

**EFFECTS OF INTRINSIC MOTIVATION ON EMPLOYEES  
PERFORMANCE AT PRIVATE PRIMARY SCHOOLS IN TANZANIA: A  
CASE STUDY OF MILLENNIUM KINDERGARTEN AND PRIMARY  
SCHOOL SAINT JOSEPH**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN  
RESOURCE MANAGEMENT  
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**2022**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: **“Effects of Intrinsic Motivation on Employees Performance at Private Primary Schools in Tanzania Case Study of Millennium Kindergarten and Primary School Saint Joseph”** in partial fulfillment of the requirements of the degree of Master of Human Resource Management (MHRM) of the Open University of Tanzania.

.....

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(Supervisor)

.....

Date

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

.....

Signature

.....

Date

**DEDICATION**

This work is dedicated to my wife Vumilia Kachekwa, my daughters Feza Mutanya and Francoise Badesire, my son Bienfait Mutanya, my father Evariste Mutabunga and lastly to my mother Fransiska M’Kaduli

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## ABSTRACT

The study sought to examine the effect of effects of intrinsic motivation on employee's performance at private primary schools in Tanzania case study of millennium kindergarten and primary school Saint Joseph at Da es salaam Tanzania. The study was guided by three specific objectives namely, to determine the effect of Autonomy on employee performance, to examine the effect of mastery on employee performance and to assess the effect of purpose on the employee performance. The study applied a pink intrinsic theory of three variables namely autonomy, mastery and purpose to explain the relationship effects on employee performance. Simple random sampling was used to obtain 74 samples from 96 school employees. Descriptive statistics and Pearson correlation analysis were used to test the relationship of variables. The study found that autonomy was positive strong and significant correlated to employee performance. Mastery was positive, strong and significantly correlated to employee performance and purpose was as well positive, strong and significant correlated to employee performance. The study recommends that employees should be given more choices and freedom in order to increase their autonomy; secondly management should make sure employees are getting more skill training in order to increase their mastery job skills. Lastly the study recommends that management should make sure employees are provided chance to contribute ideas and work independently.

**Keywords:** Intrinsic Motivation, Employees Performance

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**LIST OF ABBREVIATIONS AND ACRONYMS**

AUTO	Autonomy
EMPPERF	Employee Performance
IM	Intrinsic Motivation
M	Mean
MASTER	Mastery
MHS	Masana Hospital and College of Health and Allied Sciences
MOHSW	Ministry of Health and Social Welfare
PURPOS	Purpose
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
UNICEF	United Nations International Children's Emergency Fund

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Overview**

The chapter presents the background, statement of the problem, general objective and specific objectives. Also research questions, significance of the study and organization of the study are presented.

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

Organizations, which want to excel in a competitive market need some factors that boost up an organization to work hard to achieve this goal. The most important factor in any organization is work force. Any organization can develop itself by motivating and enhancing the efficiencies of their workers by implementing some sort of appreciation techniques. Reward management system is one of the most practicable appreciation techniques and it is the main feature of human resource management to attract and retain talented employees by motivating them to perform well. Markova and Ford (2011) argued that readiness of workers to use their creativeness, skills, and knowledge determines the success of an organization. For improving the performance of employees, benefits, and incentives can be used as an effective tool. Organizations try to intrinsically and extrinsically motivate and increase the task performance of their personnel by adopting various human resources practices.

Organizations need highly performing individuals in order to meet their goals, to deliver the products and services they specialized in, and finally to achieve competitive advantage. Performance is also important for the individual. Accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and

pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure. Moreover, performance—if it is recognized by others within the organization—is often rewarded by financial and other benefits. Performance is a major—although not the only—prerequisite for future career development and success in the labor market. Although there might be exceptions, high performers get promoted more easily within an organization and generally have better career opportunities than low performers (VanScotter, Motowidlo, & Cross, 2000).

Intrinsic motivation is the focus of this study. Many theories regarding intrinsic motivation have been propounded. This study has adopted Pink theory of intrinsic Motivation (2009), which suggest that for any work task that involves most than the most basic cognitive challenge, basic financial reward systems simply do not work. In fact, they can lead to worse performance. The study is based on the school environment where thinking and cognitive skills are used tremendously.

The Pink theory of intrinsic motivation (2009) has gained increasing attention in the academic and popular literature in recent years, and for good reason. Performance, productivity and sheer enjoyment of work have all been found to be greater in people with higher levels of intrinsic motivation as are related behaviors such as initiative and concentration. This appears to hold true for behavior change, too People with higher levels of intrinsic motivation for particular behaviors are better able to do those things and to sustain them over time (Ben-Hur, & Kinley, 2016). Therefore to increase intrinsic motivation for change, managers therefore need to foster employees' feelings of Autonomy, Mastery and Connection or purpose with regard to the desired change.



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

The importance of employee performance and work motivation is growing all the time for companies and organizations. However, most of Tanzanian companies do not emphasize on intrinsic motivation of an employee, this results into employee's mobility and poor performance as well as low company's productivity (Mboya, 2010). Managers are not letting teachers have full autonomy in their executing their teaching work. Secondly school managers are keen on making sure that mastery of teachers are controlled to suit the school objectives and lastly teachers are not feeling sense of purpose when executing their teaching duties. Intrinsic motivation is a crucial factor towards increasing the performance of employees towards achieving the goals of a given organization (Mohamed, 2012).

Blanchard (2004) affirms that, good performance in schools will lead to positive growth. A good example is the increasing high grade performance for students. Effective knowledge delivery of education facilitates skill acquisition of students and development, which will bring about master of the subject matter and life. On the contrary intrinsic motivation aspects have been ignored and the role of motivation on performance is generally ignored in Tanzania schools for some time resulting into severe consequences such as labour turnover and low grade achieving of students (Kumburu et al., 2012).

Despite of researches done on the issues of motivation and organizational performance, little research work has been targeted to assess the effects of intrinsic motivation on teacher's performance in private education sector especially with testing new intrinsic motivation using autonomy, mastery and purpose in Tanzania.

Those few researches were done at Muhimbili National Hospital to represent public hospitals in Tanzania and others were done in few selected public and private to present entire population of that selected sector across the country for example MOHSW (2014), Leshabari (2008), Munga and Mbilinyi (2008) to mention a few. Therefore this study focused on determining the effects of intrinsic motivation on teacher's performance at St. Joseph's Kindergarten and Primary School in Dar es Salaam Tanzania.

#### **1.4 General Objective**

The general objective of this study is to examine on the intrinsic motivation effect on primary school teachers performance

#### **1.5 Specific Objectives**

- (i) To determine the effect of Autonomy on employee performance
- (ii) To examine the effect of mastery on employee performance
- (iii) To assess the effect of purpose on the employee performance

#### **1.6 Research Hypothesis**

- (i) Autonomy has a positive relationship effect on employee performance
- (ii) Mastery has appositive relationship effect on employee performance
- (iii) Purpose has a positive relationship effect on employee performance

#### **1.7 Significance of the Study**

Employee motivation is one of the most essential parts of a company's success, performance, development and survival. Motivated employees are of great value because; they are efficient, effective, focused and committed to the organizational

mission and goals. They often experience higher job satisfaction, they are less frequently absent from work, they deliver higher levels of performance and productivity, they tend to work harder when workplace demands are high. They are loyal to the organization, resulting in low staff turnover. They deliver high levels of customer service, which leads to greater customer satisfaction and customer retention.

The study added knowledge to the existing knowledge concerning effects of intrinsic motivation on teachers performance especially on the application of new the ne Pink theory of intrinsic motivation. The study assisted in policy formulation concerning motivation in work places. The study informed and guide policy makers on obstacles that hinder company motivation; and therefore better understanding of how to apply intrinsic motivation.

## **1.8 Organization of the Study**

Chapter one presents introduction whereby issues like background of the study, statement of the problem, research objectives, significance and organization of the study. Chapter Two presents literature review whey by definition of key concepts, theoretical review, empirical review, research gap and conceptual framework. Chapter three presents research philosophy, research approach, design, sample and sampling techniques, data collection and instruments, data analysis, validity, reliability and ethical consideration. Chapter four presents findings, analysis and discussion and lastly chapter five is summary recommendation and conclusion.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

The chapter present literature review whery by definition of key concepts are provided, theoretical review dealt with reviewing related theories. This is followed by empirical review whereby worldwide context, African context and Tanzania context reviews are explained. Last is the research gap and conceptual framework whereby variables of the study are shown.

#### **2.2 Definition of Key Concepts**

##### **2.2.1 Intrinsic Motivation**

Intrinsic motivation derives from within the person. It refers to the direct relationship between a worker and the task, and is usually self-applied. Examples of intrinsic motivation are achievement, accomplishment, challenge and competence, which are derived from performing one's job well (Afful-Broni, 2004).

Intrinsic motivation (IM) refers to engagement in behavior that is inherently satisfying or enjoyable. IM is no instrumental in nature, that is, intrinsically motivated action is not contingent upon any outcome separable from the behavior itself. Rather, the means and end are one and the same. For example, a child may play outdoors – running, skipping, jumping – for no other reason than because it is fun and innately satisfying (Legault, 2020).

Intrinsic motivation is considered the most optimal form of motivation and is associated with various benefits – including enjoyment, persistence, and psychological

well-being (Deci and Ryan 2008), extrinsic motivators are sometimes thought to be helpful to promote action for behaviors that are not intrinsically interesting (e.g., recycling, doing homework, obeying traffic laws). In other words, the desire to entice or compel people to comply with standards of socially desirable behavior is sometimes at odds with the preservation and promotion of individual autonomy and intrinsic motivation.

Intrinsic motivation is a natural human tendency – in other words, people will actively strive toward doing the things they find interesting or enjoyable. However, in order for intrinsic motivation to flourish, the social environment must nurture it. Social contexts exert an influence on the experience of intrinsic motivation by affecting perceived autonomy and competence.

The Importance of Motivation to Employees to employees according to Rutherford (2010) is that all managers realize that motivation is important and if employees are enthusiastic about task accomplishments, try to do their jobs at their best, the organization will benefit. Rutherford also noted that organizational goals cannot be effectively attained unless employees work together, so it is obvious that the need for teamwork in the organization is essential. One thing that managers should realize is that their jobs are not just to “motivate an employee”. All employees come to a work situation motivated to attain personal goals, which they have established.

One goal for the service manager is to develop motivated employees and increase their morale about their work. Employee morale towards work, such as supervisors and peers, organization, work environment, can be defined as the feelings an

employee has about all aspects of the job. There are many benefits to be gained from building good morale. Besides, there are proven relationships between morale levels, turnover, and absenteeism. However, research indicates that high employee morale levels do not always yield high productivity levels (Bjorklund, 2011)

### **2.2.2 Employee Performance**

An effective performance management action is a significant instrument for employee inspiration for best performance. Though, it is not an adequate state for effective performance management. Furthermost vital issue with any performance management structure is how vital it is taken and how devotedly it is practiced by managers and employees (Pulakos, 2009). Performance management is all about rightness, coordinating, progression to create value for and from customer with the result of economic value making to stockholders and owners. The expansion of performance management is clearly very huge, which is why performance management requirement be viewed within an enterprise as a instrument to improve on employee motivation for in height performance. (Cokins 2009) Efficient management of performance requires a strong worry of the performance domain. That is, capturing the requirement and projects that are part of the job description within a firm. Once you have full skills of what the work involves, you have the foundation for evaluating and increasing performance. This is the foundation for assessing and enlightening performance within organization. Once this is no present, the significance is a mislaid connection in measuring employee performance and the likelihood of increasing employee performance within organization. Besides, there is also the misplaced connection in evaluating workers performance in association to other workers in the same job status (Robert, 2003).

## **2.3 Theories Governing the Study**

Intrinsic motivation has been conceptualized in many different ways by different theorists. Deci and Ryan (1985) divides these different conceptualizations into six categories, namely; approaches based on drive-naming, psychodynamic drive theory, physiological arousal, psychological incongruity, competence and self-determination, and emotion. Most of these theories do not explicitly talk about intrinsic motivation. This study used Pink theory of motivation on teacher's performance

### **2.3.1 Pink Theory of Intrinsic Motivation**

Pink (2009) argues that the evidence of scientific studies on motivation and rewards suggests that, for any work task that involves most than the most basic cognitive challenge, basic financial reward systems simply do not work. In fact, they can lead to worse performance. Daniel Pink is a modern writer on business & management, with a strong focus on the changing nature of work and the workplace. His book - Drive: the Surprising Truth about What Motivates Us - was published in 2009 and very quickly became a bestseller with its focus on the importance and effectiveness of three intrinsic elements to motivation at work: autonomy, mastery and purpose (Nordgen, 2013).

For simple, straightforward tasks, Pink concedes that traditional financial rewards or a carrot & stick approach to motivation do work. These can be considered as "external" methods of motivation. They are simple and they still work.

He accepts that money is a motivator at work, but once people perceive that they are paid fairly, and then they become much more motivated by intrinsic elements. Once people are paid fairly, they look for more from their work.

Pink's theory is drawn from research undertaken by psychologists Harlow and Edward Deci (1971). They discovered that rewards can fail to improve people's engagement with tasks, and may even damage it. Another study was carried out by professors at MIT in 2017, and recorded similar findings (Robert, 2003).

The more neglected half of motivation is what psychologists call intrinsic motivation. Intrinsic motivators drive behavior change by tapping into internal feelings to act for reasons that we find inherently enjoyable or fulfilling. It has gained increasing attention in the academic and popular literature in recent years, and for good reason. Performance, productivity and sheer enjoyment of work have all been found to be greater in people with higher levels of intrinsic motivation, as are related behaviors such as initiative and concentration. This appears to hold true for behavior change, too. People with higher levels of intrinsic motivation for particular behaviors are better able to do those things and to sustain them over time (Ben-Hur, & Kinley, 2016). Therefore to increase intrinsic motivation for change, managers therefore need to foster employees' feelings of Autonomy, Mastery and Connection with regard to the desired change. A summary of Pink's key points on the three intrinsic elements of motivation is provided below.

### **2.3.1.1 Autonomy**

According to Pink (2009), autonomy is the desire to direct our own lives. Pink argues that allowing employee's autonomy runs counter to the traditional view of management which wants employees to "comply" with what is required of them. However, if managers want employees to be more engaged in what they are doing (and they should - as tasks become more complicated) then allowing employees



autonomy (self-direction is better). Pink (2009) provides some examples of what he means by autonomy, summarizing them into four main aspects: time, technique, team and task.

For example, some firms allow employees to have time at the workplace to do whatever they want. This freedom to spend time doing their own thing leads to many more innovative ideas and solutions. A good example is Google, which has benefited from numerous product ideas as a result of allowing developers to pursue individual projects during work time. The growth of flexible working practices is another good example of allowing staff more autonomy. A good example is the providing of the technology and freedom to work from home. Pink (2009) is an advocate of greater use of teamwork as a means of facilitating autonomy, particularly where the team members themselves pick the team!

According to Pink, autonomy motivates us to think creatively without needing to conform to strict workplace rules. By rethinking traditional ideas of control – regular office hours, dress codes, numerical targets, and so on – organizations can increase staff autonomy, build trust, and improve innovation and creativity.

### **2.3.1.2 Mastery**

Pink (2009) describes mastery as the desire to continually improve at something that matters. He argues that humans love to "get better at stuff" - they enjoy the satisfaction from personal achievement and progress. Allowing employees to enjoy a sense of progress at work contributes to their inner drive. By contrast, a lack of opportunity at work for self-improvement or personal and professional development is

liable to make employees more bored and demotivated. A key implication for managers is to set tasks for employees that are neither too easy or excessively challenging. Pink (2009) calls such tasks "Goldilocks tasks) – for instance tasks that are not "too hot or too cold". Goldilocks tasks push employees out of their comfort zones, and allow them to stretch themselves and develop their skills and experience further.

Mastery is the desire to improve. If you are motivated by mastery, you'll likely see your potential as being unlimited, and you'll constantly seek to improve your skills through learning and practice. Someone who seeks mastery needs to attain it for its own sake.

### **2.3.1.3 Purpose**

Pink (2009) describes purpose as the desire to do things in service of something larger than ourselves. Pink argues that people intrinsically want to do things that matter. For example, entrepreneurs are often intrinsically motivated to "make a difference" rather than simply aiming for profit maximization. Most of us spend more than half our working hours at work. We want that time to matter. So a key part of adding purpose to work is to ensure that the mission and goals of the organisation are properly communicated to employees. Employees need to know and understand these, and appreciate how their work and role fits into what the organisation is about.

This theory links to this study by explaining the three items on how they motivate employees especially teachers. Critiques leveled against Pink Theory of Intrinsic Motivation is that Pink's framework of intrinsic motivation was originally developed

for adult workplaces, and pinpoints autonomy, mastery, and purpose as the key ingredients for highly-motivated adult workers. It doesn't work on young people who still need guidance (Nordgen, 2013)

## **2.4 Empirical Review**

In order to get a clear understanding of the topic an empirical review was carried out. Starting by explaining worldwide context review followed by African context review. Lastly is Tanzania or local context review.

### **2.4.1 World Wide Context Review**

Ali, Bin and Piang (2016) studied on the impact of motivation on the employee performance and job satisfaction in it park (software house) sector of Peshawar, Pakistan. Data were collected by questionnaire from 200 respondents. Six item of moderated adopted from Cannmann et al (1979) were used. Person coefficient correlation and regression analysis were used. It was found that both motivations have a significant effect on performance.

Beqiri, (2019) studied on the empirical study on intrinsic motivation factors of employees in transition economies. Pearson correlation matrix to test the relationship with independent variables and dependent variable, which in our case is intrinsic motivation and as a main econometric model binary logistic is used. The research shows that most of the data that we have used in this model are correlated, and have high level of significance, and there is no Multicollinearity. Whereas, in Binary Logistic it model used Cox & Snell R Square is .696 meaning that our model is predicted by around 70 percent from the independent variables. From our research we

found that most important intrinsic motivational factors are competence, job satisfaction, job recognition as well as financial rewards. There is no impact on intrinsic motivation that is dependent on finding the job interesting or not. Worthy of note is that the odds of employees to be intrinsically motivated are much higher in public institution than in private businesses.

Danish, Khalid, Shahid, Raza, & Humayon, (2015) studied on the effect of intrinsic rewards on task performance of employees. The basic purpose of this study was to examine the effect of reward management system, especially intrinsic rewards on task performance with the mediating role of extrinsic and intrinsic motivation of employees working in the banks in the capital of Punjab, Lahore, Pakistan. In this study, we collected data through self-administered questionnaires applying correlational explanatory research design. Descriptive statistics was used to analyse data. The analysis of the data revealed that intrinsic rewards have positive impact on task performance of employees working in banks and motivation and its dimensions, like. Intrinsic motivation, extrinsic motivation, and job satisfaction mediated this relationship. Considering the importance of appreciations received by bankers in the form of rewards and their effect on extra role performance and sophisticated management, policy makers should take necessary steps for improving the reward management system which will increase the task performance of employees because they will be motivated by these performance appraisal techniques.

Jobira, & Mohammed, (2021). Predicting organizational performance from motivation in Oromia Seed Enterprise Bale branch. The study employed an explanatory research design with a quantitative approach to address the cause–effect relationship among

extrinsic motivation, intrinsic motivation and employees' performance. To collect the data, a Likert scale close-ended questionnaire was used. The study used descriptive data analysis techniques (frequency, percentage and mean), correlation analysis, and binary logistic regression analysis. The study revealed that there is intrinsic and extrinsic motivation affecting performance.

Shahzadi, Javed, Pirzada,, Nasreen,, & Khanam, (2014) studied on the Impact of employee motivation on employee performance. Data is collected from 160 teachers of Government and private schools by using self-administered questionnaire. Regression analysis is applied to find the effect of employee motivation on employee's performance involving four variables employee motivation, employee performance, intrinsic rewards and employee perceived training effectiveness. The results of this study show that significant and positive relationship exists between employee motivation and employee performance. It is also concluded that intrinsic rewards has a significant positive relationship with employee performance and employee motivation. This study concludes that employee perceived training effectiveness has a negative relationship with motivation. It is also proved from their responses, they were provided with the training courses but this training was not implemented by them in their routine teaching as they considered it to be ineffective. They were not satisfied with the training provided to them and this affected their motivation to teach.

Tiwari, (2020) studied on the effects of Extrinsic and Intrinsic Motivation on Teachers Job Performance in India. The target population of the study are teacher of teachers was selected and was administered a questionnaire to obtain primary data. The data

were analyzed using descriptive statistical analysis methods. The results obtained indicate that if employees are positively motivated, it improves both their effectiveness and efficiency drastically for achieving organizational goals.

Munir, Lodhi, Sabi, & Khan,(2016) studied on the Impact of rewards (intrinsic and extrinsic) on employee performance with special reference to courier companies of Faisalabad City. Statistical package for social sciences (SPSS) is used for our study of descriptive analysis. Employees like Field Supervisors, Courier from selected courier complainers (TCS, OCS, Leopard and Express Courier Services) were randomly chosen. The sample size was 60 respondents of courier level from selected four companies. A total of 60 questionnaires were distributed through Stratified Convenient Sampling to the respondents. Pearson correlation analysis and regression analyse were used to analyse data. The study found that both extrinsic and intrinsic motivation has positive and significant effect on performance.

#### **2.4.2 African Context Review**

Muogbo, (2013) studied on the influence of motivation on employees' performance: a study of some selected firms in Anambra State in Ethiopia. 63 respondents selected from 21 manufacturing firms across the three senatorial zones of Anambra State were sampled (3 from each firm). The study used descriptive statistics (frequencies, mean, and percentages) to answer the three research questions posed for the study. The Pearson Product moment Correlation Coefficient was used to test the three hypotheses that guided the study. The result obtained from the analysis showed that there existed relationship between extrinsic motivation and the performance of employees while no relationship existed between intrinsic motivation and employees' performance. The

study reveals extrinsic motivation given to workers in an organization has a significant influence on the workers performance. This is in line with equity theory, which emphasizes that fairness in the remuneration package tends to produce higher performance from workers. The researcher recommended that all firms should adopt extrinsic rewards in their various firms to increase productivity. On the bases of these findings, employers are continually challenged to develop pay policies and procedures that will enable them to attract, motivate, retain and satisfy their employees. I therefore, suggest that more research should be conducted on the relationship and influence of rewards on workers performance using many private and public organizations, which will be a handy tool that could be used to provide solutions to individual conflict that has resulted from poor reward system.

Kemoh, (2016). The Impact of Motivation on Employees Performance in an Organization in Somalia. The study used descriptive research design. The study populace and sampling frame comprised of a list of all representatives that worked at UNICEF Somalia Support Center in Nairobi and was gotten from the Human Resources department. Descriptive analysis was used to determine the proportions and frequency of the variables. Correlation tests were used to draw inferences about the population from the sample and Statistical Package for Social Sciences (SPSS) was used to facilitate the data analysis.

The study revealed that UNICEF Somalia did not use monetary rewards to motivate its employees. The study showed that the company used non-monetary rewards like recognition, decision making roles, promotion, and flexible working hours to motivate employees. The study showed that the employees indicated that they believed that

money was a crucial incentive to work motivation and that most of them used the value of money to perform the function of a scorecard by which they assessed the value that the organization had placed on their services.

The study showed that employees at UNICEF Somalia were not happy with their job design in terms of the tasks they performed and the organization did not involve them in the job design leading to their demotivation. The study showed that, UNICEF Somalia employees acquire training aimed at improving their knowledge, skills and attitudes towards their work, as well as increase their morale and confidence in the job. It was revealed that, the employees in the organization have a sense of security built from their training and this facilitated their ability to manage changes and new situations that occurred within the organization.

The study concludes that employees at UNICEF Somalia were not happy with their job design in terms the tasks they performed and the organization did not involve them in the job design leading to their demotivation. The study concludes that UNICEF Somalia employees acquire training aimed at improving their knowledge, skills and attitudes towards their work, as well as increase their morale and confidence in the job and that the employees in the organization had a sense of security built from their training that facilitated their ability to manage changes and new situations within the organization.

The study recommends that management retain the non-monetary rewards as a cost-effective way of keeping the workforce highly motivated, but also include monetary rewards that should be linked directly to the compensation plan and for to provide and



create a practical job rotation programme and develop a comprehensive program for its effectiveness. The study recommends managers to also provide optimal motivational systems that need to be determined for implementing job rotation policy.

Munyua, (2017) conducted a study on Influence of intrinsic motivation on job performance and organisational commitment among the employees: case of k-unity, Kiambu County in Kenya. A study adopted a quantitative descriptive design. Structured questionnaire were used to collect data. Correlation and variance analysis were used to test relationship between variables. Intrinsic motivation and reward contribute significantly to employee's job performance. The study conclude that investing in non-financial rewards to employees improve.

Smith, Joubert, & Karodia, (2015) studied on the impact of intrinsic and extrinsic rewards on employee motivation at a medical devices company in South Africa. Data were collected using structured questionnaire. Data analysis was done through descriptive statistics. The analysis of the data collected from the questionnaires suggested that rewards are highly valued as a motivating factor by respondents. The research further suggested that employees were generally satisfied with, and benefited from the current rewards offered by the company. Additionally, it was found that employees were more motivated by intrinsic rewards rather than extrinsic rewards, although a thirteenth cheque and annual salary increases (extrinsic rewards) were the most ranked rewards for employees at the company

### **2.4.3 Tanzania Context Review**

Muze, (2014) studied on the assessment of motivation and its impact on employees' performance in goal Attainment. A case study design was done using a sample of 63

employees. In collecting the primary data, the study used questionnaire and interview tools. Descriptive statistics was used to collect data. The study found out that provision of a positive working environment for employees is a major criteria used by the company to motivate its employees. Also, the study also found out that, employee turnover as the main challenge or obstacle in motivating employees at the company. The study concluded that there are various criteria used to motivate the employees. These involve provision of a positive working environment, recognition, reward and reinforcing the right behavior, employee relationship and developing skills and other potential. The study recommends, among other aspects, that Human Resource Department need to implement motivational activities at the workplace.

Biswalo, (2015) studied on the Influence of extrinsic motivation on job performance of secondary school teachers in Tanzania. The study employed Cross-sectional design in which both qualitative and quantitative research approaches were used. The study involved Municipal Secondary Education Officer, heads of schools, and teachers. Purposive and simple random sampling techniques were employed to select the sample of 61 respondents in this study. Questionnaire, interview, and focus group discussion were used to obtain relevant data. Thematic content analysis was employed for qualitative data whereas descriptive statistics was used to analyse data with quantitative elements. Also, the Statistical Package for Social Sciences (SPSS) software Version 16 was employed in the analysis of quantitative data.

The study found that secondary school teachers' extrinsic motivation was affected by such factors as availability of accommodation, salary scales, and promotions, in service training, seminars, and workshops, availability of teaching materials, transport

facility and allowances. Suggested strategies for promoting extrinsic motivation of secondary school teachers include provision of accommodation, adequate teaching facilities, allowances, adequate in-service training, seminars and workshops, job promotion and increase of salaries. Implications of the findings of the study were policy amendment to enhance teacher motivation and the need for further research intervention, as efforts to enhance motivation among secondary school teachers in Tanzania.

Buberwa, (2015) conducted a study on the role of motivation on academic staff performance in Tanzania public universities: Simple Random and Purposive sampling techniques were used to select a sample of 75 respondents constituting academic staff from the Faculty of Business and Information Sciences (FBIS) as well as Faculty of Cooperative and Community Development (FCCD). Multiple approaches including survey questionnaire, interviews, observation and documentary reviews were used to gather both primary and secondary data, which enabled the researcher to do cross-data validity checks. Pearson correlation coefficient was used to analyse data.

The study revealed both intrinsic and extrinsic aspects of motivation play undeniable role in boosting academic staff performance. It is concluded that provision of conducive intrinsic and extrinsic aspects of motivation will inevitably influence positively the performance of employees. Nonetheless, the study disclosed that deductions on employees' salary are numerous and cause many to be de-motivated to perform highly. Hence, it is recommended that the government should reduce the P.A.Y.E that affects the salary and dwindles academic staff performance.

Kyaruzi, (2017) studied on the assessing the Effect of Motivation on Organizational Performance: A Case of MHS Massana Hospital, Dar es Salaam Tanzania. Using MHS Massana hospital as a case study, a sample of 63 respondents selected based on stratified random and purposive sampling, the quantitative and qualitative approach were adopted in which self-administered questionnaires and interviews were used for collection of data. Data were analyzed using descriptive statistics and SPSS to answer the three research questions posed for the study.

The findings revealed that motivation of employees' increase commitment, retain employees, increase productivity and increases organizational performance. Promotion, medical allowance, training, overtime, salary and responsibility allowance as a motivation packages offered at MHS Massana contributes more on employees work performance than house allowance, responsibility allowance, hospital loan and bonus. Employees were not satisfied with hospital loan, basic pay, time for salary pay and medical allowance. The researcher concluded that, there is a relationship between employees' motivation and organizational performance. Hospital management should invest on employees' motivation for the success of their organization

## **2.5 Research Gap**

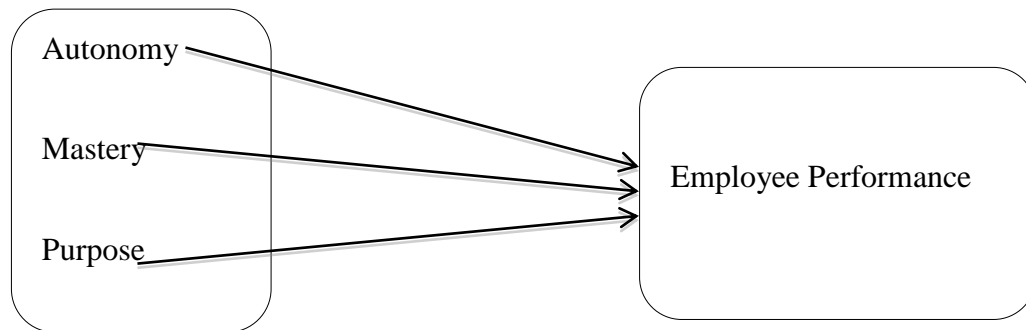
Theoretical gap of this study come from the fact that previous studies has dealt the issue of motivation particularly intrinsic motivation relation to Maslow hierarchy of needs or Herzberg motivation theories. This study adopted Pink intrinsic motivation theory whereby the variables examined are autonomy, mastery and purpose. Methodological gap is the application of quantitative whereby previous studies adopted qualitative studies. And most of all is the contextual gap whereby studying

effect of intrinsic motivation at kindergarten and primary school teacher has added value to previous studies, which concentrated on high education sectors.

## 2.6 Conceptual Framework

### Independent Variable

### Dependent Variable



**Figure 2.1: Conceptual Framework**

Source: Researcher, (2021)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

The chapter presents research philosophy, research approach and research design. Further research design, study area, population of the study, sample and sampling techniques, sampling frame and data collection. Additionally primary data, secondary data, tools used to collect data, which are questionnaires and interviews. Lastly is data analysis, variables and measurement, validity, reliability and ethical issues.

#### **3.2 Research Philosophy**

The study intends to adopt positivist research philosophy. Positivism research philosophy is used in this study. Saunders et al (2015) define research philosophy as a system of beliefs and assumptions on knowledge development. The knowledge is generated when a researcher wants to answer a specific question. Therefore, the positivist research philosophy was applied in this study. Trochim and Donnelly (2001) give that; positivism is the phenomenon, which can produce knowledge since it is associated with empirical testing. The reasons on this section reflect the fact that, intrinsic motivation has effects on teacher's performance. Teacher's performance could be looked on the lens of individual behavior such that their performances are affected by the way they react with the intrinsic motivation. Similarly, data to be collected depicted object views about the intrinsic motivation variables. . The study is limited to the objective way of data collection and interpretation. The findings also observed quantitatively statistical analysis such regression analysis (Stanley, & Jarrell, 2005).

### **3.3 Research Approach**

The study adopted a quantitative approach. The study adopt deductive approach as data were collected on the bases of established research objectives and questions under the guided by theoretical framework. Quantitative approach is used on this bases, it fostered greater validity, provides a more complete and comprehensive picture of the study phenomenon and a means to offsetting weaknesses and providing stronger inferences among others and as means of answering different research questions. The use of deductive research approach was applied in which data collected were be used to assess research question derived from existing theory and testing the causal relations between the variables and concepts (Rojon, & Saunders (2012).

Independent variable being corporate social responsibility and dependent variable being corporate financial performance. Research questions were created in order to test to what extent CSR has an effect on corporate financial performance. Bhatachrjee (2012) contends that a deductive research approach typically is a positivist research philosophy because it uses empirical data to test or refute hypotheses.

### **3.4 Research Design**

Research design is a plan for the proposed research work (Durrheim, 2006). Research design may be broadly taken as a framework that describes the way the research data are collected and analyzed to answer research questions of a study (Dainty, 2008). Therefore, this study employed descriptive survey design. A descriptive study attempts to describe or define a subject, often by creating a profile of a group of problems, people, or events, through the collection of data and tabulation of the frequencies on research variables or their interaction as indicated by Aborisade

(2013). Thus, this approach is appropriate for this study as it helps to describe the state of affairs as they exist without manipulation of variables, which is the aim of the study. Descriptive survey design is considered most appropriate because subjects are normally observed in their natural set up and can result in accurate and reliable information

### 3.4.1 Study Area

The chosen area of the study is the St. Joseph's Kindergarten and primary school located in Dar es Salaam. The choice of the school was because in studying the effects of intrinsic motivation was seen is valuable to the kind of such institution. Studies conducted previously have focused on secondary or high learning institutions. Therefore study at the low level of education provision is so important as well in order to understand how teachers at those levels are affected by intrinsic motivation

### 3.4.2 Population of the Study

The schools have a total number of 96 member's staff comprising of both academic and non-academic staff.

**Table 3.1: Population of the Study**

<b>Staff</b>	<b>Number</b>
Academic staff	56
Non academic	40
<b>Total</b>	<b>96</b>

Source: Field Data (2021)



### **3.4.3 Sample and Sampling Techniques**

Using Tabachnick and Fidel (2007) the formula is  $50 + 8Xn$  whereby N number of variables. Therefore it is  $50 + 8 \times 3 = 50 + 24 = 74$  respondents. Therefore the sample size is 74 respondents.

The study used random sampling techniques. According to Cooper, and Schindler, (2011) random sampling is very useful because it helps researchers to avoid unconscious biases that if reflected in the data collection, however a research cannot use prior information that could have been collected. This means that, random sampling allows researchers for unbiased estimates to be created, but at the cost of efficiency within the research process. Random sampling allows researchers to perform an analysis of the data that is collected with a lower margin of error. This is allowed because the sampling occurs within specific boundaries that dictate the sampling process. Because the whole process is randomized, the random sample reflects the entire population and this allows the data to provide accurate insights into specific subject matters (Saunders & Thornhill, 2009).

### **3.4.4 Sampling Frame**

The sampling frame is a list of all teaching staff and non-teaching staff at St Joseph's Kindergarten and primary school.

### **3.5 Data Collection and Tools**

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Liu, Platts, Juma, Kabir,

Nkeze, Okoi, & Houpt, 2016). In this study, the method, which was used to gather information was from primary and secondary sources

### **3.5.1 Questionnaire**

Structured questionnaires were used to collect data from respondents. The process of data collection was done in two stages namely library research and field research. Under the primary data collection, the researcher collected the first hand information. This is data collected for the first time and happens to be original in character (Frankel, Kothari, & Weber, (2006).). This information was collected directly from the study area.

According to Krosnick (2018) questionnaire is a series of questions, each providing a number of alternative answers from which the respondent can choose. Hence questionnaire can be considered in general terms in which each person is asked to respond to the same set of questions in a predetermined order. In this study therefore, questionnaires were administered to all respondents except to the heads of departments. The reason for opting questionnaire other than other methods is that, it helps for saving time and gives respondents a freedom to give out their views. The information that was grasped from questionnaires was related to the specific research objectives.

### **3.6 Data Analysis**

Collected data, which are mainly quantitative, were analyzed using descriptive statistics including frequency, arithmetic mean and standard deviation. Pearson coefficient correlation analysis was used to test the relationship between intrinsic

motivation variables on teacher's performance. Data were presented in table generated from SPSS.

### **3.6.1 Variables and Measurement Procedures**

The study adopted from Gillard, & Pratt (2015). Motivation Self-Assessment Autonomy, Mastery and Purpose measurement scale. Whereby testing intrinsic of three variables are tested. Autonomy, mastery and purpose measurement scale all have 10 items while employee performance were 20 items

### **3.7 Validity**

Validity means how data obtained in the study accurately represents the variables. On other words how data are accurate and meaningful to correspond to the results. To ensure of research instrument (questionnaire) external validity was maintained though carrying out a pre-testing of the research instruments. Piloting test was done on the same research instruments on a different but homogeneous sample of 15 respondents before going to the actual field activity. The pretest came up with content, structural and scale validity comments to be incorporated in data collection instruments. Content Validity Index (CVI) was used for making sure that data validity is maintained.

### **3.8 Reliability**

Reliability refers to the consistency and stability of the findings that enables the findings to be replicated (Burns & Burns, 2008). A reliability analysis using Cronbach's alpha ( $\alpha$ ) was conducted to estimate the reliability of the predictor variables. The higher Cronbach's alpha to accept value is .7, which show greater scale reliability. Cronbach's  $\alpha$  analysis is a useful way of determining internal consistency

and homogeneity of groups of items in tests and questionnaires (Burns & Burns, 2008). In assessing, the effect of leadership style on teacher's performance variables were tested for reliability.

**Table 3.2: Reliability Scale**

Variable	Number of items	Cronbach's Alpha
AUTO	10	.76
MASTER	10	.83
PURPOS	10	.84
EMPPERF	20	.72

Source: Data Analysis (2021)

**Notes:** AUTO = Autonomy, MASTER = Mastery, PURPOS = Purpose,

EMPPERF = Employee Performance

### 3.9 Ethical Consideration

Institution letter from The Open University of Tanzania, signed by DPS on behalf of the VC to Kinondoni Municipal Director requesting permissions to collect data from public secondary was be issued. Saunders et al. (2009) and Bhatachrjee (2012) provide the ethical principles for researchers with human participants of which this study has to abide. Participants were asked to participate voluntarily. They have the freedom to remove themselves from the study at any time without any unfavorable consequences and that they are not harmed as a result of their participation or non-participation in the study. Anonymity and confidentiality were having highly observed. Participants were protected; their names and what they contributed. There was no disclosure of their identity; all responsibility lied upon the researcher. In order to achieve this, all questionnaires that were supplied had no name tag on it.

Further, any language or word that could be interpreted by participants to be abusive or immoral were checked and removed. This is to make sure that the wellbeing and dignity of participants are of paramount importance. Using verified scales and testing by a pilot study helped to ascertain it.

Plagiarism was avoided, as it is an intellectual property theft crime. This was done by acknowledging and proper referencing of all materials cited in this study. Besides the APA reporting style was used. Equally important, there was no data fabrication as the researcher did all the work. All data processed were those collected from the surveyed population.

- (i) Voluntary participation
- (ii) Informed consent
- (iii) Confidentiality
- (iv) Anonymity
- (v) The potential for harm
- (vi) Communicating the results.

## **CHAPTER FOUR**

### **FINDINGS ANALYSIS AND DISCUSSION**

#### **4.1 Overview**

The chapter presents and discusses the findings on the effects of intrinsic motivation on employee performance at St. Joseph's Nursery and Primary School in Dar es Salaam Tanzania. Three specific objectives were pursued in order to establish the effects of intrinsic motivation on employee performance.

Chapter four has been divided into sections representing the task done. Section 4.1 describe the sample, section 4.2 describes the variables and indicators, and section 4.3 presents descriptive statistics, reliability and correlation among constructs. The last section 4.4 presents the discussion

#### **4.2 Sample Description**

In describing the sample, six demographic variables were included. Namely; gender, age, marital status, educational level, type of employment and experience or tenure (Table 4.1). More than 80 percent of respondents were men. Nearly two thirds of respondents were younger generation 20 – 40. Nearly 90 percent are married making single and others just 10 percent.

The sample description show that majority of respondents are diploma and bachelor degree holders. Teacher constitutes nearly two thirds of all respondents. Experience wise more than two thirds who have been working at St Joseph kindergarten and primary school are between 10 – 20 years.

**Table 4.1: Sample Description**

S/N		Frequency	%	Mean	Std. Dev.
	<b>Gender</b>			1.20	.41
1	Male	59	79.7		
	Female	15	20.3		
	<b>Age</b>			2.74	.95
2	20 - 29	8	10.8		
	30 -39	21	28.4		
	40 - 49	27	36.5		
	50 and Above	18	24.3		
	<b>Marital Status</b>			1.15	.46
3	Married	66	89.2		
	Single	5	6.8		
	Others	3	4.1		
	<b>Education Level</b>			2.27	.73
4	Certificate	11	14.9		
	Diploma	33	44.6		
	Bachelor Degree	29	39.2		
	Master's Degree	1	1.4		
	<b>Employment type</b>			1.23	.42
5	Teacher	57	77.0		
	Non-Teaching staff	17	23.0		
	<b>Working Experience</b>			2.61	.87
6	0 - 10	10	13.5		
	11 - 20	18	24.3		
	21 - 30	37	50.0		
	31 and Above	9	12.2		

Source: Field data (2021)

### 4.3 Data Presentation and Analysis

Data presentation and analysis involved computing descriptive statistics whereby mean, standard deviation, minimum, and maximum scores for the independent variables, which are autonomy, mastery and purpose while dependent variable was employee performance.

### 4.3.1 Descriptive Statistics Results for Autonomy effect on Employee

#### Performance

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the effect of autonomy scale (Table 4.2). The results show that the item which stated that I have the latitude to set the goals that I think are most appropriate to meet the organization's mission and objectives scored highest (M 6.27, S.D. = .86) followed by I am able to work with team members with whom I choose to complete my goals. (M = 6.20, SD = .81). The lowest measurement scale on effect of I am able to flex my daily hours to best meet my work and personal commitments Scale (M = 5.25, SD = 1.49) followed by In my work, I am measured on my results, not the time / hours I put into the result. Scale (M = 5.31, SD = 1.63).

**Table 4.2: The Effect of Autonomy on Employee Performance Variable Results**

	Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
I have the latitude to set the goals that I think are most appropriate to meet the organization's mission and objectives.	74	2.00	7.00	464.00	6.27	.86
I have the freedom at work to choose the tasks that I think will make the most difference to my goals	74	1.00	7.00	405.00	5.47	1.57
At work, I have the ability to schedule my work as I see fit.	74	1.00	7.00	403.50	5.45	1.54
I am able to attend or not attend meetings without negative repercussions based on my perception of the meetings' relevance and importance to me and my goals	74	1.00	7.00	442.50	5.98	1.42
I have the freedom to complete goals / tasks in the manner that I believe is best	74	2.00	7.00	458.00	6.19	1.12
I am able to work with team members with whom I choose to complete my goals.	74	4.00	7.00	459.00	6.20	.81
In my work, I am measured on my results, not the time / hours I put into the results.	74	1.00	7.00	393.00	5.31	1.63
I am able to flex my daily hours to best meet my work and personal commitments.	74	1.00	7.00	388.50	5.25	1.49
I have the freedom to lead my team in the manner that I feel is best.	74	1.00	7.00	437.00	5.90	1.634
. I have significant input into how my performance or success in my job is measured.	74	3.00	7.00	444.00	6.00	.99

N = 74

Source: Field data (2021)



### 4.3.2 Descriptive Statistics Results for the Effect of Mastery Effects on Employee Performance

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the effect of mastery scale (Table 4.3). The results show that the statement which said I receive regular feedback at work from my leader scored the highest ( $M = 6.45$ ,  $S.D. = .62$ ) followed by the statement, which stated that I feel committed to doing my work even on the days I don't feel like doing it. ( $M = 6.28$ ,  $SD = .82$ ). The lowest measurement scale on the effect of mastery was the statement which stated that I often get so absorbed in my work that I lose track of time ( $M = 3.63$ ,  $SD = 1.78$ ) followed by the statement which stated that I have clear objectives at work. ( $M = 3.71$ ,  $SD = 1.66$ ).

**Table 4.3: The Effect of Mastery on Employee Performance Variable Results**  
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I often get so absorbed in my work that I lose track of time	74	1.00	7.00	3.63	1.78
I have clear objectives at work.	74	1.00	7.00	3.71	1.66
I receive regular feedback at work from my leader.	74	5.00	7.00	6.45	.62
Time passes quickly for me at work because I am so engaged in what I am doing.	74	1.00	7.00	5.38	1.58
I find the work I do is self-fulfilling.	74	1.00	7.00	5.22	1.53
I feel internally motivated to get better and better at the work that I do	74	1.00	7.00	5.92	1.59
The amount of work I have is adequate to keep me challenged but not overwhelm me.	74	2.00	7.00	6.22	.95
The work I do challenges me but does not feel beyond my capability to achieve.	74	1.00	7.00	5.23	1.58
When I encounter a setback at work, I address it as a challenge to improve.	74	1.00	7.00	5.24	1.49
I feel committed to doing my work even on the days I don't feel like doing it.	74	2.00	7.00	6.28	.82

N = 74

Source: Field data (2021)

### 4.3.3 Descriptive Statistics Results for the Effect of Purpose on Employee

#### Performance

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the effect of purpose scale (Table 4.4). The results show that I have a sense of purpose in the work that I do scale scored the highest ( $M = 6.31$ ,  $S.D. = 1.18$ ) followed by the statement which stated I feel that my work allows me to help others grow, learn and develop to be better. ( $M = 6.30$ ,  $SD = 1.22$ ). The lowest measurement scale on the effect of purpose was the statement, which stated that I have opportunities to do the aspects of the job that I feel is most meaningful to do. ( $M = 5.13$ ,  $SD = 1.66$ ) followed by my goals at work are meaningful ( $M = 5.18$ ,  $SD = 1.58$ ).

**Table 4.4: The Effect of Purpose on Employee Performance Variable Results**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I see my work as a way to make a difference in the world.	74	1.00	7.00	5.72	1.34
My goals at work are meaningful.	74	1.00	7.00	5.18	1.58
The work I do is a big part of the legacy I imagine leaving in my life	74	1.00	7.00	5.72	1.33
I have a sense of purpose in the work that I do.	74	1.00	7.00	6.31	1.18
When I talk about the people in my workplace, I talk more about “us” than “them”.	74	1.00	7.00	5.85	1.31
I do what I believe is the “right thing” at work.	74	1.00	7.00	5.99	1.14
I have opportunities to do the aspects of the job that I feel are most meaningful to do.	74	1.00	7.00	5.13	1.62
I feel that my work allows me to grow, learn and develop as a person.	74	1.00	7.00	5.72	1.34
I feel that my work allows me to help others grow, learn and develop to be better.	74	2.00	7.00	6.30	1.22
I believe that I make a great contribution to the community and / or others as a result of the work that I do	74	3.00	7.00	5.81	1.19

N= 74

Source: Field data (2021)

#### 4.3.4 Descriptive Statistics Results for the Effect of Employee Performance

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the employee performance variable scale (Table 4.5). The results show that I am free to pursue new knowledge without problem scale scored the highest ( $M = 4.49$ ,  $S.D. = .91$ ) followed by that statement which stated that I require minimum supervision in my work ( $M = 4.20$ ,  $SD = 1.06$ ). The lowest measurement scale on employee performance variable scale was the statement which When referring to a “poor performance”, I mean a performance that lies below the previous achievement level of the student ( $M = 3.42$ ,  $SD = .90$ ) followed I always meet my deadlines ( $M = 3.57$ ,  $SD = 1.05$ ).

**Table 4.5: Employee Performance Variable Results**

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Effective/good teachers demonstrate the correct way to solve a problem	74	1.00	5.00	3.73	.85
When referring to a “poor performance”, I mean a performance that lies below the previous achievement level of the student	74	1.00	5.00	3.42	.90
It is better when the teacher – not the student – decides what activities are to be done	74	2.00	5.00	3.84	.91
My work always is keen on quality than quantity	74	3.00	5.00	3.76	.74
I do take my work seriously	74	1.00	5.00	3.80	1.13
I submit my and always supervisors trust it	74	1.00	5.00	3.74	1.12
I always use reasonable time to complete my work	74	1.00	5.00	3.87	.98
I always come to work early	74	1.00	5.00	4.01	1.01
I always meet my deadlines	74	1.00	5.00	3.77	1.00
I always take initiative in my work	74	1.00	5.00	3.57	1.05
I always have good work ethics	74	2.00	5.00	4.07	.90
I have good work ethics	74	2.00	5.00	3.74	.72
I am always ready to accept any new assignment	74	1.00	5.00	3.74	1.05
I am always ready for new suggestions	74	1.00	5.00	3.73	1.00
I work well with my peers	74	2.00	5.00	3.62	.79
I am always ready to accept changes at my work	74	1.00	5.00	3.82	.912
In communication I escalate issues to supervisors whenever is possible	74	1.00	5.00	3.99	.929
I am always ready to assist others	74	1.00	5.00	4.13	.91
I require minimum supervision in my work	74	1.00	5.00	4.20	1.06
I am free to pursue new knowledge without problem	74	1.00	5.00	4.49	.91

N = 74

Source: Field data (2021)

#### 4.4 Variables Descriptive Statistics, Reliability and Correlation Analysis

Descriptive statistics, reliability and Correlation analysis were computed for to the effect of autonomy, effect of mastery and the effect of purpose on school employee performance using the cut-off points suggested in Alb दौर & Altaraweh (2014), adjusted to 7-point rating levels. Results (Table 4.7) indicate that autonomy was high ( $M = 5.80$ ,  $S.D = .51$ ). Mastery was also high ( $M = 5.32$ ,  $SD = .51$ ), the last independent variable to be computed was purpose, which also scored high means score ( $M = 5.78$ ,  $SD = .42$ ). The dependent variable employee performance scored moderate means score ( $M = 3.82$ ,  $SD = .27$ ). The correlations between individual dimension and overall independent variables were between .04 and .76 indicating strong and significant relationship of the variable (Cohen, 1988).

Using the original cut offs of Alb दौर and Altarawneh (2014) autonomy have a high means score ( $M = 5.80$ ,  $S.D = .51$ ) autonomy was significantly positively and strong correlated with employee performance ( $r = .04^{***}$ ,  $p < .001$ ). Effect of mastery was significant, positively and strong correlated employee performance ( $r = .13^*$   $p < .05$ ). Effect of purpose was significant, positively and strong correlated employee performance ( $r = .24^{**}$   $p < .01$ ).

Scale test for reliability analysis was also carried out to determine the internal consistency of the measurement's scales. Cronbach's alphas (Table 4.6) in the diagonal show good internal consistency for the independent variables namely autonomy, mastery, purpose with dependent variable employee performance all were acceptable ranging from employee performance .72, autonomy .76, mastery .83 and purpose .84 (George and Mallery, 2014).

**Table 4.6: Variables Descriptive Statistics, Reliability and Correlation Analysis**

		MEAN	Std. Deviation	AUTO	MASTER	PURPOS	EMPPERF
AUTO	Pearson Correlation	5.80	.51	.76***			
	Sig. (2-tailed)						
MASTER	Pearson Correlation	5.32	.51	.55**	<b>.83</b>		
	Sig. (2-tailed)			.000			
PURPOS	Pearson Correlation	5.78	.42	.12	.000	<b>.84</b>	
	Sig. (2-tailed)			.32	.99		
EMPPERF	Pearson Correlation	3.86	.27	.04***	.13*	.24**	<b>.72</b>
	Sig. (2-tailed)			.72	.29	.04	

\*p < 0.05 (two – tailed), \*\*p < 0.01 (two – tailed) \*\*\*p < 0.001 (two – tailed)

**Notes:** AUTO = Autonomy, MASTER = Mastery, PURPOS = Purpose,  
EMPPERF = Employee Performance

N = 74

Source: Field data (2018)

#### 4.5 Discussion of the findings

The study sought to determine the effect on intrinsic motivation on employee performance at St Joseph Kindergarten and primary school based in Dar es Salaam Tanzania. Descriptive statistics was used to analyse data with Pearson coefficient correlation analysis. Focusing on the study objectives, the discussion elaborates the findings information as generated from data analysis and compares or contrasts the current findings with what has been found out in previous related studies. The

contributing variables were adopted from the Pink theory of intrinsic motivation (2009). Contributions of each finding are shown. By doing so, it helps to clear and in-depth understanding of the effects of intrinsic motivation on employee commitment

#### **4.5.1 To determine the effect of Autonomy on employee performance**

This study found that autonomy means score was high to employee performance. This finding was also supported with the Pearson correlation coefficient, which revealed that autonomy was significantly positively and strong correlated with employee performance. Theoretically it states that when employee has free and full autonomy they tend to perform high (Pink, 2009). Therefore this finding was supported by the theory. Additionally Beqiri, (2019) who studied on the empirical study on intrinsic motivation factors of employees in transition economies. His findings supported these findings by asserting that the impact on intrinsic motivation that is dependent on finding the job interesting.

Also Danish, Khalid, Shahid, Raza, & Humayon, (2015) who studied on the effect of intrinsic rewards on task performance of employees found that that intrinsic reward have positive impact on task performance of employees working in banks and motivation and its dimensions, like. Additionally Jobira, & Mohammed, (2021) also found that intrinsic motivation which is associated with autonomy has power o predicting employee performance from motivation in Oromia Seed Enterprise Bale branch.

However Muze, (2014) who studied on the assessment of motivation and its impact on employees' performance in goal Attainment he revealed that intrinsic motivation to

work must be associated with good working environment. Therefore autonomy from the findings is seen as a good indicator of intrinsic motivation. Employees when are controlled, forced or been directed all time they tend to shy down. Hence it is a fact that freedom of decision making, planning and execution of duties is increased when employees feel they have autonomy. It does not mean that consultation and guidelines should be abandoned, no but managers should reduce interference toe employees hence they become more intrinsically motivated. It should be noted that autonomy is one of the new variables of intrinsic motivation; it does not mean also taking away the traditional intrinsic motivation known.

#### **4.5.2 To examine the Effect of Mastery on Employee Performance**

This study found that means score for mastery was high to employee performance. Supported by Pearson coefficient correlation also found that the effect of mastery was significant, positively and strong correlated employee performance. These findings supported intrinsic motivation by Pink (2009), which describes mastery as the desire to continually improve at something that matters. He argues that humans love to "get better at stuff" - they enjoy the satisfaction from personal achievement and progress.

Allowing employees to enjoy a sense of progress at work contributes to their inner drive. Once employees are provided ample space to excel and develop their trade it becomes intrinsic motivation. Supporting these findings Shahzadi, Javed, Pirzada,, Nasreen, & Khanam, (2014) who studied on the Impact of employee motivation on employee performance found that significant and positive relationship exists between employee motivation and employee performance. It is also concluded that intrinsic rewards has a significant positive relationship with employee performance and

employee motivation. Additionally Tiwari, (2020) who studied on the effects of Extrinsic and Intrinsic Motivation on Teachers Job Performance in India found that if employees are positively motivated, it improves both their effectiveness and efficiency drastically for achieving organizational goals. Contrary to the above findings Muogbo, (2013) who studied on the influence of motivation on employees' performance: a study of some selected firms in Anambra State in Ethiopia found that there is no relationship existed between intrinsic motivation and employees' performance. Only extrinsic motivation has a significant, this is in line with equity theory, which emphasizes that fairness in the remuneration package tends to produce higher performance from workers. From the findings it can be said that intrinsic motivation is very important aspect in employee performance. When employees are given opportunity to excel and master their work it becomes a motivation. Hence intrinsically employee should be provided with space to master their work through innovation and creativity and therefore it becomes a motivation intrinsically.

#### **4.5.3 To Assess the Effect of Purpose on the Employee Performance**

The study when computing means score found that purpose also scored high. The means score finding was supported by the Pearson Correlation analysis which found that the effect of purpose was significant, positively and strong correlated employee performance. It supports the theory of intrinsic motivation by Pink (2009) describes that purpose as the desire to do things in service of something larger than ourselves.

Pink argues that people intrinsically want to do things that matter. For example, entrepreneurs are often intrinsically motivated to "make a difference" rather than simply aiming for profit maximization. Additionally, Kemoh, (2016) who studied on



the impact of motivation on employee's performance In an Organization in Somalia who found that UNICEF Somalia did not use monetary rewards to motivate its employees instead intrinsic motivation. When employees perform their duties and perceive that they are making a difference or contributing something positive they become intrinsically motivated. Employees at UNICEF Somalia were not happy with their job design in terms of the tasks they performed and the organization did not involve them in the job design leading to their demotivation.

The study showed that, UNICEF Somalia employees acquire training aimed at improving their knowledge, skills and attitudes towards their work, as well as increase their morale and confidence in the job. Buberwa, (2015) study revealed both intrinsic and extrinsic aspects of motivation play undeniable role in boosting academic staff performance. It is concluded that provision of conducive intrinsic and extrinsic aspects of motivation is inevitably influence positively the performance of employees. Munyua, (2017) just added that intrinsic motivation and reward contribute significantly to employee's job performance.

The study conclude that investing in non-financial rewards to employees improve their intrinsic motivation. Intrinsic motivation is linked to work content which happen when employee execute an action from which they develop gratification for simply appealing in the effort himself. Many scholars defined intrinsic motivation as the performing of an action for its innate happiness relatively than for some distinguishable significance. Intrinsic motivation denotes to the innate features of job and distinguishing connected with the work itself, for illustration the capability to discuss to personnel an intellect of interest, accomplishment, achievement and

responsibility (Kalleberg, 1977). Therefore purpose is very crucial as intrinsic motivation whereby employee will work harder, effectively to make a difference and this act can be improved by things like best employee whereby an exemplary employee is rewarded. Intrinsically the employee and others will strive to increase their work performance.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Overview**

The chapter presents conclusion, recommendations and implications as well as limitations and future studies are proposed.

#### **5.2 Summary of the Main Findings**

Three specific objectives were leveled to the study of the effects of intrinsic motivation on employee performance. This study used a pink theory of intrinsic motivation (2009). The theory diverts from traditional variables explaining intrinsic motivation. It has come up with autonomy whereby employee is intrinsically motivated when they have autonomy. Mastery is also an important variable from pink theory whereby employees are perceived when they work hard to master their jobs and environment it is an intrinsic motivation. Lastly is the perform variable whereby employee strive to perform their duty when they make a difference or contribution this is an intrinsic motivation. The study applied a quantitative approach and descriptive statistics with means score and Pearson correlation analysis found that all three variables of intrinsic motivation as propounded by Pink (2009) were positive and significantly correlated to employee performance.

#### **5.3 Implications of the Findings**

The implication of the finding regarding the effects intrinsic motivation on employee performance is that all variables of intrinsic motivation were found to have a positive and significantly effect on employee performance. Hence it connotes that managers at

workplace like that of St; Joseph school should maintain the spirit of autonomy, mastery and purpose to all employees. By so doing intrinsically employees will be motivated and therefore increase their performance.

#### **5.4 Conclusion**

The present study was an attempt to find the relationship effect between an aspect of reward management system (intrinsic rewards), key determinants of motivation (intrinsic motivation which are autonomy, mastery and purpose. These aspects were central to performance. The findings of the present study indicated that intrinsic rewards positively and strongly correlated with employee performance. The employees who are appreciated by intrinsic rewards within the organization not only perform well according to their job description but also get motivated positively for the welfare of organization and for them. Employees struggle when their organization appreciate their work, reward them, respect them and consider them as a vital part of the organization.

The employees efficiently do their jobs, behave effectively in the organization, and remain loyal to their organization. It was evidenced that these motivational aspects played a crucial role in enhancing both academic and non-teaching staff performance. When the motivational aspects were linked with performance, St Joseph staffs were motivated to perform in different spheres. They increased commitment and performance with teaching, students' supervision, and cooperation among members of staff members of staff. It can be said the management of St. Joseph has succeeded in lifting the intrinsic motivation of members of staff by providing motivational aspects that boost performance.

## **5.5 Recommendations**

Following the findings of this study, the following are recommendations are suggested.

Nonetheless, the study disclosed that autonomy is strongly positive and significant to employee performance. Hence, it is recommended that the management should increase more autonomy to its employees. This will increase more morale and performance to all schools employees. Further, it should be put into exception that, the school management should have a laid and written policy on intrinsic motivation especially making employee feels more autonomy.

Additionally in order to instill a sense of autonomy, mastery and purpose the management is advised to deal with the following situations.

Establish choice. Choice is a great motivator; so encourage your employees to achieve their targets in their own way. This can be easily done at a review or appraisal, set the end goals but discuss rather than direct the means to reach them. For example to use a cooking metaphor, the best dishes don't get made by following the recipe book exactly: they're made when the chef is allowed to improvise with a touch of their own spice and flair. Just remember that increasing autonomy must never leave the employee feeling abandoned (or makes them go completely off the rails). Make this clear during the target setting.

Encourage learning. Autonomy and continuous learning go hand in hand, but you don't need to go as far as sending your employees back to school. Time spent in another department, a short course, a book... Anything that encourages people to

develop new skills and affirm existing knowledge will help boost their confidence to act creatively. Continue learning help to improve mastery of the work and therefore intrinsically increase motivation.

Use existing skills. Managers are advised to look into their employee CVs. to spot new development, talent and achievements. Maybe someone in accounts is fluent in business Spanish. Or perhaps one of your team has their own blog and could provide assistance with the school video marketing content. Making the most of individual skills can be of huge benefit to the organisation, while providing job enrichment and intrinsic motivation, which is a catalyst for employee performance.

Listen up. Employees have good ideas. At some point one of your colleagues will think “Hang on I’ve worked out a better way of doing this”. When that time comes they should know that their idea will be listened to. Don’t forget the quieter voices either. Have an anonymous system for more reticent colleagues – a suggestion box perhaps, where that initial idea can be shared without shyness. By so doing employees will feel they have contributed positively to the school and as their ideas accepted they develop purpose intrinsic motivation

## **5.6 Limitations of the Study**

Despite the research provide insight into the effects of intrinsic motivation on employee performance, the results cannot be generalized since it was based on a single case study.

Moreover, the primary data in study were obtained through self-administered questionnaires but depending on the mood of the respondents at the time these

instruments were used, response depended on the mood of the respondent during the filling of the questionnaire and sometimes distorted the information. It is therefore recommended that different collection tools to be used to be selected and investigations need to be conducted on the effect labour law on the performance of their employees in order to get a wider coverage in terms of the study area for generalization to be made.

The study utilized only cross sectional design, it could have been also to use longitudinal whereby compliance could have been studied over time in order to establish its sustainability as a research design.

A single sector of the working organization was used, the kindergarten and primary school sector, how about secondary schools, colleges and universities. They are also needed to be studied.

Data were collected using a single tool, questionnaire whereby structured questionnaires were filled through self-administered process. This could have been corrected by using multiple collections of data tools

### **5.7 Suggestions for Further Studies**

For future studies are suggested that the same research study can be conducted on other sectors such as high educational sector, banking sector, manufacturing or industrial sector of Tanzania to increase the probability of generalization. In this research study only one variable intrinsic motivation was considered to test the effects on employee performance. So further future studies can investigate others variables such as extrinsic motivation, job security, promotion, work environment, and employee commitment which have effects on Employee performance.

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## APPENDICES

### Appendix I: Organizational Commitment Scale measurement

I, FLORY MUTANYA, a student at Open University of Tanzania, Kinondoni Centre pursuing a Master Degree in Human Resources Management, kindly request you to fill this questionnaire that enabled to complete my research report.

#### SECTION A

##### Part 1: Background Information of the Respondents

Put a tick in the right space on the following questions

##### a. Gender

1. M [ ]

2. F [ ]

##### b. Age.

1. 20-29 years [ ]

2. 30-39 years [ ]

3. 40-49 years [ ]

4. 50 and above years [ ]

##### c. Marital Status

1. Single

2. Married

3. Others

**d. Educational Level**

1. Certificate [ ]
2. Diploma [ ]
3. Bachelor Degree [ ]
4. Master Degree [ ]

**e. Employee type**

1. Teacher
2. Non – teaching Staff

**f. Working Experiences**

1. 0-10 years [ ]
2. 11-20 years [ ]
3. 21-30 years [ ]
4. 31-40 years [ ]
5. 41 years and above [ ]

**PART II Organizational commitment scale measurements**

Please **encircle** the box corresponding to the number as shown regarding the statement whether you disagree or agree.as guided.

1= Strongly Disagree, 2 = Moderately Disagree, 3 = slightly disagree, 4 = neither disagree nor Agree, 5 = slightly agree, 6 = Moderately agree and 7 = Strongly Agree

s/n	<b>AUTONOMY MEASUREMENT SCALE</b>	<b>SCORES</b>						
1	I have the latitude to set the goals that I think are most appropriate to meet the organization's mission and objectives.	1	2	3	4	5	6	7
2	I have the freedom at work to choose the tasks that I think will make the most difference to my goals	1	2	3	4	5	6	7
3	At work, I have the ability to schedule my work as I see fit.	1	2	3	4	5	6	7
4	I am able to attend or not attend meetings without negative repercussions based on my perception of the meetings' relevance and importance to me and my goals.	1	2	3	4	5	6	7
5	I have the freedom to complete goals / tasks in the manner that I believe is best	1	2	3	4	5	6	7
6	I am able to work with team members with whom I choose to complete my goals.	1	2	3	4	5	6	7
7	In my work, I am measured on my results, not the time / hours I put into the results.	1	2	3	4	5	6	7
8	I am able to flex my daily hours to best meet my work and personal commitments.	1	2	3	4	5	6	7
9	I have the freedom to lead my team in the manner that I feel is best.							
10	. I have significant input into how my performance or success in my job is measured.							

s/n	MASTERY MEASUREMENT SCALE	SCORES						
		1	2	3	4	5	6	7
1	I often get so absorbed in my work that I lose track of time	1	2	3	4	5	6	7
2	I have clear objectives at work.	1	2	3	4	5	6	7
3	I receive regular feedback at work from my leader.	1	2	3	4	5	6	7
4	Time passes quickly for me at work because I am so engaged in what I am doing.	1	2	3	4	5	6	7
5	I find the work I do is self-fulfilling.	1	2	3	4	5	6	7
6	I feel internally motivated to get better and better at the work that I do	1	2	3	4	5	6	7
7	The amount of work I have is adequate to keep me challenged but not overwhelm me.	1	2	3	4	5	6	7
8	The work I do challenges me but does not feel beyond my capability to achieve.	1	2	3	4	5	6	7
9	When I encounter a setback at work, I address it as a challenge to improve.							
10	I feel committed to doing my work even on the days I don't feel like doing it.							



s/n	PURPOSE MEASUREMENT SCALE	SCORES						
1	I see my work as a way to make a difference in the world.	1	2	3	4	5	6	7
2	My goals at work are meaningful.	1	2	3	4	5	6	7
3	The work I do is a big part of the legacy I imagine leaving in my life	1	2	3	4	5	6	7
4	. I have a sense of purpose in the work that I do.	1	2	3	4	5	6	7
5	When I talk about the people in my workplace, I talk more about “us” than “them”.	1	2	3	4	5	6	7
6	I do what I believe is the “right thing” at work.	1	2	3	4	5	6	7
7	I have opportunities to do the aspects of the job that I feel are most meaningful to do.	1	2	3	4	5	6	7
8	I feel that my work allows me to grow, learn and develop as a person.	1	2	3	4	5	6	7
9	I feel that my work allows me to help others grow, learn and develop to be better.							
10	I believe that I make a great contribution to the community and / or others as a result of the work that I do							

Please encircle the most appealing statement whereby 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree

s/n	EMPLOYEE PERFORMANCE MEASUREMENT SCALE	SCORES			
1	Effective/good teachers demonstrate the correct way to solve a problem	1	2	3	4
2	When referring to a “poor performance”, I mean a performance that lies below the previous achievement level of the student	1	2	3	4
3	It is better when the teacher – not the student – decides what activities are to be done	1	2	3	4
4	My work always is keen on quality than quantity	1	2	3	4

5	I do take my work seriously	1	2	3	4
6	I submit my and always supervisors trust it	1	2	3	4
7	I always use reasonable time to complete my work	1	2	3	4
8	I always come to work early	1	2	3	4
9	I always meet my deadlines	1	2	3	4
10	I always take initiative in my work	1	2	3	4
11	I have good work ethics	1	2	3	4
12	I am always ready to accept any new assignment	1	2	3	4
13	I am always ready for new suggestions	1	2	3	4
14	I work well with my peers	1	2	3	4
15	I am always ready to accept changes at my work	1	2	3	4
16	In communication I escalate issues to supervisors whenever is possible	1	2	3	4
17	I am always ready to assist others	1	2	3	4
18	I require minimum supervision in my work	1	2	3	4
19	I am free to pursue new knowledge without problem	1	2	3	4
20	I am always keen on improving my skills at work	1	2	3	4

Thank you