

**TEACHERS' PERCEPTIONS ON THE INFLUENCE OF MOTIVATIONAL
STRATEGIES ON STUDENTS' LEARNING IN PUBLIC SECONDARY
SCHOOLS: A CASE OF BARIADI TOWN COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: *“Teachers’ Perceptions on the Influence of Motivational Strategies on Students’ Learning in Public Secondary Schools: A Case of Bariadi Town Council”* in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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DECLARATION

I, **Stanley Onay Dhahabu**, declare that, the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS).

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Signature

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Date

DEDICATION

This study is dedicated to the Almighty God the creator of everything existing and my father Onay Hokeray Dhahabu.

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I would like to express my sincere appreciation to Almighty God the creator of heaven and earth for his blessings, guidance and providence during the period of my studies.

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ABSTRACT

The purpose of this study was to examine teachers' perception on the influence of motivational strategies on students learning in public secondary schools. The study was conducted in Bariadi Township Council. The study intended to explore three major objectives. (i) To identify the strategies that teachers use to motivate students learning (ii) to examine teachers' perception on the influence of their motivational strategies on students learning (iii) to explore the challenges that teachers face when motivating students to learn. Explanatory research design was adopted. The data were collected through Questionnaire survey, semi-structured interview. A representative of 121 respondents was drawn. These were transcribed and interpreted and subsequently analyzed through content analysis and likert scale analysis. The findings revealed that there were some prominent motivational strategies that motivated students to learn. It was found that, teachers' perception influenced students learning habit and outputs, it also influenced motivational strategies. The findings further revealed that there were some few challenges encountered by teachers when motivating students in the process of learning. The study concluded that, there were some strategies that were mostly used by teachers to motivate students during the process of learning. Teachers having positive perception to students influenced students to ask questions during class session. However, the challenges in the study area were few, which were; schools did not provide sex education, guidance and counselling to students, schools did not motivate their learning. Not only those but also schools did not make students regard their teachers as guardians. The study recommended that teachers should increase more efforts to encourage and motivate students. It also recommends that teachers should have positive perception towards students.

Keywords: Motivation, Motivation strategies and Student's learning

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LIST OF ABBREVIATIONS

CSEE	Certificate of Secondary Education
EFL	English as Foreign Language
GPA	Grade Point Average
MOEC	Ministry of Education and Culture
MS	Motivation Strategy
PCK	Pedagogical Content Knowledge

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The general objective of this study was to investigate teachers' perceptions on the influence of their motivation strategies on students' learning in public secondary schools in Bariadi Town Council in order to improve students' academic performance in public secondary schools.

1.2 Background of the Problem

Powering people to achieve high levels of performance and overcoming barriers in order to change their behavior, skills and attitudes is termed as motivation. In Tanzania, most public secondary schools lag behind motivating students to achieve high academic performance compared to private secondary schools (Tihidi, 2011a). This is evident from most form four national examination results where private schools mostly excel and leaving behind public schools. Motivating students involve the biological, emotional, social, and cognitive forces that activate behavior (Cherry, 2020). These encompass creating favorable environment for learning like having good infrastructure, enough furniture, laboratories, and having motivated human resources like qualified and motivated teachers (Davidson, 2005).

Teachers can shape students' responses by conditioning the external environment. In contrast, cognitive theories stress the internal structures and processing of information and beliefs. Cognitive theories stress the importance of perceptions of competence, values, affects, goals, and social comparisons when measuring motivation (Taylor,

2012). Every educator needs to be concerned about motivation. It is a quality that students, teachers, parents, school administrators, and other members of the community must have if educational system is to prepare young people adequately for the challenges and demands of the coming century. Of course, the way these various groups of individuals generate and use motivation differs greatly. Students need motivation to learn, parents need it to track the educational progress of their sons and daughters, teachers need it to become better teachers, and school administrators need it to ensure that every facet of the schools they manage continues to improve (Vero & Puka, 2017).

The process of creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation has been found to be the best strategy to bring about effective learning (Crookes, 1991; Dorney, 2001 as cited in Kirondo, 2014). This has been confirmed by scholars who have theorized the motivational strategies in teaching and learning (Crookes, 1991; Dorney, 2001 as cited in Kirondo, 2014). In many secondary schools in Tanzania, you can find students outside the classroom while a teacher is teaching and even far away from the school environment during school hours. This situation can be attributed to lack of motivation in learning (Kirondo, 2014). In addition to that some students dislike some subjects for the reason that they are difficult and sometimes even tend to avoid the teacher of the subject concerned (Kirondo, 2014).

Despite of that, in Tanzania, there has been increased students' enrolments in secondary schools; mushroom construction of secondary schools and few classes to cater for the government policy of building at least one school in every ward (Ministry

of Education and Culture, 1995). As a result of these initiatives, teachers' workloads and class sizes have increased enormously (Mark, 2015) which resulted to demotivation of students in learning. Low motivation of students is affected by factors such as lack of enough teachers in schools, lack of committed and motivated personnel in schools, and overcrowded students in schools. Based on the findings, the study recommends that the government should increase compensation to people in education and improve working conditions of education personnel (Mark, 2015).

Likewise, low student motivation can be influenced by poor or low parent involvement in students' education, teacher's enthusiasm, lack of rewards, peers' poor attitude and behavior, the poor learning environment, poor personal experiences, personal interests of the student, and self-esteem or self-image (Davidson, 2017). Components such as these weigh heavily on the understanding and importance of learning to the student (Mark, 2015).

In Tanzania, the integral role that teachers and educationalists play in providing quality education for students has been recognized consistently in government documents (example Ministry of Education and Culture [MOEC] 1995; 2001). However, the concerns about the quality of teachers and teaching in Tanzania persist (Massawe and Kipingu 2000; Kuleana Center for Children's Rights 2001; MOEC 2003, 2004a; Rajani and Sumra 2003; Sumra 2004a; Davidson 2005). One factor that has had a significant impact on teaching quality is the lack of motivation among teachers and students in secondary schools (Davidson, 2017). This study therefore intends to explore teachers' perception on motivation strategies to improve students' learning in secondary schools in Bariadi Town Council.

1.3 Statement of the Problem

Motivation is the person's effort to accomplish his/her duties, dedicating the needed effort and continuing it (Celikoz, 2009). It plays a significant role in individual's educational life and their achievement. Motivation is reflected in learners' choices of academic tasks, the time and effort they allocate to each task, their perseverance in academic tasks. Motivation also enables them correctly handle obstacles they come across in the learning process (Peklaj & Levpušček, 2006). Wiegfield and Eccles (2011) believed that motivation is a multidimensional construct. Moreover, Peklaj and Levpušček (2006) add that, students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. Either, Ferlazzo (2015) students should be inspired through intrinsic motivation; schools should focus on nurturing their sense of autonomy, competence, relatedness, and relevance.

Not all motivation strategies are effective for students' learning. The study by Wong and Wong, (2017) in Hong Kong reports that teachers use most Motivation Strategies (MS) which students view as effective, however, there is significant difference between students' evaluation and teachers' use on some MS. Interview responses reveal that the alignments of the perception of MS between teachers and students are mainly attributed to the good impacts of those MS on teaching and learning, while the misalignments are mainly from the different perceptions of the impact of some MS and heavy workload of teachers, causing underutilization of some effective MS.

While in public schools students do not perform well (Mupa & Chinooneka, 2015; Johnson, 2014), in private schools students perform very well (Lassibille & Tan,

2001; Ashley, Mcloughlin, Aslam, Engel, Wales, Rawal, Batley, Kingdon, Nicolai, & Rose, 2014). Since motivation has a great influence on students learning (Ferlazzo, 2015), literature (Ferlazzo, 2015; Peklaj and Levpušček, 2006) has suggested that motivation could be the contributing factor in poor/good performance of students in schools. Although several studies (Melchiory, 2015; Valerio, 2012 and Kirondo, 2014) conducted in Tanzania addressed the problem of motivation in secondary schools, their studies based much on teacher's motivation to students to yield good results academically leaving the issue of strategies to improve students' motivation. However, none of the studies dealt with motivational strategies working in different situations to motivate students.

Due to this therefore, prompts the researcher to conduct this study in Bariadi Town Council. Little is known about how different motivational strategies work to improve students' learning in Tanzania. This study therefore intends to fill this literature gap by examining the motivational strategies to improve students' learning at Bariadi Town Council in selected schools.

1.4 General Objective

The general objective of this study was to investigate teachers' perceptions on the motivation strategies used to improve students' learning in secondary schools in Bariadi Town Council in order to increase academic performance in secondary schools.

1.4.1 Specific Objectives

This study intended to achieve the following specific objectives:

- (i) To identify the strategies that teachers use to motivate students' learning.

- (ii) To examine teachers' perceptions on the influence of their motivational strategies on students' learning.
- (iii) To explore the challenges that teachers face when motivating students to learn.

1.5 Research Questions

- (i) What strategies do teachers use to motivate students' learning?
- (ii) How do teachers perceive the influence of their motivational strategies on students' learning?
- (iii) What challenges do teachers face when motivating students to learn?

1.6 Significance of the Study

This study is significant as it provides useful information or strategies to improve motivation to students in secondary schools. This is because this study will seek teachers' perception on the motivational strategies because teachers are the key motivators during learning process of the student. This therefore, will benefit government officials in education sector to adjust their curricula or implement motivational strategies in secondary schools. By ensuring academic success of students, this will have diverse socio-economic, cultural and political advantage from individual level, family, community and the country as a whole.

This study is also significant to other researchers who are doing studies on motivation to increase learning process to students. This is because the findings of this study will help them retrieve the findings as the empirical literature so as to obtain their research gap. The study also may be beneficial to the researcher since the study will aid the researcher with the knowledge and skills of writing the research works.

1.7 Scope of the Study

This study was confined to the influence of motivational strategies for public secondary school students' learning in Bariadi Town Council.

1.8 Limitations of the Study

The researcher assumes to face different limitations:

The researcher will be constrained to choose a sample to represent the whole population and this will be the limitation because the few cases can be selected to represent the whole population. This might lead the researcher to obtain incomplete or false information when the sample selected to represent the population is unable to provide the correct information at the particular instance. The researcher will overcome this challenge by choosing the sample correctly through reliable sampling techniques to avoid the researcher biasness/prejudice.

1.9 Definition of Terms

Motivation is the process that initiates, guides, and maintains goal-oriented behaviors (Morin, 2020). In this study motivation is used to refer the process that guides and maintain behaviors, which improve student's learning.

Motivation strategies are tactics, techniques, or approaches to encourage learners or students to participate in the teaching and learning process (Terry & Holim, 2008). These are the techniques used by educationalists to make students enjoy learning and make learning effective.

Student's learning refers to acquisition of new knowledge, values, attitudes and skills from teachers or books (Terry & Holim, 2008). In the present study student learning

refers to achievements and abilities that students demonstrate after completion a particular course or programme such as form students' performance in Certificate of Secondary Education (CSEE).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical framework, theoretical and empirical literature review according to the specific objectives and the research gap.

2.2 Theoretical Framework

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists (Swanson, 2013).

2.2.1 Maslow Hierarchy of Needs

Maslow's hierarchy of needs is a motivational theory that can be applied in educational policy, planning and administration comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. From the bottom of the hierarchy upward, the needs are: physiological, safety, love and belonging, esteem and self-actualization (McLeod, 2018).

This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency needs (D-needs), and the top level is

known as growth or being needs (B-needs). Deficiency needs arise due to deprivation and are said to motivate people when they are unmet. Also, the motivation to fulfill such needs will become stronger the longer the duration they are denied. For example, the longer a person goes without food, the more-hungry they will become (McLeod, 2018).

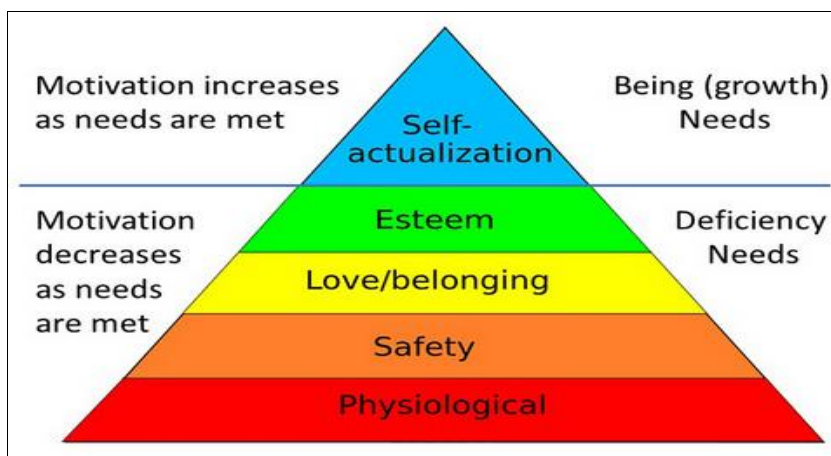


Figure 2.1: Maslow Hierarchy of Needs

Source: Maslow (1943) as cited in McLeod (2018)

Maslow (1943) initially stated that individuals must satisfy lower level deficit needs before progressing on to meet higher-level growth needs. However, he later clarified that satisfaction of a needs is not an “all-or-none” phenomenon, admitting that his earlier statements may have given “the false impression that a need must be satisfied 100 percent before the next need emerges”.

When a deficit need has been ‘*more or less*’ satisfied it will go away, and our activities become habitually directed towards meeting the next set of needs that we have yet to satisfy. These then become our salient needs. However, growth needs

continue to be felt and may even become stronger once they have been engaged (McLeod, 2018).

This theory exposes the human desire to accomplish or acquire their needs in life. To acquire those needs, motivation is needed in between deprivation and the person's satisfaction. This is much related to this research problem because, as the theory states in its two group of levels (deficiency and growth needs), in the first four needs at the bottom, students and teachers' needs can be assumed to be physiological needs where by a student and the teacher require physically good and favorable environment for learning.

This means that, students get motivated when the learning environment is favorable for them like having enough teaching and learning materials, good housing, and furniture. The second need is safety as proposed by the theory whereby teachers and students require safety as their motivation strategy so as to excel, safety for students can be against early marriages, child abuse and health care. The third need is love and sense of belonging. This need motivates students or teachers when they feel that they are loved and this need is met.

In the top level of the theory, which is growth need contains self-actualization need. This need is very crucial for human or student motivation to learning. This is achieved when a student actualizes his/her potentials in learning. Students may strive to meet those potentials in their lives because of this need "self-actualization". Therefore, the theory of Maslow's Hierarchy of Needs realizes motivation of both teachers and students in their academic activities and the theory helps the researcher to achieve the set specific objectives.

Even in these early days, it was recognized by Abraham Maslow, among others, that humans had both psychological and physiological needs, and that those needs could be presented as a hierarchy, implying that lower order needs had to be satisfied before higher order ones could be addressed. Thus, children who were hungry or felt rejected or ineffective could not be expected to respond to the higher-order needs for knowledge, intellectual understanding, or aesthetic appreciation. These ideas remain true and important today, but for many years mainstream psychological research persisted along a track, which remained mechanistic and deterministic (Entwistle, 1991).

Physiological needs are air, food, drink, shelter, warmth, sex, sleep, etc. Safety needs are protection from elements, security, order, law, stability, etc. Love and belongingness needs are friendship, intimacy, trust, and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work). Esteem needs are which Maslow classified into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige). Self-actualization needs are realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

Maslow's hierarchy of needs and a person's desires to satisfy them can be considered intrinsic. He held that these needs were universal to humans, but that they could manifest in myriad ways based on environmental conditions and an individual's culture and history. This is important because, if his theory is valid, although individuals may behave differently in different contexts, the assumption is that motivation is highly individual and individually constructed. In the situated view,

motivation is seen largely as a result of socio-cultural constructs and interactions with the environment.

2.3 Empirical Literature Review

2.3.1 The Strategies that Teachers use to Motivate Students' Learning

Palmer (2007) as cited in Vero and Puka (2017) reviews the “student motivation as an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager” (Williams & Williams, 2011). In the late 1987s, according to Brophy motivation to learn is a competence acquired “through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)”

Many authors support that; the student must have access, ability, interest, and value education. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational. The content must be accurate, timely, stimulating, and pertinent to the student's current and future needs. The method or process must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering.

According to Palmer (2007) as cited in Vero and Puka (2017) “Motivation is optimized when students are exposed to a large number of these motivating

experiences and variables on a regular basis. That is, students ideally should have many sources of motivation in their learning experience in each class” (Williams and Williams, 2011).

Two elements are very important in teaching environment and student motivation. The authors suggest some tips for improving student contributions to motivation as listed below. That is, student motivation is enhanced when these factors pertinent to students are present: Intrinsic and extrinsic motivation: Individuals who are motivated intrinsically tend to develop high regard for learning course information without the use of external rewards or reinforcement.

On the other hand, individuals who are motivated extrinsically rely solely on rewards and desirable results for their motivation, like tests and Grade Point Average (GPA.) (Lei, 2010 as cited in Vero and Puka, 2017). Students who are motivated externally are at a greater risk of performing lower academically than intrinsically motivated students. It is interesting to note that nontraditional students report higher levels of intrinsic motivation than traditional students (Daniels, 2010 as cited in Vero and Puka, 2017). Various individual and social factors: Overall academic motivation is affected by various individual and social factors.

Teacher skills: One important extrinsic factor in the educational environment is the Instructor. Teacher skills include staying calm, eliminating negative thoughts or feelings, disengaging stress, remembering that students have their own realities and are doing their best, not taking students’ actions personally, remembering that students are not bad rather just in the process of development, and maintaining a sense of

humor (Whistler, 1992 as cited in Vero and Puka, 2017). In particular, Shulman (1987) as cited in Vero and Puka (2017) calls the knowledge needed for effectively teaching a specific subject “pedagogical content knowledge” (PCK) which “represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction” (Williams & Williams, 2011).

Kozeki (1985) as cited in Entwistle (1991) in Hungary, has pointed out that parents and teachers make use of different types of reward which shape a child's personality and motivational style, and so their characteristic reactions to learning tasks. From an extensive series of interviews, he came to the conclusion that children exhibit distinctive motivational styles which are rooted in their relationships with ‘significant others’ particularly with their parents, teachers, and close friends. The various motivational sources and reinforcements provided by these significant others are more or less available to all children in school, but they respond in very different ways to them, due to individual differences in temperament and in past experiences of contrasting patterns of reward and correction (Entwistle, 1991).

Kozeki argues that teachers, need to recognize that teaching practices should be based on patterns of reinforcement, which will produce balanced motivational styles. Often teachers will themselves rely too much on one or other type of rewards or corrections. They may, for example, be unconditionally supporting or coldly demanding; they may guide, encourage and explain or leave the child to his own devices; finally, they may show trust and consistent control or demand unthinking obedience. Although in each case one extreme might be seen as positive and the other negative, it was clear from

Kozeki's interviews that even the positive pole, without complementary treatment in the other domains, led to weaker and less successful motivational styles (Entwistle, 1991).

In order to motivate students', capitalize on students' existing needs. Students learn best when incentives for learning in a classroom satisfy their own motives for enrolling in the course. Some of the needs your students may bring to the classroom are the need to learn something in order to complete a particular task or activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and to interact with other people. Satisfying such needs is rewarding in itself, and such rewards sustain learning more effectively than do grades. Design assignments, in-class activities, and discussion questions to address these kinds of needs (McMillan and Forsyth, 1991).

The teacher should make students active participants in learning. Students learn by doing, making, writing, designing, creating, solving. Passivity dampens students' motivation and curiosity. Pose questions. Don't tell students something when you can ask them. Encourage students to suggest approaches to a problem or to guess the results of an experiment. Use small group work. See "Leading a Discussion", "Supplements and Alternatives to Lecturing," and "Collaborative Learning" for methods that stress active participation (Lucas, 1990).

The teacher should ask students to analyze what makes their classes more or less "motivating". Sass (1989) asks his classes to recall two recent class periods, one in

which they were highly motivated and one in which their motivation was low. Each student makes a list of specific aspects of the two classes that influenced his or her level of motivation, and students then meet in small groups to reach consensus on characteristics that contribute to high and low motivation.

In over twenty courses, Sass (1989) reports, the same eight characteristics emerge as major contributors to student motivation: (i) Instructor's enthusiasm, (ii) Relevance of the material, (iii) Organization of the course (iv) Appropriate difficulty level of the material, (v) Active involvement of students, (vi) Variety, (vii) Rapport between teacher and students and (viii) Use of appropriate, concrete, and understandable examples.

2.3.2 Teachers' Perceptions on the Influence of their Motivational Strategies on Students' Learning

Al Rawahi, Che Hassan and Ismail (2017) did a study on "Teachers motivational perception, motivational strategies and students' academic achievements in Oman public schools" in Oman. The results of this study showed that there was a moderate teachers' perception of students lacking motivation level, high level of strategies they used, and moderate student academic motivation. There is a positive and significant relationship between teachers' perception of motivation and student academic achievements. Likewise, there was a positive and significant relationship between teachers' motivational strategies and student academic achievements, which indicated a Low correlation, definite but small level.

Another study was conducted by SriPuji (2015) on "Teachers' and students' perceptions of motivational teaching strategies in an Indonesian high school context".

The study based on Language One (L1), which is used to teach Language Two (L2) in terms of motivational strategies to teach L2 in Indonesia. The findings reveal two groups of motivational components. The first is the teachers' rapport with students, including the encouragement given to students and the building of trusts and respect with the students. The second relates to the teacher's planning decisions such as the selection of classroom activities, the way feedback is given, the management of the classroom, and the choice of learning resources. The findings also suggested that the appropriate use of L1 is a motivational teaching strategy. It is unique to SriPuji's study that L1 not only promotes L2 learning but also influences students' motivation in learning L2.

Furthermore, Alshehri (2013) conducted another study on "Motivational strategies: the perceptions of English as Foreign Language (EFL) teachers and students in the Saudi higher education context" in Saudi Arabia. The study purposed on second language learning motivation. The results indicate that the role of teachers in motivating students in EFL classrooms is appreciated by both teachers and students.

However, there is a discrepancy in their beliefs about how the students should be motivated. Teachers believe strongly that students are mainly motivated by strategies, which help achieve academic outcomes. Therefore, they tend to focus on the motivational strategies, which meet their academic achievements. Students, on the other hand, seem to be more motivated by strategies, which relate to the actual learning process and promote the social aspects of learning, such as participation and interaction. Students also appear to value the role of social L2 learning outcomes in the development of their L2 motivation, including communicating with L2 speakers

and using English when travelling abroad. A key implication of Alshehri's research is that teachers should be encouraged to develop a more balanced view about L2 motivation and motivational strategies within this context.

Also, Kassing (2011) did a study on "Perceptions of motivational teaching strategies in an EFL classroom in private university" in Indonesia. The study concentrated on English Language Learning as a Foreign Language. The findings reveal that both the lecturers and the student-teachers agreed that creating and maintaining relationships was a highly effective strategy to motivate students in (EFL) classroom. However, the findings also showed that the two groups of participants put different values on the teaching strategies employed by EFL lecturers in this context. The study also found that some EFL lecturers were not aware of how some of the strategies that they used in teaching English impacted on their learners' motivation. Lecturers' time commitments outside the university proved to be a significant challenge in maximizing the use of some motivational teaching strategies in teaching English. Although this study is conducted at the university context, motivation strategies still embodies learning of students. This makes similar to the proposed study. Unlike this study, the proposed study goes beyond to find the challenges facing teachers in motivating students.

2.3.3 The Challenges that Teachers Face when Motivating Students to Learn

Yuyun (2013) did a study on "Teaching challenges in Indonesia: Motivating students and teachers' classroom language". The purpose of the study was to describe the main challenges English language teachers face in motivating students in Indonesia. The results show that students' motivation is more of an instrumental motivation, due to

the requirements of the mandated national examination though English now is a global language and the 2006 curriculum targets communicative competence.

On the other hand, the data indicated that teachers found English difficult to use in class. The classroom instruction was conducted mostly in the low variety of Bahasa Indonesia and in Javanese. The teachers claimed that it was due to students' low motivation; in fact, the students' eagerness to listen to the teachers as the models of English language expressions was good. The researcher suggested that, teachers need to motivate students to learn English by improving their teaching techniques as well as their speaking competence in class to achieve student integrative motivation as English is valuable for them. This study finding relates with the proposed study because it describes language as a challenge for motivating learning for students in Indonesia.

Another study was conducted by Rudhumbu (2014) on "Motivational strategies in the teaching of primary school Mathematics" in Zimbabwe. The results of this study indicate that while most teachers concurred that it is important to motivate learners to learn mathematics through the use of motivational teaching strategies, the majority of the same teachers do not seem to be regularly using motivational strategies in the teaching of mathematics.

This study also showed that two of the major reasons why primary school mathematics teachers do not regularly use motivational strategies in their teaching are high workloads and large class sizes in their schools. A structured questionnaire was used for data collection. Although this study was conducted in the basis of primary

school, still it shows the strength in relation to this study whereby; the challenges stated are high teachers' workload and large class sizes, which hinders teachers to motivate students.

Furthermore, Mbwana (2015) conducted a study on "Motivation and performance of secondary school teachers in Tanzania". The study found that the challenges facing teachers in motivating students include; low salary, lack of accommodation services, lack of incentives, delays in being promoted and lack of sufficient learning and teaching materials. The study also found that, intrinsic motivation has positive effect to the performance of teachers, whereby the extrinsic motivation has positive effect to performance of teachers.

According to Gizem (2013) in his study *Challenges in Achieving High Motivation and Performance in Educational Management: Case Study of a North Cyprus Public High School*. Research findings revealed that due to the limitations imposed by having a centralised governance of education, administrators are limited in types of motivational techniques they can use. Also, data suggested an influence of individual perceptions, culture and self-motivation on performance. Although teachers are satisfied and feel motivated with current, non-monetary incentive schemes they believe that it is still poor and could be improved.

Raffini (1993) used Maslow Hierarchy of needs to identify the challenges facing teachers in motivating students whereby, he argues that unless students have adequately satisfied their biological needs for food, water, sleep, and temperature regulation, it is unlikely that they will become interested in the division of fractions or

the teaching-learning process. Through teacher-student interaction, college professors can become aware of the physiological needs of the students that are not being met (Raffini, 1993).

Many college students suffer from the fear of school (Raffini, 1993). It usually stems from a person's unpleasant past experience with school. Students may fear being called on and not knowing the "right" answer and being embarrassed in front of peers, being ridiculed by a professor or classmates. This fear stems from the inability to perform at the same level or pace as the rest of the class, taking tests, and a host of other situations. Therefore, professors face this challenge of making a student comfortable and free from worrying about being ridiculed by others (Raffini, 1993).

Being a teacher is HARD. Whether you're just starting or have taught for decades, teachers everywhere in the world are faced with similar challenges (Dussault, 2018). With a stronger focus on individual student performance, many teachers feel that teamwork doesn't play an important enough role in classrooms. If students spend the majority of their time working individually, they don't get the opportunity to better their social and teamwork skills. Teachers working too many roles at the same time; social worker, psycho educator, and counselor represent only a few of the hats that teachers are expected to wear throughout the day. In order to help their students, they feel compelled to adopt these roles themselves even though they don't have the proper training. No time to deal with bodily functions; All throughout the day, teachers must jump from one task to the next and are often forced to neglect their own bodies. There is no bathroom or water breaks for teachers; sometimes they don't have a lunch break. Teachers being made accountable for more than they should; teachers don't feel the

accountability is shared equally between them, students, and parents. This can create a tense atmosphere. It's also difficult to express this feeling to parents with diplomacy (Dussault, 2018).

2.4 Research Gap

Different studies have been done concerning motivation on students' learning. Specifically, the reviewed literature reflected on "the strategies that teachers use to motivate students' learning; teachers' perceptions on the influence of their motivation strategies on students' learning and the challenges that teachers face when motivating students to learn" in different parts of the world. When we look at most of these studies, they are done outside Tanzania.

However, some few studies are done in the Tanzania context like that of Mbwana (2015) in Mzumbe Ward in Mvomero District-Morogoro Region. This study of Mbwana, shows the uttermost challenges facing Secondary Schools in Tanzania regarding motivation which are to get teachers who are willing to teach, efficient and exhibit high performance. Their performance in teaching depend much on how are they motivated in their working stations.

Aspect like good working condition, payment of prolonged debts, fringe benefits like teaching allowances and bonus, recognition and career advancement opportunities, trigger needed performance since they are directly connected with motivation. It is the role of individual to ensure that motivation is given much consideration so as to have learning. These studies therefore based much on teacher's motivation to teach students.

Despite the fact that the government of Tanzania has been sparing no efforts in achieving education development in secondary school, there are few studies conducted concerning the matter of motivation to students which appears to be the driving gear to students' learning in many countries in the world as indicated by the literature reviewed in this chapter. This study therefore aims at filling these gaps by exploring the teachers' perception on their motivational strategies to improve students' learning specifically in Bariadi Town Council Secondary Schools in Simiyu Region.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section contains the methodology part that was employed to investigate teachers' perceptions on their motivational strategies to improve students' learning in secondary schools in Bariadi Town Council in Simiyu Region. This section includes the research approach, research design, area of the study, population and sample size, sampling techniques, data collection instruments, data analysis techniques, ethical issues, validity and reliability of the study.

3.2 Research Approach

The researcher used a mixed research approach, which is the combination of qualitative and quantitative research approaches. Qualitative approach implies emphasis on the qualities of entities; processes and meaning that cannot experimentally be measured or examined in terms of quantity or number (Kumar, 2011). Quantitative study emphasizes the measurement and analysis of causal relationships between variables rather than process based on value free framework (Denzin and Lincoln, 2005).

The study employed a mixed research approach because it is very useful in comparing qualitative and quantitative data understand the contradictions between quantitative results and qualitative findings (Wisdom, 2013). The approach also reflects participants' point of view about motivational strategies for students learning (Wisdom, 2013). This is because mixed methods give a voice to study participants and

ensure that study findings are grounded in participants' experiences. The approach also provides methodological flexibility and data triangulation (Denzin and Lincoln, 2005).

This is because; mixed methods have great flexibility and are adaptable to many study designs like exploratory and observational design. Also, the approach allows the use of many data collection methods like interviewing, focus group discussion, introspection, questionnaire and life history method. In this case the researcher is bound to choose the useful among many methods.

3.3 Research Design

The researcher in this study employed an exploratory research design. Exploratory research design seeks to find out how people get along or perceive the certain phenomenon, what meanings they give to their actions, and what issues concern them (Russell, 2006). The goal was to learn "what is going on" and to investigate social phenomena without explicit expectations (Russell, 2006).

The researcher chose this design because the researcher investigated teachers' perceptions on their motivational strategies to improve students' learning in secondary schools in Bariadi Town Council. Second, this design helped the researcher to describe clearly the research problem and the objective of this study which specifically inquired the researcher to identify the strategies that teachers use to motivate students' learning; to examine teachers' perceptions on the influence of their motivational strategies on students' learning and to explore the challenges that teachers face when motivating students to learn.

3.4 Area of the Study

The study investigated teachers’ perceptions on their motivational strategies to improve students’ learning in secondary schools in Bariadi Town Council in Simiyu Region. The accessibility of the researcher was the main motive of selecting Bariadi Town Council in Simiyu Region as a study area in this study. Another reason for selecting Bariadi as a study area of this study was the availability of secondary schools, which use multiple motivation strategies in their schools.

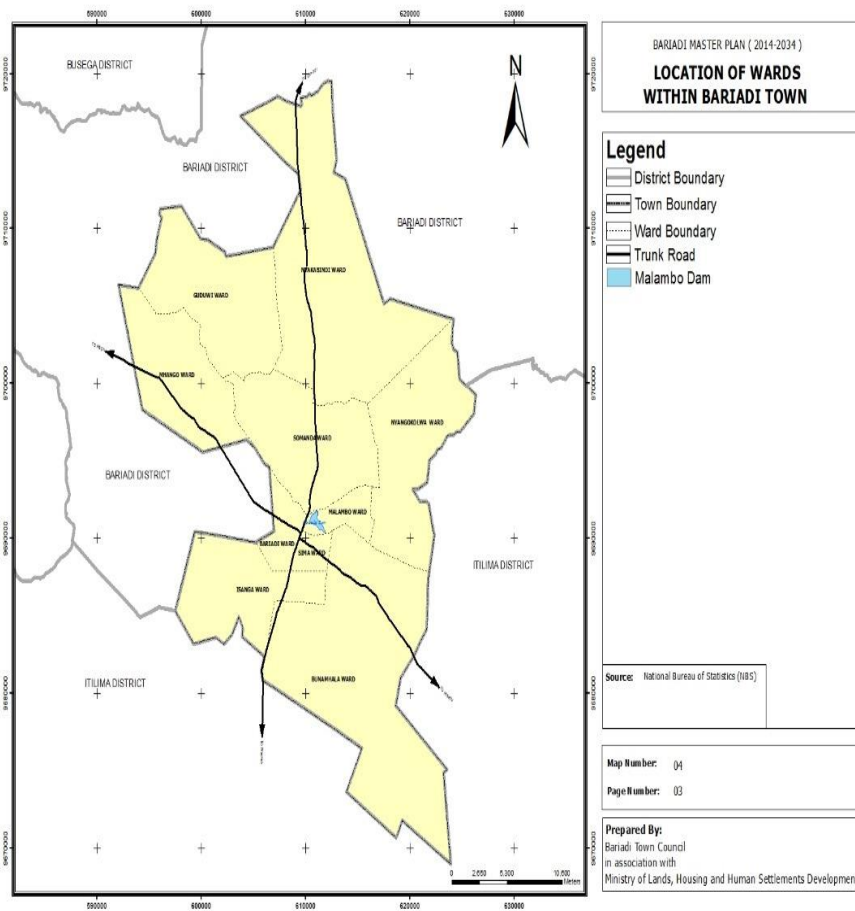


Figure 3.1: Map of the Study Area

3.5 Population and Sample Size

3.5.1 Population

The population of this study was secondary school teachers. The researcher used secondary school teachers because of the main purpose of this study, which inquires their perceptions on their motivational strategies to improve students' learning in secondary schools. Moreover, the researcher used secondary school teachers to achieve all specific objectives because they provided the strategies they use to motivate students' learning, their perceptions on the influence of their motivational strategies to students' learning and the challenges they face when motivating students' learning.

3.6 Sample Size and Sampling Procedure

This study obtained a sample size from 301 teachers from sixteen (16) secondary schools, found in Bariadi Town Council. The following is the formula which was used to calculate the sample size from the entire population: The sample size was derived

from Yamane (1967) formula: $n = \frac{N}{1+N(e)^2}$

Whereby

n = sample size

N = total population

(e)² = marginal error

1 = constant

n = ?

e = 0.07 (the given marginal error of 94% coefficient level)

$$n = \frac{301}{1+301(0.07)^2}$$

$$n = \frac{301}{1+301(0.0049)}$$

$$n = \frac{301}{1+1.47}$$

$$n = \frac{301}{2.47}$$

$$n = 121$$

Therefore, the sample size will be 121 secondary school teachers.

3.6.1 Socio-demographic Factors of the Respondents

Table 3.1: Age of the Teachers

Age	Frequency	Percentage
25 – 55	40	66.7
36 – 45	15	25.0
46 – 55	4	6.7
56 and above	1	1.7
Total	60	100

Table 3.2: Sex of the Teachers

Sex	Frequency	Percentage
Male	12	20.0
Female	48	80.0
Total	60	100

Table 3.3: Leadership Position of the Teachers in their Schools

Position	Frequency	Percentage
Head of the school	10	16.7
Deputy head of the school	6	10.0
Academic master	9	15.0
Academic and career counselor	6	10.0
Matron/patron	5	8.3
Sports master/mistress	3	5.0
Other teachers without position	21	35.0
Total	60	100

Table 3.4: Sex of Students

Sex	Frequency	Percentage
Male	30	49.2
Female	31	50.8
Total	61	100

Table 3.5: Age of the Students

Age	Frequency	Percentage
17 – 19	19	31.0
20 - 22	42	68.9
Total	61	100

3.7 Sampling Techniques

3.7.1 Simple Random Sampling Technique

The researcher applied this sampling technique to select sample schools and sample teachers. The researcher firstly selected sample schools through lottery method by writing the names of every school in identical pieces of papers, folding them and put in the container or box. The researcher selected the required pieces of papers correspond to the required number of schools as the sample schools. Secondly, the

researcher used lottery method to select the required number of teachers from each school by writing numbers from one to the required sample in identical pieces of papers and mixing with blank or empty pieces of papers to allow chances for all teachers to be selected as the sample of the study. The researcher mixed the papers within the respective containers and allow every teacher to pick one paper. The teachers with the numbered pieces of papers included as the sample of the study. The researcher will do the same process until all sampled schools are completed.

3.8 Data Collection Instruments

This section presents tools/instruments that were employed to collect data from the respondents of the study. The study used both primary data collection instruments and the secondary data instruments.

3.8.1 Primary Data Collection Instruments

3.8.1.1 Questionnaire

This study used close-ended questionnaires to collect data from secondary school teachers in a sample of four schools. The content of the questionnaire included all the important attributes that measure the teachers' perceptions on the motivation strategies according to Maslow's Motivational Theory of Human Development for effective students' learning in private secondary schools in Bariadi Town Council. Questionnaire refers to the formatted set of questions that is drawn up to meet the objectives of the study (Creswell, 2012). In the open-ended questionnaire, the respondents have to answer the question on their own while in close ended questionnaire, the respondent choose the appropriate answer from the provided list (Kumar, 2011).

3.8.1.2 Interview

In this study, the researcher applied structured interview to four secondary school teachers who are academic masters to collect in-depth information about the strategies used by teachers to motivate students' learning in their schools and the challenges facing teachers in motivating students to learn in their schools. This is because, academic masters know about the strategies and the challenges of motivating students in their schools because it is their responsibility.

The researcher used interview because firstly, interviews are of significance to collect data from small number of respondents. Second, the researcher was able to collect a lot of data from them since tape recorders; facial expression and non-verbal communication are applicable. The researcher used face-to-face interview through oral taping instrument by meeting the respondents and ask them questions regarding the questions prepared and recording the information given. This is because, it is easy to record and store the information given for later retrieval. An interview is a verbal interchange, often face to face, though the telephone may be used, in which an interviewer elicits information, beliefs or opinions from another person (Kumar, 2011).

3.8.2 Secondary Data Collection Technique

Content analysis as well as document analysis about teachers' perceptions on their motivational strategies to improve students' learning in schools. This included different studies conducted in Tanzania and beyond Tanzania borders, documentaries and journals related to motivation strategies.

3.9 Data Analysis Techniques

Both qualitative and quantitative analysis were used by a researcher depending on the data collected from documents and respondents.

3.9.1 Qualitative Analysis Method

The researcher analyzed, explained and interpreted for understanding the information or data obtained from the field. In data analysis, the researcher used narrative analysis, which involved reformulation of stories presented by respondents while taking into account context of each case and different experiences of each respondent. In other words, narrative analysis is the revision of primary qualitative data by researcher. Narrative analysis is a genre of analytic frames whereby researchers interpret stories that are told within the context of research and/or are shared in everyday life. The researcher used sorting data method by arranging the data into some meaningful order to make it easier to understand analyze or visualize.

3.9.2 Quantitative Data Analysis Method

The researcher used descriptive statistics analysis to describe the data collected from the field. The analysis was used to describe the basic features of data in the study. Descriptive statistics provide simple summaries about the sample and the measures. Together with simple graphics analysis, descriptive statistics form the basis of virtually quantitative analysis of data.

3.10 Ethical Issues

Ethical consideration is an essential aspect of the research study. This study included private secondary school teachers in Bariadi Town Council. The researcher requested

the participant's consent to be involved and participate in the study. The researcher also will request research permit from respective authorities like Simiyu Region, Bariadi Town Council and the ward(s). To assure the confidentiality of the participants the identity of the participants will be kept anonymously.

3.11 Validity of the Study

This study used face and content validity in which the judgment that an instrument is measuring what it is supposed to measure was primarily based upon the logical link between the questions and the objectives of the study. Hence, this type of validity was easy applicable because each question or items on the research instrument had a logical link with an objective. The researcher also carefully selected the required sample from the valid targeted population to ensure validity. In this study, validity refers to whether the findings are accurate and trustworthy from the perspectives of the researcher, participants, and readers (Munn, Porritt, Lockwood, Aromataris & Pearson, 2014).

3.12 Reliability of the Study

This study used parallel forms of the same test method in which the researcher constructed the instrument that will intend to measure the same phenomenon of collecting teachers' perceptions from two private schools. The instrument (questionnaire) was then administered to 48; 31 from Kusekwa and 17 from Bupandagila Secondary Schools. The results obtained from one part were compared with those obtained from the others. If they are similar, the instruments were reliable and vice versa are true. Reliability refers to speculations on the possible applicability of the findings to other situations under similar but not identical conditions (Cope,

2014). Reliability is also called conformability, which is a criterion for assessing the accuracy and reasonableness of the findings obtained from the data and observation of the participants (Houghton, Casey & Murphy, 2013).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents findings and discussion, which are in line with objectives of the study and research questions. The purpose of this chapter is to provide detailed information on teachers' perceptions on the influence of motivational strategies on students learning in public secondary schools, a case of Bariadi Township Council.

The chapter is divided into four sections, namely, Strategies that teachers use to motivate student leaning, teachers' perceptions on the influence of their motivational strategies on students' learning and to explore the challenges that teachers face when motivating student to learn.

4.2 Strategies used by Teachers to Motivate Students

There are number of strategies used by teachers to motivate students in whole process of learning. The study findings showed different number of strategies used by teachers to motivate students in the whole process of teaching. Findings in the Table 4.1 show that 85% of respondents (teachers) agreed that students are given ample time to rest and play as one of the motivations to them.

This was also evident from one Key informant, who narrated that,

"...Students are given time to interact in sports and games, and in making physical exercises in order to let them becomes physically fit..." (Key informant of school B. 9 June 2021).

Table 4.1: Teachers do the following to Meet Students' Physiological Needs in order to make them Motivated in the Process of Learning

Statements	Agree (%)	Undecided (%)	Disagree (%)	Total (%)
Learning environment are favorable (ventired classrooms, comfortable chair and tables, enough books)	66.7	21.7	11.6	100
Students are given time to rest and play	85	13.3	1.7	100
The school does not provide food and water to students	43.4	13.3	43.0	100
Physical infrastructure are not comfortable and user-friendly	35	21.7	43.3	100
The school provides sexual education to keep them aware of all kinds of sexual abuse	81.6	11.7	6.7	100
The school regulations are none threatening	66.7	18.3	15.0	100
In order student to feel safe, the school environment like toilets are not conducive for students	21.7	26.6	51.7	100
Students feel loved, teachers are friendly to students	88.3	5.0	6.6	100
Students feel loved, the school do not create environment for students to feel free to talk to teachers about personal and private life challenges	20.1	18.3	61.6	100
Teachers do not participate with students in social activities at our school	16.7	23.3	60	100
Students feel loved, teachers do not guide students in a friendly manner	32.7	16.7	56.6	100
Students feel loved, teachers show them trust that they have capabilities to excel and manage school properties	60.0	16.7	23.4	100
The school does not provide conducive environment for different sports and games	25	21.6	53.4	100
Make students capable and worthwhile. Teachers encourage and promote self beliefs among students	73.3	13.3	13.4	100
Teachers provide academic and career guidance and counseling	86.7	6.7	6.6	100
Teachers give students opportunities to demonstrate there creativity and reinventions	80	11.7	8.3	100
Teachers do not expose students to the natural environment of work, and social services	21.7	15.0	63.4	100
Teachers do not give students the freedom to choose subjects of their interests	16.7	10.0	73.3	100

It was also found that 88.3% teachers are friendly to students in their daily school life. Furthermore the majority of the respondents 86.7% agreed that teachers provide academic and career guidance and canceling.

This was also revealed by one Key informant that,

“the school have a special room for guidance and canceling for students. When there is a need to cancel a student: the student is taken to that particular room to be counseled.” (Key informant of school A. 10th June, 2021).

The results based on motivation show that the secondary school students have the highest participation level in “dependence on teacher” sub-dimension and the lowest participation in “pleasing teacher” sub-dimension (Tasgin, 2018). The findings also revealed that 80% of the respondents agreed that teachers give students opportunities to demonstrate the creativity and reinventions.

Maslow hierarchy of needs emphasize on needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. Love and belongingness needs are friendship, intimacy, trust and acceptance. Teachers show love and trust to students by being closer to them, providing guidance and cancelling.

4.3 Teachers Perception Influence Motivational Strategies on Students

Learning

4.3.1 Students Learning Habit, Process and Output

The Table 4.2 shows 89.6% of the respondents (students) agreed that, students do ask questions about the lesson when the teacher teaches them.

This was supported by one of the Key Informant that,

“Teachers encourage discipline among the students, organize group discussion and encourage face to face teachings” (Key Informant of school C, June 11, 2021).

This was also evident from Kirondo (2014) who found that students’ participation in the class ensures that students become free to face their teachers so as to help them to solve various problems they are facing through their learning. It is also showing that 87.6% of the respondents (students) agreed that students perform well in their national examination. Furthermore, it was found that the majority of the respondents 81.3 agreed that students make noise when teacher is not in the class classroom.

Moreover, 91.3% of the respondents agreed that students perform well in their tests and final examination. According to Anni (2006 as cited by Tokan and Imakulata, 2019) motivation is not only important in encouraging students to learn, but also in helping students in achievement. In the other hand it was revealed that 87.4% of the respondents disagreed on the view that, students learning achievements are not influenced by motivational strategies. It was also found that 85.0% of the respondents were in disagreement that motivation does not influence students to learn.

Table 4.2: Students Learning Habit, Process and Output

Statements	Agree (%)	Undecided (%)	Disagree (%)	Total
Students do ask questions about the lesson when the teacher teaches	89.6	5	5	100
Students perform well in their national examination	87.6	7.5	5	100
Students make noise when teacher is not in the class	81.3	12.5	19	100
Students perform well in their tests and final examination	91.3	7.5	1.3	100
Teachers use different strategies in teaching and learning for motivating students learning	38.8	8.8	52.5	100
Teachers do not encounter different challenges when motivating students to learn	7.6	15.0	77.5	100
Teachers do not encounter different challenges when motivating students to learn	7.6	15.0	77.4	100
Students learning achievements are not influenced by motivational strategies.	7.6	5.0	87.4	100
Motivation do not influence students to learn	6.3	8.7	85.0	100
School has no mechanism of motivating students to learn	33.7	15.0	51.3	100

4.3.2 Teachers Perceptions on the Influence of Motivational Strategies

The findings in the Table, 4.3 revealed that 90.0% of the respondent agreed that teachers provide sex education and reproductive health to services to the students. Most research emphasizes the importance of sex education from the earliest school years and identifies young people as an important target group for prevention. There are several good reasons to study sex education and its use in the adolescent population (Reis, 2011).

Table 4.3: The Influence of Teachers Perceptions on Motivational Strategies

Statements	Larger extent (%)	Undecided (%)	Less extent (%)	Total (%)
Providing ventilated classrooms, comfortable chairs and tables, as well as enough books	65.0	20.0	15.0	100
Some arrangement for food and water in school	65.0	16.7	18.3	100
Teachers do not give them time to rest and play	25	23.3	51.7	100
Teachers do not provide sufficient comfortable, and use-friend physical infrastructure	25	16.7	50.0	100
Provide sex education and reproductive health services	90.0	8.3	1.7	100
There is no arrangement for accessible and affordable health care services at school	20.0	26.7	53.3	100
There is no practice of fair regulations and handling disciplinary cases	20	26.7	53.4	100
For students to share their feelings and challenges they face both personal and private	35	15.0	50.0	100
do not engage with students in social activities.	26.7	11.7	61.7	100
Motivate students have love. Playing a guidance roles	61	16.7	22.7	100
Showing trust on students capabilities to excel academically and manage school properties	80	13.3	6.7	100
Promoting students' self-belief through participatory teaching methods	91.1	3.3	5.0	100
Showing social acceptance of students in class and school	88.3	1.7	10.0	100
Do not recognize students achievements	20.1	21.7	58.4	100
Do not promote students independence learning	25	15.0	60.0	100
Teachers provide academic and career guidance and counseling	71.6	16.7	11.7	100
Teachers do not nurture students talents	18.4	25.0	56.6	100
Teachers do not provide opportunities for students to demonstrate their creativity and reinventions	20.0	13.3	66.6	100
Engaging students' in career activities	73.0	10.0	16.6	100

On the other hand, 80% of respondents agreed that teachers show trust on students' capabilities to excel academically and manage school properties. Moreover, the findings in the Table 4.3 showed that 91.1% agreed that teachers promote student's self-belief through participatory teaching methods. Motivation makes students active in studying. Teachers view that through motivation students become happy with the subject under study and if well applied even slow learners participate well hence understand the subject.'

The findings farther revealed that 88.3% agreed that teachers show social acceptance of students in class and schools. Maslow hierarchy of needs emphasize on needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. Self-actualization needs are realized personal potentials, self-fulfillment seeking personal growth and peak expense. Moreover promote students self-belief through participatory teaching method.

4.3.3 The Role of Teachers in Motivating Students in to Learn

The Table 4.4 shows that 83.3% of the respondents agreed that they have strong relationship with their students. Students will find it convenient to attend schools or work on assignments and tests if there is a harmonious emotional bond between students and lecturers (Tokan and Imakulata, 2019).

It further shows that 91.7% of the respondents agreed that students believe that they are able to learn and understand the content. It was also revealed that 80% of the respondents perceived that students are attracted with the teacher teaching in the classrooms. It was further revealed that 85% of the respondents agreed that students

feel free to share their learning difficulties with teachers in the classroom. Teachers should provide feedback to their students so they are motivated to engage in these desirable behaviors (Downing, 2005 as cited by Albrecht *et al*, 2009).

Table 4.4: Teachers do the following to Motivate Students to Learn

Statements	Agree (%)	Undecided (%)	Disagree (%)	Total (%)
My students have a strong relationship with me when I teach in the classroom	83.3	8.3	8.3	100
My students believe that they are able to learn and understand the content	91.7	5.0	3.4	100
My students are attracted with my teaching in the classroom	80	18.3	1.7	100
My students do not feel free to ask questions for clarifications of the learned content in my classroom	85.0	11.7	3.3	100
My students feel free to share their learning difficulties with me in the classroom	85.0	6.7	8.4	100
My students do not feel free to ask for clarifications of the learned content in my classroom	23.4	21.7	55.0	100
My student do not perform well in the examination	18.4	28.3	53.3	100
My students do not perform well in the examination	20.0	25.0	55.0	100
My students are not attentive during teaching process	21.7	16.7	61.7	100
My students do not engage in study tour and reality	35.0	20.0	45.0	100

4.4 Challenges Faced by Teachers when Motivating Students

Findings in the Table 4.5 shows that 70.0% of the respondents were against the statement that the school does not make the students feel free to talk to teachers about their personal and private life challenges in order to motivate learning. The results also show that 65.0% disagreed that the school does not ensure social acceptance of the students in teachers-student service to motivate the learning.

Lila (2016) found that most teachers say they use external methods to motivate students and give them moral and material incentives for goals achieved. Furthermore, 63.3% agreed that the school ensures teachers respectful treatments of students to motivate their learning. The results also show that majority of respondents 60.0%

were against on the statement that states, the school does not nurture students talents to motivate students learning.

Table 4.5: Challenges Faced by Teachers when Motivating Students to Learn

Statements	Agree (%)	Undecided (%)	Disagree (%)	Total (%)
It is challenging to provide sex education and productive health services to students	43.4	30.0	26.6	100
The school environment does not ensure students' safety from child abuse, bullying behavior, and corporal punishment	26.7	18.3	55.0	100
School classrooms and toilets do not observe children's right to privacy and confidentiality to motivate students' learning	25.0	23.3	51.6	100
School regulations and the handling of disciplinary cases does not ensure fairness	18.3	20.0	61.6	100
The school does not cultivate teachers-student friendship to motivate students' learning	21.7	20.0	58.4	100
The school does not make the students feel free to talk to teachers about their personal and private life challenges in order to motivate their learning	15	15.0	70.0	100
The school does engage students in social activities to motivate their learning	40.0	20.0	40.0	100
The school does make students regard their teachers as the guardians in order to motivate students' learning	46.7	11.7	41.7	100
The schools does not promote students' self-belief in teaching methods to motivate their learning	16.7	23.3	60.0	100
The school does not ensure social acceptance of students in teacher-student services to motivate their learning.	16.7	18.3	65.0	100
The school does recognize students' achievement regardless how small to motivate their learning	56.7	16.7	26.7	100
The school ensure teachers' respectful treatments of students to motivate their learning	63.3	10.0	26	100
The school does not provide professional academic and career guidance and counseling to motivate students' learning	40.7	18.3	40.0	100
The school does not nurture students' talents to motivate students' learning	21.7	18.3	60	100
The school does not provide students with opportunities to demonstrate their creativity and re-invention to motivate students' learning	20.7	21.7	58.3	100
The school does not engage students in career activities to motivate students' learning	28.3	20.0	51.7	100
The school does not provide students with freedom to choose subject of their interest to motivate students' learning	26.7	16.7	56.7	100
The school does not provide conducive environment for different sports and games	25	25.0	50.0	100

CHAPTER FIVE

CONCLUSIONS IMPLICATIONS AND RECOMMENDATIONS

Commented [U1]: Instead of just repeating the findings this section should answer the question "AND SO WHAT?" you have found what you presented,,, so????

5.1 Introduction

The study found several strategies used to motivate students during the teaching students. Some of the strategies were greatly motivating students and some others strategies were rare used to motivate students. Not only that but also not all motivational strategies satisfied all students.

5.2 Summary of the Findings

Some motivations provided by teachers influenced students' habit of learning and made students to come out with some outputs in the whole process of learning. In one the successful strategies were; students were given enough time to rest and play, students felt love by teachers and they felt the friendship with teachers. Not only these but also, teachers encouraged and promoted self-belief among students. In the other hand, there were not successful strategies, which were, students did not have freedom to choose subjects of their interests and students were not provided with conducive environment for different sports and games. Through motivations, students became active in classrooms the time teachers were teaching in the classrooms and hence lead to good performance of the examinations. Challenges were also faced by teachers when motivating students in the whole process of teaching. However, teachers encountered with few challenges.

5.2 Conclusion

The study concludes that, there are number of strategies used by teachers to motivates students during the process of learning in secondary schools. Not all motivational

strategies satisfied all the students in the whole process of learning. there are some strategies which are doing better than others. Such strategies are; students being given time to rest, provision of sexual education and teachers treating pupils as friends. However, there are some motivational strategies that do not fit for all students, for instance, teachers not participating with students in some social activities, inadequate physical infrastructure and students to be guided in a friendly manner. Teachers have made efforts to motivate students in different ways as shown previously. However, in order to satisfy the majority of the students more creativity is required from teachers.

Nevertheless, there are some motivational strategies that influence student's learning, such strategies are; students feel free to ask for clarifications of the learned content and students have a strong relationship with teachers when they are in the classrooms. It is through teachers' motivations that some students became active in asking questions during class sessions. As such, motivation strategies lead to good performance of students in tests and national examinations. Due to this, it is imperative for teachers to apply more strategies that fit all students in the whole process of learning. And therefore, it will result in students performing better academically.

Challenges are part and parcel of human life. However, in the study area, challenges were very few. Some of the challenges were; it was challenging to provide sex education and productive health services to students. Lack of agreement of students in social activities, students did not regard their teachers as guardians. The schools do not recognize students' achievements. There is also a challenge of school assurance of the peaceful treatment to students.

5.3 Implication

Teachers used a number of motivational strategies to motivate students. However, as it has been indicated in the section of summary, not all strategies fitted in motivating students, and even those that were fitting were not fitting to all students. This indicates that in one hand, different motivational strategies are important although not all motivation strategies can satisfy all students in the whole process of learning. In the other hand motivations made students to easier participate in the classroom when teachers were teaching them.

Challenges faced by teachers were few. Some of the challenges were; it was challenging to provide sex education and productive health services to students. Lack of agreement of students in social activities, students did not regard their teachers as guardians. The schools do not recognize students' achievements. There is also a challenge of school assurance of the peaceful treatment to students. This implies that some motivational strategies were effective; some students were highly motivated by teachers in the whole process of learning. Motivational strategies overcame some of the challenges that would be faced by teachers and students in the whole process of teaching and learning.

5.4 Recommendations

- (i) Some of the strategies used have been helpful in motivating some students in the whole process of learning. However, teachers should increase more efforts to add more motivational strategies that can be useful and fit to all students although satisfaction depends on the students themselves. Motivations are beneficial to students in the whole process of learning. Teachers should be more

creative when motivating students in order to attract a big numbers of students in the classrooms. As such, this will encourage more students to be closer to the teachers and hence express their view and problems without fearing their teachers. Through motivations students can perform well in texts and examinations.

- (ii) Challenges faced by teachers and students in schools should be solved by teachers themselves because they are within their reach.

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APPENDICES

Appendix I: The Questionnaire for Secondary School Teachers

Dear respondent,

I am **Stanley Onay Dhahabu**, a student at the Open University of Tanzania pursuing a degree in Master of Education in Administration, Planning and Policy Studies. The purpose of the questionnaire is to request you to give out your answers upon the questions regarding the research titled “*Teachers’ perceptions on their motivational strategies to improve students’ learning in public secondary schools: A case of Bariadi Town Council*”. Your information is of fundamental help to the completion of this academic work. I request for your outmost cooperation considering that your opinion is highly valued and will be kept confidentially.

Instructions

- i. Put the tick (✓) in the brackets provided for the most appropriate answer in each question.
- ii. Fill the spaces left out with the most correct information in each question.

1. What is your personal profile?

- a. Sex: Female [] Male []
- b. Age Years old
- c. Position: Head of School [] Second Master/Mistress [] Academic Master [] Academic and Career counselor [] Matron/Patron [] Sports Master/Mistress [] Other (Mention)
- d. Experience in the current position: Less than a year [] More than a year []

2. What strategies do teachers use to motivate students learning?

- (a) I do the following to meet students' physiological needs in order to make them motivated to engage in learning

S/N	Statement	Strongly Agree [5]	Agree [4]	Neutral [3]	Disagree [2]	Strongly Disagree [1]
(i)	Learning environment are favorable (ventilated classrooms, comfortable chairs and tables, enough books).					
(ii)	I give students time to rest and play					
(ii)	The school does not provide students food and water					
(iv)	Physical infrastructure are not comfortable and user-friendly					

- (b) I do the following to make students feel safe in the learning process.

S/N	Statement	Strongly Agree [5]	Agree [4]	Neutral [3]	Disagree [2]	Strongly Disagree [1]
(i)	The school provides sexual education to keep them aware of all kinds of sexual abuse.					
(ii)	The school regulations are non-threatening					
(iii)	The school does not provide students' rights to privacy and confidentiality					
(iv)	The school environment like toilets are not conducive for students					

(c) I do the following to make students feel loved and worthy in a school community

S/N	Statement	Strongly Agree [5]	Agree [4]	Neutral [3]	Disagree [2]	Strongly Disagree [1]
(i)	Teachers are friendly to students					
(ii)	The school do not create environment for students to feel free to talk to teachers about personal and private life challenges					
(iii)	Teachers do not participate with students in social activities at our school.					
(iv)	Teachers do not guide students in a friendly manner					
(v)	Teachers show them trust that they have capabilities to excel and manage school properties					
(vi)	The school does not provide conducive environment for different sports and games					

(d) I do the following to make students feel capable and worthwhile in order to make them motivated to learn

S/N	Statement	Strongly Agree [5]	Agree [4]	Neutral [3]	Disagree [2]	Strongly Disagree [1]
(i)	Teachers encourage and promote self-beliefs among students					
(ii)	teachers make students feel acceptable in the school community					
(iii)	Teachers do not appraise and recognize Students achievements regardless how small they are					
(iv)	Teachers do not promote students independence in learning.					

- (e) I do the following to encourage students' desire to achieve their full learning potential

S/N	Statement	Strongly Agree [5]	Agree [4]	Neutral [3]	Disagree [2]	Strongly Disagree [1]
(i)	Teacher provide Academic and career guidance and counseling					
(ii)	Teachers give Students opportunities to demonstrate their creativity and re-inventions					
(iii)	Teachers do not expose Students to the natural environments of work, and social services					
(iv)	Teachers do not give Students the freedom to choose subjects of their interests					

3. How do teachers perceive the influence of their motivational strategies on students' learning?

- a) I think that I motivate students to learn by having their physiological needs met in this school through the following ways:

S/N	Statement	Largest Extent [5]	Larger Extent [4]	Neutral [3]	Lesser Extent [2]	Least Extent [1]
(i)	Providing ventilated classrooms, comfortable chairs and table, as well as enough books					
(ii)	Providing some arrangement for food and water in school					
(iv)	Do not give them time to rest and play					
(v)	Do not provide sufficient, comfortable, and user-friendly physical infrastructures					

- b) I think that I motivate students to learn by having their safety needs met in this school through the following ways:

S/N	Statement	Largest Extent [5]	Larger Extent [4]	Neutral [3]	Lesser Extent [2]	Least Extent [1]
(i)	Providing sex education and reproductive health services.					
(ii)	Ensuring safety from child abuse, bullying behaviours, and corporal punishments					
(iii)	There is no arrangement for accessible and affordable health care services at school					
(iv)	There is no practice of fair regulations and handling disciplinary cases					

- c) I think that I motivate students to learn by having their love and belonging needs met in this school, through the following ways:

S/N	Statement	Largest Extent [5]	Larger Extent [4]	Neutral [3]	Lesser Extent [2]	Least Extent [1]
(i)	Do not provide free environments for students to share their feelings, and challenges they face both personal and private					
(ii)	Do not engaging with students in social activities					
(iii)	Playing a guidance roles					
(iv)	Showing trust on students' capabilities to excel academically and manage school properties					

- d) I think that I motivate students to learn by having their self-esteem met in this school, through the following ways:

S/N	Statement	Largest Extent [5]	Larger Extent [4]	Neutral [3]	Lesser Extent [2]	Least Extent [1]
(i)	Promoting students' self-belief through participatory teaching methods					
(ii)	Showing social acceptance of students in class and school					
(iii)	Do not recognize students' achievement					
(iv)	Do not promote students' independence in learning					

- e) I think I motivate students to learn by having their self-actualisation met in this school through:

S/N	Statement	Largest Extent [5]	Larger Extent [4]	Neutral [3]	Lesser Extent [2]	Least Extent [1]
(i)	Teachers provide academic and career guidance and counseling					
(ii)	Teachers do not nurture students' talents					
(iii)	Teachers do not provide opportunities for students to demonstrate their creativity and re-inventions					
(iv)	Engaging students' in career activities					

4. What challenges do teachers face when motivating students to learn?

a) Challenges I face when providing students with safety needs in this school?

S/N	Statement	Strongly Agree [5]	Agree [4]	Neutral [3]	Disagree [2]	Strongly Disagree [1]
(i)	It is challenging to provide sex education and reproductive health services to students					
(ii)	The school environment does not ensure students' safety from child abuse, bullying behaviors, and corporal punishments					
(iii)	School classrooms and toilets do not observe children's rights to privacy and confidentiality to motivates students' learning					
(iv)	School regulations and the handling of disciplinary cases does not ensure fairness					

b) I face the following challenges when providing students with love and belonging needs to motivate students' learning in this school?

S/N	Statement	Strongly Agree [5]	Agree [4]	Neutral [3]	Disagree [2]	Strongly Disagree [1]
(i)	The school does not cultivate teacher-student friendship to motivate students' learning					
(ii)	The school does not make the students feel free to talk to teachers about their personal and private life challenges in order to motivate their learning					
(iii)	The school does engage students in social activities to motivate their learning					
(iv)	The school does make students regard their teachers as their guardians in order to motivate students' learning					

- c) I face the following challenges when providing students with self-esteem needs to motivate students' learning in this school?

S/N	Statement	Strongly Agree [5]	Agree [4]	Neutral [3]	Disagree [2]	Strongly Disagree [1]
(i)	The school does not promote students' self-belief in teaching methods to motivate their learning					
(ii)	The school does not ensure social acceptance of students in teacher-student services to motivates their learning					
(iii)	The school does recognize students' achievement regardless how small to motivates their learning					
(v)	The school ensure teachers' respectful treatments of students to motivate their learning					

- d) I face the following challenges when providing students with self-actualization needs to motivate students' learning in this school?

S/N	Statement	Strongly Agree [5]	Agree [4]	Neutral [3]	Disagree [2]	Strongly Disagree [1]
(i)	The school does not provide professional academic and career guidance and counseling to motivate students' learning					
(ii)	The school does not nurture students' talents to motivate students' learning					
(iii)	The school does not provide students with opportunities to demonstrate their creativity and re-inventions to motivate students' learning					
(iv)	The school does not engage students in career activities to motivate students' learning					
(v)	The school does not provide students with freedom to choose subject of their interest to motivate students' learning					
(vi)	The school does not provide conducive environment for different sports and games.					

5. I do the following in order to motivate students' to learn.

S/N	Statement	Strongly Agree [5]	Agree [4]	Neutral [3]	Disagree [2]	Strongly Disagree [1]
(i)	My students have a strong relationship with me when I teach in the classroom					
(ii)	My students believe that they are able to learn and understand the content					
(iii)	My students are attracted with my teaching in the classroom					
(iv)	My students feel free to discuss their choices and suitable ways of learning in the classroom					
(v)	My students feel free to share their learning difficulties with me in the classroom					
(vi)	My students feel do not free to ask for clarifications of the learned content in my classroom					
(vii)	My students do not perform well in the examinations					
(viii)	My students do not have a high interaction within their groups of learning					
(ix)	My students are not attentive during teaching process					
(x)	My students do not engage in study tour and reality					

Appendix II: An Interview Guide to Teachers**Dear respondent,**

I am **Stanley Onay Dhahabu**, a student of Open University of Tanzania pursuing a degree in Master of Education in Administration, Planning and Policy Studies. The purpose of the questionnaire is to request you to give out your answers upon the questions regarding the research titled “*Teachers’ perceptions on their motivational strategies to improve student’s learning in public secondary schools: A case of Bariadi Town Council*”. Your information is of fundamental help to the completion of this academic work. I request for your outmost cooperation considering that your opinion is highly valued and will be kept confidentially.

Section A: What strategies do teachers use to motivate students’ learning?

- (i) What strategies do you use to meet students’ physiological needs in order to motivate students’ learning in this school?
- (ii) What strategies do you use to meet students’ safety needs in order to motivate students’ learning in this secondary school?
- (iii) What strategies do you use to meet students’ love and belonging needs in order to motivate students’ learning in this secondary school?
- (iv) What strategies do you use to meet students’ self-esteem needs in order to motivate students’ learning in this secondary school?
- (v) What strategies do you use to meet students’ self-actualization needs in order to motivate students’ learning in this secondary school?

Section B: How do you think teachers' motivational strategies influence students learning?

- (i) How do you think physiological needs influence students learning in this secondary school?
- (ii) How do you think safety needs influence students learning in this secondary school?
- (iii) How do you think love and belonging needs influence students learning in this secondary school?
- (iv) How do you think self-esteem needs influence students learning in this secondary school?
- (v) How do you think self-actualization needs influence students learning in this secondary school?

Section C: What challenges do teachers face when motivating students to learn?

- (i) What challenges do you face in providing students with physiological needs to motivate students' learning in this secondary school?
- (ii) What challenges do you face in providing students with safety needs to motivate students' learning in this secondary school?
- (iii) What challenges do you face in providing students with love and belonging needs to motivate students' learning in this secondary school?
- (iv) What challenges do you face in providing students with self-esteem needs to motivate students' learning in this secondary school?

What challenges do you face in providing students with self-actualization needs to motivate students' learning in this secondary school? Appendix: III Questionnaire for students


Dear respondent,

I am STANLEY ONAY DHAHABU, a student of Open University of Tanzania pursuing a degree in Master of Education in Administration, Planning and Policy Studies. The purpose of the questionnaire is to request you to give out your answers upon the questions regarding the research titled "*Teachers' perceptions on their motivational strategies to improve student's learning in public secondary schools: A case of Bariadi Town Council*". Your information is of fundamental help to the completion of this academic work. I request for your outmost cooperation considering that your opinion is highly valued and will be kept confidentially.

Students learning habits, process and output


S/N	Statement	Strongly Agree [5]	Agree [4]	Neutral [3]	Disagree [2]	Strongly Disagree [1]
(i)	Students tend to ask questions about the lesson when the teacher teaches					
(ii)	Students make noise when Teacher is not in the class					
(iii)	Students perform well in their tests and final examinations					
(iv)	Students perform well in their national examinations					
(v)	Teachers use different strategies in teaching and learning for motivating students learning					
vi	Teachers do not create interactive learning environment that motivate students learning in the class					
viii	Teachers do not encounter different challenges when motivating students to learn					
Ix	Students learning achievements do not motivate teachers' performance					
X	Motivations do not influence students to learn					
Xi	School has no mechanism of motivating students to learn					

Appendix III: Research Clearance Letters



THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
 Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445
 ext.2101
 Fax: 255-22-2668759
 E-mail: dpgs@out.ac.tz

Our Ref: PG201801672
 2nd December 2020

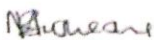
Town Executive Director,
 Bariadi Town Council,
 P.O.Box 526,
 SIMIYU.

RE: RESEARCH CLEARANCE
 The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. DHAHABU, Stanley Onay** Reg No: PG201801672 pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS)**. We here by grant this clearance to conduct a research titled **"Teacher's Perceptions on the Influence of Motivational Strategies on Student's Learning in Public Secondary Schools"**. He will collect his data at your area from 3rd December 2020 to 18th December 2020.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours,
THE OPEN UNIVERSITY OF TANZANIA


 Prof. Magreth Bushesha
DIRECTOR OF POSTGRADUATE STUDIES.

OUT/DPGS/S2

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF POSTGRADUATE STUDIES

Kawawa Road, Kimondoni Municipality,
P.O. Box 23409
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Tel: 255-22-2666752/2668445 ext. 100
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

REQUISITION FORM FOR RESEARCH CLEARANCE LETTER

Date: 30/11/2020

1. Name of Student: STANLEY OMAI DHATHABU
2. Gender: MALE
3. Reg. Number: PG 201801672 Year of Entry: 2018
4. Faculty: EDUCATION
5. Programme: MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES
6. Title of Research:
TEACHER'S PERCEPTIONS ON THE INFLUENCE OF
MOTIVATIONAL STRATEGIES ON STUDENTS
LEARNING IN PUBLIC SECONDARY SCHOOLS.
7. Tentative dates for data collection:
From: 03/12/2020 to 18/12/2020
8. Student Email: Stanleydhababu@gmail.com
9. Student Phone Number: 0754-549563, 0627-564898
10. Research Location/site:

S/N	Region	District Council/ Municipality	Name of Organization	Postal Address	Place
1	SIMUYU	BARIADI	BARIADI TOWN COUNCIL	P.O. BOX 526	BARIADI
2					
3					
4					
5					
6					

11. Date of submission: 24/12/2020 Signature: 

Thank you for your time

Appendix IV: Plagiarism Report

TEACHERS' PERCEPTIONS ON THE INFLUENCE OF MOTIVATIONAL STRATEGIES ON STUDENT'S LEARNING IN PUBLIC SECONDARY SCHOOLS: A CASE OF BARIADI TOWN COUNCIL

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