

**THE ROLE OF TEACHERS' MOTIVATION ON STUDENTS' ACADEMIC
PERFORMANCE: THE CASE OF PRIVATE SECONDARY SCHOOLS IN
DAR ES SALAAM**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled: *“The Role of Teachers’ Motivation on Students’ Academic Performance: The Case of Private Secondary Schools in Dar es Salaam”* in partial fulfillment of the requirements for the Degree of Master of Human Resources Management (MHRM) of the Open University of Tanzania.

.....

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.....

Date

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DECLARATION

I, **Judith Rwelamila**, do hereby declare that this dissertation is my own and it has never been submitted for any academic award in any other University for similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

I dedicate this dissertation to my family who encouraged me to get to this level: my husband Joaquim Bonaventure and all my children namely Colman and Careen who missed wifely and motherly care respectively during my absence for their love, prayers and support during the whole period of my study. May God bless them.

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ABSTRACT

This study examined the role of teachers' motivation on students' academic performance of private secondary schools in Dar es Salaam in 2016 and 2017 form four examination results. Both qualitative and quantitative research approaches were applied in the case study design. The Pearson correlation revealed strong positive relationships between Students' academic performance (SAP) and institutional environment, positive medium strength of association with recognition and prestige and remuneration and incentive. The regression model indicated that 15% of the variance in SAP was explained by remuneration and incentive, 26% by recognition and prestige and 52% by institutional environment. The overall multiple regression combining all three predictor variables revealed that 93.1% of the variance in the SAP was explained by such variables. Nevertheless, the study also revealed that the teachers' motivation affected students' achievement and teachers' morale. However, the challenges that the schools faced included financial constraints and irrational deployment. The study, therefore, recommended that the government should, firstly, leave private schools to determine their own school fees and contributions, secondly, emulate the tactics used by private secondary schools in improving the students' academic performance and thirdly, review the ICT policy of 2003 regarding the usage of computers in schools.

Key words: Teachers' motivation, Students' academic performance, Private secondary schools.

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LIST OF ABBREVIATIONS

| | |
|-------|---|
| ANOVA | The Analysis of Variance |
| BEST | Basic Education Statistics in Tanzania |
| CSEE | Certificate of Secondary Education Examination |
| KCSE | Kenya Certificate of Secondary School |
| MOEC | Ministry of Education and Culture |
| MOEC | Ministry of Education and Culture (MOEC) |
| MoEST | Ministry of Science, Technology and Vocational Training |
| SAP | Students' Academic Performance |
| SPSS | Statistical Package for Social Sciences |
| TCU | Tanzania Commission for Universities |
| URT | United Republic of Tanzania |
| USAID | United States Agency for International Development |
| VIF | Variance Inflation Factor |

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

This chapter is an introductory part of the study. Its constituent parts are background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study and the organization of the research report.

1.2 Background of the Study

Work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks (Bennell, 2014). Similarly, motivation can be considered as an “energizer of behaviour” which pushes someone to do things in order to achieve something from a psychological perspective (Melchior, 2015). Teacher motivation could therefore be referred to as those factors that operate within the school system which if not attended to, could slow down their performance, cause stress, discontentment and frustration all of which consequently reduce classroom effectiveness and student quality output (Mbope, 2015).

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional

teacher-centred practices. Teachers are devoting less and less time to extracurricular activities, teaching preparation, and marking (Bennell, 2014).

Teaching has become 'employment of the last resort' among university graduates and secondary school leavers in many countries. Consequently, teachers often lack a strong, long-term commitment to teaching as a vocation. Around one-half of junior (Form 4) secondary school leavers in Malawi and Tanzania who finished school in 1990 were employed as teachers in 2001. The corresponding figure for Uganda is a staggering 81 per cent (Al-Samarrai and Bennell, 2013).

However, there are many factors that control the teacher's level of contribution to the educational process. Among the factors that affect the teacher's well-being, working habits and productivity is the motivation of the teacher. From time immemorial, teachers have been leaving the job to seek employment in jobs elsewhere which they think hold promises of better pay and prestige for them. Others do not leave the profession but lower the level of their commitment with regard to teaching, thus affecting the standard of performance of students (Adjei and Amofa 2014).

Teacher motivation plays an important role in the promotion of teaching and learning excellence. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. Compared with other professions, teachers across various countries, school contexts, and subject fields exhibit higher levels of emotional symptoms. High levels of job dissatisfaction, stress, and burnout can negatively influence motivation and job performance such that teachers who

report low levels of motivation tend to perceive their students' motivation levels as low (Nyakundi, 2012).

Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are functional, teachers are likely to lose their sense of professional responsibility and commitment. Teachers' management is most crucial at the school level, where the importance of teachers' work and their competence in performing it are crucially influenced by the quality of both internal and external supervision (Mark, 2015).

Since independence in 1961, the government of Tanzania has been trying hard to ensure the growth and expansion of the higher education sector although it has been difficult to satisfy all educational and training needs of the country (TCU, 2015). The 2016 and 2017 form four examinations results came out with mixed reactions. The two years' results indicated a high rise in passes, 70.09% and 77.09% for 2016 and 2017 respectively. Figure 1.1 illustrates these findings.

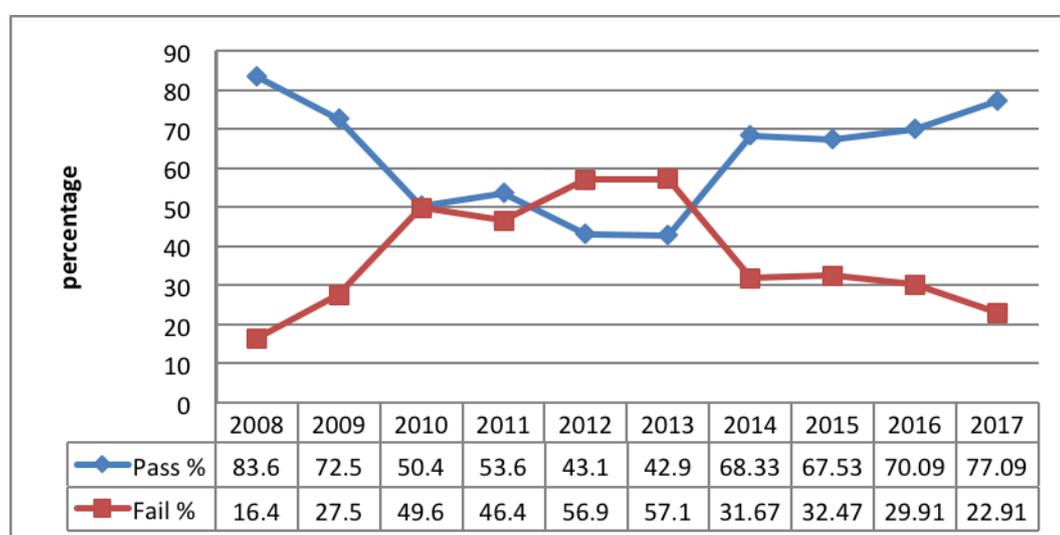


Figure 1.1: Form Four Examination Performance Trends for 2008-2017

Source: Basic Education Statistics in Tanzania (BEST) 2008-2017

Chart 1.1 further indicate that in 2008, Tanzania experienced the highest level of percentage pass (83.6%) that has never been attained for the last 10 years. Since then the country continued to experience a downfall in form four results up to 2013. In 2014 there was an increase in performance pass, something that continued up to 2017. But the distinctive factor in 2016 and 2017 form four examination results was that among the top 100 secondary schools, the majority were private schools. In fact in 2017, only four government schools emerged to be among the top 100 schools. Moreover, most schools which depicted outstanding results in the two consecutive years in Dar es Salaam were, what one would call ‘new generation’ private schools as indicated in the Tables 1.1 and 1.2.

Table 1.1: Top Ten Secondary Schools in Dar es Salaam Region in Form Four Examination in 2016

| S/N | Name of school | No. of Candidates | Division | | | | | Passed % |
|-----|-----------------------|-------------------|----------|----|-----|----|---|----------|
| | | | I | II | III | IV | F | |
| 1. | Feza Boys’ | 65 | 59 | 6 | 0 | 0 | 0 | 100 |
| 2. | Shamsiye Boys | 43 | 33 | 10 | 0 | 0 | 0 | 100 |
| 3. | Thomas More Machurina | 48 | 39 | 9 | 0 | 0 | 0 | 100 |
| 4. | Feza Girls’ | 65 | 53 | 11 | 0 | 1 | 0 | 100 |
| 5. | Canossa | 83 | 60 | 22 | 1 | 0 | 0 | 100 |
| 6. | St. Joseph Millennium | 129 | 84 | 41 | 4 | 0 | 0 | 100 |
| 7. | Ilala Islamic | 41 | 15 | 25 | 1 | 0 | 0 | 100 |
| 8. | Mivumoni Islamic | 53 | 17 | 32 | 4 | 0 | 0 | 100 |
| 9. | Barbro-Johansson | 132 | 45 | 59 | 25 | 3 | 0 | 100 |
| 10. | Alpha | 145 | 42 | 78 | 21 | 4 | 0 | 100 |

Source: Basic Education Statistics in Tanzania (BEST), 2016

Table 1.1 further shows that in 2016 the top tensescondary schools in Dar es Salaam were private schools. Other than just being in the top ten list, these schools were also among the top one hundred in the nation. It can also be observed that all the candidates who were enrolled in these schools passed; with the highest number being in division one category.

Table 1.2: Top Ten Secondary Schools in Dar es Salaam Region in Form Four Examination in 2017

| S/N | Name of school | No. of Candidates | Division | | | | | Passed % |
|-----|-----------------------|-------------------|----------|----|-----|----|---|----------|
| | | | I | II | III | IV | F | |
| 1. | Feza Boys' | 68 | 62 | 6 | 0 | 0 | 0 | 100 |
| 2. | Canossa | 95 | 78 | 17 | 0 | 0 | 0 | 100 |
| 3. | Feza Girls' | 46 | 37 | 9 | 0 | 0 | 0 | 100 |
| 4. | Shamsiye Boys | 41 | 32 | 9 | 0 | 0 | 0 | 100 |
| 5. | St. Augustine | 121 | 60 | 60 | 1 | 0 | 0 | 100 |
| 6. | Hellens | 40 | 19 | 21 | 0 | 0 | 0 | 100 |
| 7. | St. Joseph Millennium | 106 | 39 | 58 | 8 | 1 | 0 | 100 |
| 8. | Alpha | 115 | 24 | 70 | 20 | 1 | 0 | 100 |
| 9. | Barbro-Johansson | 116 | 28 | 72 | 13 | 3 | 0 | 100 |
| 10. | Stanley | 61 | 10 | 42 | 9 | 0 | 0 | 100 |

Source: Basic Education Statistics in Tanzania (BEST), 2017

Just like in Table 1.1, Table 1.2 also indicates that in 2017 form four examination the top ten secondary schools were private schools. The table also reveals that seven secondary schools maintained their position as among the top ten secondary schools in Dar es Salaam in both 2016 and 2017. If this trend is something to go by then highly motivated teachers in these schools must have played a great role. According to Nyakundi (2012), motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. If teachers are not qualified enough to perform teaching duties and if those who are qualified are not well motivated to engage in their daily activities, this may also contribute greatly to the poor performance of students (Unameh, 2013).

Therefore, such a situation inspired the need to undertake a research that assessed the role of teachers' motivation on academic performance of private schools' students in Dar es Salaam in 2016 and 2017.

1.3 Statement of the Problem

The Certificate of Secondary Education Examination (CSEE) results for 2016 and 2017 depicted a unique pattern of passes in Tanzania at large and Dar es Salaam in particular. The schools, which posted outstanding results were private schools which were least known in 1990s and 2000s (Table 1.1 and 1.2). These schools defied all odds to beat examination gurus such as Loyola, St. Mary, St. Antony, Air wings, Azania, Jangwani, Jitegemee and Makongo high school (BEST, 2016 & 2017), just to name a few.

In his response to the results, the best student in the CSEE 2016, Alfred Shauri, credited all his achievements "to the Almighty God", and Father Valentino Bayowhose schools attained position four and five nation wise attributed good performance to the mission of the school which aimed at having students graduating with flying colours (Daily News, 2017). But the head teachers, who were summoned by the Regional Education Officer, blamed poor academic results in government schools on factors beyond their control such as long distances, truancy, and shortage of teachers (Rouse, 2017). While contributing to a parliament motion, Hon. Mlinga attributed the good academic performance of private schools in CSEE, 2017 to constant harassment by the Minister of Education, Science and Technology (Global Publishers, 2018).

It is just unfortunate that the general public do not attribute good academic performance to teachers' motivation in contrast to scholars such as Nyakundi (2012) who pointed out that teacher motivation plays an important role in the promotion of teaching and learning excellence and Bruinsma & Jansen (2010) who stated that motivation has been considered an important factor for attracting good candidates to join, and remain in the teaching profession. On the same note, Melchior (2015) pointed out that job satisfaction is the strong factor in predicting job motivation that automatically will have positive effect on school performance. A well-motivated teacher has job satisfaction and shows commitment to the tasks entrusted with the sense of belongingness.

Other authors such as Baeza, Chesterfield, and Moreno find that teacher attitude is the dominant factor explaining teacher and school performance in their evaluation of a USAID basic education project in Guatemala (Mendez 2011). Using case studies of 12 African and South Asian countries, Bennell and Akyeampong (2007) pinpoint the commitment of teachers as one of the most important determinants of learning outcomes. Thus, in a variety of developing countries, high teacher motivation leads to positive educational outcomes. On the other hand, low teacher motivation leads to negative educational outcomes. In the same study, Bennell and Akyeampong (ibid) find that low motivation results in absenteeism, underutilization of class time, professional misconduct, reliance on traditional teaching practices, poor preparation, and secondary income-generating activities that distract from teaching duties.

Despite the significant role of teachers' motivation in achieving excellent academic performance, it has not yet received considerable attention from the general public and

scholars. This therefore, called for a study that assessed the role of teachers' motivation on students' academic performance of private secondary schools in Dar es Salaam in 2016 and 2017 form four examination results.

1.4 Research Objectives

1.4.1 General Objective

The general objective of this study was to assess the role of teachers' motivation on students' academic performance of private secondary schools in Dar es Salaam in 2016 and 2017 form four examination results.

1.4.2 Specific objectives

- (i) To identify teachers' motivation strategies used by private secondary schools to improve students' academic performance in Dar es Salaam
- (ii) To examine the effect of teachers' motivation strategies on student academic performance in private secondary schools in Dar es Salaam
- (iii) To determine the challenges faced by private schools in applying teachers' motivation strategies for improving students' academic performance in Dar es Salaam

1.5 Research Questions

- (i) What teachers' motivation strategies are applied by private schools to improve students' academic performance in Dar es Salaam?
- (ii) What are the impacts of teachers' motivation strategies applied by private schools in improving students' academic performance in Dar es Salaam?

- (iii) What are the challenges faced by private schools in applying teachers' motivation strategies for improving students' academic performance in Dar es Salaam?

1.6 Significance of the Study

The findings of this study would contribute to the existing body of knowledge and literature related to the teachers' motivation; the main beneficiaries of which were the academicians. The results of this study would also enable the Ministry of Education, Science and Technology that was responsible for monitoring and evaluating the academic performance of secondary schools to make decisions on how best they could create initiatives to intervene in the challenges that faced teachers and school management. This study would further benefit the academic institutions and individuals who were interested in carrying out related researches in the future. The findings would also help the policy makers to reexamine regulations for the Education sector in Tanzania.

1.7 Limitation of the Study

In carrying out this study the researcher encountered limitations such as time limit, financial constraints, and low rate of response. The time limit arose due to the fact that during the same time of conducting the research, the researcher had the responsibility to accomplish his obligation with the employer. To overcome this, the researcher informed the employer well in advance of impending research task ahead. Another limitation was the financial constraints. This affected the researcher because being privately sponsored it was very difficult to raise enough funds to accomplish the

study. This was overcome by minimizing the cost of transport through employing telephone communication and use of internet.

1.8.1 Delimitation of the Study

This study involved the assessment of the role of teachers' motivation on academic performance of private schools' students in Dar es Salaam in 2016 and 2017. There were 30 more regions in Tanzania, which were not captured in the study, which might have otherwise influenced the outcome of the study. Besides, the study considered only two years, that is, 2016 and 2017; something that might have inadequately provided the right background of the examination success of the schools in the study since this is built over time. Furthermore, the operating definition of private school might have not concurred with the definition provided by the MoEST since the ministry had four categories, that is, government schools, non-government schools, seminaries and community schools. But the study divided the schools into government owned schools and private schools. According to the nature of this study, the data collection methods were questionnaire, interviews and documentary reviews. All these are traditional methods of data collections, which might not have provided all the required data.

1.8.2 Organization of the Research Report

This research report is composed of six chapters. The first chapter is an introduction, which covers the background to the problem, statement of the problem, objective of the study, limitation and delimitation. Chapter two comprises of conceptual definition, theoretical literature review, empirical literature review, and conceptual framework

and research gap. Chapter three focuses on research methodology including research design, area of study, population of the study, sample size and sampling procedures, data collection methods, data analysis, reliability and validity and ethical considerations. In chapter four, the data analysis, presentation and interpretation are provided. Chapter five provides summary and discussion of the findings. Finally, in chapter six, the conclusion and recommendations are determined.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview of the Literature Review

This chapter covers the literature related to the study on the role of teachers' motivation on academic performance of private schools' students in Dar es Salaam in 2016 and 2017. The collected materials are organized under the conceptual definition, theoretical literature review, empirical literature review, conceptual frame work and research gap.

2.2 Definition of Terms

2.2.1 Motivation

Work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks (Bennell, 2014). Similarly, motivation can be considered as an “energizer of behavior” which pushes someone to do things in order to achieve something from a psychological perspective (Melchior, 2015). For the purpose of this study, motivation will be regarded as some incentives that can trigger individuals into inciting his/her extra ability to perform a certain task to its best level.

2.2.2 Private Schools

In the context of this study private schools will include those schools which are owned individuals and by institutions.

2.2.3 Teachers' Motivation

Teachers' motivation could therefore be referred to as those factors that operate within the school system which if not attended to, could slow down their performance, cause stress, discontentment and frustration all of which consequently reduce classroom effectiveness and student quality output (Mbope, 2015). In the context of this study, teachers' motivation will be regarded as those incentives if not given to teachers will lead to low-quality teaching hence poor academic performance.

2.2.3.1 Concept of Teachers' Motivation

Abraham Maslow's theory proposes that individuals must fulfill their lower-order needs (basic needs such as water and housing, safety, belonging, and esteem) before being motivated to fulfill the higher-order need for self-actualization. In the context of teaching, self-actualization can be understood as personal achievement, a key component of teacher motivation. As basic needs often go neglected in the developing world, Maslow's theory is pertinent to an investigation of teacher motivation in developing countries (Guajardo, 2011).

While the fulfillment of basic needs is important to lay the foundation for teachers to desire to improve their professional behavior and personal achievement, other theories indicate that satisfaction of basic needs in and of itself functions as a mere *extrinsic*, or external, incentive. Thus, it appears that while teachers need housing, food, safety, belonging, etc. in order to be professionally motivated, the provision of these needs past a baseline requirement is not a sustainable driver of teacher motivation. Instead, teachers need supports that encourage their *intrinsic*, or internal, motivation; such as achievement, recognition, and career development. The relationship between, and

relative effectiveness of, extrinsic versus intrinsic incentives is an important issue for teacher motivation in the developing world (Guajardo, 2011).

Specific goals, teacher voice, and self-efficacy may be a further source of intrinsic motivation for teachers. In the developing world, goals are often not so clearly defined and usually not determined in a participatory process incorporating teacher feedback. According to Bandura, self-efficacy is a product of four components: physiological and emotional well-being, verbal encouragement from others, learning from one's own experience, and learning from others' experiences (Guajardo, 2011).

Other studies address the motivation of teachers in developing countries to incorporate new teaching methods into their strategies to help students learn. In Egypt, the demoralization of Egyptian teachers struggling to apply new active learning techniques in the context of an unsupportive school administration, lack of resources and mechanical curriculum is highly profound. Indeed, unless the teacher's environment is supportive of more advanced teaching styles, teachers will be frustrated and disheartened in applying new techniques in the classroom. Furthermore, teachers at different levels of professional development may also need different levels of support. Therefore, it appears that teachers' self-efficacy and personal achievement can languish without training appropriate to their ability and the constraints of their school environment (Guajardo, 2011). Against this largely theoretical backdrop, empirical studies of teacher motivation in developing countries paint a dismal picture of generally low or declining levels of motivation among formal public school teachers. However, the situation of course varies from country to country. Some

countries may face particular threats to teacher motivation while other countries face different or no threats. For example, Michaelowa (2012) finds that in Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar, and Senegal; more than 50% of fifth grade teachers seem to prefer teaching to any other profession, and over 40% like their schools and do not want to change, indicating that teacher motivation may not be so bad in those countries. Ethiopia, on the other hand, exhibits nearly all of the causes and symptoms of low teacher motivation.

In this framework, eight interconnected categories influence teacher motivation, and the trend has unfortunately been negative in most developing countries. First, workload and challenges: There are increasing classroom challenges and demands placed on teachers in the developing world, but the following seven motivational supports teachers need to face these challenges and demands are decreasing or stagnant; second, remuneration and incentives:

Teacher salaries are generally low and irregularly paid; third, recognition and prestige: social respect for teachers has fallen in many countries; fourth, accountability: teachers often face weak accountability with little support; fifth, career development: teaching is frequently a second-choice job with few opportunities for professional development; sixth, institutional environment: teachers face unclear, constantly changing policies as well as poor management; seventh, voice: Teachers rarely have an opportunity for input into school management and ministry policy; and learning materials and facilities: teachers have few or poor learning materials and poor facilities(Guajardo, 2011).

2.3 Theoretical Literature Review

2.3.1 Maslow's Hierarchy of Need

Abraham Maslow's Hierarchy of Needs is need-based theory of motivation, which is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc.

Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development; I call it the pinnacle of one's calling. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behaviour and they are motivated by the need at the next level up the hierarchy (Maslow, 2013). The relevancy of this theory to the study stemmed from the fact that teachers as any other human being gets into employment with the intention of fulfilling the most basic needs, referred to by Maslow as physiological needs. This means that even upon motivating teachers by providing the fundamental requirements, the school management should not just sit back and wait for the results. The school management should go to the next step to ensure that teachers are secure. For instance, by enabling them to acquire residential areas with better security, talk to them with dignity and respect and ensure them that their jobs

are secure. In fact what is in hand fails to be a motivating factor rather, what seems to be difficult to achieve. So the agents of motivation should now ensure that more incentives are provided to the teachers.

2.3.2 Herzberg et al.'s Two Factor Theory

Herzberg, Mausner and Snyderman's two-factor theory is heavily based on need fulfilment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent (Matei and Abrudan, 2016).

Thus, they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors. The presence of these factors according to Herzberg et al. does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content: Herzberg et al. indicated that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors as those factors that make workers work harder. They posited that these factors are associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is represented by the drive to excel, accomplish

challenging tasks and achieve a standard of excellence. The individuals' need for advancement, growth, increased responsibility and work itself are said to be the motivating factors (ibid).

Unlike the Maslow's theory of motivation which looks at fulfilment of human need that are divided into five stages, Herzberg et al. explores those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The relevancy of this theory to the study is on the aspect of satisfaction. If school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus. In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job.

2.4 Empirical Literature Review

2.4.1 Studies conducted in Developed Countries

The general aim of the study conducted by Adjei and Amofa (2014) was to ascertain the factors that really affect teacher motivation in selected senior high schools in the Cape Coast Metropolis. A descriptive survey design was used. The sample population was all teachers from the selected Senior High Schools in the Cape Coast Metropolis. The study involved 120 teachers. The teachers were selected through the simple random sampling technique. Questionnaire was used as a major instrument in collecting data. The major findings of the study demonstrated that, wages and salaries,

recognition for good work done, participation in decision making and conducive working environment were the major factors that really affect teacher motivation. In ranking the factors in order of importance, the teachers ranked wages and salaries as their most important motivational factors.

A study by Bal-Tastan et al (2018) assessed the impacts of teacher efficacy and motivation on students' academic achievement in science education in secondary and high schools located in Iran and Russia using motivation for academic performance scale ($\alpha = 0.89$) and teacher self-efficacy scale ($\alpha = 0.91$) as measuring instruments and achievement test in science education. Two hypotheses were tested using the statistical programme. For evaluating the demographical differences of the students in terms of their academic achievement, comparative analyses were performed using t-test. Results showed that gender difference was not significant but nationality difference was significant in terms of students' academic achievement in science education.

2.4.2 Studies Conducted in Developing Countries

A paper written by Ramachandran *et al.* (2016) was based on teacher motivation in India, which was part of an international research project on the topic covering 12 countries in South Asia and Africa. This study was based on review of government data, policy documents and published material on India and interviews with stakeholders in the state of Rajasthan and rapid survey in ten schools of Tonk District of Rajasthan. This report therefore drew upon national trends and explored them in the context of Rajasthan. The key issues pertaining to the motivation of primary school teachers can be summarized as follows:

First, the education system has expanded rapidly and enrolment rates have shot up. But growth rate in the number of teachers has not kept pace with the rise in enrolment. Second, the social distance between the teachers and the children is wide in government schools (which cater for the very poor). Third, teachers lack the skills to manage so much diversity in the classroom. Fourth, systemic issues dealing with corruption have vitiated the larger teaching environment in the country. Fifth, teachers' unions block and district-level administrators claim they are asked to do a range of non-teaching tasks which draws them away from the classroom. Sixth, teacher training has picked up since 1994 with almost all teachers expected to attend a range of training programmes every year. Seventh, teachers and administrators are continuously embroiled in court cases to do with promotions and placements, claiming arrears due to them and disciplinary action-related issues. A descriptive survey study by Waheed et al., (2016) had the purpose of identifying the background characteristics of entrant teachers from pre-service teacher education institutions in Baluchistan, Pakistan. To achieve the objectives of this study, data were collected from all entrant teachers enrolled in the first year (second semester, spring 2012) of Associate Degree in Education (ADE) and Bachelor of Education (BEd (Hons)) programmes in Baluchistan. A survey questionnaire was developed and administered to get responses. The findings revealed that most of the entrant teachers are both intrinsically and extrinsically motivated towards the teaching profession. However, motivation of entrant teachers varies as their background characteristics vary.

A study by Nyakundi (2012) was to determine the factors affecting teacher motivation in public secondary schools in ThikaWest District. Descriptive research design was

used for the study. Random sampling technique was used to select teachers while purposive sampling technique was used to select the principals. Questionnaires were used to collect data from teachers while interview schedules were used to collect data from principals. Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data where descriptive statistics such as mean, standard deviation, frequencies and percentages were used to describe the data. Content analysis was used to analyze qualitative data from the interview with the principals. The study found that job satisfaction affects employee motivation.

The purpose of the study by Gitonga (2012) was to investigate the influence of teachers' motivation on performance of students in KCSE in public secondary schools in Imenti South District. The study adopted a descriptive survey. The sample was 100 respondents. Data were gathered by use of questionnaires. The analysis was done using the Pearson Correlation Coefficient and Linear Regression. Findings revealed that conducive working conditions had been provided by the schools. It is expected that with conducive working condition in schools, teachers would be motivated to perform better hence good students' performance in the examinations. Finding also revealed that age of the head teachers negatively influenced school performance.

Findings also revealed that there was a strong relationship between professional development and KCSE performance in secondary school. Regression analysis on whether KCSE performance was influenced by remuneration factors revealed a strong relationship between remuneration related factors and school performance in secondary school.

The impact of science teachers' motivation on science students' academic performance in Senior Secondary Schools in Ondo and Ekiti States of Nigeria was investigated in this study by Oredein and Awodun (2013). This was a descriptive survey research which was questionnaire based and past WAE C O/L ((May/June 2008 and 2009) student results on the science subjects. The population of the study was all public Secondary Schools (science teachers and students) in Ekiti and Ondo States, Nigeria. A stratified random sampling was used to select a total of five hundred and ten (510) science teachers (male and female) from Ekiti and Ondo States from the selected schools for the study.

The data collected for the study were analyzed using descriptive analysis, Multiple Regression analysis and Pearson Product Moment Correlation. All the hypotheses were tested at 5 % level of significance. Among others, the study revealed that; there was significant relationship between regular payment of science teachers' allowance and academic performance of science students; there was significant relationship between regular teachers' participation in seminars/ workshops and academic performance of science students. Also, there exist statistical significant relationship between granting of study leave with pay to science teachers and academic performance of science students.

A study by Moskovsky, et al. (2013) examined the Effects of Teachers' Motivational Strategies on Learners' Motivation: A Controlled Investigation of Second Language Acquisition. The research reported here used a quasi-experimental design to assess the effects of motivational strategies used by Saudi English as a foreign language (EFL) teachers (N= 14) on Saudi EFL learners' (N= 296) self-reported learning motivation.

The experimental treatment involved class-time exposure to 10 preselected motivational strategies over an 8-week period; the control group received traditional teaching methods. Multivariate analyses revealed a significant rise in learner motivation over time exclusively or predominantly among experimental vs. control learners, which held robust even when controlling for pretreatment group differences. These results provide compelling evidence that teachers' motivational behaviors cause enhanced motivation in second language learners.

A study by Oko (2014) examined the impact of teacher motivation on academic performance of students. Determinants of teacher-learner interactions for better students' academic performance were found to include -the status of teachers, class size, increasing workload, professional freedom, the work environment, teacher education and professional development, teachers' salaries and negotiations and consultations. Impacts of teacher motivation on the academic performance of students include among others-teacher motivation provides the desire in students to learn. This is because learners are encouraged to learn, to express themselves through answering questions, taking parts in both individual and group assignments; in fact get involved or committed in the learning process by acquiring ideas, skills and concepts for total development.

An article by Khan, et al. (2017) was designed to examine the factors affecting teacher motivation at public secondary school in District Abbottabad. Major objectives of the study were to identify the factors responsible for teacher motivation, to investigate the impact of professional training and development status on teacher motivation and to determine the impact of socio economic status teacher motivation at public secondary

schools in District Abbottabad. Adopted questionnaire has been use for data collection from sample size of 129 from the targeted population of 800 teachers. From the findings it was concluded that teachers were not satisfied with their socio economic status and professional training and development.

A study by Adeyinka, et al. (2013) examined the effect of teachers` motivation on students` performance in mathematics. This study adopted both descriptive research design, the research design in this study used an ex post factor research design. The study population comprised of the teachers in four different government schools in Makurdi local government area Makurdi. The study used a self-administered questionnaire to collect data from 100 teachers who were selected by the use of simple random sampling while the four schools were selected through purposive sampling. The study results revealed that majority of the teachers (61.0%) under study are not satisfied with their condition of service. Three quarter of teachers (75.0%) under study are not satisfied with the fringe benefits attached to their salaries while majority of the respondents (66.0%) are not satisfied with the condition of service of teachers. It was observed that the condition of service of teachers, teachers` Fringe benefit payment, and teachers` promotion of in-service training have a direct influence on the student`s performance in mathematics.

A study by Abdullah (2009) on human resource training and development (HR T&D) in manufacturing firms is a critical aspect of the development of a knowledge-workforce in Malaysia had the objective of examining challenges to the effective management of HR T&D activities in manufacturing firms in Malaysia. In order to achieve this objective, in-depth interviews were conducted with 58 HR managers

managing employees' training and development, employing a purposive or judgmental sampling technique. The study revealed three major challenges to the effective management of HR T&D. These include a shortage of intellectual HRD professionals to manage HR T&D activities, coping with the demand for knowledge workers and fostering learning and development in the workplace.

2.4.3 Studies Conducted in Tanzania

A paper by Davidson (2007) discusses factors that contribute to pervasive condition among Tanzanian educators and suggests policies and initiatives to raise teachers' motivation levels. In Tanzania, the integral role that teachers play in providing quality education for students has been recognized consistently in government documents (e.g., Ministry of Education and Culture (MOEC 1995; 2001). However, concerns about the quality of teachers and teaching in Tanzania persist. One factor that has had a significant impact on teaching quality is the lack of motivation among teachers.

The general objective of the study by Mohamed (2013) was to identify factors teachers consider as most important and likely to motivate them most in their job. The study employed a case study research design where Mkinga District was selected as the area of the study. Both primary and secondary techniques of data collection including interview and questionnaire were employed. Quantitative data were analyzed by means of descriptive statistics such as tables; frequencies and percentages while the qualitative responses were coded, categorized and analyzed into themes.

There was also the use of respondents' direct quotes. The findings of the study show that teachers in MDC were lowly motivated. The motivation was to a large extent

affected by the factors such as poor working conditions, low salary/pay, unfavorable policies on secondary school education, delays in promotions and community's negative perception towards teaching. These factors in reverse emerged as the factors teachers considered important and that would likely motivate them to perform. The findings further show that government has made some efforts to improve teachers' motivation, for example building houses nearby teachers' working places, increasing salaries and paying teachers arrears; the government has also been improving teaching facilities such as provision of mobile laboratories to enhance effective teaching and learning process and building laboratories. With regards to the Herzberg's Two Factor theory, teachers considered both intrinsic and extrinsic motivations as equally important.

A research report by Melchior (2015) investigated the role of school management on teacher motivation in Tanzania. A case study research design was used. The purposeful sampling technique and stratified sampling technique were used. In the study report both quantitative and qualitative methods were used to analyse data from the selected respondents. The results of the study indicated that there is a close relationship between school management and teacher motivation. Besides, it was noted that job satisfaction is the strong factor in predicting job motivation that automatically will have positive effect on school performance. The findings revealed that school management in public secondary schools can make use of various plans and policies to motivate teachers. Teachers are interested in good salaries, promotion, recognition, good working conditions and other fringe benefits as motivational elements that can push teachers to give out their best.

A study by Mbope (2015) aimed at exploring the impact of teachers' motivation on the improvement of quality teaching and learning in public primary schools in Tanzania. Descriptive research survey design was employed in the collection of data. Qualitative data were analyzed using content analysis while quantitative data were presented in tables, frequencies and percentages. A total of 111 respondents were involved. Data were collected through interviews, questionnaires, focus group discussion and documentary review.

It was found that; first, the role of teachers help the pupils' marks scores to be high, that factors contributed to low teachers' morale were lack of recognition of teachers' work, non-involvement in decision making, lack of appreciation from educational officers and heads of schools, low salary and poor working conditions. To improve the teaching and learning teachers should be given incentives to attract their attention consequently improve performance.

The general objective of a study by Mark (2015) was to identify factors influencing teachers' motivation and job performance in public secondary schools in Kibaha District. The study employed a descriptive survey research design. Research techniques employed were interview and questionnaire. Quantitative data were analyzed descriptive statistics such as tables; frequencies and percentages while the qualitative responses were coded, categorized and analyzed into themes. There was also the use of respondents' direct quotes. The findings of the study show that motivation of teachers in Kibaha District was affected by factors such as poor working conditions, low salary/pay, unfavorable policies on education, delays in promotions and community's negative perception towards teaching.

The purpose of the study by Mruma (2013) was to examine the Effect of Motivation factors on Teachers' Performance in Tanzania Education institutions; A Case of Public Secondary Schools in Nyamagana district Mwanza. A descriptive research design, which incorporated quantitative and qualitative approaches was adopted to investigate motivation factors that influence teacher's performance. A survey was carried out with 148 respondents including ordinary teachers, department teachers and head teachers in public secondary schools in Nyamagana district, Mwanza. In addition, in depth interviews were carried out with head teachers. Data was analyzed by using descriptive statistics of SPSS package. The study revealed that the motivation for persons to join the teaching profession was job security and absence of job alternatives but salary was a low consideration. The study further revealed that the majority of teachers were motivated by intrinsic factors, while a small percentage by extrinsic factors despite the fact that salary was inadequate. Furthermore, although not all extrinsic motivation factors (such as free meals, regular salary payment, leave of absence, free accommodation and weekly allowances) were available to teachers, the majority of teachers were concerned more about the inadequacy of current salary levels to meet their basic needs.

2.5 Research Gap

Some of the reviewed studies explored the factors that affected teacher motivation in secondary schools ((Adjei and Amofa (2014); Nyakundi (2012); and Mark (2015); Mohamed (2013); Mbope (2015); Waheed et al., (2016); Khan et al., (2017)). Other studies examined the role of school management on teacher motivation ((Melchior (2015); Ramachandran et al. (2016) and Davidson (2007)). Furthermore, other studies

examined the effect of teachers' motivation strategies on learners' motivation ((Moskovsky et al., (2013); Oko, (2014)). Nevertheless, other studies determined the effect of teachers' motivation on performance of students in science subjects and in public schools ((Bal-Tastan, et al., (2018); Gitonga, (2012); Oredein and Awodu, (2013)).

Although these studies captured the aspect of teachers' motivation, they differed from the study in question on the issue of private secondary schools, and the specific year when the assessment had to be undertaken. The study in hand also did not dwell on specific category of subjects and public schools as the reviewed studies were engaged in but instead it generally captured the students' performance in general hence the gap that the study in question set out to fill.

2.6 Conceptual Framework

Conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationships between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2012). This study employed independent and dependent variable model. The dependent variable was Students' academic performance. The independent variables were the indicators of the teachers' motivation strategies, which included remuneration and Incentives, recognition and prestige and institutional environment, as illustrated in Figure 2.1.

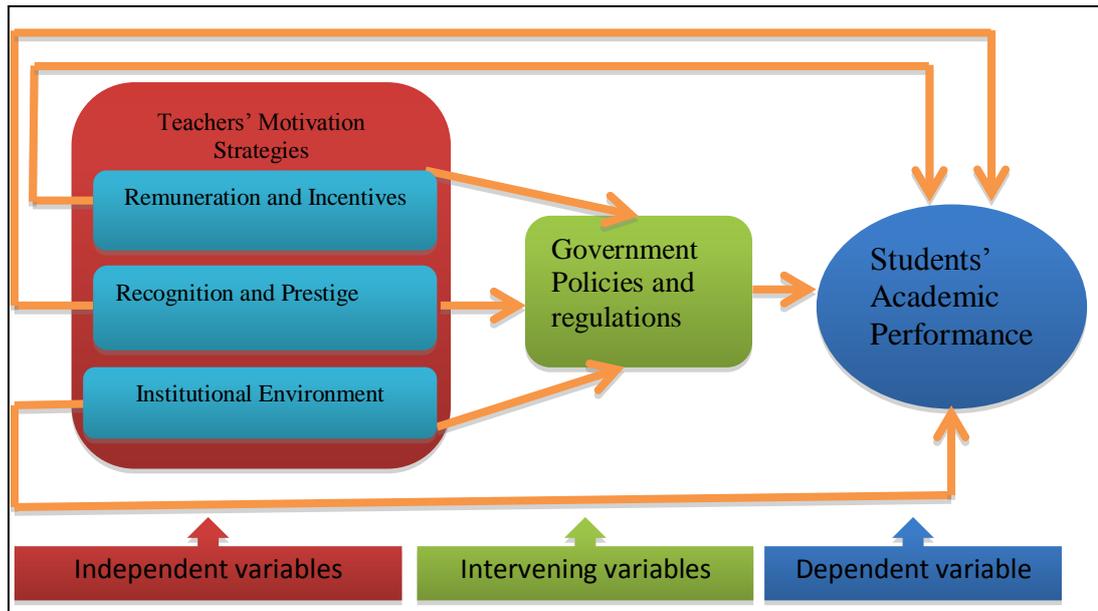


Figure 2.1: Conceptual Framework on the Role of Teachers' Motivation on Academic Performance

Source: Adapted and modified by the author from Orodho (2012)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter describes the research approach and design, area of study, target population, sample size and sampling procedures, data collection instruments, data collection procedures and data analysis, reliability and validity and ethical considerations.

3.2 Research Philosophy

A research philosophy is all about the way in which data about a phenomenon or a problem ought to be amassed, analyzed and used. It is the approach to understand and write the knowledge that is gained by conducting the research (Dissertations Help Service, 2016). Guba (1990, p.17), defines it as “a basic set of beliefs that guide action”. Galliers (1992) posits that it further clarifies the process of transforming things believed (opinion) into things known (knowledge): doxa to episteme.

There are three types of research philosophies in research paper; positivism, interpretive and critical. (Mackenzie & Knipe, 2006) The main two philosophies used in research are positivism and interpretivism. The positivist studies generally attempt to test theory (Myers, 1997; O'Leary, 2004, p.5). And are most commonly aligned with quantitative methods of data collection and analysis; and so they are usually qualitative research. (Creswell 2014; Mackenzie & Knipe 2006) In interpretivism, rather than starting with a theory (as in postpositivism), inquirers generate or inductively develop a theory or pattern of meaning. An interpretivist approach to

social research would be much more qualitative, using methods such as unstructured interviews or participant observation. With this approach, the point is to gain in-depth insight into the lives of respondents, to gain an empathic understanding of why they act in the way that they do (Thompson, May 18, 2015).

As per Irani, Grieve and Race (1999), the choice between positivism and interpretivism has an impact on the empirical research strategy, since the former dictates that the researcher takes the role of an observer, whilst the latter dictates that the researcher gains knowledge by participating in the subject of the empirical study. Thus, for the purpose of this research, the interpretivist philosophy was prioritized. The justification for this choice is based on the fact that the aim of this research is to allow concepts to emerge from field data, using documentation, interviews and questionnaires, with regards to the factors that affect the implementation of H&S practices, which requires participation in the subject of study. Nevertheless, this research attempted to avoid what may be depicted as methodological monism, the insistence on using a single research method. It is as such deduced that, all methods are valuable especially when used appropriately and managed carefully by considering elements of both the positivist and interpretivist approaches, (Al-Khouri, 2007).

3.3 Research Approach

The qualitative and quantitative research approaches were employed in this study. Quantitative research is based on the measurement of quantity or amount (Kothari, 2004). Specifically, quantitative data were used for the purpose of determining teachers' motivation strategies applied by private schools in improving academic performance of their students. On the other hand, qualitative data were collected in

order to get depth understanding on the impact of teachers' motivation strategies used by private schools and the challenges faced by private schools in applying those strategies.

3.4 Research Design and Methods

The case study design was used in this study. The case study design is defined as an investigation of particular contemporary phenomena within its natural setting/context using multiple sources of evidence (Goodman, 2011). It is an in-depth inquiry, which enables collection of both primary and secondary data sources. In this study, the case study design allowed intensive investigation on the role of teachers' motivation on academic performance in private schools in Dar es Salaam. The case study design was used because of its viability and flexibility in terms of data collection methods and analysis. Flexibility in this study was important due to financial constraints and limited time. Concisely, this research design facilitated a better understanding of the role of teachers' motivation on academic performance in private schools in Dar es Salaam.

3.5 Area of the Study

This study was conducted in Dar es Salaam region. Dar es Salaam Region is one of Tanzania's 30 administrative regions. The regional capital is the city of Dar es Salaam. According to the 2012 national census, the region had a population of 4,364,541. For 2002–2012, the region's 5.6 percent average annual population growth rate was the highest in the country. The most common form of transport in Dar es Salaam are the public buses, called daladala, which are often found at the major bus terminals of Makumbusho and Ubungu. The government also introduced metro transport buses

under Dar es Salaam rapid transit ('mwendokasi') flagship. The city also hosts transportation to various places on motorcycles, Bajaj and commuter rail.

Dar es Salaam stood out to be the best region for conducting this study because it had the largest number of private schools with outstanding academic performance. Besides, it was easily accessible from all its parts. It also stood to be the best option because the respondents did not just give the obvious responses that would otherwise be received from rural based regions. The easy accessibility also increased the rate of responses since the researcher was able to access the respondents at the lowest cost possible. Dar es Salaam region is also a multi-ethnic township with several tribes from almost all parts of Tanzania and therefore, the study stood to benefit from the wide usage of national language, Swahili hence further reducing the cost of hiring the interpreter as it could have been in other regions.

3.6 Target Population

Target population can be defined as the entire universe in which a researcher wants to generalize his or her finding. The target population of study was made up of all teachers, all chairpersons of Board of Directors and all headmasters of private secondary schools. These made a total of 3034 people (URT, 2015) who were composed of 107 headmasters, 107 chairpersons of board of directors and 2820 teachers.

3.7 Sample Size

A sample is a smaller group obtained from the accessible population to represent the larger group of population while sampling is the process of selecting individual's

members for a study in such a way that the individuals selected represent the large group from which they were selected (Mugenda & Mugenda, 2003). The sample size of this study was made up of 304 respondents (Table 3.1). This comprised of 282 teachers, who were selected because of their ability to explore, out of their experience, the teachers' motivation strategies in private schools. Moreover, this study involved 11 Chairpersons of school boards. These were selected because of their role in developing policies regarding teachers' motivations in their respective schools. Moreover, 11 headmasters were involved in this study because of their role as teachers' welfare negotiators and implementers of teachers' motivation strategies. This sample size was obtained by applying the 10% of total population sample size formula as suggested by Mugenda & Mugenda (2003). According to Mugenda and Mugenda (ibid), a sample size of 10-20% of the total population suffices the study.

Table 3.1: Composition of the Sample

| Category of respondents | Total Population | Number of respondents (sample size) | Percentage |
|------------------------------|------------------|-------------------------------------|------------|
| Chairpersons of School Board | 107 | 11 | 3.6 |
| Headmasters | 107 | 11 | 3.6 |
| Teachers | 2820 | 282 | 92.08 |
| Total | 3040 | 304 | 100 |

3.8 Sampling Procedures

The sampling design is the systematic flow of procedures of forming the manageable sample size that will be investigated to answer the research questions (Rwegoshora, 2006). In this study, the sample was selected judgmentally/purposively and randomly. The researcher purposively selected headmasters and chairpersons of school boards. These were chosen by virtue of their positions. The respondents were therefore required to bear characteristics such as the number of years that respondent had served

as either a headmaster or a chairperson; in this case a minimum of three years. Simple random sampling was applied in selecting teachers from private secondary schools in Dar es Salaam. The procedure was such that upon identifying the category of respondents, any who picked the numbered piece of paper was selected as respondent.

3.9 Data Collection Techniques

Data collection techniques or methods refer to the tools, instruments or techniques used by the researcher to gather important data or information (Thungu *et al.*, 2008). The study employed questionnaires as the main instrument of data collection, which was supplemented by interview and documentary review.

3.9.1 Interviews Questions

An interview is a selected set of questions administered through verbal communication in a face-to-face relationship between a researcher and the respondent (Kothari, 2004). Interviews were facilitated with the help of research questions. Interview method was chosen because was quite flexible, adaptable and could be applied to many people and information could be obtained in detail and well explained. Data, which were collected from interviews provided primary data for the study. This method enabled the researcher to collect data on the teachers' motivation strategies, impact of teachers' motivation strategies applied and the challenges that faced private secondary schools in applying teachers' motivation strategies.

3.9.2 Questionnaires

Questionnaires are data collection instruments through which subjects responds to questions or statements that generally require factual information (Sekaran, 2003). A

questionnaire with open and closed-ended questions was used in data collection. The closed ended questions were used to get direct answers and hence less time was consumed in responding.

The open-ended questions provided a wide room for respondents to explain issues in details and also helped in gathering the knowledge of isolated pieces of information and procedures. Questionnaires were distributed to selected respondents who included private secondary schools' teachers, headmasters and chairpersons of school boards. The questions were few, comprehensive and user friendly. This method enabled the researcher to obtain the most confidential answers with regard to the teachers' motivation strategies, impact of teachers' motivation strategies applied and the challenges that faced private secondary schools in applying teachers' motivation strategies.

3.9.3 Documentary Review

This is a secondary data collection method. According to Kothari (2004), secondary data refers to the data, which have already been collected and analyzed by someone else. Kothari (ibid) emphasizes that the value of documents as they can provide more insight into the programme being studied by cross validating and augmenting evidence from other source. Relevant information was extracted and reviewed from files, circular reports and other records published and unpublished which contained vital information about the role of teachers' motivation on students' academic performance. This method was useful because it supplemented the interview and questionnaire methods and provided reliable data.

3.10 Data Processing and Analysis Strategies

According to Kothari (2004) the term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups. Data obtained from the questionnaires were classified, tallied, counted and computed into percentages and were presented in the form of figures, tables and percentages. After data had been collected it was analyzed by using Statistical package for Social science (SPSS) and Microsoft excels software. Then the results were presented by means of words, numbers and percentages in the form of tables, and figures.

Data analysis and interpretation enabled the researcher to get a clear understanding of the research findings and use those findings to arrive at a conclusion and make recommendations. With the help of measures such as descriptive tests, inferential tests, correlations and multi regression analysis, the quantitative data were adequately analyzed. ANOVA tests were applied to test the significance of the variables under study and establish the intensity by which the variables means differ from each other as suggests. Qualitatively, data were edited, coded, logged, entered, transformed (as necessary), and organized into a database that not only facilitated accurate and efficient statistical analysis but also organized it into themes and concepts as per objectives of this study.

3.10.1 Model Specification

This study had three research questions, which corresponded to three specific objectives. Upon identifying teachers' motivation strategies used by private secondary schools to improve students' academic performance in the first objective, the study

embarked on examining the effect of teachers' motivation strategies on student academic performance in private secondary schools in the second objective. Taking into consideration the indicators of teachers' motivation strategies as the independent variables and students' academic performance as dependent variable, this study adopted a general mathematical expression, which states:

$$Y = f(X_1, X_2, X_3, \dots, X_n) \dots \dots \dots (3.1)$$

where Y stands for dependent variable; X_1, X_2, X_3 to X_n stands for the independent variables.

Since there were no past details of individual student's academic performance relating to teachers' motivation, panel data estimation was not used with an individual student as a subject. In other words, if students' academic performance over series of years were ignored, equation (3.1) was now written in a more detail while taking into consideration the variables regarding teachers' motivation strategies in relation to students' academic performance as follows:

$$SAP = \beta_0 + \beta_1 RI + \beta_2 RP + \beta_3 IE + e \dots \dots \dots (3.2)$$

where

SAP = Students' Academic Performance

RI = Remuneration and Incentives,

RP = recognition and prestige, and

IE = institutional environment,

β_0 = Is the Y intercept which is a constant being a dependent variable value

$\beta_1, \beta_2,$ and β_3 = are coefficients for respective variable. They are all expected to be positive

e = an error term to stand for the gap.

3.11 Research Ethical Issues

This study observed ethical issues by assuring respondents of confidentiality of the information provided and that the study findings were to be used for academic purpose only. Respondents were further assured of their personal protection and that they had the authority to refuse or accept to be interviewed.

3.12 Validity and Reliability

Reliability defined as the extent to which results are consistent overtime (Saunders *et al.*, 2012). Reliability has to do with accuracy and precision of measurement procedures. Validity implies applicability and usefulness of the data (Kothari, 2004). The data were obtained through such reliable design and all the way to conclusive findings. Pilot study was done to test whether the tools truly measured what they intended to measure. Reliability of the tool was made by piloting the questionnaires before a comprehensive exercise of data collection to see if the tool could give consistent response from different respondents.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter analyzes the views of respondents on the role of teachers' motivation on students' academic performance in private secondary schools in Dar es Salaam in 2016 and 2017 form four examination results. The empirical data are analyzed with reference to research questions and specific objectives. The analysis is therefore, broken down into teachers' motivation strategies, the effect of teachers' motivation strategies and the challenges faced by private schools in applying teachers' motivation strategies for improving students' academic performance in Dar es Salaam.

4.2 The Response Rate

The target population of this study comprised of chairpersons of school board, headmasters and teachers. The researchers anticipated to access 304 respondents in total, however out of 304 questionnaires that were distributed 220 were returned duly filled in. So far the return/completion rate was 72%. This completion rate is recommendable and acceptable, surpassing the return rate of 70% inferred as excellent by Mugenda and Mugenda (2003) and Kothari (2004).

4.3 Characteristics of Respondents

This section describes the features of respondents that assisted the researcher to believe that the data collected were valid. It contains such sub-titles as education level, gender and age group.

4.3.1 Education Level

The information of an individual's level of education was important in this study because in most cases better education levels enhances one's capacity to deal with the most important issues with regard to the role of teachers' motivation on students' academic performance. Findings from this study showed that 10% of the total respondents had attained post graduate qualification, 35.5% had acquired bachelor's degree, 36.4% had attained diploma level of education, 18.2% of the respondents attained certificate level of education from post high school colleges. Table 4.1 provides the summary of these findings.

Table 4.1: Respondents' Education Levels

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|------------|--------------|---------------|--------------------|
| Valid | Certificate | 40 | 18.2 | 18.2 | 18.2 |
| | Diploma | 80 | 36.4 | 36.4 | 54.6 |
| | Graduate | 78 | 35.5 | 35.5 | 90.0 |
| | Post graduate | 22 | 10.0 | 10.0 | 100.0 |
| | Total | 220 | 100.0 | 100.0 | |

The proportion of these respondents as shown in table 4.1 were generally fair as having the majority of respondents (81.8%) being diploma level of education holders and above served as better choice since they were the one who could adequately explain the role of teachers' motivation on students' academic performance.

4.3.2 The Age Group of Respondents

The age distribution of the respondents ranged from 18 to 68 and above years as shown in Table 4.2. Table 4.2 further shows that 27.7% percent of the total

respondents were aged between 18 and 27 years; 25% were aged between 28 and 37 years; 16.8% were aged between 38 and 47 years; purportedly these were the age groups, who, in the researcher's opinion were actively involved in the school activities which called for motivation and therefore they were in a better position to relate the concept of teachers' motivation. The remaining 28.5% of the total respondents were also necessary since some of them had long time experience that was vital in the study.

Table 4.2: Distribution of Sample Population by Age Group

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|------------------|----------------|----------------------|---------------------------|
| Valid | 18-27 | 61 | 27.7 | 27.7 | 27.7 |
| | 28-37 | 55 | 25.0 | 25.0 | 52.7 |
| | 38-47 | 37 | 16.8 | 16.8 | 71.5 |
| | 48-57 | 35 | 15.9 | 15.9 | 85.4 |
| | 58-67 | 27 | 12.3 | 12.3 | 97.7 |
| | 68+ | 5 | 2.3 | 2.3 | 100 |
| | Total | 220 | 100.0 | 100.0 | |

4.3.3 Gender of the Respondents

A total of 220 respondents were involved in this study. 55.9% of the respondents were males and 44.1% were females. The ratio was generally good since both sexes were required to provide data relating to the role of teachers' motivation on students' academic performance in private secondary schools. Table 4.3 summarizes the findings.

Table 4.3: Gender of the Respondents

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|------------------|----------------|----------------------|---------------------------|
| Valid | Male | 123 | 55.9 | 55.9 | 55.9 |
| | Female | 97 | 44.1 | 44.1 | 100.0 |
| | Total | 220 | 100.0 | 100.0 | |

4.4 The Teachers' Motivation Strategies used by Private Secondary Schools to Improve Students' Academic Performance in Dar es Salaam

The first research question sought to identify teachers' motivation strategies that were being applied by private schools to improve students' academic performance in Dar es Salaam. Methods used to collect data included questionnaire, interview and documentary review. The groups involved in providing information were chairpersons of school boards, headmasters and teachers.

4.4.1 Remuneration and Incentives

When the respondents were asked if teachers were paid high salaries, which were above a living wage, something that increased their motivation, the majority of respondents (77.3%) strongly agreed, 13.6% agreed, 2.3% were indifferent, 2.3% disagreed and 4.5% strongly disagreed as illustrated in Table 4.4.

Table 4.4: Whether Private Secondary Schools Paid High Salaries above the Living Wages

| Living Wages | Frequency | Percentages |
|--------------------------|------------------|--------------------|
| Strongly Disagree | 10 | 77.3 |
| Disagree | 5 | 13.6 |
| Neutral | 5 | 2.3 |
| Agree | 30 | 2.3 |
| Strongly Agree | 170 | 4.5 |
| Total | 220 | 100 |

Table 4.4 indicates that the majority of respondents (90.9%) were inclined towards agreeing that private secondary schools in Dar es Salaam paid teachers high salaries which were above a living wage, something that increased their motivation. But only a

few respondents (6.8%) never agreed on this. This is also substantiated by the mean score of 4.5. This is a clear indication that indeed private secondary schools paid teachers high salaries which were above a living wage, something that increased their motivation. In response to the same question one of the respondents said,

“I don’t actually regret working in this school. There are a number of incentives but something that keeps us around is the high salaries that we receive on monthly basis. Unless if one has seriously contravened the rules and regulations of the school, he/she is bound to stay until his/her retirement age is attained”.

The other respondent said,

“There is a lot of uncertainty in private schools. Though the employees earn better salaries but the chances that the money will continue trickling in is very slim. Private institutions are highly vulnerable to changes in social, political and economic environment. But in the government sector, teachers are not worried about job losses, something that is very common in the private schools”.

4.4.2 Recognition and Prestige

When the respondents were asked if teachers were recognized by being paid for high-performing individual teacher, the majority of respondents, 193 out of the total 220 (87.7%) strongly agreed, 12 (5.4%) agreed, 2 (1.0%) were indifferent, 10 (4.5%) disagreed and 3 (1.4%) strongly disagreed as illustrated in Table 4.5.

Table 4.5: Whether Teachers’ Achievements were Recognized as Part of Motivation

| Living Wages | Frequency | Percentages |
|-------------------|------------|-------------|
| Strongly Disagree | 193 | 87.7 |
| Disagree | 12 | 5.5 |
| Neutral | 2 | 1 |
| Agree | 10 | 4.5 |
| Strongly Agree | 3 | 1.4 |
| Total | 220 | 100 |

From Table 4.5, most of the respondents (205) were of the idea that teachers were recognized by being paid for high-performing, something that highly motivated them into increasing students' academic performance, while only few respondents (13) did not share the same idea. This is also confirmed by a mean score of 4.7. While highlighting on whether teachers were recognized by being paid for high-performing, one of the respondents had this to say:

“we are really comfortable on the way high performing teachers are rewarded. However, I should point out that this form of recognition should be carefully done because it should not be forgotten that students' excellent performance is achieved through collective effort. Several teachers and even non-teaching staff participate in molding the student into becoming a good academic performer”.

Another respondent said,

“Other than being rewarded handsomely, good performing teachers have some privileges such as return air ticket during school holidays to their domicile and a family may also enjoy a week holiday in one of prestigious hotels in Zanzibar”.

4.4.3 Institutional Environment

When the respondents were asked if skilled teachers faced more opportunities for promotion and frequently, high-quality training that gave them the tools to overcome their classroom challenges as a way of motivation teachers and ultimately improving students' performance, the majority of respondents, 37.8% strongly agreed, 19.1% agreed, 2.7% were indifferent, 13.6% disagreed and 26.8% strongly disagreed as illustrated in Table 4.6.

Table 4.6: Whether Institutional Environment Motivated Teachers

| Motivation | Frequency | Percentages |
|-------------------|------------|-------------|
| Strongly Disagree | 83 | 37.7 |
| Disagree | 42 | 5.5 |
| Neutral | 6 | 2.7 |
| Agree | 30 | 13.6 |
| Strongly Agree | 59 | 26.8 |
| Total | 220 | 100 |

Table 4.6 therefore indicates that majority of respondents (56.9%) were of the idea that skilled teachers faced more opportunities for promotion and frequently, high-quality training that gave them the tools to overcome their classroom challenges as a way of motivation teachers and ultimately improving students' performance. But few of the respondents (16.3%) were inclined towards agreeing that skilled teachers faced more opportunities for promotion and frequently, high-quality training that gave them the tools to overcome their classroom challenges as a way of motivation teachers and ultimately improving students' performance. This is also confirmed by the mean score of 3.2. While responding to the question, one of the respondents said,

“the working condition in these private secondary schools is often very good, something that is scarce in government schools. The available classrooms, sports fields, and teaching and learning infrastructures actually do suffice the needs of teachers and students. The good housing conditions, short distance from homes to schools and availability of water and electricity should not go unmentioned”.

Another concerned respondent said,

“when you see good results in these schools, just know that there are some people who spend days and nights cracking their heads. We have always done better due to high level of cooperation among teaching, non-teaching staff and students. The school management has also been in forefront in ensuring that everybody feel comfortable and avoid complaints”

4.4.4 The Extent to which Teachers' Motivation Strategies Influenced

Academic Performance of Students

When the respondents were asked the extent to which teachers' motivation strategies influenced academic performance of students in private secondary schools, 1.4% said that not at all, 6.4% said that it was to small extent, 9.1% said that it was to moderate extent, 20.4% said that it was to large extent and 62.7% said that it was to very large extent as illustrated in Table 4.7.

Table 4.7: The Extent to which Teachers' Motivation Influenced Students' Academic Performance

| Motivation | Frequency | Percentages |
|--------------------------|------------------|--------------------|
| Strongly Disagree | 3 | 1.4 |
| Disagree | 14 | 6.4 |
| Neutral | 20 | 9.1 |
| Agree | 45 | 20.4 |
| Strongly Agree | 138 | 62.7 |
| Total | 220 | 100 |

While handling the same question, one of the respondents had this to say:

“Some of us attained very low grades that cannot enable us to pursue further studies. It is unfortunate that some of these colleges do not have bridge courses and by doing so they bar us from making some attempt to enhance our education. In other words, though our school provides an opportunity for some us to pursue higher education, but quite often we don't qualify”.

Another respondent said:

“I know of a colleague who has been making some efforts to go for further studies but luck has not been on his side; he keeps on failing national examinations. God forbid, perhaps this year he might pass. We have to get at a point and agree that not all of us are meant to possess degrees; some of us have little academic powers to make it to a higher level of education. So the qualification we have cannot be improved by mere word of mouth and school privilege”.

4.5 The Effect of Teachers' Motivation Strategies on Student Academic Performance

The second research question sought to examine the impacts of teachers' motivation strategies applied by private schools in improving students' academic performance in Dar es Salaam. Methods used to collect data included questionnaire, interview and documentary review. The groups involved in providing information were chairpersons of school boards, headmasters and teachers.

4.5.1 Increase Student Achievement

When the respondents were asked if students' good academic performance was directly linked to highly motivated teachers, the majority of respondents (63.6%) strongly agreed, 18.2% agreed, 4.5% were indifferent, 8.2% disagreed and 5.4% strongly disagreed as illustrated in Table 4.8.

Table 4.8: Whether Teachers' Motivation Increases Students' Academic Performance

| Motivation | Frequency | Percentages |
|--------------------------|------------|-------------|
| Strongly Disagree | 140 | 63.6 |
| Disagree | 40 | 18.2 |
| Neutral | 10 | 4.5 |
| Agree | 18 | 8.2 |
| Strongly Agree | 12 | 5.4 |
| Total | 220 | 100 |

Table 4.8 further indicates that the majority of respondents (81.8%) were inclined towards agreeing that teachers' motivation increases students' academic performance in private secondary schools in Dar es Salaam. But only a few respondents (13.6%) never agreed on this. This is a clear indication that indeed teachers' motivation increases students' academic performance. In response to the same question one of the respondents said,

“I have no reservation for the efforts being made by teachers to ensure that this school remains outstanding in the examination performance. They indeed work extremely hard; courtesy of management efforts to motivate them”.

Another respondent said,

“The high level of motivation has actually seen most teachers anxiously waiting for the end of the colleague's lesson so that they can also start theirs in time. Unlike other schools where teachers exchange lessons in

the staff room, in our school they do it by the door-side of the classroom. Thanks for the motivation that is exercised in the school”.

4.5.2 Increase Teacher Morale

When the respondents were asked if teachers depicted high level of teaching morale as an attribute to teachers’ motivation, the majority of respondents, 182 out of the total 220 (82.7%) strongly agreed, 23 (10.5%) agreed, 2 (1.0%) were indifferent, 5 (2.3%) disagreed and 8 (3.6%) strongly disagreed as illustrated in Table 4.9.

Table 4.9: Whether Teachers’ Motivation Increased their Teaching Morale

| Motivation | Frequency | Percentages |
|-------------------|------------------|--------------------|
| Strongly Disagree | 182 | 82.7 |
| Disagree | 23 | 10.5 |
| Neutral | 2 | 1 |
| Agree | 5 | 2.3 |
| Strongly Agree | 8 | 3.6 |
| Total | 220 | 100 |

From Table 4.9, most of the respondents (205) were of the idea that teachers’ motivation increased their teaching morale hence enhanced students’ academic performance, while only few respondents (13) did not share the same idea. In response to the question, which sought to know whether teachers’ motivation increased their morale, one of the respondents had this to say:

“this is quite obvious that a highly motivated teacher always depict high level of teaching morale. What can stop a teacher to work hard when his salary is huge and paid in time, enjoy better housing facility and rewarded where he shows exemplary performance? These are the things, which keep these private schools above the rest. No miracles here!”

Another respondent said,

“Weekends seem to be longer than the weekdays because of the feeling that you have a lot to cover and probably running out of time. That urge arises from good motivation received from well performing schools”.

4.5.3 The Effectiveness of the Teachers' Motivation Strategies on Students'

Academic Performance

When the respondents were asked the effectiveness of the teachers' motivation strategies on students' academic performance in private secondary schools, 5.9% said that not effective, 10.9% said that it was lowly effective, 21.8% said that it was moderately effective, 20.4% said that it was highly effective and 41% said that it was very highly effective as illustrated in Table 4.10.

Table 4.10: The Effectiveness of Teachers' Motivation on Students' Academic Performance

| Motivation on Students | Frequency | Percentages |
|------------------------|------------|-------------|
| Not Effective | 13 | 5.9 |
| Low Effective | 24 | 10.9 |
| Moderately Effective | 48 | 21.8 |
| Highly Effective | 45 | 20.4 |
| Very Highly Effective | 90 | 41 |
| Total | 220 | 100 |

While answering a question on whether teachers' motivation enhanced students' academic performance, one of the respondents said,

“The poor academic performance in government schools is a clear testimony on the role of motivation on the academic performance. Other than the job security in the government schools, most teachers work as army commanders; they are given crude tools and expected to perform miracles out it. It is impossible; it doesn't work that way!”

Another respondent said,

“the most effective way to increase students' academic performance is to increase teachers' motivation. Highly motivated teachers will always search for better teaching materials and always strive to put the best of himself. However, this should be done without compromising the efforts of other staff members such as non-teaching staff and management.”

4.6 The Challenges That Faced Private Schools in Applying Teachers'

Motivation Strategies for Improving Students' Academic Performance

The third research question sought to determine the challenges that faced private schools in applying teachers' motivation strategies for improving students' academic performance in Dar es Salaam. Methods used to collect data included questionnaire, interview and documentary review. The groups involved in providing information were chairpersons of school boards, headmasters and teachers.

4.6.1 Overly Tight Fiscal Management Policies

When the respondents were asked if the fiscal management policies are overly tight to enable an independent decision regarding finances, something that serve as challenge to teachers' motivation, the majority of respondents (61.4%) strongly agreed, 20% agreed, 2.7% were indifferent, 5.9% disagreed and 10% strongly disagreed as illustrated in Table 4.11.

Table 4.11: Whether Overly Tight Fiscal Management Policies Served as a Challenged for Motivating Teachers

| Motivation | Frequency | Percentages |
|-------------------|------------|-------------|
| Strongly Disagree | 135 | 61.4 |
| Disagree | 44 | 20 |
| Neutral | 6 | 2.7 |
| Agree | 13 | 5.9 |
| Strongly Agree | 22 | 10 |
| Total | 220 | 100 |

Table 4.11 further indicates that the majority of respondents (81.4%) were inclined towards agreeing that overly tight fiscal management policies serves as a challenge to

teachers' motivation in private secondary schools in Dar es Salaam. But only a few respondents (15.9%) never agreed on this. In response to the same question one of the respondents said,

“It has not always been easy to achieve high level of motivation to teachers. The headmaster’s power, as principal motivation officer, is highly constrained when it comes to motivating teachers. There is no any form of motivation which does not require financial backup which has not always been there”

Another respondent said,

“the school budgeting system does not provide for a huge location for motivation. It is also not easy to estimate the exact amount that will be required to motivate teachers particularly if the motivation is based on As and Bs obtained by students in national examinations”

4.6.2 Irrational Deployment

When the respondents were asked if the deployment of teachers is made under the discretion of the director and there is no guiding procedures on this; something that reduces teachers' morale, the majority of respondents (56.4%) strongly agreed, 27.7% agreed, 1% were indifferent, 6.8% disagreed and 8.2% strongly disagreed as illustrated in Table 4.12.

Table 4.12: Whether Irrational Deployment Served as a Challenged for Motivating Teachers

| Motivation | Frequency | Percentages |
|-------------------|------------|-------------|
| Strongly Disagree | 124 | 56.4 |
| Disagree | 61 | 27.7 |
| Neutral | 2 | 1 |
| Agree | 15 | 6.8 |
| Strongly Agree | 18 | 8.2 |
| Total | 220 | 100 |

Table 4.12 further indicates that the majority of respondents (84.1%) were inclined towards agreeing that the deployment of teachers was made under the discretion of the director and there is no guiding procedures on this; something that reduces teachers'

morale in private secondary schools in Dar es Salaam. But only a few respondents (15.1%) never agreed on this. In response to the same question one of the respondents said,

“Despite the fact that most private schools employ competent headmaster but still they are not given the authority to deploy teachers. The directors of these schools still exercise the authority on allocating teachers to various duties”.

Another respondent said,

“We are not happy with what is happening in our school. Our director acts on rumours since he is not close to teachers. Only teachers who smuggle rumours are highly rewarded and in this case the headmaster’s opinion is not highly regarded”.

4.6.3 The Extent to which the Challenges of Implementing Teachers’ Motivation Strategies Influence Students’ Academic Performance

When the respondents were asked the extent to which the challenges of implementing teachers’ motivation strategies influenced academic performance of students in private secondary schools, 22.3% said that not at all, 8.6% said that it was to small extent, 1.8% said that it was to moderate extent, 18.4% said that it was to large extent and 50.9% said that it was to very large extent as illustrated in Table 4.13.

Table 4.13: The Extent to which the Challenges of Implementing Teachers’ Motivation Strategies Influence Students’ Academic Performance

| Motivation | Frequency | Percentages |
|-------------------|------------------|--------------------|
| Not at all | 49 | 22.3 |
| Small extent | 19 | 8.6 |
| Moderate extent | 4 | 1.8 |
| Large extent | 40 | 18.4 |
| Very large extent | 108 | 48.9 |
| Total | 220 | 100 |

While handling the same question, one of the respondents had this to say:

“Sincerely speaking, these challenges cannot be undermined. Some teachers do not take them lightly. Even if they did, it cannot be deleted in their subconscious mind. No teacher will be happy where his freedom of expression is constrained. They don’t speak for fear of losing their jobs”.

Another respondent said,

“Because of high discipline measures in these schools, teachers find it very difficult in exercising their academic ability to greater extent and instead they act like robots; something that compromises their humanity”.

4.7 Testing of Assumptions

A number of tests were undertaken to establish if the collected data bore some errors that would influence the normal distribution of the data.

4.7.1 Test of Autocorrelation Assumption - Durbin–Watson Test

When error terms have correlation with its lagged values, this gives rise to the problem of autocorrelation. The presence of autocorrelation shows that there is a pattern in the data that has not yet fully accounted by the independent variables. Thus, the autocorrelation imply that the model is still inadequate. Due to presence of autocorrelation, the standard error estimate may all be strictly understated. A standard measure of autocorrelation of first order is Durbin-Watson Statistic (DW-test). The DW statistic has a possible range between 0 and 4. When DW has near 2 that means there is no first order autocorrelation. When DW is significantly lower than 2, it indicates the presence of positive autocorrelation, and when it is higher than 2 then it shows the presence of negative autocorrelation (Dray, 2010).

However, the recommendable values should range between 1.5 and 2.5(Hamel, 2012).

With the results in Table 4.14 it was found that the Durbin-Watson value ‘d’ was

2.111 (corrected to 3 decimal places), which lies between the two acceptable values of $1.5 < d < 2.5$. Therefore, it can be assumed that there were no first order linear autocorrelation errors in the multiple linear regression data, implying that the regression model was correctly specified with uncorrelated variables and allegedly enhancing its accuracy.

Table 4.14: Measure of Autocorrelation Assumption – Durbin-Watson

| Regression Statistics | |
|------------------------------|-------------|
| Multiple R | 0.965038646 |
| R Square | 0.931299588 |
| Adjusted R. Square | 0.930345416 |
| Standard Error | 0.180365778 |
| Durbin-Watson | 2.111378231 |

Predictors: Remuneration and incentive; Recognition and prestige;
Institutional environment

Dependent variable: Students' academic performance

4.7.2 Test of Normality Assumption

The assumption of normality needs to be checked for many statistical procedures, namely parametric tests, because their validity depends on it (Ghasemi and Zahediasl, 2012). In fact, a careful consideration should be given to normality and other requisite assumptions, for when properly applied, these assumptions help in drawing good, accurate and reliable replica of reality. The results of the Shapiro-Wilk statistics as illustrated in Table 4.15 for all variables to be 0.000, which is lower than the 0.05 level of significance and so deducing that the test was significant. The results further shows that responses to all independent variables are not normally distributed (skewed).

However, with large sample sizes (> 30 or 40), the violation of the normality assumption should not cause major problems; this implies that parametric procedures can be used even when the data are not normally distributed (Ghasemi and Zahediasl, 2012). This study therefore, had a similar case in which it had 220 respondents making it difficult to conform to normal distribution requirements. This assumption often holds when the sample is not so large, for instance, less than 30.

Table 4.15: Tests of Normality

| Shapiro-Wilk Test | | | |
|--------------------------|--------------------------|------------------------|---------------------------|
| | Remuneration & Incentive | Recognition & Prestige | Institutional Environment |
| W-stat | 0.487675856 | 0.364702286 | 0.773407327 |
| p-value | 0 | 0 | 0 |
| Alpha | 0.05 | 0.05 | 0.05 |
| Normal | no | no | no |

The study further conducted skewness and kurtosis tests to determine the symmetry and the peakedness of the distribution respectively. A distribution is normal when the values of skewness and kurtosis are zero, however, the values for skewness (asymmetry) and kurtosis ranging between -2 and +2 are considered acceptable for accurate interpretation and as a proof for normal univariate distribution. However, the study met the conditions for skewness but the condition for kurtosis was met through Institutional environment and students' academic performance variables only.

Table 4.16: Skewness and Kurtosis Tests of Normality Statistics

| | Remuneration & Incentive | Recognition & Prestige | Institutional Environment | Students' Academic Performance |
|--------------------|--------------------------|------------------------|---------------------------|--------------------------------|
| Standard Error | 0.064648 | 0.055644 | 0.115681 | 0.045763 |
| Standard Deviation | 0.958878 | 0.825333 | 1.715821 | 0.678775 |
| Kurtosis | 6.689073 | 10.10165 | -1.68225 | 0.611887 |
| Skewness | -2.69471 | -3.30108 | -0.28828 | -0.72633 |

4.7.3 Test of Multicollinearity Assumption on Independent Variables

Multicollinearity is a phenomenon when two or more predictors are correlated, if this happens, the standard error of the coefficients will increase. Increased standard error means that the coefficients for some or all independent variables may be found to be significantly different from each other. In other words, by overinflating the standard errors, multicollinearity makes some variables statistically insignificant when they should be significant (Daoud, 2017). Table 4.17 gives the results of the test of multicollinearity assumption. The results provide three items, namely, Tolerance, R^2 and Variance Inflation Factor (VIF).

It should be noted that a tolerance value of less than .10 and the VIF values above 10 would be a concern here or the larger the value of VIF the more “troublesome” the multicollinearity of the variables. In addition to the meaning of VIF itself in showing whether the predictors are correlated, the square root of VIF indicates how much larger the standard error is, for example if $VIF = 9$ this means that the standard error for the coefficient of that predictor is 3 times as large as it would be if that predictor is uncorrelated with other predictors (Daoud, 2017). Nevertheless, the study showed the value of all independent variables to be greater than 0.1 for tolerance and less than 10 for VIF, hence justifying the fact that they did not violate the multicollinearity assumption.

Table 4.17: The Results of the Test of Multicollinearity Assumption

| Multicollinearity Test | | | | |
|-------------------------------|-------------|----------------------|------------|-----------------|
| Variable | Tol. | R² | VIF | Present? |
| Remuneration & Incentive | 89.7% | 10.3% | 1.11 | FALSE |
| Recognition & Prestige | 92.6% | 7.4% | 1.08 | FALSE |
| Institutional Environment | 96.7% | 3.3% | 1.03 | FALSE |

4.7.4 Test of Homoscedasticity Assumption

Homoscedasticity and heteroscedasticity refer, respectively, to whether the variances of the pre-dictions determined by regression remain constant or differ (Knaub, 2007).

White test is the commonest test for heteroskedasticity (Gujarat and Porter, 2010).

Moreover, they deduce that to measure heteroskedasticity with White Test, the calculated (expected) Chi-square value and observed (critical) chi-square value are compared by this formula: $NR^2 \sim X^2_{df}$; where NR^2 = is the calculated (expected) chi-square value, N = is the sample size (observed number of individuals), R^2 = is R-square (coefficient of determination), X^2_{df} = is the critical chi-square value at chosen level of significance and df = is the degrees of freedom (number of regressors).

Whenever the calculated chi-square value is greater than the critical chi-square value at a chosen level of significance, the hypothesis of homoscedasticity is then rejected in favour of heteroscedasticity. Conversely, if the calculated chi-square value is less than the critical chi-square value then there is no violation of the assumption of homoscedasticity. With reference to table 4.24, $R^2 = 0.931$ and $N = 220$, thus the calculated chi-square value is given by $NR^2 = 0.931 \times 220 \rightarrow 204.89$ whereas, the critical chi-square value at a 0.05 level of significance and a $df = 167$ is 254.523. The results therefore, show that the critical (observed) chi-square value exceeds the calculated chi-square value at a chosen level of significance (0.05), so the conclusion is that there is no exhibition of heteroscedasticity problem in the model as suggested (Gujarat and Porter, 2010).

4.8 Inferential Statistics

Inferential analysis was done with an aim to determine the nature of the existing relationship between independent variables and dependent variable. To make it easier, both correlation and linear regression analysis were carried out. The scatter plots were obtained to easily illustrate an understanding of the nature of the relationships between the variables. Alongside this was the best-fitting straight line, the line that minimizes the squared errors of prediction or residuals in such a way that best fits the data under study.

On further analysis, the linear regression model summary and analysis of variance (ANOVA) were generated. Linear regression was used to approximate a score on one variable from a score on the other that is, it estimates or predicts an outcome or a value on a dependent variable in relation to the values of one or more independent variables. The overall multiple regression eventually was done so as to establish the relationship between the dependent variable that is Students' academic performance (SAP) and independent variables that is, remuneration and incentives, recognition and prestige and institutional environment.

4.8.1 Correlation and Regression Analysis for Remuneration and Incentive and Students' Academic Performance

4.8.1.1 Scatter plot for Teachers' Motivation Strategies and Remuneration and Incentives

The scatter plot in Figure 4.1 points to the fact that there was a positive linear relationship between Students' academic performance and remuneration and

incentive. This implies that teachers in private secondary schools were normally encouraged to work harder and produced better academic results when they were highly remunerated and accorded better incentives.

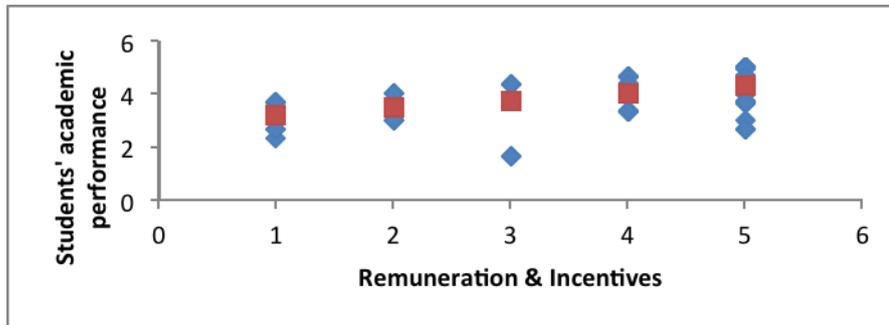


Figure 4.1: Scatter Plot for Teachers' Motivation Strategies and Remuneration and Incentives

4.8.1.2 Pearson's Correlation Statistics for Remuneration and Incentive

As presented in Table 4.18, the findings indicated that there was a medium positive correlation between remuneration and incentive and students' academic performance ($r = 0.388878505$, $p = 1.24509E-41 < 0.01$). This finding indicated a statistically significant linear relationship between the two variables.

Table 4.18: Correlations between Remuneration and Incentive and Students' Academic Performance

| Pearson's coeff (Fisher) | |
|--------------------------|-------------|
| Rho | 0 |
| Alpha | 0.05 |
| Tails | 2 |
| corr | 0.388878505 |
| std err | 0.067573738 |
| z | 6.04671914 |
| p-value | 1.47825E-09 |
| Lower | 0.270522058 |
| Upper | 0.495654689 |

The line of best-fitting below in Figure 4.2, illustrates how closer the points to the line are and thus justifying the fact that there was some positive correlation between Students' academic performance and remuneration and incentive in private secondary schools in Dar es Salaam. It therefore, also follows from equation $y = 0.2753x + 2.9253$ in the figure, that any unit increase of remuneration and incentive would increase the Students' academic performance by 27.5%.

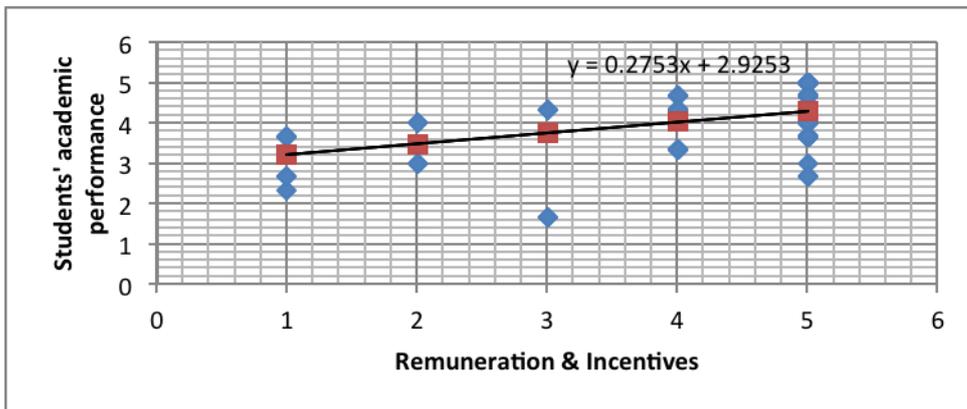


Figure 4.2: The Line of Best-Fitting between Students' Academic Performance and Remuneration and Incentives

4.8.1.3 Regression Analysis for Remuneration and Incentives

The results of regression analysis depicting the relationship between Students' academic performance and remuneration and incentives are illustrated in Table 4.19. With correlation coefficient value of, $R = 0.39$ (rounded to 2 digits), indicates that there was a positive relationship strength between teachers' motivation strategies and remuneration and incentive. Nonetheless, with $R^2 = 0.15$ (rounded to 2 digits), it means that 15% of the values fit the regression analysis model. In other words, 15% of the dependent variables (Students' academic performance) are explained by the independent variables (remuneration and incentive). In other words, Students'

academic performance could not have been excellent unless teachers were encouraged through improved remuneration and incentives.

Table 4.19: Description Statistics of Remuneration and Incentive

| Regression Statistics | |
|-----------------------|-------------|
| Multiple R | 0.388878505 |
| R Square | 0.151226492 |
| Adjusted R Square | 0.147333035 |
| Standard Error | 0.626780386 |
| Observations | 220 |

Predictors: Remuneration and incentive

Dependent variable: Students' academic performance

4.8.1.4 The Analysis of Variance (ANOVA) for Remuneration and Incentives

Table 4.20 generates ANOVA statistics for remuneration and incentives and Students' academic performance. As indicated in the table of results, there was a statistically significant difference between the variables' means as generated by one-way ANOVA ($F(1,218) = 38.84119$, $p = 2.3456E-09$ or 0.000000002346). It is therefore, confirmed that the change on a given item were "significant at a $p < 0.000000002346$ level" implying that there was a significant differences between the means of the two variables, that is, remuneration and incentive and Students' academic performance in private secondary schools in Dar es Salaam.

Table 4.20: ANOVA Results for Remuneration and Incentives and Students' Academic Performance

| ANOVA | | | | | |
|--------------|------------|--------------------|-----------|----------|-----------------------|
| | <i>df</i> | <i>SS</i> | <i>MS</i> | <i>F</i> | <i>Significance F</i> |
| Regression | 1 | 15.2589043 | 15.2589 | 38.84119 | 2.3456E-09 |
| Residual | 218 | 85.64209619 | 0.392854 | | |
| Total | 219 | 100.9010005 | | | |

Predictors: Remuneration and incentive

Dependent variable: Students' academic performance

4.8.1.5 Regression Coefficients between Remuneration and Incentive and Students' Academic Performance

Table 4.21 displays the t-values to be 6.23227 and 14.13609 for remuneration and incentives and students' academic performance, respectively. The p-values were $(2.3456E-09) < 0.05$ and so it was hypothesized that the model was essentially significant. The model was represented and defined as $Y = 2.925 + 0.275X_I + e$. Hence, simply put, it demonstrated that to every unit change or alteration of remuneration and incentives would lead to 27.5% increase of students' academic performance. It can therefore, concluded that Remuneration and incentives was quite necessary for the improvement of students' academic performance in private secondary schools in Dar es Salaam.

Table 4.21: Regression Coefficient of Remuneration and Incentives and Intercept for Students' Academic Performance

| | <i>Coefficients</i> | <i>Standard Error</i> | <i>t Stat</i> | <i>P-value</i> |
|-------------------------------------|---------------------|-----------------------|---------------|----------------|
| Intercept | 2.92534067 | 0.206941236 | 14.13609 | 1.23923E-32 |
| Remuneration & Incentive | 0.27528088 | 0.044170242 | 6.23227 | 2.3456E-09 |

Predictors: Remuneration and incentive

Dependent variable: Students' academic performance

4.8.2 Correlation and Regression Analysis for Recognition and Prestige and Students' academic performance

4.8.2.1 Scatter Plot for Students' Academic Performance and Recognition and Prestige

The scatter plot in Figure 4.3 points to the fact that there was a positive linear relationship between Students' academic performance and recognition and prestige.

This implies that teachers in private secondary schools were normally encouraged to work harder and produced better academic results when they were highly recognized and treated with high esteem.

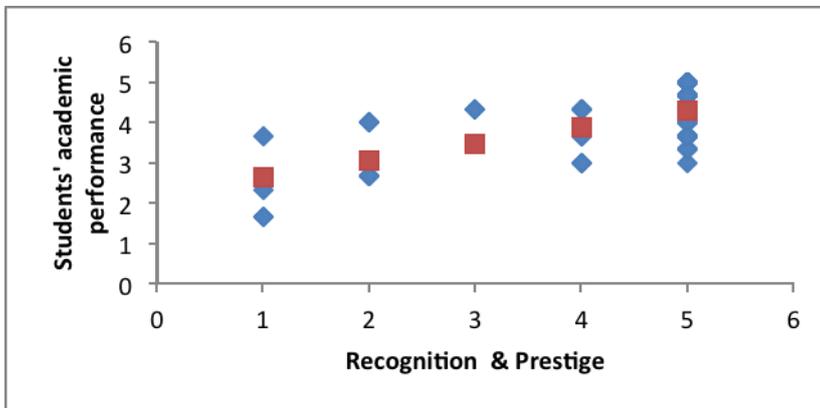


Figure 4.3: Scatter Plot for Students' Academic Performance and Recognition and Prestige

4.8.2.2 Pearson's Correlation Statistics for Recognition and Prestige

Table 4.22 shows the correlation coefficient as a medium positive linear relationship between recognition and prestige and Students' academic performance, that is, $r = 0.508758931$, $p = 0.000$. The model therefore was deemed statistically significant as p value was < 0.05 . This suggests that there was a positive medium strength of association (or correlation) between the two variables depicting a 50.9%.

Table 4.22: Correlations between Recognition and Prestige and Students' Academic Performance

| Pearson's coeff (Fisher) | |
|--------------------------|-------------|
| Rho | 0 |
| Alpha | 0.05 |
| Tails | 2 |
| corr | 0.508758931 |
| std err | 0.067573738 |
| z | 8.26483937 |
| p-value | 1.39883E-16 |
| lower | 0.403650894 |
| upper | 0.600612575 |

The line of best-fitting in Figure 4.4, illustrates how closer the points to the line are and thus justifying the fact that there was some positive correlation between students' academic performance and recognition and prestige in private secondary schools in Dar es Salaam. It therefore, also follows from equation $y = 0.4184x + 2.208$ in the figure, that any unit increase of recognition and prestige would increase the teachers' motivation strategies by 41.8%.

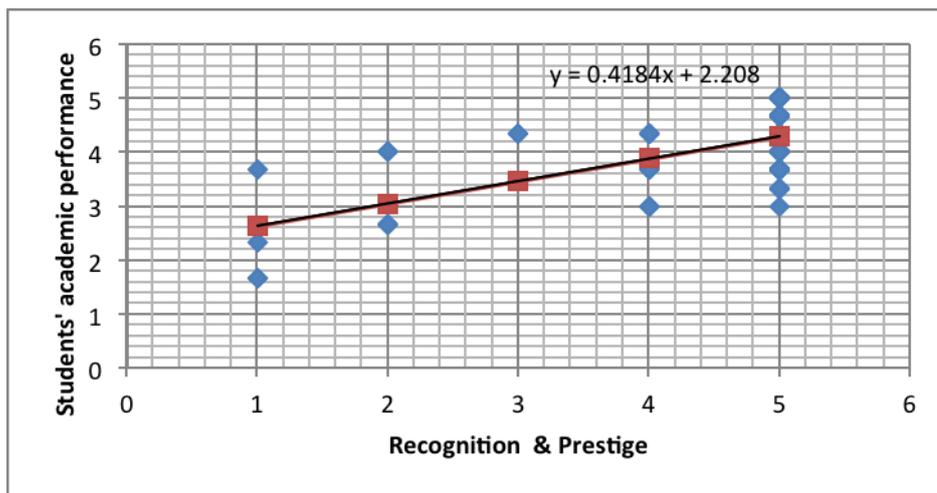


Figure 4.4: The Line of best-fitting between Students' Academic Performance and Recognition and Prestige

4.8.2.3 Regression Analysis for Recognition and Prestige

The results of regression analysis depicting the relationship between Students' academic performance and recognition and prestige are illustrated in Table 4.23. With correlation coefficient value of, $R = 0.51$ (rounded to 2 digits), indicates that there was a positive relationship strength between students' academic performance and remuneration and incentive. Nonetheless, with $R^2 = 0.26$ (rounded to 2 digits), it means that 26% of the values fit the regression analysis model. In other words, 26% of the dependent variables (students' academic performance) are explained by the independent variables (recognition and prestige). In other words, students' academic

performance could not have been better unless recognition and prestige were given priority.

Table 4.23: Description Statistics of Recognition and Prestige

| <i>Regression Statistics</i> | |
|------------------------------|-------------|
| Multiple R | 0.508758931 |
| R Square | 0.25883565 |
| Adjusted R Square | 0.255435813 |
| Standard Error | 0.585702058 |
| Observations | 220 |

Predictors: Recognition and prestige

Dependent variable: Students' academic performance

4.8.2.4 The Analysis of Variance (ANOVA) for Recognition and Prestige

Table 4.24 generates ANOVA statistics for recognition and prestige and Students' academic performance. As indicated in the table of results, there was a statistically significant difference between the variables' means as generated by one-way ANOVA ($F(1,218) = 76.13179$, $p = 6.93E-16$). It is therefore, confirmed that the change on a given item were "significant at a $p < 6.93E-16$ level" implying that there was a significant differences between the means of the two variables, that is, recognition and prestige and students' academic performance in private secondary schools in Dar es Salaam.

Table 4.24: ANOVA Results for Recognition and Prestige and Students' Academic Performance

| ANOVA | | | | | |
|--------------|------------|----------------|-----------|----------|-----------------------|
| | <i>df</i> | <i>SS</i> | <i>MS</i> | <i>F</i> | <i>Significance F</i> |
| Regression | 1 | 26.11678 | 26.11678 | 76.13179 | 6.93E-16 |
| Residual | 218 | 74.78422 | 0.343047 | | |
| Total | 219 | 100.901 | | | |

Predictors: Recognition and prestige

Dependent variable: Students' academic performance

4.8.2.5 Regression Coefficients between Recognition and Prestige and Students' Academic Performance

Table 4.25 displays the t-values to be 8.725354 and 9.586694 for recognition and prestige and students' academic performance, respectively. The p-values were $(6.93E-16) < 0.05$ and so it was hypothesized that the model was essentially significant. The model was represented and defined as $Y = 2.208009701 + 0.418416161X_I + e$. Hence, simply put, it demonstrated that to every unit change or alteration of recognition and prestige would lead to 41.8% increase of students' academic performance. It can therefore, be concluded that recognition and prestige was quite necessary for the improvement of students' academic performance in private secondary schools in Dar es Salaam.

Table 4.25: Regression Coefficient of Recognition and Prestige and Intercept for Students' Academic Performance

| | <i>Coefficients</i> | <i>Standard Error</i> | <i>t Stat</i> | <i>P-value</i> |
|------------------------|---------------------|-----------------------|---------------|----------------|
| Intercept | 2.208009701 | 0.23032 | 9.586694 | 2.19E-18 |
| Recognition & Prestige | 0.418416161 | 0.047954 | 8.725354 | 6.93E-16 |

Predictors: Recognition and prestige

Dependent variable: Students' academic performance

4.8.3 Correlation and Regression Analysis for Institutional Environment and Students' Academic Performance

4.8.3.1 Scatter Plot for Students' Academic Performance and Institutional Environment

The scatter plot in Figure 4.5 points to the fact that there was a positive linear relationship between Teachers' motivation strategies and institutional environment. This implies that teachers in private secondary schools were normally encouraged to

work harder and produced better academic results when there was a better working environment.

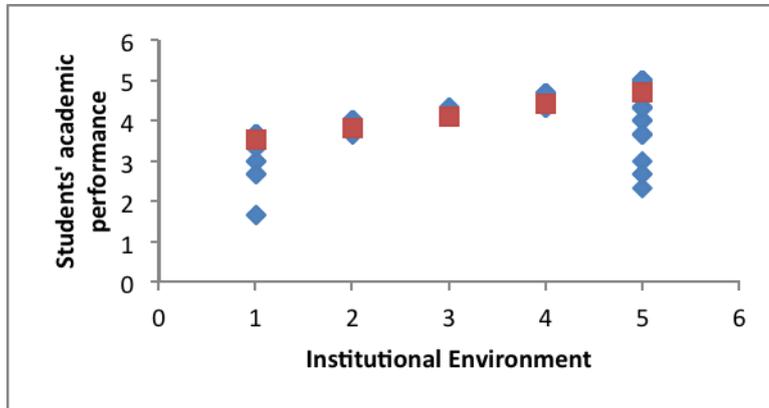


Figure 4.5: Scatter Plot for Students' Academic Performance and Institutional Environment

4.8.3.2 Pearson's Correlation Statistics for Institutional Environment

Table 4.26 illustrates the Pearson's r statistic results, which revealed that there was a strong correlation between Students' academic performance and institutional environment. With a Pearson's r of 0.725 which is very close to 1 and a Significant value (p-value) of $0.000 < 0.01$, it can be concluded that there was a strong relationship of 72.5% between Students' academic performance and Institutional environment.

Table 4.26: Correlation between Institutional Environment and Students' Academic Performance

| Pearson's coeff (Fisher) | |
|--------------------------|-------------|
| Rho | 0 |
| Alpha | 0.05 |
| Tails | 2 |
| corr | 0.724749971 |
| std err | 0.067573738 |
| z | 13.51677898 |
| p-value | 1.24509E-41 |
| lower | 0.655297825 |
| upper | 0.782051079 |

The line of best-fitting in Figure 4.6, illustrates how closer the points to the line are and thus justifying the fact that there was some positive correlation between students' academic performance and institutional environment in private secondary schools in Dar es Salaam. It therefore, also follows from equation $y = 0.2867x + 3.2574$ in the figure, that any unit increase of institutional environment would increase the students' academic performance by 28.7%.

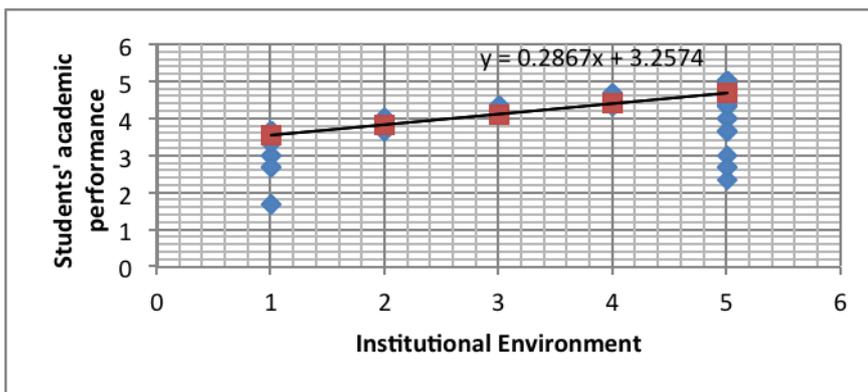


Figure 4.6: The Line of best-fitting between Students' Academic Performance and Institutional Environment

4.8.3.3 Regression Analysis for Institutional Environment

The results of regression analysis depicting the relationship between students' academic performance and institutional environment are illustrated in table 4.27. With correlation coefficient value of, $R = 0.72$ (rounded to 2 digits), indicates that there was a positive relationship strength between Students' academic performance and institutional environment. Nonetheless, with $R^2 = 0.53$ (rounded to 2 digits), it means that 53% of the values fit the regression analysis model. In other words, 53% of the dependent variables (students' academic performance) are explained by the independent variables (institutional environment). Thus, excellent students' academic performance could not have been possible without the improved institutional environment.

Table 4.27: Description Statistics of Institutional Environment

| <i>Regression Statistics</i> | |
|------------------------------|-------------|
| Multiple R | 0.724749971 |
| R Square | 0.52526252 |
| Adjusted R Square | 0.523084825 |
| Standard Error | 0.468755363 |
| Observations | 220 |

Predictors: Institutional environment

Dependent variable: Students' academic performance

4.8.3.4 The Analysis of Variance (ANOVA) for Institutional Environment

Table 4.28 generates ANOVA statistics for institutional environment and students' academic performance. As indicated in the table of results, there was a statistically significant difference between the variables' means as generated by one-way ANOVA ($F(1,218) = 241.2012, p = 4.02E-37$). It is therefore, confirmed that the change on a given item were "significant at a $p < 0.05$ level" implying that there was a significant differences between the means of the two variables, that is, institutional environment and students' academic performance in private secondary schools in Dar es Salaam.

Table 4.28: ANOVA Results for Institutional Environment and Students' Academic Performance

| ANOVA | | | | | |
|--------------|------------|----------------|-----------|----------|-----------------------|
| | <i>df</i> | <i>SS</i> | <i>MS</i> | <i>F</i> | <i>Significance F</i> |
| Regression | 1 | 52.99951 | 52.99951 | 241.2012 | 4.02E-37 |
| Residual | 218 | 47.90149 | 0.219732 | | |
| Total | 219 | 100.901 | | | |

Predictors: Institutional environment

Dependent variable: Students' academic performance

4.8.3.5 Regression Coefficients between Institutional Environment and Students' Academic Performance

Table 4.29 displays the t-values to be 15.53065 and 48.08778 for institutional environment and students' academic performance, respectively. The p-values were $(4.02E-37) < 0.05$ and so it was hypothesized that the model was essentially significant. The model was represented and defined as $Y = 3.257376862 + 0.286709312X_1 + e$. Hence, simply put, it demonstrated that to every unit change or alteration of institutional environment would lead to 28.7% increase of students' academic performance. It can therefore, be concluded that institutional environment was quite necessary to improve students' academic performance in private secondary schools in Dar es Salaam.

Table 4.29: Regression Coefficient of Institutional Environment and Intercept for Students' Academic Performance

| | <i>Coefficients</i> | <i>Standard Error</i> | <i>t Stat</i> | <i>P-value</i> |
|---------------------------|---------------------|-----------------------|---------------|----------------|
| Intercept | 3.257376862 | 0.067738 | 48.08778 | 5E-118 |
| Institutional Environment | 0.286709312 | 0.018461 | 15.53065 | 4.02E-37 |

Predictor: Institutional environment

Dependent variable: Students' academic performance

4.8.4 A Regression Summary for All Variables

4.8.4.1 Descriptive Statistics for all the Variables

From Table 4.30, it is clear that there exists a relationship between X_1 –Remuneration and incentive; X_2 –Recognition and prestige; X_3 –Institutional environment; and Students' academic performance in which $R = 0.965$. It can be seen from the coefficient of determination $R^2 = 0.931$ that the independent variables –Remuneration

and incentive; Recognition and prestige; Institutional environment (X_1 , X_2 and X_3) explain 93.1% of the variability of the dependent variable – Students’ academic performance.

Table 4.30: Model Summary for all Variables

| Regression Statistics | |
|------------------------------|-------------|
| Multiple R | 0.965038646 |
| R Square | 0.931299588 |
| Adjusted R Square | 0.930345416 |
| Standard Error | 0.180365778 |
| Observations | 220 |

Predictors: Remuneration and incentive; Recognition and prestige; Institutional environment

Dependent variable: Students’ academic performance

4.8.4.2 Pearson’s Correlation Statistics (r) for all Variables

Table 4.31 shows that there was a positive linear relationship between Students’ Academic Performance (SAP) and all the variables. The correlation coefficient between SAP and Remuneration and incentive was 0.388879; Recognition and prestige was 0.508759; and Institutional environment was 0.72475. However, the correlation between remuneration and incentive and recognition and prestige was 0.268848; with institutional environment was -0.17669. Finally, the correlation between recognition and prestige and Institutional environment was -0.00812. With regard to the strength of association, SAP had larger association with institutional environment ($r=0.72475$ or 72.5%) and medium association with remuneration and incentive and recognition and prestige ($r=0.388879$ or 38.9% and $r=0.508759$ or 50.9%, respectively). But there was small association between remuneration and

incentive and recognition and prestige and institutional environment ($r=0.268848$ or 26.8% and $r=-0.17669$ or -17.7%, respectively); and recognition and prestige and institutional environment ($r=-0.00812$ or -0.8%).

Table 4.31: Correlations between Students' Academic Performance (SAP) and all the Variables

| | Remuneration & Incentive | Recognition & Prestige | Institutional Environment | SAP |
|---------------------------|--------------------------|------------------------|---------------------------|-----|
| Remuneration & Incentive | 1 | | | |
| Recognition & Prestige | 0.268848 | 1 | | |
| Institutional Environment | -0.17669 | -0.00812 | 1 | |
| SAP | 0.388879 | 0.508759 | 0.72475 | 1 |

4.8.4.3 ANOVA Results for all the Variables

Moreover, ANOVA results in table 4.32 indicates that the model of students' academic performance and incentive (X_1); Recognition and prestige (X_2); and Institutional environment (X_3) was statistically significant having a value of $F=976.0287$ and $p\text{-value}=2.8E-125$ less than 0.05.

Table 4.32: ANOVA Results for all Variables

| ANOVA | | | | | |
|--------------|-----------|-------------|-----------|----------|-----------------------|
| | <i>df</i> | <i>SS</i> | <i>MS</i> | <i>F</i> | <i>Significance F</i> |
| Regression | 3 | 95.25594729 | 31.75198 | 976.0287 | 2.8E-125 |
| Residual | 216 | 7.026871782 | 0.032532 | | |
| Total | 219 | 102.2828191 | | | |

Predictors: Remuneration and incentive; Recognition and prestige; Institutional environment

Dependent variable: Students' academic performance

4.8.4.4 Regression Model for all the Variables

The final overall regression model resulted in significantly better prediction of students' academic performance. At last the coefficient summary was presented in table 4.33 in which the positive coefficient values for all predictor variables revealed positive relationships. Besides, all the p-values were less than 0.05 and for this reason it was concluded that the model was statistically significant. Therefore the model was defined as $Y = 0.322237462 + 0.269575847X_1 + 0.343144575X_2 + 0.311370355X_3 + e$ which signifies that all the factors were positively affecting the students' academic performance.

Table 4.33: Regression Coefficients for all Variables

| | <i>Coefficients</i> | <i>Standard Error</i> | <i>t Stat</i> | <i>P-value</i> |
|---------------------------|---------------------|-----------------------|---------------|----------------|
| Intercept | 0.322237462 | 0.085077969 | 3.787555 | 0.000197 |
| Remuneration & Incentive | 0.269575847 | 0.012140924 | 22.2039 | 1.16E-57 |
| Recognition & Prestige | 0.343144575 | 0.015274415 | 22.46532 | 1.97E-58 |
| Institutional Environment | 0.311370355 | 0.007203923 | 43.22233 | 2.7E-108 |

Predictors: Remuneration and incentive; Recognition and prestige; Institutional environment

Dependent variable: Students' academic performance

CHAPTER FIVE

SUMMARY AND DISCUSSION OF THE FINDINGS

5.1 Introduction

The study strived to assess the role of teachers' motivation on students' academic performance of private secondary schools in Dar es Salaam in 2016 and 2017 form four examination results. This chapter presents a precise summary and discussion of key findings based on the objectives of the study.

5.2 Summary of the Findings

Chapter four was organized with reference to the conceptual framework, research questions and the related specific objectives. It also shows general observations, statistical results and the interpretation of results.

5.2.1 The Teachers' Motivation Strategies used by Private Secondary Schools to Improve Students' Academic Performance in Dar es Salaam

The teachers' motivation strategies used by private secondary schools to improve students' academic performance in Dar es Salaam included remuneration and incentive; recognition and; and institutional environment. In the private schools, teachers were paid high salaries, which were above a living wage and above the counterparts' in the public secondary schools, something that increased their motivation. With scatter plot and line of best fitting showing a positive linear relationship and positive correlation between students' academic performance and remuneration and incentive, respectively, teachers in private secondary schools were normally encouraged to work harder and produced better academic results when they

were highly remunerated and accorded better incentives. It was also revealed through regression analysis that 15% and 27.5% of students' academic performance could be explained and affected by the remuneration and incentives, respectively. In other words, students' academic performance could not have been excellent unless teachers were encouraged through improved remuneration and incentives.

The private secondary schools also recognized teachers by being paid for high-performing and accorded them the prestige, which, there was no doubt, motivated them and in turn improved students' academic performance. A positive linear relationship and positive correlation between students' academic performance and recognition and prestige were depicted by scatter plot and line of best fitting, respectively. This implied that students' academic performance could not have been better without putting recognition and prestige in place. It was also revealed through regression analysis that 26% and 41.8% of students' academic performance could be explained and affected by the recognition and prestige, respectively. In other words, students' academic performance could not have been excellent without encouraging teachers through improved recognition and prestige.

The improved institutional environment in terms of good housing facilities, learning and teaching materials and availability of transport facilities highly motivated teachers and ultimately improved students' performance. Notwithstanding, the scatter plot and line of best fitting showed a positive linear relationship and positive correlation between students' academic performance and institutional environment, respectively. The regression analysis also showed that 53% and 28.7% of students' academic performance could be explained and affected by the institutional environment,

respectively. In other words, institutional environment acted as a catalyst in excellent students' academic performance.

5.2.2 The Effect of Teachers' Motivation Strategies on Student Academic Performance

The positive effect of teachers' motivation on students' academic performance included increased students' achievement and high teachers' morale. The students' academic achievement was as result of higher teachers' motivation exercised by the private secondary schools in Dar es Salaam. The higher level of motivation also increased the teachers' morale to execute their duties effectively hence enhancing students' academic performance.

5.2.3 The Challenges that Faced Private Schools in Applying Teachers'

Motivation Strategies for Improving Students' Academic Performance

A number of private secondary schools faced various challenges in applying teachers' motivation strategies for improving students' academic performance. These challenges included financial constraints and irrational deployment. Inasmuch as the private secondary school would have wanted to improve the morale of teachers and ultimately increase students' academic performance, financial difficulties would still restrain their efforts. Such difficulty was also coupled with irrational deployed where the ultimate decision maker was the director. Although the headmasters had the authorities to motivate the teachers but the final approval was vested in the hands of the school director.

5.3 Discussion of the Findings

5.3.1 The Teachers' Motivation Strategies used by Private Secondary Schools to Improve Students' Academic Performance in Dar es Salaam

The majority of respondents (90.9%) were inclined towards agreeing that private secondary schools in Dar es Salaam paid teachers high salaries which were above a living wage, something that increased their motivation. But only a few respondents (6.8%) never agreed on this. The respondents' views were consistent with some of the authors' opinions. For instance, according to Maslow's hierarchy of needs theory there is a hierarchy of five human needs, these are Physiological needs comprises human needs such as food, drink, shelter, sexual satisfaction, and other physical needs, also Safety needs involve security and protection from physical and emotional harm, another is social needs which explain on the human needs for affection, belongingness, acceptance, and friendship. There is no doubt that these physiological needs are met by good pay received by teachers.

In ranking the factors in order of importance, Adjei and Amofa (2014) ranked the teachers' wages and salaries as their most important motivational factors. On the same note, regression analysis on whether Kenya Certificate of Secondary School (KCSE) performance was influenced by remuneration factors by Gitonga (2012) revealed a strong relationship between remuneration related factors and school performance in secondary school. Indeed the authors' (Gitonga, bid) finding was also echoed by the study when scatter plot and line of best fitting showed a positive linear relationship and positive correlation between students' academic performance and remuneration and incentive, respectively. The researcher then concluded that teachers were paid

high salaries, which were above the living wage, something that increased their motivation and ultimately improved the students' academic performance.

The study also revealed that most of the respondents (93.2%) were of the idea that teachers were recognized by being paid for high-performing, something that highly motivated them into increasing students' academic performance, while only few respondents (13) did not share the same idea. The respondents' views were quite consistent with the authors' findings. For instance, a study by Adjei and Amofa (2014) demonstrated that recognition for good work done and participation in decision making were the major factors that really affected teacher motivation. Similarly, a study by Adeyinka, et al. (2013) revealed that the condition of service of teachers, teachers' fringe benefit payment, and teachers' promotion of in-service training had a direct influence on the students' performance in mathematics. Melchior (2015) also noted that teachers were interested in promotion, recognition and other fringe benefits as motivational elements that could push teachers to give out their best.

Nonetheless, upon looking at the impact of motivation to students' academic performance, Mbope (2015) found that; first, the role of teachers help the pupils' marks scores to be high and that factors that contributed to low teachers' morale were lack of recognition of teachers' work, non-involvement in decision making, lack of appreciation from educational officers and heads of schools, low salary and poor working conditions. The researcher then concluded that indeed the recognition of teachers by being paid for high-performing individual teacher and the prestige that those teachers enjoyed increased teachers' motivation, which in turn improved students' academic performance.

The study further revealed that majority of respondents (56.9%) were of the idea that skilled teachers faced more opportunities for promotion and frequently, high-quality training that gave them the tools to overcome their classroom challenges as a way of motivation teachers and ultimately improving students' performance. But few of the respondents (16.3%) were inclined towards agreeing that skilled teachers faced more opportunities for promotion and frequently, high-quality training that gave them the tools to overcome their classroom challenges as a way of motivation teachers and ultimately improving students' performance. This is also confirmed by the mean score of 3.2.

The respondents' views also concurred with the authors findings. For instance, the study by Oredein and Awodun (2013) revealed that; there was significant relationship between regular payment of science teachers' allowance and academic performance of science students; there was significant relationship between regular teachers' participation in seminars/ workshops and academic performance of science students. Also, there exist statistical significant relationship between granting of study leave with pay to science teachers and academic performance of science students. Similarly, a study by Oko (2014) which examined the impact of teacher motivation on academic performance of students revealed that the determinants of teacher-learner interactions for better students' academic performance were -the status of teachers, class size, increasing workload, professional freedom, the work environment, teacher education and professional development, teachers' salaries and negotiations and consultations.

The study by Mohamed (2013) showed that the motivation was to a large extent affected by the factors such as poor working conditions, low salary/pay, unfavorable

policies on secondary school education, delays in promotions and community's negative perception towards teaching. On the same note, a study by Mark (2015) showed that motivation of teachers in Kibaha District was affected by factors such as poor working conditions, unfavorable policies on education, delays in promotions and community's negative perception towards teaching. In fact, the majority of respondents had also the idea that institutional environment affected the teachers motivation to very large extent. The researcher then concluded that institutional environment depicted in their respective schools highly motivated teachers and ultimately improved students' performance.

5.3.2 The Effect of Teachers' Motivation Strategies on Student Academic

Performance

The majority of respondents (81.8%) were inclined towards agreeing that teachers' motivation increases students' academic performance in private secondary schools in Dar es Salaam. But only a few respondents (13.6%) never agreed on this. This is a clear indication that indeed teachers' motivation increases students' academic performance. The respondents' views were also shared with different scholars. For instance, Gitonga (2012) established that in good working condition in schools, teachers are motivated to perform better hence good students' performance in the examinations. Regression analysis on whether KCSE performance was influenced by remuneration factors revealed a strong relationship between remuneration related factors and school performance in secondary school. Similarly, a study by Oredein and Awodun (2013) revealed that there was significant relationship between regular payment of science teachers' allowance and academic performance of science

students. There was also statistical significant relationship between granting of study leave with pay to science teachers and academic performance of science students.

On the same note, a study by Moskovsky, et al. (2013) which examined the Effects of Teachers' Motivational Strategies on Learners' Motivation, provided compelling evidence that teachers' motivational behaviors caused enhanced motivation in second language learners. A study by Oko (2014) revealed that teachers' motivation on the academic performance of students included among others-the provision of the desire in students to learn. The researcher then concluded that students' good academic performance is directly linked to highly motivated teachers.

The study further revealed that most of the respondents (205) were of the idea that teachers' motivation increased their teaching morale hence enhanced students' academic performance, while only few respondents (13) did not share the same idea. The responses from the respondents were also applauded by various studies on teachers' motivation. A study by Adeyinka, et al. (2013) which examined the effect of teachers' motivation on students' performance in mathematics observed that the condition of service of teachers, teachers' fringe benefit payment, and teachers' promotion of in-service training have a direct influence on the student's performance in mathematics. Davidson (2007) pointed out that one factor that has had a significant impact on teaching quality is the lack of motivation among teachers.

Moreover, Mbope (2015) established that the role of teachers help the pupils' marks scores to be high, that factors contributed to low teachers' morale were lack of recognition of teachers' work, non-involvement in decision making, lack of

appreciation from educational officers and heads of schools, low salary and poor working conditions. To improve the teaching and learning teachers should be given incentives to attract their attention consequently improve performance. The respondents also pointed out that the effectiveness of the teachers' motivation strategies was very highly effective. The researcher then concluded that teachers depicted high level of teaching morale as an attribute to teachers' motivation.

5.3.3 The Challenges That Faced Private Schools in Applying Teachers' Motivation Strategies for Improving Students' Academic Performance

The study revealed that the challenges that faced private schools in applying teachers' motivation strategies for improving students' academic performance were the overly tight fiscal management policies and irrational deployment. The majority of respondents (81.4%) were inclined towards agreeing that overly tight fiscal management policies serves as a challenge to teachers' motivation in private secondary schools in Dar es Salaam. But only a few respondents (15.9%) never agreed on this. The respondents' views were consistent with a number of writers' opinions. A recent World Bank (2014) report on education management in Nigeria notes that 'teachers may have reasonable job security but until they feel confident that they will be paid as and when due their morale will continue to be low and their attendance at school irregular'.

However, Nthenya (2012) pointed out that the profession of teaching has traditionally offered little recognition to the experienced and highly skilled teachers in comparison to the novice teacher, other than annual, incremental salary increases given to all teachers equally based on how many years they have taught. Competitive salaries,

with opportunities for growth, are key to efforts to recruit and retain the most qualified teachers. The researcher then concluded that indeed the financial constraints faced by most schools served as a challenge for motivating teachers.

The study further indicated that the majority of respondents (84.1%) were inclined towards agreeing that the deployment of teachers was made under the discretion of the director and there is no guiding procedures on this; something that reduces teachers' morale in private secondary schools in Dar es Salaam. But only a few respondents (15.1%) never agreed on this. The respondents' views were also shared with various authors. For instance, Nthenya established that there appeared to be mounting concerns that unacceptably high proportions of teachers working in public school systems are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. The extent to which the challenges of implementing teachers' motivation strategies influenced academic performance of students in private secondary schools was to very large extent. The researcher then concluded that irrational deployment of teachers reduced teachers' morale; something that served as a challenge to teachers' motivation. The researcher then concluded that the challenges of implementing teachers' motivation strategies highly influenced academic performance of students in private secondary schools in Dar es Salaam.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

In this chapter, the summary, conclusion and recommendations of the results found during the research process are presented. The highlights of the topics, which are appropriate for further investigation by the future researchers, are also suggested.

6.2 Conclusion

In the light of the findings the following conclusions are made:

The combination of the three teachers' motivation strategies, that is, remuneration and incentive, recognition and prestige and institutional environment, applied by the private secondary schools to increase teachers' motivation and ultimately lead to better students' academic performance, were farfetched in the sense that any school without strong financial back-up would still run into untimely debts. In fact, the three combinations of teachers' motivation strategies can be likened to the fulfillment of Maslow's hierarchy of needs. For instance, human needs such as food, drink, shelter, and sexual satisfaction, are fulfilled through the provision of higher remuneration and incentives; social needs which explain on the human needs for affection, belongingness, acceptance, and friendship are fulfilled through recognition and prestige; and safety needs which involve security and protection from physical and emotional harm are fulfilled through the provision of better institutional environment.

Notwithstanding, the higher level of teachers' motivation strategies increased students' achievement and high teachers' morale. Highly motivated teachers in private

secondary schools encouraged students to work harder and they also strived to seek extra teaching and learning materials for the students. Besides, highly motivated teachers had high morale in undertaking their teaching duties, which also culminated to the better performance of their students.

However, a number of private secondary schools faced various challenges in applying teachers' motivation strategies for improving students' academic performance. These challenges included financial constraints and irrational deployment. Indeed motivating teachers through increased wages became difficult because of lack of finance. Most of these schools highly depended on schools without extra income generating ventures. So, money was not just readily available to motivate teachers. The other challenge was irrational deployment. The decision to deploy a staff in private secondary schools was vested on the hands of directors and not necessary a headmaster. So, in most cases, some teachers would be promoted not on merit but on the feeling of the director.

6.3 Recommendations

Given the findings and conclusions, the following recommendations are made both for action and for further research.

6.3.1 Recommendations for Actions

- (i) The study revealed that there were a number of government interferences in managing private secondary schools in Dar es Salaam. These interferences included regulating the number of students in class and the school fees to be charged per student in a year. The government needs to realize that in private

schools, school fees were the major and most reliable source of financing. However, schools were not allowed to set fees beyond certain level. This study therefore recommends that government should let the market be competitive by leaving issues that concern school economy in the hands of schools themselves. It should leave them to determine their own school fees and contributions. After all, only those parents who are ready to invest in high quality education and better learning environments take their children to private secondary schools.

- (ii) The study also revealed that institutional environment also served as a motivating factor for teachers in private secondary schools in Dar es Salaam. Some of these attributes of teaching and learning environment included better housing facilities, availability of teaching and learning materials and accessibility of schools through the available means of transports. The attributes of institutional environments can be still made available to all secondary schools in the country if the government is willing to do so. The study therefore, recommends that the government should emulate the tactics used by private secondary schools in improving the academic performance of public secondary schools.
- (iii) The study further revealed that some of the teaching and learning materials that were available were computers that were being integrated in teaching and learning exercise. Although it has not been known about the extent to which computers and internet facilities can improve academic performance of students but indeed they were easily accessible by students in the private

secondary schools. The national ICT policy of 2003 is silent when it comes to positive impacts of the ICT to the young citizen. The study therefore, recommends that the government should review the policy for it was developed in 2003 when impact of ICT to the community was very minimal as access of members to the associated facilities e.g. computer networks was so limited during that time, and the concern of the government was only illicit business and monetary fraud which it was informed could happen through cyber space. It is high time now for the government to review policies like this in order to accommodate many changes that have happened in ICT industry.

- (iv) The study also revealed that most private schools faced the challenge of irrational deployments as even the most placed teachers who could get promotions never got them and there were cases of allocating some subjects to teachers who never deserved. Such kinds of acts were being performed by mediocre managers and directors. Due to serious shortage of business management and leadership skills amongst managers; this study makes recommendation to the managers to think of undertaking business management skills so that they can fit in the position of heading the schools. Some managers such as those already with long work experience may need short-term training but others especially young ones may need regular courses aimed at imparting substantial management skills. Apart from teaching, school managers need to be equipped with appropriate commercial outlook to the school's strategic decision making.
- (v) The study also recommends that schools should employ professional managers. Essentially, a school manager should usually be a senior member of

non-teaching staff engaged in non-teaching activity in the school. He/she is supposed to oversee the business management of schools – all administrative and logistical aspects of running a school so that these are done in the most effective and efficient way possible. The present school managers, probably defending their positions, were found insisting that management of secondary schools must be under persons with teaching profession. However, they admitted that they lacked essential business management skills. Their claim that schools need to be managed by persons with teaching profession might be true; that is the essence why this study recommends that present school managers should be trained in business management.

- (vi) The study also revealed that the school directors and managers in private secondary schools were most revered. As result of this headmasters and teachers hardly seek audience with them. The study therefore recommends that cooperation between owners of school and managers and teachers in general is critical in enhancing school performance. School directors determine how internal resources are acquired from the market and the characteristics of school environment such as residence, religious climate, and student sex-bias. Managers/headmasters largely determine how resources such as teachers, non-teaching staff and infrastructure are utilised to enhance school performance. Managers need resources from directors and directors need efficient and economic utilisation of the resources by managers. The cooperation between these two parties therefore determines school success.

6.4 Further Research

- (i) One of the areas that the study proposed to be looked at was the link between religious-affiliated schools and academic performance of students in secondary schools. These schools have been known to produce excellent results but literature shows limited evidence about existing relationship between religiosity and school performance. The study should therefore be conducted to establish quantifiable evidence of association between religious environment and students' academic performance.
- (ii) Secondly, the study has found emerging effects of technological advances, particularly ICT, to students' behaviour; let there be detailed study finding out how technological advances affects school performance.
- (iii) Thirdly, another study should be carried out on teachers' satisfaction and students' academic performance.
- (iv) Finally, a comparative study should be conducted between single-sex schools and co-education.

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APPENDICES

Appendix I: Questionnaires for Secondary Schools' Teachers

My name is Judith Rwelamila. I am a student from the Open University of Tanzania. I am conducting a study about the role of teachers' motivation on students' academic performance in private secondary schools in Dar es Salaam in 2016 and 2017 form four examination results. The aim of my study is to contribute to the existing body of knowledge and literature related to the teachers' motivation; the main beneficiaries of which are the academicians and to enable policy makers to develop the best policies and regulations for motivating teachers. I request you to respond to questions that you will be given. However, your responses will be taken highly confidential and that your name will not be mentioned or appear in any part of this study.

A. PERSONAL INFORMATION

1. Age (Tick appropriately)

| | |
|-----------------|--|
| 18----27 Years | |
| 28----37 Years | |
| 38-----47 Years | |
| 48-----57 Years | |
| 58-----67 years | |
| 68+ years | |

2. Gender Male (), Female () (Tick appropriately)

3. Education level

What is your education level (Tick appropriately)

| | |
|---------------|--|
| Certificate | |
| Diploma | |
| Graduate | |
| Post graduate | |

B. TEACHERS' MOTIVATION STRATEGIES

This part will identify teachers' motivation strategies used by private secondary schools to improve students' academic performance in Dar es Salaam

1. Please, indicate your degree of agreement or disagreement with the following statements by ticking (✓) your response using this scale:

| | | | | |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly disagree | Disagree | Neutral | Agree | Strongly agree |

| S/N | Statement | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|
| 1. | Teachers are paid high salaries which are above a living wage, something that increases their motivation | | | | | |
| 2. | Teachers are recognized by being paid for high-performing individual teacher | | | | | |
| 3. | The school has good teaching and learning materials, better housing facilities and better means of transport which ease the work of teachers as a way of motivating them into better work performance. | | | | | |

4. To what extent do teachers' motivation strategies influence academic

Not at all

Small extent

Moderate extent

Large extent

Very large extent

C. EFFECT OF TEACHERS' MOTIVATION STRATEGIES

This part will examine the effect of teachers' motivation strategies on students' academic performance in private secondary schools in Dar es Salaam

1. Please, indicate your degree of agreement or disagreement with the following statements by ticking (√) your response using this scale:

| | | 1 | 2 | 3 | 4 | 5 |
|------------|---|--------------------------|-----------------|----------------|--------------|-----------------|
| | | Strongly disagree | Disagree | Neutral | Agree | Strongly |
| S/N | Statement | 1 | 2 | 3 | 4 | 5 |
| 1. | Students good academic performance is directly linked to highly motivated teachers | | | | | |
| 2. | Teachers depict high level of teaching morale as an attribute to teachers' motivation | | | | | |

3. To what extent do the challenges of implementing teachers' motivation strategies as faced by private secondary schools influence students' academic performance?

i) Not at all ()

ii) To small extent ()

iii) To moderate extent ()

iv) To greater extent ()

Appendix II: Interview Guide for Teachers' Motivation Strategies

My name is Judith Rwelamila. I am a student from the Open University of Tanzania. I am conducting a study about the role of teachers' motivation on students' academic performance in private secondary schools in Dar es Salaam in 2016 and 2017 from four examination results. The aim of my study is to contribute to the existing body of knowledge and literature related to the teachers' motivation; the main beneficiaries of which are the academicians and to enable policy makers to develop the best policies and regulations for motivating teachers. I request you to respond to questions that you will be given. However, your responses will be taken highly confidential and that your name will not be mentioned or appear in any part of this study.

A. Personal Information

1. Age (Tick appropriately)

| | |
|-----------------|--|
| 18----27 Years | |
| 28----37 Years | |
| 38-----47 Years | |
| 48-----57 Years | |
| 58-----67 years | |
| 68+ years | |

2. Gender Male (), Female () (Tick appropriately)

3. Education level

What is your education level (Tick appropriately)

| | |
|----------------------|--|
| Certificate | |
| Diploma | |
| Graduate | |
| Post graduate | |

B. ASSESSMENT OF THE ROLE OF TEACHERS' MOTIVATION ON STUDENTS' ACADEMIC PERFORMANCE OF PRIVATE SECONDARY SCHOOLS IN DAR ES SALAAM IN 2016 AND 2017 FORM FOUR EXAMINATION RESULTS

I. Teachers' motivation strategies

1. Do you think high salaries which are above a living wage increase teachers' motivation? Please explain.....
.....
.....
2. Is high-performing individual teacher given recognition as a way of motivating them? Please explain
.....
.....
.....
3. Does the school have good teaching and learning materials, better housing facilities and better means of transport which ease the work of teachers as a way of motivating them into better work performance? Please explain
.....
.....
.....
4. To what extent do teachers' motivation strategies influence academic performance of students in private secondary schools in Dar es Salaam? Please explain
.....
.....
.....

II. The effect of teachers' motivation strategies

1. Is students' good academic performance directly linked to highly motivated teachers? Please explain
.....
.....

2. Do teachers' motivations in this school increase teaching morale of teachers?

Please explain

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

3. How effective if the teachers' motivation strategies are on students' academic performance in private schools in Dar es Salaam?

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

1. III. The challenges faced by private schools in applying teachers' motivation strategies

2. Do the fiscal management policies enable an independent decision-making regarding finance? Please explain

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

3. Is the deployment of teachers made under the discretion of the director? Is there any guiding procedure on this?

Please explain

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

4. To what extent do the challenges of implementing teachers' motivation strategies as faced by private secondary schools influence students' academic performance?

Please explain

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

Thank you for your cooperation

Appendix III: Documentary Review

Name of the Office:..... Date:

| S/No | Documents | Issues |
|-------------|--|---------------|
| 1. | Job promotion list and basis of promotions | |
| 2. | Teachers' job qualification | |
| 3. | Strategies of the Ministry of education and Vocational Training in motivating teachers | |
| 4. | The fiscal management policies | |
| 5. | Teachers terms and conditions of work | |