statement that rewards help teachers to make the link between what they need to do and whom they want to be. Half of respondent disagree statement that rewards behaviour helps teachers to learn something challenging.

In case of overtime teachers are rewarded, but in Temeke public secondary schools above three quarter (87%) respondent disagree with the statement. More than three quarters of respondent disagree the statement that teachers are rewarded when he/she has good attendance to school in a year. While 71% (298) of the respondents agree that, experienced teachers are given more priority than unexperienced teacher. And above half of the respondent agree that rewards are provided to teachers who remain for remedial classes.

It is noted that most of the teachers in public secondary schools are not motivated with reward system, the ability to motivate teachers by rewarded them are incomplete this lead an organization along one or more career to be not move up in achieving objectives.

So, it can be concluded that recognition and rewards for good performance fulfill double purpose, motivates high performance workers but also attracts other employees who are appropriately recognized and rewarded. This means that reward is directly connected to employees' inspiration. In this respect, when there is a variation in the rewarding offer, the job inspiration of employees' will adapt too. So it can be said that when the rewards will be upgraded, the employees' motivation will also be improved. Certainly, to reward employees' performance is an effective way of encouraging him or her, as reward causes pleasure for the employees and it directly affects the employees' performance. One of the largest benefits reported by proponents of teacher rewards is an increase in the motivation of teachers. It is argued that teacher pay will increase teacher motivation

by adequately rewarding productivity gains. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be improved. Within the literature, Tomlinson (2000) argues that teacher pay is about motivating people, and developing performance-oriented cultures. Teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards (Frase, 1992). These rewards can include, for example: satisfaction from high student achievement, recognition, influence, learning new skills, and personal growth as researchers argue school-based rewards are a means of providing motivation by introducing clear goals to the whole school, and facilitating student achievement (Frase, 2002).

On the same note, Ahmad and Shezad (2011) did a study on the impact of promotion on performance evaluation practices on the performance of Secondary school teachers (Loup, 1996). They concluded that 16 promotion has strong and positive impact on performance of teachers. Compensation is the major element to Influence teachers. The more teachers are compensated fairly the more they will perform better (Lortie, 2006). Furthermore, Naveda Shakir (2013) made a research on the impact of reward on the performance of teachers at secondary level and she concludes that most of the principals of the schools are not attractive interest in the professional growth of the teachers. This thing decreases the motivation level of the teachers. Teachers are satisfied with the extrinsic rewards provided from the organization like: pay, bonuses, allowances, but commonly they do not get intrinsic reward from the organization.

4.3.3 The Effects of Job Satisfaction on Teachers Motivation

The third research objective was to determine the effects of job satisfaction on motivation in public secondary school. Job satisfaction is the way employees perform their work. According to Lawler, & Porter (1973), there is a relationship between Job Satisfaction and motivation. Some indications of the level of job satisfaction can be derived from the analysis of worker's turnover, absenteeism or criticism rates.

Job satisfaction improved motivation to employees hence job performance in organization, Vroom (1964) argued that, it is not increases in job satisfaction that produce improved job performance, but rather improved performance increases satisfaction. This is certainly true in the sense that individuals are motivated to reach certain goals and will be satisfied if they achieve these goals through improved performance. But individual goals can be satisfied in other ways besides working harder or better improved performance is not a necessary or the only factor in improving satisfaction.

The researcher was interested to determine the effects of job satisfaction on teachers' motivation in public secondary school. Teachers' job satisfaction variable was compared against such variables as job security, community-teacher's relationship, teachers' salaries, and interest of the job. The variables were summarized and presented in Table 4.3.

Table 4.3 indicates that 420 respondents filled the questionnaire, 81.7% (343) of respondent disagree statement that teaching gives me respect and appreciation in a society, also 16.2% respondent disagree statement that teaching gave the prospects for

learning and career development. 82% (348) disagree the statement that Teaching gives me life satisfaction. Majority of respondent disagree statement that teaching gives me attractive fixed salary, the findings show that majority of respondents were of the view that financial payment and appreciations were factors that affected their satisfaction.

Table 4. 3: Effects of Job Satisfaction on Teachers Motivation

S/N	Items	SD	D	U	A	SA
1	Teaching gives me job security	35(8.4)	52(12.47)	18(4.3)	210(49.8)	105(24.9)
2	Teaching gives me respect and appreciation in a society	194(46)	108(25.8)	41(9.7)	50(11.8)	27(6.5)
3	I have the prospects for learning and career development in teaching.	112(26.8)	106(25.2)	62(14.8)	100(23.7)	40(9.5)
4	Teaching enable me to interact and develop good relationship with other people in the community.	50(11.88)	68(16.2)	18(4.3)	181(43)	103(24.7)
5	Teaching gives me attractive fixed salary	257(61.3)	95(22.6)	23(5.4)	32(7.5)	13(3.2)
6	Teaching gives me life satisfaction	122(29)	189(45)	34(8)	46(11)	29(7)
7	Teaching is my interesting job	144(34.4)	149(35.5)	14(3.22)	86(20.43)	27(6.45)
8	Teaching gives me a chance of giving opinions in the society on different matters.	140(33.5)	104(24.7)	38(9)	88(21)	50(11.8)

Most of respondent are not interesting with their job this showing by respondent in a statement that teaching is my interesting job three quarter of respondent disagree. And nearly two-third of respondent disagree the statement that teaching gives me a chance of giving opinions in the society on different matters, the way the community does support, abuse or underrate the teachers will to a large extent affect teacher's status and consequently affect their motivation to perform. While 49.8% of respondent agree the statement that teaching gives me job security, and more than nearly two-third agree the

statement that, Teaching enable me to interact and develop good relationship with other people in the community.

In brief, these results indicate that most of the teachers in public secondary schools are not satisfied with their job, hence teachers were not motivated to join in the teaching profession because most of them are not interesting with their job but possibly because they join the teaching professional for the wrong motives. That preserves the end in a continuous state of unmotivated and this make most of teachers in public secondary schools to have lack motivation hence make them to be not putting real effort in their teaching activities and end up not making a real positive contribution to students' learning in public secondary schools.

Certainly, it has been a common place opinion that teaching job is the last choice that people choose when they have poor grades to proceed with higher education or pursue careers that demand high pass marks and grades that why teaching does not gives teachers respect and appreciation in a society. This analysis is consistent with the findings by VSO (2002) report on teacher's motivation in developing countries which was conducted in three case study countries namely Zambia, Malawi and New Guinea. The study found that the community did not value teachers as other professions; it had no respect to teachers, a situation that teachers associate with their poor remuneration compared with other professions; this lowers their morale to teach and consequently affect their motivation to perform.

Job satisfaction are very important component in the performance of any institution. Suggested that by giving good pays and promotion opportunities to teachers, service quality and job satisfaction among teachers can be increased hence higher performance

of the organization. Some studies found that teacher motivation and job satisfaction play vital roles in the success of teaching and learning process. According to Ololube (2005) teacher motivation and job satisfaction are not only crucial to the long term growth of any educational system but also very essential in the lives of teachers as they form the important reason for working. Additional, Nyakundi (2012) indicates that teacher motivation is the important factor for classroom effectiveness and school improvement. Nyakundi (2012) argues that high levels of job dissatisfaction, stress and burn out negatively influence motivation and job performance.

4.3.4 The influence of Working Condition on Teacher's Motivation

The fourth objective aimed to determine the influence of working condition on teacher's motivation. Regularly opinion of teacher on the general working conditions is important to influence teacher's motivation on job performance, as a working condition is as good as people perceive. In view of this, the respondents were asked to fill the questionnaire relating their perception of the working conditions in their schools and Table 4.4 shows their response.

Table 4.4 Three quarters of the respondent disagree statements that in public secondary schools teaching materials are available and in public secondary schools there are enough accommodation for teachers. 83.5% (351) of respondent disagree with the statement that in public secondary school's class size is proportional to teachers. More than three quarter of respondent disagree the statements that in public secondary school's teachers are treated fairly and in public secondary schools there are enough equipment.

Table 4.4: Influence of Working Condition on Teacher's Motivation

S/N	Items	SD	D	U	A	SA
1	In public secondary school there is a good cooperation between teachers	89(21.1)	71(17)	53(12.7)	84(20)	123(29.2)
2	In public secondary school, teaching puts you in emotionally disturbing situations.	36(8.6)	45(10.8)	41(9.7)	158(37.6)	140(33.3)
3	In public secondary schools teaching materials are available	149(43.1)	140(33.3)	27(6.5)	41(9.7)	23(5.4)
4	In public secondary schools there are enough accommodation for teachers	181(43)	145(34.4)	27(6.5)	54(12.9)	13(3.2)
5	In public secondary school's class size is proportional to teachers	225(53.7)	108(25.6)	13(3.2)	33(7.8)	41(9.7)
6	In public secondary school's teachers are treated fairly	155(37)	96(23)	72(17)	51(12)	46(11)
7	In public secondary schools there are enough equipment (example: desks, chairs, computers etc.)	203(48.4)	92(22)	31(7.5)	59(14.1)	34(8)
8	School environment have enough light for studying during night hours	75(17.8)	91(21.5)	104(24.7)	79(19)	71(17)
9	Environment of public secondary schools there are enough security	49(11.8)	68(16.1)	41(9.7)	154(36.6)	108(25.8)
10	In public secondary schools, administrative team provides an environment in which honest and openness are valid	157(37.4)	149(35.5)	23(3.4)	57(13.5)	34(8.2)

Moreover, above two-third of respondent disagree the statement that School environment have enough light for studying during night hours, and more than three quarter of respondent disagree the statement that in public secondary schools administrative team provides an environment in which honest and openness are valid, while below 62.4% (262) of the respondent agree the statement that environment of public secondary schools there are enough security and half of respondent agree the statement that in public secondary school there is a good cooperation between teachers.

In general, these results demonstrate that most of working condition in public secondary schools are not good in Tanzanian public secondary schools. By referring in public secondary school in Temeke district, teaching materials, teaching equipment's, security, fair treatment to teachers and accommodation are not common to teachers. The inability of schools to provide enough accommodation for teachers had already been cited by

previous studies. For example, Dungu (2000) cited the problem of housing accommodation by teachers in some countries of sub Saharan Africa. He prominent that many public secondary school, teachers and primary teachers were given a small house budget and this forced teacher to reside in poor houses. Furthermore, Davidson (2005) cited that teachers have generally been unhappy with their housing provisions. Davidson (2005) that not only were too few houses available to accommodate teachers but also the majority of the houses were in extremely poor condition. And this can lead to poor work performance.

The class size can affect to level of the teaching and learning performance. Teachers strong disagree the statement that '*In public secondary school's class size is proportional to teachers'* The study showed that number of student in classes were too large to the extent that sometimes the teacher failed to get the right position to stand when teaching. The problem was due to shortage of classrooms in public secondary schools in Temeke district. In some cases, some classrooms had more than 80 students, dissimilar to the Ministry of Education Policy on student's populations making teachers responsibility to attend to all these pupils be a boring job.

In classes which have many students like those, teachers spent more time in a day for marking students work and skip other necessary responsibilities. This overloading denies teachers a chance to prepare themselves for the next day's routine as they become tired. This could affect teachers' willingness to offer remedial classes to support the slow learners.

In brief, working condition motivation in public secondary schools in Temeke district are considered important by teachers and how much of these motivation is present in schools has an impact on the level of motivation in secondary school. Therefore, there is need to recognize working condition to teachers as they have been one of the major reasons of silent strike among teachers favorable working conditions cause satisfaction with the job, which leads to higher performance to teachers, having talented, skilled, hence performance for a school, may also lead to competitiveness on the market and better consequence, On the other hand, if the working conditions are good, the teachers can be naturally motivated by the working environment, the performance is stable or even improves, loyalty increases and the teachers do not have a reason to leave the school, hence tacit knowledge remains in the schools and serves as ground for innovations and changes necessary for competitiveness on the market.

There is research based evidence that improving the conditions of the school as a workplace can increase the teacher effectiveness not only in classroom instruction but also in students' success in learning outcomes. Bryk (2002) claimed that promoting teacher working conditions in schools are critical factors that are connected to greater teacher effectiveness (Bryk & Schneider, 2002). In Miami-Dade County Public Schools, Loeb and her colleagues (2011) revealed that among teachers, those who are hired to work in more effective schools improved more rapidly over years (Loeb, Kalogrides, & Béteille, 2011).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

In this chapter, the summary of the research findings as well conclusions on each research objective and Conclusions are also drawn on the findings presented in the chapter. The chapter also presents recommendations for various stakeholders as based on the views of the respondents (teachers) on the research findings and area for further research.

5.2   Summary of Findings

Firstly, with regards to the levels of motivation in public secondary school teachers in Temeke district; the findings revealed that teachers unsatisfied with the levels of motivation in public secondary schools in Temeke district. The fact that there are low rates of levels of motivation, nearly two-third of respondent according to findings teachers in Temeke District are demotivated to their work, in other words their level of motivation is very low.

On the other hand, the influence of reward system on teacher's motivation in public secondary school in Temeke district. The research findings revealed that only few reward systems such as teachers are rewarded for remedial classes and experienced teachers are given more priority than unexperienced teachers, this influence teacher's motivation in public secondary schools in Temeke district and these Rewards systems in public secondary schools focus on clear performance standards to teachers hence motivate them to work hard. On other side teachers were found to be not influenced

with reward system to motivate them in public secondary schools like in Rewards allocated in a way that seems fair to teacher's majority strong disagree on it, Rewards to teachers occur soon after the desired behaviour majority of respondent strong disagree on it, this showing that reward system had an effect on teachers' morale to perform their duties at the schools.

On determining the effects of job satisfaction on teacher's motivation in public secondary school in Temeke district. Factor that demotivated teacher's is that their salary not enough to extent that they did not fulfil their basic needs which is the most motivation factor and also they claimed that they did not get appreciation to the society which demoralized them and made them not to perform well.

On the determining working condition among public secondary schools teachers in Temeke municipal schools teachers, the study revealed poor working condition among teachers, teachers were not satisfied with available of teaching materials, enough accommodation for teachers, equipment for teaching (example: desks, chairs, computers etc.), and also class size is not proportional to teachers, since teachers have not satisfied with working condition, their teaching morale is very low and dissatisfied with their job.

This consequently make them unable to deal with pupils' academic problems hence poor performance and turnover and absenteeism to teachers. On the other hand, teachers in public secondary school satisfied with good cooperation among teachers and enough security in public secondary schools in Temeke district.

5.3   Conclusions

Based on the findings of the study, the following conclusions were drawn:

Teachers in public schools are motivated in a few motives but what demotivated them was seen in many motives such that they are not paid well thus they did not manage to satisfy their basic needs, which is the most motivation cause demoralized teachers. This has been caused by un effectiveness of administration system and low budget located to Ministry of education. Due to this fact government is required to ensure they set the budget which could be enough for promotion, salary increment and extra payments for teachers in public secondary schools so that to make teachers to be satisfy with their life and be appreciated with society.

Moreover based on findings from researcher, teacher's problems should be given priority in solving on time, and teachers should be considered in giving out opinion, so as rate of motivation lead to advancing teacher's effectiveness and efficiency, also teachers mention the need for better management procedures and practices for improving accommodation to teachers such as housing to teachers appears to be more of a priority among teachers in Temeke district and reducing workloads and ensuring a more teaching materials distribution to teachers among schools. This might contribute much to the effectiveness and efficiency of teacher's duties and responsibilities.

5.4 Recommendations

5.4.1   Recommendations for action

Based on the findings of the study and the conclusion drawn above, the study recommends are made to government, educational leaders and community

(i)   Based on the findings of this study it is recommended that the Government should increase teachers' salaries and wages and improve working condition, and reward system in order to improve their motivation in teaching in public secondary schools, Temeke.

(ii)   It is recommended that the government through MoEVT should allocate more financial resources to ensure an appropriate salary level to teachers in public secondary schools that will be similar to afford the current economic environment. And also the government should make increase of the salaries which reflects the status of teachers in our societies. It is therefore recommended that teachers' salaries and wages need to be improved in order to improve their morale to teaching in public schools in Tanzania.

(iii)   Also, with regards to the community's perception towards teaching profession, the community should be part and parcel of school performance, so as to ensure better performance to teachers. The community should provide support and care to the teachers regarding their profession; by doing this, teachers may find the profession well-motivating and feel more superior and most rewarding professional.

(iv)   As the study findings expose that working conditions have great impact on teachers' motivation, the government should put more efforts on improving the working conditions by building more houses with availability of electricity and water for teachers, improving classrooms conditions with equipment and teaching materials to enable easy teaching-learning processes. Good working conditions should enable teachers to focus on their professional tasks, and help effective learning.

(v)   Also the study shown that there are lacking teaching materials for teachers as well as for student learning, therefore the MoEVT in unification with Regional Education Authorities should supply teaching materials in each school with relevant and adequate study material. This will ensure students across all schools in the country to be taught what in the syllabus and get them better prepared for their final examinations. This likewise will motivate teachers to teach students within the syllabus and complete on time.

(vi) Finally it is recommended that there is a need for improving teachers' reward system.The study shown that reward system is important motivational factors, thus, the heads of school should include these motivation factor in school management to enable provision of rewarding and bonus for the better performed teacher in order to rise their morale and motivating teaching spirits which will increase performance to teachers and rise of education system and achievement of students, thus teachers should be sustainable motivated and keep their performance at a high level, recognize, and appreciated.

5.4.2   Recommendations for Further Research

The study focused on factors influencing public secondary school teacher's motivation in Temeke District. Taking Temeke District as a case study, it would be impossible to conduct a more extensive study in other districts across the country because this country it has many districts, so further researcher should conduct research in different district all over the country.

Also other researcher should conduct research which will lead to encourage teachers to perform well in public secondary schools such as advice government to reform policies should be conducted with different researchers in order to come up with conclusion.

However further studies deal with working condition of teachers in public secondary school should conduct in different districts so as country will reach in a good destination.

Therefore, it would be beneficial if other researchers are conducted in other districts as well so as to study teachers' feeling, opinions and approaches on what factors are reflected most motivational.

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APPENDICES

Appendix I: Questionnaire for Teachers only

My name is, Salma M Amiry, a student of Open University of Tanzania pursuing a Masters of education in Administration, planning and policy studies (MED-APPS) am carrying out research on factors influencing public secondary school teacher's motivation in Temeke Distict – Dar es salaam.

The purpose of this questionnaire is to collect information about motivation level in public secondary schools. The questionnaire includes five sections: (I) Background information about teachers (II) Motivation system among teachers in public secondary schools in Temeke district (III) Reward system among teachers in public secondary schools in Temeke district (IV) Job satisfaction among teachers in public secondary schools in Temeke district, (V)Working condition on teacher's motivation in public secondary schools in Temeke district**.** I kindly request you to provide strong information**,** all your answers will remain confidential; your responses will not be reported to any other person except the researcher and used for academic purposes only. Your support will be greatly appreciated.

SECTION 1:

BACKGROUND INFORMATION ABOUT TEACHERS

(Circle a letter of the correct answer provided)

1. Gender

(a) Male

(b) Female

2. Marital status

(a) Single

(b) Married

(c) Widowed

(d)Divorced

3. What is your age range?

(a) 20-30years

(b) 31-40years

(c) Above 41years

4. What is your position in the school?

(a) Head of the school

(b) Department teacher

(c) Ordinary teacher

5. Highest education level accomplished

(a) Diploma

(b) Degree

(c) Postgraduate

(d) masters

6. How long have you been employed in this school?

(a) Less than 1 year

(b) 1-2 years

(c) 3-4 years

(e) Above 4 years

7. What department do you work in?

(a.) Language

 (b.) Science

(c.) Arts

(d.) Business

(e) Mathematics

8. What is your monthly income?

(a) less than 100,000

(b) 100,000 – 500,000

 (c) more than 500,000

9. What motivated you to join the teaching profession?

(a) Job Satisfaction

(b) Good salary

 (c) No job alternative

(d) Good Working conditions

SECTION 2: MOTIVATION SYSTEM AMONG PUBLIC SECONDARY

TEACHERS IN TEMEKE DISTRICT

(Circle a letter of the correct answer provided)

1. Which is the following is the level of motivation to teachers in public secondary schools in Temeke district?
(a) Very satisfied
(b) Satisfied
(c) Un satisfied
2. What real motivate teachers working in public secondary schools?

(i)…………………………………………………………………………………

(ii)……………………………………………………………………………......

(iii)………………………………………………………………………………

(iv)………………………………………………………………………………

(v)………………………………………………………………………………

SECTION 3: REWARD SYSTEM AMONG PUBLIC SECONDARY

TEACHERS IN TEMEKE DISTRICT

For each of the following questions, please indicate (by ticking) the extent to which you agree them, using the following scale:(SA for strongly Agree, A for Agree, U for Undecided, D for Disagree and SD for Strongly Disagree).

S/N	QUESTIONS	SA	A	U	D	SD
1.	Rewards allocated in a way that seems fair to teachers					
2.	Rewards to teachers occur soon after the desired behaviour					
3.	Rewards systems in public secondary schools focus on clear performance standards to teachers					
4.	Rewards help teachers to make the link between what they need to do who they want to be					
5.	Rewards behaviour help teachers to learn something challenging					
6.	Always in public secondary schools rewards system match to the individual					
7.	Always in public secondary schools rewards are provided for overtime teachers.					
8.	In public secondary school teachers are rewarded when he/she has good attendance to school in a year.					
9.	Always in public secondary school rewards are provided to teachers who remain for remedial classes.					
10.	Experienced teachers are given more priority than unexperienced teachers					

SECTION 4: JOB SATISFICATION AMONG PUBLIC SECONDARY TEACHERS IN TEMEKE DISTRICT

For each of the following questions, please indicate (by ticking) the extent to which you agree them, using the following scale:(SA for strongly Agree, A for Agree, U for Undecided, D for Disagree and SD for Strongly Disagree).

S/N	QUESTIONS	SA	A	U	D	SD
1.	Teaching gives me job security					
2.	Teaching gives me respect and appreciation in a society					
3.	I have the prospects for learning and career development in teaching.					
4.	Teaching enable me to interact and develop good relationship with other people in the community.					
5.	Teaching gives me attractive fixed salary					
6.	Teaching gives me life satisfaction					
7.	Teaching is my interesting job					
8.	Teaching gives me a chance of giving opinions in the society on different matters.					

SECTION 5: WORKING CONDITION ON TEACHER'S MOTIVATION IN PUBLIC SECONDARY TEACHERS IN TEMEKE DISTRICT

For each of the following questions, please indicate (by ticking) the extent to which you agree them, using the following scale:(SA for strongly Agree, A for Agree, U for Undecided, D for Disagree and SD for Strongly Disagree).

S/N	QUESTIONS	SA	A	U	D	SD
1.	In public secondary school there is a good cooperation between teachers					
2.	In public secondary school, teaching puts you in emotionally disturbing situations.					
3.	In public secondary schools teaching materials are available					
4.	In public secondary schools there are enough accommodation for teachers					
5.	In public secondary schools class size is proportional to teachers					
6.	In public secondary schools teachers are treated fairly					
7.	In public secondary schools there are enough equipment (example: desks, chairs, computers etc.)					
8.	School environment have enough light for studying during night hours.					
9.	Environment of public secondary schools there are enough security					
10.	In public secondary schools, administrative team provides an environment in which honest and openness are valid.					

Appendix II: Interview Questions for Head Teachers

My name is Salma M Amiry a student pursuing a Master's degree in Administration, Planning and Policy studies (MED APPS) of the Open University of Tanzania am carrying out research on factors influencing public secondary school teacher's motivation in Temeke district, Dar es salaam, Tanzania. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

1. Kindly explain to me level of teacher's motivation in public secondary schools in Temeke district.

2. Which style do you use in your school to promote teacher's in reward system?

_____

_____

3. How does job satisfaction affect teacher's motivation in your school?

_____

_____

_____

4. What do you suggest to be the best means of bringing out good working condition to teachers so as to increase high performance in secondary schools like this one?

_____

_____

_____

5. What is your suggestions to other schools as well as government to consider importance of teacher's motivation in public secondary school in Temeke district?

_____

_____

_____

Thank you for your time and assistance

Appendix III: Research Clearance Letters

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759Dar es
Salaam, Tanzania.
http://www.out.ac.tz

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

23/10/2017

Regional Administrative Secretary,
Dar es salaam Region,
P. o. Box 5429,
Dar es salaam.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of the Parliament no. 17 of 1992. The act became operational on the 1 st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1 st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Amiry, Salma, M; Reg # PG 201609373 who is a Master student at the Open University of Tanzania. By this letter Amiry, Salma, M, has been granted clearance to conduct research in the country. The title of her research is "Factors Influencing public secondary school teachers motivation in Temeke district, Dar es salaam, Tanzania". The research will be conducted in Temeke District.

The period which this permission has been granted is from 23/10/ 2017 to 22/01/2018.

In case you need any further information, please contact:
The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2868820.

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

HALMASHAURI YA MANISPAA YA TEMEKE

[Barua zote zipelekwe kwa Mkurugenzi wa Manispaa Temeke]

Simu: +255 22-292 8132/22-292 8138/22-292 8139

Fax: +255 22-292 8137

Barua pepe: temeke@tmc.go.tz

Tovuti: www.tmc.go.tz

Ref. No. TMC/ED/SEC/U......

Ofisi ya Mkurugenzi
92 BARABARA YA MANDELA/TAIFA,
S.L.P: 46343,
15883 - DAR ES SALAAM,

Date.02..11..2017.......

The Headmaster/Mistress,
CHAMAZI, NZASA, MBAGALA
WAILES & KIBASILA SEc. SHools
DAR ES SALAAM.

RE: RESEARCH PROJECT PERMIT FOR..AMRY, SALMA, M...........

Please refer to the above.

Kind allow AMRY, SALMA, M........from The Open University & Tanzania.........to conduct research on Factors Influencing Public Secondary School Teachers Motivation In Temeke District - Dar es Salaam.......................please give necessary assistance to achieve his goal.

/ Donald S. Chavila
SECONDARY EDUCATION OFFICER
TEMEKE.

Kny: AFISA ELIMU - SEKONDARI
MANISPAA YA TEMEKE

REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

DAR ES SALAAM REGION
Phone Number: 2203155
Fax number: 2203158
email: ras@dsm.go.tz
website: www.dsm.go.tz

In reply please quote:
Ref. No. ....

REGIONAL COMMISSIONER'S OFFICE.
3 RASHID KAWAWA ROAD.
P.O. BOX 5429,
12880 DAR ES SALAAM

30th october 2017

District Administrative Secretary,
TEMEKE
....

P. O. Box ....,

DAR ES SALAAM.

RE: RESEARCH PERMIT

Prof/Dr/Mrs./Ms/Miss ...... Aminy Salma M. .... is
student/Research from Open University of Tanzania ... has been
permitted to undertake research on FACTORS INFLUENCING
PUBLIC SECONDARY SCHOOL TEACHERS MOTIVATION
IN TEMEKE DISTRICT, DAR-ES-SALAAM, TANZANIA.
....
From 23/10 .... 2017 to 22/1/2018 2017

I Kindly request your good assistance to enable her/his research.

For; REGIONAL ADMINISTRATION SECRERTARY
DAR ES SALAAM

Copy: Municipal Director,
TEMEKE.
....

DAR ES SALAAM.

Principal/Vice Chancellor
Open University of Tanzania