

**INVESTIGATING THE INFLUENCE OF TEACHERS' MOTIVATION ON  
JOB PERFORMANCE IN SECONDARY SCHOOLS: A CASE OF GEITA  
TOWN COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT FOR THE  
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**2019**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: Investigating the Influence of Teachers' Motivation on Job Performance in Secondary Schools: A Case of Geita Town Council in Partial Fulfillment of the Requirement for the Degree of Masters of Education in Administration, Policy and Policy Studies (MEDAPPS) of the Open University of Tanzania.

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Date

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I, Pendo Bryceson Magessa, 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 a similar or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

This work is dedicated to my family for the moral and material supports that they provided to me during my studies

## **ACKNOWLEDGEMENT**

Firstly, I do thank my Almighty God for His wonderful mercy and grace that were with me the whole time of undertaking this study. Again, my sincere appreciation goes to my supervisor Prof. Honoratha M. K. Mushi, for the excellent supervision she did throughout the whole time of undertaking my research. Further, I do say thanks to my course work lecturers as well the entire community of the Open University of Tanzania for supporting me through enriching my knowledge and skills, which all advanced my ability in developing this study. May God bless them all and make them excel in their profession.

## **ABSTRACT**

The study aimed at examining the influence of motivation on secondary school teachers' job performance at Geita Town Council. The researcher conducted a qualitative case study and investigated factors that secondary school teachers at the township considered as their motivation to perform optimally in their teaching job. Exploration was then made of the extent to which each identified motivation factor influenced teachers' job performance. To enhance the quality of the findings, the researcher examined what administrators in Geita secondary schools and the town Council considered motivational to teachers' job performance. Exploration was further made to determine whether there was any relationship between teachers' and administrators' thoughts of what constituted teachers' job motivation at secondary schools in Geita Town Council. The study applied interpretive and descriptive techniques to analyse and discuss data from interviews, observations and open ended questionnaires. Eighty one (81) respondents selected randomly and purposely participated in data collection processes. Findings from the study revealed that respondents' agreed that appreciation, recognition, bonuses and fringe benefits, in-service training, promotion, job security and better salary play a great role in improving teachers job performance. Data also indicated that secondary schools and township management systems at Geita Town council have not effectively implemented motivation strategies suggested to improve teachers' livelihoods. Hence, teachers generally do not work hard, they have low commitment and enthusiasm. Under these conditions, teachers' work performance at the Geita Town council will likely continue to be low. The researcher recommends improvement of teachers' motivation so as to enhance teachers job performance.

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**LIST OF ABBREVIATION**

DAS	District Administrative Secretary
HRs	Human Resources
MEST	Ministry of Education Science and Technology
NIC	National Insurance Corporation
RAS	Regional Administrative Secretary
SPSS	Statistical Package for Social Science

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

The purpose of this study was to explore the influence of teachers' motivation on job performance in secondary schools in Tanzania, focusing on Geita Township as a case for the investigation. This first chapter presents the background to the problem, the statement of the problem, research questions, significance, limitations and the scope of the study. It further highlights definitions of key terms and the organization of the study.

#### **1.2 Background to the Problem**

Studies have shown that improved productivity cannot be achieved simply by persuading individuals to work hard. It is more a question of carefully examining the way through which activities are performed and deciding what changes can be made to promote efficient and high performance.

Wenglinsky (2001) argues that high performance in schools depends on highly skilled teachers for their success. Increasingly, research confirms that teachers and teaching quality are the most powerful predictors of students' success (Hammond, 2010). A study by Bennell and Mukyanuzi (2005) indicates that, motivation and good working conditions are main factors for teacher's high performance. Today, one of the few areas of consensus among education policy-makers, practitioners, and the general public is that, improving teacher's quality is one of the most direct and promising strategy for enhancing education performance. Oluoch (2006) asserted that once the teachers' needs are not attended to, there is a possibility of generating

frustration and job dissatisfaction among teachers, a condition which ultimately lead to a decline in productivity. However, provision of incentives does not necessarily fully motivate a teacher to perform highly atwork but at least raises teachers working morale and can ultimately lead to improved productivity (Bennel & Mukyanuzi, 2005).

In America and Europe for instance, the importance of education services rank higher than any other service, and governments recognize the profession as key to human beings' social and economic development (Wenglinsky, 2001). Meanwhile, human capital, especially as reflected through teachers' quality is believed to be one of the most important inputs into an education system (Roland and Fryer, 2008). In developing countries, including those in Africa and Asia, the role played by teachers has remained quite central to life and development. This is because teachers are perhaps more than any other professional groups served their countries loyally, with sacrifices and dedication. Yet, today, matters concerning teachers' welfare such as salaries, fringe benefits, status and unpaid long hours of work appear to have been grossly neglected (Oluoch, 2006).

Tanzania like other developing countries is experiencing serious problems such as high cost of living, inflation, unemployment, economic and social insecurities (Kabuje, 2010). The impacts of such costs touch different categories of people including teachers. As a result, it has affected both teachers work performance and students' academic results. In most of the secondary schools in Tanzania, teachers experience low level of incentives including low salaries, poor accommodations and inadequate pension benefits (Kabuje, 2010).



Kabuje (2010) observed that Tanzania has involved itself over the years in developing intellectuals, social and cultural attributes among its people informally, and at a later date through a formal improved pedagogy. The findings showed that the government had to train and supply teachers with some essentials such as teaching materials, transport cost and teachers' houses so as to increase teachers' motivation in productivity as well as in improving education standards.

Furthermore, the government had to pay boarding costs and teachers' salaries. However, the commitment to pay adequate salaries was the most burdensome and has never been fully met. This problem has been exacerbated by the decision by the government to omit teaching allowance from government school teachers' salaries in 1999. The salaries are currently increased through three different ways; through promotions, by means of annual fixed increments for each grade category, and through budgetary increases of the salaries or wages (Oluoch, 2006).

To date, the Tanzanian government has made several attempts to improve its education system including making reforms of increasing the number of teachers through admitting more teachers in colleges and universities, expanding existing school capacities, increase of the number of public schools, making curriculum reforms, and enhancing the assessment system (Oluoch, 2006). While such changes are taking place, there is little effort that is being made to motivate teachers through incentives with the likelihood of enhancing the introduced reforms intended to bring better results. In supported of such argument, Michael (2010) showed that very sizeable proportions of the teachers in Tanzania have low levels of job satisfaction and are poorly motivated. In the absence of incentives to perform better, many

teachers are currently providing much less and low quality education than they are capable of doing and the de-motivation of teachers is a major contributory factor to the abysmally poor learning achievements of primary and secondary students' (World Bank, 2009).

Wenglinsky (2001) argues that high performance in schools depends on highly skilled teachers for their success. A study by Roland and Fryer (2008) views that one potential method to increase student achievement and improve the quality of individuals opting for teaching as their profession is to provide teachers with financial incentives which enhances quality work performance since if teachers lack motivation or incentives as important input to the education production function it ultimately lead to low level of work performance (Roland and Fryer, 2008).

Wenglinsky (2001) added that high performance in schools depends on highly skilled teachers for their success. In spite of the benefits of provision of motivation to teachers so as to enhance their performance, the education system in Tanzania still faces numerous challenges including demotivated teachers as evidenced in the literature that the researcher surveyed. This study therefore examined whether the provided motivational incentives to teachers in Tanzania closes the gaps that limits provision of quality education among students in Tanzania using Geita Municipal as a case study.

### **1.3 Statement of the Problem**

The performance of an employee depends on the strength of employee's incentive schemes used on an institutional working environment. An employee's incentive is

given so as to encourage positive behaviour and enhance the work done. For instance, a study by Oguta (2012) assessed students' performance in international examinations in public secondary schools and found that performance of an individual teacher directly corresponded to the performance of learners in internal examinations, and that the level of teachers' motivation significantly influenced their learners' general performance.

Oguta concluded that learners' performance was substandard where teachers did not display commitment to duty. While giving a report on teachers' job performance in public secondary schools, Michael (2010) established that there was serious laxity among the teachers in preparing teacher professional documents, such as schemes of work, lesson plans, lesson notes and log books. This observation was extended to the poor practice among teachers in administering students' continuous assessments (Mdinde, 2016) and marking the same which limited the ability of the students to get feedback on the learning process.

Moreover, it was also observed that more teachers had irregular attendance in their places of work, supervision of school activities was equally inadequate and learners were insufficiently attended to, because most of the teachers felt de-motivated. The secondary school teachers in 2011 planned to strike and abandoned working, there several national issues, example ,when the student was bitten by the teacher to death in Bukoba in 2016 and Teacher fighting with the students in Mbeya in 2015, all these are some indicators for the teachers being de-motivated and they harass students. There is need to investigate the influence of motivation on teachers' job performance in public secondary schools in Geita Town Council since no such study

has been conducted in the township despite that motivation for teachers is an important aspect if teachers are to perform well in their teaching responsibilities.

#### **1.4 General Objective of the Study**

The general objective of this study was to explore the influence of teachers' motivation on their job performance in Tanzania secondary schools taking experiences at secondary schools in Geita Town Council as a case for the study.

##### **1.4.1 Specific Objectives of the Study**

From the general objective five specific objectives were developed to facilitate an in-depth examination of the issues expected to be explored through this study. The five specific objectives are itemized under items (i) to (v) below.

- Identifying factors contributing to their motivation in their job performance,
- i. Exploring the extent to which each of the factors identified as motivator to teachers' job performance influenced teachers' job performance in secondary schools at the Geita Township,
- ii. Examining what secondary schools and District level administrators or managers at Geita Secondary schools consider to be teachers' motivation to the teachers' job performance,
- iii. Exploring whether there is a relationship between what teachers and administrators consider to be teachers' job motivation at secondary school level at the Geita Township,
- iv. Explaining teachers' opinions on the influence of teachers' motivation on their job performance in secondary schools at Geita Township.

### **1.5 Research Questions**

The researcher solicited answers to the following research questions;

- i. What do teachers in Geita Township consider to be factors contributing to their motivation to their job performance?
- ii. What factors, identified as motivators to teachers' job performance, influence teachers' job performance in secondary schools at the Geita Township?
- iii. What types of motivations do District level administrators and/or managers at Geita Township consider influence teachers' job performance?
- iv. What is the relationship between what teachers and administrators consider to be teachers' job motivation at secondary school level at the Geita Township?
- v. What are teachers' opinions on the influence of teachers' motivation on their job performance at Geita Township?

### **1.6 Significance of the Study**

This study is significant because it is going to shed light to the government and ministries responsible for education regarding the role of incentives (both monetary and non-monetary incentives) in increasing teacher's work motivation and improving job performance. The study will also generate knowledge on the type of motivations required towards promoting teachers' high work performance in secondary schools. Moreover, the study will be helpful in identifying measures to be taken to improve teachers' work performance in the country. Further, this study will most likely be a source of information for other researchers who are interested in studies concerning teachers and their working conditions.

### **1.7 Limitations of the Study**

This study was limited to time and financial constraints as the time allocated is limited. However, the researcher expected to work effectively so that everything is done correctly within the available time. On Financial constraints, the researcher asked assistances from different groups so that logistics and other requirements for the conduct of this study were achieved.

### **1.9 Scope of the Study**

This study mainly focused on the investigation of the influence of motivation on teachers' job performance using teachers in Geita town council. To achieve this, the study was limited to explore the extent to which each of the factors identified as motivator to teachers' job performance influenced teachers' job performance in secondary schools at the Geita Township. It was also subjected to examine what secondary schools and district level administrators or managers at Geita Secondary schools consider to be teachers' motivation to the teachers' job performance. And finally, it concentrated to unveil the perception linkage between what administrators and teachers consider to be teachers' job motivation at secondary school level at the Geita Township.

### **1.10 Organization of the Study**

This study titled "Exploring the Influence of Teachers' Motivation on Work Performance" takes the form of a Master Degree Dissertation as per Open University of Tanzania's format of a five Chapters research report. Chapter one presents the background to the study, statement of the problem, purpose and objectives of the study, research questions, conceptual framework and definition of key concepts.

Chapter two covers literature review, which carries theoretical reflections, empirical studies, and a synthesis of literature which unveils the research gap. Chapter three covers research methodologies by examining the rationale for the use of methods that are appropriate for this study. Chapter four includes data analysis, presentation, interpretation and discussion of the findings. Finally, chapter five summarizes the study, highlights some recommendations and concludes the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter presents a review of the literature related to the study. The review assisted in developing the research gap that triggered the need for this research. The chapter includes: definition of key terms information from empirical studies that the researcher reviewed, theoretical literature on motivation, synthesis of the literature and the research gap that was the basis for which this study was grounded.

#### 2.2 Definition of the Key Terms

Several key terms have been used in this research. Under this section, such terms have been defined. For the sake of consistence each of the term has been given a common meaning within the context of this study.

**Work Performance:** Work performance is used in this study to refer to the level at which worker(s) perform their job responsibilities effectively and efficiently. It further refers to the way the employees perform their tasks and duties to fulfil the organisational goal, in the sense of teaching, the teaching responsibilities.

**Motivation:** Mushi (1997) defines motivation as the drive or urge to achieve a goal. Similarly, Nyakundu (2012) considers motivation as an act of making teachers feel that their work is recognized and valued and at the same time they get rewards worth their inputs. In this study, motivation refers to the incentives provided to teachers intended to make them improve their work performance.

**Incentive:** Shields (2007) defines incentives as a payment made on the basis of past performance in order to reinforce and enhance future performance. In this study,



incentives include things like rewards, accommodation, increase of salary and wages as recognition and appreciation of a worker's performance at work.

### **2.3 Empirical Studies on Motivation to Teachers**

The empirical review of this study comprised four subsections: General overview of empirical studies conducted outside and inside Tanzania. The review focused on the objectives of the study, which covered issues of teacher's motivations as they impact job/work performance.

#### **2.3.1 The Influence of In-Service Training on Teachers' Job Performance**

Fejor and Faniran (2016) carried a study that investigated the impact of in-service training and staff development on workers' job performance and optimal productivity in public secondary schools in Osun State, Nigeria. The study used the ex-post-facto research design. The findings showed that in-service training and staff development had insignificant combined effects, but significant relative effects on workers' optimal job productivity. The study, therefore recommended that schools should design proper and functioning in-service training and staff development programmes for their workers to boost their morale, enhance their performance and in addition ensure that workers training are conducted frequently to ensure they cope with changing technological environment and organizational climate in schools.

Ngari, (2015) carried a study that aimed at investigating the influence of in-service training on employee performance in the Judiciary's lower courts in Nairobi, Kenya. Specifically, the study aimed at establishing whether induction training, on-job training, off-job training and career development training influenced employee

performance. Adopting a descriptive survey design using qualitative and quantitative research paradigms and a population of 203 judicial employees the study found out that in-job training influenced job performance by increasing skill levels, productivity and positively affected customers' satisfaction.

On off-job training, the study found out that employees' training transferred knowledge to actual jobs, increase interaction of employees, contribute to employee retention, boost morale and affect customer satisfaction positively. 87.7% indicated that off-job training enhances employee performance while 61.5% indicated that off-job training increases employee loyalty. Hence it was concluded that off-job training influences employee performance and increased their loyalty to the organization.

Sila (2014) carried a study that intended to investigate the relationship between training and performance in the Women Finance Trust Eastern Nyanza in Kenya. The specific objectives were to investigate whether attitude, job satisfaction and service delivery affected the performance of employees. Questionnaires were used by the researcher in data collection. The study made use of descriptive statistics to analyse the data. The research confirmed that training has a big influence on performance in the areas of employees' attitude to work, job satisfaction and service delivery. These variables at work were found out to be considered in the same weight. The result of the study was consistent with modern scholars who recommend employees' training to develop positive attitudes at work places, to increase efficiency and effectiveness in service delivery and improve job satisfaction of the employees.

### **2.3.2 Contribution of Promotion on Teachers' Job Performance in Secondary Schools**

Mbwambo (2005) investigated teachers' motivation and its impact on improving the quality of education in primary schools in Tanzania. He noted that, teacher's dissatisfaction had an impact on teacher motivation and tends to lower their efficiency to perform work. He also argued that the most critical dissatisfying factors were inadequate work resources, incentives and poor promotions schemes. Aacha (2010) conducted a study in Uganda at Masaka District. The study was designed to find out whether motivation of teachers had any effect on their morale to perform their job satisfactorily and; the effect of intrinsic and extrinsic motivation on the job performance of the teachers.

Research findings revealed that the performance of teachers was good despite the fact that their motivation was inadequate or low. Bangi (2008) conducted a study to investigate the influence of non-salary factors on teachers' mobility in private secondary schools in Dar es Salaam region. Both qualitative and quantitative research approaches were used to meet the objectives of the study. The findings suggested that major non-monetary incentives given in private secondary schools in Dar es Salaam included housing, lunch, transport and medical services, teachers' promotion, participating in decision making and professional development.

Bangi (2008) further found that rewards were given to teachers whose students performed better in their national examination whereas the performance was used as a benchmark for one to be rewarded. Therefore, teachers' interest in this case was to struggle for their students to pass their subjects examinations so as to earn more

money or other forms of rewards. On the basis of these findings teachers are intrinsically motivated and they can struggle to teach so as to achieve their goals. Ruchoro (2002) conducted a study investigating how motivation of workers impacts productivity and economic performance. The study found that the provision of houses and transport assistance functions as inputs to create work ability and confidence, but this was contrary to what some of workers get, since only a few workers are given this privilege. Due to such circumstances Ruchoro (2002) concluded that motivation as an input to promote workers' creativity and production was still poor.

*Influence of Working Conditions on Teachers' Job Performance in Secondary Schools:* Arifin (2013) in his study reports that, there are some positive and significant impacts between external motivation (basic salary, job allowance, personal competence, academic job promotion) and competence toward teachers' working performance in Jayapura, Papua Indonesia. Therkildensen (2007) did his study on Human Resource Management (HRM) practices and organizational performance in public sector organization in Tanzania and Uganda. The focus was to look onto the rules of hiring, firing, transfer and promotion in central government and assess how these practices affect motivation at individual and organizational level.

The findings revealed that monetary rewards are regarded as the most important motivation factors. Furthermore, employees perceived accommodation, rewards and other promotion as their most financial support to complement their salaries. However, the study did not succeed to show how rewards facilitated or influenced

the performance of an employee. Marwan (2011) carried the study that investigated the impact of financial and moral incentives on organizational performance for the employees of the Jordanian Universities. The findings revealed that, financial incentives were adequately provided and motivated employees to improve their work performance.

Lupenza (2007) conducted a study to examine the factors hindering effective performance in National Insurance Corporation (NIC) in Tanzania. This study employed both qualitative and quantitative research approaches. The researcher found that, ignorance of existing employees; salary and upward mobility motivational framework contribute to the worker's probability of not claiming what they deserve because of lacking the basis. Hence, workers remain silent but demoralized which in turn affect their work performance or productivity. It was also found that the existing salary related motivational framework largely inhibited employees' positive work attitudes and employees' effective performance. Therefore, this study concludes that motivation related to salary increase in any organization stimulates positive work performance (Lupenza, 2007).

Michael (2010) conducted a study with an aim to examine whether inadequate payment of salaries and rewards to primary and secondary school teachers could be the main factor relating to the inefficient of teachers' performance resulting to students' failure in examinations. The study employed qualitative research approaches and found out that job security, interesting work, working conditions, good wages, rewards and promotion are among the satisfying reasons that could result into good performance.

Bahati(2013) reviewed the influence of motivation on job performance among primary school teacher in public school targeted Kongwa district council Dodoma, Tanzania .The objective of the study was to investigate the influence of motivation on job performance among primary school teacher in public schools. The research collected primary data by using a questionnaire and observation .The data has been analyzed by using statistical package for in table which enabled the researcher to make a logical and valid conclusion. The population studied included teachers from various schools selected who were needed in order to make it meaningful for the benefit of all professionals in management.

The study has identified various factors that motivation influence job performance. Those factors have been identified from employee's responses towards study question. Where as factors are availability of relevant syllabus, housing facilities and the amount paid as other allowances in a month contribute to better performance or underperformance of employees. Thus the study has come up with the finding that the influence motivation of job performance. The main findings shows that teachers performance might be affected by other social and external variable factors such as employers' irresponsibility which in turn is the undesirable results of students in national exams done. Conclusively, teachers' performance did not mainly depend on motivation and in constant the study confirm the theory of Self Determination Test that the social environment can foster or hinder the core sell's natural inclination to fully actualize one's potential. It was found that there was a weak positive and significant correlation between satisfaction with provision of motivational factors and teacher's job performance.

## **2.4 Theoretical Framework**

This study draws much on Herzberg's Two-Factors Theory. However, Maslow's Hierarchy of Needs Theory has been added to compliment theoretical arguments.

### **2.4.1 Herzberg Two-Factors Theory**

Herzberg's two factors theory was developed by Frederick Herzberg, a psychologist who theorized that job satisfaction and job dissatisfaction act independently of each other. This theory concentrates on the importance of internal job factors as motivating forces for employees. He designed it to increase job enrichment for employees and creating opportunities for employees to take part in planning, performing and evaluating their work.

According to Herzberg (1996), the two-factor theory (also known as Herzberg's motivation hygiene theory and dual factor theory) states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. Those, which satisfy workers, are motivational factors, and they include recognition, sense of achievement, growth and promotional opportunities, responsibility and meaningfulness (Herzberg, 1993). According to Herzberg (1993), the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction and these factors are inherent to work performance. The motivators symbolize the psychological needs that are perceived as an additional benefit.

Hygiene factors including pay, company policies and administration policies, fringe benefits, physical working conditions, status, interpersonal relations and job security

constitute those job factors that are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term, but if these factors are non-existent at workplace, their absence leads to dissatisfaction. In other words, hygiene factors are those factors which when adequate in a job, pacify the employees and do not make them dissatisfied. The hygiene factor symbolizes the physiological needs which the individuals want and expect to be fulfilled through their employment schemes.

Further, the theory concludes by recommending that intrinsic motivators such as challenging work, recognition, and responsibility produce employee satisfaction, while extrinsic hygiene factors including status, job security, salary and fringe benefit if absent produce job dissatisfaction. Therefore, if any management wish to increase satisfaction on their employees' job, it should be concerned with the nature of work itself, the opportunities it presents to employees for gaining status, assuming responsibilities, and achieving self-realization. On the other hand, if an organization management wishes to reduce dissatisfaction, then it must focus on the job environment, i.e., policies, procedures, supervision, and working conditions. Finally, to ensure a satisfied and productive workforce, managers must give attention to both sets of job factors.

#### **2.4.1.1 Application of the Theory to Teachers' Job Performance**

The application theory has considerable amount of practical as well as theoretical influence. In fact, from a practical perspective, the influence of Herzberg theory can be seen at every organization level including organizational departments. The two theory factor can be used to analyse any evidence of de-motivated employee at work.



Through applying Herzberg model, the evidence may include low level productivity, poor employee- employer relationship, strikes concerning payment and working condition compliant. Therefore, the theory is very useful in explaining motivation of organizational workers because:

- i. The two-factor theory implies that the managers must stress upon guaranteeing the adequacy of hygiene factors to avoid employee dissatisfaction.
- ii. This theory emphasizes upon job-enrichment so as to motivate the employees. The job must utilize the employee's skills and competencies to the maximum, and focused on the motivational factors that can improve the quality of work.

#### **2.4.2 Maslow's Hierarchy of Needs Theory**

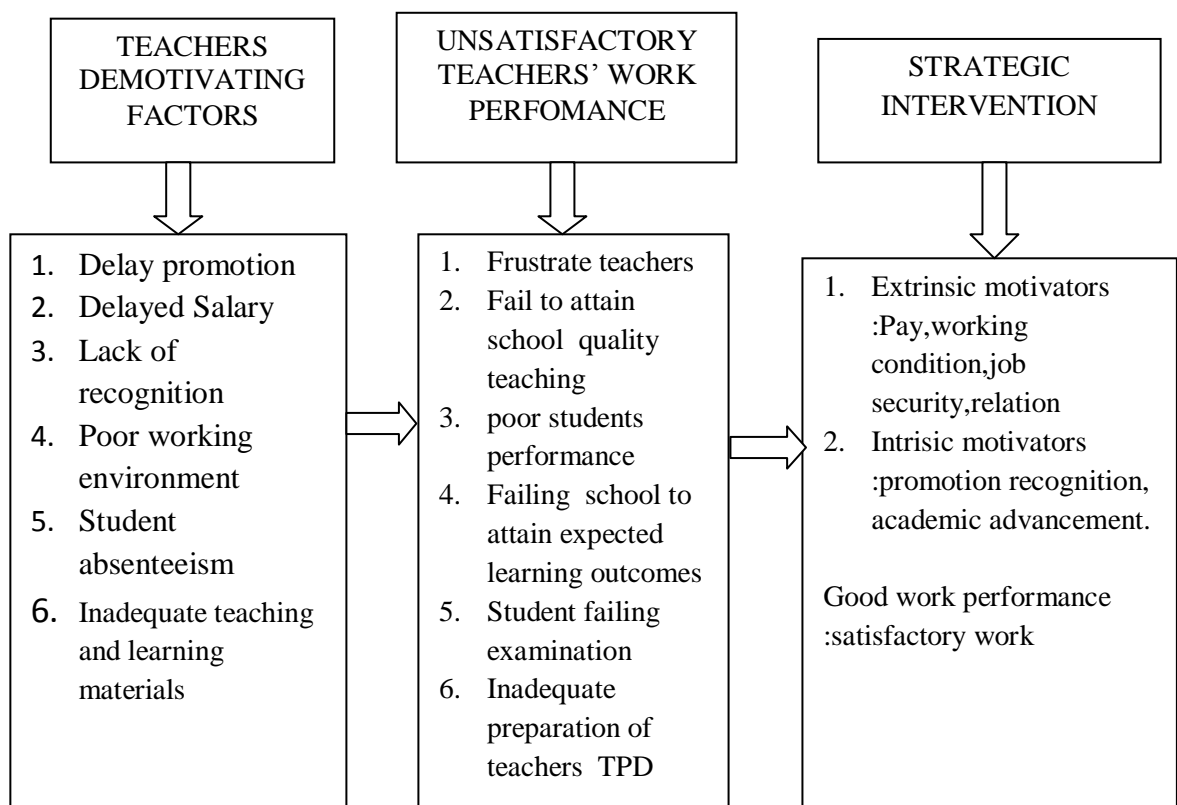
From theoretical perspective Herzberg theory appears parallel to Maslow's hierarchy of needs theory. According to Maslow's (1943) hierarchy of needs physiological, safety, belongingness, love, esteem, self-actualization and self-transcendence employees' needs describe the pattern that human motivations generally move through a transcending hierarchy. This theory arranges the needs from the highest to lowest. However, this theory was criticized that no clear evidence has shown that human needs are classified into five categories (see Philip, 2008). Maslow developed his theory by studying people whom he considered successful to see if he could find the secret of their success in life. The hierarchy of needs has had a powerful influence on modern thought in regards to personal development in motivation of workers (Koltko, 2006).

##### **2.4.2.1 Application of the Theory**

Maslow's theory still has application in modern day workplace, because if a manager

or organization understands that lower-level needs must be met before a person can satisfy higher-level needs, then the manager or organization is better positioned to meet those needs, and in the order they must be met. Physiological needs can be met by offering a fair competitive wage lunch breaks, fitness facilities and company so that an employee feels comfortable that his or her basic needs are satisfied (Cangemi, 2009). There are many possibilities for applying these needs to drive worker's motivation. It may not always be very clear what needs to be met, but this is why it is important for managers to understand these needs' theories so that they can apply the principles when an opportunity arises (Cangemi, 2009).

## 2.5. Conceptual Framework



### Key:

TPD: teacher professional development documents (scheme of work, lesson plan, log book, lesson notes)

**Input Variables:** The literature reviewed indicated that teachers demotivation factor caused by delayed promotion, delayed salary, teachers not having required standard accommodation (Obadia, 2015) (Oluochi,2013). Furthermore, teachers are working in difficult environment where in some places there is no required social services such as hospital,good market,internet service, water and electricity. All these are making teachers to dislike their work and often absentee themselves from the working place or school leading into misconduct,student low performance in internal and external examinations.

**Output Variable:** It is therefore that the teachers poor working environment, poor salary and difficult working environment result teacher be de-motivated and work below standard some of the outcome include poor teaching poor administration of school activities, poor resulting to poor academic performance of students in their examination. The results of poor motivation to teachers not only affect teachers welfare but students learning outcome. It therefore by studing these variables will be able to understand the phenomenon of the teachers motivation influence on the job performance of the teachers in selected secondary schools in Tanzania.

**Strategic Intervention: Extrinsic Motivators;** These are source of need satisfaction that are associated with tangible rewards such as pay,working condition.physical surrounding,job security,promotion and interpersonal relation.that tangible reward determined at the administrative level.

**Intrinsic motivation:** These are source of need driven by individuals relation to the job itself and it involves job factors which reward the need of the individual to reach

his/her aspiration. For example, achievement, recognition, responsibility and advancement. (Maund, 2001).

**Good work performance:** It is the systematic process by which administrator involves employee as individual and members of a group in improving school effectiveness in order to improve job performance.

## **2.5 Research Gap**

The study done in Kenya (Sila, 2014) and Tanzania (Lupenza, 2007), (Michael, 2010) and (Mbwambo, 2005) did not cover issues on influence of teachers' motivation on job performance in secondary schools. The current study intended to address this gap.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter states how the study was conducted and the procedures that were followed in collecting and analyzing data related to the influence of teachers' motivation on their job performance. It comprises the following sections; Research design and approach, study area, targeted population, sample and sampling procedures, data collection methods and techniques, validation of research instruments and data analysis plan and processes.

#### **3.2 Research Approach**

This study employed a mixed method approach whereby both qualitative and quantitative data were applied. The mixed methods approach allowed the collection and analysis of data by using qualitative and quantitative approaches at the same time (Kothari, 2004; Kombo & Tromp, 2006). The purpose of using mixed method in this study was to obtain different information from different instruments for studying the targeted research objectives. Creswell (2009) states that mixed methods are useful as they enable a researcher to utilize the strengths of both qualitative and quantitative methods in the same study. The combination of research approaches was expected to strengthen the outputs and consequent outcomes of this study.

Qualitative data provided in-depth information to explore the influence of teachers' motivation on their work performance in Tanzania particularly in Geita Town Council. Interviews and questionnaires were used as instruments for collecting data to meet the research objectives.

### **3.3 Research Design**

Bogdan and Bicklen (1998) hold that research design is the plan on how the data will be collected, analysed and presented. This study adopted survey design where the data were collected using questionnaire. The study also used interpretive design where the data was collected using interviews. So the design was a combination of the survey and interpretive designs to produce a mixed method design which has power of collection more inferences from both design as recommended by Tashakkori and Teddlie (2009). The study on one side intended to cover wider sample from the teachers, heads of schools and school managers on their opinion on how the motivation influences teachers motivation. The use of survey design is highly recommended by Silverman (1997) when the researcher intends to cover large sample with less cost. On the other side the study intended to seek deep information from the key respondents on how the influence of motivation affect their job performance, the only suitable design for collecting in depth information is an interpretive design with use of interview and its supported probe questions (Patton, 2009).

### **3.4 Study Area**

Geita District is one of the five (5) districts in Geita Region. It gained the status of being a district in 1961 being combined with Sengerema District which by then was known as Geita Province. It had 16,638 Km<sup>2</sup> of which dry land was 10,123.94Km<sup>2</sup> and water covered area constituted 6,514.06 Km<sup>2</sup>. It also had a population of 371,407. In 1975, the province was divided to form two districts namely Geita and Sengerema. The main ethnic groups in the district are Sukuma, Zinza, Kara, Longo and Ha.

Geita Town Council lies between 1,100 and 1,300 metres above the sea level. It lies between  $2^{\circ}8$  to  $3^{\circ}28$  south of the Equator and  $32^{\circ}45$  to  $37^{\circ}$  East of Greenwich. The Council shares its borders with Geita Rural; Sengerema and Nyang'wale District. The Council covers 1080.3 sq km. Geita town council was selected as a study area based on two reasons: firstly, since teachers' work performance is expected in all private and public schools in Tanzania, the incentives to teachers are also expected to be revealed in all schools. Therefore, with time and financial limitation to study the entire country, Geita town council for being one of the municipalities having many schools was selected as sample for representing Tanzania. Geita town council is also accessible to the researcher because she works at the district education department at Geita town council. Hence, the study area was close to the researcher to overcome financial shortages during the study (especially, during data collection).

### **3.5 Targeted Population**

Population refers to a large group of people possessing one or more characteristics in common on which a research study focuses (Creswell, 2009). The targeted populations for this study were heads of schools, Geita council education officers and other ordinary teachers from Geita town council coming from both private and public secondary schools.

### **3.6 Sample of the Study**

A sample is a small group of subjects drawn from the population in which the researcher is interested in gaining the information and drawing conclusions about the universe (Kothari, 2004). Indeed, selection of a sample (rather than working on the entire target population), will enable the researcher to achieve the objectives of the

research with reduced resources (Kothari, 2004). In the present study the sample were restricted by information required and the purpose of the study. Only head teachers, ordinary teacher and district education officers are ones were involved in this study.

### **3.7 Sampling Procedure**

Sampling procedure is a process of selecting a number of individuals or objects from population such that selected group contains element of representative characteristics found in the whole group (Kothari, 2004). Sampling techniques to be used in this study were two: random sampling and purposive sampling. Purposive sampling was used to select heads of selected schools as well as the council education officers. These heads were selected from both public and private secondary schools from Geita town council. This technique was used to this group because of their status and experience in leadership and managerial activities and can give quantitative data about the study.

Further, the study employed a random sampling to select sixty (60) secondary school teachers from public and private schools, 10 from each school. Teachers will be chosen because they have inner information about the role played by incentives in their working performance in schools, expected to give their opinions or perceptions the way they feel about the relationship between incentives and work performance. Therefore, using random sampling technique respondents selected via this method were given equal chance to participate in the study.



**Table 3.1: Participants Sample**

Nature of Respondents	Number of respondents
Headmasters	12
District Managers	15
Academic Master	13
Ordinary teachers	41
<b>Total</b>	<b>81</b>

**Source:** researcher, 2019

### **3.8 Data Collection Methods**

Data collection is a process of collecting information from all the relevant sources to find answers to the research problem. (Runyoro 2002). The researcher used Questionnaire, Interview and Documents.

#### **3.8.1 Questionnaires**

Questionnaires were used to collect information from informants focusing in obtaining relevant information from secondary school teachers working with the selected schools. The researcher intended to get views or opinions from secondary school teachers concerning the influence of teachers' motivation on work performance. Objectives were prepared with questionnaires that intend to verify the relationship between motivation incentives and teachers' work performance. Silverman (1997) holds that the questionnaire has the power to collect the data from wider population in shorter time than use of interviews. With this stance in mind the current researcher since intended to collect the opinion of the teachers, heads of schools and school managers on the influence of motivation on the job performance; reaching these many respondents questionnaire was appropriately selected and used in the data collection.

### **3.8.2. Interviews**

The interview is the conversation between the interviewer and interviewee with purpose (Patton, 2009). This study adapted interviews which were administered to the teachers, heads of schools and the school managers. The purpose of the interview was to elicit knowledge among the respondents on the influence of motivation on the teachers' job performance in secondary schools. The interviews as recommended by Patton (2009) have power to elicit deep information than any methods as the probe question if well used they can assist the researcher to add more required information than fixed question in the questionnaire. The method however needs to be used with care as the respondents may hide or forget the information and affect the quality of data collected.

### **3.8.3. Documents**

The documents are a good way of collecting data for the research as the data are already in storage (Gray, 2009). The current researcher used documents from the head teachers' office, salary slips, and the letter for teachers' promotion. These documents supported the current researcher to verify various teachers' claims on the promotion and other forms of recognitions they are given by the employer.

## **3.9 Validity and Reliability of Research Instruments**

Validity and reliability of research instruments refers to the quality of data gathering instruments (Golafshan, 2003). It also refers to the quality that an instrument used in the research is accurate, correct, true, meaningful and right. Validity is the ability of an instrument to measure what it is designed to measure. Validity can be defined as the degree to which the researcher has measured, what has been intended to be

measured (Kumar, 2005; Smith, 1999). Therefore, efforts will be made to make sure that valid and reliable data are obtained. In order to achieve the validity, the instruments were firstly checked by researcher's supervisor for their advice and correction. In order to achieve validity all data collected were reviewed and organized in such a way that they capture relevant information for the research objectives. Cohen (2000) explains reliability as the extent to which results are consistent over time and have accurate representation of the total population under the study. Reliability means that if the research is repeated by the respondents or independent observers with the same method, they yield the same results or data (Kothari, 2004). Moreover, in order to ensure reliability of the instruments, the researcher ensured that the set question measures the problem in study.

### **3.10 Fieldwork Procedures**

Before going to the field, the researcher collected a letter of research clearance from The Directive of Postgraduate Studies Office to the Regional Administrative Secretary (RAS). The RAS wrote an introduction letter to the Town Director (TD) who wrote a letters to introduce the researcher to the heads of schools. The researcher followed all these procedures. Moreover, the researcher asked for permission from heads of school to collect data where all terms of privacy are regarded.

### **3.11 Data Analysis Strategy**

According to Kothari (2004), data analysis refers to the computation of a certain measures along with a search for patterns of relationship that exist among data groups. The strategy for data analysis for this study was a combination of the

questionnaire and interview, producing the mixed method data analysis which were parallel analysed to inform audience.

### **3.11.1 Quantitative Data Analysis**

The questionnaire data were condensed to produce the frequencies for each themes and for each response. The frequencies were descriptively analysed using percentage. For example the response were stated as strongly agree, agree undecided, disagree and strongly disagree. The factors for acceptance was judged by the high percentage of rate of the respondents.

### **3.11.2 Qualitative Data**

Qualitative data analysis usually involves reading, comparing, condensing and synthesis and generating themes for purpose of informing the audience on the investigation done (Bogdan and Bicklen (1998)). Therefore, all data that fall on the same theme were group together to generate the themes of the study. This analysis is known as thematic qualitative data analysis.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This chapter is the heart of this study since it presents the findings of the study. It also analyzes and discusses the findings in line with the objectives of the study as highlighted in chapter one.

#### **4.2 Respondents' Demographic Information**

The people (population) involved in this study had different qualifications which were purposely examined so as to enable a wide coverage of sources of data as indicated in Table 4.1. The researcher managed to engage participants from both sexes i.e., males and females who expressed their experiences from the field of secondary school teaching in Geita town Council. The data collected revealed that 58% of the participants were males and 42% were females. This implies that the majority of the teachers who are working secondary schools in Geith are male and it the same group of human resource which are affected with demotivation factors in secondary school than female group of teachers.

Stamarsk and Hing (2015) asserts that gender inequality in organizations is a complex phenomenon that can be observed through critical analysis of organizational structures, in production processes, and practices. He further contends that for women, some of the most harmful gender inequalities are enacted within human resources (HRs) deployment and remuneration practices. This is because HR practices, policies and decision-making enactments affect hiring, training, remuneration and promotion of employees. Although this situation exists, the

researcher thought this would need a different study, so it does not have significant negative impact on this study's intention. The researcher only aimed at highlighting information on gender practices and inequality which are likely to impact organizational climate.

Lawler & Boudreau, (2012) argue that employers hire employees that have capabilities to accomplish organizational goals. Added to this argument, some literature has shown that socialcultural beliefs, for a long time, have impeded majority of women to access education opportunities compared to their men counterparts, this condition has affected women in limiting their employment opportunities. Mollel and Chong (2017) stated that traditions such as early marriages, male preference on education, gender based role in the community, community perception towards gender, education, and traditional ceremonies; all these have impended the opportunities for women to acquire education and employment in the formal sector. Promoting education for women is thus important because lack of education slows not only their development but the development of their nations. Girls' inability to recognize their education rights has profound effects on their capability to recognize their other social, political and economic rights and roles (Gibson 2004).

The researcher grouped the respondents into four categories according to the range of their ages. The first group constituted respondents whose ages ranged between 18-30 years. The second group constituted respondents whose ages ranged between 31-40 while the ages for groups three and four ranged between 41-55 and above 56 years respectively. Further, the data collected revealed that 22.2% of the respondents

were aged between 18-30 years, 58% had between 31-40 years, 17.3% had between 41-55 years and 2.5% were aged above 56 years. This implies to the study that a majority of the teachers that are influenced by the demotivation issues in their teaching are likely come from young and energetic group, which if this situation continues may cause further derioration of the status of working among the teachers in secondary schools. Teacher turnover for this group is higher than for the old age of 56 which occupies only significant percentage of 2.5.

The study categorized the participants into these age groups in order to examine whether the teachers' age range could potentially affect the teachers' job performance. However, it is much conceptualized that the older the age the less ability to responsibly and successfully undertake ones' job responsibilities. A study by Bertolino (2012) which examined the effects of age on personality and job performance demonstrated that older and younger workers were perceived differently in terms of their job performance depending on their skills and experience on performing tasks. The range of this study's respondents' ages has been graphically illustrated in Table 4.1.

#### 4.2.1 Occupation

The Table 4.1 indicates the occupation status of the respondents to be in order as follows.

Headmasters	12	14.8
District Managers	15	18.4
Academic Master	13	16
Ordinary teachers	<b>41</b>	<b>50.8</b>
<b>Total</b>	<b>81</b>	<b>100</b>

**Source:** researcher, 2019

This implies that the study opinion were obtained from the ordinary secondary school teachers. In this sense these are the actual working group which most feel the impact of the demotivation factors in schools than other groups of teachers like head master, head of academic which may have some relief in their work environment due to their positions. So this study findings comes from the core affected group.

#### 4.2.2 Level of Education

The study finding shows the following respondents level of education was involved in the study.

<b>Level of Education</b>		
Diploma	32	39.5
Bachelor Degree	40	49.4
Master Degree	9	11.1
<b>Total</b>	<b>81</b>	<b>100</b>

**Source:** researcher, 2019

The above Table data reflect that 81.9 percentage of the respondents were both diploma and Bachelors employees that were affected by the demotivatin fctors in their job performance. This group of young teachers are not stable and due to demotivation factors they have high turnover and other reason they caution the demotivation by frequently asking for further studies, situation which causes teacher shorgae in seconday schools.



**Table 4.1: Respondents Demographic Information**

<b>Gender</b>	<b>Frequency</b>	<b>Percentages</b>
Male	47	58
Female	34	42
<b>Total</b>	<b>81</b>	<b>100</b>
<b>Age Group</b>		
18-30	18	22.2
31-40	47	58
41-55	14	17.3
56 and above	2	2.5
<b>Total</b>	<b>81</b>	<b>100</b>
<b>Occupation</b>		
Headmasters	12	14.8
District Managers	15	18.4
Academic Master	13	16
Ordinary teachers	41	50.8
<b>Total</b>	<b>81</b>	<b>100</b>
<b>Level of Education</b>		
Diploma	32	39.5
Bachelor Degree	40	49.4
Master Degree	9	11.1
<b>Total</b>	<b>81</b>	<b>100</b>
<b>Working Experience</b>		
0-4	21	25.9
5-9	26	32.1
10 and above	34	42
<b>Total</b>	<b>81</b>	<b>100</b>

**Source:** Field Data, (2018).

#### **4.2.3 Teacher Working Experience**

It is also interesting to note that the study involved respondents with different working experiences. Out of 81 respondents involved in the study, 25.9% had a working experience of 0-4years, 32.1% had working experience of 5-9 years and 42% had working experience of 10 and above years (see Table 4.1). The findings show that majority of respondents involved had enough experience to speak out the way the techers are influenced by the motivation factors in schools and the way these motivation infunce their job performance.The data comes from the over ten years

experienced teachers.

### 4.3 Factor Contributing to Teachers' Motivation to their Job Performance

This theme emerged as a result of interpreting responses to the first question of the study that focused on issues regarding factors contributing to teachers' motivation to their job performance. The data collected ensued from responses to questionnaires prepared in a likert scale format as presented in Table 4.2.

**Table 4.2: Factors with Likelihood of Contributing to Teachers' Job Performance**

	<b>Strongly disagreed</b>	<b>Disagreed</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
Provision of certificate of appreciation and Recognition	13(16%)	13(16%)	10(12.3%)	25(30.9%)	20(24.7%)
Provision of bonuses and fringe benefits	6(7.4%)	16(19.8)	19(23.5%)	21(25.9%)	19(23.5%)
Provision of regular in-service training	5(6.2%)	14(17.3%)	7(8.6%)	33(40.7%)	22(27.2%)
Timely promotion of workers	5(6.2%)	12(14.8%)	14(17.3%)	24(29.6%)	26(32.1%)
Provision of job security	4(4.9%)	12(14.8%)	12(14.8%)	31(38.3%)	22(27.2%)
Better ratio between salary scales and life expenses	15(18.5%)	11(13.6%)	8(9.9%)	18(22.2%)	29(35.8%)

**Source:** Field Data (2018)

#### 4.3.1 Provision of Certificate of Appreciation and Recognition

Respondents were asked if provision of certificate of appreciation and recognition motivates their performance at work. The research results presented show that out of the respondents that were involved, 13(16%) strongly disagreed on the statement that provision of certificate of appreciation and recognition motivated their work performance. Further, 13(16%) disagreed and 10(12.3%) were neutral on the

statement. Twenty five 25(30.3%) agreed with the statement while 20(24.7%) strongly agreed on the statement. Cumulatively, a total of 45(55.6%) agreed with the statement that provision of certificate of appreciation and recognition motivated their work performance as indicated in Table 4.2.

The findings indicated however that teachers' job performance in Geita town council was poor, but the data indicated that provision of this form of incentive, could assist the council to increase its students' academic performance through teachers whom have been motivated by gaining of awards and certificates after the teachers accomplish certain tasks at their work places.. This kind of motivating teachers needs to be emulated at regional as well as at national levels since it is human nature that people need appreciation and recognition at their fields of responsibilities. This kind of motivation increases morale of work performance and opens up teachers' possibility for further studies and sustained motivation to work hard and attain better outputs and outcomes. Supporting this kind of analogy, a study by Arifin (2013) done in Japura, Indonesia showed that there are positive and significant impacts between external motivation and competence toward teachers' working performance, this means that the more teachers are motivated the more they work hardly and efficiently in their daily responsibilities and is likely to attract positive outcomes such as excellent academic performance among students.

#### **4.3.2 Provision of Bonuses and Fringe Benefits**

Respondents were again asked whether the provision of bonuses and fringe benefits increased their job performance at work. The results revealed that out of the respondents interviewed, 6 (7.4%) strongly disagreed on the statement that provision

of bonus and fringe benefits do positively impact their job performance. Sixteen (16) which constituted 19.8% of them disagreed and 19 (23.5%) were neutral about the statement. On the other side, 21 (25.9%) of them agreed and 19 (23.5%) strongly agreed on the statement. Generally, a total of 40 (49.4%) of the involved respondents agreed on the statement that the provision of bonuses as well as fringe benefits contributes to teachers' increased job performance (See Table 4.2).

The findings concurred or depicted that as a matter of fact, the provision of fringe benefits such as good houses as well as issues such as availability of functional transport system created mental comfort among workers which in turn increased the spirit of working hard in their responsibilities. By providing fringe benefits, teachers will be in a better position to deliver successful services to students and increase their academic performance in their examinations and other forms of assessment. The presence of this is more likely to positively impact teachers' motivation to work hard as the result, the nation will benefit from having skilled teachers who are ready to serve their students and communities accountably.

The finding above is supported Chukwudumasi and Kifordu's study (2018) that examined the influence of worker's motivation on development of Shell Petroleum and Development Company located in Warri, Southern Nigeria. , Chukwudumasi and Kifordu's study found that fringe benefits as an incentive, significantly affected employees morale and productivity of the company. From there it can be asserted that whoever work performance is an aspect that is linked to different attributes but the findings of this study as well as of the cited study show that workers' motivation functions and contributes significantly on teachers' job performance.

### **4.3.3 Provision of Regular in-Service Training**

Respondents were asked if provision of in-service training contributed to their good work performance. The result showed that out of the involved respondents 5 (6.2%) disagreed with the statement that provision of in-service training does contribute to their job performance. The other groups about 14 (17.3%) disagreed and 7 (8.6%) were neutral on the statement. In contrast, about the responses on this variable 33 (40.7%) of them agreed and 22 (27.2%) strongly agreed with the statement. Overall, 55 (67.9%) of the respondents involved concurred with the statement that in-service trainings increases teacher's work performance as presented in Table 4.2.

According to the findings, provision of trainings exposed employees to new skills and experiences which had significant positively affects job performance. So, the Geita Town Council, region education administrators as well as MEST's concern about education development in the council should have special and regular programmes that aim at reactivating teachers' ability in accordance to regular social-cultural, economic and political demands or changes.

A study carried out by Fejor and Faniran (2016) investigated the impact of in-service training and staff development on workers' job performance and optimal productivity in public secondary schools in Osun State, Nigeria. The findings showed that in-service training significantly affected employees' job performance. Hence, the findings in this study call for stakeholders involved in secondary schools in Geita Town Council to design proper in-service training programmes for their workers to boost their morale and competencies in their teaching responsibilities. Such training, if initiated will motivate teachers to improve their job performance

and increase the chances for students to perform highly in their final examinations and the regular day-to-day assessment tasks and activities. In-service training helps Skills development in institution as technology and teaching methodologies changes over times. Ngari, (2015) in his study which investigated the influence of in-service training on employee performance in the Judiciary's lower courts in Nairobi, Kenya concurred with the finding of this study. Ngari's study found out that in-job training influenced job performance by increasing skill levels, productivity and positively affecting organizational customers' satisfaction.

On off-job training, the study found out that employees' training transferred knowledge to actual jobs, increased employees' interaction, contributed to employee's retention, boosted morale and positively affected customer's satisfaction. Hence, it was concluded that off-job training influences employee performance and increased their loyalty to the organization. As the matter of fact, as said by (Ngari, 2015) off-job training gives teachers opportunities to acquire new skill from new environment and new experts. Not only that, generally it exposes her/she to new teaching methodologies which will supplement the old experience in his/ her teaching field.

#### **4.3.4 Workers' Promotion**

Respondents involved were asked whether workers' promotion at work positively contributed into the improvement of their work performance. The results revealed that 5 (6.2%) of the participants strongly disagreed with the statement that promotion of workers increases their work performance. On the other hand, 12 (14.8%) disagreed and 14 (17.3%) were neutral on the statement. Moreover, 24 (29.6%) of

them agreed and 26 (32.1%) strongly agreed with the statement. Generally, a total of 50 (61.7%) participants agreed with the statement that promotion of workers increased teachers' work performance as indicated in Table 4.2.

From the findings, it can be stated that the Geita Town Council encounters poor academic performance as majority of the respondents have not been promoted for many years. Hence the authorities should be concerned at all levels of education and not only in secondary schools. They ought to understand that workers' promotion is a compulsory mechanism in increasing workers' productivity. Chris (2004) assessed the way promotions can be a motivational factor towards the employees' performance using Police Forces in Uganda and specifically the Kampala Central and its sub-urban areas, the study observed that promotion is of paramount importance in all professions including the teaching promotion. It is human nature that everyone needs to excel more and more. Therefore, by promoting teachers in their responsibilities will somehow cut the enthusiastic nature of success which is intrinsically found to everybody and make them perform well in their responsibility as they will be free from stress and other life chaos.

#### **4.3.5 Provision of Job Security**

Respondents were asked if provision of job security increases teachers' work performance. The results revealed that out of the involved respondents, 4(4.9%) strongly disagreed with the statement that provision of job security increases teachers' work performance. Beside that respondent equivalent to 12 (14.8%) disagreed and 12 (14.8%) were neutral with the statement. Additionally, 31 (38.3%) of them agreed and 22 (27.2%) strongly agreed with the statement. Overall, the

results showed that 53 (65.5%) of the respondents agreed with the statement that job security is an essential element in increasing teacher's work performance as shown in Table 4.2. This implied that any threatening environment distort employees settlement in services delivery. Job security is very urgency for any institution if such an organization wants to increase its organization's workers' performance. So, the responsible Geita Town Council management as well as the education ministry in Tanzania needs to acknowledge this finding and take the initiatives required for further education development requirement.

According to a study by Jimenez and Didona (2017) job security positively impacted the effectiveness of job performance among employees from the Miami International Airport. The results of their study support this study's finding by showing that employees are more susceptible to show better performance in their work places when there is reliable security in their contract as well as at their working surroundings.

#### **4.3.6 Provision of Better Salary that Match Life Expenses**

Respondents were asked to state if provision of better salaries that match teachers' life expenses would have increased their work performance. The result showed that 15 (18.5%) strongly disagreed with the statement, 11 (13.6%) disagreed and 8 (9.9%) were neutral on the statement that provision of better salaries that match teacher's life expenses would have increased their work performance. Moreover, the findings showed that 18 (22.2%) of the respondents agreed and 29 (35.8%) of them strongly agreed with the statement. In general, a total of 47 (58%) of the respondents agreed with the statement that better ratio between salary and life expenses increased



teachers' work performance as indicated in Table 4.2. The findings depicted that it is a matter of fact that any employee works to earn money, hence low salary demoralizes employees in working effectively.

Michael (2010) examined whether inadequate pay of salaries and rewards to primary and secondary school teachers could be the main factor relating to inefficient teachers' performance resulting to students' failure in examinations. His study found out that job security, interesting work, working conditions, high wages, rewards and promotion were among the satisfying reasons that could result into high job performance and the opposite of that contributes to poor teachers' job performance. Low salaries that do not match teachers' life expense accelerated teachers' mental stress that in one way or another reduced teachers' ability to work more efficiently and this contributed to poor students' academic performance. As asserted by Jimenez and Didona (2017) that workers security is an important attribute toward workers job performance. Availability of adequate salary that meets teachers' basic needs is essential aspect that cannot be isolated from teachers' job performance. The more salaries increase the more the spirit of acknowledging his/her work increase and vice-versa is true.

#### **4.3.7 Discussion about the Contributing Factor on Teachers' Work Performance**

The findings of the first question have shown that in general the identified factors such as provision of certificate of appreciation and recognition as well as provision of fringe benefits to those with high performance, provision of job security, provision of opportunities to develop skills as well as better ratio between salary

scale and life expenses contribute to teachers' high job performance. It was found that 55.6% of respondents agreed that provision of certificate and recognition is an essential factor to raise teachers' job performance.

In addition, 49.4% of the respondents agreed that provision of bonus and fringe benefits constituted some of the factors contributing to teachers' job satisfaction and high job performance. Other aspects that have also been considered to be among other factors that contribute to high teacher's work performance were rewards to teachers who perform better than others at work. Forty six point nine percent of the respondents (46.9%) supported this finding. This implies that provision of reward to teachers has greater impacts on achieving tremendous development in academic performance in the district. The findings also showed that 67.9% of the involved respondents agreed that provision of in service trainings was among motivations to teachers' motivational factor influencing high teachers' job performance and 61.7% of the participated respondents were also in agreement on the statement that promotion of teachers to higher position boosted their working morale. In service job trading adds value to teachers' ability in delivering daily services to his or her student and the administration at larger as it exposes he/she to new working experience that provide new skill and knowledge.

Furthermore, the findings have shown that 65.5% of the respondents also considered provision of job security as another motivation factor that raise teachers' work performance and high job performance at work. Fifty point seven percent of the participants indicated that medical check-up was another aspect that contributed to raising teachers' motivation and high job performance at work. Provision of

opportunities for workers to develop their work skills to enhance their job performance was mentioned by 65.5% of the respondents as being another motivation for high job performance. Moreover, the findings showed that better ratio between salary and life expenses was accepted by 58% as being facilitating factors to increased teachers' work performance.

However, the identified factors: provision of certificate of appreciation and recognition as well as provision of fringe benefits to those with high performance were accepted by majority of respondents compared to those who disagreed. However factors, specifically provision of in-service trainings, promotion of workers, provision of job security and presence of reasonable time of salary payment for each worker seem to hold higher contribution on teachers' job performance than other factors. A study by Arifin (2013) supports these findings by indicating that there are positive and significant impacts between external motivation (basic salary, job allowances, personal competences, job promotion) and competence toward teachers' working performance. All these suggest that authorities that concerned with secondary education in Geita Town Council at each level of management are required to make committed effort intended to improve the teaching environment if they are to successfully address the need to develop the education system through committed hardworking and satisfied teachers.

Educational authorities within the entire education systems, at district councils, regional and national levels need to review secondary school students and their teachers' commitment, motivation and job/work satisfaction within the working environment. Mbwapbo (2005) argued that teacher's dissatisfaction have always

had negative impact on teachers' motivation and have tended to lower their efficiency to job performance at work. When this happens the academic performance of students collapses leading the country to have high number of illiterate citizens who cannot take transformative responsibilities in their communities since education is considered a key to the attainment of development at family, community, and the national level. With availability of ignorant or semi-ignorant people, the community cannot be emancipated from evil and negatively harmful beliefs, poverty and ignorance.

#### 4.4 Role of Teachers motivation on Job performance

This was the second objective of the study, which explored the extent to which the said motivation factors in objective one contributed to teachers' job performance. The description of the findings are elaborated and clarified in Table 4.3.

**Table 4.3: Influence of Motivation Factors on Teachers Job Performance**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
They improve accuracy, thoroughness and reliability	9(11.1%)	10(12.3%)	13(16%)	40(49.4%)	9(11.1%)
They increase teachers' loyalty while at work	2(2.5%)	12(14.8%)	18(22.2%)	42(51.9%)	7(8.6%)
They increase commitment in service delivery	4(4.9%)	12(12.3%)	10(12.3%)	48(59.3%)	7(8.6%)
They increase productivity to their responsibility	4(4.9%)	11(13.6%)	6(7.4%)	52(64.2%)	8(9.9%)
They develop strong compliance to professional standards	3(3.7%)	14(17.3%)	13(16%)	42(51.9%)	9(11.1%)
They increase positive attitudes toward work	4(4.9%)	9(11.1%)	16(19.8%)	44(54.3%)	8(9.9%)
They facilitates to adoption and application of current teaching methodologies	4(4.9%)	8(9.9%)	11(13.6%)	51(63%)	7(8.6%)
They enhance understanding of job responsibilities	3(3.7%)	6(7.4%)	12(14.8%)	49(60.5%)	11(13.6%)
They improves the ability to utilize the current technology in teaching	1(1.2%)	8(9.9%)	11(13.6%)	49(60.5%)	12(14.8%)

**Source:** Field Data, (2018)

#### **4.4.1 Improving Accuracy, Thoroughness and Reliability**

Respondents were asked if the motivation factors identified improved accuracy, thoroughness and reliability of teachers' job performance. The findings revealed that out of the involved respondents, 9 (11.1%) respondents strongly disagreed with the statement that the motivation factors identified (in objective one) improved accuracy, thoroughness and reliability at work. The finding also showed that the group of respondents, equivalent to 10 (12.3%), disagreed and 13 (16%) were neutral regarding the statement. On the other hand, out of the respondents involved 40 (49.4%) agreed with the statement and 9 (11.1%) strongly agreed on the statement the identified motivation factors (in objective one) contribute to improved teachers motivation.

Cumulatively, a total of 49 (60.1%) agreed with the statement that the motivation factors stated in objective one improve accuracy, thoroughness and reliability of work as indicated in Table 4.3. The findings depicted that provision of quality education to students constituted part and parcel of better services that teachers rendered. Ruchoro (2002) who carried an investigation on how workers' motivation impacts productivity and economic performance found that the provision of motivation functions as an input to promote workers' creativity and better production on their daily responsibilities.

#### **4.4.2 Increasing Teachers' Loyalty at Work**

Respondents were asked if the identified motivation factors in objective one increased teachers' loyalty while at work. The findings revealed that out of the respondents 2 (2.5%) strongly disagreed with the statement that the said motivation

factors increases teachers' loyalty at work. The other group equivalent to 12 (14.8%) disagreed and 18 (22.2%) were neutral on the statement. Furthermore, the findings showed that 42 (51.9%) respondents agreed and 7 (8.6%) strongly agreed with the statement. Generally, a total of 49 (60.5%) respondents agreed with the statement that the said factors in objective on increase teachers' comfortable mood while at work as presented in Table 4.3. This depicts that education challenges that exists, however, not totally but are linked with government failures to fulfill teachers needs which in return demoralize teacher's efforts on their responsibility.

Mbwambo (2005) investigated teachers' motivation and its impact on improving the quality of education in primary schools in Tanzania, the study showed that teacher's dissatisfaction had an impact on teacher motivation and tends to lower their efficiency to perform at work. Hence, it is difficult to attain teachers' loyalty while they are confronted with different professional challenges unless otherwise the responsible authorities take effective responsibility. It is a matter of fact from experience that a demoralized condition to any employees reduces accountability traits at work.

#### **4.4.3 Increasing Commitment to Service Delivery and Job Performance**

Respondents were asked if the identified motivation factors in objective one increased commitment in service delivery that facilitates to high teacher's job performance. The findings revealed that 4 (4.9%) of them strongly disagreed with the statement that the identified motivation factors increase commitment in service delivery that facilitate to high teachers' job performance. The findings also showed that 12 (12.3%) respondents disagreed and 10 (12.3%) respondents were neutral on

the statement that motivation teachers' motivation factor increases teachers' ability to provide better services which in return increases their job performance. Again, the findings showed that 48 (59.3%) respondents agreed and 7 (8.6%) strongly agreed with the statement that motivation teachers' motivation factor increases teachers' ability to provide better services which in return increases their job performance.

Overall, the findings showed that 55 (67.9%) respondents agreed with the statement that the identified motivation factors increased commitment in service delivery as presented in Table 4.3. This in its simplest form means that motivation has a role to play in enhancing job commitment of workers, which in return develops better teachers' job performance. Aborisade and Obioha's (2009) study tracked job morale of employee at Food Company Limited in Abadan. The study assessed the role of motivation and job commitment and the results of the test showed that there is a significant relationship between the motivation schemes employed by the management and the level of job commitment of workers. Hence, management concerned with the education sector should ensure that employees get the best motivation to attract their commitment and increased job performance.

#### **4.4.4 Increasing Productivity to their Responsibility**

Respondents were asked whether the said motivation factors among teachers increased productivity at work. The findings revealed that 4 (4.9%) respondents strongly disagreed with the statement that the said teachers' motivation factors increased productivity at work. The findings also showed that 11 (13.6%) out of the respondents disagreed and 6 (7.4%) respondents were neutral on the statement that the said the said teacher's motivation factors increase productivity at work.

Moreover, the findings revealed that 52 (64.2%) respondents agreed and 8(9.9%) strongly agreed on the statement.

In general, a total of 60 (74.1%) agreed that the said motivation factors increased teachers' productivities to their responsibilities as indicated in Table 4.3. The data provided that productivity in teaching is not attained by only having teachers availability, rather other incentives need to be implemented to give teachers the spirit of accountability to their responsibilities. Forson (2012) studied the impact of motivation on the productivity of employees at GT Bank in Ghana, the study suggested that the institution needed to take efforts aimed at motivating staff of all levels in order to increase productivity for higher returns. This signifies that teachers having the same needs pertaining to improved job performance like other workers in other institutions also need to be developed better working environment (motivating factors) that could boost their working more and increase their job performance.

#### **4.4.5 Developing Strong Compliance to Professional Standards**

Respondents were asked if the said teachers' motivation factors develop strong compliance to professional standards. The findings revealed that 3 (3.7%) respondents strongly disagreed on the statement that the said motivation factors develop strong compliance to professional standards. The findings also showed that 14 (17.3%) respondents disagreed and 13 (16%) of them were neutral on the statement. Besides that the findings revealed that 42 (51.9%) of them agreed and 9 (11.1%) strongly agreed on the statement. In general, the findings showed that a total of 51 (63%) concurred to the statement that the said motivation factors develop a



strong compliance to the professional standard as indicated in Table 4.3. Motivation such as regular training remind teachers to adhere on the principal of conduct of their daily activities.

#### **4.4.6 Increasing Positive Attitudes toward Work**

Respondents involved in the study were inquired to state if the said motivation factors in objective one increase positive attitudes towards work. The findings reveled that out of the involved respondents, 4 (4.9%) strongly disagreed on the statement that the said motivation factors increase positive attitude toward work. Also, the findings showed that 9 (11.1%) out of them disagreed and 16 (19.8%) were neutral on the statement. Moreover, the findings showed that 44 (54.3%) out of them agreed and 8 (9.9%) strongly agreed with the statement that the said motivation factors in objective one increase positive attitudes towards work.

In general, a total of 52 (64.2%) agreed with the statement that the said motivation factors increases positive attitude toward work as presented Table 4.3. From there, it can be demonstrated that motivations to workers are important and an imperative tool for the any institution to revamp the performance of all the personnel in the institution to excel more. As the matter of fact, an employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs (Kim, 2006).

#### **4.4.7 Facilitating Adoption and Application of Current Teaching Methodologies**

Respondents involved were asked to state if in service training facilitates to adoption and application of current teaching methodologies. The findings showed that out of the involved respondents, 4 (4.9%) of them strongly disagreed with the statement that in service training facilitates to adoption and application of current teaching methodologies. Further, the findings showed that 8 (9.9%) of them disagreed and 11 (13.6%) of them were neutral on the statement.

On the other hand, the findings revealed that 51 (63%) of them agreed and 7 (8.6%) strongly agreed on the statement. Cumulatively, a total of 58 (71.6%) respondents agreed that in service training facilitates to adoption and application of current teaching methodologies as indicated in Table 4.3. According to Elnaga and Imran (2013), training refers to bridging the gap between the current performance and the standard desired performance. Based on that definition, the finding requires the government to create conducive environments that could enhance teachers to have opportunities to develop their skills as the findings on the first objective showed that teachers are not given opportunities to develop their skills by undertaking advanced trainings.

#### **4.4.8 Enhancing Understanding of Job Responsibilities**

Respondents were asked if in-service training enhance understanding of job responsibilities. The findings revealed that out of the involved respondents, 3 (3.7%) out of them strongly disagreed with the statement that in-service training enhances understanding of job responsibilities. Also, the findings showed that, 6 (7.4%)

respondents disagreed and 12 (14.8%) were neutral on the statement. Further, the study revealed that 49 (60.5%) respondents agreed on the statement and 11 (13.6%) strongly agreed on the statement. In general, a total of 60 (74.1%) respondents agreed on the statement that in-service training enhance understanding of job responsibilities as indicated in Table 4.3.

In that case training is mandatory for education institutions to plan for such a training programmes for its employees to enhance their abilities and competencies that are needed at the workplace. Training programs not only develops employees but also help an organization to make best use of their human resources in favor of gaining competitive advantage (Afshanet *al.*, 2012). New skill add value to employees ability in perform their task more effectively.

#### **4.4.9 Improving the Ability to Utilize Current Technology in Teaching**

Lastly, respondents were asked if in-service training improves the ability to utilize the current technology in teaching. The findings showed that out of the involved respondents, 1 (1.2%) out of them strongly disagreed, 8 (9.9%) disagreed and 11 (13.6%) were neutral on the statement. On the other hand the findings showed that 49 (60.5%) agreed and 12 (14.8%) strongly agreed with the statement. Overall, the findings showed that 61 (75.3%) of the involved respondents agreed on the statement that in-service training improves the ability to utilize the current technology in teaching as indicated in Table 4.3. It is true that technology in teaching approach changes over time. This change requires teacher to acquire new skill to match the changing demands in order to increase performance in their responsibility.

Brinkerhoft (2006) argued that training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner. Moreover it also enable employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Brinkerhoft, 2006). Hence, the management concern need to develop the habit of its employees to have chance for external exposure on training issues to acquire new skills and knowledge related to their work responsibility

The findings on the role of teachers motivation have shown that the said motivation factors have tremendous impact on teachers' job performance. It was identified that 60.1% of the involved respondents agreed that the said motivation factors improves accuracy, thoroughness and reliability of work, 60.5% agreed that the stated motivation factors increase teachers' comfortable mood while at work, 67.9% out of them said that they increase commitment in service delivery. Also, it was reported that 74.1% accepted that it increases their productivities to their responsibilities and 63% accepted that they develop strong compliance to professional standards. Besides that the findings also showed that 64.2% accepted that they increase positive attitudes toward work and 71.6% agreed that in service facilitates to the adoption and application of current teaching methodologies.

Finally, the findings revealed that 74.1% of respondents agreed that in-service training enhance understanding of job responsibilities and 75.3% accepted that in-service training improves the ability to utilize the current technology in teaching. It can be said from the findings that teachers' job performance is inseparable from motivation incentives. Supported that Ruchoro (2002) argued that the provision of

houses and transport assistance functions as inputs to create work ability and confidence among teachers and result in increased job performance.

On his side Michael (2010) contends that that job security, interesting work, working conditions, good wages, rewards and promotion are among the satisfying reasons that could result into good performance among teachers. Hence, if the authorities concern at all levels take their responsibility effectively, it is very easy to realize development in academic performance, which in return leads to tremendous changes in all sphere of community development. The community will have experts in economic, social as well as political arenas.

#### **4.5 Head of Secondary School and District Administrators' Opinions on Teachers Job Motivation**

The objective intended to examine the things that are assumed by secondary school and district level administrators to be teachers' motivation. The data for this were collected via interviews data collection method and findings are presented below.

Firstly, the involved respondents at the level of secondary and district were asked if they provide incentives to increase teachers' job performance. Here, 15 respondents were involved for interviews and the findings showed that all of the involved respondents agreed that the administrators at the district and secondary school level provide motivation to teachers.

The second question inquired them to state what they think are teachers' motivation that could raise their job performance. The result showed that both management levels argued that the district provide good houses, certificate of appreciation are

provided, teachers are insisted to develop their skills and chances to do that are yearly provide to some teachers. Again, the administrators argued that the district management have good communication with their secondary school teachers, the district provide adequate teaching materials, it normally conduct in service training to staff and promotion of teachers are done accordingly.



**Figure 4.1: A Picture Showing a Researcher Interviewing One of the Respondents**

**Source:** Field Data (2018). This was one of the interviewing session. The researcher at right side interviewing one of the involved respondents

From the above presented findings on this objective, it has unveiled that the administrators at all levels in the district understands that provision of good houses that accommodate all teachers, provision of certificate of appreciation and provision of chances for teachers to develop their skills are essential motivation incentives that could raise teachers` job performance. The study also identified that management

system value the aspect of having effective communication, promotion of teachers as well as provision adequate teaching materials as one of the best ways that could increase work performance for teachers in the district. Lupenza (2007) provides a layout through which he argued that motivation framework operated in any organization has impact on employees` job performance. This means that if the motivation incentives provided to workers, including teachers does not meet employees` demands, workers will remain silent but demoralized; this condition in turn affects their work performance and ensuing productivity levels.

#### **4.6 Teachers and District Administrators Opinions on Teachers' Job Motivation at Secondary School**

This was the fourth specific question which intended to explore whether there was a relationship between what teachers and administrators considered to be teachers' job motivation at secondary school level at the Geita Township. The data collected were interlinked to determine the connection from each sides teachers and administrators. The findings revealed that administrators in the district understand that provision of good houses that accommodate all teachers, provision of certificate of appreciation and provision of chances for teachers to develop their skills are the best motivation incentives that could increase teachers` job performance. Also, the study identifies that the management values the aspect of having good communication, promotion of teachers as well as provision adequate teaching materials as the only way that could increase working performance to its teachers in the district.

On the other side, the findings also showed that teachers were not far from what administrators assume to be the suitable teachers motivations on their job

performance. Teachers perceive availability of good working condition, adequate resident houses, availability of adequate teaching materials and good teachers' school offices as the best motivation incentives for them to enhance their job performance. Moreover, they contended provision of certificate of appreciation, provision of bonus and fringe benefit, compensation to those who perform well, promotion of workers, provision of job security, provision of chances for developing skill, better salaries, and on time salary payment as also mandatory incentives that boost their job performance.

However, that was presented by teachers as motivation incentives that could increase their job performance; they went further in argument that the district management has not managed to provide better incentives and facilities that could increase their job performance. According to them, teacher are getting few chances to develop their skills, promotion are not done on time, communication between schools and the district management are not effectively, the available teaching materials are not sufficient such as books as well classroom, the available houses are not sufficient to accommodate all teachers and that force some teachers to find houses for renting which actually are very far from school campuses.

The data collected via observation from 10 schools also showed that almost all schools surveyed have no adequate teachers' resident houses, no adequate teaching material as some school has no library room as well as laboratories lack some instruments for experiments. Some school lacks office for staff and studying environment are so poor for students study.





**Figure 4.2: A Picture Showing the Researcher Interviewing One of the Involved Respondents**

**Source:** Field Data (2018). This was one of the interviewing session. The researcher at left side interviewing one of the involved respondents

The findings have shown that all groups involved have merely had the same views on what could increase job performance among teachers. They view availability of good working condition, adequate resident houses, availability of adequate teaching materials and good teachers' school offices as the best motivation incentives for them to enhance their job performance. Moreover, they contended provision of certificate of appreciation, provision of bonus and fringe benefit, compensation to those who perform well, promotion of workers, provision of job security, provision of chances for developing skill, better salaries, and on time salary payment as well as mandatory incentives that boost teachers' job performance.

However, they all ally on the same views that availability of good working condition, adequate resident houses, availability of adequate teaching materials and good teachers' school offices function as the best motivation incentives for teachers to excel better in their usual responsibilities but the findings quite differently shown that the said incentives are not implemented in the studied council that accelerating to poor teachers' work performance.

#### **4.7 Teachers' Opinions on the Influence of Teachers' Motivation on their Job Performance in Secondary Schools at Geita Township**

This was the last specific objective that concentrated to solicit teachers' opinions on the influence of motivation toward their job performance. The data were collected via interviews Schedules. The findings revealed that teachers value the presence of motivation toward their job performance. The findings show that teachers agree that motivations improve accuracy, thoroughness and reliability of work; it increases commitment in service delivery as well as increasing productivities to their responsibilities. Additionally, the findings showed that teachers accept that motivations develop strong compliance to professional standards, it increases positive attitudes toward work and agreed that in service facilitates to adoption and application of current teaching methodologies.

Moreover, the findings revealed that teachers agreed that in-service training enhance understanding of job responsibilities. From the findings it can be just asserted that that teachers' job performance is inseparable from motivation incentives. Concurred to what the study found, Ruchoro (2002) argued that the provision of houses and transport assistance functions as inputs to create work ability and confidence among

teachers and result in increased job performance. Michael (2010) added to this by arguing that job security, interesting work, working condition, good wages, rewards and promotion are among the satisfying reasons that could result into good performance among teachers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter is a concluding chapter of the study. It presents a brief summary of the study by focusing on the specific objectives of the study. The conclusion of the study is grounded on the study's findings as well as in comparison with other studies conducted by other researchers that have a relationship with the topic of this study. The baseline is to see if the study findings either concurred to studies done by other researcher or contracted them by disseminating a new body of knowledge on the aspect of motivation and workers' job performance specifically in relation to teachers' job performance.

#### **5.2 Summary**

The general objective of this study was to explore the influence of teachers' motivation on their job performance in Tanzania secondary schools taking experiences at secondary schools in Geita Town Council as cases for the study. Specifically, the study identified what teachers in Geita Township considered to be aspects or factors contributing to their motivation to their job performance, it explored the extent to which each of the factors identified as motivator to teachers' job performance influenced teachers' job performance in secondary schools at the Geita Township

Moreover, the study examined what secondary schools and District level administrators or managers at Geita Secondary schools considered to be teachers' motivation to the teachers' job performance. Further, the study explored whether

there is a relationship between what teachers and administrators considered as teachers' job motivation at secondary school level at the Geita Township and finally, it solicited teachers' opinions on the influence of teachers' motivation on their job performance in secondary schools at Geita Township. Basing on the specific objectives, the findings have unveiled that teachers work motivation is significant for improved teachers' job performance. From the findings, it has been shown that poor incentives (teachers work motivation) the lower teachers work performance and this was justified from the data collected from stakeholders involved in the study: teachers, district administrators as well as school administrators.

### **5.3 Conclusions of the Study**

From the study findings that is based on objectives theme of the study, it can be concluded that, there might be different motivational factors to workers depend on their job requirements. This study has shown that provision of certificates of recognition of teachers rise the workers morale as the staff see that they are recognized by the employer. Provision of bonus and fringe benefits relieve the staff from life tension and manage their needs and this makes the staff to be happy. Provision of in-service training that equips the staff with working skills and technical ability and additionally the private benefits to the individual. Generally, promotion of workers' are basic and urgent motivation incentives that could boost teachers' job performance.

The study further found out that by providing standard incentives which meet the teaching environment as well teachers' needs, teachers will be able to improved accuracy thoroughness (free errors notes, marking) and reliability of work (less

abstentions), increased commitment in service delivery, increased productivity to their responsibilities and developed strong compliance to professional standards. Generally, it can be concluded that the provision of standard motivation factors, will result into high work morale among teachers within the Ministry of Education, Science and Technology (MEST) and produce students that are well equipped with basic and excellent skills ready for serving their community and the nation at large.

#### **5.4 Recommendation of the Study**

The findings have shown that among the factors that jeopardize academic performance in Geita Township Council is poor incentives that are necessary for improving teachers' motivation, since the management system responsible for teachers' affairs seems to not have effectively succeeded in implementing recognized factors, that are likely to raise teachers' job academic performance, the study calls all concerned authorities at school level, ward, division, and district, regional and at national levels to take serious and active measures to develop the said incentive schemes or packages, such as fairness, transparency, equity, status consistency, good working environment and promotion and accompanied benefits.

##### **5.4.1 Recommendation to the Ministry of education**

The ministry is called to prepare in advance the wage bill that will cover the promoted staff so that they can get their benefits that is associated with promotion.

##### **5.4.2 Recommendation at Regional level**

The region is required to oversee the incentives that are within their capacity. For example preparing the teachers recognition day for those who have performed well in their responsibilities and made some schools to perform well.

#### **5.4.3 Recommendation at District level**

The district executive officer (DED) is the incharge of the teachers at the local level. DED should ensure the teachers data base is well prepared so that all those promoted are given their rights. This goes further to include proper and timely promotion and organization of other benefits like training opportunities.

#### **5.4.4 Recommendation to Ward**

The ward education officers have their motivation role to the teachers, they link the teachers to the higher offices, they recommend the teachers for training, they recommend the teachers for seminars and short courses training. They are so called to be motivating to teachers and not otherwise.

#### **5.4.5 Recommendation to at School Level**

The heads of schools are responsible for motivating and encouraging the subordinates under their jurisdiction. The heads of schools action some times are demotivating factors such as hiding appointment letter, hiding letter to special task they would have made the staff grow personally and get income (marking examinations).

The study recommends for the heads of schools to be part of the motivation and not otherwise. Meanwhile the teachers are encouraged to be self motivated and work hard to realize their personal goals and the school goals.

#### **5.5 Recommendation for Further Research**

The study focused on the influence of motivation on the job performance among the secondary school teachers in Geita town council. Further study is recommended to be done to other regions on the same topic with similar methodology.

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## APPENDICES

### Appendix 1: Questionnaire Guide for Secondary School Teachers

#### Informed Consents

Dears Respondents, I am **Magessa, Pendo Bryceson** student from Open University of Tanzania. Currently I am pursuing a Degree of Masters of MEDAPPS of the Open University of **Tanzania** and am now conducting a research entitled: ***Investigating the Influence of Teachers' Motivation on job Performance in Secondary Schools: A Case Study of Geita Town Council.*** I would like to kindly ask you some questions about your experience concerning the topic. The purpose of these questionnaires is to solicit information that will help me, the researcher, to produce a dissertation as a partial fulfilment of the Master Degree. Information that will be provided will be treated confidential and will be used for the purpose of this study only. Please, answer the following questions and be as free and open as you can.

Part A: Tick (or place a mark that you prefer) in the space with the response that you consider to be the most appropriate/or correct answer.

#### Respondents Characteristics

Please indicate your sex      Male [    ], Female [    ]

Please indicate your age group 18-30 [    ], 31-40 [    ], 41-55[    ], Above 56 [    ]

Please indicate your occupation, Headmaster [    ], Academic master [    ], Ordinary Teachers [    ].

Please indicate your highest education level: Diploma [    ], Degree [    ], Masters [    ], HD [    ].

Please indicate your years of working experience: 0-4 years [    ], 5-9 years [    ], 10 and above years [    ].



### Part B: Objective One

Tick (or place a mark that you prefer) in the space (square) with the response which you consider to be the most appropriate/or correct answer.

To what extent do you agree with the following statements? Please rate in a scale of 1 to 5, where 1= strongly disagree, 2= disagree, 3= Neutral, 4= Agree, 5= strongly agree.

#### Motivation incentives preferred by teachers in Geita Municipal to influences their job performance

Dimension/Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Provision of certificates of appreciation and recognition					
Provision of bonuses and fringe benefits					
Compensation to those who perform higher					
Provision of in-service training					
Promotion of workers					
Provision of job security					
Emphasis to medical check-ups					
Provision of opportunities for workers to develop their skills					
Better ratio between salary and life expenses					
Presence of reasonable time of salary payment for each workers					

### Part C: Objective 2

Tick (or place a mark that you prefer) in the space (square) with the response which you consider to be the most appropriate/or correct answer.

To what extent do you agree with the following statements? Please rate in a scale of 1 to 5, where 1= strongly disagree, 2= disagree, 3= Neutral, 4= Agree, 5= strongly agree.

**How do the factors identified as motivators to teachers' job performance influences teachers job performance in secondary school in Geita Municipal.**

Dimension/Scale	1	2	3	4	5
They improves in accuracy, thoroughness and reliability					
They increase teachers conformability while at working					
They increases commitment in service delivery					
They increases productivity to their responsibilities					
They develops effective communication among teachers					
They develops stronger compliance to professional standards					
They increases positives attitudes toward work					
In service training facilitates to adoption and application of current teaching methodologies					
In- service training enhance understanding of job responsibilities.					
In service training improves the ability to utilize the current technology in teaching.					

## Appendix 2: Interviews Guide for District administrators

## Informed Consents

Dears Respondents, I am **Magessa, PendoBryceson** student from Open University of Tanzania. Currently I am pursuing a Degree of Masters of MEDAPPS of the Open University of **Tanzania** and am now conducting a research entitled:*Investigating the Influence of Teachers' Motivation on job Performance in Secondary Schools: A Case Study of Geita Town Council*. I would like to kindly ask you some questions about your experience concerning the topic. The purpose of these questionnaires is to solicit information that will help me, the researcher, to produce a dissertation as a partial fulfilment of the Master Degree. Information that will be provided will be treated confidential and will be used for the purpose of this study only. Please, answer the following questions and be as free and open as you can.

Part A: Tick (or place a mark that you prefer) in the space with the response that you consider to be the most appropriate/or correct answer.

## Respondents Characteristics

Please indicate your sex Male [ ☐ ], Female [ ☐ ]

Please indicate your age group      18-30 [   ], 31-40 [   ], 41-55[   ], Above 56 [   ]

Please indicate your occupation, \_\_\_\_\_

Please indicate your highest education level: Diploma [ ☐ ], Degree [ ☐ ], Masters [ ☐ ],  
PHD [ ☐ ].

Please indicate your years of working experience: 0-4 years [ ], 5-9 years [ ], 10 and above years [ ].

**Part B: Motivation factors considered by district administrators to influence teachers` job performance**

**Do the management provide incentives to increase teachers` job performance?**

**Yes/no**

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**If yes, what are they? Mention them below**

[illegible]

**Appendix 3: Observation Sheet**

Teachers working conditions	Present	Not present
Adequate teachers`resident houses		
Reliable teaching materials such as books,		
Adequate class rooms with necessary facilities		
Good teachers` school offices		
Good school environments		