

**DETERMINANTS OF TEACHER'S MOTIVATION AND PERFORMANCE IN  
SECONDARY SCHOOLS AT MONDULI DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
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**2021**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled: **“Determinants of Teacher`s Motivation and Performance in Secondary Schools at Monduli District”** in partial fulfillment of the requirements for the degree of Master of Education in Administration Planning and Policy Studies of the Open University of Tanzania.

.....

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.....

Date

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## DECLARATION

I, **Felista Losioki Lukumay**, do hereby declare that this dissertation is my own original work and that it has not been submitted for any academic award in any other university for a similar or any other degree award.

.....

Signature

.....

Date

## **DEDICATION**

This work is dedicated to my family, who throughout my master's degree program encouraged and supported me. They understood the importance of my pursuing and completing this study program despite the fact that they needed my full companionship, which I could not concurrently provide.

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## ABSTRACT

The aim of this study was to assess what determine teachers' motivation, leading to performance in secondary schools at Monduli district. Specifically, the study examined the factors that influence teacher motivation and performance in Monduli District; assess the strategies applied to raise and maintain secondary school teachers' motivation in Monduli District; and to identify the views of teachers on effective motivational strategies in secondary schools at Monduli District. In conducting this study, survey design was used to collect data from 94 purposive sampled respondents through questionnaire and interview schedules. Findings from the study depart from the norm terms of determinants of teachers' motivation and what extant literature holds as typified in the work of Abraham Maslow's and Herzberg's two factors Theory. In regards, teachers and students selected courses that would help them develop their career. Finally, the flexibility of the course design did not adversely affect their work schedule. The study recommended that authorities should rethink on ways to motivate teachers based on their needs, interests and aspirations rather than considering teachers' motivational needs as abstract and universal. Furthermore it was suggested that educational stakeholders must be responsible in motivating teachers by involving them in decision making process, including curriculum change and other educational interventions.

**Keywords:** An inner state that energizes, moves, channels and sustains behavior towards goal.

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**LIST OF ABBREVIATIONS**

DSEO	District Secondary Education Officer
MEO	Municipal Education Officer
SDT	Self-Determination Theory
SMC	School Management Committee
SPSS	Statistical Package for Social Science
UK	United Kingdom
VSO	Volunteer Service Overseas

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction and Background to the Problem**

Several studies have been done to determine factors that lead to teacher motivation and work performance in secondary schools. This is because motivation and performance are very important factors in ensuring that students learn and perform in their studies (Robbins, 2009). Teachers play a very significant role in education to determine quality of education that children receive, as such; the government and the school management have responsibility to ensure that teachers are motivated to perform at the best of their abilities. Furthermore Swai et al (2004) have indicated that work motivation indeed influences teacher's work performance.

However, literature consistently portrays two types of motivation: intrinsic and extrinsic motivation. Intrinsic motivation is considered as a condition in which people are willing to work with zeal, initiative, interest, enthusiasm with a personal and group satisfaction, with sense of responsibility, loyalty, discipline and with pride so that the goals of an organization achieved effectively (Mamoria and Gankar, 2005). Ryan and Deci (2000) defines intrinsic motivation as an inducement derived from within the person or from performing an activity itself and, this positively affects behavior, performance, and well-being. Dornyei (2004) holds a view that intrinsic motivation is what that occurs while a person is performing an activity she/ he takes delight and satisfaction in and is seen as internal rewards.

Extrinsic motivation on the other hand, depends on external reward a person enjoys after he finishes his work. According to Luthan (1998), extrinsic rewards are defined

as “tangible benefits” relating to a job such as salary, fringe benefits, physical conditions, the amount of work, facilities available for doing the work. Extrinsic factors such as organizations policy and administration, technical supervision, personal and interpersonal relations with superiors, peers, and subordinate affect the external motivation of a worker (Dornye, 2004). Extrinsic factors relate to context or setting where the work is performed such as working conditions, job security and interpersonal relationship with superiors and peers. Extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others (Sansone and Harackiewicz, 2000).

In this study, extrinsic motivation of teachers included externally administering rewards like salary, free accommodation, free meals, weekly duty allowances, extra teaching allowances, advance payments in case of financial problems and free medical care among others. Teachers who are extrinsically motivated tend to engage in their teaching activity expecting a reward such as achievement, recognition, advancement and possibility of growth as proposed by Herzberg (1968). Professional development can provide opportunities for teachers to grow personally and professionally.

There are also media reports of deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance has been observed in some secondary schools. The dismal performance of secondary school in Tanzania in 2011 and 2012 may be linked with the absence of adequate motivation for teachers. It is however important to note that, deficiency in motivation among teachers is not a phenomenon confined in Tanzania.



Kusereka's (2008) study for example found that teachers in rural secondary schools in Zimbabwe had low motivation levels, this subjected to social and professional isolation, enduring risk to personal safety, and challenging living conditions in rural location. In addition, in Zimbabwe, teachers were exposed to political harassment and were criticized from all parties concerned – parents, students and education officials. Indeed this is not an encouraging situation when teachers find themselves being criticized from left to right as they struggle to develop children to become upright citizens despite the difficult working conditions which include large class size, deteriorating or inadequate facilities, shortage of supplies and equipment, paucity of other resources need to support classroom instruction.

According to Akanbi (1982) from Nigeria reveals that schools in Nigeria are fast decaying and the “rot” in the system ranges from shortage of teaching and learning resources to lack of effective leadership and proper motivation of teachers. The school environment is normally dotted with dilapidated buildings equipped with outdated laboratory facilities and equipment. Teachers at times have to work under the most unsafe and unhealthy conditions. This lead to poor performance to students in their examination. A study by Bennell, (2004) about teacher's motivation and incentives shows that teachers' responsibility in schools is very low due to the politicization of the teaching profession. This low accountability by teachers in school matters has also a disastrous effect on other aspects of job motivation, including job promotion, school management, deployment and recruitment.

Hertzberg's theory suggests that there are two distinct sets of factors that motivate people: hygiene factors such as pay, organizations, policies, working environment;

and motivating factors such as recognition, promotion and achievement. According to him, these two factors can motivate everybody regardless of people's differences in terms of culture, experience, age, motive and what they do. Many scholars have taken this theory as a vision and managers have been urged to learn what kind of hygiene and motivating factors should be provided to their employees so they act as a magic wonder (Charles and Marshall, 2012).

Theories of motivation normally start with the notion that human beings must be stimulated to act. Stimulation such as pay increase, good policies, working environment, recognition, promotion and achievement serve as stimuli, which in turn shapes human behavior. However, these theories are silent on how human beings use stimuli to produce the intended results. This is because stimuli, like drugs, alcohol and the like, have a tendency to lose their original effect after some time. A raise in salary for example, may be a stimulant only in few raises and lose its effect after several raises. Likewise, good policies lose their effects after some time. However, neuroscience literature suggests that deprivation and isolation may have more permanent effect on human behavior. This literature is not common among motivation scholars.

## **1.2 Statement of the Problem**

Motivation is not a new idea among researchers in education and other fields and scholars have known that there is a rather intimate relationship between a teacher's level of motivation and his or her performance. How intimate that relationship is and precisely what impact it has on teaching is not well known. The plight of researchers regarding motivation and teacher effectiveness is somewhat like the toddler who sicks its mother's breasts. It knows that what it is sucking is important to quench its hunger

but not precisely in what way, knowing only that the presence of its mother is necessary for it to access the tit and enjoy. Consequently, it only just finds its mother and suck. What role the mother and the milk play in its body is not known. Although the analogy may be crude, researchers of motivation face a similar dilemma in using stimuli as a base for motivation. This study aims to fill this gap in the literature. It is set to determine the motivation factors that influence performance of teachers in secondary school at Monduli District.

### **1.3 Research Objectives**

#### **1.3.1 General Objective**

General objective of the study is to investigate determinants of Teacher`s motivation and performance in secondary schools at Monduli district.

#### **1.3.2 Specific objectives**

- (i) To examine the factors that influence teacher motivation and performance in Monduli District.
- (ii) To assess the strategies applied to raise and maintain secondary school teachers' motivation in Monduli District.
- (iii) To identify the views of teachers on effective motivational strategies in secondary schools at Monduli District.

### **1.4 Research questions**

- (i) What are the factors that influence teacher motivation and performance in Monduli District?
- (ii) What are the strategies applied to raise and maintain secondary school teachers in Monduli District?

- (iii) What are the views of teachers on effective motivational strategies in secondary schools in Monduli District?

### **1.5 Significance of the Study**

This study can provide relevant information about what really motivate teachers as they work so that the government and other stakeholders invest whatever necessary to make teachers perform to the best of their abilities. The results of this study could also provide a feedback to the education curriculum such as the inclusion of management courses like motivation so as to provide relevant and effective school performance and productivity in both public and private schools. The findings of this study can add to the body of knowledge in the field of motivation especially in public secondary schools particularly on the suitability and adequacy of motivation packages to be introduced to lift teacher morale at National level.

Furthermore, the findings may be used by academicians and other researchers for further research on how to improve teachers' motivation. The Ministry of Education and vocation Training will use the findings to improve various teachers' motivational strategies. Lastly, The study can provide basis policy formation regarding the types of motivation packages in secondary schools especially in the recent poor performance in secondary schools in 2014/2015/ and 2015/2016 academic years.

### **1.6 Scope of the Study**

The study was conducted at Monduli district basically concern with the investigation of determinants of Teacher`s motivation and Performance in secondary schools at Monduli district specifically, the study examined the factors that influence teacher

motivation and performance in Monduli District, to assess the strategies applied to raise and maintain secondary school teachers' motivation in Monduli District; and to identify the views of teachers on effective motivational strategies in secondary schools at Monduli District.

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

Limitations are conditions, which are not within the control of the researcher, hence can restrict the conclusions of the study and applications. Therefore, lack of enough money was a limitation for the area to be covered when collecting information in the area of study because researcher is self sponsored. Not only that but also during the study, not all respondents responded to questions as required some of the respondents failed to answer questions because of fear and suspicion that their honest answers may be seen by their supervisor who in turn would put them in difficult conditions.

### **1.8 Delimitation of the Study**

The study was delimited on the investigation of determinants of Teacher's motivation and Performance in secondary schools at Monduli district. Furthermore, the study dealt with public secondary schools and private secondary school only in Monduli district. Furthermore, the study was expected to cover the entire community secondary schools in Tanzania to investigation of determinants of Teacher's motivation and Performance in secondary schools, considering the fact that Tanzania is a heterogeneous country with numerous secondary schools including public, community and private secondary schools, the study was limited to some selected schools in Monduli district in Arusha region.

## **1.9 Operation of Key Words**

### **1.9.1 Motivation**

Motivation is derivative of the word “motivate”, means to convince to take action for need satisfaction (Butkus and Green, 1999). Hanson (2003) defines motivation as, “An inner state that energizes, moves, channels and sustains behavior towards goal”. Motivation includes a set of internal as well as external forces that activate the speed of doing any task until aim is achieved (Draft, 2006).

### **1.9.2 Teacher Motivation**

According to Asemah (2010), teacher motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces initiated for teachers, in order to induce them to act in desirable academically productive manner Teacher motivation encompasses forces both within and external to the individual. According to Hicks (2011).

### **1.9.3 Work Performance**

The act of performing of doing something successfully; using knowledge as distinguished from merely possessing it; A performance comprises an event in which generally one group of people (the performer or performers) behaves in a particular way for another group of people (Faraji, 2013).

### **1.9.4 Motivational strategies**

Motivational strategies are methods that encourage the individual’s goal-related behavior (Dornyei, 2001). This is because human behavior is very difficult to understand and there are many different ways in promoting it. The factors that

determine motivation have time been categorized as being extrinsic and intrinsic. Extrinsic factors include elements like pays, promotion opportunities, working conditions, and relationship with co-workers, supervision and recognition. Intrinsic factors include personality, education, intelligence, abilities and age (Herzeberg 1968).

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

The study organized into five chapters. The first chapter provide introduction and background to the study, statement of the problem, research objectives, research questions, significance of the study, limitation of the study, operationalization of key words and organisation of the study. Chapter 2 presents theoretical literature review and empirical literature review. Chapter 3 presents the research methodology and describes how data were collected and the methods for data analysis. Chapter 4 present findings and discussion and described how the data were presented analysed and discussed. Chapter 5 address conclusion and recommendations that will arise from the findings of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature related to this study. The first part presents the theoretical literature that is framed within motivational theories of Maslow and Herzberg. The second part presents a critical review of empirical literature that revolves around the three objectives developed in chapter one.

#### **2.2 Theoretical Literature Review**

In search of theories that can effectively put this research into perspective, the researchers opted for Deci and Ryan's (1985) Self-Determination Theory (SDT); Herzberg's two factors Theory (1959); and Abraham Maslow's hierarchy of needs.

##### **2.2.1 Self-Determination Theory (SDT)**

The theory of self determination explains that human beings are motivated intrinsically and extrinsically but these two are not mutually exclusive of each other, but rather, they lie on a continuum from an individual being 'a motivated' on one extreme and being motivated on the other extreme. (Ryan and Deci, 2000)

In Self-determination theory, individual social environment is considered as important in motivating the individuals. For the case of teachers, there are several distinct types of motivation which all have specific consequences for work performance, and these are; competence, autonomy and relatedness. Mwaikokesya (2014) explains competence as intrinsic motivation that pushes the teacher to be creative, challenge



the status quo, explore options and seek to extend what is expected of him or her. Simply put, Deci and Ryan (2000) established that competent teachers will always try to deal with the challenges they encounter regardless of the push from outside or inside themselves. This, the current researcher believes that competent teachers are always motivated and consequently are more successful in their job as they freely engage with students, make explanations and share their views in an environment free from all forms of hostility.

In terms of autonomy, Lave and Wenger, (1991) indicate that motivation as a social process, where individuals autonomously respond to the situation and actively try to negotiate it to achieve his or her goals. The teacher observe and then gradually work alongside more experienced teachers in his school, eventually moving from the periphery to more central forms of practice. They learn by appropriating and internalizing the school culture – ways of doing, thinking, perceiving, and knowing – of teaching in specific social environment. (Deci and Ryan, 2000)

In terms of relatedness, Deci and Ryan, (2000) explained it as the need for a close and affectionate relationship with others. Though competent teachers are supposed to be autonomous, there still has to be some form of connection with other teachers and the community surrounding the school. Deci and Ryan (2000) explained that autonomy is not the same as independence; hence, the teachers are free to make the decisions in relation to teaching. To wit, the teacher is mainly autonomous but falls on others when the need arises. Lave and Wenger (1991) shows that intrinsic motivation plays a very significant role in motivating teachers compared to extrinsic motivation.

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

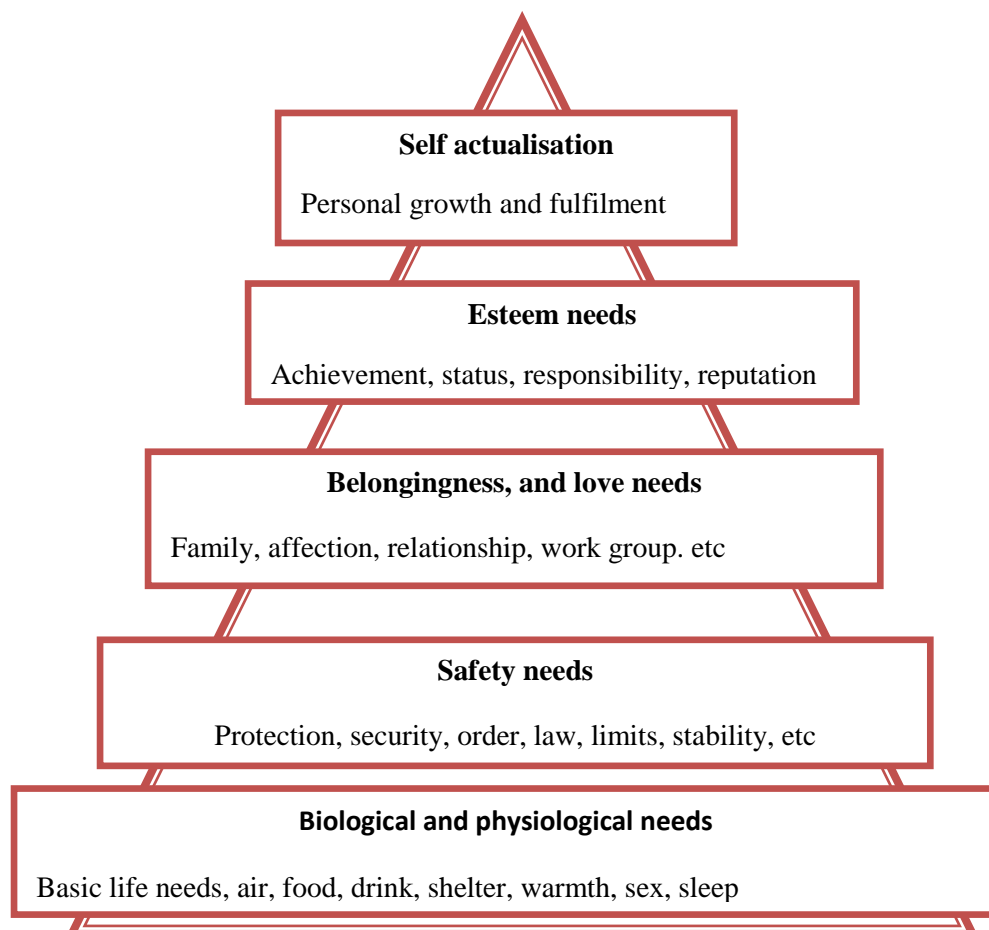
Herzberg's two factors Theory (1959) proposes that job satisfaction and dissatisfaction are caused by two set of factors: motivators (intrinsic factors) and hygiene (extrinsic factors). According to the theory, motivators relates to 28 actual performance of the work and these were responsibility, recognition, promotion and achievement while Hygiene relate to work environment such as supervision, pay, company policies, relationship with colleagues and working conditions. The findings were the presence of motivators in work caused state of motivation and job satisfaction but the absence did not cause dissatisfaction.

According to Herzberg's two factors theory, if head teachers do not attend to the motivational factors, teachers will not be motivated to work, but they will not be dissatisfied either. They will perform up to a certain level considered satisfactory, but will make little or no effort to exceed this level, Sergiovanni (1955). To raise the performance of the schools, principals should be concerned with both the intrinsic and extrinsic rewards such as remuneration, working conditions, recognition, responsibility and advancement, that have effects on teachers motivation and students performance. Schools cannot excel unless the majority of teachers make performance investment as well. The two factor theory can provide a cognitive map for the managers to address intrinsic and extrinsic factors that influence teachers' motivation. This will therefore affect students' performance in secondary school.

### **2.2.3 Abraham Maslow's Hierarchy of Needs**

Abraham Maslow's (1970) in (Cole, 2002) proposed the theory called hierarchy of needs theory. Maslow believed that within every individual, there exists a hierarchy of

five needs and that each level of need must be satisfied before an individual pursues the next higher level of need. The five levels of needs, according to Maslow are physiological, security, belonging, esteem and self-actualization. The physiological needs include: pay, food, shelter, clothing, education and comfortable work conditions. Maslow's opinion is that until these needs are satisfied to a degree to maintain life, no other motivating factors can work. Security needs are those needs such as, need to be free from physical danger and of the fear of losing a job, property, food and shelter.



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

Source Adopted from Mullins (2010)

It also includes protection against any emotional harm. Belonging or social needs include: need for attention, acceptance and friendship. Esteem needs include the need for recognition, respect, achievement, autonomy, independence. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory include: realizing ones full potential of self-development. According to Maslow, once a need is fulfilled, it is no longer a need. It ceases to motivate employees' behaviour and they are motivated by the need at the next level up the hierarchy.

## **2.3 Empirical Literature Review**

### **2.3.1 Motivation Factors that Influence Performance of Teachers**

Azaliwa, and Casmir (2016) conducted a comparative Study of factor that influence teachers' motivation and work performance in selected public and private secondary schools in Kilimanjaro region, Tanzania. The sample size of the study was 100 including secondary school teachers from Kilimanjaro region who participated in the study. The study applied purposive sampling and descriptive statistical analysis.

The study found that major motivating factors that impacted teachers' work performance included the provision of attractive salary, means of transport, appreciation for teachers' work performance, timely promotion and the provision of leave for short/long term training which ultimately affect their professional growth, among many. The study reveals that there is a significant relationship between teachers' motivation and their work performance in the surveyed secondary schools. The study recommended that the Ministry for Education and Vocational Training should review the educational and vocational policy to ensure that major demotivating factors for teachers' work performance are addressed, and that other

educational stakeholders should get it clearly that they have a role to play in motivating teachers for better work performance.

Mruma (2013) did a study on motivation factors on teachers' performance in Tanzanian Education institution; using a case of public secondary schools in Nyamagana District, Mwanza. A survey was carried out with 148 respondents including ordinary teachers, department teachers and head teachers in public secondary schools. In addition, in depth interviews were carried out with head teachers. Data was analyzed by using descriptive statistics of SPSS package.

The study revealed that the motivation for persons to join the teaching profession was job security and absence of job alternatives but salary was a low consideration. The study further revealed that the majority of teachers were motivated by intrinsic factors, while a small percentage by extrinsic factors despite the fact that salary was inadequate. The study recommends immediate increase the salary of secondary school teachers to match increases in the cost of living, provision of accommodation to teachers and strengthening of supervision.

Akah (2010) examined factors that motivate employees in Ultimate Companion Limited, Douala, Cameroon. A sample of 74 employees in the company was used and data analyzed using descriptive statistics. The study found that employees at Ultimate companion limited had an overall fair job satisfaction. The employees were not satisfied with their salary situation at the company, which illustrated that financial was important motivation within the company. The study recommended that the management at Ultimate companion limited should use multiple motivational

strategies (both intrinsic and extrinsic tools) in order to achieve greater performance from the employees.

### **2.3.2 Effective Motivational Strategies in Secondary Schools**

Aacha (2010) conducted a study on the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuza division, Masaka district, Uganda. This study used a sample of 135 respondents, which included teachers, head teachers, school management committee members (SMC) and the Masaka Municipal Education Officer (MEO). The research findings revealed that the performance of primary school teachers was good despite the fact that their motivation was inadequate. Views of teachers about effective motivational strategies shows that majority of the teachers performed their activities with high morale as evidenced from reporting early at school, regular testing and examination of pupils and high turn up of teachers in staff meetings and school occasions among others. This was because of good provision of fringe benefits, bonuses, training opportunities and communication style from the employer and head teachers. It also indicated that there was a significant positive relationship between intrinsic motivation and performance of teachers in the surveyed primary schools. Interestingly a positive relationship was also revealed between extrinsic motivation and performance of teachers, implying that extrinsic motivation affected the performance of teachers.

A study by Gitonga (2012) about “The Influence of Teachers’ Motivation on Students’ Performance in Kenya Public Secondary Schools”. The study adopted a descriptive survey. The sample was 100 respondents. Data were gathered by use of questionnaires. Findings of the study revealed that motivation strategies applied to

teachers were working conducive conditions that had been provided by the schools. It is expected that with conducive working condition in schools, teachers would be motivated to perform better hence good students' performance in the examinations. Finding also revealed that age of the head teachers negatively influenced school performance. Study recommended that teachers should be provided with opportunities for professional growth. Not only that but also there should be a promotion procedure with an aim of shortening the promotion period but pegging it on students' performance in the Kenya Certificate of Secondary Education.

The study done by Ofoegbu (2004) examined teacher's motivation in association with salary in Nigeria. The study focused on finding out if teacher motivation would subsequently translate to classroom effectiveness and school improvement in Nigeria with the use of questionnaires and interviews. Study findings confirmed the assumption that teacher motivation would enhance classroom effectiveness and improve schools' academic performance. The study further revealed that teachers would adequately be motivated if they would have their salaries regularly paid, if teaching and learning facilities were made available. The study recommended that teachers are encouraged to attend conferences and seminars and favorable working environment should be provided to them.

### **2.3.3 Motivation Strategies in Schools**

A polline (2015) researched about Motivational strategies used by principals in the management of Secondary schools in the fako division of the southwest region of Cameroon. The descriptive survey design was used to collect data from a representative sample of the population using questionnaires for teachers and

principals. The data was analyzed using means and standard deviation and presented on tables and histograms. The findings of the study show that: motivational strategies of principals include those related to Empathetic, Supportive, caring and just on academic and disciplinary matters; positive leadership characteristics behaviors; and transformational leadership style. The findings revealed that motivation is significant in the teaching-learning process and is positively related to the teaching/learning process. The study conclude that, the problem of the secondary schools is not teacher motivation by principals, but is due to other factors like; non-upgrade of teachers' salaries by government since after the 1990s global economic meltdown. The study also recommended that there is a need for government to revisit the salary situation of teachers among other factors.

According to Van War (2008) in his study about leadership in public organizations. The findings of the study revealed that rewarding was one of the motivational strategies which is made up of tangible incentives such as promotions, increases in pay, increased discretion, superior work assignments and provision of additional responsibility. The study further found that recognition is a motivational strategy, which is very important, it is an intangible incentive that shows gratitude and offer praise. But yet, it has been underutilized by most managers in organization. The study further said that, recognition has an optimistic meaning and it acknowledges good behavior or actions. The study recommended that managers in organizations can provide this strategy in their organization while managing by walking around their organization and can also do it by giving a warm hand shake, through celebration, a good word and a short written comment on a piece of paper just to name a few.



## **2.4 Research Gap**

The reviewed literature from the previous studies has contributed much knowledge in understanding the situation of teacher's motivation. However, most of the studies consistently follow the ideas of Abraham Maslow's and Herzberg's two factors Theory and they treat intrinsic and extrinsic motivation as mutually exclusive of each other. There are other views that consider intrinsic and extrinsic motivation as not mutually exclusive of each other. According to Ryan and Deci (2000) reveal that human beings can be totally motivated without dependent on either one is intrinsically or extrinsically pushed. Although a motivated individual may lack the intention to act, while motivated individuals may act, these two opposing sides are created by the social environment in which the individual exists diligently (Burns, 2011).

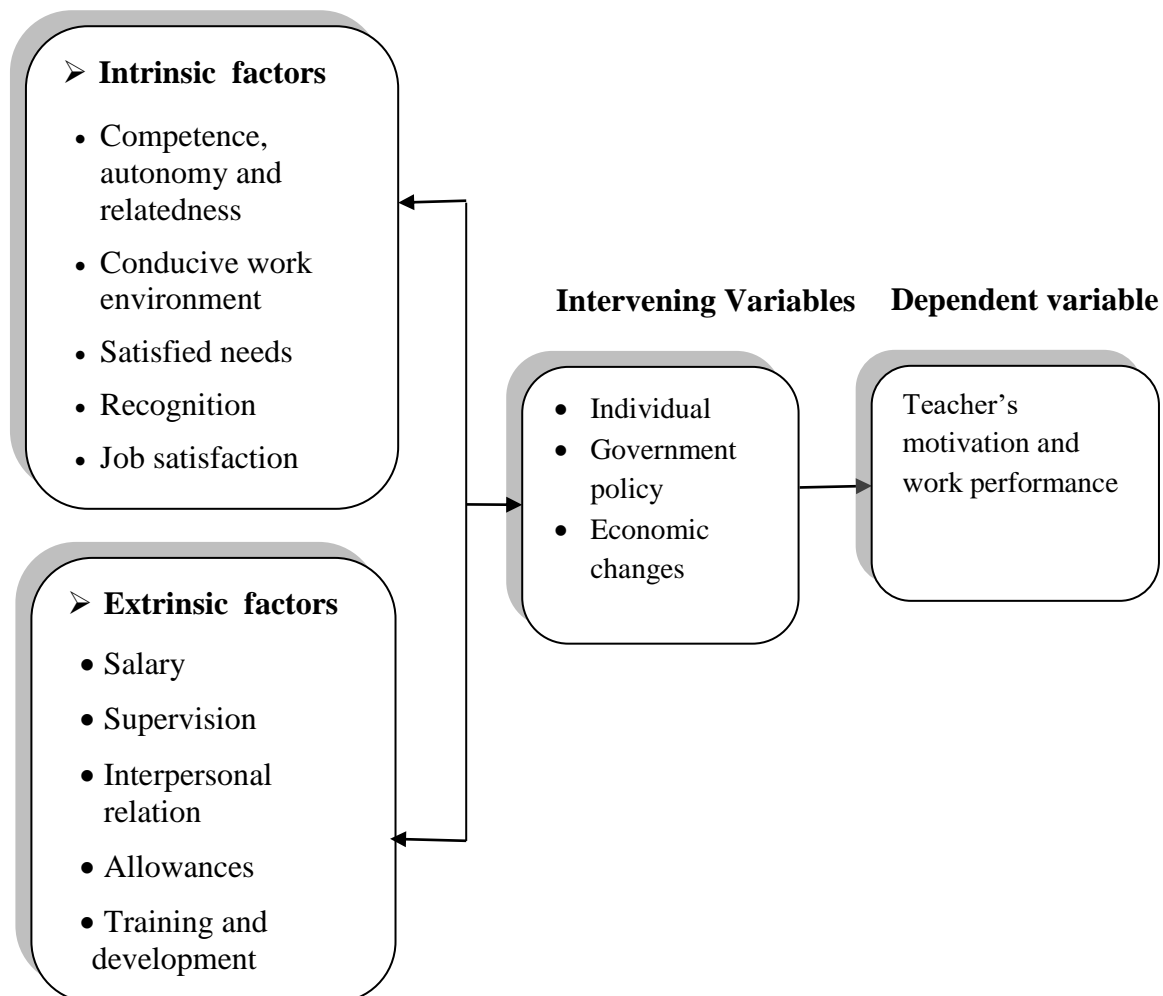
Therefore, based on the reviews from different authors above, most of the studies have discussed the issue of teacher's motivation from different countries in Africa such as Cameroon, Uganda, Kenya and Nigeria, hence the gap shows that few studies have discussed from Tanzania. Therefore it is this gap motivate a researcher to conduct new study about determinants of Teacher's motivation and performance in secondary schools use the case of Monduli district so as to come up with the concrete recommendation.

## **2.5 Conceptual Framework**

Figure 2.2 shows the conceptual framework, which illustrates the relationship between independent (causative factor) and dependent (Effects) variables. The purpose of the study is to identify determinants of teacher's motivation and work performance in secondary school. To address this problem, the study adopted the self-determination

theory, Herzberg's Two Factor Model, and Maslow's hierarchy of needs. Therefore independent variables include intrinsic motivation (competence, autonomy, relatedness, conducive work environment, and satisfied needs recognition and job satisfaction) and extrinsic motivation (salary, supervision, interpersonal relation, allowances and training and development) together in the presence of intervening variables such as Individual, Government policy economic changes can lead to teacher's motivation and work performance in secondary school.

### Independent variables



**Figure 2.2: Conceptual Framework**

Source: Researcher source (2017)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This part gives an overview of the research methodologies that were used in this study. It described the research design, study area, target population, sample size, sampling procedure instruments of the study, validity and reliability of instruments that gave a detailed description of the methods of data analysis.

#### **3.2 Research Design**

Research design implies a plan, structure and strategy of investigation conceived so as to obtain answers to research questions (Kumar, 2002). Selltiz, Wrightsman, and Cook (1976) define research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with the economy in procedure. The objective of research design was to plan, structure and execute the selected research project in such a way that the validity of the findings are maximized (Mouton & Marais, 1996).

This study applied a survey study design. A survey design involved in-depth study and detailed description of different schools with several individuals. It is meant to capture the uniqueness of different places on the investigated area (Shuttleworth, 2008). The selection of this research design based on the fact that survey design focuses on a particular situation or phenomenon, making it possible to investigate problem in their natural setting (Shuttleworth, 2008; Yin, 1994).

### **3.3 Target Population**

According to Mugenda (2003) a population is an entire group of individuals, events or objects with some common observable characteristics. The targeted respondents for this study were 100 respondents who were picked as a representative sample of the population. The study targeted District Education officer, District Academic Officer, heads of secondary schools together with teachers from six public and private secondary schools at Monduli district- Arusha region.

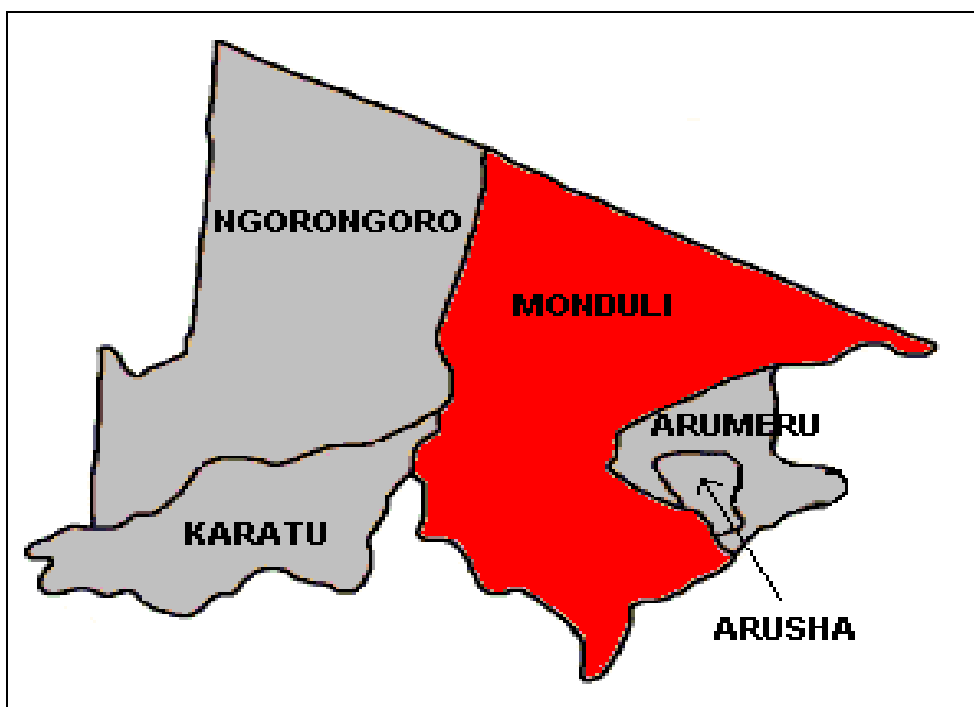
### **3.4 Study Area**

Monduli District is one of the six districts of the Arusha Region in Tanzania. It is situated between latitudes 3.00'' to 4.50' South of the Equator and Longitudes 36.50' to 36.45' East of Greenwich Meridian. It is bordered by Arumeru district and Arusha Municipal to the East, Ngorongoro and Karatu Districts to the West, Babati to the South and Simanjiro District to the South-East and Longido district to the North. The town of Monduli is the administrative seat of the district. Administratively the District is divided into three divisions of Manyara, Makuyuni and Kisongo, 15 Wards and 48 Villages.

According to Tanzania National census of 2012 the district had a total population of 158929 people of whom 75615 (47.57%) are males and 83314 (52.42%) are females (URT, 2013). The District has an area of 6,419 sq. km. of which 6290.62 sq. km. is land area and 3,983.855 is grazing land. 1055.475 sq. km. is arable land and 374.965 sq. km. is under forest. Water covers 128.38 sq. km. The major Ethnic group is the Maasai who constitute about 40 per cent of the entire population. Their main activity

is livestock keeping. The second ethnic group is the Waarusha – they constitute about 20 per cent of the entire population. Their main activities are livestock keeping and farming. The rest who are not indigenous of Monduli District constitute 40 per cent and their main activities are farming and trading.

The district was purposely selected due to the familiarity with the research area; therefore the area is accessible to the researcher for data collection and the need to mitigate resources constraints, especially time and shortage of funds to cover all research costs. Furthermore Monduli district is home to a number of public and private secondary schools. This provided a possibility of targeting schools that were easily reached and that would be ready to cooperate in the data collection process. Knowledge of public and private secondary schools in Monduli District also facilitated access to the research sites and eventually data collection.



### 3.5 Sample Size

Kothari (2004) defines sample size as a technique or procedure that the researcher adopts in selecting items for a sample. It was not possible to study all members of the population since it would have involved tremendous amounts of time and resources (Mugenda 2003). As a result, a sample was selected and studied to represent the entire population. Matata et al, (2001) argue that having 80-120 persons is adequate for most socio-economic studies in Sub-Sahara Africa. The researcher targeted to acquire 100 respondents but due to the limitation of time, and constraint of funds, the actual population was 94, which carry 94 percent of the entire targeted respondent the distribution of respondents is shown in Table 3.1.

**Table 3.1: Sample Size Distribution**

<b>Respondents</b>	<b>Actual population</b>	<b>Population Percentage</b>
Secondary teachers	84	89.4
Headmasters/Headmistress	6	6.4
District Education officer	2	2.1
District Academic officer	2	2.1
<b>Total</b>	<b>94</b>	<b>100</b>

Source: Author, 2017

### 3.6 Sampling of Respondents

The sample was drawn by using non-randomly and randomly sampling. In this sample method, the researcher purposely targeted the schools believed to be reliable for the study.

### **3.6.1 Random Sampling**

Simple random sampling was used to six schools out of twenty in Monduli District. These included Kipok girls Secondary School, Irkisongo secondary school, Engutoto sec school, Moita sec school, Moringe Sokoine secondary school, and Maasai girls Lutheran Secondary Schools. Numbered slips of papers were assigned to all teachers in each of the six sample schools, and then papers were thoroughly shuffled in a box to minimize the selection bias and one piece of paper picked from the container. This process continued until the sample of fourteen (14) teachers reached. The same selection process was carried out in all six schools; consequently a sample of ninety (84) respondents was obtained. The names corresponding to the numbers on the picked pieces of papers were the teachers selected into sample. Random sampling technique was applied to select both private and public secondary teachers. The selection of the respondents based on gender and experience of a teacher. The questionnaires were delivered to the respondents by the researcher with the help of the two research assistants. The respondents filled the questionnaires and after which the questionnaires were collected by the researcher.

### **3.6.2 Non-random Sampling**

Non-random sampling technique was employed to select interview sample for the study. Specifically, a purposive sampling was used to select the following groups who were interviewed; these are District Secondary Education Officer (DSEO) District secondary Academic officer and five Heads of selected schools. This was because they were regarded as few and key informants with completely knowledgeable and very potential to provide relevant information in relation to teachers' motivation and

what the government does to motivate teachers. Consequently, the interview sample involved nine respondents; these included in the sample on the basis of specific characteristics or qualities and eliminate those who fail to meet the criteria.

### **3.7 Data Collection Methods**

For the purpose of making data analysis, the researcher employed questionnaire to get quantitative data and interview in order to get qualitative data. The methods can be explained as follows:

#### **3.7.1 Questionnaires**

Questionnaires were prepared and distributed to 90 secondary teachers from six selected secondary schools whereby each school had fifteen (15) teachers so as to fill them at the best of their knowledge. These questionnaires were involving both closed questions and open ended questions so as to collect quantitative information. The open ended questions ensured that the respondents were given freedom to express themselves. The questionnaire in this study divided into sections, includes giving the identification of the respondents and their social demographic characteristics. Questionnaire was applied in order to get quantitative data. However, questionnaires were pretested before fieldwork. Piloting of the questionnaire was done before the actual data collection by using some selected secondary schools both private and secondary, which are found at Monduli District, which was not included in the final study.

#### **3.7.2 Interviews**

The researcher applied interview method in order to get first hand information. Most interview questions were unstructured and were in-depth interviews (qualitative



information) with follow up questions. Interview guiding questions were used by the researcher to the District Education officer and District Academic officer with the intention to provide relevant information in relation to teachers' motivation and what the government does to motivate teachers. The choice of these methods were most useful in order to obtain qualitative information.

### **3.8 Data Analysis Procedure**

Both qualitative and quantitative data were analyzed. Content analysis were used to analyze qualitative data, whereby logical reasoning and summarization of similar items to make comparison of them was done. Quantitative data will be analyzed using charts, frequency, percentages and tables with the aid of computer software known as Statistical package for Social Science (SPSS) and Microsoft excel spread sheet.

### **3.9 Ethical Consideration**

Ethics affect the rights of the researcher and participants (Emory and Cooper, 1991). It is very important to address ethical issues, prior the start of data collection as well as during data analysis. This study addressed these issues as follows: first, obtain permission from The Open University of Tanzania and from the heads of school seeking consent from the respondents. Secondly is about confidentiality of the information and providing data without manipulation was adhered to. Data collected were presented as a group rather than individual. Therefore, adopting above strategies the researcher was able to attain appropriate data, which ensure quality research.

### **3.10 Validity and Reliability of Research Design**

The quality of research depends on the design of research instruments as well as application of these instruments in data collection in the field. There are several

criteria or tests for judging the quality of any empirical research. These include validity and reliability (Easwaran and Singh 2010) and how each will be achieved is discussed

### **3.10.1 Validity**

Validity is the extent to which the instruments used during the studies to measure the issues they are intended to measure (Amin, 2005). To ensure validity of instruments, the instruments were developed under close guidance of the supervisor. After the questions were designed, they were pre-tested by issuing 15 questionnaires to secondary teachers where a study was not conducted. This will help to identify ambiguous questions in the instruments and be able to re-align them to the objectives.

### **3.10.2 Reliability**

Reliability is the degree to which a survey instrument is considered reliable if its repeated application results in consistent scores (Joseph et al 2000). That is, this reliability refers to whether “the measurement obtained from variables of interest is constant”. In determining reliability of instrument, supervisor read questionnaire and gave comments that were used to modify the questionnaire that later on were used to respondents in order to suit the objectives of the study.

## **CHAPTER FOUR**

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

#### **4.1 Introduction**

This chapter presents the findings on the determinants of teacher's motivation and performance in secondary schools at Monduli district. The first section is about socio-economic characteristics of the respondents, second section answers the research questions about motivation factors that influence performance of teachers at Monduli district, third section is about motivation strategies applied to secondary schools at Monduli district while the fourth section is about views of teachers on effective motivational strategies in secondary schools at Monduli district.

#### **4.2 Socio-Demographic Information**

The discussion on the background of socio demographic information in this study is presented by using tables and charts based on variables like gender, age group, employment terms of service, education level, and length of service of the respondents as summarized in Table 4.1 and Table 4.2.

##### **4.2.1 Gender**

Table 4.1 the findings from the questionnaire responses reveal that (28.7%) were females while (71.2%) were males. These findings suggest that even if men slightly exceeded the number of women, both sexes were represented in the study. Since the interview respondents were purposively selected from the heads of schools and the senior officials both District education officers and district academic officers in secondary level. Based on the findings of the study one can argue that more men still

hold higher administrative positions and hence influence decisions that affect welfare of both male and female members of teaching staff.

#### **4.2.2 Age Group of Respondents**

The age of the respondents were divided into four age groups range from 20 – 29 had (60.6%), 30 – 39 had (21.2%), 40 – 49 had (10.6%) and above 50years had 9.5%. Based on the respondents responses, age-wise show that majority of the respondents were those between the ages of 20 and 29 years old which constituted 60.6% of all age groups. The study findings gives implication that the teaching professional is attracting more young individuals. Table 4.1 shows the distribution of respondents by age group.

#### **4.2.3 Employment Status of Respondents**

Results in Table 4.1 revealed that most of the respondents (70.2%) were in the permanent category. 23.4% were in the fixed term and 6.3% were in the temporary categories. The study noted from the results that majority of staff in government secondary schools in Monduli district were regular employees on pay roll. This may seem that these in their desire operate effectively as educational institutions, needed regular staff on permanent basis.

#### **4.2.4 Distribution of Respondents by Education Level**

The education levels of respondents were categorized into three levels in terms of their teaching qualifications. The study findings show that there were (24.5%) with diploma in teaching, 55.3% of respondents with Bachelor's degrees, 6.4% respondents hold masters degree while 3.2% of the respondent had professional training.

**Table 4.1: Sex, Age Group and Employment Terms of Service of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Female	27	28.7
Male	67	71.2
<b>Total</b>	<b>94</b>	<b>100</b>
<b>Age group</b>	<b>Frequency</b>	<b>Percent</b>
20-29	57	60.6
30-39	20	21.2
40-49	10	10.6
50 above	9	9.5
<b>Total</b>	<b>94</b>	<b>100.0</b>
<b>Employment terms of service</b>	<b>Frequency</b>	<b>Percent</b>
Temporary	6	6.3
Fixed term	22	23.4
Permanent	66	70.2
<b>Total</b>	<b>94</b>	<b>100</b>

Source: Field data (2017)

The findings of the study indicate that large number of the respondents holds bachelor degree. A study done by Wright and Davis (2003) prove that education increases job satisfaction. The provision of training will foster an increase in professionalism and further exploitation of management methods, whereas a lack of training can cause frustration and lack of job satisfaction. Not only that but also a study by Pritti, (1999) explore that well trained individuals know the scope expectations and debt of their jobs and will be able to add building blocks to their professionalism as they progress through their careers. Table 4.2 shows the distribution of the findings based on education level.

#### 4.2.5 Distribution of Respondents by Length of Service

The findings of the study show that 55.3% had less than five years of teaching of all respondents, 32.9% had teaching experience between 5 to 10 years; while 11.7% of respondents had 15 years above of teaching experience. From the findings it is reveals that majority of teachers (55.3%) were not much experienced with their job. Relating length of service with age of respondents, it was revealed that majority of teachers with less than five years of service belonged to age group between 20 to 29 years.

This suggests that more young people have been recently employed in the teaching profession; this finding is not surprising since many young people graduating from secondary schools and colleges may find teaching as providing employment opportunity.

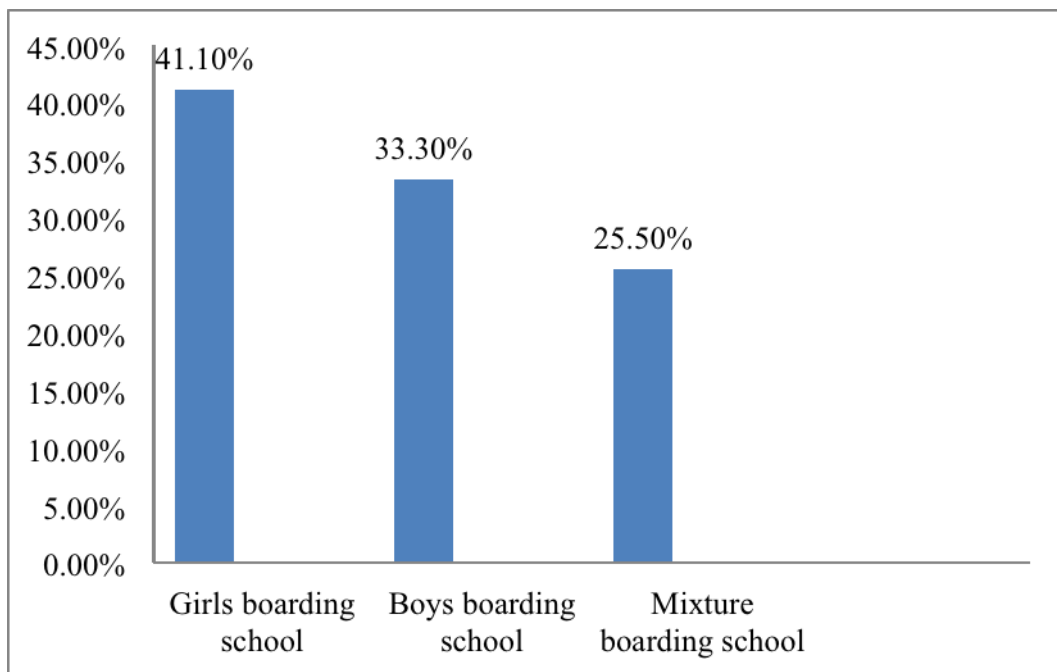
**Table 4.2: Education Level and Working Experience of the Respondents**

<b>Education level</b>	<b>Frequency</b>	<b>Percent</b>
Diploma	23	24.5
Degree	52	55.3
Postgraduate	10	10.6
Masters	6	6.4
Professional training	3	3.2
<b>Total</b>	<b>94</b>	<b>100</b>
<b>Length of service</b>	<b>Frequency</b>	<b>Percent</b>
Below five years	52	55.3
5-10 years	31	32.9
15 years above	11	11.7
<b>Total</b>	<b>94</b>	<b>100.0</b>

Source: Field data (2017)

#### 4.2.6 Type of School of the Teachers

Figure 4.1 shows participants who participated in this study. The aim of this was to observe the type of school where teachers taught at Monduli district. The study findings reveal that (41.1%) of the teachers were from girls boarding schools, (33.3%) were from boys boarding school, while 25.5% were from mixed boarding schools.



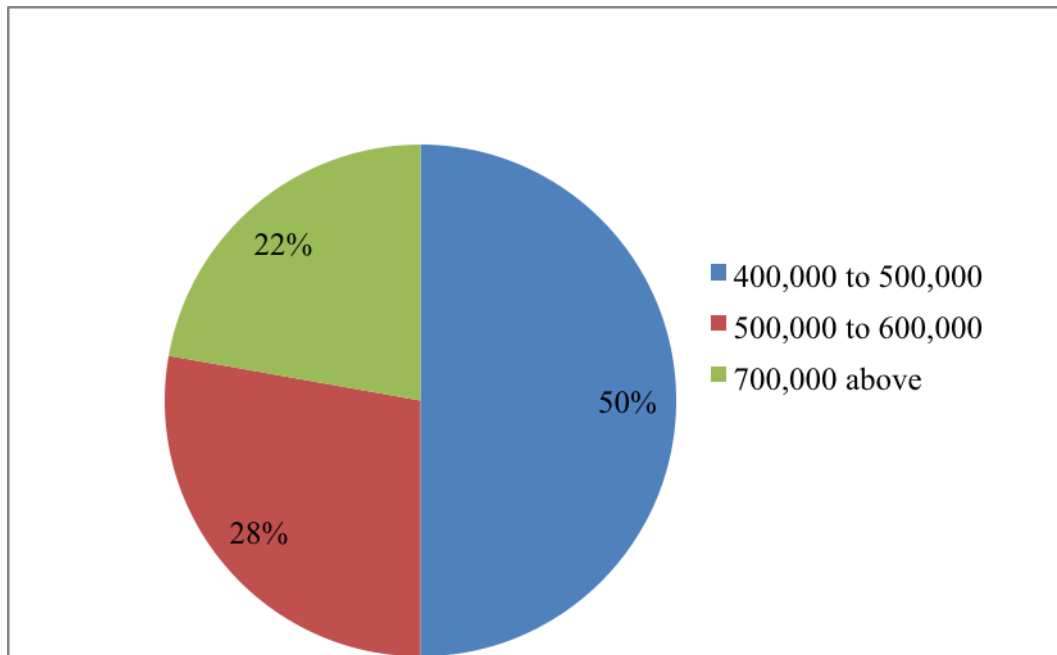
**Figure 4.1: Type of School of the Teachers**

The Questionnaires from the respondents show that 41.1% of the total respondents used to stay within a school campus and were given a house to stay. These boarding schools were named as Kipok girls sec school, Irkisongo girls sec school and Maasae girls sec school. Therefore this acted as one of the motivation factor towards their work performance more especially good performance to the students.

#### 4.2.7 Respondents' Monthly Salary Income

Figure 4.2 indicates the results obtained from the respondents' responses about monthly income of their salary. The results depict that teachers with salary scale

ranging from 400,000 to 500,000 had (50%), those with 500,000 to 600,000 had (27.8%) while those who range 700,000 above had (22.2%).



**Figure 4.2: Respondents Monthly Salary Income**

#### **4.3 Motivational Factors that Influence Teachers' Work Performance**

This part addresses the objective one of the study that requires examining the motivation factors that influence performance of teachers at Monduli district. In the literature, several factors have been theorized as influencing teacher motivation and raising work performance. It was therefore necessary to find out the factors that motivate teachers in Monduli district. Questionnaire and interview schedules were used to solicit the information. The question was: What are the factors that influence teacher motivation and performance in Monduli District? The results are presented in Table 4.3 showing those who responded in the affirmative to the statements Agree (1), Indifferent (2), and Disagree (3).



**Table 4.3: Factors Influence Teachers' Work Performance**

Motivating Factors	Agree		Indifferent		Disagree	
	No	%	No	%	No	%
Salary	22	26.1%	15	17.9%	47	55.9%
Work Environment	41	48.8%	16	19.0%	27	32.1%
Recognition	39	46.4%	32	38.1%	13	15.5%
Competence, autonomy and relatedness	33	39.3	28	33.3	23	27.4

Source: Field Data (2017)

#### 4.3.1 Salary

Salary is one of the factor influence teachers' work performance to teacher where by respondents disagree scored 55.9% of the total respondents. The study findings show that Agree scored 26.1%, those with indifferent scored 17.9%, while Disagree scored 55.9%.

Based on the findings this shows that gross salary earnings are inadequate to meet their basic needs especially those family obligations. During interview by respondents from both Engutoto secondary school and Kipok girl sec school teachers, states that:

Male Teacher1: *"We teachers are not satisfied with the amount of money the government pays us. The cost of living has gone up and most teachers find it difficult to meet daily expenses like transport, food, medical care and school fees for our children"*

Furthermore, These factors were also discussed by Nbina (2010) who asserts that secondary school teachers become de-motivated due to low salaries and poor facilities like lack of developmental programmes. Real salary rates in low-income countries have deteriorated in recent years. In many countries salaries are not paid regularly, with delays often of several months.

### **4.3.2 Working Environment**

Attractive working environment for teacher is very important as it creates a teacher's attitude towards work performance in secondary school. Based on the responses about working environment as factors influence teachers work performance, the results indicate that Agree scored 48.8%, indifferent scored 19.0%, and Disagree scored 32.1%.

### **4.3.3 Recognition**

Data was also collected on the level of recognition of the teacher. The findings of the study about level of recognition to teachers indicate that, Agree scored 46.4% of the total respondents; Indifferent scored 38.1%, while Disagree scored 15.5%. Therefore from the findings of the study this prove that recognition to the teacher can increase and lead to the spirit of work performance.

### **4.3.4 Competence, Autonomy and Relatedness**

Mwaikokesya, (2014) explains competence as intrinsic motivation that pushes the teacher to be creative, challenge the status quo, explore options and seek to extend what is expected of him or her. Simply put, Deci & Ryan (2000) established that competent teachers will always try to deal with the challenges they encounter regardless of the push from outside or inside themselves.

The results from the study about competence, autonomy and relatedness show that Agrees cored 39.3% of the total respondents, Indifferent scored 33.3%, while disagree scored 27.4%. The interview from one of the teacher prove the following:

Female teacher 1: *For me, I feel more motivated when I feel to have freedom on what and how I teach without interference from the head of school or from the parents. Of recent, many teachers are not motivated because of too many policies telling them what to do and what not to do. This discourages them.*

#### 4.4 Motivation Strategies Applied to Raise and Maintain Secondary School

##### Teachers' Motivation in Monduli District

The second objective of the study was to assess motivation strategies applied in secondary schools at Monduli District. Questionnaire and interviews were used to collect the information. The question was: What are the strategies applied to raise and maintain secondary school teachers' motivation in Monduli District? The study found out that secondary schools both government and private motivate their teachers through different motivational strategies. A follow up with the interview, with a question, what are the strategies applied to raise and maintain secondary school teachers' motivation in Monduli District? This is explained by different variables as follows.

**Table 4.4: Effective Motivation Strategies**

Effective motivation strategies	Frequency	
	No	%
Supportive and caring environment	23	24.5
Provision of financial incentives	20	21.3
Career professional development opportunities	3	3.2
Grade promotion and growth	6	6.4
Working condition	15	15.9
Interpersonal relation	16	17
Management style of administration and supervision	11	11.7

Source: Field Data (2017)

#### **4.4.1 Supportive and Caring Environment**

The motive behind this part was to know whether a supportive and caring environment provided to the teachers as motivation strategies. Responses indicate that supportive and caring environment scored 24.5%. Therefore looking at the motivational strategies related to supportive and caring environment, school leaders including headmasters and headmistress explore that they normally acknowledge teachers achievements, care for their egos, give appropriate workloads for teachers, encourage hardworking teachers, and act as role models to teachers among others.

These strategies were also discussed by Katharina (2002) in his studies about the determinants of teacher job satisfaction articulates that the most paramount factor is school environment. He also emphasizes that the good school environment involves key personalities who are supportive to a teacher's welfare like administrators, students and parents. This creates confidence and stability in a teacher, and ultimately gets satisfaction. The following were some of the interview responses from a teacher:

Male teacher 1: *"...The head of school try to create caring environment for teachers to feel loved and like a family. There is tea and lunch for all the teachers and other small incentives. I think this is a strategy to motivate teachers"*.

#### **4.4.2 Provision of Financial Incentives**

This was another responses given by the respondents during this study. From the findings it shows that provision of financial incentives scored 21.3%. Therefore it was ascertained that during this study the financial rewards and other job related incentives within the government secondary schools to a greater extent is not within the jurisdiction of school headmaster but directly from the government.

In addition, by using pay incentives to reward the teachers in their work performance, efforts should be made by the school to improve teacher's work performance. This may also increase the numbers of talented teachers who stay in the school. Incentives paid to teachers consist of cash bonuses, extra duty payments and teaching allowances for remedial classes especially from private schools in order to reach pre-determined goals.

Furthermore, about provision of financial incentives supported by Mboya (2010), who provides that employee rewards is one of the strategies to motivate employees. Also Johnson (1986, p. 24) states that, the expectancy theory holds that individuals will likely put in more effort in task which there are some expected reward they value such as a bonus or promotion than when there is none.

#### **4.4.3 Career Professional Development Opportunities**

Career development is an opportunity for employees to continually participate in new, advanced or diverse activities that enhance their skills, knowledge and competencies, or impart them with new skills that enable them to take greater responsibilities and thus improve their status and earn more income. From the results the study show that 3.2% of the teachers said that their supervisors empower them to pursue opportunities for professional development.

Researcher argues that Professional development is a means for increasing professionalism among teachers, which could have a positive influence on their work performance in their schools and their profession. Keisa (2009) support that professional development was a way to help teachers cope more effectively to

maintain quality amidst higher demands in a rapidly changing educational environment and better manage the negative aspects of their practices by identifying their strengths and how to use them more effectively. Bjekic, (2010) further added that in continual professional development, their improvement means the development of three fundamental professional competencies, which are education competencies, programmed-subject competencies and communication competencies. Researcher also argues that administrators must create the opportunities for teachers to attend in service training in areas they found interesting and it will motivate them in their work performance. Interview responses from the teacher revealed the following.

Male teacher 1: *“Job-specific training helps us teachers to provide with the relevant skills that enable us to perform our duties efficiently. The application of skills acquired through such training may boost us to be confidence and productivity”*

Interview with the Headmaster from Kipok secondary school revealed that

Female teacher 1: *“Training and development for us teachers is very important. When there are some changes in curriculum, teachers must be trained in order to cope with it. This will increase the morale of us teacher’s to perform better”*

#### **4.4.4 Grade Promotion and Growth**

Grade promotion and growth was also among the effective motivation strategies towards teachers work performance in secondary schools at Monduli district. Marco et al. (2005) Stipulated that transparent and controllable promotional opportunities increased the prospect of enjoyable future tasks and thereby intrinsic motivation, which lead to improved individual performance at work. The findings indicate promotion and growth scored 6.4% of the total respondents.

#### **4.4.5 Working Conditions**

According to Armstrong (2006) suggests that employees are likely to stay long at work places and motivated to work if they are provided with adequate supporting infrastructure such as good office space, that are well ventilated, with adequate light and fixed with all necessary appliances. A study conducted by Bennel and Mukyanuzi (2005) confirms that living condition for most teachers are not satisfactory, and that the availability of houses with reasonable quality nearby schools is one of the key issues that need be solved. Table 4.4 indicates working conditions as motivation strategies applied to secondary teacher's to motivate their work performance scored 15.9% of the total respondents.

#### **4.4.6 Interpersonal Relationship**

An interpersonal relationship is a strong, deep, or close association or acquaintance in work place. Table 4.4 indicates that teachers obtained 16% scores on the extent to interpersonal relation used as strategies to motivate teachers in their work performance. The responses reveal that head-teachers encourage teachers to participate in community activities. They held general staff meetings per year and ability of head-teachers to solve conflicts and encourage teamwork in their workplaces.

This implies that they were satisfied as far as these issues were concerned. Interpersonal relations have been characterized by Herzberg (1959) as belonging to hygiene factors, which refer to those things when absent, increase dissatisfaction with the job and when present help in preventing dissatisfaction.

#### **4.4.7 Management style of Administration and Supervision**

Forsyth (2000) shows that the kind of management styles employed in an organization may certainly affect the ease with which employees may be motivated/de-motivated in organization. With regards to management style of administration and supervision as the motivation strategies to motivate work performance to secondary teachers, the results in the Table 4.4 above point that, 11.7% of the total responses show that they are involved in policy formulation in the schools and also the type of feedback they receive from the headmaster on their performance motivated them, hence increase spirit of working. However, teachers responded that procedures employed by their head masters and headmistress to evaluate their work performance are good. They further add that head masters and head mistress assist individual teachers in their personal problems. This means they were satisfied with these issues.

Female Teacher 2: *“For me, I feel more motivated when I get encouragement and stimulation from head master to think and work independently to accomplish my various tasks and assignments. Also the encouragements we receive enable us to seek and pursue further studies and training”.*

#### **4.5 Teachers Views on Effective Motivation Strategies Applied to Raise and Maintain Secondary School Teachers’ Motivation in Monduli District**

The third objective of the study was to explore the views of teachers on effective motivation strategies applied in secondary schools. Questionnaire and interviews were used to collect the information. The question was: What are the views of teachers on effective motivational strategies applied to raise and maintain secondary schools teachers in Monduli District? The study found out that secondary schools both government and private motivate their teachers through different motivational



strategies. A follow up with the interview, with the question: What are the strategies applied to raise and maintain secondary school teachers' motivation in Monduli District? This is explained by different variables as follows.

**Table 4.5: Teachers Views on Effective Motivation Strategies**

Parameter	Responses							
	Agree		Indifferent		Disagree		Total	
	No	%	No	%	No	%	No	%
Teaching gives me a great deal of job satisfaction	32	38.1%	24	28.6%	28	33.3%	84	100%
I enjoy management and administration of school	38	45.2%	14	16.6%	32	38.1%	84	100%
I have prospects for career development in the teaching profession	19	22.6%	32	38.1%	33	39.3%	84	100%
Teaching enable me to get financial incentives from school	23	27.4%	21	25%	40	47.6%	84	100%
Teaching gives me recognition and respect from the community	30	35.7	27	32.1%	27	32.1	84	100%
Teaching enable me to get satisfied needs	30	35.7%	30	35.7%	24	28.6	84	100%
Grade promotion and growth enables me to enjoy teaching promotion	19	22.6%	32	38.1%	33	39.3%	84	100%
Working condition at school enables me to enjoy teaching professional	28	33.3%	37	44%	19	22.6%	84	100%

Source: Field Data (2017)

- (i) Teaching gives me a great deal of job satisfaction indicate that, agree scored 38.1. %, indifferent scored 28.6%, while disagree scored 33.3%. This implies that most of the teachers were intrinsically not motivated.
- (ii) I enjoy management and administration of school indicates that, those with agree scored 38.1 %, indifferent scored 16.6. %, while disagree scored 45.2%. Based on the study from Table 4.5, the major findings of the study indicate that 45.2% of the total respondents disagree on the enjoyment of management and administration of school. The findings reveals that there was autocratic style of leadership used by school heads and other higher education authorities and also lack of involvement of teachers in decision making.

The study is also discussed by Forsyth (2000) shows that the kind of management styles employed in an organization may certainly affect the ease with which employees may be motivated or demotivated in organization. Not only that also Duke and Stiggins (1986) shows that effective teacher supervision can lead to improved performance, personal growth and professional growth. If supervision is poorly done anxiety or boredom can result. Supervision must be planned in order to yield a positive outcome.

- (iii) I have prospects for career development in the teaching profession indicates that, respondents who agree scored 22.6%, indifferent scored 38.1%, while those with disagree scored 39.3%. Professional development is a means for increasing teaching professionalism, which could have a positive influence on the job satisfaction performance in their schools and their profession. Several

studies in other employment situations other than schools support a positive relationship between satisfaction with work place training and overall job satisfaction.

This reveals that respondents disagreed that; the employer do not offer assistance to enable teachers participate in in-service courses, seminars and workshops. This implies that many secondary schools and head teachers in the district have not provided adequate opportunities for professional development. Consequently, this may have resulted in de-motivated teachers.

- (iv) Teaching enable me to get financial incentives from school indicate that, respondents who agree scored 27.4%, indifferent scored 25%, while those with disagree scored 47.6%. From the findings it show that majority of respondents about 47.6% from the teachers who employed by the government were dissatisfied with financial incentives. Teacher's views show that low salary compared to their heavy work load in terms of the number of students and hour of teaching assigned to them which did not carter for life expenses, unpaid salary arrears accumulated for long-time once teachers are promoted to higher grades, lack of teaching and other allowances such as housing and transport allowances.
- (v) This finding is also discussed by VSO (2002) shows that most teachers do not have other income generating activities due to heavy workload due to high rates of students' enrolments and working for long time; thus they mainly depend on their teaching as the main source of earning income. Furthermore, a

study done by Davidson (2006) states that low salary of workers is among the key factors de-motivate employees in organizations.

This findings is consistent with suggestion posited above that young teachers are likely to be more dissatisfied with their job because they tend to have many expectations they dream to fulfill as soon as they enter the teaching profession than the old teachers who already know the ups and downs of their job.

- (vi) Teaching gives me recognition and respect from the community indicate that, respondents who agree scored 35.7%, indifferent scored 32.1%, while those with disagree scored 32.1%. The study revealed that recognition is a motivational strategy which is very important, it is an intangible incentive that shows gratitude and offer praise. But yet, it has been underutilized by most head of schools and managers in secondary school. Furthermore recognition has an optimistic meaning and it acknowledges good behavior or actions to teachers.
- (vii) Teaching enable me to get satisfied needs indicate that, respondents who agree scored 35.7%, indifferent scored 35.7%, while those with disagree scored 28.6%. Abraham Maslow's (1970) in (Cole, 2002) proposed the theory called hierarchy of needs theory. Maslow believed that within every individual, there exists a hierarchy of five needs and that each level of need must be satisfied before an individual pursues the next higher level of need. The five levels of needs, according to Maslow are physiological, security, belonging, esteem and self-actualization.

- (viii) Grade promotion and growth enables me to enjoy teaching promotion indicate that, respondents who agree scored 22.6%, indifferent scored 38.1%, while those with disagree scored 39.3%.
- (ix) Working condition at school enables me to enjoy teaching professional indicate that, respondents who agree scored 33.3%, indifferent scored 44%, while those with disagree scored 22.6%. From the findings the study explored that large number of teachers about 44% had indifferent opinions about working condition at school enables a teacher to enjoy teaching professional. Their views show that working conditions include aspects such as poor living conditions, too much workload in terms of large class size, poor teaching facilities such as lack of enough textbooks and laboratory equipment were mentioned by teachers as things which made them dissatisfied. They further reveal that lack basic services such as transport to and from their working places, availability of reliable water and electricity as unfavorable working conditions to their areas.

Furthermore, the findings is also discussed by Bennel and Mukyanuzi(2005) confirms the above interview responses reporting that living condition for most teachers are not satisfactory, and that the availability of houses with reasonable quality nearby schools is one of the key issues that need be solved. The interview with the teacher proves the following:

Female 1: Teacher *“Most teachers in Monduli District have no morale on their jobs because they lived in rural areas where houses do not have electricity; houses are very scattered and located far from their working places and in fact do not match their status as secondary school teachers”.*

Male teacher 1: *I feel more motivated to work in the good working condition. But I feel dissatisfied if there are unfavorable working conditions with lack of most basic services such as good transport, water, electricity and good housing.*

## **CHAPTER FIVE**

### **SUMMARY CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This study explored the determinant of motivation for teachers in secondary schools in Monduli district. The chapter presents the summary, discussion, conclusion and recommendations of the study.

#### **5.2 Summary**

Chapter one explains on the introduction and background to the study, statement of the problem, research objectives, research questions, significance of the study, scope of the study, limitation of the study, delimitation of the study, operationalization of key words and organisation of the study. Chapter two presents theoretical literature review and empirical literature review Chapter three is confined to the research methodology and describes how data were collected and the methods for data analysis. Chapter four explains the major findings of the study which were presented. In the following section discussion of the findings,are presented, followed by conclusion and recommendations.

#### **5.3 Conclusion**

Based on the study findings from Table 4.3 the study found that salary, work environment, recognition, competence, autonomy and relatedness were among the factors that influence teacher motivation and performance in Monduli district. It was also revealed that 55.9% of the total respondents which show that their gross salary

earnings are inadequate to meet their basic need especially those with family obligations.

Results of the study shows that supportive and caring environment, provision of financial incentives, career professional development opportunities, grade promotion and growth, working condition, interpersonal relation and management style of administration and supervision were strategies used to raise and maintain teachers motivation in secondary school in Monduli district. On addition to that the major findings of the study from Table 4.4 show that supportive and caring environment scored 24.5%, provision of financial incentives scored 21.3% while few of the respondents on career professional development opportunities had 3.2%.

Table 4.5 conclude teachers views that, there some motivation strategies made them to be satisfied or dissatisfied with their teaching professional these were both intrinsically and extrinsically such as job satisfaction, management and administration of school, career development opportunities, financial incentives, recognition and respect from the community, satisfied needs, Grade promotion and growth and Working condition. 47.6% of the teachers who employed by the government were dissatisfied with financial incentives due to low salary compared to their heavy work load in terms of the number of students and hour of teaching assigned to them which did not carter for life expenses, unpaid salary arrears accumulated for long-time once teachers are promoted to higher grades, lack of teaching and other allowances such as housing and transport allowances. Furthermore, from the table 44% of respondents with indifferent opinions about working condition at school indicate that working



conditions include aspects such as poor living conditions, too much workload in terms of large class size, poor teaching facilities were mentioned by teachers as things which made them dissatisfied.

#### **5.4 Recommendations**

Despite the remarkable efforts by the government to improve the education system, still both private and government teachers are not motivated to the extent that it impacts their work performance including academic activities at different levels. Therefore the following are recommended ways so as to improve teachers working performance.

- (i) There is a need for both government and private schools employer to add more extra time payment and provision of soft conditioned loans, reward of teachers who perform well, providing the basic facilities like housing and some benefits to teachers so as to motivate them in work performance.
- (ii) The ministry of education science and technology should provide viable means of motivating and satisfying teachers so as to help them build interest and confidence in their profession. This will improve the level of recognition and encouragement in their teaching profession.
- (iii) The Ministry of Education and Vocational Training should review the education and training policy to ensure the major factors de-motivating teachers are well addressed. This includes improving relationship between teachers and parents convene parents meetings, fairness in appointment system, participation in syllabi development and collaboration and cooperation among teachers. By doing this will improve the teachers morale in their job satisfaction.

- (iv) Educational stakeholders including companies, private and public enterprises and individuals have great responsibilities in motivating teachers through establishing short or long term training scholarships, donating educational equipment in the form of residential houses, books, laboratory equipment, sports equipment and the likes.
- (v) About opportunities for professional development, it is recommended that school managers need to provide secondary school teachers with workshops and seminars on how to improve on their profession and also how to deal with some of the issues that lead to discouragements.
- (vi) It is also recommended that the government should have plans towards motivating teachers. In the past teachers were sponsored by the government for further studies but recently this is no longer the case. Completely cancellation of the benefits and scholarships has de motivated most of the teachers. Few who manage to pay for tuition fees decide to change their career progression.
- (vii) The government should make increase of the salaries which reflects the status of teachers and the socio-economic situation prevailing in our societies.
- (viii) School should provide training to teachers in order to improve managerial competence and knowledge; organize various internal and external trainings in order help the teachers to learn something extra apart from their routine work.
- (ix) School management should improve working conditions. Improving working conditions at work places encourages retention of productive workers in the organizations and reduces their turnover.

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## APPENDICES

### Appendix I: Questionnaire for Secondary Teachers, Headmasters and District Education Officer

#### SECTION A: INTRODUCTION LETTER

Dear respondent, I'm, **LUKUMAY FELISTA LOSIOKI** Pursuing Master of Education Administration Planning and Policy Studies (MED-APP) at The Open University of Tanzania. I'm conducting a study on **"Determinants of Teacher's Motivation and Performance in Secondary Schools."** with particular reference in Monduli as part of my study programme. You have been chosen as one of those that is able to avail me the information that I need to realize the objectives of this study. The information provided will only be used for academic purposes, and will be treated with utmost confidentiality. Please kindly I need your cooperation.

#### SECTION B: DEMOGRAPHIC AND SOCIO-ECONOMIC INFORMATION

**Please, kindly fill in your answer by putting one tick (✓) to the box provided**

1. Gender:    Male ☐                      Female ☐
2. Age            20-29 years ☐            30-39 years ☐            40-49 ☐  
50 years above ☐
3. Educational level: Diploma ☐            Bachelor in Education ☐  
Post graduate degree ☐ Master degree ☐  
others (specify \_\_\_\_\_)
4. Working experience less than a year ☐ 1-2 years ☐ 3-4 years ☐  
5-6 years ☐            above six years ☐

5. Type of school: Boys boarding ☐ Girls boarding ☐

Mixed boarding ☐

6. Respondents monthly salary income: 400,000-500,000 ☐

500,000 to 600,000 ☐ 600,000 above ☐

7. Position at school: Department teacher Ordinary teacher ☐

Teacher in training ☐ Head master Class teacher ☐

others \_\_\_\_\_

1. For each of the following statements, please indicate your opinion by **putting one tick (√)** to the extent of agreement or disagreement with respect to the statement provided below

1	2	3
Agree	Indifferent	Disagree

### Factors leading to teacher motivation in Monduli District

S/N	Statement	1	2	3
1	Level of teachers job satisfaction			
2	Level of recognition and encouragement			
3	Level of attractive working environment for teacher			
4	Better salaries that match teachers' academic qualifications.			
5	Monetary rewards for good students' academic performance.			
6	Opportunities to professional development including attending professional seminars, workshops or leaving for further studies			
7	Timely promotions.			
8	Intrapersonal relations at school			
9	Involvement of teachers in decision making in schools			
10	Fringe benefits			
11	Job security			
12	Work Environment			
13	Recognition			
14	competence, autonomy and relatedness			

**Strategies used to Motivate Teachers in secondary schools in Monduli District**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Remuneration			
2	Supportive and caring environment			
3	Provision of financial incentives			
4	Career professional development opportunities			
5	The Provision with working tools, teaching resources and equipment to teacher			
6	Grade promotion and growth			
7	The encouragement and assistance from the employer to participate in in-service courses and seminars related to job			
8	Working condition			
9	Interpersonal relation			
10	Timely Submission of statutory deduction to the respective bodies			
11	Management style of administration and supervision			

12. In your opinion what are effective strategies that you think will motivate teacher's performance?.....

.....

.....

.....

13. What would you recommend as the best measures to enhance teachers motivation that would increase performance of secondary schools.....

.....

.....

**“Thank you for your participation”**

**Teachers views on effective motivation strategies used to Motivate Teachers in secondary schools in Monduli District**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Teaching gives me a great deal of job satisfaction			
2	I have prospects for career development in the teaching profession			
3	I have prospects for career development in the teaching profession			
4	Teaching enable me to get financial incentives and recognition from school			
5	Teaching gives me recognition and respect from the community			
6	Teaching enable me to get satisfied needs			
7	Grade promotion and growth enables me to enjoy teaching promotion			
8	Working condition at school enables me to enjoy teaching professional			
9	Teaching enables me to interact and develop relationship with people from many areas			
10	Teaching gives me competence, autonomy and relatedness			
11	I get free meals and accommodation at school			
12	Extra teaching allowances paid by the school help me to complete the syllabus			

**Appendix II: Interview Guide for Teachers**

1. Have you employed by the government or private school?
2. For how long have you been working in your school?
3. Have you been attending any training since you have been employed?
4. Do you prefer a teaching professional? If Yes why?
5. What are the factors motivate you in your performance in teaching professional?
6. Does the school or managers offer to you any motivation in your work performance?
7. What are your views about the motivation strategies used to raise and maintain work performance?
8. What form of intrinsic motivators do teachers have in this school?
9. What form of extrinsic motivators do teachers have in this school?
10. What do you suggest to be the best means of bringing about high job performance in secondary schools like this one?
11. What aspects teachers complain most about?
12. What efforts have been made to address teachers concerns?
13. It is said that teachers in this country are poorly motivated. How would you reach to this observation?

**“Thank you for your participation”**

### Appendix III: Research Clearance Letter

#### THE OPEN UNIVERSITY OF TANZANIA

#### **DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES**

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



Tel: 255-22-2666752/2668445 ext.2101  
Fax: 255-22-2668759,  
E-mail: [drpc@out.ac.tz](mailto:drpc@out.ac.tz)

20/4/2017

TO WHOM IT MAY CONCERN

#### **RE: RESEARCH CLEARANCE**

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

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

The purpose of this letter is to introduce to you **Ms. Lukumay Felista Losioki, PG 201609559** who is a Master student at the Open University of Tanzania. This letter has granted Ms. Lukumay granted clearance to conduct research in the country. The title of his research is **“Determinants of Teacher’s Motivation And Performance In Secondary Schools at Monduli District”**. The research will be conducted in Mnduli District. The period which this permission has been granted is from **24/4/ 2017 to 23/07/2017**.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

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

Yours sincerely,

**Prof Hossea Rwegoshora**  
**For: VICE CHANCELLOR**  
**THE OPEN UNIVERSITY OF TANZANIA**

## Appendix IV: Plagiarism Report

# Thesis

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<input type="checkbox"/>	Lukumay Fellista Losi...	DETERMINANTS OF TEACHER'S MOTIVATION AND...	29% <div></div>	<div></div>	<div></div>	<div></div>	1435691774	04-Nov-2020

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