

**GENDER DIFFERENCES IN MOTIVATION TO TEACHING AMONG
SECONDARY SCHOOL TEACHERS IN TANZANIA: A CASE OF KAHAMA
TOWN COUNCIL, SHINYANGA REGION**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, **“Gender Differences in Motivation to Teaching among Secondary School Teachers in Tanzania: A Case of Kahama Town Council, Shinyanga Region”** in partial fulfilment of the requirements of the degree of Master of Education Administration, Planning and Policy Studies of the Open University of Tanzania.

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DECLARATION

I, **Mashaka N. Mkali**, do hereby declare that, this dissertation is my own original work submitted by me to the Open University of Tanzania. No part of this report has been submitted here or elsewhere in a previous application for a similar or any other degree award and all sources of knowledge used have been acknowledged accordingly.

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Signature

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Date

DEDICATION

I dedicate this dissertation to my family members for giving me support during my master's studies. They really missed my presence; love and care while away busy working to make this study a realized dream.

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This study would not materialize without the grace and protection of God and the support and encouragements of a number of people. My foremost appreciation goes to Prof. Elinami Swai (PHD) for her heartfelt guidance, cooperation, correction, and timeless support from the beginning to the end of my research work. My second appreciations go to my family for their support morally and materially to accomplish this work.

ABSTRACT

This study sought to determine whether there is gender differences in motivation to teaching among teachers in Kahama Town Council in Shinyanga Region or not. Specifically, the study assessed the relationship between gender and teachers job performance in secondary schools, and determining how teachers' motivation influences students' academic performance in secondary schools. The study is framed with Maslow's Hierarchy of Needs and Goal Setting theories and used cross-sectional design to obtain both quantitative and qualitative data. Using questionnaires, interviews, and focused group discussions data were collected from a total of 110 randomly and purposively selected respondents. The results revealed that there was a significant gender difference in motivation, whereas female teachers reported being motivated with a chance to interact and help the students, male teachers were motivated with the freedom to do others things including a possibility of career development. The study also found a strong relationship between the type of teachers' motivation and students' academic performance. Students were closer to female teachers than they were with male teachers. It is recommended that the government should find out what motivate male and female teachers to avoid generalization. For further studies, it is recommended that a wider coverage of the same issue so we can develop a theory on gender and teacher motivation.

Keywords: Gender and Motivation and Teacher Motivation

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LIST OF ABBREVIATIONS AND ACRONYMS

DOS	District Officers for Secondary Schools
DUCE	Dar es Salaam University College of Education
HoD	Head of Department
KCSE	Kenya Certificate of Secondary Education
MOEVT	Ministry of Education and Vocational Training
SEDP	Secondary Education Development Program
TTU	Tanzania Teachers Union

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE PROBLEM

1.1 Introduction

This chapter presents the background to the problem, statement of the problem, purpose of the study, specific objectives of the study, research questions and significance of the study. Furthermore, it also presents the limitations, scope and delimitations of the study, definition of key terms used in the study and lastly organization of the study.

1.2 Background to the Problem

People opt for teaching as a career based on various motives (Tomsik, 2015). As Richardson and Watt (2006) contend that, to some, teaching career is for public good of the society where they live; others have strong desire to help children succeed, while others opt for it so as to have flexible working hours. It is therefore, imperative to investigate and establish the teachers motivations for opting teaching as a career, as far as the type and level of motivation is likely to influence professional engagement and teaching style (Watt, Richardson & Devos, 2013).

The most commonly identified types of motivation of teaching in teachers are: internal and external motivation, which is equivalent to the expected “values” (Tomsik, 2015). Teachers who are intrinsically motivated, opt for teaching because they enjoy teaching as a profession, while those who are extrinsically motivated, opt for teaching because of other external factors such as to have a flexible working hours, enjoy loan benefits and get salary (Richardson & Watt, 2006).

Teachers in Tanzania, as elsewhere are considered as the most important catalyst in promoting students' academic performance (Davidson, 2006). This is because teachers have the role in the provision of quality education and hence their motivation is considered important (Bennell & Mukyanuzi, 2005; Bennell, 2004). Currently, job performance has become an important global criterion to determine organizational change and development and working performance depends on worker motivation (Mustafa & Othman, 2010).

However, there has been a fall in student academic performance in secondary schools for quite some time now. Studies such as those of Jidamva 2016 and Sumra and Rajani (2006) revealed that some students finish secondary education without the necessary skills in life or for further education. Hakielimu, (2007) and Makombe et al, (2010) suggested that, among the reasons for low level of students' performance in secondary schools in Tanzania is lack of teacher motivation.

In the field of education, teachers' motivation is an issue that has been studied widely and linked with some factors such as gender, age, physical health, self-perception, social perception, skills and life stage all of which have impact on motivation (Klassen& Chiu 2010). Klassen and Chiu (2010) assert that motivation is much influenced by individual's sex, age, social economic status, and health status. According to Klassen and Chiu (2010) declining health influence workers motivation and as result reduces students' academic performance.

The relationship among teachers' years of experience, gender and teaching level, instructional strategy, classroom management, work load and classroom stress have

been theorized as having an impact on job satisfaction. In that literature, the issue of lack of motivation among teachers has been linked with high workloads, large classes, lack of professional development training, poor living and working conditions, little salaries, and poor policy and administration. In his study, Jidamva (2016) found that what affects quality of school performance are things such as infrastructures, school inspection, self-assessment, teaching and learning materials, student-teachers ratio, parents' participation and in service training, salaries, and longer working hours.

Gana and Bababe (2011) contend that lack of motivation could lead to low job performance because motivation is an input to work and job performance. It is from this view that proves close relationship between motivation and hard working of teachers. In a study by Ufuophu-Biri and Iwu (2014) it is shown that motivated workers are much more likely to work harder and happily. Motivation is therefore, tied to individual catapult to hard working or job performance.

Teachers' performance has been measured using different aspects; one of them include smooth classroom interaction, where teachers provide opportunities for students to learn by creating condition that support and facilitate learning. Arreola et al., (2003) suggest that when teachers use techniques and methods that create an environment for learning, there is a high probability that students will learn. Thus, from this aspect it is revealed that, teachers' motivation and performance is measured through the achievement and competence of their students.

Dolton and Marcenaro (2011) observed that countries with poor records of teacher motivation have low teacher performance leading to poor educational outcomes.

According to (MOEVT, 2010) in Tanzania, teachers' experience low and irregular salary payments, lack of housing, inadequate and poor teaching facilities, low status and limited opportunities for further studies development. However, in a study by HakiElimu and TTU (2004) it was revealed that although teachers in Tanzania are earning less than what is required for their human survival, but this may not be the case for female teachers, who are married to affluent husbands.

Broekman (2013) argues that factors that influence teachers' motivation positively might include professional support, like in services training programs, teacher guides, fringe benefits, and social facilities, food and transport, but this may not be the case for both male and female teachers. Kamalian & Moloudi (2010) advocate that motivated employees have goals similar to those of the organizations and direct their energy in that direction of goal attainment. Therefore, this study intends to assess how gender influences the motivation and working performance of female and male teachers in Tanzania.

In Tanzania numbers of steps have been taken to motivate teachers with a goal to raise their teaching performance. For example in SEDP 1 and 2, the government has come up with a number of strategies, among them include incentives systems and care such as with those with AIDS/HIV. These incentives are in the form of encouragement to take action to achieve the eventual output of education in desirable ways. Besides, despite of the initiatives, which have been utilized by the government to motivate teachers, still some challenges persist and upset teachers' motivation and performance.

Gender has been sorted out as an important variable that can affect motivation and direct one's behaviour. Yet, there is scarcity of scientific verification on whether gender affects the motives behind the teaching career (Tomsik, 2015). Research shows that the teaching profession is increasingly feminized, in such a way that, there are issues like low income (Johnson, 2008), poor social status (Cushman, 2005) and public suspicion of men who want to work with children (Cushman, 2005; Johnson, 2008) particularly at early and primary stage of education (Tomsik, 2015).

Currently, the role of gender in affecting teachers' motivation and performance is less taken into consideration in Tanzania. The government assumes that female teachers will portray the same behaviours regardless of the different roles and position that they are assigned different from male teachers. Kendall (1998) affirmed that gender difference occurs when institutional structures such as schools assign female and male teachers different positions, different roles, and consequently expect them to portray the same type of behaviours. This means that, when female and male teachers are assigned positions and roles, motivation and performance will likely differ.

According to Ramachandran et al., (2005) in Pakistan male teachers reported to have chosen teaching for intrinsic and social contribution reasons while female teachers showed that they have chosen teaching career more for personal utility such as time for family and job security. It is therefore, clear to comment that, gender occupy a great role in motivation and performance to teachers since female and male teachers have different motives towards the teaching professional, thus this may influence their motivation and performance in a diverse manner.

Hutchings et al., (2000) citing a case of London, reported that teachers who leave their teaching job tend to do so because they are disenchanted, either with management and or with the work itself. What Hutchings fail to consider is the role of gender in teachers' motivation and performance? It is revealed that female teachers are forced by husband or relatives to leave their jobs because of gender norms and discriminations. Alcazar et al., (2006) portray that performance of some female teachers are affected particularly when they have young children whom they are supposed to take care of as a primary role of a woman. Therefore, in societies, which see women's role is to take care of children, female teachers cannot perform at their highest level compared to men.

1.3 Statement of the Problem

Teachers' job performance is a societal concern (Wanakacha, Aloka & Nyaswa, 2018) because teachers play a paramount role in shaping the lives of the students as they perform various core functions assigned; they interact with the students more often than the students interact with their parents. Any education reform or quest towards the quality of education starts with teachers as teachers had been considered to be central to both the problems of education and their solutions (Wanakacha, Aloka & Nyaswa, 2018).

Studies such as that of Mustafa and Othman (2010) and Tomsik (2015) have reported the existence of the relationship between motivation and teachers' performance, and gender has been reported as one of the factors affecting the level of motivation. Improvement in teachers' motivation has also been identified as benefitting students and countries with poor records of teacher motivation leading to poor educational

outcomes. Although Tanzania has devised several incentive systems as a strategy to motivate teachers such as teacher performance pay systems (Twaweza, 2018), gender as an important variable has not been much considered. This study aims to fill this gap in the literature.

1.4 Research Objectives

1.4.1 Main Objective

Main objective of this study was to determine the gender differences in motivation to teaching among secondary school teachers in Kahama Town Council, Shinyanga Region.

1.4.2 Specific Objectives

- (i) To examine gender disparity in the levels of motivation to teaching among teachers in secondary schools.
- (ii) To assess the relationship between gender and teachers job performance in secondary schools.
- (iii) To determine how teachers' motivation contributes to students' academic performance in secondary schools.

1.5 Research Questions

- (i) Are there any gender differences in the level of motivation to teaching among teachers in secondary schools?
- (ii) Is there significant relationship between gender and teachers job performance in secondary schools?

- (iii) What are the effects of teachers' motivation on students' academic a performance in secondary school?

Research Hypothesis: Before conducting the field, it was assumed that:

Ho1: there is no statistically significantly difference in teachers' motivation for teaching in secondary schools by gender

HI1: there is statistically significantly difference in teacher's motivation for teaching in secondary schools based on gender

HO2: there is no statistically significant relationship between gender and teachers' job performance in secondary schools

HI2: there is statistically significant relationship between gender and teachers' job performance in secondary schools.

1.6 Significance of the Study

This study is significant in the understanding what drive teachers in classroom teaching and how this drive affects students' performances. The study findings provide information to the Ministry of Education, Science and Technology, President's Office Rural and Local Government (PORLG). The Ministry of Labour and Employment on the helping in formulating policies that consider gender in motivation and performance, and how to handle incentives to both male and female teachers in education system in Tanzania. Also, the findings of this study broaden the understanding to all education stakeholders about the current status of teacher motivation and performance in secondary schools. Moreover, it will draw much attention to researchers to conduct further studies about the influence of gender in teachers' motivation and performance.

1.7 Limitation of the Study

As it is for any other social science research, this study faces a number of limitations that may have influenced the key findings in one way or another. The findings solely depended up on the information provided by the respondents based on their level of understanding, perception, attitudes and memory.

Therefore, those who hid some information or gave wrong information might have distorted the validity and reliability of the findings. To minimize this, the researcher, through the introduction part of the questionnaire requested the respondents to provide honest and accurate information. Additionally, in this study questionnaires were distributed but not all questionnaires were dully filled.

1.8 Delimitations of the Study

This study delimited itself on determining gender differences in motivation for teaching among teachers in Kahama Town Council, Shinyanga Region. The study was based on a mixed-methods research approach and it included female and male teachers, head of schools from selected secondary schools from Kahama Town council.

1.9 Definition of Key Concepts

In the context of this study, the key terms were defined as explained below:

Gender differences: refers to the socially constructed set of roles and responsibilities associated with being women and men. For the study context, the term gender refers to female and male teachers.

Motivation is something that drives or forces an individual to take some actions in order to achieve certain goals. According to Inayatullah and Jehangir (2013) motivational level of an individual is different like perception, and attitude. Therefore, gender difference can influence teachers' motivation and performance in secondary schools.

Performance is something, or what person does. Performance of the teachers in school is mostly influenced by motivation. Motivated teachers their performance automatically reaches high level. Griffin (2005) explores that; performance of an individual is determined by three things, motivation, working conditions and ability to do work.

1.10 Organization of the Study

The study is organized into five chapters. Chapter one presents an introductory part of the study and its sections as already presented above. Next, is the literature review, which is presented in the chapter two? Chapter three covers the research Methodology and its sub-sections. Research findings, presentations, analysis procedures and discussion are dealt within chapter four. Finally, chapter five consists of the summary of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives out the review of literatures relevant to the present study. The chapter consist theoretical framework, empirical literature that covers gender and motivation; gender and teachers' job performance; teachers' motivation and students' academic performance.

2.2 Theoretical Framework

This study used the Hierarchy of needs theory as proposed by Abraham Maslow in 1943, and the Goal-setting theory proposed by Locke and Lathan in 1990 as its benchmark theories. The choice of these two theories was guided by their strengths in providing explanation about the factors leading to difference in motivation and performance among employees in an organization. Therefore, the two theories inform the present study on understanding the gender differences in motivation for teaching among teachers in secondary schools.

2.2.1 The Maslow's Hierarchy of Needs Theory of Motivation

Hierarchy of needs theory was developed by Abraham Maslow whose assumption was that people are motivated by a number of five needs, which he considered were universal – physical, economic, social/political and psychological. Maslow ranked these needs hierarchically according to the order in which he thought they influenced human behaviour. Physical needs, such as hunger, shelter and sex he ranked them as basic and explained, they must be satisfied first before a person can think of other needs (McLeod, 2018).

Accordingly, Maslow illustrated his hierarchy of needs theory by starting with physiological needs. These he termed, as biological requirements, which to him were necessary for human survival. According to him, physiological needs are such as air, food, water and sex. Maslow considered these as the most crucial because without them, other needs become secondary until these needs are met. He believed that if physiological needs were not satisfied the human body cannot work optimally. To him, the attainment of basic needs is important to lay the foundation for any human being, and for our case, for teachers to desire to improve their professional carrier and personal achievement.

The second needs in his hierarchy are safety needs. According to him, safety needs are those that protect people from physical harm such as security, order, law, stability, and freedom from uncertainty. He believed that if human beings do not feel protected, or are fearful of their lives, they cannot function optimally. To him, the feeling of protection was important to function optimally for any human being, and for our case, for teachers to desire to go to school and teach with vigour. In the teaching profession these needs can be translated into a need for at least a minimal degree of employment security and free from threats and unfound or unexplained denial of rights and freedom including of managing the school and classrooms.

Love and belongingness needs were the third in Maslow's Hierarchy of Needs. Maslow sow a logic, if one had achieved both physiological and safety needs, he or she would aspire for love and belongingness. He believed that if human beings do not feel loved and belonging, they cannot function optimally. To him, the feeling of being loved and understood by others, they would willingly want to be part of a team to

work collaboratively with his/her colleagues'. As for the case of teachers these needs can be translated into a need for being acknowledged, supported and encouraged.

After a feeling of belonging, the higher level in the hierarchy of needs is esteem needs. According to Maslow these needs are classified into two categories: (i) self-esteem (dignity, achievement, mastery, independence) and (ii) the desire to reputation or respect from others such as ranks or prestige. On self-esteem, a person feels useful and necessary to the world he or she belongs. He believed that if human beings feel useful and necessary, they can work harder to maintain the expectations.

To him, the feeling of being useful and important was necessary to want to do better for any human being, and for our case, teachers desire to surpass expectations. In the context of this study, self-esteem needs can be translated into a need for teachers to be trusted given responsibilities including being heads of sections, academic masters, subject master, farm manager and the like. When this need is thwarted the results are a feeling of inferiority, weakness and uncertainty.

The second part of esteem need is self-actualization. According to Maslow, self-actualization leads to individual progress or development, and the process of becoming all that a person is able to become. It is described as a tendency to become more what the person is, in other words, trying to reach his highest potential. The need for self-actualization can vary from person to person. This is why some teachers may opt to have a lot of money; others want to go for further studies, yet others want to be assigned positions of power.

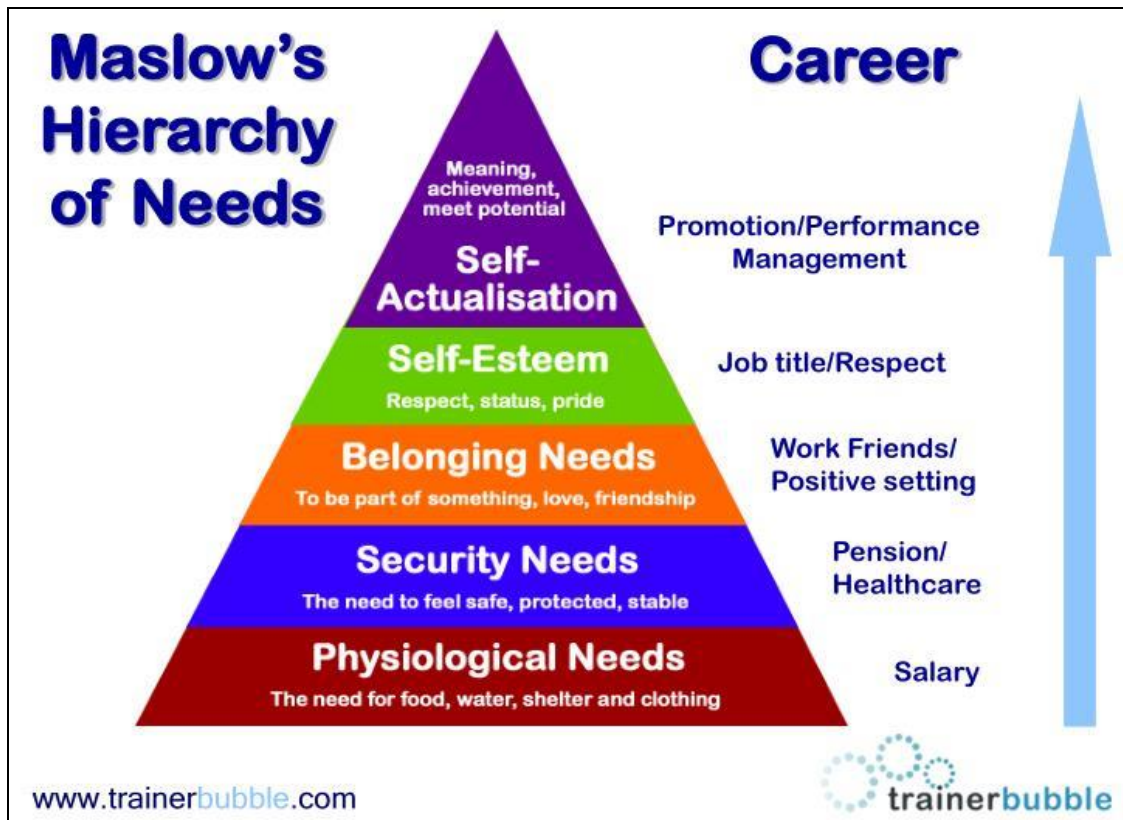


Figure 2.1: Maslow's Hierarchy of Needs

Source: www.trainerbubble.com; Maslow (1943)

Maslow's hierarchy of needs was used to understand, apart from gender difference in motivation and other intervening variables such as social and economic factors that may affect teacher motivation, regardless of their gender. In his case, teachers' motivation to teaching is largely based on their satisfaction of the teaching profession rewards as basic needs particularly salaries and accommodations other fringe benefits like good working conditions as safety needs as well as teachers' status as feelings of love and belongingness.

2.2.2 Goal Setting Theory

This is a cognitive theory, like Maslow Hierarchy of needs it relay on the premise that people have needs. Unlike Maslow's explanation, these needs are specific outcomes

or goals that are expected to be obtained (Locke, 1968). Goal-setting theory developed by Locke and Latham (2002) in the context of industrial/organizational psychology. Their research involved 400 industrial workers. Locke and Latham believed that the goal setting lies within the domain of purposefully targeted action and from this assumption, they went ahead to conduct research using induction. The central premise of the theory is on the differences among people pertaining performing and accomplishing various tasks especially on the rate used to accomplish tasks. Locke and Latham (1991) have viewed that if employees have a similar level of ability and knowledge, then their difference in performance must be motivational.

According to Locke and Latham, value and goals are two cognitive determinants of behaviour: Value is more attached to one's emotional judgments emanating from his life background. A goal is simply what an individual is aware with and trying to do. Locke and Latham postulate that the form in which one familiarize formed is very mood. That is why one's values create morale to perform things consistent with those values. Goals affect behaviour through other mechanisms such as a result envisaged to be attained. Lunenburg (2011) postulate that effective performance seems to result when goals are measurable and challenging.

For Locke and Latham (1990), challenging goals mobilize energy, leading to higher effort, and increase persistent effort. Goals motivate people to design strategies that help them to perform at the required standard. Therefore, the researcher has used the goal setting theory to understand how teachers' values and goals can be nurtured for them to better performance in secondary education. The fact that motivation and performance are influenced by both intrinsic and extrinsic factors, the theory will help

to understand some intervening variables apart from gender, such as personal intrinsic and extrinsic motivation that may work to affect teacher motivation and working or performance.

2.3 Empirical Literatures

3.3.1 Global Level

2.3.1.1 Gender and Motivation

In their study on Gender Differences in Motivation and Teacher Performance in Core Functions in Kenyan Secondary Schools, Wanakacha, Aloka & Nyaswa (2018) utilized a mixed-methods research approach to interview a total of 140 people including teachers, Principals, HOD's Co-curricular, DOS's and DQASO. The study showed that gender difference did not have a much effect on both intrinsic and extrinsic motivation of teachers to perform their core responsibilities. Wanakacha et al (2018) also found that gender differences did not affect teachers to perform their work. They suggested that, the Kenyan Teachers Service Commission and School Board of management need to develop motivation strategies for teachers.

In Nigeria, Yemis (2013) researched the role of gender, age, training and experience on teachers' motivation. The result showed that, gender was not related to teachers' motivation to teach, untrained and trained, experienced and inexperienced teachers. It was also noted that, Government had poor motivation to teachers. Therefore, Yemis suggested that, principals and government to ensure that teachers' welfare, training, salary, loans and teaching aid requirements and other needs are adequately met as a means to motivate teachers towards teaching.

Ozof, Aluwarotin, Eyengilo and Ogunleye, (2018) on the influence of gender on job satisfaction of teachers in ILE-IFE, OSUN State, Nigeria. They examined the effect of gender on job satisfaction by taking a sample of 200 teachers selected from public and private secondary schools through survey research design. In this research, teachers had different opinion about job satisfaction. Ozof found that there is a significant difference in teachers' motivation of male and female. Hence suggested that, those who deceives promotion must be promoted, government should provide benefits and allowances to teachers, salaries be good and attractive paid when due, school administration also to motivate teachers by taking them to seminars and workshops (in service training).

Akuoko et al., (2013), researched on teachers' motivation and Quality of Education delivery Tamale Metropolis in Ghana. In this research 216 respondents were used and through questions, and simple observation was used. He found that there is close relationship between teacher motivation and performance or quality education. They suggested that living and working condition for teachers be improved, career development be given to teachers because are the determining factor for quality of education given to students. Hence the government of Ghana and other stakeholders in Education were required to ensure that teachers are motivated in order to deliver best by establishing attractive conditions for teaching and learning facilities, minimize congestion in classrooms by constructing more classrooms.

2.3.1.2 Relationship between Gender and Job Performance

The research by Igberadja (2016) on the effects of teachers' gender and qualification on students' performance in vocational technical education. No instrument was

employed instead letters were used for data request and 91 students were involved to assess the effects of teachers' gender and qualification on students' performance. Igberadja found gender and qualification did not have any significant cause on students' performance. Hence, recommended that, Delta State Ministry of Higher Education should employ both qualified teachers regardless of gender to teach vocational technical education courses, since students' performance is not related to the gender and qualification, and also there should be no bias and qualification preference in recruiting teachers in schools.

Odunaike and Ijaluola (2013) on their empirical analysis of teachers' gender and Secondary school students' academic performance, analysed teachers' gender and the academic performance in Business Education subjects in Ijebu-ode, Ogun state in Nigeria. 8 senior secondary schools were randomly selected from the 13(thirteen) secondary schools and through teacher gender Questionnaire was used to collect information from professionally qualified classroom teachers (20 males and 20 females) were purposely selected for the study.

It was found that female teachers put extra effort in ensuring high standard of performance by students than their male counterparts who perceive teaching as a profession for the weaker sex (females). Then suggested, that students should not depend on their academic advancement on their teachers' gender while the government should encourage people, irrespective of gender, like teaching profession through proper remuneration, increase gender sensitivity of teachers and their daily lives so as to foster change in their social status, working conditions and gender balance of the profession.

2.3.1.3 Teacher Motivation and Students' Academic Performance

In Malaysia, Majzub and Rais (2009) researched on boys' underachievement; Male versus Female teachers whereby they examine the notion towards role modelling, needs for teachers based on gender, effectiveness of female teachers against male, recruitment policy and suggestion towards one gender school or preference for male or female teachers. Through a semi-structured interview, 40 teachers were interviewed 20 males and female respectively. Mixed result on teachers' preference and effectiveness, the need for developing teacher professional and program were addressed and improvement of the strategies employed by males and female teachers to teach. It was finally suggested that research should be done to find out why low interest of males in teaching professional versa as females.

In India, the research of Bhargava and Anbazhagan (2014) conducted a study on the influence of age and gender on the performance to work whereby they investigated the different performance levels of the workers in the Chittoor Sugar factory located at the Chittoor town of South India. A sample of 112 randomly selected and performance Questionnaire was administered. They also studied how the age and gender influence the performance levels of the workers in the firm. Upon study it has been found that the two variables under investigation have their direct effect on the performance of the workers to different levels. For example, medium range on age, perform better compared to the extremes. The gender too was found to have its impact on the performance and the female workers are somehow more productive.

In India, Islahi and Nasreen (2013) conducted a research on who make effective teachers, Men or Women utilizing Indian perspective in Uttar Pradesh State. They

interviewed teachers whereby among them 245 were males and 237 females on how the effectiveness of teachers based on gender in relation to demographic aspects like marital status, training, location, and language used and performance. They found that males and females teachers exhibited insignificantly different effectiveness. They suggested that there is a need to focus on gender responsibilities and requirements so as to take out maximum from males and female teachers and researches on similar lines are required in order to produce a more productive gender performance understanding in future.

The study of Testament et al., (2018) on the impacts of teacher's efficacy and motivation on student's academic success in Science Education among secondary and high school students. Results showed that gender difference was nothing but nationality difference was significant in terms of students' academic achievement in science education. Also finding reported a crucial impact of teacher drill or skills and motivation on academic achievement in Kariuki and Mbugua (2018) conducted a research on the of student motivation by teachers on academic performance in public secondary schools in Nyeri and Kirinyaga Counties, Kenya.

The study involved, principals, purposively sampled, class teachers and used Stratified sampling to select 27 schools. One of the key findings was good relation between teachers and students. The other major finding was providing rewards as incentives for good academic performance. The researchers found that high teacher expectations of student ability had a positive influence on academic performance. They finally recommended that, since most of the learning occurred inside the classroom and teachers play an important role in motivating students, good teacher- student

relationship should be cemented to enable learning at a high standard, rewards must be taken into consideration by teachers to motivate their learners by spelling out high expectations from their students' ability to perform academically.

Wambugu, Kimiti and Muola (2018) studied the influence of teachers' motivation on students' performance in Kenyan Secondary Schools in Kinangop sub county Nyandarua County. The study aimed at establishing the influence of appreciation of teachers on students' performance in KCSE in public secondary schools in Kinangop Sub County. The study used a sample of 16 head teachers and 168 teachers. The findings revealed that teachers' appreciation through rewards and incentives for good performance enhances work commitment, increases engagement with students consequently leading to improved academic performance. Also, they suggested that, school administrators' need to create avenues for rewarding good performance and teachers' commitment towards their work.

Mugikuu (2012) conducted a study on the influence of teachers' motivation on students' performance in Kenya Certificate of Secondary Education in Public secondary schools in Kwale County. He examined the influence of teachers' motivation on students' performance in Kenya Certificate of Secondary Education (KCSE). Findings showed that the influence of teacher motivation on student performance were affected by number of factors such; large class sizes, lot of workload and hence long working hours and more subjects, all these were major demotivators amongst teachers. Payment (the effort -price of work) was not good which make teachers resistant to extra work that boosted students' academic achievement.

However, teachers were relatively satisfied with the recognition given from their schools, good relationships with leadership at school and staff. This made teachers provide tests, measurement, and checking of classroom works. Taking this into account head teachers were required create good working conditions that motivate teachers. They suggested that a close follow up of teachers is very crucial if they are to remain productive although not always the case, head teachers to establish good working relationships with their subjects at the working station and also to motivate teachers so that they would ensure a strong school system hence effective classroom management. The study suggested that a study should be carried out to establish students' outlook on how motivated teachers influence students' performance.

2.3.2 In Tanzania

2.3.2.1 Gender and Motivation

Ikupa and Wilfried (2016) studied gender differences in student-teachers' commitment to teach. They focused on the relationship between student-teachers' gender, gender roles and commitment to teaching within the context of a large, university-based teacher education program in Tanzania. Self-report questionnaire was administered to 3246 teachers and among them 33% female and 67% male for the academic year 2013/2014 DUCE in Dar-es salaam.

They found that, gender roles were significantly related to commitment to teaching and the intention to enter the teaching profession. Highly androgynous student-teachers reported significantly more commitment to teaching and higher intentions to enter the teaching profession compared to medium and low androgynous student-teachers. No significant relationships were found between gender, on the one hand,

and commitment to teaching, and the intention to choose the teaching profession, on the other hand. Ikupa suggested that other studies be conducted in different cultural contexts in order to understand fully the relationship between gender motivation and commitment.

Kuandika (2016) in her research on gender differences in perceptions of motivation among secondary school teachers in Kibamba reported a slight difference on the factors that led to motivation in teaching among males and female teachers in secondary schools. The key factors that raised motivation to female teachers were the idea to be noted as having a job and that, were doing something of worth. Men on their side were more motivated when a job got them out of poverty.

However no differences levels of motivation among male and female reported. Kuandika suggested that the government and non-government organizations should provide incentives to the teachers by providing shelters and other social services around schools such as electricity or other sources of power and giving teachers' allowance.

2.3.2.2 Teacher Motivation and Students' Academic Performance

Peninah (2017) carried out a research on assessing the role of teachers' motivation on students' academic performance in Ilemela District. She assessed the role of teachers' motivation on students' academic performance and found that, teacher's professional development improved students' academic performance. She also found that working conditions highly influenced or motivated teachers to perform well and changed students' academic performance.

2.4 Synthesis and Knowledge Gap in the Literature

The literature reviewed has indicated that there is no study related to gender differences in motivation to teaching among teachers in secondary schools in Tanzania and because of this lack of literature, there is no knowledge of what motivate males and female teachers and the effects of this motivation on students' academic performance. This study aims at filling this gap in the literature by analysing gender differences in motivation to teaching among secondary school teachers in Kahama town council in Tanzania.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology used to carry out this study. The chapter elaborates on the design of the study, area of study, target population, sampling procedures and sample size, ways of data collection, data analysis, research validity and reliability.

3.2 Research Approach

In determining gender difference in motivation and performance among teachers in Kahama the researcher adopted mixed approach, where quantitative approach was supplemented by qualitative approach. The selection of mixed research approaches was largely a response to the type of this study, which aimed at understanding not only the extent of gender difference in motivation and performance, but also what teachers were saying in narrative form.

According to Cohen et al., (2000) the selection of mixed research approach considers that it is exhaustive and reliable, thus it allows deep exploration of respondents' thinking. The reason behind the use of mixed approach is the integration of quantitative and qualitative research could give a broader understanding of the researched phenomenon. According to Merriam (1998) qualitative research approach focuses on the understanding of a phenomenon, a process, or the perspectives and worldviews of the people participated.

Therefore, qualitative research gives depth understanding of social, political and culture context for those people involved this study. Besides, quantitative approach was employed to organize quantitative data presented by using of frequency, table and percentage was generated through questionnaires (Creswell, 1994).

3.3 Research Design

In the study, the researcher used a cross-sectional design to determine gender difference in motivation and performance among teachers in Kahama Town Council, Shinyanga Region. A research design is the systematic procedures, which are developed to study a scientific problem (Burns & Grove, 1997).

It establishes the structure that connects the research questions to the gathering of empirical data, and finally, to the conclusions drawn (Yin, 2003). A cross-sectional design adopted in this study since it permits making all measurements on a single occasion and within a short period of time.

In using this design, I was aware of its weaknesses as pointed out by Kraemer (1994) that the design is relatively not dear, quick and simple as it is hard to get a strong cause and effect relationship between variables. However, I chose it for its strengths because it allowed me to observe two or more variables at the point in time and was useful for describing a relationship between gender and students' performance (Breakwell, Hammond & Fife-Schaw, 1995). In this way, I was able to produce both qualitative and quantitative data and a detailed description of the phenomena under study.

3.4 The Study Area

This study was conducted in Kahama Town in Shinyanga region, Tanzania. This town is located West of Shinyanga region, South East it is bordered by Nzega, East by Isaka, North West by Geita and West by Bukombe. Its administrative centre is the town of Kahama. According to the 2012 Tanzania National Census, the population of Kahama District was 523,802. Kombo and Tromp (2006) argued that taking care of selecting the research location is very important as it help enhancing the usefulness of information produced by the study.

Kahama was chosen as a research site because teachers in Kahama were reported to be among the lowest student academic performance compared to other districts in Shinyanga region (HakiElimu, 2016; NECTA, 2019; BEST 2020). Likewise, given the fact that teachers' demotivation can yield poor students performance (Mustafa and Othman, 2010;Tomsik, 2015), therefore the area was also informed due to reports of the national examinations which show that there is an increase in poor performance in secondary schools in the district particularly an increase in division zeros from 329 to 352 till 405 in 2017, 2018 and 2019 respectively (NECTA, 2019).

According to PORALG (2016), there are 28 secondary schools in Kahama Town council of which 15 are government schools and 13 non-government schools. Therefore, conducting a study in Kahama Town council is expected to produce expedient results that can be useful to other areas. It is expected that the findings obtained from Kahama Town council, which acted as a representative of areas with similar situation.

3.5 Target Population

The target population of this study is secondary teachers in Shinyanga region, which comprises 6 councils. Kombo and Tromp (2006) define population as a group of individuals, objects or items from which samples are taken for measurement. However, this study targeted Kahama town council in which both male and female teachers, and heads of schools from selected secondary schools in the council. Selection of teachers in this study considered their direct involvement in the teaching career. Thus, they are capable of providing useful information about how gender difference influence motivation and performance among teachers' particularly secondary schools. Moreover, Kombo and Tromp (2006) assert, effective population should have some idea of the topic being investigated.

3.6 Sample Size and Sampling Procedures

3.6.1 Sample Size

Kahama town council has a total of 482 secondary school teachers. According to Best and Kahn (2006), a sample is a small proportion of a population taken for observation and analysis, having a characteristic of which will help the researcher to make a certain inference about the population from which sample was drawn. However, in this study a total of 110 participants were selected in which 48 are female and 42 are male teachers and 20 head of schools in which 12 were male and 8 female which make a total of 56 and 54 teachers respectively. In determining the sample size, the researcher considered several factors, such as the availability of the population, research design, time and fiscal. Guyton and Farokhi (1987) stated that the minimum number of samples trusted to be acceptable for a study lies on the type of the research.

Table 3.1: Summary of Sample Size

Categories of the respondents	Sampling procedure	Number of respondents (N)	Percentage (%)
Teachers Male	Random sampling	42	38.18
Female	Random sampling	48	43.63
Head of secondary school	Male Purposive sampling	12	10.90
Female	8	7.27	
Grand Total		110	100.00

Source: Field data, 2019

3.6.2 Sampling Procedures/Techniques

Respondents in this study were selected by using purposive and simple random sampling procedures. Sampling techniques refers to the process of selecting a sample from a large population in which the study is interested in collecting information and drawing conclusions (Krishnaswami, 2002). The reason for using purposive and simple random sampling procedures was because no one technique can work in isolation because it could cause bias or distort the whole ideas of the truth that the researcher is investigating (Cohen & Monion, 2000).

3.6.2.1 Purposive Sampling Technique

Purposive sampling was used in selecting 20 head of schools from selected schools in Kahama Town council. These respondents were selected by considering of qualification and skills or knowledge on the teaching profession and gender difference in motivation (Tromp, 2006). Indeed, as Tromp (2006) asserted, purposive sampling technique is used for the individuals with rich information about certain facts.

3.6.2.2 Random Sampling Technique

Random sampling was used to select 90 teachers from selected secondary schools in Kahama Town council. Random sampling provided an opportunity to every teacher to

be involved in the sample equally. As Ruane (2005) asserts that, the use of random sampling minimizes sampling error and researchers' biasness during the action of recruiting the participants to the study.

3.7 Data Collection Methods

The data for this study were collected through questionnaire, interview and Focus Group Discussions (FGDs).

3.7.1 Key Informant Interview

The study employed the key informant interview due to its flexibility in data collection and its ability in capturing feelings and insights, which can be difficult to capture through other techniques. As Bryman (2004) contends, if one wants to understand peoples' world and their way of living, talk with them. Therefore, interview was administered to heads of schools to extract their views about teachers' performance in relation to their gender and motivation and how teachers' motivation influences students' performance, which added to what, the teachers gave out on those aspects.

3.7.2 Focus Group Discussion

The researcher conducted focus group discussion (FGD) sessions to female and male teachers. Through FGD the researcher collected range of opinions about gender difference in motivation and performance in secondary schools. The purpose of using this method among teachers in this study was to allow researcher to explore how group think about gender difference in motivation and performance among teachers. According to Powel and Single (1996), (FGD) is a small group discussion, addressing

a exact topic, about 6 to 12 participants, either with the same or varying on specific features of interest to the researcher.

3.7.3 Questionnaires

The questionnaires administered to sampled secondary schools' teachers in all participated schools so as to obtain data related to their knowledge, beliefs, attitudes, and behaviors regarding motivation to teach (Bryman, 2001). Structured questionnaire was used to collect quantitative data. As supported by Lindlof and Taylor' (2002) questionnaire should contain exactly questions in the same order to ensure that answers can be reliably aggregated and that comparisons can be done with confidence between sample subgroups or different survey periods. Taking Taylor's suggestion, the questionnaire for this study was closed and open ended. The researcher used questionnaire because of their convenience in collection of data in a short time and for reaching big number of population.

3.8 Data Management and Analysis

Data management started at field by ensuring that all the information provided by the respondents was recoded and coded appropriately. In the context of this study the data from questionnaires (quantitative data) were presented in form of tables and descriptive analysis was carried and expressed in frequency, and percentages by using Statistical Package for Social Sciences (SPSS) computer software (version 20). The qualitative information collected through interview and FGDs were subjected to contents analysis, where summarized and the major themes emerged were noted to elucidate the data. These data are presented in narrative forms.

3.9 Validity and Reliability of the Research Tools

In research, considering the validity and reliability of the research it is so vital simply because it help to determine the quality and stability of data gathered during the research process (Burns, 1999). Validity means the extent to which the scores from a measurement represent what it targeted or how correct the research result is. As Burns (1999) suggests, validity of the data is an essential criterion for assessing the quality and acceptability of entire research.

On the other side, reliability of the data is also a significant requirement which research data should possess which refers merely as consistency, dependability and replicability of the findings obtained from the research study (Nunan, 1999). This research took care of external reliability by collecting numeric data with the same range of scale in order to collect data correctly quantitatively across the groups. Internal reliability was taken care by piloting the research instruments to create credibility and consistency of the outcome from a small group of people different from the research participants.

3.10 Ethical Considerations

Before data collection process permission to collect data for this study was sought and granted by the Open University of Tanzania, Shinyanga Regional Administrative Secretary (RAS), Kahama Town Director and education officer concerned. Ethical issues were taken into account during data collection from schools and different government offices. The respondents were informed clearly that, the information collected from them would be treated confidential and utilized only for the purposes of this study, learning, and other crucial purposes.

Additionally, participants were kept and protected very confidential such that names of schools and participants were not used, instead pseudonyms used instead, and digital files and data secured and protected by password into a personal computer. Moreover, respondents were informed that their participation is voluntary and hence they are free to withdraw from study any time they wish.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the data collected based on the study objectives. The first part presents demographic information; second part presents summary of the surveyed information and the response rate, and lastly discussions of the findings.

4.2 Demographic characteristics of Respondents

A number of 110 secondary school teachers' involved in this study. Of the 110 teachers, 54 (49.1%) were male and 56 (50.9%) female; 70 (63.6%) had teaching experience of more than 15 years, 40 (36.4%) had less than 10 years teaching experience. 75 (68.2%) of the teachers were aged above 30 years while 35 (31.8) were below 30 years. Concerning their level of education, 79 (71.8%) teachers had completed a bachelor degree, 30 (27.3%) diploma and 1 (0.9%) postgraduate level of education. The demographic features of the respondents are summarized here under:

Table 4.1: Demographic Characteristics of Research Respondents

Characteristics	Frequency (N=110)	Percentage (%)
Teachers' Gender		
Male	54	49.1
Female	56	50.9
Total	110	100
Age		
Above 30 years	75	68.2
Below 30 years	35	31.8
Total	110	100
Level of Education		
Diploma	30	27.3
Bachelor degree	79	71.8
Postgraduate	1	0.9
Total	110	100

Source: Field Data, (2021)

4.3 Gender Differences in the Levels of Motivation to Teaching among Teachers in Secondary Schools

The first objective sought to examine gender difference in the levels of motivation to teaching among teachers at schools. Respondents were asked a question to rate the reason that motivated them to opt for the teaching profession based on four-Likert scale. They were supposed to respond with: strongly disagree, disagree, agree and strongly agree. The data below summarizes the responses given on this objective.

Table 4.2: Teachers' Motivation to Teach based on Gender Distribution

Type of Motivation	Frequency (N)	Percentage (%)
Intrinsic Motivation		
Male	17	40.5
Female	38	79.1.
*Teaching is my passion.		
Male	25	59.52
Female	32	67.85
*In school I feel like home.		
Male	33	78.6
Female	36	75
*Teaching is good.		
Male	31	64.6
Female	24	57.1
Extrinsic Motivation		
*To get salary.		
Male	28	66.6
Female	29	60.4
*Social status.		
Male	14	33.3
Female	19	39.6

Source: Field Data, (2019)

Findings in Table 4.2 indicate, the average values of female teachers' motivation for teaching are higher compared to male teachers. Interview showed that 38 (79.1%) of the female teachers were intrinsically motivated to opt for teaching compared to 17

(40.5%) male teachers. A majority of female teachers 32 (66.6%) reported that teaching is their passion, thus they enjoy teaching while 25 (59.52%) male teachers reported that teaching is not their passion, rather they opted for it only to get salary, social status, because one or both of their parents were teachers as well as to get free time to take care of their families. Thereafter, the female teachers' motivation to this carrier is higher compared to male teachers in conclusion.

The results on the follow up interview among respondents generated revealed that majority of male teachers were extrinsically motivated toward teaching career. This revealed their motivation to teach is based on extrinsic factors such as salary or to generate their income or secure their employment. Some of the male participants' remarks are illustrated by their quotes as follows:

“Teacher has a lot of freedom. I like it because I can go for further studies easily, not like in other careers”. (Male Teacher 1, Kahama Distric) *Yes, it is a job that I can get income to earn a living and job security is high (employment).* Male Teacher 2; Kahama Distric)

On the other hand, contrary to male teachers, it also revealed that female teachers were more intrinsically motivated toward teaching career. This is based on the fact their motivation responses toward their decision to teaching profession were more based on intrinsic factors such as their own interest to teach children and the goodness of the teaching career.

Some of the female participants' remarks are illustrated by their quotes as follows:

“I chose teaching career because I liked it from my heart. I liked teaching from when I was young and I am happy to be a teacher”. (Female Teacher 1, Kahama district). *I am interested in teaching because is good, security is high and also is permanent and pensionable.* (Female teacher 2, Kahama district).

The responses of the respondents as depicted above imply the female teachers had intrinsic motivation to become teachers. They argued that, they opted for the teaching profession not only because of getting salary (extrinsic motivation) but because they liked it for its own sake. On the contrary, most of the male teachers argued that, they opted for teaching profession due to easy access to get employment (income). To them teaching would enable to earn a living easily, and also teaching employment was easy to get than other professional.

Ozoef et al., (2018) echoed this finding as they reported a significant difference in teachers' motivation for males and female. Likewise, a study based in Tanzania by Kuandika (2016) showed a slight difference on the factors that caused motivation in teaching among males and female teachers in schools. It was agreed that females were highly motivated with the idea that they could be figured out as working somewhere and doing valuable thing.

This is similar with findings, found which showed that in reality, males and female like(motivated) to teach so as to get income and to earn a living and to provide their family needs particularly males but there is slight difference in motivation between them as portrayed by Kuandika (2016) and Ozoef et al., (2018).

4.4 The Relationship between Teachers Motivation and Job Performances in Secondary Schools

The second objective of this study intended to assess if there was any relationship between teacher motivation and job performance in secondary schools in Kahama Town. Pearson correlation coefficient was employed to establish both degree and

direction of the correlation. Question such as: Some people think there is a close link between gender and teachers' job performance, what is your view? Follow up questionnaire generated the following answers.

Table 4.3: Summarizes the Data of Relation between Gender and Job Performance in Secondary Schools

Gender	Correlation (r)	Significance (p-value)
Male	.48	.001
Female	.57	0.007

$P \leq 0.05$

Source: Field Data, (2019)

As findings Table 4.3 indicate, the correlation in both gender for teaching in secondary schools is positive and statistically significant ($p < 0.05$) and is somehow larger among the female teachers ($r = 0.57$, $p = 0.007$) compared to male teachers ($r = 0.48$, $p = 0.001$). This finding suggests that gender is an important factor affecting performance for teaching in secondary schools.

However, male and female are not equal in terms of performance, hence; influence their motivation to teaching in such a way that female teachers are somewhat motivated for teaching compared to male teachers (See Table 4.3). This difference is significant and the first null hypothesis by which the researcher assumed that there is no statistically difference in teachers' motivation for teaching based on gender is rejected in favor of the alternative hypothesis. Female teachers have shown significantly higher motivation for teaching compared to male teachers. They also showed higher intrinsic motivation compared to male teachers.

Participants in the interview also were required to give their opinion regarding relationship between gender and teachers job performance at schools. Majority of the respondents explained that no relationship between gender and teacher's performance in the school in sense that anyone regarding of his or her gender can perform better at job. A few quoted remarks below are illustrative.

“It is quite wrong no any relation at all. Both can perform well”.
(Male Teacher 3, Kahama district)

“On my view, all can perform well in teaching, there is no any difference”. (Male Teacher 4, Kahama district)

“It is true males work harder than female teachers”. (Male Teacher 5, Kahama district)

“No, performance does not regard gender in teaching. That is what I know and both can perform well”.(Female Teacher 3, Kahama district)
I don't think so. Both can work hard or vice versa is true.(Female Teacher 4, Kahama town)

There are various plausible explanations for such finding. One of the explanation is that in African context, women tend to like much caring activities and the career that give them an opportunity to take care of the children at home after work. Therefore, this finding supports the theoretical framework of this study on the Hierarchy of Needs and Goal setting. The finding is also echoed by Klassen and Chiu (2010) who believe that, gender is one among the factors influencing motivation. Similar finding was reported by Ikupa et al., (2016) who found that gender roles were significantly related to commitment to teaching and the desire to choose teaching carrier.

Contrary to this finding, in Kenya, Wanakacha et al., (2018) as it was for Yemis (2013) in Nigeria reported that gender differences have impact on intrinsic and

extrinsic motivation of teachers to work well in their main function. Contextual differences and methodological differences may be responsible for this inconsistency in the findings, for instance the teachers working conditions (including but not limited to salaries and social economic status) in Kenya and Nigeria differ significantly to that of Kahama town council and Tanzania at large.

On this objective the respondents showed no any relation between Gender and Teachers job performance, 89 % of female teachers said no and also 79 % of male teachers, hence this correlates with the literature for example Igberadja(2016) research found that gender and qualifications have nothing to do with performance of teachers.

However there are few who argue differently such as 11% for female and 22% for males, that male do work harder than female teachers. This is supported by Islahi and Nasreen (2013) showed that males and females teachers exhibited insignificantly different effectiveness on relation to demographic factors. Conclusively both genders can perform at high or low under certain environment or condition.

4.5 The Influence of Teachers' Motivation on Students' Academic Performance

The third objective of the study was seeking to determine how teachers' motivation influence students' academic performance. Data obtained on various aspects to teachers' motivation and to Heads of schools distributed according to their respective genders as teachers in general based on a four-Likert Scale and the findings were as showed on Table 4.4 and some of answers from teachers being given.

Table 4.4: Findings from the Teachers in General

Statement	Gender of teacher	SA		A		D		SD	
		N	%	N	%	N	%	N	%
Teachers' motivation influence students' academic performance	Male	23	42.59	13	24.07	8	14.81	10	18.51
	Female	26	46.42	12	21.42	10	17.85	8	14.28
Students' performance does not depend on teachers' motivation	Male	26	48.14	10	18.51	12	22.22	6	11.11
	Female	19	33.92	4	7.14	18	32.14	25	44.64
By teachers gender who prefers mostly tangible motivation rewards than intangible to perform best in teaching.	Male	28	51.85	6	11.11	16	29.62	4	7.40
	Female	27	48.21	14	25	10	17.85	5	8.92

Source: Field Data, 2019

As findings in Table 4.4, 48.14% of male teachers including heads of schools' respondents, strongly agreed that Students' performance does not depend on teachers' level of motivation while 18.51% agreed with the same view. However, 22.2% disagreed and 10.9% strongly disagreed while female teachers including Headmistress, in response to whether Students' performance does not depend on teachers' level of motivation, 44.64% strongly disagreed compared to 32.14% disagreed, and 7.14% agreed while 33.92% strongly agreed to the statement. Additionally, respondents in this category were asked their view on whether students' academic performance depends upon or is influenced by the teachers' motivation for teaching. Findings indicated that 42.59% of male teachers those sampled strongly agreed while 24.07% agreed. However 14.81% of the respondents disagreed and

18.51% strongly disagreed while 46.42% of female strongly agreed 21.42% agreed, 17.85% disagreed and 14.28% strongly disagreed.

On which gender prefers most tangible motivation rewards than intangible to perform best in teaching, 51.85% of male teachers including headmasters strongly agreed to like materials rewards, 11.11 agreed, 29.62% disagreed and 7.40% strongly disagreed while female teachers and Headmistress 48.21% strongly agreed to like tangible rewards, 25% agreed, 17.85% disagreed and 8.92% strongly disagreed. Hence both gender do agree that tangible rewards makes a teacher to work hard in teaching profession and finally raise students' academic performance although in various degree.

Follow up interview, which required them to explain whether motivation had any effect on teacher performance. Though there were mixed feelings on that, however, the majority of the male participants agreed that motivation is very crucial in the teachers' job performance.

The following were the responses:

“Yes, motivation makes me to concentrate on teaching and spend most of time to help students”. (Male teacher 6, Kahama district)

“I mostly prefer financial because I don't have any other source to add to my income”. Male Teacher 7, (Kahama, district)

“I like to be motivated by given money, this raise my performance and in turn influences student academic performance”. (Female Teacher 4, Kahama district)

These findings are echoed with those of Tastan et al., (2018) and Kariuki & Mbugua (2018) that established that there is a significant effect of teacher self-efficacy and motivation on academic achievement particularly in science subjects. Likewise,

Peninah (2017) reported that teachers' working condition highly compelled teachers to perform well thus boosted academic performance among students.

Generally, from both quantitative and qualitative findings, it is obvious that recognizing and appreciating the teachers 'through motivation for teaching is impetus and thus, it is imperative to motivate teachers as one of the mechanisms to enhance students' academic achievement in secondary schools. Wambungu et al., (2018) echoed this finding as they revealed that teachers' appreciation through rewards and incentives for good performance enhances work commitment, increases engagement with students, consequently leading to improved academic performance. Similarly, Peninah (2017) found that monetary rewards to teachers improves academic performance and hence concentrate on teaching or learning activities. Generally the findings proved that motivation to teachers has great impact on students' performance academically.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter spells out the summary of the study, concludes, and gives the recommendations both for action and further studies.

5.2 Summary of the Study

The purpose of the study was determining the gender differences in motivation to teaching among teachers in Kahama Town Council, Shinyanga Region. In particular this study addresses the following three specific objectives: to examine gender disparity in the levels of motivation to teaching among teachers in secondary schools; to assess the relationship between gender and teachers job performance in secondary schools; to determine how teachers' motivation contributes to students' academic performance in secondary schools.

Review of the literature highlighted several issues such as empirical studies done throughout the world, Maslow's hierarchy of needs and goal setting theory as theoretical framework that guided this study, gender and motivation, gender and job performance, teacher motivation and students' academic performance as well as synthesis and knowledge gap.

In order to answer the research questions related to the objectives, a mixed approach combined both quantitative and qualitative research methods were applied in this

study, in which sample survey and case study designs were used respectively. The sample of the study comprised of 110 respondents of whom, 90 were teachers and 20 were head of schools from 20 secondary schools in Kahama town in Shinyanga region. Data were collected through questionnaire, interview and focus group discussion.

5.3 Key Findings of the Study

This part highlights key findings of this study. The highlight is organized in terms of key findings for each specific objective developed in chapter 1 and explored chapter 2.

5.3.1 Gender Differences in the Levels of Motivation among Teachers in Secondary Schools

The study revealed there is a significant difference in terms of gender among teachers' motivation for teaching in secondary schools based on gender. Female were more motivated to be in the profession compared to male teachers. This can imply that female's teachers were more intrinsically motivated and thus, felt proud to being teachers and to help students. Personally, I can deduce this to mean that, apart from being teachers, female teachers also are mothers and engage more in taking care of the children and other people at homes.

5.3.2 The Relationship between Gender and Teachers' Job Performance in Secondary Schools

The findings of this study were that there was positive and statistically significant ($p < 0.05$) and is somehow larger among the female teachers ($r = 0.57$, $p = 0.007$) compared

to male teachers ($r= 0.48$, $p=0.001$) performed better in secondary schools. This finding supports the first in the context female teachers are more motivated and this lead to performing better compared to male teachers. Wonderful or nice surprise to the researcher because assumed that no statistically significant difference in teachers' motivation for teaching in secondary schools. Based on these findings the null hypothesis was nullified in favor of the positive hypothesis. Female teachers in this study showed significantly higher motivation for teaching compared to male teachers. This implied, they had a higher intrinsic motivation compared to male teachers and the reasons are beyond this study.

5.3.3 Teachers' Motivation and its Influences on Students' Academic Performance

This third finding had mixed responses. On whether teachers' motivation had any consequences on students academic performance, the findings on this objective was that 42.59% of male teachers' respondents strongly agreed that it has. Also 46.42% of female teachers, 21.42% female and 24.07% male agreed with the same view. However 14.81% male and 17.85% female disagreed and 18.51% male and 14.28% female strongly disagreed. The reason given was that students' performance in the context that teachers are no longer the keepers of knowledge and students can perform wonderfully even with a much unmotivated teacher.

This is a paradigm shift, where teachers are not seen as the centre of learning. The shift from the teachers as keepers of knowledge to technology (ICT) where students with or without the teachers can access information and perform well is not separate from the shift in paradigms that occurred late in the twentieth century. Within the

minds of the teachers, this shift is seen as a move from understanding the teacher as the only factor contributing to the students' performance to other alternatives such as internet, social media, peer, parents, siblings and the like. However, there were those who believed that teacher motivation raise students' performance in the context that, they were more ready to provide help and motivate the students to work harder.

5.4 Conclusions of the Study

In accordance to the research findings recounted above, it can be concluded that, gender is significantly related to teachers' motivation. This implies that there is significant gender difference in teacher performance in secondary schools. These differences are very crucial in addressing teachers' performance in their profession particularly on influencing students' academic performance.

Furthermore, while teachers' motivation was not seen as very important in contributing to student's performance in secondary schools, but teachers still believe motivation is an important factor in students' performance academically as to the findings of this study. In that case, the relationship between teachers' motivation to teach and its influence on students' academic performance must always be taken into considerations by various educational stakeholders.

5.5 Recommendations

Based on the study results and conclusions of this study has several recommendations as follows:

5.5.1 Recommendations for Action

The school managements should establish a continuous teacher motivation system as a mechanism to enhance greater commitment and dedication to improving students' academic performance. The government should improve the ways teachers are treated and discussed in the media for them to develop a sense of being appreciated for what they are doing in this nation.

5.5.2 Recommendation for Further Studies

As the current study revealed there is a significant difference in terms of gender among teachers' motivation for teaching in secondary schools based on gender, that is, female was more motivated to be in the profession compared to male teachers. Then it is recommended that further studies are required to find out whether these differences still exist or not.

Currently, the sample from which data were collected provided findings applicable to populations within Kahama town council. Thus, this study should be replicated with a larger sample size in the future so that to provide generalizable findings to other populations.

Also, further studies should be carried out to examine the role of a teacher in the context of education technologies so as to link with teachers' motivation to teach.

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APPENDICES

Appendix A: Questionnaire for Teachers

A: Introduction and Purpose

This study is intending to make **an assessment of gender difference in motivation and performance among teachers in Kahama district council, Shinyanga region.**

The findings of this study are expected to provide more understanding and useful information about gender difference in motivation and performance among secondary school teachers. I am kindly requesting for your cooperation in filling in this questionnaire to accomplish the purpose of the study. I would like to assure you that the information you provide will be treated as confidential and will be used only for the purpose of this study.

Part B: Preliminary Information

School Name:

Put a tick (√) in one where you belong or fill in the blanks

Sex: Age..... **(Years)**

Marital Status: Married (), Single (), Others ()

Level of Education: Diploma (), Bachelor () Post graduate (), others (specify).....

Teaching experience (years): 0-5 (), 6-10 (), 11-20 (), 20+ ()

What are the reason(s) that motivated you to choose teaching as your lifelong career?

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

Some people think there is a relationship between gender and teachers' motivation.

What are your views?

Some people think that gender is related to teachers' job performance. What are your views?

Some people think that teachers' motivation is related to students' academic performance. What are your views?

Thank you for devoting your valuable time to complete this questionnaire.

Appendix B: Interview Questions for Head of Schools

1. Please can you describe the rate of motivation in teaching between male and female teacher in you school.
2. On your experience as head of school do you think it is necessary to motivate differently male and female teachers to enhance their performance at school?

Please give reason(s) for your answer.

3. What motivation tools do you use to influence teachers performance at your school?
4. Do you think female and male teaches are motivated equally to perform effectively and efficiently in teaching activities?
5. By their gender would you explain who prefers mostly tangible motivation rewards than intangible motivation rewards to perform best in teaching activities and why?
6. Do you think that your motivational scheme enhance teachers performance to improve student learning at your school?

Thank you for your cooperation

Appendix C: Focus Group Discussion for Teachers

1. What are the relationships between motivational factors among female and male teacher on their performance in teaching?

Point for consideration

2. Factors that influence male and female teachers to work at maximum effort
3. What motivation factors do female and male teachers prefer mostly between financial and non-financial.
4. The relationship between student performance and teachers motivation.

Thank you for your participation

Appendix D: Research Clearance Letter