

**IMPACT OF MOTIVATION ON WORK PERFORMANCE FOR PUBLIC  
SECONDARY SCHOOL TEACHERS; THE CASE STUDY OF LINDI  
MUNICIPALITY**

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**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
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**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: “**Impact of Motivation on Work Performance for Public Secondary School Teachers; The Case Study of Lindi Municipality**” in partial fulfillment of the requirements for the Degree of Master of Human Resource Management (MHRM) of the Open University of Tanzania.

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I, **Patrick Adolph**, declare that, the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Human Resource Management (MHRM).

.....

Signature

.....

Date

**DEDICATION**

This piece of work is dedicated to my lovely Mother the late Annastazia Geni Peter Maganga, may your soul rest in eternal peace. Amen

## **ACKNOWLEDGEMENT**

I would like to thank the almighty God a creator of heaven and earth for making everything possible for the completion of my study Hallowed be thy name. I would like also to convey my sincere gratitude to all who provided assistance in various ways of researching and writing this work. It is impossible to mention all of them but I am grateful for their input and assistance.

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## ABSTRACT

This study sought to examine the impact of motivation on work performance for public secondary school teachers; the case study of Lindi municipality. The study was guided by four specific objectives; namely (i) to find out the relationship between teacher's salary and work performance, (ii) to determine the relationship between professional development of teachers and work performance, (iii) to find out the relationship between working conditions of teachers and work performance and (iv) to determine whether teachers' promotion have an impact on work performance. Positivist research philosophy was adopted with a quantitative approach design. Descriptive analysis was used to analyze collected data through questionnaires whereby relationships and percentages were analyzed. A Sample of 101 teachers were drawn from 158 teachers working at Public secondary schools in Lindi municipality. The study found that salary has a strong, positive and significant effect on teacher's performance. Professional development especially training was found to have a moderate positive and significant effect on teacher's performance. Teachers working condition was found to have a strong, positive and significant effect on their performance. Equally important was promotion, which was found to have a strong, positive and significant effect on teacher's performance. Therefore the study recommended the government should increase teacher's salary increments yearly according teachers' scheme. Secondly adequate training should be provided to teachers in order to update them with the changing of curriculum frequently, promotion should be on time every four years and not leaving a teacher to stay in one grade for many years. Lastly is that, the government should improve working conditions like housing, classes, computers and laboratories.

**Keywords:** Motivation, Salary, Professional Development, and Promotion

## 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>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 Chapter Overview .....	1
1.2 Background of the Study.....	1
1.3 Statement of the Problem .....	10
1.4 General Objectives .....	11
1.4.1 Specific Objectives.....	11
1.5 Research Questions .....	12
1.6 Significance of the Study .....	12
1.7 Organization of the Study .....	13
<b>CHAPTER TWO .....</b>	<b>14</b>
<b>LITERATURE REVIEW .....</b>	<b>14</b>
2.1 Chapter Overview .....	14
2.2 Definitions of Concepts.....	14



2.2.1	Motivation .....	14
2.2.2	Teacher's Work Performance .....	14
2.2.3	Salary.....	15
2.2.4	Professional Development .....	15
2.2.5	Promotion.....	16
2.2.6	Working Conditions .....	16
2.2.7	Theoretical Literature Review.....	17
2.2.8	Herzberg's Two Factor Theory .....	17
2.2.9	Criticism of Herzberg Two – Factor Theory.....	20
2.3	Implications for Teachers and School Managers .....	21
2.4	Empirical Review .....	21
2.4.1	Global Empirical Review .....	21
2.4.2	Africa Empirical Review.....	24
2.4.3	Empirical Review from Tanzania .....	28
2.4.4	Research Gap .....	32
2.4.5	Conceptual Framework .....	33
2.4.6	Analysis of Conceptual Model.....	34
2.4.7	Salary.....	34
2.4.8	Working Condition.....	34
2.4.9	Professional Development .....	35
2.5	Teachers' Promotion .....	35
<b>CHAPTER THREE.....</b>		<b>36</b>
<b>RESEARCH METHODOLOGY .....</b>		<b>36</b>
3.1	Overview .....	36

3.2	Research Philosophy .....	36
3.3	Research Approach .....	37
3.4	Research Design and Strategy.....	37
3.5	Area of the Study .....	37
3.6	Population of the Study .....	38
3.7	Sampling Procedure and Sample Size.....	38
3.7.1	Sampling Procedures.....	38
3.7.2	Sample Size .....	39
3.8	Data Collection Methods.....	40
3.8.1	Primary Data .....	40
3.8.2	Secondary Data .....	41
3.8.3	Tools for Data Collection.....	41
3.8.1	Data Analysis .....	42
3.8.2	Validity and Reliability .....	42
3.9	Ethical Consideration .....	43
<b>CHAPTER FOUR.....</b>		<b>45</b>
<b>FINDINGS AND DISCUSSION.....</b>		<b>45</b>
4.1	Overview .....	45
4.2	Sample Description .....	45
4.2.1	Sample Description by Age .....	46
4.2.2	Sample Description by Gender .....	46
4.2.3	Sample Description by Academic Qualifications .....	46
4.2.4	Sample Description by Experience .....	47
4.3	Descriptive Statistics for Teachers Salary.....	48

4.4	Descriptive Statistics for Professional Development of Teachers Variables .....	49
4.5	Descriptive Statistics for Teachers Work Condition Variables .....	50
4.6	Descriptive Statistics for Teachers Professional Promotion Variables .....	51
4.7	Descriptive Statistics for Teachers Work Performance Variables .....	52
4.8	Discussion .....	53
4.8.1	To find out the Relationship between Teacher's Salary and Work Performance .....	53
4.8.2	To Determine the Relationship between Professional Development of Teachers and Work Performance .....	54
4.8.3	To find out the Relationship between working Conditions of Teachers and Work Performance .....	55
4.8.4	To Determine Whether Teachers' Promotion Have an Impact on Work Performance .....	56
<b>CHAPTER FIVE .....</b>		<b>57</b>
<b>CONCLUSIONS RECOMMENDATIONS .....</b>		<b>57</b>
5.1	Conclusion.....	57
5.2	Recommendations and Implications .....	57
5.3	Limitations and Areas for Future Studies .....	58
<b>REFERENCES.....</b>		<b>60</b>
<b>APPENDICES .....</b>		<b>64</b>

## LIST OF TABLES

Table 2.1: Fredrick Herzberg Theory .....	19
Table 3.1: Number of Teachers and Heads of School in the Selected Schools .....	38
Table 3.2: Sample Size of Teachers (Proportionate Sampling Method) .....	40
Table 3.3: General Reliability of the Model .....	43
Table 3.4: Scale for Reliability Test .....	43
Table 4.1: Sample Description.....	47
Table 4.2: Descriptive Statistics for Teachers Salary Variables .....	48
Table 4.3: Descriptive Statistics for Professional Development of Teachers Variables .....	49
Table 4.4: Descriptive Statistics for Teachers Work Condition Variables.....	50
Table 4.5: Descriptive Statistics for Teachers Professional Promotion Variables .....	51
Table 4.6: Descriptive Statistics for Teachers Work Performance Variables.....	52

## LIST OF FIGURES

Figure 2.1: Conceptual Framework .....	33
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**LIST OF ABBREVIATIONS**

BRN	Big Results Now
HoS	Head of School
MOEST	Ministry Of Education Science and Technology
SAP	Structural Adjustment Program
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Science and Cultural Organization
UNICEF	United Nations Children's Fund
Min.	Minimum
Max.	Maximum
Std. Dev.	Standard Deviation

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Chapter Overview**

This study consist of background of the study, statement of the study, objectives of the study, research questions, significance of the study and organization of the study.

#### **1.2 Background of the Study**

Management of human resources is challenging as most organizations struggle to make sure that organizations work performance and effectiveness to achieve goals goes together. Motivation occupies a central position in the execution of any human task or endeavor, the teaching and learning processes is no exception. Various studies have indicated that motivation is essential to the overall performance, development and growth of organization and employees (Van, et al., 2017). All organizations whether public or private comprise individuals who are managed towards fulfillment of the organization objectives and responsibilities. The employers' role is to often focus on motivation to ensure an organization success.

Motivation is an articulation of the forces which drive an individual to pursue a particular course of action (Gabriela 2015) it is an internal state of affairs that imitates, directs and sustains the behavior of an individual overtime, more over motivation can be classified as intrinsic and extrinsic motivation (Turner, 2017) Intrinsic motivation aims at achieve internal goals and gratification from the action itself. Extrinsic motivation has an external goal such as achieving a reward like pay and prestige.

Teachers' motivation has been a matter of great concern particularly in most parts of the developing countries and Tanzania in particular. (UNESCO 2015) argue that

motivating teachers appropriately will not only positively affect teacher's efficacy but also increase in the quality of education the children receive. The teacher is the one who translates educational philosophy and objectively into knowledge and skills and transfers them to students in the classroom. Always teachers facilitates academic knowledge and skills to pupils, so teachers who motivated well worked hard hence influence student's better academic performance (kelvin, 2016).

Motivation and performance are very important factors in terms of school success and students' achievements. On the part of public secondary schools teachers' extrinsic motivation may include significant good salaries, promotion at a right time, good accommodation and better compensations (Cherry, 2016). Generally in schools the challenges for administrators is to create highly motivated teachers who are actively engaged in teaching and learning activities, open to new ideas and approaches, committed to students and ready to accept changes over the lifetime of their teaching career. Teacher motivation has to do with teacher's attitude to work desire to participate in pedagogical process with school/college environment as well as teacher's interest in student's discipline and control in classroom.

Furthermore, teachers have both intrinsic and extrinsic needs. That is, a teacher who is intrinsically motivated undertakes tasks satisfaction, for the feeling of accomplishment and self-actualization. In contrast, an intrinsically motivated teacher may perform activity duty in If changes occur in school external environment then it is necessary for a school to adopt that change because it may motivates to gain a competitive advantage. Motivation plays an important role in the school because it increases teacher morale and performance and school goals can be achieved in an



efficient way. The behavior of teachers can be change through motivation in any school. Valuation of Teacher Performance refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom.

Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development (Sawchuk, 2015). Meaningful teacher evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. Teacher motivation encompasses forces both within and external to the individual. The internal teacher motivation comprises of the needs, wants and desires which exist within an individual; as such influence the teachers thought which in turn leads to a positive change behavior toward improving learning. Teacher motivational level can rise when the teaching job enables teacher to satisfy the life supporting elements of his or her physical body like food, water, and shelter .It can also rise, when the teacher feels useful in his or her job and when he or she feels satisfied with what she or he is doing.

Furthermore, the study by Chapman (207) emphasized that, valuable motivation to teachers, may result to the improvement of learners performance and quality education, this is because any kind of motivation can encourage teachers to attend at schools as scheduled and having enough time preparing the lesson, scheme of work, lesson plan, instructional materials, supervision of schools' activities and more assessment to learners.

Muvunyi (2016) found that low professional morale of teachers had has a real impact on education system dimensions such as low commitment to teaching duties, poor

instructional preparation, underutilization of class time and high rate of attrition. Hartzell (2018) reveals that student achievement is related to teacher competence, course presentation, and examination, skill practice, teaching techniques, discipline and effective teaching models. This reflects similar findings among assessment of the Escuela Nueva model in Columbia and Guatemala (Colbert 2015). In East Africa reports shows that teacher's motivation was a key factor in Aga khan foundation training program using case studies of 12 African and South Asian countries.

Bennel and Akyeampong (2017) pinpoint the commitment of teachers as one of the most important determinants of learning outcomes. On the other hand low teacher motivation results in absenteeism, secondary income generating activities that distract from teaching duties. Similarly a Voluntary Overseas study of teachers low motivation in Zambia, Papua New Guinea and Malawi found that low motivation results into constant turnover, lack of confidence, varying level of professional commitment and a feeling of helplessness to either improve students outcomes or teachers own situation (Research Report on Teachers Motivation in Developing countries 2015)

Thus in a variety of developing countries, high teacher motivation leads to positive educational outcomes. Performance is something, a person does, which is normally affected by motivation. Moreover, UNESCO (2015) emphasized that, teachers can be motivated through the improvement of teaching and learning environments such as classrooms, teachers houses, teaching and learning materials and supportive principles and regulations. When teachers are motivated, their performance automatically rise towards high level.

In schools teacher's performance can be seen in their interaction with students, with other teachers and with their superiors. However, teachers in secondary schools in Lindi municipal have been reported to perform the least due to a number of challenges which hinder their effective working (Shahzad, 2017). 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. Teachers are having low performance due to the insufficient motivational factors that lead to their high turnover intentions as well. This bad or poor performance impacts the student's education as well.

Tanzania like other developing countries in the world is currently working in improving educational system so that it suit the needs of the society and the challenge of globalization, the government in November 25<sup>th</sup> 2015 issued the circular number five which inter alia provides directives to all public bodies to ensure that secondary education is free for all children including the removal of all forms of fees and contributions. The circular states "The provision of free education means pupils or students will not pay any fees or, other contributions that were being provided by parents or guardians before the release of a new circular". In fact, the issuance of this circular has made Tanzania go extra miles even beyond its constitutional obligation of providing free quality education

Despite all of the good intention of the government, still needs close eyes on its management because of unprecedented trickle down effects. These include increased enrollment and attendance of students in public secondary schools, which should match with increased quality, and quantity motivated teachers (UNICEF 2016). There

have been teachers' complaints about the payment, which is paid by the government. The problem started in the middle of 1980s when the government started implementing Structural Adjustment Program (SAP) conditionality.

Prior to the implementation of the conditionalities teachers were paid salaries, leave allowances, transport allowances, rent allowances and teaching allowance, After the imposition of the SAP conditionalities teachers' rent allowance, transport allowance and teaching allowances were removed. Their payment was not enough to meet their necessity needs. This led them to live in poor conditions and face a number of challenges (Lyimo G., 2014). Salary significantly affect job performance for teachers in a way that if public secondary school teachers are not given a competitive and attracted salary and fringe benefits they would be highly dissatisfied with their job and may ultimately start thinking leaving the professional at all. On the study done by Nyamubi (2017) reveals that teachers job performance is enhanced by their salaries they receive especially when these salaries correspond to their level of education, responsibilities they hold and duties they perform in the school.

When teachers feel positive about their income especially their salaries their accountability is boosted. Jonathan et al (2016) found that teacher's job performance would be improved if their salary structures and remuneration packages are fine-tuned in proportion with other professions. Monetary incentives are important because it is a tangible expression of the school and communities value of the teacher. It is argued by Albee (2017) appropriate salary level foster job performance and commitment. When salaries and fringe benefit allowances are well and timely paid to teachers they will not only be committed to perform well their roles but also they will be punctual to

attend to their working stations on time and their job attention will be high. Low salaries and lack of teaching allowance, rent allowance and delay of arrears payments may lead to job dissatisfaction and hence deterioration of teachers performance in public secondary schools.

The overall quality of the environment in which teachers live and work powerful influence overall level of job satisfaction and motivation. This is even more so when, as is the case in Lindi region particularly in Lindi municipal Council, teachers often have little choice about where they work. There are so many contributory factors that create good work environment. In school, the most important are the size and quality of the classroom, teacher workload, pupil behavior, teacher management and support and living condition (Ellis and Dick, 2015). Although improving school facilities has been seen in many developing countries, but it is not proportional to the expansion of enrolment.

According to the World Bank (2017) there is still a severe shortage of teaching facilities ranging from classroom infrastructures, staff houses to teaching materials. However teachers in developing countries including Tanzania often substantial share the small formal sector-live in difficult conditions. The study done by the World Bank (2017) across 12 countries in Sub-Saharan Africa and South Asia found that finding decent housing in rural areas and travelling to work in urban areas are primary challenges for teachers. Good working environment both mental and physical are important to any employee, school management and facilities greatly affects teachers motivation and performance. Lusingu (2018) on his study on teachers motivation argued that most of the teachers would like to work in good environment and

therefore teachers houses will motivate them and hence increase job performance and productivity. Lusingu (2018) revealed that working environment was one of the factors affected the distribution of primary school teachers in Ruangwa District, because some teachers are not willing to work in schools without staff houses.

Limited opportunities for professional development also discourage teachers in public secondary schools. Teachers professional development is the process through which teachers learn, learn how to learn, and transform their knowledge, competences and skills into practice with a view of enhancing students achievement of learning outcome.(Ortega2015). According to Mwakabenga (2019) teachers professional development is an important component for the success of any reform for an education system, The reason for having such initiative is that teachers face challenges resulting from subject matter knowledge and pedagogical approach to the use of technology in teaching and learning, thus teachers need to be developed professionally continuously in order to keep them updated on both national and international trend in education. In Tanzania the idea of teachers professional development seems to be understood mainly in terms of aligning teachers with changes in school curricula. This implies that at other times teachers do not have opportunity for professional development.

Promotion opportunities have also been facing a lot of challenges in the education sector at the global level, continent and in the country of Tanzania at large. As in many other professions promotion of teachers is directly linked to an incremental remuneration structure based on hierarchical job groups, which determine upward mobility. Teacher promotion is an important issue particularly because pay levels in

education unlike in the business world are relatively fixed leaving promotion as an important reward tool through which teachers can strive to meet standards set by their employers. Although promotion is a complex issue that may depend on many factors simultaneously, motivational factor is the most dominant outcome.

Through promotion, teachers are enabled to find roles, which satisfy them at different positions in the job hierarchy reversing possibilities of negative reaction mechanism when teachers are dissatisfied with their current job positions. Mwijage (2015) in his study on the challenges facing teachers promotion in Ilemela District identified that promotion facilitates the achievement of corporate goals in both private and public organizations. Promotion is adopted for the purpose of motivating employees, lack of promotion among public secondary school teachers creates discontents and frustrations and hence poor performance. Promotion for teachers is still a big problem in education sector. Promotion opportunities motivating teachers for the better performance and improve morale of work.

The efforts to provide quality education has proved a failure if all policy makers and educational stakeholders now and in the future do not pay attention to teachers job satisfaction. According to Msuya (2016) teacher's job satisfaction is very crucial for effective school management and academic performance. Most schools need satisfied and motivated teachers who can work effectively and efficiently for the attainment of school goals and productivity. It is therefore important to investigate the impacts of motivation on work performance among public secondary school teachers in Lindi Municipality.

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

In 2013 Tanzania launched Big Results Now (BRN) in education as part of the major nationwide initiative to accelerate progress in priority sectors. The education program builds on Tanzania's rapid and historic gains in school enrolment by working toward improving quality education and equipping the next generation of Tanzanians with the fundamental skills that they will need to succeed as working adults (Arun 2015)

Despite many efforts and BRN in education in particular, to improve quality of education in Tanzania, still there is an increasing tendency loses of teaching interest and commitment. Teachers have had complaining to a great extent for being neglected. They experienced low salary payments, lack of proper housing, inadequate teaching aids, low status, limited to professional development and delayed promotion. Phelan (2015) conducted a study on Promotion Systems and organizational performance.

The study explored the organizational impact of a variety of important promotion systems commonly practiced in organizations including up-or-out systems, absolute merit-based systems, relative merit-based systems, and seniority-based systems through the computer simulation of organizations in a distributed decision making setting, the results indicated that there was a relationship between grade promotion and job performance. Mustafa and Othman (2015) examined the perception of teachers about the effects, of motivation on the teachers job performance in teaching and learning process, they found that there is a positive relationship between motivations and working performance of teachers, for example the greater level of motivation the job performance will increase, but the absent of motivation to teachers



always demonize teachers in academic performance and lead to teacher absenteeism and poor performance.

Many teachers from public secondary schools leave their employment without notice due to lack of motivation and poor working condition, others exit on the event of transfer as the results of job dissatisfaction and demobilization. The reviewed literatures have indicated the universal explanation of self-based motivation in relation to job performance. Many studies have been focusing on these variables at a universal level as well, and at different contexts elsewhere outside Tanzania.

More specifically, no study was found to have used at once the elements of motivation such as better salaries, good working environment, timely promotion and professional development with an attempt to explain teachers' performance in Tanzania. This implied that using the research findings done in other countries with different cultures and working environment would lead to making irrelevant decisions in Tanzania. This gap was a motivation to conducting this study in Lindi region especially in Lindi Municipal. Hence, the independent variables for instance motivational factors such as professional development, better salaries, timely promotion and good working condition are crucial for teacher's job performance in public secondary schools,

#### **1.4 General Objectives**

The general objective of this study is to investigate the impact of motivation on work performance among public secondary school teachers in Lindi Municipality.

##### **1.4.1 Specific Objectives**

In order to realize the general objectives, the study is based on the following specific objectives:

- (i) To find out the relationship between teacher's salary and work performance
- (ii) To determine the relationship between professional development of teachers and work performance
- (iii) To find out the relationship between working conditions of teachers and work performance
- (iv) To determine whether teachers' promotion have an impact on work performance

### **1.5 Research Questions**

- (i) What are the impacts of salary on teachers' performance?
- (ii) What are the impacts of professional development on teachers' work performance?
- (iii) Is there a significance relationship between working conditions and work performance?
- (iv) How teachers' promotion affects job performance?

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

Government authorities such as the Ministry of Education, Science and Technology will find this study important in understanding teachers expectations so that they can institute measures to "enable them to work more effectively and willingly". With the intention of improving working performance, the study, therefore, was guided the head teachers to be aware of and understand ways of motivating teachers who work under them.

This study provides alternative solutions to factors that serve as dissatisfies and reveal effective techniques for solving motivational problems that confront teachers. The

research is a guide to the policymakers and it helps for the improvement of the already set policies, towards the improvement of the performance and the betterment of the Tanzanian education system at large. The findings are be beneficial to schools in Lindi Municipal council and other stakeholders of education like the MOEST on issues concerning staff management skills that would lead to improvement of teachers' work performance.

### **1.7 Organization of the Study**

This study includes five chapters, chapter one provides the background of the problem, statement of the problem, significance of the study, research objectives, research questions which guides the study and significance of the problem. Chapter two consists of literature review, which discusses theoretical and empirical studies, research gap and conceptual framework. Chapter three consists of research methodology, data collection methods and data analysis procedures. Chapter four consists of discussion of results and chapter five focuses on the summary of the findings, conclusion, and recommendation of the research. It also recommends area for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Chapter Overview**

This chapter reviews the literature related to the impacts of motivation on work performance among public secondary school teachers. The chapter consists of definition of terms, theoretical and empirical review, research gap and conceptual framework.

#### **2.2 Definitions of Concepts**

##### **2.2.1 Motivation**

According to Arango (2018) motivation is a psychological construct that refers to the disposition to act and direct behavior according to the goal. Like most of the psychological processes, motivation develops throughout the life span and is influenced by both biological and environmental factors. Orumwene (2018) defined motivation as the strength of the person work related behavior that individual exhibit in applying efforts on their work task. But regarding this study, motivation implies the provision of incentives and professional support to encourage productivity.

##### **2.2.2 Teacher's Work Performance**

Work performance is the ability to deliver the goods or services to clients in the most optimal, efficient and economical manner (Aharon 2018). On the other hand Grant (2016) defines work performance as value of employees contributions to the organization overtime.

### **2.2.3 Salary**

Is a form of periodic payment from an employer to an employee, which may be specified in an employment contract. It is contrasted with piece wages, where each job, hour or other unit is paid separately, rather than on a periodic basis. From the point of a view of running a business, salary can also be viewed as the cost of acquiring and retaining human resources for running operations, and is then termed personnel expense or salary expense (Andrew 2014). The salary for teachers influences the overall performance, attractiveness and morale of teaching. In addition, the low salaries influence the motivation of teachers, who often turn to private tutoring or other part-time work to supplement their income, which can negatively affect classroom instruction and quality of education (UNESCO, 2018)

### **2.2.4 Professional Development**

Professional development is the central mechanisms for the improvement of teachers' content knowledge and their teaching skills and practices in order to meet high educational standards (Bourdesa., 2016). A quick scan of the status of teacher professional development in Tanzania reveals that teachers are subjected to professional development programmes only when changes have been made in the school curricula (Komba 2019). This implies that at other times teachers do not have opportunities for teacher professional development. This is mainly due to lack of opportunities and motivation.

Aligning teachers with changes in school curricula is a commendable thing. However, it is not supposed to be a one-shot event conducted only when changes have been

introduced in the school curricula. In the intrinsic nature of professional development, the process ought to be continuous because teachers need to be developed not only in subject matter and pedagogical knowledge but also managerial skills and thinking skills, which are crucial for effective teaching and learning. Sinyangwe (2018) realized that lack of proper professional development affected teachers' working performance.

### **2.2.5 Promotion**

Promotion can be regarded as the passage to a higher rank. In management, promotion is one of the reinforcers of the rewards system to help motivating employees. Other rewards include pay, recognition, desirable work assignments, autonomy and participation. This can also mean ability to command, more responsibilities and better working environment (Mwijage, 2015) Through promotion, teachers are enabled to find roles which satisfy them at different positions in the job hierarchy reversing possibilities of negative reaction mechanism when teachers are dissatisfied with their current job positions.

### **2.2.6 Working Conditions**

Working conditions refer to all existing circumstances affecting labour in the work place, including job hours, physical aspects, legal rights and responsibilities, organizational culture, workload and training. In this study working conditions are conditions associated with learning environment which include all facilities at the place where the school is located and all that could be found within the school surroundings. It involved the physical location, as well as infrastructure such as laboratory, furniture's, library and houses (Shonje, 2016). Teachers working

conditions are important because they are better able to attract and retain good teachers and motivate them to do their job effectively.

### **2.2.7 Theoretical Literature Review**

This part explains and discusses a theory, which motivate employee's job performance. The most famous theory is Herzberg two-factor theory.

### **2.2.8 Herzberg's Two Factor Theory**

The two factor theory (also called motivation- hygiene) was proposed by psychologist Frederick Herzberg in 1968 in his book titled, "work and the nature of man." Herzberg's two factor theory of motivation suggests that there are two sets of factors which either led to job satisfaction or dissatisfaction. They are motivation factors and hygiene factors. Herzberg collected data from 200 accountants and engineers asking a simple question such as "Can you describe, in detail, when you feel exceptionally good about your job"? Similarly, Can you describe, in detail, when you feel exceptionally bad about your job? Good feelings about the job were reflected in comments concerning the content and experiences of the job example doing work or a feeling of accomplishment and challenge, bad feelings about the job were associated with context factors, that is those surrounding but not direct involving in the work itself.

This study revealed two distinct types of motivational factors: satisfiers and dissatisfies. Herzberg's two factor theory of 1959 identified satisfying intrinsic factors that determine job satisfaction. It has two sets of factors; the first set consists of achievement, recognition for achievement for work itself, responsibility and

advancement, which are strong determining factors of job satisfaction. According to Herzberg's theory, it would be unrealistic to insist that the intrinsic factors are exclusive factors (they are independent factors). A more realistic view is to regard both intrinsic and extrinsic factors as capable of generating satisfaction as well as dissatisfaction. That is the presence of certain variables leads to satisfaction whereas their absence leads to dissatisfaction.

Intrinsic factors according to Herzberg are reward from job itself, these include self-respect, sense of accomplishment and personal growth. Extrinsic factors are rewards from the work environment such as salaries, fringe benefits and job security. However, the motivation hygiene theory overlooks personality characteristics of workers, which play a vital part in job satisfaction. For instance, a teacher who has strong need for achievement could be extremely dissatisfied when he/she perceives himself / herself as not achieving his/her teaching profession needs like better salary, good working conditions, timely promotion, and professional development.

The second set of factors is grouped as determinants of dissatisfaction or extrinsic factors. These include aspects such as organization policy and administration, supervision, salary, interpersonal relations and working conditions. This set of factors is related to the environment or context of job and not work itself and also regarded as job criteria.

Based on these findings, Herzberg and his colleagues formulated the motivation hygiene theory. They termed hygiene factors as dissatisfies as they claimed that a



good hygiene environment prevents job dissatisfaction but does not necessarily create job satisfaction. This theoretical framework of Fredrick Herzberg theory is summarized in Table 2.1.

**Table 2.1: Fredrick Herzberg Theory**

<b>Dissatisfies</b>	<b>Satisfiers</b>
<b>Hygiene factors</b> – context factors/ maintenance factors (extrinsic factors) Affect job dissatisfaction 1 Quality of supervision, 2 Pay/ salary 3 Company policy and administration 4 Physical working conditions 5 Job security 6 Relationship with others 7 Status	<b>Motivation factors</b> - content factors (Intrinsic factors) Affect job satisfaction 1 Promotional opportunities 2 Opportunities for personal growth 3 Recognition 4 Responsibility 5 Achievement 6 Work itself 7 Advancement
<b>High Job dissatisfaction</b>	<b>High Job satisfaction</b>

**Source:** Adapted and modified from Shonje (2016)

According to Shonje (2016) Herzberg arrived at two specific conclusions:

**(i) Hygiene Factors (Dissatisfies)**

There is a set of extrinsic job conditions that when not present result in dissatisfaction among employees. These conditions are the dissatisfies or hygiene factors because they are needed to maintain at least a level of no dissatisfaction. These factors are related to the context of the job and are called dissatisfies they include Job security, salary, working conditions, status, company supervision, interpersonal relationship and fringe benefits (Shonje, 2016)

**(ii) Motivator Factors (Satisfiers)**

A set of intrinsic job conditions exist that help to build levels of motivation, which can result in good job performance. If these conditions are not present, they do not result

in dissatisfaction. These sets of aspects are related to the content of the job and are called satisfiers. These include achievement, recognition, work itself, responsibility, advancement, personal growth and development. The presence of motivating factors always ensures job satisfaction and happiness among the employee's. These motivating factors are related to the work content factors. The other set, which leads to dissatisfaction, is the hygiene factors such as salary, company policy, supervision, status, security and working conditions. Herzberg argued that improvement in the hygiene factors would only minimize dissatisfaction but not increase satisfaction and motivation.

### **2.2.9 Criticism of Herzberg Two – Factor Theory**

The following are some criticisms against Herzberg's Two- Factor Theory as observed by some researchers (Stello, 2016, and Heinz, 2016). The reliability of Herzberg methodology is questionable. Rates have to make interpretations, so they may contaminate the findings by interpreting similar responses differently. No overall measure of satisfaction was used. A person may dislike part of his or her job yet still find the job acceptable. The theory is inconsistent with previous research; the two factor theory ignores situational variables.

In addition, Herzberg assumed a relationship between satisfaction and productivity, but his research methodology looked only at satisfaction not at productivity, to make such research relevant, one must assume strong relationship between satisfaction and productivity. These include that the theory appears to be bound to the critical incident method, the theory confuses events causing feelings of satisfaction and dissatisfaction with the agent that caused the event to happen and the reliability of the data could

have been negatively impacted by ego-defensiveness on the part of the employee. Factors overlap as sources of satisfaction and dissatisfaction and the value of the factors differ as a function of the occupational level of the employee. The theory ignores the part played by individual differences among employees. Finally, although the initial publication of the theory involved Herzberg and additional colleagues, the theory is mainly credited to Herzberg only. Despite these criticisms, Herzberg's theory has been widely popularized as a case in point much of the initial enthusiasm for enriching jobs by allowing work greater responsibility in planning and controlling their work can probably attributed larger to findings and recommendation Stello (2016).

### **2.3 Implications for Teachers and School Managers**

In order to motivate employees, the managers must first provide the hygiene factor and then follow the motivating factors. Herzberg's motivation- hygiene theory proposed that intrinsic factors are related to job satisfaction and motivation, whereas extrinsic factors are associated with job dissatisfaction.

### **2.4 Empirical Review**

#### **2.4.1 Global Empirical Review**

Qin (2015) conducted a study on teacher's background and its relation to motivation in Malaysia, Data was collected on a voluntary basis from 200 Malaysian pre-service and in-service teachers of different levels from preschool through to secondary level from different places across the country. Subsequently, for data analysis the SPSS version 22.0 was used as a tool for analysis since the research was based on a quantitative study. The findings of this study reasonably indicated that Malaysian pre-

service teachers do not necessarily have teaching experiences and this might contribute to lower motivation in teaching compared to in-service teachers. Pintrich (2017) conducted a study to investigate the role of motivation in promoting and sustaining self-regulated learning in US. The study explained that, self-regulated learning can be facilitated by the learner to adopt mastery and relative ability goals. However, the researcher argued that self-regulated learning can be encumbered by adopting extrinsic goals. Moreover, positive self-efficacy and task value beliefs can promote self-regulated behavior.

Bruns (2017) conducted a research on Impact of employee motivation on employee performance in Latin America and Caribbean. Data was collected from 160 teachers of Government and private schools by using self-administered questionnaire. Regression analysis was applied to find the effect of employee motivation employee's performance involving four variables employee motivation, employee performance, intrinsic rewards and employee perceived training effectiveness. The results of this study show that significant and positive relationship exists between employee motivation and employee performance. It also concluded that intrinsic rewards have a significant positive relationship with employee performance and employee motivation.

In Brazil, for instance, DiGropello (2015) in his study revealed that in the early 1990s the schools in that country had inadequate funding, poorly trained teachers, rigid pedagogies and over regulated management. All these made teachers work under a pressing environment leading to poor teacher motivation and poor students' academic performance. In his study, Issues in the Development of National Education Indicators

in the USA, Ralph (2016) revealed that training packages to teachers and educational managers in that country had irrelevant contents. These caused teachers to face difficulties in the instructional process. The situation also made that nation at risk in relation to the nation's economic, social and cultural prospects.

In their study, Higher Education and the Labour Market in the Federal Republic of Germany, Teichler and Sanyal (2014) revealed that teaching courses in German universities got an unsatisfactory number of students due to the unpleasant situation like low salaries, amongst others, that prevailed in educational occupations compared to others.

In Costa Rica, though enrolment was free at primary level, the living environment especially accommodation for teachers was worse. School infrastructure, funding and teaching-learning materials were insufficient. The problem was exacerbated by the government delay to contribute enough funds to school prospects. Rather, the burden was left to the poor community in the same country (Graham-Brown, 2015). Fan (2018) reported that Fifty-nine primary mathematics teachers of three intakes participated in in-service training in alternative assessment newly offered at a university in Singapore.

A study, action research in nature, was undertaken to examine the effects of in-service training and teacher's performance Data were mainly collected through questionnaire surveys, the participants' work on an authentic alternative assessment task, and field training notes. The results indicated that systematic training in alternative assessment was highly needed for school teachers, and in-service training was an effective way to promote their professional growth in the area, especially through integrating authentic

alternative assessment tasks into actual classroom teaching as part of training. In addition, the study revealed that the school curriculum did not well reflect the new development of assessment and therefore there was need to integrate the concept and content of alternative assessment into school curriculum to facilitate teachers' classroom use of alternative assessment. All this revealed how teachers worldwide, faced a difficult living and working environment.

#### **2.4.2 Africa Empirical Review**

Studies on motivation among teachers have been done both internationally and locally. Ombuya (2015) sought to investigate the influence of motivation on teachers' job performance in public secondary schools in Rachuonyo south sub-county. The study adopted quantitative research paradigm employing a descriptive research design. The study reveals that motivation was crucial in enhancing teacher's commitment to job performance, given that most public secondary schools had qualified teachers and were therefore expected to perform their task well, yet this remained a tall order as result of the presence of motivation gaps. It was so concluded that motivation strategies such as frequent in- service training, regular promotion and the general improvement of working conditions that formed the major study variables were critical in enhancing teacher's commitment to their task performance.

The study done by Azubuike & Friday (2016) on the impacts of teacher's motivation on the academic performance of students in Nigeria. The study adopted descriptive research design. Respondents Based Research Questionnaires (RBSQ) tool of collecting data used and data analysis was done through Statistics Packages for Social scientists (SPSS) software. The study revealed that teachers have not been adequately

motivated for their job based on the reasons such as general belief that teachers' reward is in Heaven, failure of Government to understand teachers' real worth, insincerity and lack of political will to fund education by the Government, dwindling status of resources at the disposal of government, general fall in the standard of Nigeria education with high immorality, ill-equipped and poorly structured teaching-learning environment and teachers welfare and retirement scheme being mal-administered and unreliable.

Usman (2015) states that there exists alarming maltreatment of teachers in Nigeria to the extent that many teachers feel ashamed to proclaim the teaching profession. He further reported that teachers are paid meager salaries/wages with almost absence or insignificant welfare packages. Based on the foregoing, teachers are now termed 'natural economists' because their hands are forced to resort to simple living as they could hardly afford luxury. Most teachers live in poorly built houses surrounded with little or no ventilation, unclean water, no electricity, poor road network and mockery by workers from other highly remunerable occupations. Lack of teachers motivation results into poor job performance and finally cause the demise of education standards. It is a well-known fact that a well-motivated teacher, who is provided with working incentives, good working conditions and adequate remuneration is bound to be dedicated to his/ her teaching responsibilities and increase job performance.

Mwende (2015) studied on the influence of motivation on employee performance in non-governmental institutions; A case of Kenya Tenri Society in Embu Country. The study was carried out by use of questionnaires, which were administered to the respondents. The responses have been analyzed to reach conclusions. The data for the

study has been analyzed by use of Statistical Package for Social Sciences (SPSS) and through frequencies, percentiles tables and Pearson's co-efficient correlation. Findings from the study confirm that a significant association exists between employee motivation and employee performance.

In conclusion, all four independent variables; compensation, promotion, recognition and supervision assessed in the study showed a significant level of association with employee performance. Wambugu K et al (2018) conducted a study in Kenya on the influence of teacher's motivation on students' performance in public secondary schools. The study employed descriptive survey design, questionnaires and interview schedules were therefore used as instruments for data collection and qualitative data analysis was done thematically in narrative form.

The findings affirm that appreciation shown to teachers in the learning institutions whether in form of rewards or other incentives for good performance, including praises and commendations as well as promotions and job advancements increases engagement and motivates teachers to commit more to their work. The fact that teachers begin to feel the sense of approval makes them to commit to institutional goals resulting to improved quality in teaching and ultimately enhanced students' performance in national examinations. The study recommends that there is need for school managements to establish a continuous teacher reward system that is merit based in order to encourage greater commitment and efficiency in content delivery.

Ayomide (2016) on his study on the impact of motivation and job satisfaction among public school teachers in Ogun state Nigeria and the descriptive survey research



design was employed to carry out the study, the data was analyzed using simple frequency-percentage tables for each questions as a descriptive analysis. Ayomide (2016) reveals that teachers perform well when they are motivated and satisfied with their working condition. Motivation is a powerful tool of encouragement and job satisfaction is like the reward of their encouragement. If the teachers are satisfied then they are to a greater extent committed and involved to their job. Job stress, unfriendliness, stance of incompetence in the classroom and unconducive working conditions could be a growing problem to keep teacher motivate in the profession of teaching.

Skilled teachers' efficacy became inadequate, if they are not motivated to perform well in their jobs or if they are not satisfied with their job. When the suitable psychological states provided to employees it help to enhance high work motivation and work satisfaction, and these parameters depends upon job characteristics Ayomide (2016) recommends that teachers also should motivate themselves and they should not feel depressed. If a person is self-motivated, he will even perform better than those who are motivated by others but not self-motivated because he combines his self-motivation with the motivation and encouragement of others. Abodam (2015) studied "The role of motivation on employee performance in the public sector:

A case study of the University for Development studies Wa-Campus in Ghana." The case-study approach adopted for the study was both qualitative and quantitative techniques such as stratified sampling and accidental sampling techniques were employed. Key informant interviews and questionnaires were the methods of data collection for the study and SPSS software was used to analyze data collected from

the field. The study found that monetary rewards and a conducive-working environment were the preferred form of motivation for workers.

### **2.4.3 Empirical Review from Tanzania**

Mathew (2017) did a study on the effects of teachers motivation to students' academic performance in Tanzania community secondary schools the study employed qualitative research approach, the findings show that teaching and learning environment has a relationship with students' academic performance. Schools with extrinsic motivation for both teachers and students results to better performance than de motivated teachers and students. In this case, teaching and learning environment are important in enhancing teachers' job performance.

The finding of the study indicated that hundred percent (100%) of community secondary schools teachers are not satisfied with teachers' salary because it was hand to mouth basis. This indicates that salary given to teachers is not enough to run their everyday life expenses and this situation demotivate them to perform well their job. Professional development for teachers is paramount in exposing teachers to contemporary knowledge and skills in their areas of specialization. In this study, teachers were disadvantaged they heavily relied on the professional training hence they faced many challenges in teaching. This situation is not motivating teachers to teach effectively and efficiently. The finding of the study revealed that appreciation of teachers work, training development programmes, increases of salary, better working environment, constructing of enough teachers' houses and giving teachers teaching allowances are measures which should be taken to motivate teachers.

Amiry (2018) conducted a study on factors influencing public secondary school teachers motivation in Tanzania. The study used descriptive research design and data was analyzed by using qualitative and quantitative approach, the results showed that teachers are unsatisfied with the levels of motivation. The study revealed poor working condition among teachers, teachers were not satisfied with available of teaching materials, enough accommodation for teachers, equipment for teaching example desks, chairs, computers and also class size is not proportional to teachers, since teachers have not satisfied with working condition, their teaching morale is very low and dissatisfied with their job. This consequently makes them not to perform well and results into poor performance of students and high rate turnover and absenteeism to teachers.

The study recommends that teachers in public schools are motivated in a few motives but what demotivated them was seen in many motives such that they are not paid well thus they did not manage to satisfy their basic needs, which is the most motivation cause demoralized teachers. This has been caused by un effectiveness of administration system and low budget located to Ministry of education. Due to this fact government is required to ensure they set the budget which could be enough for promotion, salary increment and extra payments for teachers in public secondary schools so that to make teachers to be satisfy with their life and be appreciated with society. Moreover based on findings from researcher, teachers problems should be given priority in solving on time, and teachers should be considered in giving out opinion, so as rate of motivation lead to advancing teacher's effectiveness and efficiency.

The study done by Eutimi (2018) on the influence of financial motivation on teachers' job satisfaction in Kigoma District in Tanzania. The researcher employed descriptive survey design particularly cross-sectional survey whereby the researcher visited the field area and met different categories of subjects at the same time and gathered information, both quantitative and qualitative approaches were used in collecting and analyzing data because they supplement each other. The study reveals that most secondary school teachers in Kigoma district are dissatisfied with their job because of low salary they get compared to other careers.

Eutimi (2018) suggests 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.

Kelvin (2018) examined the role of motivation in job performance among public and private secondary school teachers in Tabora Tanzania, the study adopted descriptive survey research design to get information and data collected from questionnaire were analyzed using descriptive statistics including mean, and frequencies using SPSS computer programme. The key findings showed that the performance of teachers were high although their payment were low to encourage them to work hard. 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. Therefore Motivation and performance are very important factors in terms of school success and students' achievements because teachers who are not motivated cannot perform effectively and efficiently.

Mark (2015) conducted a study on the factors influencing teachers' motivation and job performance in secondary schools in Kibaha District Tanzania the study employed a descriptive survey research design. Research techniques employed were interview and questionnaires. Qualitative responses were coded, categorized and analyzed into themes Statistical Package for Social Sciences (SPSS) version 16.0 was used to analyze the quantitative data. Descriptive statistics such as frequencies and percentages were used to describe the data. The analyzed data were presented in form of tables, pie charts and graphs. The findings of the study show that motivation of teachers in Kibaha District was affected by factors such as poor working conditions, low salary/pay, unfavorable policies on education, delays in promotions and community's negative perception towards teaching.

Based on the findings, the study recommends inter alia that the government should improve teachers' compensation and pay as well as improve working conditions. The government should also review policies on secondary education for example by making teachers participate and have a say on matters regarding the management and the delivery of secondary education including teachers personal development. It is

therefore accepted that teachers' job performance is highly influenced by motivation lack of teacher's motivation results into low performance.

Ekpenyong (2016) conducted a study to investigate teachers' motivation variables and teacher job performance in Uyo educational Zone of Akwa Ibom State. He uses 150 teachers randomly selected from 525 teachers. Four (4) hypotheses were formulated based on the major's variables to guide the study, which include condition of service, teachers working environment, regular payment of teacher salary, teacher condition of service and teacher job performance. Data collected were analyzed using independent t – test, the analysis revealed that amongst other variables, there is a significant influence of regular payment of salaries on teachers' job performance.

Teachers need to be well paid, they need to be promoted as at when due, their welfare has to be taken care of. A teacher who is happy will definitely be ready to impart knowledge to the pupils while a teacher who is not happy will do otherwise. A motivated teacher strives to put effort together in the classroom so as to affect the students positively. Motivation is a push, a propellant or a force that activates a teacher to teach. This implies that when a teacher is highly motivated especially in monetary aspect, it affects the students.

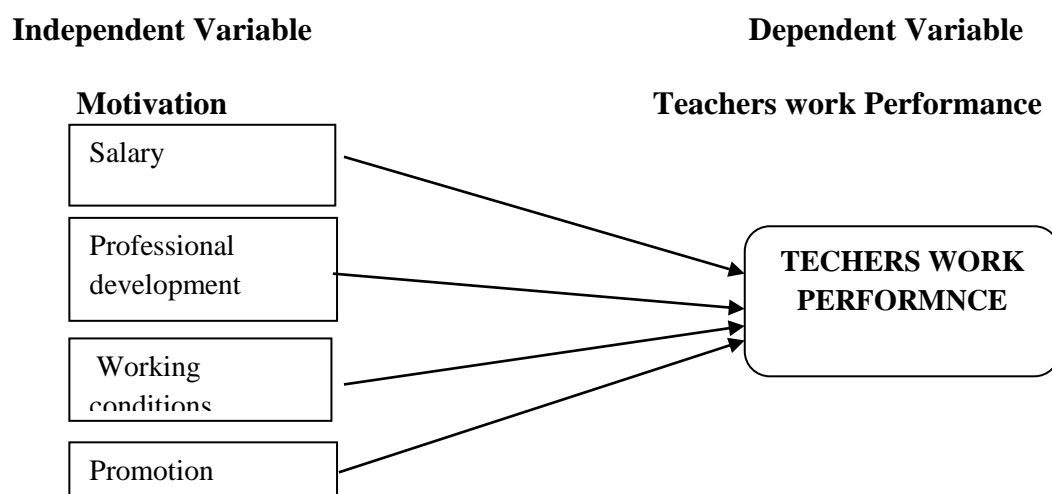
#### **2.4.4 Research Gap**

In reviewing theoretical as well as empirical literature, the studies showed that enough has not been done in examining the impact of motivation among public secondary school motivation in Lindi municipal. Also most of the studies reviewed were concerned with all motivational elements at once as factors influencing public

secondary school teachers, therefore this study aimed at examining motivational elements such as salaries, professional development, promotion, working condition and job satisfaction with respect to teacher's performance. Most of these studies used complicated statistical tools for data analysis, which is difficult for understanding of educational stakeholders like teachers, students and parents. It is these gaps in literature that this study attempted to fill by undertaking this study in Lindi municipal.

#### 2.4.5 Conceptual Framework

In public schools, motivation among teachers is essential for their better performance in their classrooms and of course the overall academic development. Low teacher's motivation is being reflected in deteriorating the standard of professional conduct including serious misbehavior in and outside the school and poor professional performance Idde kinge (2015). Based on the reviews of literature, a theoretical framework adapted from Herzberg Two Factor Theory has been developed to represent the impacts of motivation on work performance among public secondary school teachers.



**Figure 2.1: Conceptual Framework**

Source: Researcher, 2020

Herzberg theorized that employees must be motivated to experience job performance but that expectable working conditions, low salaries, poor housing condition, lack of promotion, low or no training can only results in a lack of satisfaction and poor work performance. This indicates that the presence of sufficient motivation like better housing, better salaries, presence of bonuses, presence of hard environment allowance, presence of promotion and recognition at work increase better work performance for teachers.

#### **2.4.6 Analysis of Conceptual Model**

The conceptual frame model analysis was illustrated under motivation elements such as teachers' salary, professional development, working conditions and promotion among public secondary school teachers in Lindi Municipal.

#### **2.4.7 Salary**

A better salary may motivate public secondary school teachers in various ways. Teacher's salary assures the teachers in affording the living costs like paying for house rents, transport, medical care and engaging themselves in microfinance generating income.

#### **2.4.8 Working Condition**

Working condition for public secondary school teachers may provide a high quality in school management and leadership; advocate for transparent, fair deployment and promotion of teachers; prohibit discrimination against female and disabled. In addition may marginalized teachers through the utilization of guidelines, codes of ethics, and



monitoring and evaluation systems. If public secondary teacher have a good working condition may advocate for or provide teachers with greater autonomy in life and facilitate a more collaborative form on implementation of motivation schemes (Melchior 2015).

#### **2.4.9 Professional Development**

Teachers as a key vehicle through, which teaching is improved, hence improving student achievement. Teacher professional development entails all learning experiences which are geared towards developing teachers' knowledge, skills, competences, and other attributes in order to enable them cope with educational reforms and facilitate achievement of learning outcomes during teaching and learning.

#### **2.5 Teachers' Promotion**

Promotion creates a feeling of satisfaction with the situation and conditions and encourages continuing working with the institution. There are two main reasons behind promotion in organizations, first is to enhance teachers motivation and ultimately achieve organizational success and second to ensure the achievement of the interactions of the individual teachers

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

This chapter presents the methodology used in the study. This includes research philosophy, research approach, research design and strategy, area of the study, population of the study sample and sampling techniques.

#### **3.2 Research Philosophy**

This study use positivism research philosophy, a research philosophy is what the researcher perceives to be truth, reality and knowledge. It outlines the beliefs and values that guide the design of and the collection and analysis of data in a research study, these choices complementing philosophical principles. According to Ryan (2018) ) positivism research philosophy believe that there are facts that can be proven, reality is the same for each person, and observation and measurement tell us what that reality is. Bryman (2018) suggested four important characteristics of positivism as phenomenism where by only knowledge confirmed by the sciences is genuine knowledge. Deductivism thus a theory generates hypotheses that can be tested for provable laws.

On the other hand objectivity on which science must be value free and finally inductivism on which Bryman (2018) stated that knowledge is gained by gathering facts that provide the basis for laws The rationale behind choosing positivism research approach is to enable the researcher to get in-depth data so as to get the hidden truth from the field about how motivation can results into better job performance for teachers in public secondary schools in Lindi municipal.

### **3.3 Research Approach**

A research approach is a plan of action that gives direction to conduct research systematically and efficiently (Harahan, 2017). The study employ a quantitative approaches to examine the impacts of motivation on work performance among public secondary school teachers in Lindi Municipal. The rationale for using this approach is that it allows deep understanding of the phenomenon being studied and allows the collection of data using methods like interviews and questionnaires.

### **3.4 Research Design and Strategy**

This study use a case study strategy which involves descriptive inquires conversation to get information between the interviewer and the interviewee. This strategy tends to use question like “What” and “how” in obtaining information concerning impact of motivation on teacher’s job performance. Research design is an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedures (Akhtar, 2016).

### **3.5 Area of the Study**

The study was conducted in Lindi municipal council for major two reasons. A researcher is working in the district therefore had a chance of conducting research while working which is the philosophy of the open university of Tanzania. Furthermore, there is paucity of research in Lindi municipal of assessment of motivation and performance of teachers in the public secondary schools by reflecting the Education and Training policy of 1995 and 2014 respectively. Thus those factors influenced the researcher to select Lindi Municipal as a study area with intention of getting accurate information regarding this study.

### 3.6 Population of the Study

Population in research is defined as the broader group of people to whom you intend to generalize the results of your study (David, 2017). The study was conducted in Lindi region particularly in Lindi Municipal Council. The target population of this study is the public secondary school teacher who constitutes a total of 158 teacher as shown in the Table 3.1.

**Table 3.1: Number of Teachers and Heads of School in the Selected Schools**

	Name of schools	Number of HoS			Number of teachers			Number of selected teachers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Angaza	1	0	1	11	8	20	05	05	10
3	Mkongge	1	0	1	11	11	23	10	10	10
4	Lindi	1	0	1	15	14	30	10	10	20
5	Ngongo	1	0	1	12	05	18	05	05	10
6	Mingoyo	0	1	1	9	5	14	05	05	10
7	Kineng'ene	1	0	1	9	04	14	06	04	10
8	Ng'apa	1	0	1	9	04	14	06	04	10
9	Chikonji	1	0	1	11	1	13	9	1	10
10	Mitwero	0	1	01	06	05	12	05	05	10
	<b>Total</b>	<b>07</b>	<b>02</b>	<b>09</b>	<b>95</b>	<b>57</b>	<b>158</b>	<b>61</b>	<b>46</b>	<b>101</b>

Source: Researcher, 2020

### 3.7 Sampling Procedure and Sample Size

#### 3.7.1 Sampling Procedures

Sampling refers to the process through which a sample is extracted from a population (Alvi, 2016). This study employed multi-stage sampling technique whereby all public secondary schools in the municipal were be selected purposively based on their accessibility, while teachers in the selected schools were be randomly selected. Thus,

Non-probability sampling was used in selecting Lindi Municipal. Simple random sampling was used to obtain teachers within the selected schools. Lottery method was used in obtaining teachers (Table 3.1). This technique provides an equal chance for each teacher to be included in the sample.

The participants of this study includes both female and male public secondary school teachers from Angaza, Mkonge, Lindi, Ngongo, Mingoyo, Kineng'ene, Chikonji, Ng'apa and Mitwero. Teachers are the main target because are the ones who are expected to bring better performance when they are motivated. The study also included head of schools in order to get supplementary information relevant to the study. The study included 110 participants who were selected randomly from the selected schools.

### **3.7.2 Sample Size**

According to Denscombe (2017) the use of surveys in social research does not necessarily have to involve so many people or events. What is important to consider is how representative the sample is, and to what extent generalizations can be made on the basis of research findings? Denscombe (2007) further argues that for research, which does not take the whole country but a division of it such as a region, district or province, a sample should not be fewer than 30 and bigger than 250 cases. This being the case, a sample size of 110 teachers was taken as respondents, where 101 were teachers and 9 heads of schools.

However, a proportionate sampling formula was used to determine the number of teachers to be selected in each school using the following formula.

$N = h/H * X$  Where; N is the total number of teachers to be interviewed per school, and h is the total number of teachers in a school

H is the total number of sample frame (158 teachers)

X is the sample size (101 teachers)

**Table 3.2: Sample Size of Teachers (Proportionate Sampling Method)**

S/N	Name of school	Available Number of Teachers	Selected teachers
1	Angaza Secondary school	20	13
2	Mkongwe Secondary school	23	15
3	Lindi Secondary school	30	19
4	Ngongo Secondary school	18	11
5	Mingoyo Secondary School	14	9
6	Kineng'ene Secondary School	14	9
7	Ng'apa Secondary School	14	9
8	Chikonji Secondary school	13	8
9	Mitwero Secondary School	12	8
	<b>Total</b>	<b>158</b>	<b>101</b>

Source: Researcher, 2020

### **3.8 Data Collection Methods**

In this study primary data were collected by using questionnaire, it is a carefully structured set of written or printed or typed questions in a definite order on a form or set of forms for collecting data directly from the people. The researcher visited the selected schools and administered the questionnaire to the randomly selected teachers to get the information.

#### **3.8.1 Primary Data**

In this study, primary data were used in order to fulfill the objectives of the study. Primary data can be defined as the data, which are collected afresh, for the first time and for a particular purpose. In addition, they are original in character (Mahojan,

2015). In this study primary data were collected using questionnaires. Questionnaire is a carefully structured set of written or printed or typed questions in a definite order on a form or set of forms for collecting data directly from the people. Questionnaires were used to get information from the teachers because it is suitable tool to get information even from the large number of respondents.

### **3.8.2 Secondary Data**

According to Mahojan (2015), secondary data are the data that are already available, that means, the data have already been collected and analyzed by someone else. Moreover, this type of data can be published or unpublished. In this study secondary data were also used to enrich the study but also to supplement the data collected afresh from teachers to fulfill the objectives of the study. The data that the researcher used include reports of students' academic performance and on the awards that have been given by the employers to teachers as motivation.

### **3.8.3 Tools for Data Collection**

In this study primary data were collected by using questionnaire as tool for data collection, it is a carefully structured set of written or printed or typed questions in a definite order on a form or set of forms for collecting data directly from the people (Lewis, 2015). The researcher visited the selected schools and administer the questionnaire to the randomly selected teachers to get the information. The aim of using this method is to get a more based view from respondents. The study used questionnaires, which was directed to teachers in public secondary school. The questions involved were of both close-ended and open-ended in order to increase validity of the responses. From this method, researcher got answers for questions,

which related to factors influencing teacher's motivation in public secondary schools especially in salary, promotion and working condition.

#### **3.8.4 Data Analysis**

The study employed quantitative data analysis. Quantitative data analysis emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. It focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon, (Earl, 2010). Descriptive data analysis was employed by researcher. The aim was to find percentages, relationships of set of statistical processes for estimating the relationships between a dependent variable and one or more independent variables. The quantitative data analysis is frequency distribution and percentages, which was used to determine the proportion of respondents choosing the various responses. The statistical package for social sciences (SPSS) version 20 was used to conduct the analyses.

#### **3.8.5 Validity and Reliability**

Validity refers to “the condition when the instruments of measurement measure what is supposed to be measured” while reliability is “the consistence of measurement when observing the same conditions” (Taherood 2017). To ensure the validity and reliability of the study, the researcher was guided by the research experts and pre-tests it on a pilot group similar to the sample to which the questionnaire was administered. Additionally, the reliability test was conducted by using Crochban's Alpha where a researcher runs reliability command in Statistical Package for the Social Sciences



(SPSS). The results of the test was used accept only because the value of Crochban's Alpha was greater than 0.7 (Mallery, 2015).

**Table 3.3: General Reliability of the Model**

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.713	.698	5

**Table 3.4: Scale for Reliability Test**

<b>Variable</b>	<b>Number of items</b>	<b>Cronbach's Alpha</b>
SALARY	10	.83
ACPROFDEV	10	.72
WKCOND	10	.77
PROMO	10	.89
TP	10	.81

SALARY = Salary, PROFDEV = Professional Development, WKCOND = Working Condition, PROMO = Promotion and TP = Teachers working Performance

Source: Field Data (2020)

### **3.9 Ethical Consideration**

The researcher should maintain the confidentiality of the responses of the subjects involved in the study, must ensure privacy of the participants, and should maintain a trustworthy relationship with the respondents, so that their responses were not be divulged to others (Chetty, 2016). The researcher can also use codes in order to record the data. In ensuring that a researcher collects data, he adhered to the following ethical issues mutual respect and fairness among all parties of the study, confidentiality among the participants this means that all the information collected was confidential

and only used for research purposes and names of participants won't be mentioned. Lastly is getting official permission letter from office of the vice chancellor (Academics) of the Open University of Tanzania, a letter from Lindi regional administrative secretary, Municipal director and Municipal secondary Education Officer.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4.1 Overview**

The chapter presents and discusses the findings on the impact of motivation on work performance for public secondary school teachers; the case study of Lindi municipality. Four objectives were pursued: (i) to find out the relationship between teacher's salary and work performance, (ii) to determine the relationship between professional development of teachers and work performance, (iii) to find out the relationship between working conditions of teachers and work performance and (iv) to determine whether teachers' promotion have an impact on work performance. Section 4.2 describes the sample. Section 4.3 describes the study variables based on indicators. Section 4.4 presents descriptive statistics, reliability and correlation among study constructs. Regression results are presented.

#### **4.2 Sample Description**

The section presents findings on the characteristics of respondents such as sex, age, respondents' education level and the length of service. These characteristics were important in explaining respondents' opinions with regards to teachers' motivation. Age wise, those between 31 – 40, and 41 – 50 comprised majority percentage. They clocked nearly 70 %. The least age participants group was the senior ones 51 – 60 age group. Evidence shows male teachers staffs are majority by a range of 11% to women teaching staff. The data also reveal that majority of teachers are married while those who are widowed or single are least just 1%. Nearly teaching staffs at secondary schools staff at Lindi Municipal are first degree holders. They command majority while those with Diplomas are only 13%.

#### **4.2.1 Sample Description by Age**

Table 4.1 results shows that the respondents were asked to indicate their age brackets. These are as presented in Table 4.2. Table 4.2: Frequency and Percentage Distribution of Teachers' by Age Bracket

Age bracket	Frequency	Percentage
20-30 years	20.8%	
31-40 years	33%	
41-50 years	38%	
51-60 years	9 %	
Total	100	

This means that there are relatively high number of experienced teachers who can serve as mentors and provide professional support and leadership thus motivating teachers.

A study in Tanzania by Bennell (2015) on teacher motivation crisis, they found that individual teacher characteristics can also adversely impact on motivation levels. They added that age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition.

#### **4.2.2 Sample Description by Gender**

Evidence from table 4.1 results shows that shows male teachers staffs are majority by a range of 11% to women teaching staff. Male teachers are evinced by more than 50%

#### **4.2.3 Sample Description by Academic Qualifications**

Table 4.1 results shows that teacher respondents were asked to indicate their highest academic qualifications. It turned out that 87 (87%) of the respondents had Bachelor's Degree in education. The study also found that 10 (10%) had Diploma in education. From the findings of the study and 3 (3%) had master degree. It can be said that teachers in public secondary schools at Lindi Municipal are well trained.

#### 4.2.4 Sample Description by Experience

Table 4.1 results shows that teachers were asked to indicate the period for which they had taught in school. It turned out that 27 (27%) of the respondents indicated that they had taught for a period between 0-10 years, 54 (54%) of the respondents had taught for a period between 11-20 years, 17 (17%) had taught for a period between 21-30 years and that 2(2 %) had taught for a period between 31-40 years. From the findings of the study, it can be said that majority of teachers interviewed had taught for a long period of time, they may be dissatisfied with their jobs due to stress but by other factors which was the interest of this study.

**Table 4.1: Sample Description**

S/n		Frequency	%	Mean	Std. Dev.
1	<b>Age</b>				
	20 – 30	21	20.8	2.35	.910
	31 – 40	33	32.7		
	41 – 50	38	37.6		
	51 - 60	9	8.9		
2	<b>Gender</b>				
	Male	56	55.4	1.45	.500
	Female	45	44.6		
3	<b>Marital status</b>				
	Single	30	29.7	1.75	.555
	Married	67	66.3		
	Widow	3	3.0		
	Others	1	1.0		
4	<b>Education</b>				
	Primary	0	0	2.74	.541
	Secondary	0	0		
	Diploma	10	10		
	Degree	87	87		
	Masters	3	3		
	PhD	0	0		
5	<b>Administrative Roles</b>				
	Male	7	71.3	1.30	.481
	Female	2	27.7		
6	<b>Experience</b>				
	0 – 10 Years	27	27	2.13	.924
	11 – 20 Years	54	54		
	21 – 30 Years	17	17		
	31 – 40 Years	2	2		

Source: Field Data (2020)

The findings of the study are supported by Davis (2016) who found that motivation reduce with years of experience thus teachers with more experienced tends to be more dissatisfied than the youth who are less experienced. Esther and Marjon (2018) did a study in Netherlands on motivation to become a teacher and its relationships with teaching self-efficacy, professional commitment and perceptions of the learning environment. They found that teachers' ratings of the academic assessment during their training related significantly to teachers' motivation based on prior learning and teaching experiences and teachers' motivations based on teaching as a fall-back.

### 4.3 Descriptive Statistics for Teachers Salary

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the affective commitment scale (Table 4.2).

**Table 4.2: Descriptive Statistics for Teachers Salary Variables (N = 101)**

Descriptive Statistics				
	Min.	Max.	Mean	Std. Dev
I have prospects for career development in the teaching profession	1	5	3.31	1.419
There is an equal chance for training opportunities for teachers in the school	1	5	3.44	1.452
The school provide training session for teacher	1	5	3.22	1.354
Professional development enabled teachers to perform well	1	5	1.98	1.140
Professional development has a direct impact on teacher's performance	1	5	3.53	1.411
My school offers me the chance to continue to learn new skills	1	5	3.05	1.424
Teachers are encouraged to develop themselves professionally in this school	1	5	2.72	1.471
I feel that I now master my job	1	5	3.80	1.414
I have started enjoying my work	1	5	3.17	1.450
Teachers promotion development promote work performance	1	5	3.38	1.399
Valid N (listwise)				

Source: Field Data 2020

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the affective commitment scale (Table 4.2). The results show that

teachers salary ( $M = 5.38$ ,  $S.D. = 1.51$ ) followed by the feeling of a strong sense of belongingness to the respective university ( $M = 5.30$ ,  $SD = 1.7$ ). The least way through which they showed affection was by the degree to which they could become as attached to another university as they are to the present university ( $M = 3.6$ ,  $S.D. = 1.85$ ).

#### 4.4 Descriptive Statistics for Professional Development of Teachers Variables

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for Professional Development of Teachers scale (Table 4.3). The results show that the school provides training session for teacher ( $M = 2.96$ ,  $S.D. = 1.28$ ), followed by There is an equal chance for training opportunities for teachers in the school ( $M = 2.69$ ,  $S.D. = 1.11$ ). This may be due to the fact that training for teachers is taken very seriously. Teachers promotion development promote work performance ( $M = 1.71$ ,  $S.D. = 1.13$ )

**Table 4.3: Descriptive Statistics for Professional Development of Teachers Variables (N = 101)**

Descriptive Statistics				
	Min.	Max.	Mean	Std. Dev.
I have prospects for career development in the teaching profession.	1	5	2.34	1.032
There is an equal chance for training opportunities for teachers in the school	1	5	2.69	1.111
The school provides training session for teacher	1	5	2.96	1.288
Professional development enabled teachers to perform well	1	5	2.14	1.265
Professional development has a direct impact on teacher's performance	1	5	1.96	1.280
My school offers me the chance to continue to learn new skills	1	5	2.60	1.250
Teachers are encouraged to develop themselves professionally in this school	1	5	2.35	1.195
I feel that I now master my job	1	5	1.93	1.079
I have started enjoying my work	1	5	2.27	1.295
Teachers promotion development promote work performance	1	5	1.71	1.134
Valid N (listwise)				

Source: Field Data 2020

#### 4.5 Descriptive Statistics for Teachers Work Condition Variables

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the teachers Work Condition scale (Table 4.4). The results show that the school provide transport allowance ( $M = 3.58$ ,  $S.D. = 1.42$ ), followed by I am never overworked ( $M = 3.39$ ,  $S.D. = 1.37$ ). This may be due to the fact that transport especially in urban areas is crucial for teachers to be on duty on time. Co-operation with my fellow teachers and the school head emerged the lowest reason for teachers working condition ( $M = 1.78$ ,  $S.D. = 1.10$ ).

**Table 4.4: Descriptive Statistics for Teachers Work Condition Variables N= 101**

Descriptive Statistics				
	Minimum	Maximum	Mean	Std. Deviation
The school provides me free accommodation	1	5	3.19	1.454
There are enough teaching and learning materials	1	5	3.01	1.100
The school provide transport allowance	1	5	3.58	1.416
I feel safe while am at the school	1	5	2.31	1.102
Good working conditions have an impact on teacher's performance	1	5	1.81	1.084
There is effort to ensure that teachers are satisfied in the work place	1	5	2.50	1.188
I am satisfied with the working condition of the school	1	5	2.62	1.326
I am never overworked	1	5	3.39	1.370
I now feel that my working hours are reasonable	1	5	3.03	1.445
Co-operation with my fellow teachers and the school head	1	5	1.78	1.064
Valid N (list wise)				

Source: Field Data 2020



#### 4.6 Descriptive Statistics for Teachers Professional Promotion Variables

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for Teachers Professional Promotion scale (Table 4.5). The results show that I feel safe while am at the school ( $M = 3.01$ ,  $S.D. = 1.31$ ) scored high, followed by the There are enough teaching and learning materials ( $M = 2.97$ ,  $S.D. = 1.28$ ). This may be due to majority of teachers to have high trust on their schools management. I am satisfied with the working condition of the school emerged the lowest reason for Teachers Professional Promotion ( $M = 3.44$ ,  $S.D. = 1.83$ ). This is because majority of teachers are not satisfied with the way promotions are handled. They tend to stay in one rank for too long.

**Table 4.5: Descriptive Statistics for Teachers Professional Promotion Variables**

Descriptive Statistics				
	Minimum	Maximum	Mean	Std. Deviation
The school provides me free accommodation	1	5	2.63	1.263
There are enough teaching and learning materials	1	5	2.97	1.276
The school provides transport allowance	1	5	2.88	1.291
I feel safe while am at the school	1	5	3.01	1.314
Good working conditions have an impact on teacher's performance	1	5	2.73	1.191
There is effort to ensure that teachers are satisfied in the work place	1	5	2.56	1.203
I am satisfied with the working condition of the school	1	5	1.85	1.004
I am never overworked	1	5	2.39	1.131
I now feel that my working hours are reasonable.	1	5	2.65	1.337
Co-operation with my fellow teachers and the school head	1	5	2.61	1.349
Valid N (listwise)				

Source: Field Data 2020

#### 4.7 Descriptive Statistics for Teachers Work Performance Variables

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for Teachers Work Performance scale (Table 4.6). The results show that Teachers come very early at school ( $M = 2.56$ ,  $S.D. = 1.30$ ) was rated high. It is true that teachers always tend to be early at school. Followed by there is regular marking of tests and feedback to students ( $M = 2.49$ ,  $S.D. = 1.10$ ). Regular attendance to extra classes emerged the lowest reason Teachers Work Performance ( $M = 2.14$ ,  $S.D. = 1.02$ ).

**Table 4.6: Descriptive Statistics for Teachers Work Performance Variables**

<b>Descriptive Statistics</b>				
	Minimum	Maximum	Mean	Std. Deviation
Teachers come very early at school	1	5	2.56	1.297
There is regular marking of tests and feedback to students	1	5	2.49	1.101
Teachers actively participate in co curricular activities	1	5	2.36	1.073
There is regular testing and examinations of students	1	5	2.24	.991
Teachers supervise all school activities	1	5	2.19	1.111
There is regular attendance to class lessons by teachers	1	5	2.14	1.020
Regular attendance to extra administrative work	1	5	2.03	1.063
Regular attendance to extra classes	1	5	2.10	1.145
The turn up of teachers in staff meeting is high	1	5	2.48	1.262
Teachers efficient in maintaining students discipline is high	1	5	2.15	1.252
Valid N (list wise)				

Source: Field Data 2020

## **4.8 Discussion**

The study sought to determine the impact of motivation on work performance for public secondary school teachers; the case study of Lindi municipality. Descriptive analysis and correlation were used to answer research specific Objectives. Focusing on the study objectives, the discussion elaborates the findings information as generated from data analysis and compares or contrasts the current findings with what has been found out in previous related studies. Contributions of each finding are shown. By doing so, it helps to clear and in-depth understanding of the effects of motivation on work performance for public secondary school teachers; the case study of Lindi municipality

### **4.8.1 To find out the Relationship between Teacher's Salary and Work Performance**

It was revealed that salary has a high positive effect relationship on teacher's performance. Salary helps teachers to buy their physiological needs like food, housing and clothes. Therefore the study is supported by the motivational theory of Maslow hierarchy of needs (1843). This study finding also is supported by Omboya (2015) who found the same when conducted an investigation of salary as a motivation influence on public secondary schools in Kenya. Salary is seen as a crucial aspect on teacher's motivation, which has a positive relationship to their performance.

Also Anemone (2016) found that the motivational by salary has a direct relationship with teacher's performance. However Mathew (2017) ranked salary second to the non-financial reward motivators. The finding of this study has similar elements to majority as stated above because especially in African countries which majority are

less developed. They tend to pay teachers less and therefore affect teacher's performance as they are less motivated. This is different in context from developed countries where teachers are highly paid and motivated as Amir (2018) reveal.

#### **4.8.2 To Determine the Relationship between Professional Development of Teachers and Work Performance**

Teacher's professional development is very crucial and important aspect for their performance. Here training of teachers is in question. This study found that it is the duty and wish of teachers themselves to develop by training. The public secondary school teachers comprise with those holding lowest qualification diploma then first degrees, masters and even PhD. However to move from one rank of academic qualification it is the duty of teachers themselves to be able to pay. The government only may grant study leave but not paying. Hence training becomes a not motivating agent rather another expense to the already low salary. Because teachers perceive as been forced to study on their own expenses.

Qin (2015) found the same, that training becomes motivation only when the government bare the total cost for teachers training. DiGroppllo (2016) revealed as well that in Brazil the government dwindled training funds hence affected teacher's performance. The same found by Azubuike and Friday (2016) who found that poor countries especially those in Africa including Nigeria government sponsoring teachers training are almost none. Therefore training in order to have a meaning and becomes motivation agent to effect on teachers performance it should be fully funded by the employers. Here for public schools the government is responsible.

#### **4.8.3 To find out the Relationship between working Conditions of Teachers and Work Performance**

The study found that working condition has a strong positive relationship effect on teacher's performance. The finding is supported my motivational theory of Maslow hierarchy of needs to fulfil recognition and satisfaction. The contention is that if working condition is good then will motivate teachers positively in performance, while poor working condition affect teacher's performance negatively as they are not motivated. The working conditions in question are like classes, offices, desks, chairs, and reference books, teaching aids and working relationships. This study found that there is relatively poor working condition, low motivation and thus poor teacher's performance.

Ekpenyong (2016) also found that good welfare of teachers has a positive relationship with performance. Above all the study is supported by Mark (2015) who also found that poor working condition tend to lead for poor motivation and teachers performance. Kelvin (2018) also found that the idea of intrinsic motivation and working condition has a strong relationship with teacher's performance. Therefore these entire studies majority has supported working condition to have a positive relationship. This is because in poor and developing countries are faced with poor working conditions hence similar findings while those studies from European context.

America have the view that working condition is positive because their government inject lots of money to subsidies at schools while in poor countries like Tanzania the school capitation sent to schools are not enough hence remain with congested classes, no desks, no teaching aids and for urban schools noisy and poorly allocated and sometimes no fences to protect the schools.

#### **4.8.4 To Determine Whether Teachers' Promotion Have an Impact on Work Performance**

The study found that there is a delay of promotion of teachers. This act leads to low motivation and therefore poor performance. Teacher's promotion is a key motivating agent whereby teachers after acquiring a four (4) years' experience they are supposed to be promoted to new roles. However the study found that it now almost six (6) years there have no promotion of teachers in Tanzania including those working at Lindi Municipality.

For teachers staying at one Grade or rank it becomes monotonous and annoying hence leads to poorly motivated which eventually leads to poor performance. This supported by Amiry (2018) who found that delaying teacher's promotion adversely affected teacher's performance. However he also found that the most effect on motivation is salary like in this study. Usman (2015) also found that teachers who have stayed too long in one rank reveal low motivated tendencies and therefore poor performance. Therefore performance of teachers is directly linked to motivating agents like promotion.

## **CHAPTER FIVE**

### **CONCLUSIONS RECOMMENDATIONS**

#### **5.1 Conclusion**

Teacher's performances at Lindi Municipality like any Public agencies are affected by Motivation they receive. It has been found that at Lindi Municipality teachers are lowly paid and poorly given incentives hence they are poorly performing. This has been evidenced by majority of Public secondary schools form II and IV results those found bottom are from Lindi. Working condition still very poorly as found that majority of schools have few classes hence leads to congested classes, also there are no teaching aids and urban schools not all are fenced hence allowing easily accessible and noises. Promotion wise, teacher have not promoted for the last six years , staying at one rank for too long has led to low motivation and therefore poor performance

#### **5.2 Recommendations and Implications**

Reflecting the above finding at chapter four the study recommends the following

- (i) The government should purposely adjust teacher's salary to the level of fulfilling their basic needs like housing costs, food costs, clothes, and fees for their family. This will boost their motivation and therefore increase high performance where students will be taught and pas their examinations for better national future labour force creation.
- (ii) Since all secondary school teachers are supposed to have to a minimum first degree, the government should at least sponsor Diploma holders to be able to study their degree with individual teacher cost. This will definitely motivate

diploma holders to study, and therefore becomes good and higher performers whereby those schools at Lindi which are doing bad will improve their national examinations results.

- (iii) As the government keeps on making sure all schools in the country are having desks and laboratories should also make sure other teaching aids are in place, in addition increase classes in order at least to have 45 students in one class per one time. This will motivate teachers to carry out their duties properly and therefore high performance.
- (iv) It is the duty of every employer to promote employee either after acquiring new qualification or based on experience. As for teachers' guide in Tanzania teachers are supposed to be promoted after every four years interval. However this has not been done for the last six years. Therefore based on the findings, this study recommends that there should be good planning of promoting teachers accordingly. By doing so teachers will be motivated and therefore increase their performance.

### **5.3 Limitations and Areas for Future Studies**

- (i) The study focused on the effects of motivation in public secondary schools at Lindi Municipality. The limitation is that it could have also included private secondary schools at Lindi hence more coverage because teachers are both set up affected by the same.
- (ii) The study used a quantitative approach. In order to get in-depth feeling of teachers' motivation characteristics a qualitative approach could have been also applied.



- (iii) The study focused on Motivation as a whole. Limitation is that so many issues to cover, hence it could have picked one aspect of motivation and study is like intrinsic or extrinsic.

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## APPENDICES

### Appendix I: Questionnaire

My name is **Patrick Adolph** I am carrying out research entitled “**Impact of Motivation on Teachers Performance: A Case Study of Public Secondary Schools in Lindi Municipality**” In Fulfilment of The Award of Master of Human Resource Management degree of The Open University of Tanzania. Hereunder is a questionnaire, which I would like you to fill up. While filling up this questionnaire, please write the rating number {1, 2, 3, 4, or 5} that represents your excellent level of agreement with each statement where **1 = Strongly Agree 2 = Agree = neither Disagree nor Agree 4 = Disagree 5 = Strongly Disagree.**

	<b>To find out the impacts of salary on teachers work performance</b>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I am paid a salary that is enough to cater for my basic needs					
2	The school offers financial assistance to teachers					
3	It is possible to get advance payments from the school/Government/Trade union example teachers union in case I have a financial problem					
4	Salary payments are prompt.					
5	Salary arrears are paid on time					
6	Teachers who perform well are given monetary rewards					
7	I get free meals at school					
8	The school provide overtime allowance					
9	Salary increases are decided on a fair manner.					
10	My salary is satisfactory in relation to what I do					

	<b>To determine the impacts of professional development of teachers on work performance</b>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I have prospects for career development in the teaching profession.					
2	There is an equal chance for training opportunities for teachers in the school					
3. 4	The school provide training session for teacher Professional development enabled teachers to perform well					
5	Professional development has a direct impact on teachers performance					
6	My school offers me the chance to continue to learn new skills					
7	Teachers are encouraged to develop themselves professionally in this school					
8	I feel that I now master my job					
9	I have started enjoying my work					
1 0	Teachers promotion development promote work performance					

	<b>To find out the relationship between working conditions of teachers and work performance</b>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	The school provides me free accommodation					
2	There are enough teaching and learning materials					
3	The school provide transport allowance					
4	I feel safe while am at the school					
5	Good working conditions have an impact on teachers performance					

6	There is effort to ensure that teachers are satisfied in the work place					
7	I am satisfied with the working condition of the school					
8	I am never overworked					
9	I now feel that my working hours are reasonable.					
10	Co-operation with my fellow teachers and the school head					
	<b>To establish whether teachers' promotion have an impact on work performance</b>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	There is an equal promotion opportunities at this school					
2	Teachers promotion are prompt					
3	There is a promotion policies for teachers					
4	Criteria for teachers promotion are considered					
5	There are procedures for promoting teachers					
6	Teachers are aware on promotion procedure					
7	Delayed promotion results into low teaching morale					
8	Teachers know the responsible personnel for their promotion					
9	Promotion policies and procedures are clear to teachers					
10	The personnel responsible for teachers promotion is friendly to teachers					

	<b>Teacher's work performance</b>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Teachers come very early at school					
2	There is regular marking of tests and feedback to students					
3	Teachers actively participate in co curricular					



	activities					
4	There is regular testing and examinations of students					
5	Teachers supervise all school activities					
6	There is regular attendance to class lessons by teachers					
7	Regular attendance to extra classes					
8	Regular attendance to extra classes					
9	The turn up of teachers in staff meeting is high					
10	Teachers efficient in maintaining students discipline is high					

**THANK YOU FOR YOUR TIME, SUPPORT  
AND CO-OPERATION**

**Appendix II: Research Clearance Letter**