

**ASSESSMENT ON THE ROLE OF MOTIVATION IN IMPROVING  
TEACHERS' JOB PERFORMANCE IN PRIVATE SECONDARY SCHOOLS**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT FOR THE  
REQUIREMENTS OF THE DEGREE OF MASTER OF HUMAN  
RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF  
TANZANIA**

**2019**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for examination by the Open University of Tanzania a dissertation entitled; "Assessment on the Role of Motivation in Improving Teachers' Job Performance in Private Secondary Schools" in partial fulfilment for the requirements of the degree of Masters of Human Resource Management of the Open University of Tanzania.

.....

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.....

Date

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I, Frank Ndile, do hereby declare that this dissertation is my own original work and that to the best of my knowledge; it has not been presented and will not be presented to any other University either in whole or part for a similar or any other degree award.

í í í í í í í í í í í í í

Signature

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Date

**DEDICATION**

This work is dedicated to my wife Anitha Laston Kinyuke and My father Asanga Malalwale Ndile who laid the foundation for my education. It is also to my lovely mother Emmy Simion Mbungu for caring me to find ways of reaching my dream and above all to my savior the Lord Jesus Christ.

## ACKNOWLEDGEMENT

I am grateful to the Almighty God for giving me the strength and courage to accomplish this course successfully. Baring all the difficulties that came on my way into this important topic, His grace has been my driving force.

However, if this work is found with some errors, this is due to the human imperfection. I would like to express my sincere gratitude to my supervisor Dr. E. Tonya for his aspiring guidance, tolerance, unbroken encouragement and constructive criticism. Without him this work would not have become genuine. May God reward and strengthen him.

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## ABSTRACT

This study assessed the role of motivation in improving teachers' work performance in private secondary schools in Mbozi district. Specifically the study identified the motivational incentives geared to improve the performance of teachers in private secondary; establish the relationship between motivation and performance among private secondary schools and examine the attitudes of private school teachers on the importance of teacher motivation in improving performance in Mbozi district. Descriptive survey research design was adopted to get information through structured questionnaires scheduled to 62 secondary school teachers. The key study findings show that, job performance of most of private secondary school teachers is influenced by non-monetary and monetary motivational incentives. The main non-financial incentives given included recognition, job security and appreciation. The major monetary motivational incentives given included; housing allowance, increase in salary as well as access to loans. The findings revealed that motivational incentives and teachers' job performance have a statistically significant linear relationship. The relationship was based on examining job performance indicators among the teachers with major ones being letting teachers to work with autonomy and loyalty; being responsible as well as creative in teaching. The findings also revealed that most teachers' attitudes towards the ability of motivation given to improve their job performance were statistically significant. This was based on adequacy, acceptability, variety of the incentives, equality in motivational distribution. The study suggested that in order to get better motivation and job performance in teaching and learning process the owners of private secondary schools as well as the Ministry of Education should strengthen quality supervision.

## TABLE OF CONTENTS

<b>CERTIFICATION.....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DECLARATION .....</b>	<b>iv</b>
<b>DEDICATION .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF TABLES.....</b>	<b>xii</b>
<b>LIST OF FIGURES.....</b>	<b>xiii</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>xiv</b>
<b>CHAPTER ONE.....</b>	<b>1</b>
<b>INTRODUCTION .....</b>	<b>1</b>
1.1 Background to the Problem .....	1
1.2 Statement of the Problem.....	4
1.3 Objectives of the Study.....	5
1.3.1 General Objective.....	5
1.3.2 Specific Objectives.....	5
1.4 Research Questions .....	5
1.5 Research Hypothesis .....	6
1.6 Significance of the Study.....	6
<b>CHAPTER TWO.....</b>	<b>8</b>
<b>LITERATURE REVIEW.....</b>	<b>8</b>
2.1 Overview.....	8



2.2	Definition of Terms .....	8
2.3	Literature Review .....	10
2.3.1	Types of Motivation and its Importance to Employees at the School.....	10
2.4	Workers Motivation and job Performance .....	12
2.4.1	Motivation to Teachers.....	12
2.4.2	Employee Performance.....	13
2.4.3	Job Satisfaction .....	14
2.4.4	Incentive Packages .....	15
2.4.5	Occupational Status of Teachers .....	15
2.4.6	Promotion.....	15
2.4.7	Salaries, Wages and Fringe Benefits .....	16
2.4.8	Teacherø Recognition and Commitment .....	16
2.5	Theoretical Literature Review .....	17
2.5.1	Maslowø Hierarchy of Needs Theory .....	17
2.5.2	Expectancy Theory (Vroomø-1964).....	20
2.5.3	Scientific Management Theory .....	22
2.6	Empirical Studies .....	23
2.7	Research Gap .....	29
2.8	Conceptual Framework.....	29
	<b>CHAPTER THREE.....</b>	<b>32</b>
	<b>RESEARCH METHODOLOGY .....</b>	<b>32</b>
3.1	Overview.....	32
3.2	Research Design.....	32
3.3	Study Area .....	32

3.4	Target Population .....	33
3.5	Sample Size.....	33
3.6	Sampling Techniques .....	34
3.6.1	Simple Random Sampling .....	34
3.7	Methods of Data Collection.....	34
3.7.1	Primary Data .....	34
3.8	Data Analysis Procedure.....	35
3.9	Validity and Reliability of the Instruments.....	35
3.9.1	Validity .....	35
3.9.2	Reliability.....	36
3.10	Ethical Issues and Consideration .....	37
	<b>CHAPTER FOUR .....</b>	<b>38</b>
	<b>DATA PRESENTATION, ANALYSIS AND DISCUSSION.....</b>	<b>38</b>
4.1	Overview .....	38
4.2	Characteristics of Respondents .....	38
4.2.1	Sex of Respondents .....	38
4.2.2	Age of Respondents.....	40
4.2.4	Respondents' working Experience .....	42
4.2.3	Respondents' Professional Level.....	41
4.3	Presentation and Discussion of Findings based on Research Objectives .....	43
4.3.1	Motivational Incentives Geared To Improve the Teachersø Performance .....	43

4.3.2	Relationship between Motivation and Various Job Performance Indicators .....	46
4.3.3	Attitudes of Private School Teachers on the Ability of Motivational Incentives to improving Performance .....	53
<b>CHAPTER FIVE .....</b>		<b>52</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>		<b>52</b>
5.1	Overview.....	52
5.2	Summary.....	52
5.2.1	The Motivational Incentives geared to improve the Performance of Teachers.....	52
5.2.2	The Relationship between Motivation and Performance among Private Secondary Schools.....	53
5.2.3	The Attitudes of Private School Teachers on the Ability of Motivational Incentives to improve their Job Performance .....	54
5.3	Conclusion .....	55
5.4	Recommendations .....	55
5.5	Areas for Further Research.....	57
<b>REFERENCES .....</b>		<b>58</b>
<b>APPENDIX .....</b>		<b>63</b>

**LIST OF TABLES**

Table 4.1: Relationship between Motivation and Job Performance Indicators..... 47

Table 4.2: Attitudes of Private School Teachers on the Ability of Motivational  
Incentives to Improve their Job Performance..... 49

**LIST OF FIGURES**

Figure 2.1: Maslow's Hierarchy of Needs .....	18
Figure 2.2: Conceptual Framework of the Study .....	30
Figure 4.1: Sex of Respondents.....	39
Figure 4.2: Age of Respondents .....	40
Figure 4.3: Respondents' Professional Level.....	41
Figure 4.4: Respondents' working Experience .....	42
Figure 4.5: Non-Financial Motivation Incentives .....	44
Figure 4.6: Financial Motivational Incentives .....	45

## **LIST OF ABBREVIATIONS**

MOEC	Ministry of Education and Culture
SDGs	Sustainable Development Goals
SMT	School Management Team
SPSS	Statistical Package for Social Sciences
UNDP	United Nations Development Programme

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Problem

Motivation is the complex of forces inspiring a person at work to willingly use his capacities for the accomplishment of a certain objectives (Gungor, 2011). According to Bennel (2004), the word motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks which comprise the so called performance. The received knowledge among professional psychologists is that pay on its own does not boost motivation.

However, financial motives are likely to be dominant among teachers in developing countries where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for higher-order needs, which are the basis of true job satisfaction and performance, to be realized. Schools exist, primarily to educate children. It is for this purpose that teachers are employed in schools (Kotherja & Rapti, 2015). Always teachers facilitates academic knowledge and skills to pupils, so teachers who motivated well worked hard hence influence student's better academic performance.

Performance is something, a person does, which is normally affected by motivation. When teachers are motivated, their performance automatically rise towards high level (Kelvin, 2016). In schools teacher's performance can be seen in their interaction with students, with other teachers and with their superiors. From situation to situation, the level of motivation differs within an individual (Robbins, Judge, and Sanghi, 2005).

In the global context, the problem of motivation is not a recent development. Research conducted by William James in the late 1800s indicated the importance of motivation. James found that hourly employees could keep their jobs by using approximately 20 to 30 percent of their ability. The study also found that highly motivated employees will work at approximately 80 to 90 percent of their ability. Highly motivated employees can bring about substantial increases in performance (Ghillyer, 2009).

In the United States of America it had been found that, the factors motivating teachers can vary from classroom to classroom, school to school, or district to district. If teachers are not motivated to teach, then the search for educational excellence will be avail (Richardson, Short & Prickett, 2003). According to studies (Hafiza, et al, 2011), indirectly teachers' ability to teach and students' learning depends on the type of motivation they are given. Teachers' motivation includes the expenditure of effort to achieve a goal (Martin, 2000). It is therefore also about creating forces that power and drive their respective behaviours.

According to Bennel I& Mukyanuzi (2005), the most critical finding that emerges from African context is that very sizeable proportions of public secondary school teachers, particularly in sub-Saharan Africa, have low levels of job satisfaction and are poorly motivated. Many tens of millions of children are, therefore, not being taught properly and are not receiving even a minimally acceptable education. Generally, this indicates poor performance of teachers. The unavoidable conclusion is that most schooling systems are faced with what amounts to a teacher motivation crisis, which has far reaching implications for the Sustainable Development Goals



(SDGs) especially in education. Furthermore, Bennell & Mukyanuzi (2005) assert that over one-third of all the secondary school teachers at the survey in African countries indicated that teachers at their school are 'poorly' or 'very poorly' motivated. Motivation levels appear to be chronically low in Ghana and Zambia.

In Tanzania, strong evidence exists that the vast majority of teachers particularly in the public schools are unhappy with their motivation schemes such as salaries, housing, workload and status with their communities for teachers (MOEC, 2003, 2004; Davidson 2004, 2005; HakiElimu, 2005). The poor motivation conditions in the public education system has overtime, seriously eroded many teachers motivation to carry out their teaching and non-teaching in acceptable manners. Most teachers are paid low salaries that demoralize them in teaching and learning process because that salary does not meet the basic needs effective per month like food, clothes and shelter in order to meet the basic needs for them and their family (HakiElimu, 2005).

Disparities in teacher effectiveness in private schools areas are a pre-occupation of policy-makers throughout the developing world. Yet despite the popularity of good performance of most private schools over public ones, there are some private schools which perform poor than even majority of public secondary schools (Kelvin, 2016). However, teachers in some private secondary schools in Tanzania have been reported to perform the least due to a number of challenges which hinder their effective working (Shahzad, 2007) including lack of motivation. Most teachers have reported their dissatisfaction as emanating from lack of housing, lack of improved salaries and other compensation needed to motivate and raise their performance.

This study explores the role of motivation in raising teachers' job performance in private secondary schools in Mbozi district council.

## **1.2 Statement of the Problem**

Motivational factors have a significant impact on job performance of employees in educational institutions (Mkumbo, 2012). According to a survey, 157000 men and women are leaving the teaching field every year (Issue brief, 2008) in Sub-Saharan Africa of which Tanzania is inclusive. Reflecting on this case, quality of education cannot be improved in a situation where schools lack enough, competent and efficient teachers who should be hired and retained in a school. Due to turnover of competent teachers and incoming of ineffective teachers, students are disturbed very much. Actually the main purpose of every school is to present quality education to every student and this purpose cannot be fulfilled in the absence of qualified, competent and motivated teachers regardless it is a public or private school.

In Tanzania it has been observed that little attention is paid by the owners of some private schools about the teachers' demands and incentives and other rights (Laddunuri, 2012) despite the fact that there is high mobility of teachers from private to government schools. Soon after introduction of the new education policy in 2014, majority of private schools in Tanzania have been struck particularly after failing to enroll a good number of students since preference of fee free education in the public schools has attracted attention of most parents and learners. As such some private schools are required to close after failure to meet some government regulations such as proper school location, having good infrastructures, hiring qualified staff as well as enrolling students from different backgrounds (Mkumbo, 2012). On top of that,

establishment of fee free education policy has deteriorated the ability of private schools to enroll more students and thus affecting income generated by the schools which could be used to pay and or motivate teachers. This has led to deterioration of some private schools to an extent of leading to motivational crisis among the workers and especially teachers. This has led to the disturbance on the running of most of private schools soon after introduction of fee free education (Eutimi, 2018). Therefore, it was the desire of this current work to carry out the study on the role of motivation in improving performance among teachers in private secondary schools in Mbozi district, Songwe region.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The general objective of this study was to assess the role of motivation in improving teachers' work performance in private secondary schools.

#### **1.3.2 Specific Objectives**

The study was guided by the following specific objectives

- i. To identify the motivational incentives geared to improve the performance of teachers in private secondary schools in Mbozi district.
- ii. To establish the relationship between motivation and performance among private secondary schools in Mbozi district
- iii. To examine the attitudes of private school teachers on the importance of teacher motivation in improving performance in Mbozi district.

### **1.4 Research Questions**

The study was guided by the following questions:

- i. What are the motivational incentives geared to improve the performance of teachers in private secondary schools?
- ii. What is the relationship between motivation and performance among private secondary school?
- iii. What is the attitude of private school workers on the importance of motivation in improving performance under the fee free education era?

### **1.5 Research Hypothesis**

- i. The motivational incentives have impacts in improving teacher's job performance in private schools.
- ii. There is relationship between teacher's motivation and job performance in private schools.
- iii. Private school workers' attitudes consider motivation as an important incentive in improving their job performance.

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

This study aims at revealing the information which can be utilized by the private school policy makers to make effective decisions to improve teacher motivation and hence reducing teacher's turnover. It will also produce information for practitioners to enhance the level of motivation in employees specifically teachers. The study will help to understand if at all there is a relationship or link between motivation for private secondary school teachers and their performance. Furthermore, the study will raise awareness to individuals, society and government on the importance of motivating private secondary school teachers.

On the other hand, the study will enable government and private school owners to be sure if poor performance of some private secondary schools is because of poor motivation for teachers. Also the study will help to link the motivation factors/aspects for teachers with the policy makers. The study also will be used as literature review to individuals who will be interested to deal with this field of study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter presents review of related literature on the contribution of motivational incentives to teachers' job performance in private secondary schools. The chapter analyses different terms related to motivation and teachers' job performance in the private schools around the globe and provide a thorough understanding of the dynamics involved in the enhanced motivational concept within private schools. This chapter also presents the theoretical framework, empirical literature review, knowledge gap and conceptual framework for this study.

#### **2.2 Definition of Terms**

##### **2.2.1 Motivation**

The term motivation is derived from the Latin word *movere* meaning to move (Kotherja, 2015). Motivation is regarded as the positive change in mental and physical activities that are targeted towards achievement (Ibid). As Shameena (2009) asserts that motivation could be defined as the activity heavy force within persons that push them to move forward and to perform in respect to attain their projected wants and opportunity. In simple, it is number of causes that ultimately pull an individual to do a specific task inducing that they possibly will complete their needs and expectations. With respect to this study motivation is as a driving force that compels a teacher to undertake the teaching and learning process so as to achieve the educational goals.

##### **2.2.2 Teachers' motivation**

Teachers' motivation refers to the attribute of teachers to do or to be involved in

teaching and learning, in the context of this study, it is defined as the act of making teachers feel that their work is recognized, valued and at the same time they get the rewards worth their input (Mutua, 2015). Based on this study teacher motivation means forces and actions taken by private secondary schools to make teachers improve their job performance.

### **2.2.3 Incentive Scheme**

Incentive scheme is a plan or program designed to encourage people to do more of something than they could reasonably be expected to do. That something could be anything including a greater volume of output, fewer defects, greater sales level, higher profits, improvement in share price, and so on (Martin, 2009). Hence, incentive scheme in this context is any plan taken by private secondary schools designed to encourage teachers to improve their job performance.

### **2.2.4 Job Performance**

Performance refers to the level of achievement by an individual, measured against what they would be expected to achieve (Martin, 2009). According to DeSenzo & Robbins (2008), job performance in its simplistic way, can be defined as the determination by the level and interaction between an individual's ability to perform a certain task and motivation. Motivation gives direction, guts and energy. It becomes strong when you have the clear image of your visions then it allows you to take initiative step to towards your goals. The level of motivation varies between different individuals in relation to their surroundings. It is to inspire people to do their work in order to increase productivity or profitability in the workplace. Motivated behavior is usually goal oriented; the goal may be associated with a drive

such as hunger or thirst called primary motivation (Shameena, 2009). Motivation refers to the reasons underlying behavior (Lai, 2011) so the author explained in this phrase motivation related with behavior. Simple acts such as eating are motivated by hunger example we feel hungry we want to eat something this will be motivation. Desire of education also increases by motivation. In this study job performance refers to individual teacher's level of achievement in the process of teaching and learning experienced in private secondary schools.

## **2.3 Literature Review**

### **2.3.1 Types of Motivation and its Importance to Employees at the School**

Motivation in common application entails a combination of the desire of a person and energy directed at achieving a goal. Scholars have classified motivation into two types namely internal and external motivation. Internal motivation comes from the person, from his personal activities which positively affects the behavior, performance and the benefits from it (Ryan & Deci, 2000). External motivation in turn results from a number of factors such as bonuses, salary, prestige, and positive evaluation by others. Numerous studies have revealed internal factors and external motivator. In a study done in November of 2010 primary class teachers in Uganda was noted that internal factors motivating the teachers based on the satisfaction they receive from work to school, the satisfaction of teaching, career achievement and control over others.

External factors that affect their motivation related prizes, working conditions, free nutrition, professional achievement awards and free medical check. Various theories have been set up to show the importance of motivational factors in the performance



of the work of teachers in the school one of them is the set of Herzberg theory. Regarding internal factors motivating the individual tasks he described as internal motivation when they are characterized by key motivational responsibility, cooperation, varieties, opportunity (Kotherja and Rapti, 2015).

In relation to internal motivational factors associated individual tasks Bennel (2004) identified various tasks as identifying tasks, tasks significantly, autonomy and feedback are based on the characteristics they exhibit generate internal motivation. In many literatures in psychology motivational behavior is disposed externally to influence and satisfy psychological needs including the needs for autonomy and competence (Kotherja and Rapti, 2015). The question that has preoccupied many researchers in motivating teachers is finding motivational factors that help teachers to do a "good job" and not just to say that the work we do"(Johnson,2000). Various studies show a range of motivational factors that influence the performance of teachers. Jonson (2000) claimed that exposure to new ideas, availability of materials, the relationship and the quality of peer and receives positive feedback from students and managers are very important factors in their work.

In organizational psychology, it is frequently expressed that job performance is a function of ability, motivation and environment. According to Shaari, Yaakub & Hashim (2002) good performance among employees in an organization has many implications such as high motivation among employees, outstanding ability, good organizational climate and infrastructure. Job motivation is important to the effectiveness of an organization. In an educational organization, job motivation would produce a teacher with high vitality. This refers to the positive quality of

producing good products. An individual who is highly motivated would tend to be very conscientious in his or her work and tend to be more responsible that will bring about superior performance.

Generally, there is a great relationship between employees' motivation and their performance. When employees perceive incentives as imbalance they reduce their contribution (perform poorly) towards organization success (Mponezya, 2007). This indicates that, private secondary school teachers like any other employees can achieve high performance if they are provided with effective motivation packages. According to the study conducted by UNDP (2014) on motivation to public service officials it was mentioned that intrinsic and extrinsic motivations when combined together can produce optimal employees' performance. Teachers like any other employees have to be provided with both intrinsic and extrinsic motivations so as to improve their performance. Samky (2008) on the motivation and goal achievement asserts that employees can achieve organizational goals if they are well motivated.

## **2.4. Workers Motivation and job Performance**

### **2.4.1 Motivation to Teachers**

Manongi (2006) on improving motivation among workers, remarked that financial and non financial motivation has a great impact on increasing work morale and performance among worker in a particular institution. This implies to public secondary school teachers who claim to be provided with poor financial motivations as compared to employees in other public sectors. This has brought a great impact on their performance. This is in line with Bennel (2000) who indicated that teachers often lack a strong long-term commitment to teaching and they are paid considerably

less than the mainstream professions. Andrew (2005) asserts that high degree of inequity in the incentives provided, create classes, unfairness and job dissatisfaction among employees. Public secondary school teachers are left behind in terms of incentives when compared with other private sector employees. Furthermore, Mkumbo (2012) shows that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside school) and poor professional performance.

#### **2.4.2 Employee Performance**

Performance is a multidisciplinary concept. It is a way of thinking and communicating for building and problem solving. The concept of performance itself involves both task performance and contextual performance. Ludovick (2015) stated that the performance has two aspects task performance which refers to the ability of an individual with whom he / she performs an activity which contribute to the institution where the individual works and the other aspect is contextual performance which is not related to its technical contribution to the organization but that support organizational environment, social and psychological. In this context relates to the ability task performance and contextual performance is related to motivation and personality.

Based on this understanding that teacher performance is directly dependent on motivational factors as though a teacher is proficient in his work if he / she does not feel motivated then the level of employment will fall as a result of lack of stimulus that he / she is at school by managers and students. Teacher performance means the role of teachers in students' learning, students as classroom and outside. This process

involves the use of teaching materials, teaching methods, student rules, making a plan for classes, discussions with students, participation in various activities, care, counseling etc. Many studies have identified the most important variable in its quality teaching in academic achievements of pupils, students. The effect of teachers on student has more important than class size, fencing students, friends, fellow students from different social statuses, support economic (UdDin, 2012). Given it should be understood that the performance of teachers at work in jobs should be given more attention by special. This can be achieved through assessments, tests different from administrators to discover how quality is the work of teachers with students during the academic year.

### **2.4.3 Job Satisfaction**

Job satisfaction on the other hand can promote employee's performance. According to Aslam (2013), satisfaction is the degree to which employees have a positive orientation towards employment by the organization. If this is assured, employee's morale can be raised and bring about improved performance. Various dimensions of facets like work supervision, pay and promotion are commonly used to ensure that employees are satisfied with jobs. On the other hand, dissatisfied employees will of course have a negative effective orientation towards institution.

Kotherja and Rapti (2015) indicated that a high job satisfaction score shows that the individual worker (teacher) likes his work and to some extent, may have achieved the goal or aim he sets for himself when taking up the job, which in turn, may indicate that, he is prepared and eventually his or her job performance is improved. On the other hand, the investigations measured job satisfaction and correlated the

scores with motivation and commitment rate that brought about low performance of job, even though some dissatisfied teachers may be compelled to remain in their job, others may leave for either the search of greener pastures. A better basis for predicting an individual's decision whether to be committed or not to his/her job seems to be a simultaneous measurement of his job satisfaction or dissatisfaction and of his perceived availability of other job alternatives.

#### **2.4.4 Incentive Packages**

In the study on teacher motivation and incentive packages in low income developing countries in Africa including Tanzania, Mensah (2011) found that despite the importance of material and psychological needs like job satisfaction, pay and benefits, professional staff and attrition, there is very limited superior quality published information available. It was concluded that more research in teacher motivation and incentives is urgently needed to improve the commitment level of teachers.

#### **2.4.5 Occupational Status of Teachers**

Occupational status depends on the community valuing of the capability, responsibility and overall contribution of a particular professional to individual and community wellbeing. Hargreaves et al (2006), asserts that the rating of status of teachers is consistently lower over many years as compared to other professions.

#### **2.4.6 Promotion**

Hafiza, et al (2011) declares that promotion as one of the motivation factor that when is provided to employees it can arise their commitment. On the other hand, Robbins

(2001) indicated that promotions create the opportunity for personal growth, increased level of commitment, performance and increase on social standing. Teachers should be promoted with regard to their performance in the manner that will make them to be more committed to work. This will make their general performance to increase. Good managers recognize people by doing things that acknowledge their accomplishments. Fair chances of promotion according to employee's ability and skills make employees more loyal to their work and this can bring about better performance (Mushtaq and Alam, 2014).

#### **2.4.7 Salaries, Wages and Fringe Benefits**

Massawe (2011) revealed that for the effective work performance, teachers' salary should be raised. When all these are considered and provided effectively to employees, they can help to raise their morale and commitment that will result into improved performance. It is also important to ensure that the prevailing pay in other institution or education establishments is taken into consideration in determining the pay structure of their institution.

#### **2.4.8 Teacher's Recognition and Commitment**

According to Andrew & Kent (2007), commitment of teachers like other employees is based on rewards and recognition. This is supported by Lawler (2003) who asserts that prosperity and survival of the organizations depends on how human resources are treated. It means that teachers in a school as an organization should be treated well in such a way that they can feel recognized and this will foster them to show high performance. Mensah (2011) revealed that organizations can avoid teachers' low performance by rewarding top performers. Meaningful rewards and recognition

that are achievable have the greatest impact on high commitment of teachers which can result into high performance.

Generally, leaders need to motivate employees and trained them to satisfy customers through their behavior or skills, they should resolve managerial or customer related problems, and use their own interest in the organization. It is not just to performing the task gently but actually they should be motivated to care about the organization and its impression. Managers should also have a clear understanding of how motivate the employees to increase the productivity and increase their skills, performance. Managers should invest more than time to know their employees and develop motivational and psychological techniques to improve the effectiveness of employees. Highly motivated employees do better work than others especially if they personally energized they do their best. They will do best to achieve the organizational goals (Management assistant programe, 2008).

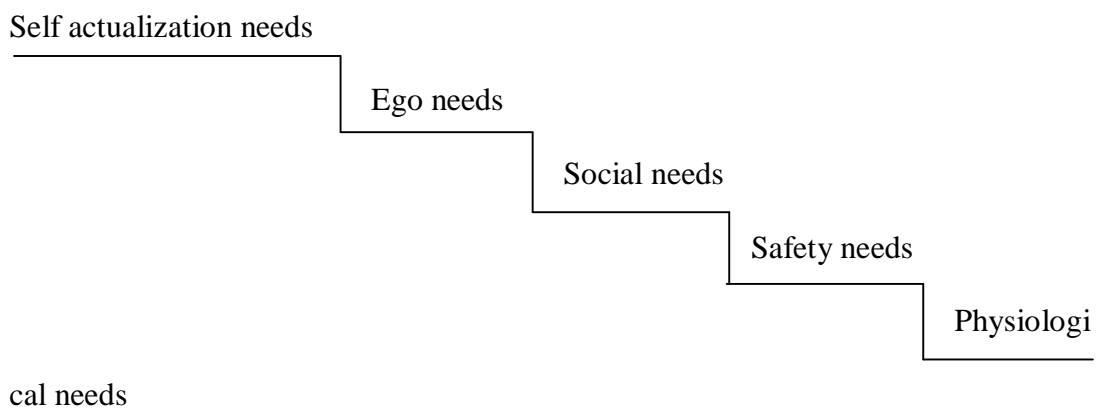
## **2.5 Theoretical Literature Review**

Various theories have been dwelling on explaining the relationship between motivation and peoplesø or workers performance. The notable theories with reference to this study are as follows;

### **2.5.1. Maslow's Hierarchy of Needs Theory**

As it is explained by DeCenzo & Robbins (2008), Maslowø hierarchy of needs is the theory which was proposed by Abraham Maslow in 1954. The theory hypothesized that within every human being there exists a hierarchy of five needs. These needs are:

- i. Physiological: includes hunger, thirst, shelter, sex and other bodily needs.
- ii. Safety: includes security and protection from physical and emotional harm.
- iii. Love: includes affection, belongingness, acceptance and friendship.
- iv. Esteem: includes internal esteem factors such as self-respect, autonomy, achievement and external esteem factors such as status, recognition and attention.
- v. Self-actualization: the drive to become what one is capable of becoming includes growth, achieving one's potential and self fulfillment.



**Figure 2.1: Maslow's Hierarchy of Needs**

Source: Adopted from Saleemi, 2013

As each of these needs becomes substantially satisfied, the next need becomes dominant. From the standpoint of motivation, the theory would say that although no need is ever fully gratified, a substantially satisfied need no longer motivates. Maslow separated the five needs into higher and lower levels. Physiological, safety and love needs were described as lower-order needs, while esteem and self actualization as higher-order needs. The differentiation between the two orders was made on the premise that higher-order needs are satisfied internally, whereas lower-



order needs are predominantly satisfied externally (by such things as money wages, union contracts, tenure and pleasant working conditions).

In a real working environment, Maslow's hierarchy of needs are important in an organization since Managers are supposed to make sure that needs such as workers health, security and safety at work place, the sense of belongingness to the organization through recognition have to be given priority so as workers can feel motivated in such a way that their working morale and performance will be raised. In the context of this study, hierarchy of needs theory can be applied since most of teachers are working in areas where there are no residential houses and also the working environment is not conducive. Also recognition and appreciation for teachers from both the employer and the community is low and these have lowered morale for teachers.

Maslow's theory has some weaknesses in dealing with teacher motivation such as lacking the explanations on extrinsic driven teachers. At stage 4 and stage 5 of the chart (Esteem Needs and Self-Actualization Needs), the theory is questionable relevance to individuals and this case teachers that are driven by extrinsic rewards. On the other hand it is difficult for schools managers to identify the need level for employee as there will be some difficulty for school managers in deciding which need level employees are on, and this might curb the motivation of employees at the workplace (Uddin, et al. 2012).

Though Maslow's hierarchy makes sense intuitively, little evidence supports its strict hierarchy. Actually, recent research challenges the order that the needs are imposed

by Maslow's pyramid. As an example, in some cultures, social needs are placed more fundamentally than any others. Further, Maslow's hierarchy fails to explain the starving artist scenario, in which the aesthetic neglects their physical needs to pursuit of aesthetic or spiritual goals. Additionally, little evidence suggests that people satisfy exclusively one motivating need at a time, other than situations where needs conflict.

### **2.5.2 Expectancy Theory (Vroom's-1964)**

Vroom's (1964) described the valence instrumental expectancy theory that why employees such as teachers work hard according to efforts and abilities to reach the desired goals in academic performance. The expectancy theory based on th three key elements: expectancy, instrumentality, and valence. A person is motivated to the degree that he or she believes that (a) effort will lead to acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), and (c) the value of the rewards is highly positive (valence) (Lunenburg, 2011).

The increased efforts in teaching and learning process lead to better performance, this means that job performance from the effort must be well organized and feedback. Effective academic performance of a school is not only a factor resulting from a teacher facilitating teaching and learning process according to efforts and direction they take in school organization but also the ability of teaching to reach the desired goals in academic performance. This all has to do with motivation. The theory help to understand that people in organization can work hard in order to reach the desired goals, the presence of efforts and abilities of teachers in both public and private secondary schools can lead to better job performance when they are

motivated.

Weaknesses of this theory include its inability to work in practice without active participation from managers (Gaffney, 2018). The theory assumes all components are already known. In reality, leaders must make an effort to find out what their employees value as rewards (valence). They must also accurately assess employees' capabilities (expectancy) and make available all of the right resources to help employees be successful in their jobs. Managers must also keep their word; employees need to trust that if they put in the work and effort, they will actually get the promised reward (instrumentality).

Another weakness of expectancy theory is when management offers certain motivations and rewards, but the employees don't value or believe in them (Gaffney, 2018). This is the main leverage management has to guide their team's behavior, so if they don't choose rewards with enough perceived value, employees will lose motivation to perform. For example, managers believe that an extra \$5 of wages should motivate an employee, but that employee might only find an increase rewarding and immediately valuable if it were at least \$10. Because of management's lack of understanding, the employee will not be motivated.

Other weaknesses of the expectancy theory include the fact that the theory seems to be idealistic because quite a few individuals perceive high degree correlation between performance and rewards. The application of this theory also is limited as reward is not directly correlated with performance in many organizations. It is related to other parameters also such as position, effort, responsibility and education.

### **2.5.3 Scientific Management Theory**

Scientific management theory is one of the classical schools of management propounded by Fredric Taylor, a famous American engineer, who lived between 1856 and 1917. By scientific management, Taylor meant management which deals with issues basing on particular standards or rules established by facts that come from empirical studies (Mullins, 2005). Taylor, the founder of this theory emphasized the need of increasing employees' productivity by providing monetary rewards in terms of salaries and other incentives.

Taylor put forward the need for a worker to be rewarded according to the actual performance as the method of improving productivity and job satisfaction. According to this theory paying teachers house allowances, transport allowances as well as annual incremental reward is a paramount to their job satisfaction. Motivation is an internal process that makes a person move toward a goal and it influences people's performance at work (Iliya & Ifeoma, 2015; Joo, Lee; & Jung, 2010). If workers, particularly teachers. Therefore owing to this theory educational managers have to investigate and promote financial status of teachers in all levels of education in order education to be meaningful and well provided to youth in the country.

Although scientific management is perfectly sound in theory, it is not always so useful in reality. This is because its effectiveness relies completely on planning (Joo, Lee; & Jung, 2010). In the everyday world, things don't always go according to plan: People call in sick; the weather slows proceedings; business partners don't get back to you on time. Scientific management can't function with these constant changes,

and models based on the theory tend to quickly fall apart because Tylor didn't consider human relation approach in the working environment, the employee can be paid a lot but if some of the staffs like recognition and appreciation are not considered then it can lead to the decline of the performance.

This study uses the Maslow's hierarchy of needs theory. This is based on the fact that in a real working environment, Maslow's hierarch of needs are important in an organization since Managers are suppose to make sure that needs such as workers health, security and safety at work place, the sense of belongingness to the organization through recognition have to given priority so as workers can feel motivated in such a way that their working morale and performance will be raised. In the context of this study, hierarchy of needs theory can be applied since most of teachers are working in areas where there are no residential houses and also the working environment is not conducive. Also recognition and appreciation for teachers from both the employer and the community is low and these have lowered morale for teachers. Therefore the theory used to determine the relationship between motivation and teacher's job performance, factors that affect teacher's motivation in private secondary schools in Mbozi Distict and the motivational differences in secondary schools.

## **2.6 Empirical Studies**

Various studies have been conducted to depict the role of motivation in relation to job performance across the world. The notable studies are as follows; Ludovick (2015) assessed the relationship between motivation and performance of public

secondary school teachers using Morogoro Municipality as the case study. The research design used was the case study. The study used both qualitative and quantitative methods. Data were collected through questionnaire, interview and through documentary method. The general finding of this study revealed that, motivation to public secondary school teachers is poor. Also the performance of public secondary school teachers is poor and this indicated that there is a great relationship between poor motivation and poor performance which is demonstrated by public secondary school teachers.

Based on the findings of this study, it was recommended that the authorities that deal with public secondary school teachers to ensure that all means of motivation (both financial and non-financial) to teachers should be managed and provided to teachers effectively to raise their morale and improve their performance. The findings were described in respondent characteristics and were organizational. As such, the correlation between motivation and performance proved that there was a moderate positive correlation. However, regression analysis was also used to examine the influence of motivation on performance and this was not associated with teaching experience of the teachers.

The analysis revealed that there was a positive relationship between teachers' motivation and performance. As motivation increased, the level of performance increased. The research showed great importance to motivation of teachers in the field of education. If teachers were not motivated and had low performance then they could not give their best efforts. However, Ludovick (2015) employed a case study research design which to the light of this study could be limited geographically

hence this study sought to use a different research design. Aslam (2013) explored various issues of motivation for the secondary school teachers of private and public schools using qualitative and quantitative methods. Primary data was collected through questionnaire and interviews. Data was analysed by using t-test in SPSS software.

The major findings which researchers found in conducting the research are; salary is not given to them according to their qualification and workload they have to bear in schools and they seldom enjoy the benefits and monetary packages, enough resources are not provided to them to work properly, there are a lot of students in the class rooms due to which teachers are unable to handle the class and to produce quality work, they are not treated well due to personal biasness and attitude of management, development programs are not satisfactory. They don't find it beneficial for their career development. The findings by Aslam (2013) were based on examining the role of motivation in both public and private secondary schools; this study however, concentrates on private secondary schools with the aim of getting more understanding of the topic.

Kivenule (2015) assessed the causes of school performance differences between public and private secondary schools in Tanzania. A case study design was used whereby data were gathered from the questionnaire, observation, interview schedule, and documentary review. Qualitative data analysis method was used for analyzing the data collected. The major findings revealed that private schools perform better than public secondary schools due to their recruitment of competent teachers and motivation they give to teachers such as good pay for their teachers, making

availability of teaching and learning resources, good set control system of school management team (SMT), and good students' enrollment system. Also the findings indicate that the level of school managers' involvement in decision making about the school issues is high in private secondary schools. It further shows that private schools have committed teachers, financial capability, good and competent school managers, and active inspectorate personnel.

Moreover, the findings revealed that the most incentives used by heads of schools to enhance private secondary school teachers' classroom performances were a delegation of duties. Despite the fact that, Kivenule (2015) discovered that among the factors that contributed to good performance in schools was good pay which is also a motivational attribute; this study looks further on job performance attributes related to motivational incentives. Mutua (2015) investigated teacher motivation in Kenyan secondary schools. The study investigated the role of promotions, salary, job security, work conditions and proximity to job station in relation to teacher motivation. The study was based on the expectancy theory of motivation as it was deemed fit for the study.

The study used descriptive survey design to establish the influence of motivation on job performance among secondary school teachers. Teacher questionnaires were used to collect data. These were randomly selected from public and private secondary school teachers. The schools from which the sample population came from were also randomly selected. Data was analyzed using both qualitative and quantitative techniques where both charts and graphs were used. Out of the total number of respondents contacted, majority were of the opinion that teachers were supposed to



be rewarded and their efforts appreciated. Motivation emerged a key as far as teacher job performance is concerned. Some of the motivating factors suggested included rewards after exam results, recognition, promotion, housing, good pay as well as reasonable class size and provision of adequate teaching learning resources. The study established that teacher can only be motivated by the provision of their basic needs in terms of emoluments. Teacher's qualification was a key factor in influencing performance as poor teacher professional qualification leads to poor performance in schools.

The study recommended that strategic measures to be taken to enhance job motivation and performance, teachers call for improvement of working condition, good opportunities for career advancement, salary increment and provision of allowances. Contrary to Mutua (2015) who used expectancy theory, this study uses Maslow's hierarchy of needs theory to understand the role of motivation in promoting job performance among teachers in private secondary schools. Kelvin (2016) examined the relationship between motivation and teacher's job performance; factors that affect teacher's motivation and determine the motivational differences in public and private secondary schools in Tabora Municipality. Descriptive survey research design was adopted to get information through structured questionnaires and intensive interview schedules.

The key study findings showed that the performance of teachers were high although their payment were low to encourage them to work hard. The findings also revealed that most teachers facilitate teaching and learning process with high confidence and efficiency, due to evidence that most of them came early to school, provide tests and

examinations to learners and marked them, also they attend staff meetings and other activities out of teaching and learning process which are sports and games. The study found the correlation between motivation, mostly intrinsic motivation and the performance of teachers in public and private secondary schools was also existed in secondary schools in Tabora municipality.

The study suggested that in order to get better motivation and job performance in teaching and learning process the ministry of education should strengthen quality supervision as well as acknowledging good performers, among others. The current study will however, concentrate on private secondary schools with the aim of getting a wider picture on how motivation contributes to teachers' job performance. Eutimi (2018) investigated the influence of financial motivation to teachers' job satisfaction in secondary schools in Kigoma district whereby mixed approach using cross-sectional descriptive study was employed. Quantitative data was collected using questionnaires. Using *t*-test at .05 levels of significant, findings indicated that there was a significant difference in financial motivation between public and private secondary school teachers in Kigoma district.

Moreover, there was a positive relationship between financial motivation and job satisfaction among teachers in public secondary schools. For the private secondary school teachers, the findings show that there was a direct relationship between financial motivation and job satisfaction among teachers in private secondary schools and such relationship was moderate. The researcher recommended that policy makers in secondary educational sub-sector should enforce school managers and administrators to provide compensational rewards to teachers thus promoting

teachers' job satisfaction in secondary schools. Contrary to Eutimi (2018) whose study concentrated on the role of financial motivation in improving job performance of both public and private schools; this study examines the role of both financial and non-financial motivation in improving teachers' job performance for private secondary schools.

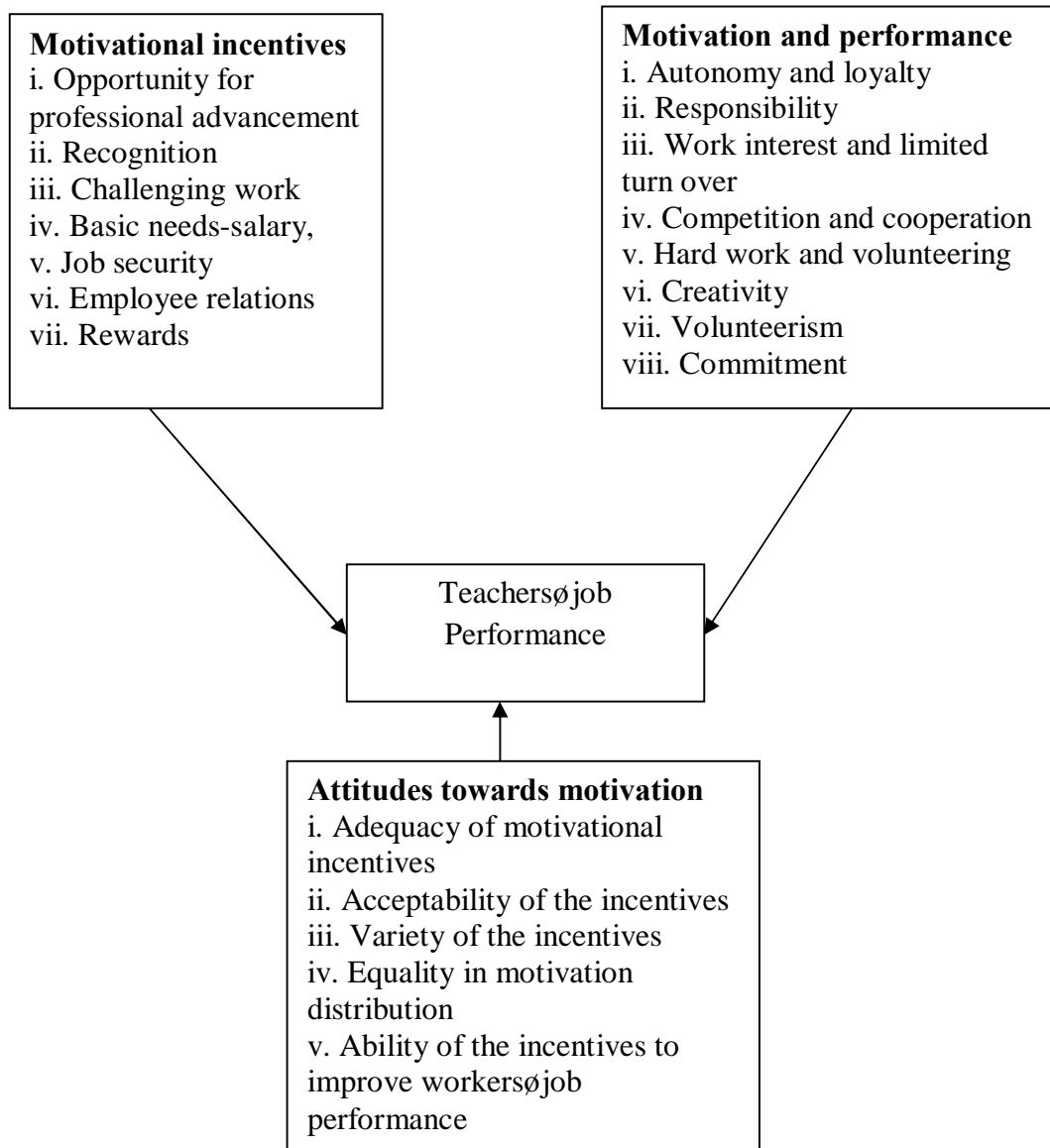
## **2.7 Research Gap**

There have been a number of studies on pay related incentives to motivating teachers of which these studies argued that monetary rewards could not be the only way to motivate employees to improve performance. There have been few attempts to conduct studies on the role of motivation to teachers' performances as a result both theoretical and empirical literatures on this phenomenon are very limited with most of them concentrating in public schools. Studies further argued that teachers in private schools are highly motivated as such; the researcher intends to investigate what role does motivation play on the performance of teachers in private schools as performance of some of these schools have still been reported to be poor and that such information has not been researched with reference to Mbozi district.

## **2.8 Conceptual Framework**

This study involved assessment of the role of motivation on teachers' job performance in private secondary schools in Mbozi district. Diagrammatically the study concentrated much on determining the dependent variable that is workers performance due to motivation and independent variables such as motivational incentives, relation between motivation and workers' performance as well as workers' attitudes towards the types of motivation given and how they are correlated

to improve teaching and learning process in private secondary schools in Mbozi district.



**Figure 2.2: Conceptual Framework of the Study**

**Source:** Literature Review, 2019

Figure 2.1 shows that motivation incentives could be measured from career satisfy, happy in teaching, competition, career development, respect and promotion, as the tools of motivation that influence effective job performance. But the externally

motivation were the provision of salaries, meals, accommodation, transport allowance, medical allowance, houses for teachers and allowances for extra activities, that generally form the motivation tools.

The presence of motivation among private secondary teachers encourage teachers' job performance when there are good administration, presence of teaching material, absent of conflict among teachers and school management. Actually the teachers' performance in teaching and learning process were measured when a teacher prepare teaching and learning content, participating in staff meetings, control the school activities, prepare scheme of work, providing tests and examination to learners and time punctuality in teaching.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

This chapter presents the method, procedures and technique that will be employed in fulfilling the requirement of the study. The research design, sampling design and procedures are described in this chapter. The chapter also describes data collection strategies and instrumentation without leaving aside the data analysis techniques that are to be employed.

#### **3.2 Research Design**

This study employed a descriptive survey to assess the role of motivation in improving teachers' work performance in private secondary schools. This was adopted because it is the most frequently used method in data collection on people's attitudes, opinions, habits or any of the variety of education and motivational issues (Orodho, 2009). This design was also used in preliminary and exploratory studies to allow researchers gather information, summarize, present, and interpret for the purpose of clarification (Orodho, 2002; Creswell, 2005). Descriptive survey reduce errors when interpreting the data collected which assess the role of motivation in improving teachers' job performance in private secondary schools.

#### **3.3 Study Area**

The study was conducted in Mbozi district. The presence of teacher turn-over cannot exclude private schools in Mbozi district. This was an indication that there was motivation related problems among the private schools. On top of that there was lack of neither government document nor research report in Mbozi district portraying the

role of motivation in teachers' job performance in private secondary schools were among the factors for selection of this study area. Thus, this made easy for a researcher to collect the required data during the study. The private secondary schools involved included, Canaan, Wiza and Hasanga.

### **3.4 Target Population**

Mugenda and Mugenda (2003) argue that target population is the entire group of individuals, events or objects having common observable characteristics. In 2018 Mbozi district was reported to have a total of 209111 inhabitants (Mbozi district Council, 2018). The target population included a total of 303 teachers (201 males and 102 females) in the 17 private secondary schools in Mbozi district. Teachers in this study were taken because of their vital role in teaching and learning. Nevertheless teachers are the key component in education industry in any country. Teachers are the most important inputs in the process of education (Sumra, 2004). Since the study was about teachers' motivation and its influence to their job satisfaction and teachers are directly affected by educational policies concerning with compensational rewards, then it was important to get views and feelings on financial and non financial motivation and its influence to job satisfaction from them.

### **3.5 Sample Size**

A sample of 62 teacher respondents was randomly selected from three private secondary schools. Three schools were sampled for this study namely Wiza, Hasanga and Canaan. Sanders et al (2007) argues that a sample size of 30 or more will usually result into a sampling distribution that is very close to the normal

distribution and the larger the absolute size of a sample the closer its distribution will be to the normal.

### **3.6. Sampling Techniques**

Sampling procedures and techniques were as follows:

#### **3.6.1 Simple Random Sampling**

In sampling of schools the researcher employed simple random sampling technique whereby the list of private secondary schools were written into pieces of papers and after reshuffling random picking of the needed schools was done manually. Simple random sampling was also applied in selection of teacher respondents whereby random picking of names of teachers to be part of the study was done randomly. Every teacher in the target population had equal chance to be involved in the study thus the biasness in getting data was avoided. This argument was suggested by Cohen, Manion and Morisson (2007) that in simple random sampling, each member of the population under study has an equal chance of being selected and is unaffected by the selection of other members of population. They further assert that Probability sampling technique enables the researcher to make inference and generalization of the findings within the area from which samples are drawn. Therefore the researcher used this sampling method because of this merit.

### **3.7 Methods of Data Collection**

The study based on the collection of primary data through Questionnaires.

#### **3.7.1 Primary Data**

Questionnaire was the major instrument used in data collection. Both closed and



open ended questionnaire were used in data collection process. Questionnaires were supplied to secondary school teachers because they were the main respondents involved in the study. Questionnaires allowed respondents to select questions and also to have opportunity to express themselves in all matters related to relationship between teachers' motivation and performance of private secondary school teachers.

### **3.8 Data Analysis Procedure**

Collected data were on first hand checked for clarity, consistency and completeness in response to questions. Responses were categorized, edited, and scored, coded and analyzed. Categorization and scoring of data was based on independent variables and their responses. Quantitative data were coded, assigned labels to variables categories and entered into Statistical Package for Social Sciences (SPSS) where descriptive analysis was used to describe the types of motivation whereas correlation analysis was used to describe the relationship between motivation and performance and examine the attitudes of private school teachers on the importance of teachers motivation in improving their job performance. Tables and figures showing frequency and percentages were used to present the information. Inferences were made from particular data under each theme and conclusion was then drawn from the findings. Pearson correlation coefficient method at 0.01 significant levels as suggested by Loveday (1970) and Kumar (2005) was used. Since the researcher employed ordinal data in testing hypotheses then this method was used.

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

#### **3.9.1 Validity**

According to Mugenda and Mugenda (2003), validity is the degree to which results

obtained from the analysis of data actually represent the phenomena under study. A valid instrument should accurately measure what it is supposed to measure. Internal consistency reliability estimates using Cronbach's alpha was conducted using SPSS. After administering the instruments to the selected respondents. The data obtained was a true reflection of the variables under study. Cronbach's Alpha was established for every objective in order to determine if each scale (objective) would produce consistent results should the research be done later on. The findings of the pilot study shows that all the four scales were reliable as their reliability values exceeded the prescribed threshold of 0.7 (Mugenda and Mugenda, 1999).

### **3.9.2 Reliability**

Reliability denotes the consistency of achieving the similar results when measure is repeated (Baker and Foy, 2008). Even though the respondents were to answer the questionnaires in different ways, the answers needed to be consistent. Thus, to ensure the reliability of the instruments, the researcher applied those aspects that are appropriate, for instance five different instruments used at different times with different groups of respondent, but the concepts and variables remained the same.

The researcher compared data from multiple sources to authenticate them. To ensure reliability the researcher carried out test-retest method whereby the instruments were administered twice to the three piloted schools from each category which were not involved in the study but were present in the target population. Coefficient of correlation was calculated using Spearman rank formula and it was found to be  $r = .76$ , showing that the instrument was reliable as suggested by Jackson (2009) that the instrument is reliable if coefficient of correlation of two sets of test results lies

between .70 and 1.00.

### **3.10 Ethical Issues and Consideration**

Research ethics covers a number of concerns including ensuring the security welfare of those who participate in the study, maintaining integrity in conducting research and treating information given by participants with utmost secrecy and confidentiality (Field, 2004). The researcher collected research clearance letter of introduction from The Open University of Tanzania for the convenience of the study in the field. This letter gave official permission for the researcher to collect data from various respondents also the researcher had a permit letter from the Mbozi district education officer which allowed him to collect data in the three private secondary schools.

Moreover, the respondents was given the freedom of choice either to participate or not in the research unless the key respondents. It was clearly clarified that the information given out whether orally or in a written form would be for the research purposes. Accordingly, the data taken during the study were only used in this study and for academic matters only. For the purpose of securing just and trust, the names of respondents were not deemed important.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Overview**

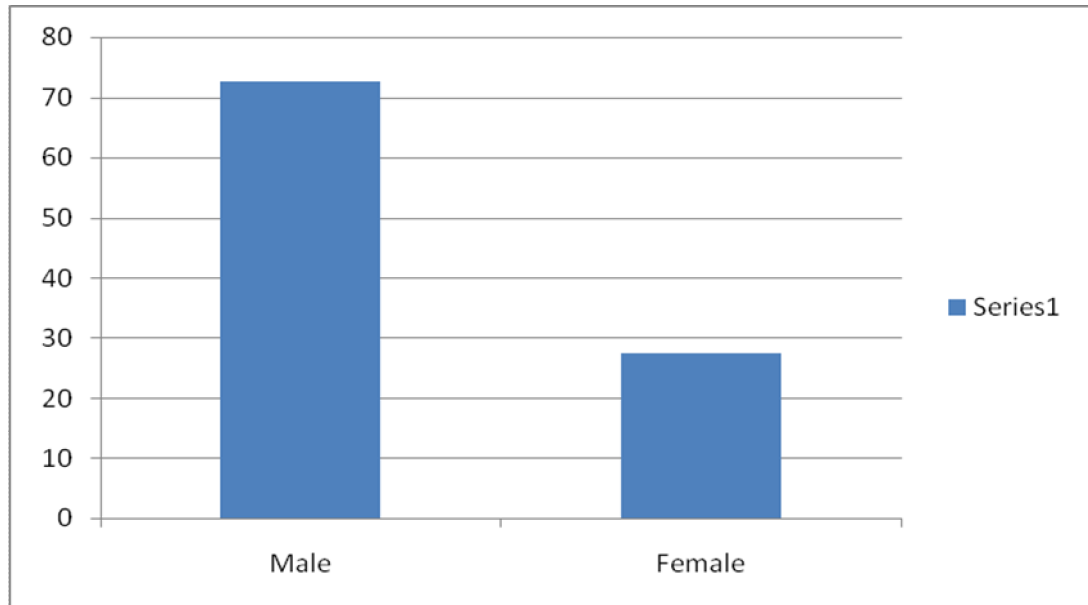
This chapter presents and analyses data as collected from the field regarding the role of motivation in improving teachers' work performance in private secondary schools with the case of Mbozi district. The findings are organized and presented in accordance with the main themes embraced in the research specific objectives namely; to identify the motivational incentives geared to improve the performance of teachers in private secondary schools in Mbozi district; to establish the relationship between motivation and performance among private secondary schools in Mbozi district and to examine the attitudes of private school teachers on the importance of teacher motivation in improving performance in Mbozi district. However, the backgrounds of respondents are presented first to provide a clear picture of the nature of people that participated in the study. Then the discussions of the findings collected from the respondents are presented.

#### **4.2 Characteristics of Respondents**

This section includes the background of respondents that found in the studied schools such as name of school, sex of respondents, and age variation of respondents. It also presents respondents' working experience, educational and professional levels. There were a total of 62 teacher respondents from three private secondary schools. The schools were Wiza, Hasanga and Canaan.

##### **4.2.1 Sex of Respondents**

The sex of respondents was tabulated and presented in Figure 4.1.



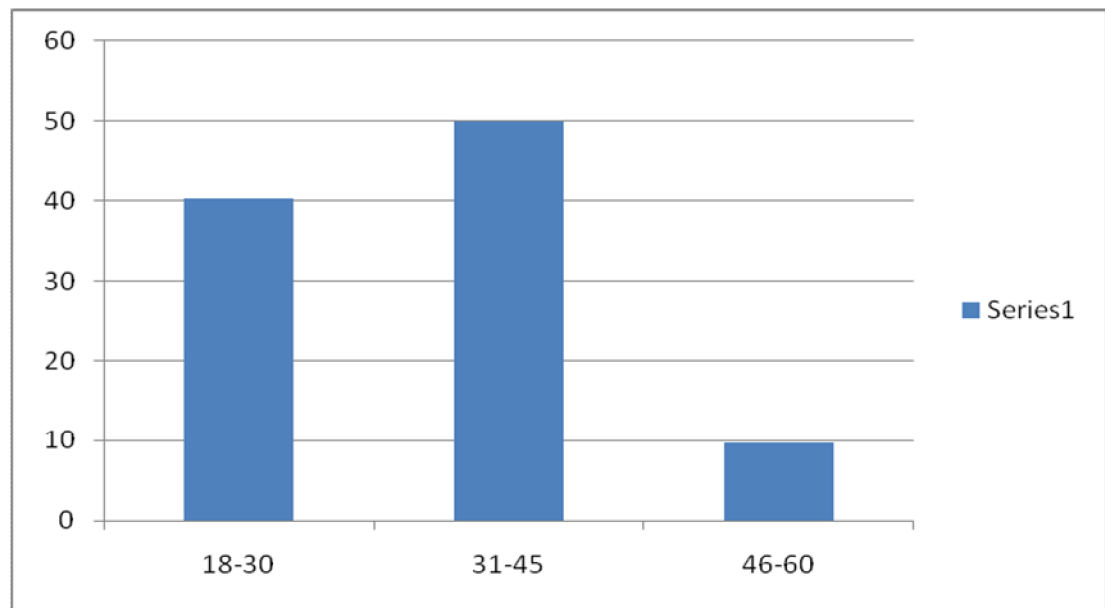
**Figure 4.1: Sex of Respondents**

**Source:** Field Data, 2019

The study examined the respondents' sex with the aim of confirming whether sex has relations with the contribution of motivation to job performance. The data in Figure 4.1 reveal that 72.6% of the respondents were male while 27.4% were female. This indicated that in the real situation of private secondary schools, there were more men than women teachers thus the need to encourage female teachers to join private schools so as to have an equal proportion of gender in the schools. This may be due to the fact that most female teachers prefer to work in public sector of which most of them are working in urban centers in various fields other than teaching as it is suggested by Mbope (2015). Moreover the culture of the people living in Mbozi, women plays a great role in caring the family so they need time also to work with family matters while most of the private school teachers spent most of the time at work different from public schools where they just work for eight hours so women prefer to work in public schools.

#### 4.2.2 Age of Respondents

The age of the respondents was tabulated and presented in Figure 4.2.



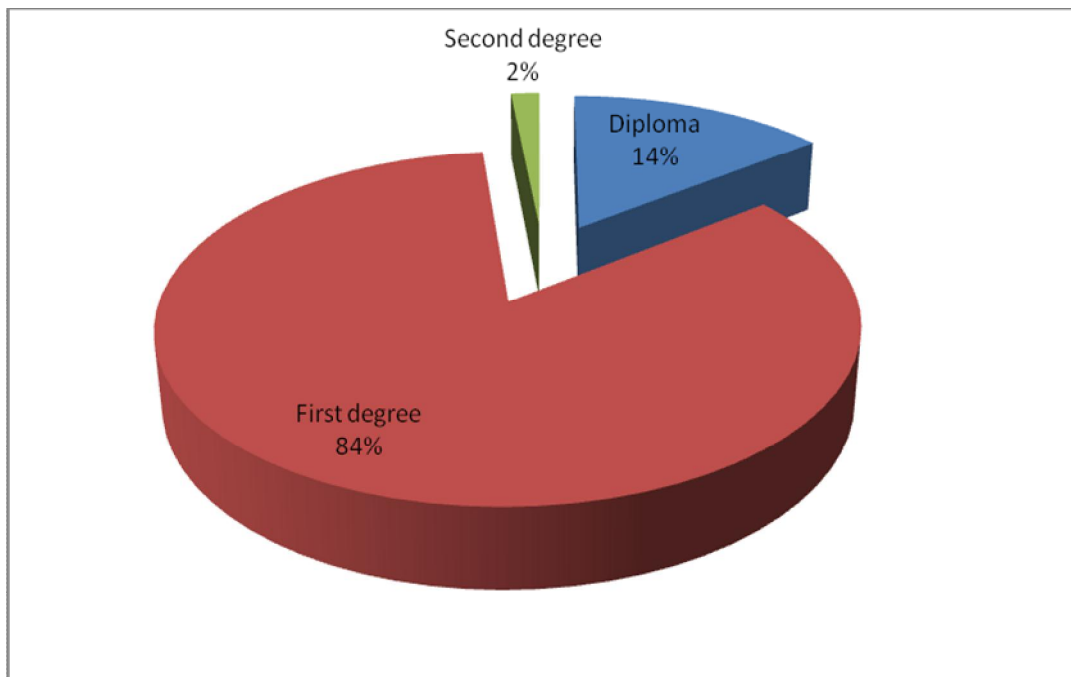
**Figure 4.2: Age of Respondents**

**Source:** Field Data, 2019

The study wanted to examine the age of respondents to confirm if their ages reflect the type of motivation given. Data in Figure 4.2 show that 50% of respondents were aged 31-45; 40.3% of respondents were aged 18-30 and 9.7% represented the respondents aged 46-60 years old. Therefore the study indicated that most teachers were adult who have responsibility to care their families, hence they need better motivation in order to improve performance of education as well as enjoying their teaching profession. The findings correlate with Kelvin (2016) who discovered that most teachers were adult who have responsibility to care their families, hence they need better motivation in order to improve performance of education as well as enjoying their teaching profession.

### 4.2.3 Respondents' Professional Level

This information was to help in identifying the academic qualifications possessed by the respondents and how this could contribute to motivation and job performance.



**Figure 4.3: Respondents' Professional Level**

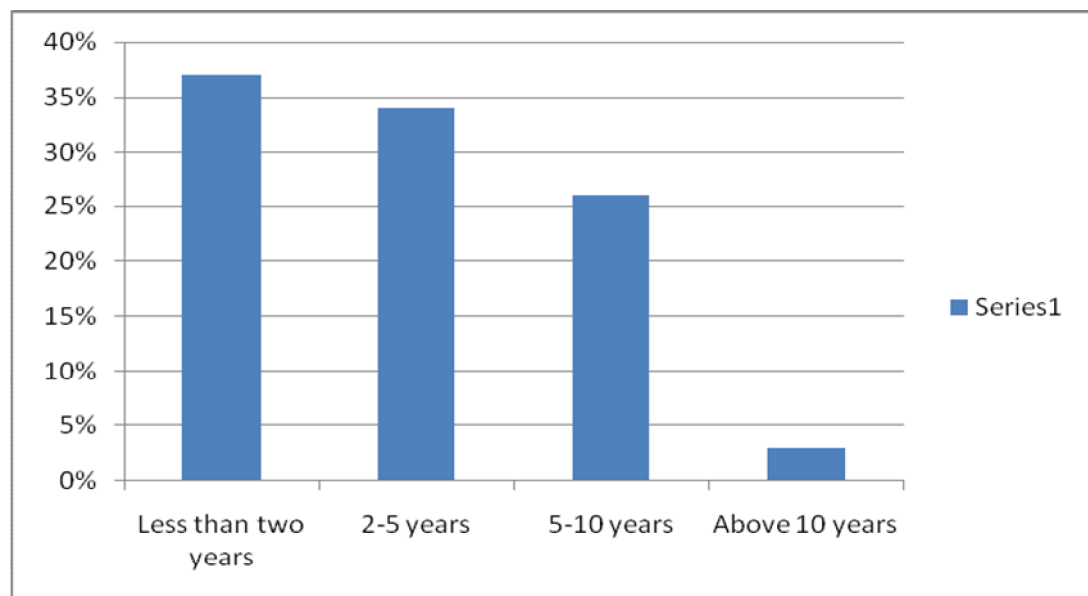
**Source:** Field Data, 2019

The professional background based on the following levels: certificates, diplomas and degrees were examined in this study for the aim of confirming if the respondents' motivation matched their professional qualification. The findings in Figure 4.3 reveal that 84% of the respondents were first degree holders, 14% were diploma holders and 2% were second degree holders. However, professional imbalance among the teachers in the schools could determine the type of motivation and its effect on job performance. Therefore data collected by the researcher remained reliable and valid in serving the interest of the study. This indicated that the studied schools did employ most teachers basing on first degree professional

qualification attained besides this suggested that the schools did employ teachers with very reasonable qualification levels.

#### 4.2.4 Respondents' working Experience

Respondents working experience was categorized into 4 categories and this was to find out if it had any impact on motivation and job performance. The working experiences of the respondents in terms of years are presented in Figure 4.4.



**Figure 4.4: Respondents' working Experience**

**Source:** Field Data, 2019

The study wanted to examine if working experience of teachers had relations with the motivation strategies employed in the schools. The findings presented in Figure 4.4 reveal that 37.1% of the respondents had less than two years of working experience. 33.9% was occupied by the respondents with an experience of 2-5 years, 25.8% represented respondents of 5-10 years and 3.2% of respondents had working experience of 10 and above years. The findings imply that majority of respondents



had working experience of less than 5 years indicating the possibility of high labour turn-over as far as all the studied schools had been established more than five years ago. Existence of high labour turn-over has implications on whether private school provide reasonable motivation which have power to retain teachers for reasonable years hence being able to work with more experienced staff.

### **4.3 Presentation and Discussion of Findings based on Research Objectives**

This section presents and discusses the findings which were obtained from the field by the researcher basing on the study objectives.

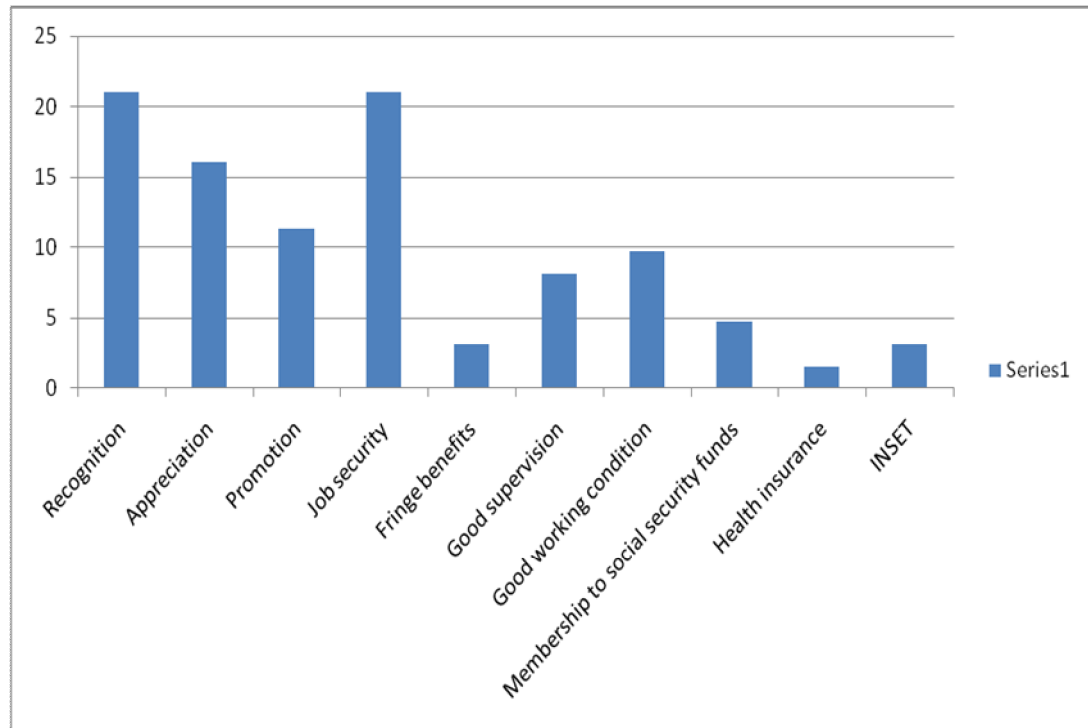
#### **4.3.1 Motivational Incentives Geared To Improve the Teachers' Performance**

The first specific objective of the study was to identify motivational incentives geared to improve the performance of teachers in private secondary schools. Two major types of motivational incentives were examined and the data are presented in the following sections.

##### **4.3.1.1 Non Financial Motivational Incentives**

Various non financial motivational incentives were revealed by the respondents as shown in Figure 4.5 The study examined the availability of non-financial motivational incentives to teachers in the studied schools. The findings in Figure 4.5 shows that 13 (21%) of the respondents view that they were given recognition as motivational incentive for their effort. On top of that another 13 (20%) thought job security was the best motivation given to improve their job performance. 10 (16.1%) regarded appreciation as best motivation given, 7 (11.3%) thought promotion was the best motivational incentive equivalent to their effort. In addition to that, 6 (9.7%)

felt that good working condition was best motivation given while 5 (8.1%) had disclosed that good supervision motivational for their job performance.



**Figure 4.5: Non-Financial Motivation Incentives**

**Source:** Field Data, 2019

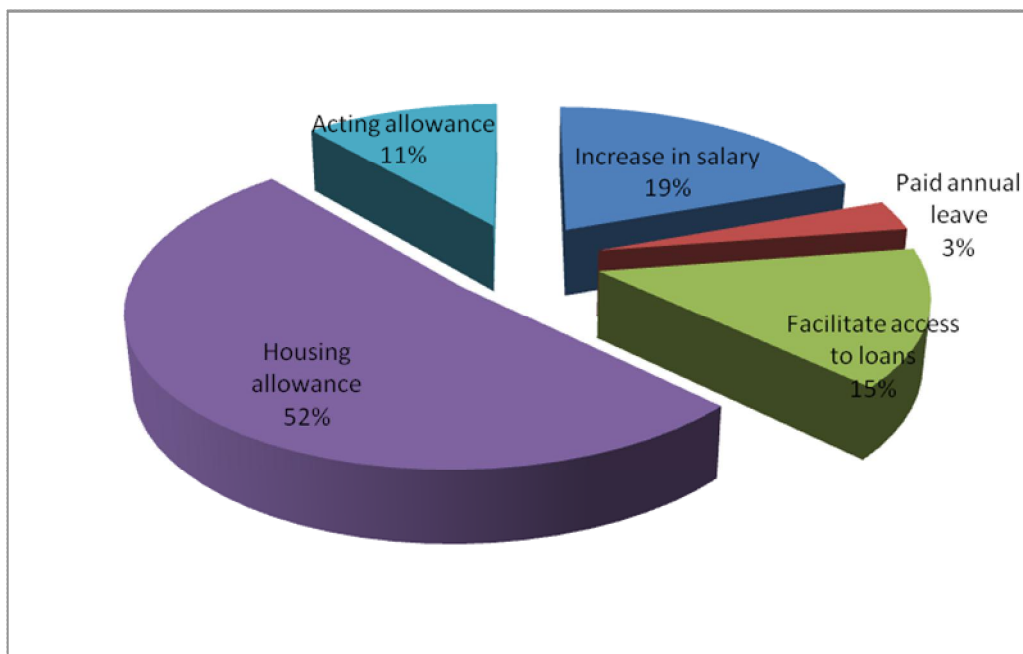
Other non financial motivational incentives such as membership to social security funds 3 (4.8), fringe benefits 2 (3.2%); opportunity to attend in-service training (INSET) 2 (3.2%) and provision of health insurance 1 (1.6%) were revealed by relatively small number of respondents to be impacting their job performance. From the findings point of view, teachers in the study areas would be motivated to perform better if they are given recognition, job security as well as appreciation non financial motivational incentives are given.

Similarly, Isanzu (2014) discovered that in some schools non-financial incentives were provided such as housing, and medical services although they were neither

adequate nor free. Non-provision of non-financial incentives to teachers was partly due to lack of a clear incentive policy both at District and National levels. This would enhance loyalty as well as better performance. According to Vroom, satisfaction is derived from the outcomes that a job provides to a person. However what may satisfy one individual may not satisfy another.

#### 4.3.1.2 Financial Motivational Incentives

In this part the researcher was interested to determine if there are financial motivational incentives available among private secondary school teachers in Mbozi district. The findings are presented in Figure 4.6



**Figure 4.6: Financial Motivational Incentives**

**Source:** Field Data, 2019

The availability of various financial motivational incentives was examined to ascertain whether teachers' job performance was contributed by such incentives. Data from Figure 4.6, it is learnt that majority of the respondents (52%) consider

the provision of housing allowance as a major financial incentive that motivate their job performance. On the other hand 12 (19%) felt that increase in salary was the main motivational incentive that contribute to their job performance. It was further revealed that access to loans 9 (15%) was also considered by some teachers as important incentive in improving their job performance. On top of that, findings show that private secondary school teachers receive acting allowance 7 (11%) while the minority 2 (3%) are given paid annual leave.

These findings coincide with that of Richardson (2014) who found out that financial motivation in Malawi particularly housing and salary increments are highly observed among private secondary schools. Financial incentives which are said to exist where an agent can expect some form of material reward especially money in exchange for acting in a particular way. Based on this category teachers are expected to be paid monetary allowances for they will be committed to work harder. Financial incentives may be of two types. First it involves money payments by the employers either directly or indirectly. High wages and salaries, bonus, profit sharing, commission increment are examples of direct financial incentives. Second is the provision of high quality furniture subsidized food, separate telephones, air conditions and water coolers are examples of indirect financial incentives (Rao, 2011). Based on the data, it is therefore noted that provision of house allowance as well as salary increments are the major financial incentives that help to improve teachers performance in private schools.

#### **4.3.2 Relationship between Motivation and Various Job Performance Indicators**

The second specific objective of this study aimed at establishing the relationship



Competition and cooperation	Pearson Correlation	-.014	.326**	.099	1	.237	.574**	.250*	.216
	Sig. (2-tailed)	.915	.010	.443		.064	.000	.050	.091
	N	62	62	62	62	62	62	62	62
Hard work and volunteering	Pearson Correlation	.026	.265*	.521**	.237	1	.354**	.414**	.364**
	Sig. (2-tailed)	.844	.038	.000	.064		.005	.001	.004
	N	62	62	62	62	62	62	62	62
Creativity	Pearson Correlation	-.086	.313*	.009	.574**	.354**	1	.355**	.154
	Sig. (2-tailed)	.508	.013	.945	.000	.005		.005	.233
	N	62	62	62	62	62	62	62	62
Volunteerism	Pearson Correlation	-.044	.312*	.540**	.250*	.414**	.355**	1	.144
	Sig. (2-tailed)	.733	.014	.000	.050	.001	.005		.264
	N	62	62	62	62	62	62	62	62
Commitment	Pearson Correlation	.186	.045	.228	.216	.364**	.154	.144	1
	Sig. (2-tailed)	.148	.726	.075	.091	.004	.233	.264	
	N	62	62	62	62	62	62	62	62
*. Correlation is significant at the 0.05 level (2-tailed).									
**. Correlation is significant at the 0.01 level (2-tailed).									

Source: Field Data, 2019

The findings in Table 4.1 reveal the Pearson correlation coefficient between motivation and job performance among private secondary school teachers. The findings are discussed below.

#### **(a) Autonomy and Loyalty**

The findings in Table 4.1 reveals significant correlation between teachers' job autonomy and loyalty with work interest and limited turn-over ( $r = .262, p = .040$ ). This implies that there is a positive relationship between motivation and job performance among private secondary schools in Mbozi district because motivation tend to improve teachers' job autonomy, loyalty, work interest and hence limiting labour turn-over. The data imply that at least there are a good number of teachers in the studied schools who are able to work autonomously and with loyalty due to the given motivational incentives.

#### **(b) Responsibility**

On whether the motivational incentives given were able to influence job performance in terms of holding responsibility among teachers' the study revealed that there was a significant correlation between teachers' responsibility with work interest and limited turn-over ( $r = .270, p = .034$ ); Competition and cooperation ( $r = .226, p = .010$ ); Hard work and volunteering ( $r = .265, p = .038$ ); creativity ( $r = .313, p = .013$ ) and volunteerism ( $r = .312, p = .0140$ ). The findings mean that there are a number of teachers whose job performance in terms of ability to work responsibly is influenced by motivational incentives. Working responsibly has been revealed to have significant correlations with improving work interest, volunteerism, creativity as well as competition and cooperation among teachers. It could therefore be

suggested that managers of the private schools should consider improving the motivational package to enable all teachers to work responsibly.

### **(c) Work Interest and Limited Turn-Over**

The study further examined the contribution of motivational incentives on teachers' job performance in terms of improving work interest and limited turn-over among teachers. The data in Table 4.1 reveal that there was a significant correlation between teachers' work interest and limited turn-over with teachers' autonomy and loyalty ( $r = .262, p = .040$ ); responsibility ( $r = .270, p = .034$ ); Hard work and volunteering ( $r = .521, p = .000$ ) and volunteerism ( $r = .540, p = .000$ ). The findings mean that there are a number of teachers whose job performance in terms of work interest and limited turn-over have been improved due to the motivational incentives given. Work interest and limited turn-over has been revealed to have significant correlations with the type of motivational incentives given thus suggesting that if private schools continue to provide such incentives, most teachers would improve their job performance through having higher work interest and hence limiting labour turn-over.

### **(d) Competition and Cooperation**

The research further examined the correlation between motivational incentives given and ability to teachers to work under competition and cooperation. The findings in Table 4.1 reveal that there was a significant correlation between teachers' competition and cooperation with teachers' ability to work responsibility ( $r = .326, p = .010$ ); creativity ( $r = .574, p = .000$ ) and volunteerism ( $r = .50, p = .050$ ). The findings imply that the teachers in private secondary schools are able to improve



their job performance through competition and cooperation among themselves provided the fact that motivational incentives are given. It is obvious that teachers working competition and cooperation also improves their creativity, responsibility and volunteerism hence together affecting their job performance.

#### **(e) Hard Work and Volunteering**

The study also examined the ability of the motivational incentives given to influence teachers job performance in terms of improving the teachers; hard working and volunteering spirit. Findings in Table 4.1 reveal that there was a significant correlation between teachers hard working and volunteering spirit with responsibility ( $r = .265, p = .038$ ); work interest and limited turn over ( $r = .521, p = .000$ ); creativity ( $r = .354, p = .005$ ); volunteerism ( $r = .414, p = .001$ ); and commitment ( $r = .364, p = .004$ ). The data imply that motivational incentives given to teachers contribute to improving teachers job performance through ability of teachers to work hard and volunteerism. Subsequently, teachers ability to work hard and volunteer leads to improvement of their work interest, creativity and commitment. It is therefore important that private secondary schools should continue to provide different motivational incentive schemes for improving hard working spirit among teachers.

#### **(f) Creativity**

The research also examined whether motivational incentives contributed to teachers creativity which is part and parcel of improved job performance. The Pearson correlation analysis show that there was a significant correlation between teachers job creativity and its ability to influence teachers job responsibility ( $r = .313, p =$

.013); competition and cooperation ( $r = .754, p = .000$ ); hard work and volunteering ( $r = .354, p = .005$ ); and volunteerism ( $r = .355, p = .005$ ). The data entail that motivation to teachers in private secondary schools helps to improve their job performance by enhancing creativity which has strong relations with teachers' ability to work responsibly, have work competition and cooperation, exercise hard work as well as being able to volunteer in performing various tasks. Teachers' creativity is very important for both school and students' achievements. The findings entail that if private schools will continue to provide different motivation packages then they will enhance teachers' creativity.

#### (g) **Commitment**

The study also examined whether motivational incentives given to teachers had correlation with the teachers' job commitment. Data in Table 4.1 show that there was a significant correlation between motivation and teachers' job commitment due to the fact that it also influenced the teachers' hard work and volunteering spirit ( $r = .364, p = .004$ ). The findings mean that there is strong correlation between motivational incentives given and teachers' job performance in terms job commitment which also enhances hard work and volunteerism. The data suggest that if teachers are given enough motivational packages they would improve their job commitment. It could therefore be suggested that managers of the private schools should consider improving the motivational package to enable all teachers to work under strong commitment.

This is supported by Inayatullah & Jehangir (2013) who found that teachers' motivation is very poor and teachers are also dissatisfied with their working

environment and salary. On the other hand, the study conducted by Massawe (2011) revealed that systems and structures set up to manage and support private secondary school teachers are dysfunctional. Due to this, teachers have become less motivated and they are likely to lose their sense of professional responsibility and commitment. All these circumstances have resulted into poor performance of private secondary school teachers.

Kelvin(2016) The study found the correlation between motivation, mostly intrinsic motivation and the performance of teachers in public and private secondary schools was also existed in secondary schools in Tabora municipality. Generally, it seems that if motivations both financial and non-financial are provided effectively to private secondary school teachers, their morale will be raised and this will bring about improved work performance. The same results were obtained by Chikole (2008), who concluded that employee's motivation is among the important aspects towards morale building which increases workers commitment and their performance.

#### **4.3.3 Attitudes of Private School Teachers on the Ability of Motivational Incentives to improving Performance**

The last specific objective of the study was to examine the attitudes of private school teachers on the ability of motivational incentives in improving performance in Mbozi district. It has become normal practice to hear workers contending their dissatisfaction with motivation they are given. The researcher wanted to asses this allegation by asking the respondents to rate the ability of various motivational aspects in improving workers' job performance. The findings are as presented in

Table 4.2

**Table 4.2: Attitudes of Private School Teachers on the Ability of Motivational Incentives to Improve their Job Performance**

Correlations						
		Adequacy of motivational incentives	Acceptability of the incentives	Variety of the incentives	Equality in motivational distribution	Ability of the incentives to improve workers' performance
Adequacy of motivational incentives	Pearson Correlation	1	.744**	.752**	.496**	.394**
	Sig. (2-tailed)		.000	.000	.000	.002
	N	62	62	62	62	62
Acceptability of the incentives	Pearson Correlation	.744**	1	.697**	.408**	.365**
	Sig. (2-tailed)	.000		.000	.001	.003
	N	62	62	62	62	62
Variety of the incentives	Pearson Correlation	.752**	.697**	1	.526**	.459**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	62	62	62	62	62
Equality in motivational distribution	Pearson Correlation	.496**	.408**	.526**	1	.759**
	Sig. (2-tailed)	.000	.001	.000		.000
	N	62	62	62	62	62
Ability of the incentives to improve workers' performance	Pearson Correlation	.394**	.365**	.459**	.759**	1
	Sig. (2-tailed)	.002	.003	.000	.000	
	N	62	62	62	62	62
**. Correlation is significant at the 0.01 level (2-tailed).						

**Source:** Field Data, 2019

### **(a) Adequacy of Motivational Incentives**

The study wanted to examine the teachers' attitudes on whether the motivational incentives were adequate enough to improve their job performance. From Table 4.2 above it is clear that, the Pearson correlation shows a strong correlation between adequacy of motivational incentives and job performance in terms of acceptability of the incentives ( $r = .744$ ,  $p = .000$ ); variety of the incentives ( $r = .752$ ,  $p = .000$ ); equality in motivational distribution ( $r = .496$ ,  $p = .000$ ) and ability of the incentives to improve workers' performance ( $r = .394$ ,  $p = .002$ ). Based on the findings, respondents felt that the adequacy of motivation schemes could easily contribute to improving teachers' job performance. This calls for the private schools to continuously re-think of their motivation strategies so as to use them in improving teachers' job performance.

### **(b) Acceptability of the incentives**

From Table 4.2 above it is clear that, the Pearson correlation shows a strong correlation between variety of the incentives of the motivational incentives and job performance in terms of adequacy of motivational incentives ( $r = .744$ ,  $p = .000$ ); variety of the incentives ( $r = .697$ ,  $p = .000$ ); equality in motivational distribution ( $r = .408$ ,  $p = .001$ ) and ability of the incentives to improve workers' performance ( $r = .365$ ,  $p = .003$ ). Based on the findings, it is obvious that there is strong correlation between acceptability of the motivational incentive schemes with teachers' job performance. This implies that private schools should continuously introduce acceptable motivational incentive schemes so as to improve teachers' job performance.

### **(c) Variety of the Incentives**

From Table 4.2 above it is clear that, the Pearson correlation shows a strong correlation between Acceptability of the motivational incentives and job performance in terms of Adequacy of motivational incentives ( $r = .752$ ,  $p = .000$ ); acceptability of the incentives ( $r = .697$ ,  $p = .000$ ) equality in motivational distribution ( $r = .526$ ,  $p = .000$ ) and ability of the incentives to improve workers' performance ( $r = .459$ ,  $p = .000$ ). The data entail that majority of respondents are of the opinion that the variety of incentives given are capable of improving their job performance.

### **(d) Equality in Motivation Distribution**

The study wanted to examine the teachers' attitudes on whether the motivational incentives were distributed equally to improve their job performance. From Table 4.2 above it is clear that, the Pearson correlation shows a strong correlation between equality in motivation distribution and job performance in terms of adequacy of the incentives ( $r = .496$ ,  $p = .000$ ); acceptability of the incentives ( $r = .408$ ,  $p = .001$ ) variety of the motivations ( $r = .526$ ,  $p = .000$ ) and ability of the incentives to improve workers' performance ( $r = .759$ ,  $p = .000$ ). The data imply that there is strong correlation between motivation among workers and their job performance. As such, owners and managers of private secondary schools must work to ensure equitable distribution of motivational incentive schemes.

### **(e) Ability of the Incentives to improve Workers' Performance**

The study wanted to examine the teachers' attitudes on whether the motivational incentives ability to improve their job performance. From Table 4.2 it is clear that, the Pearson correlation shows a strong correlation between motivational incentives

and job performance in terms of adequacy of motivational incentives ( $r = .394$ ,  $p = .002$ ); acceptability of the incentives ( $r = .365$ ,  $p = .003$ ); variety ( $r = .459$ ,  $p = .000$ ) and equality in distribution of the incentives to improve workers' performance ( $r = .759$ ,  $p = .000$ ). The data imply that despite having agreed on the unequal distribution of the motivational incentives, still majority of teachers believe that the available motivation has power to improve teachers' job performance.

The findings in this study correlate to Mustafa and Othman (2010) who examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and working performance of teachers, i.e. the greater the level of motivation the higher will be the teachers' job performance or if provide a high level of motivation to a teachers then their job performance will be increase. The main benefits of motivation are that the organization can use the human resources in an appropriate way, for this the employee are willing to work itself. It brings employees satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost become reduced. The increase in motivation makes teachers to increase their job performance in teaching and learning process in private secondary schools in Mbozi dsitric.

## **CHAPTER FIVE**

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

#### **5.1 Overview**

This chapter contains a brief summary of the study and its findings, also address the limitations of the study and lastly the section of recommendations drawn from the findings is given with areas recommended for further research.

#### **5.2 Summary**

The study sought to assess the role of motivation in improving teachers' work performance in private secondary schools in Mbozi district. Specifically it geared to; identify the motivational incentives geared to improve the performance of teachers in private secondary schools in Mbozi district; establish the relationship between motivation and performance among private secondary schools in Mbozi district and to examine the attitudes of private school teachers on the importance of teacher motivation in improving performance in Mbozi district.

Mbozi district council was chosen as area of study where by 62 teachers respondents participated fully in answering the questionnaire given. The data gathered from the questionnaires were analyzed by the aid of SPSS version 16 for windows, where the percentage was used to determine the respondents' opinions on the role of motivation to teachers' job performance. In the context of this study, the following were the study findings, which enhanced the discussion.

##### **5.2.1 The Motivational Incentives geared to improve the Performance of Teachers**

Two types of motivational incentives were examined in the study namely non-



financial and financial motivation. Based on non-financial incentives respondents informed this study that job security (21%), job recognition (21%), appreciation (16.1%) and promotion (11.3%) were the main non-financial motivational incentives given to teachers. The data suggest that most private school owners and teachers in the district place more emphasis on job security and recognition as main non-financial motivational incentives geared at improving teachers' job performance.

On the second part, house allowance (51.6%), increase in salary (19.4%) and access to loans were revealed as main financial motivational incentives given to teachers in the study area. Teachers' identification of such financial motivational incentives significantly related to teacher motivation based on prior learning and teaching experiences and hence it provides the basis that their job performance was heavily attributed by existence of such motivation.

### **5.2.2 The Relationship between Motivation and Performance among Private Secondary Schools**

The Pearson correlation coefficient analysis shows that the relationship between motivation and performance among private secondary schools falls in two levels namely, (\*). Correlation is significant at the 0.05 level (2-tailed) and (\*\*). Correlation is significant at the 0.01 level (2-tailed). The analysis was based on testing various job performance indicators such as the autonomy and loyalty of the teachers, working responsibly, promoting work interest and limited labour turn-over, working competition and cooperation among workers, hard work and volunteering, improving creativity as well as job commitment.

Hence, it could be said that there are some teachers who are able to improve their job performance to be realized through autonomy and loyalty, responsibly, competing each and or cooperating among themselves, working hard and volunteer in performing various tasks, being creative based on the motivation given and job commitment. it is logical to conclude that there is a direct relationship between motivation and job satisfaction among private secondary school teachers in Mbozi district and such relationship is moderate.

### **5.2.3 The Attitudes of Private School Teachers on the Ability of Motivational Incentives to improve their Job Performance**

The research findings revealed that, there are various attitudes of private school teachers on the importance of teacher motivation in improving performance. Findings further indicate that there was a moderate relationship between motivation and job performance among private secondary school teachers in Mbozi district. Likewise it was pointed out that the relationship between motivation and job performance among teachers in private secondary schools in that district was significant at the 0.01 level (2-tailed).

This was based on the teachers' attitudes on the ability of motivational incentives to improve their job performance based on adequacy of motivational incentives, acceptability of the incentives, variety of the incentives, equality in motivational distribution as well as ability of the incentives to improve workers' performance. In addition the moderate correlations imply that the relationship were moderate. Therefore the study found that there are differences in teachers' motivation and job performance in private secondary schools in Mbozi district council.

### **5.3 Conclusion**

This study sought to assess the role of motivation on improving teachers' job performance in private secondary schools in Mbozi district council. In respect to the key findings described in the preceding sections, the following conclusions were made: Findings show that the most type of non-financial motivational incentives given to teachers were recognition, job security and appreciation. The financial motivation incentives that were highly available included housing allowance, increase in salary as well as access to loans.

Findings also revealed that based on the types of motivation given teachers are able to improve their job performance in terms of working under self-autonomy and loyalty, being responsible as well as being creative in performing various duties. However, it was discovered that most teachers do not consider if the available motivational incentives were able to improve their job performance in terms of hard working and volunteering, competition and cooperation among workers as well as improving workers' interest and limiting labour turn-over. Furthermore, the findings show that the attitude of some private school teachers towards the motivational incentives given is that, the incentives were inadequate, there was inequality in the distribution of the motivation and that the ability of the incentive schemes to improve workers' job performance was low.

### **5.4 Recommendations**

Basing on the findings and conclusions of the study, the following recommendations are made:

- i. The owner of private secondary schools should provide equal motivation

incentive packages to increase teachers' job performance. Special attention should be put at increasing teachers' salaries because the majority of them (teachers) complained about the inadequacy of their salaries to meet their needs. Increasing health insurance and in-service training which together will help to improve teachers' job performance. This is because the teachers must be interested in what they teach and in the children when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn.

- ii. The researcher recommends to the employers and other educational stakeholders like heads of schools, educational managers, school owners and educational officers to ensure that teachers are well motivated financially so as to attain satisfaction toward their job because the findings reveal that most employers do not pay much attention to motivate teachers.
- iii. This study further recommends that salary increment, extra duty and overtime allowances as well as teaching allowance should be provided to teachers. The researcher also recommends that debit salary accumulations and other arrears such as leave allowances and promotion increments should be paid to teachers on time by employers so as to motivate them thus advancing teachers' effectiveness and efficiency in accomplishing their duties and responsibilities.
- iv. The teachers who perform well in their job should receive extra payment that can help them to increase effort in teaching hence promoting completion and cooperation among teachers.

### **5.5 Areas for Further Research**

- i. This research focused on the role of motivation on teachers' job performance in private secondary schools. There is a need to request other sectors to find out the role of motivation on workers' job performance.
- ii. The study was only conducted in Mbozi district and depicting only teachers in private schools. Further research can be based on non-teaching staff in the same schools or even other schools both private and public ones.
- iii. Further research can also be done to assess students' and parents' views on the role of motivation in improving not only teachers' job performance but also the students' and parents' participation in academics in both private and public secondary schools.

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## APPENDIX

### QUESTIONNAIRE

#### Introduction

Dear respondent my name is Frank Ndile a student of Master of Business Administration at Open University of Tanzania. Am conducting a study to assess the role of motivation in improving teachers' work performance in private secondary schools in Mbozi district. This is a questionnaire for the purpose of collecting data and finally compiling report as an important requirement for an award of master's degree. Please I am looking forward for your cooperation. Data obtained through this questionnaire shall be used for the purpose intended only.

Your school \_\_\_\_\_ .

1. What is your sex?

- (a) Male
- (b) Female ( )

2. What is your age? \_\_\_\_\_ ..

- (a) 18 - 30
- (b) 31 - 45
- (c) 46 - 60
- (d) 61+ ( )

3. What is your educational level?

- (a) Primary
- (b) Secondary (O-Level)
- (c) Secondary (A-Level) ( )
- (d) Others \_\_\_\_\_ (specify)



(f) í Good supervision (f)Others (mention)í í í í í í í í í í ..

(g)í ....Working condition

(h)í í .Membership to social security funds eg PSPF, LAPF etc.

(i)í í .Medical cover eg NHIF

(j)í í .Career development eg Training

(k) Others (mention)í í í í í í ..

7. How do you rate the relationship between motivation and your job performance you have mentioned in 6 above? Pleasetick in an appropriate position.

S/N	Variables	Strongly agree	Agree	disagree	Strongly disagree
1	Autonomy and loyalty				
2	Responsibility				
3	Work interest and limited turn over				
4	Competition and cooperation				
5	Hard work and volunteering				
6	Creativity				
7	Volunteerism				
8	Commitment				

8. How do you rank the effectiveness of the motivation schemes in improving performance you have mentioned in 7 above? Pleasetick in an appropriate position.

S/N	Variables	Very low	Low	Medium	high	Very high
1	Adequacy of motivational incentives					
2	Acceptability of the incentives					
3	Variety of the incentives					
4	Equality in motivation distribution					
5	Ability of the incentives to improve workersøperformance					