THE ROLE OF TEACHER MOTIVATION ON STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ILALA MUNICIPALITY, TANZANIA

DANIEL LAZARO SWAI

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES DEPARTMENT OF EDUCATION, PLANNING AND ADMINISTRATION OF THE OPEN UNIVERSITY OF TANZANIA

2022

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, **The Role of Teacher Motivation on Student Academic Performance in Public Secondary Schools in Ilala Municipality**, in partial fulfillment of the requirements for the award of the Degree of Master of Education in Administration, Planning and Policy Studies.

_____

Dr. Winfrida Malingumu

(Supervisor)

_____

Date

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the author or the Open University of Tanzania in that behalf.

DECLARATION

I**, Daniel Lazaro Swai,** 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 is originally mine. It is hereby presented in partial fulfilment of the requirement for the award of the Degree of Master of Education in Administration, Planning, and Policy Studies.

_____

Signature

_____

Date

DEDICATION

This dissertation is dedicated to the public secondary schools in Ilala Municipality

ACKNOWLEDGMENT

This work is the by-product of several personalities who, in one way or another, contributed ideas, views, and even read the work at its infancy. I would like to thank all these personalities specially. But to the following people, I would like to extend my immeasurable appreciation and deepest gratitude.

Foremost, I would like to express my sincere gratitude to my supervisor Dr. Winfrida Malingumu for her patience, motivation, enthusiasm, and immense knowledge on the subject of research.

I would, as well, like to thank all heads of schools, teachers, quality assurers, and education officers in Ilala Municipality. These people used their precious time to respond to my questionnaires and attend to my interviews. Indeed, without their input my work could not be successful.

Last but not the least, I would like to thank my family for their moral, material, and spiritual support all the time I was pursuing my masters studies.

ABSTRACT

This study sought to link the then low performance of the secondary school students in Ilala Municipality secondary schools with low motivation among the teaching staff. The study used a descriptive research design incorporating quantitative and qualitative data collection tools. The study used teachers, quality assurers, and heads of schools as key respondents to whom questionnaires and interviews were administered. Data collected were analyzed using simple descriptive statistics for questionnaire, while thematic for interview. The study revealed low state of motivation among teachers in secondary schools in the municipality. Factors such as dissatisfaction caused by school settings, geographical factors like distance from school and lack of housing facilities for teachers, poor working conditions, lack of office space, shortage of classrooms, unclear reward system, and low salaries for teachers as well as limited teacher professional development. The study recommends that the municipal should dedicate resources and time to motivate teachers by making housing available in school proximity, adopting clear guidelines for rewarding teachers, ensure teachers are paid reasonable salaries, improving teacher working environment, ensuring the availability of teaching resources, planning for regular in-house training and opportunities for professional development, and adopting clear guidelines for rewarding teachers.

Key words: *Teacher, Motivation, Students, Performance Ilala Municipality*

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

CSEE	Certificate of Secondary Education Examinations
DAS	District Administrative Secretary
DEO	District Education Officer
EFA	Framework for Action on Education for All
KCSE	Kenya Certificate of Secondary Education
MDGs	Millennium Development Goals
MoEST	Ministry of Education, Science, and Technology
NECTA	National Examination Council of Tanzania
NHIF	National Health Insurance Fund
OUT	Open University of Tanzania
RAS	Regional Administrative Secretary
SEDP	Secondary Education Development Plan
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.0   Introduction

This study explores the role of teacher motivation on student academic performance in public secondary schools in Ilala Municipality. The study sought to find out what motivate teachers to behave the way they do and factors behind. Issues of job satisfaction, working conditions, and factors for motivation and or demotivation among others were investigated to provide answers to set objectives.

This chapter serves to introduce the study at hand. It presents preliminary information of vital importance to the entire research process and conclusions. The chapter is divided into sections. Section 1.1 presents the background to the study, section 1.2 presents the statement of the problem, section 1.3 presents research objectives, section 1.4 presents research questions, section 1.5 presents the significance of the study, and section 1.6 presents the chapter summary. The next section presents the background to the problem.

1.1   Background to the Problem

Teachers are responsible for structuring an effective classroom climate for effective communication to take place (Aydin, 2004). Teachers become pivotal in enhancing human potential through effective teaching. It has been argued that it is necessary for all employees in the organization to do more than their duties willingly to increase the impact in the area of schools (Terz & Kurt, 2005). Raising qualified community members who can enhance the achievement of the 2030 agenda for sustainable

development and Tanzania development vision of 2025 is only possible when there are highly motivated teachers (Sulak, 2012). Motivation as an incentive has a substantial contribution to the effectiveness of teachers and on the performance of learners (Enderlin-Lampe, 1997).

The psychologists have testified that motivation to teach enhances learning outcomes. According to the recent findings in cognitive neuroscience, there a clear connection between the learning outcomes and the way teachers approach their teaching. Studies have also shown that rewards – such as money, and good working environment motivate people to work hard (Murayama & Kitagani, 2014; Adcock, Thangavel, Whitfield-Gabrielli, Knutson & Gabrieli, 2006). Based on these insights, some educationists argue for the role of motivation in education (Howard-Jones & Jay, 2016). Motivation helps people to initiate, guide, and maintain goal-oriented behavior towards assignments regardless of obstacles (Baumeister & Voh, 2004).

The school of psychology assumes that life without motivation is like a mobile phone without charge, inactive, and worthless. Motivation guides people's actions and behaviors toward achievement of certain life goals (Analoui, 2000). Motivation is often categorized into intrinsic and extrinsic (Sansone & Harackiewicz, 2000). Extrinsic motivation relates to the habits influenced by factors in the world; for instance working conditions, trophies, money, social recognition, and working materials while intrinsic motivation relates to internally driven habits; habits related to self- actualization. Instances of intrinsically driven habits are on the job training programmes which people pursue for career development. Most of these trainings are offered via distance (online) learning programmes.

From a policy and practice perspective, we need to understand teacher motivation for several reasons. First, motivated teachers are more likely to implement educational reforms and less likely to be absent or leave the teaching profession (Jesus &Conboy, 2001). Second, teacher engagement is the determinant factor for student academic success. Third, the teacher's well-being (both a cause and effect of teacher motivation) is also an intrinsically desirable outcome. Finally, we need to understand what motivates teachers to maintain high motivation levels and avoid positive educational outcomes. Bennell and Akyeampong (2007) found that low motivation results have adverse impact on the behaviour of teachers. This is often observed in absenteeism, underutilization of class time, professional misconducts, reliance on traditional teaching practices, poor preparation, lack of innovation, and businesses which distract teachers from teaching duties.

Similarly, a study by Steyn (2000) on teacher motivation in Zambia, Papua New Guinea, and Malawi found that low motivation results in high attrition rates, constant turnovers, lack of confidence, fluctuating levels of professional commitment and a feeling of desperation to improve either student outcomes or teachers' situations.

The government of Tanzania has succeeded to implement the Secondary Education Development Plan (SEDP) between 2005 and 2009. SEDP aimed to increase the accessibility of secondary education to its citizens (Oluochi, 2006). SEDP was implemented as part of the effort to attain the Millennium Development Goals (MDGs), specifically responding to the Dakar Framework for Action on Education for All (EFA) by 2015 (UNESCO, 2005). Despite the government efforts to revamp and improve the performance of the education sector, teacher profession has been

met with misconducts such as absenteeism, poor preparation of teaching materials, and poor performance (Sumra, 2004).

It is notable during the SEDP implementation the teachers' welfare have remained in low status in Tanzania. Teachers can only access to the financial loan support from banks with their low salaries and with high interest rates (18 percents), teachers are overburdened with teaching load resulting to demotivate them, teachers are not entitled to the house allowance except the head of departments (DEO),the NHIF services coverage sometimes is questionable as it does not provide to all medical bills to teachers (Mayalu, 2014), moreover teachers are not given due payments after promotion apart from normal annual increment of the year. The teacher professional development which also serves as the intrinsic motivation to teachers is rely done to these secondary school teachers (Komba, 2008). There is need to research how these motivational factors can affect the students' academic performance in secondary schools.

For example, the report by Dar es Salaam City Council (2004) indicate that in Ilala Municipality teachers were not comfortable with their working conditions – very low teacher-house ratios compared to the actual number of teachers, poor physical infrastructure, and the large number of pupils in the classroom resulting into poor performance. It is against this background, the study is set to investigate the role of teacher motivation on students' academic performance in public secondary schools in Ilala municipality.

1.2   Statement of the Problem

Studies on teacher motivation associating motivation with certain factors and student performance are common. (Gredler, *et al.,* 2004; Joseph, 2005; Lange & Adler, 1997; McNeely, 1996). Issues related to dissatisfaction with salaries, working conditions, teaching and learning facilities, and their compensation have well been reported in some studies like Sitta's (2006) study.

Teacher motivation status in Tanzania is alarming. they claim not to be given their right like promotion on time, once promoted they are not given areas, they claim not to be covered by NHIF scheme fully, though they contribute monthly Mayalu (2015) they are not paid over time, they are forced to attend double shift to accommodate large classes in schools. They are given loans from banks but with high interest rate of above 17 percent, they are not given chance to attend teacher professional development (Komba, 2008), all these put the status of the teacher motivation in bad situation and interfere their morale for teaching. There is therefore need to establish a study at Ilala district to know how some of these factors affect the student academic performance.

This study specifically investigates the link between teacher motivation and student performance in public secondary schools. The main focus of this study is finding out the extent to which teachers' motivation has a role in the academic performance of students in public secondary schools.

The study establishes the current status of motivation among teachers and set forth to link the motivation factors with performance.

1.3 Research Objectives

1.3.1 General objective

This study aimed to explore the role of teachers' motivation in enhancing the academic performance of the student studying in public secondary schools in Ilala Municipality.

1.3.2 Specific Objectives

The main objective of this study investigation outlined above was achieved using the following specific objectives.

1. To explore the current state of motivation of the teachers in public secondary schools in Ilala Municipality. .

2. To examine the role of reward systems designed to motivate teachers in public secondary school in Ilala Municipality.

3. To assess the role of working conditions in motivating teachers in public secondary schools in Ilala Municipality.

4. To suggest measures to motivate teachers in Ilala Municipality.

1.4 Research Questions

1. What is the current state of motivation of teachers in public secondary schools?

2. How do the existing reward systems impact on the motivation of teachers in public secondary schools in Ilala Municipality?

3. In what ways do the working conditions motivate teachers in public secondary schools in Ilala Municipality?

4. What are the possible measures to motivate teachers in secondary schools in Ilala Municipality?

1.5   Significance of the Study

The findings of this study may be beneficial to different institutions, special interest groups, and the community at large. Some of the benefits of this study are outlined below.

First, the study will create knowledge about motivation and the dynamics of motivation among teachers in secondary schools. The study will also create knowledge on how motivation may have impact on the academic performance of the students. So while motivation is taken as an isolated case among teachers, this study indicates a reciprocal link between the two variables.

Second, the study will make teachers understand how demotivated teachers can open gates of poor academic performance among students in secondary schools. The revelations of this kind will make teachers find ways not to compromise education delivery even when they feel demotivated.

The study will open create awareness among the teaching professionals on the impact of the reward systems to teachers. This understanding will force those responsible not to ignore the significance of motivation in the morale of teachers and its impact on students' academic performance.

Third, the study informs the importance of designing and implementing an appropriate professional development programs and compensation schemes to address the challenges that lead to poor motivation among public secondary school teachers. Finally, the study will also benefit teachers, heads of secondary schools, Ward Education Officers, academicians, and other stakeholders in the field of

education as well to make informed decisions when it comes to addressing concerns about teacher motivation.

1.6   Limitation of the Study

The study of the role of the teacher motivation on the student academic performance was conducted to heads of schools in secondary schools in Ilala. Although appointment was made by the current researcher for the interviews some of the heads of school were very busy with school administrative issues, this affected the time for doing interview so rescheduling was used thus following day the interviews were made. Again, the current researcher encountered the difficulty of accessing the teachers especially those with many periods like those of Physics and Biology. The current researcher had to re-plan the time for doing interviews in order to get their opinion.

1.7   Chapter Summary

This chapter has focused on describing the groundwork of the study. It has covered such aspects as the background to the study, the problem statement, objectives, research questions, and the significance of the study and limitation of the study. In the next chapter presents the review of literature.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter explores literature used to guide the study. The aim is to find knowledge gaps that give rationale for undertaking this study on teacher motivation and student academic performance. The review of literature is presented along two separate lines. First, the theoretical literature which is decomposed into other subsections including the description of motivation, relevant motivation theories, the relationship between reward systems and motivation, relationship between teacher motivation and student performance, and the influence of job satisfaction on motivation. Second, the empirical literature which relevant studies on motivation. The chapter also includes the identification of the research gap and conceptual framework.

The chapter is divided into sections. Section 2.1 presents the theoretical literature, section 2.2 presents the empirical literature, and section 2.3 presents the conceptual framework.

2.1   Theoretical Literature

2.1.1 Conceptual explanation of motivation

According to Gredler, et al. (2004), motivation is a process that starts with a physiological deficiency or needs that activates a behavior or a drive aimed at a goal or incentive. Motivation, therefore, consists of needs (deficiencies) that set up drives (motives) that help in acquiring the incentives (goals). Drives or motives are action-oriented while incentives (goals) are the things that alienate a need. In any organization, productivity is a function of how well employees perform their various

tasks. Productivity is very much dependent upon other factors like job analysis, job recruitment, selection, and job placement. Individual performance is a function of the ability and the willingness of the worker to perform the job (Ngumi, 2005).

Motivation constitutes one dimension that has received considerable attention for the purpose of understanding the individual worker and his/her working environment (Bennell & Akyeampong, 2007). It can obviously be noted that production is always increased when employees are highly satisfied. Motivation is said to be achieved when the sum total of the various job facets gives rise to feelings of satisfaction According to Ofoegbu (2004), improving any one of the facets leads to the direction of job satisfaction, and eliminating any one of them leads to job dissatisfaction. It is, therefore, evident that improvement of job satisfaction among workers in any organization is essential to improving productivity.

Motivation is a term that embodies both the positive and negative attitudes toward what one is doing at the workplace. Negative and positive attitudes leading impacting on motivation fear of punishment, money, promotion, and recognition (Rawdam, 2003). In terms of sources of motivation, motivation is categorized as intrinsic and extrinsic. Depending on the triggers, motivation leading to high performance can be either intrinsic or extrinsic.

Intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put in since they know the results will not be by luck. Unlike intrinsic motivation, extrinsic motivation has to do with incentives as the driving force behind certain forms of habits. Pintrich et al. (2013), points out that incentive are external to a

person and are provided by the management in order to encourage workers to perform tasks.

The issue of teacher motivation in Tanzania has been topical in various platforms - seminars, trade unions, and public commissions. According to Wafula (2010), the Republic of Kenya had expressed the need for the provision of a well-educated, keen, competent, respected, and contended teaching force. The contribution of the teachers in promoting the education sector is said to be affected by low morale to teach caused by issues like meager salary and advancement via promotion (Wafula, 2013).

In developing countries, teachers' motivation has been researched and addressed significantly. According to Kadzamira, (2006) in Malawi, teachers were highly dissatisfied with their remuneration and other conditions of service like poor incentives and opportunity for growth, which have resulted in low morale and, consequently, poor performance. In Malawi, teacher absenteeism and attrition were largely influenced by teacher demotivational factors like low salaries and poor working conditions. All education stakeholders agree that teacher motivation depends on an array of factors such as remuneration scales, location of the school, availability of appropriate housing, opportunities for further training and conditions of service, workload, promotion and career path, student behavior, relationship with the community, and school quality factors such as availability of teaching and learning resources (Sederberg & Clark, 2010).

2.1.2 Relationship between reward system and motivation

The Ministry of Education, Science, and Technology (MoEST) expects teachers to render very high job performance. Teachers are also demanded to exhibit a very high measure of loyalty, patriotism, dedication, hard work, and commitment (Mustafa, & Othman, 2010). Equally, the role and contexts of motivational approaches and tools cannot be underemphasized when considering the need to attract higher education productivity which is naturally in the interests of all educational systems (Lyimo, 2014).

According to Ilarackiewicz (2000), a variety of individual factors influence the needs of the employees and this is so because human beings have their own tastes which differ from one individual to another. Educational administrators must devise better methods of determining ways and means of rewarding teachers should the rewarding system be meaningful (Garret, 1999). In this regard, this section examines working conditions, administration structure, supervision, recognition, responsibility, advancement as well as interpersonal relations as some of the motivational factors that team up to influence the job performance of individual teachers.

The factors that determine motivation have most of the time been categorized as extrinsic and intrinsic. Extrinsic factors are environmental factors related to the dynamics at the workplace; they include such elements as pay, promotion opportunities, working conditions, relationships with co-workers, supervision, and recognition. Conversely, intrinsic factors are internal drives of an individual; they include such elements as personality, education, intelligence, abilities, and age (Herzberg, 1968). It is commonly agreed that regardless of the other motivation

factors, monetary compensation in a form of salary and related benefits the major motivation for work. Marques's (2010) study in Michigan and North Carolina revealed that teacher salary is an important determinant motivation for the duration teachers stay in the teaching profession. The results indicated that teachers who are paid more stay longer in teaching and teachers with higher opportunity costs, as measured by test scores or degree subject, stay in teaching less than other teachers.

Working and living conditions have effects on teachers' morale and motivation; and thus, their performance. The key factors are workload, classroom conditions, management support, distance to work, housing, and travel affect teachers' morale and motivation. The high cost of travel contributes to teacher absenteeism and lateness in schools while very large class sizes are the norm for most teachers in countries such as India and Pakistan (Alarm & Farid, 2011).

Several studies not in education support the presence of a positive relationship between satisfaction with workplace training and overall job satisfaction. For example, Adelabu (2005) points out that satisfaction with career development is positively correlated with organizational commitment and job satisfaction.

2.1.3 Relationship between teacher motivation and student performance

According to Alarm and Farid (2011), teacher motivation is very important as it affects the academic performance of students. Marques, (2010) argued that motivation, satisfaction, and performance are interdependent. Dornyei (2001) further states that teacher's efficacy affects students directly as there is a strong correlation between teacher's efficacy and students' performance which presupposes that the

desired outcomes of the students depend upon the efficacy of the teacher. This means that low motivation of teachers affects their efficacy; and in turn, low efficacy adversely affects the performance of the students.

Kivaze (2000) argued that motivation indicators are higher performance including lower absenteeism; low turnover intentions, satisfaction, and performance are interdependent. Job satisfaction can be conceptualized as a decisive factor that determines the general efficiency of an organization. of the lack of job satisfaction among teacher's may results in absenteeism from school, aggressive behavior towards colleagues and learners, early exit from the teaching profession, and psychological withdrawal from work. These tendencies, in turn, do affect students' performance. A study by Spear (2000) in the UK revealed that teacher's motivation was low due to work overload, poor pay, and low perception by society. Similar findings by Sylvia and Hutchinson (1985) in developed countries confirmed that low motivation among teachers was caused by intrinsic factors. Matheka (2005) investigated factors contributing to lack of motivation and job satisfaction among teachers in public secondary schools in Machakos District in the Republic of Kenya revealed that lack of rewards systems for teachers and students led to poor performance in KCSE (Kenya Certificate of Secondary Education).

2.1.4 Influence of job satisfaction on motivation

Job satisfaction refers to the attitudes and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Unfavorable attitudes towards the job indicate job dissatisfaction. If an employee appraises the current job positively and attaches favorable attitudes towards the job,

it indicates job satisfaction while if the employee attaches negative and unfavorable attitudes towards the job it indicates job dissatisfaction (Armstrong, 2006). In practice, organizations attach significant importance to employee job satisfaction because quite a good number of experts and managers believe its trends can affect and influence work productivity, employee turnover, and retention (Eslami & Gharakhani, 2012).

According to Ngimbudzi (2009), the essence of job satisfaction can be captured by measuring five factors of a job-work itself, pay, promotions, co-workers, and supervision. He adds that apart from examining employee satisfaction using those five aspects, general job satisfaction may be measured as well.

2.1.5 Relevant theories guiding the study

This study was guided by Maslow's Hierarchy of Needs Theory propounded by Abraham Maslow in 1943. The theory is based on the idea that human beings have an internal need pushing them towards self-actualization (fulfillment) and personal superiority. This theory was advanced further by Henry Herzberg in 1959 by decomposing motivation factors into those which cause job satisfaction and those which cause job dissatisfaction.

Maslow proposed a five-level hierarchy of needs theory and once one need in one stage is satisfied it leads to the next higher need in the next stage. The hierarchy assumes that human needs to self-actualization influence the behavior of employees. When we reach a certain stage, our behavior tends to decline and we re-energize ourselves to accomplish higher goals. According to Maslow (1943), individuals are motivated by physiological needs: these are the basic needs for survival such as food,

warmth, clothing, and shelter. When people are hungry, do not have shelter, or clothing, they work to accomplish these needs first because the needs become the major influence of their behavior. But on the other hand, when people do not have a deficiency in those basic needs (physiological needs), their needs tend to move to the second notch where security needs are met. These are needs related to individual need for safety or security; the need to be employed, to be secured at the workplace, to own resources, to own properties, and to have good health. The third level involves attaining social needs when an employee feels secured and safe at the workplace. In this third stage, employees place job relations as their focus; that is trying to make friends, love, and create and maintain intimacy (belonging). As people keep moving up the Maslow ladder of needs, we find self-esteem needs; the fourth level of Maslow's needs; the need to be recognized, appreciated, accepted, and valued by others. The highest or last level of Maslow's hierarchy of needs is self-actualization: self-actualization was to develop into more and more needs or what one is to become.
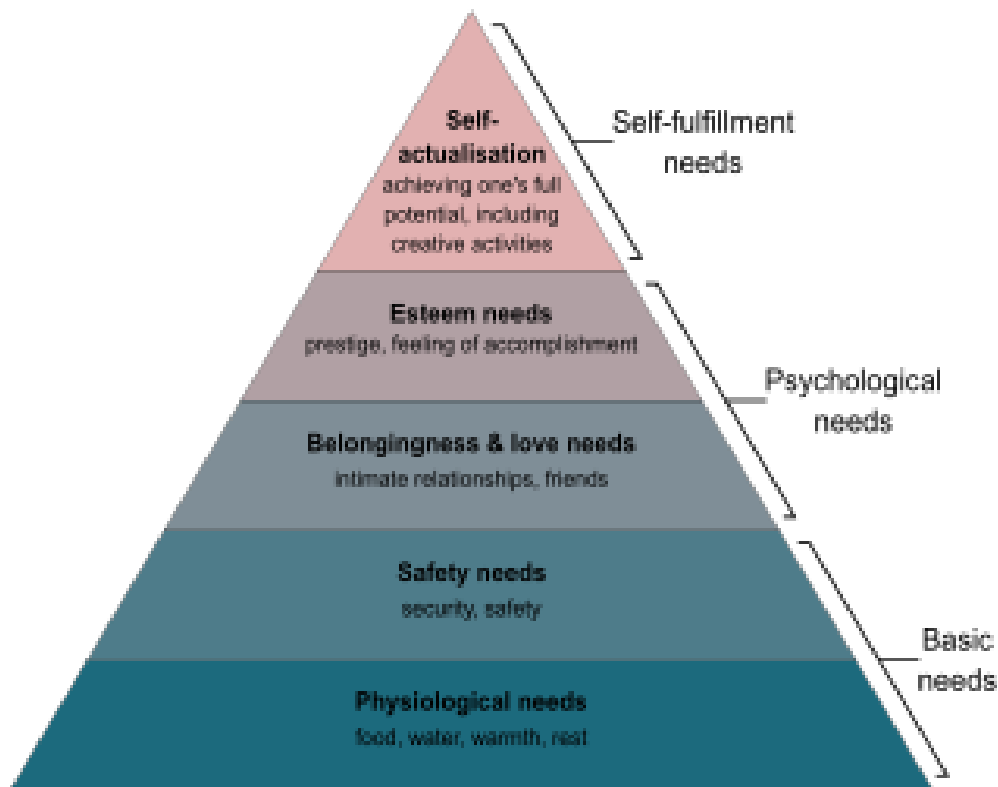
Figure 2.1: Motivation Hygiene Theory

The theory developed later by Herzberg (1959) had the notion that those factors which cause job satisfaction are the opposite of those that cause job dissatisfaction. Herzberg in his studies came up with the conclusion that employees are influenced by two factors; namely, intrinsic motivators and hygiene factors which are extrinsic.

Motivators create job satisfaction; they include achievement, recognition, autonomy, work itself, responsibility, and personal growth. Hygiene factors enhance dissatisfaction when they are not fulfilled. Typical hygiene factors are salary, working conditions, status, company policies, and administration (Saiyadain, 2009). The hygiene factors create a suitable work environment though cannot increase job satisfaction. For instance, low pay can cause job dissatisfaction which will affect employees' performance. Hygiene factors are essential to make sure that the work

environment does not lead to dissatisfaction. Thus, it is hoped that if responsible persons in the government can understand teachers' job satisfaction needs, they can design reward systems to satisfy teachers needs and; at the same time, meet the educational goals.

Concerning teacher's motivation, the study examines whether or not the provision of meals, accommodation, good policies, clear job description, and good relationship with colleagues can be motivating. The study also assesses the motivating factors that can lead to self-actualization and push teachers to intrinsic motivation with advance payment, promotion, timely payment, rewards for performance, and extra duty allowance.

2.2   Empirical Literature

Akah (2010) conducted studies on employee motivation in Ultimate Company Limited, Douala, Cameroon. The study surveyed a sample of 74 employees and analyzed data using descriptive statistics. The study found that the employees had overall fair job satisfaction because they were not satisfied with their salary situation at the company which illustrates that financial motivation was important. The findings equally showed that the majority of the employees were motivated to work hard when they received non-financial rewards. Also, the majority of the employees showed a great intrinsic value for higher performance. Finally, the study recommended that the management at Ultimate companion limited should use multiple motivational strategies (both intrinsic and extrinsic tools) for the employees to have greater performance.

According to Spector (1997), job satisfaction can be measured using nine factors which include pay, promotion, supervision, benefits, contingent rewards, operating conditions, co-workers, nature of work, and communication. Travers and Cooper (1996) claim that low satisfaction with salary and lack of promotion opportunities contribute significantly to teacher intention to quit the job. This implies that high satisfaction with these variables would contribute to their intentions to remain in the job.

Usop (2013) did a study to find out the relationship between work performance and job satisfaction among teachers of the Division of Cotaba City. The study used a descriptive correlation design. The descriptive part presented the demographic characteristics of the teachers as well as their job satisfaction rating against different job-related factors; the correlation was used to find out the relationship between teacher profile and work performance to job satisfaction. The participants in the study were 200 elementary teachers from twelve selected public schools in the Division of Cotaba City. The respondents were full-time teachers with at least two years of teaching experience in the organization. The study made use of the survey questionnaires. There were two sets of questionnaires consisting of two parts. The first part was on the personal information of the respondents. The second part was on the job satisfaction, with its nine factors namely, school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility.

Results showed that teachers were content with their job in terms of school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth,

working conditions, work itself, achievement, recognition, and responsibility. This implies that teachers who were satisfied with their job were also productive. Furthermore, if the teachers were content with their job, they developed and maintained a high level of performance. Job satisfaction is a trigger to various aspects of organizational life (Luthans, 1998)

Mwiti (2012) did a study titled 'perceived relationship between job satisfaction and employee performance among Teachers Service Commission secretariat at the headquarters in Nairobi'. The study found that employee job satisfaction was a result of the supervisor, working colleagues, work characteristics, teamwork, training and development, the advancement of opportunities, empowerment, working conditions, participation in decision making, and financial rewards.

The findings indicated that the level of employee performance in an organization is determined by job satisfaction. Davidson (2007) surveyed teacher motivation in Tanzania and found that most teachers were unhappy with their pay, fringe benefits, accommodation, promotion, status, and workload (number of lessons allocated per each teacher). This implies that the teachers had low-level job satisfaction. Moreover, Bennell and Akyeampong (2007) surveyed teacher motivation and found that young Tanzanian teachers were less satisfied with their job than their older counterparts who felt being teachers by profession was a privilege. This implies that teachers differed significantly in their level of job satisfaction about age. A study done by Paul (2004) summarizes the responses of headteachers and teachers to statements about the overall level of job satisfaction and motivation among teachers at the survey schools. Three out of the five teacher focus groups in Muleba and all

five groups in Ilala agreed with the statement that 'teachers at school are well motivated'. Similarly, only a small minority of the teacher questionnaire respondents disagreed with this statement. However, when asked about their levels of job satisfaction, 61 percent of these teachers in Ilala rated their level of job satisfaction as 'poor' or 'very poor' compared to only 17 percent in Muleba. A similar pattern of responses is apparent from the teacher interviews. In particular, half of the teacher interviewees in Ilala said that they are dissatisfied with their job, but only 12 percent in Muleba.

Most heads of schools believe that the majority of teachers in their schools are well motivated which leads to poor work commitment. Only two out of 10 heads of the school stated in their interviews that the overall level of motivation of their staff was low. The responses of the heads of schools and teachers who responded to the open-ended question 'what should be done to improve teacher job satisfaction and motivation at these schools?' indicated that teachers demanded better pay and allowances. However, it is noticeable how often teachers demand better management procedures and practices. Improved housing appears to be more of a priority among urban teachers whereas rural teachers and heads of schools are more preoccupied with reducing workloads and ensuring a more equitable distribution of teachers among schools. As noted earlier, relatively little importance is attached to improving teacher competence.

According to Latham (1998), job satisfaction can do far more than help maintain teachers but also it can help to improve their teaching. This implies that satisfied teachers can contribute significantly to the improvement of student academic

performance and school effectiveness at large. Similarly, Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this makes schools very effective. In other words, job satisfaction contributes to the improvement of teaching. Several studies have been conducted to determine the factors for job satisfaction. Spector (2007) and Ngimbudzi (2009) revealed that job satisfaction is attributed to such factors as salary, supervision, promotion, age, and relationship with co-workers, but to mention some. However, these studies focus more on other problems not related to the strategies to enhance job satisfaction which is the subject of the current study.

A motivating work environment must be the one in which employees are treated fairly. No matter what level of input a particular worker has about the business processes as a whole, it is essential for a manager to give each employee a sense of playing a dynamic, integral role in something much larger. Indeed, creating faithfulness is a key element of motivating workers and thereby increasing the overall productivity of operations. The World Bank (1990) study highlighted the 'harsh professional environment' in which teachers have to work. The study also concluded that most teachers find poor working conditions more discouraging than their salary levels.

According to Lewis (1995), the research conducted in sub-Saharan Africa found that work and living environments for many teachers are poor and tend to decrease self-esteem and motivation. In all cases, housing is considered the major issue at stake for nearly all teachers.

High proportions of teachers remain untrained which adversely affects motivation in many developing countries. Individual teacher characteristics can also adversely impact motivation levels (Ishumi, 1994). The problems of motivation facing African countries seem to be common despite minor differences. In Nigeria, for instance, it was revealed that government schools had large class sizes, inadequate infrastructure, and inadequate teaching-learning materials (James et al., 2006). Thus, despite higher salaries in government schools compared to private ones, teachers opted to teach in private schools which seemed to have at least better working environments than the public schools.

Teacher recruitment in most schools in Africa is minimal compared to the number of pupils enrolled, thus increasing the teachers' workload. According to Bennell and Mukyanuzi (2005), nearly half of the teacher questionnaire respondents in Ilala rated their working conditions as 'very poor' or 'poor' compared to only one-ward in Muleba. Over half of the teacher interviewees in both locations rated their working conditions as 'de-motivating. According to Bennell and Mukyanuzi (2005), the location of the school is 'unattractive'. The lack of proper fencing creates security problems in many urban schools. The rapid increase in enrolments has made many urban primary schools too crowded to deal with this problem, the quality of management at all levels (school, district, region, and Ministry headquarters) is critically important in ensuring that teachers are adequately motivated.

2.3   Conceptual Framework

The investigation of the role of teacher motivation on student academic performance was guided by the conceptual framework shown by Fig.2.2.
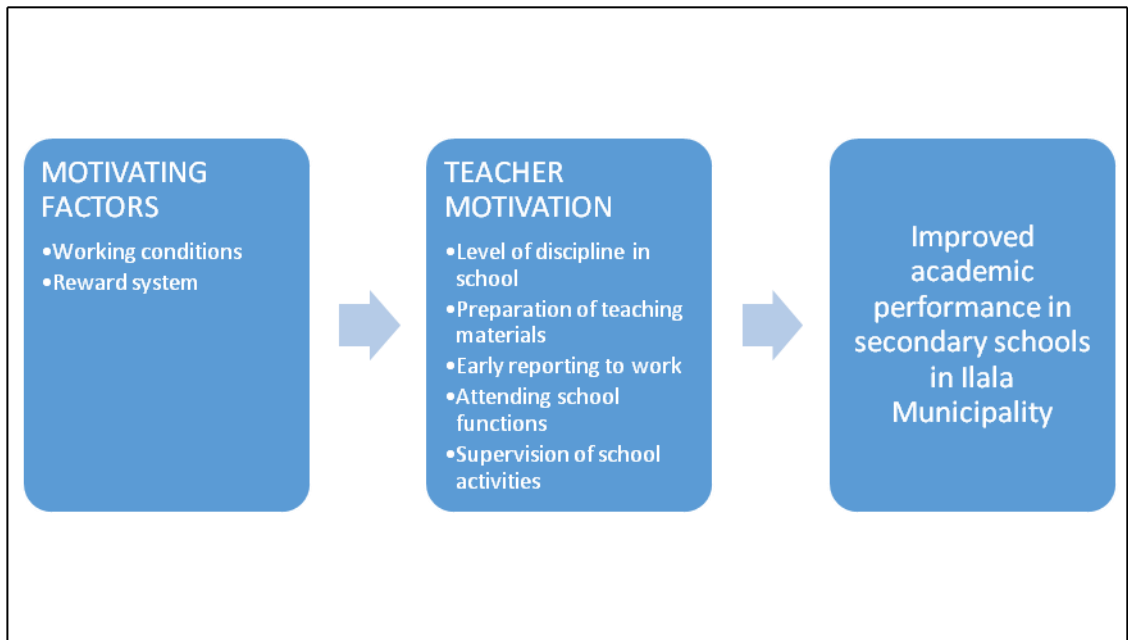
Figure 2.2: Influence of teacher motivation on student academic performance

Source: Researcher with insights from the literature review

Fig. 2.2 shows how groups of independent variables and their effects on each other and on the dependent variable produce the desired output. Student performance is a dependent variable which is produced as a result of acquiring skills, knowledge, and attitude from the teacher. As teacher motivation improves, their effectiveness and efficiency in the classrooms also improve, which will lead to improved student performance by the quality of grades at secondary school national examinations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0   Introduction

This chapter describes the processes through which data were collected. Data is any information which can aid and validate findings of a given study. As such the processes through which data are collected need to be thorough enough to allow valid and only valid conclusions. In this research the researcher engaged teachers, education officers, quality assurers and school heads to provide information of vital importance to support the conclusions.

The chapter is divided into sections. Section 3.1 presents the area of the study, section 3.2 presents the research approach, section 3.3 presents research design, section 3.4 presents the study population, section 3.5 presents sampling, section 3.6 presents data collection methods, section 3.7 presents pilot study, section 3.8 presents the validity of the study, section 3.9 presents data analysis, and section 3.10 presents ethical issues.

3.1   Area of the Study

This study was conducted in Ilala Municipality in Dar es Salaam Region, Tanzania. The district was selected because it is among the districts with poor academic performance in 2017/2018 Certificate of Secondary Education Examinations (CSEE). Furthermore, Ilala Municipality ranked among the last three poorly performing municipalities in 2017 CSEE results in Dar es Salaam Region (Source: DEO Office).

3.2   Research Approach

Generally, research approach is a plan and procedure for carrying out a research activity. Creswell (2011, 2014:31) defines a research approach in terms of "plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation".

The main categories of procedures for data collection, analysis, and interpretation fall under two types – quantitative and qualitative. The quantitative approach employs numeric values in the processes of collecting and analyzing and interpreting data. On the contrary, qualitative approach employs non-numeric values to the processes of collecting, analyzing, and interpreting data. Walliman (2006) points out that the qualitative approach is a creative research process of explaining an observed phenomenon; this process requires a close human involvement.

Each of the two broad approaches to carrying out a research has its basic assumptions. For instance, the qualitative research is used to explore social phenomena as experienced by people who provide detailed information while the quantitative approach concerns explore frequencies and or occurrences of events and how they can be interpreted numerically using numbers and percentages to determine certain conclusions. In addition, there is a category that combines both quantitative and qualitative values in the processes of data collection, analysis, and interpretation; this is called the mixed research method.

Therefore in order to understand factors that influence teacher motivation, the researcher employed this last category of research - the mixed method. As noted earlier, this method combines both the quantitative and qualitative approaches.

According to Johnson et al. (2004), the mixed research method refers to the category of research whereby the researcher combines quantitative and qualitative research techniques, methods, approaches, concepts, or language into a single study. Creswell (2012, 2002) defines the mixed research design as a mixed method research design where a researcher collects both the quantitative and qualitative data simultaneously or concurrently.

The mixed research method is believed to take the best advantages of qualitative and quantitative approaches. The mixed research is observed in this study via data collection instruments devised. The use of objective (closed-ended) items in questionnaires and open-ended items in interviews is a proof of the mixed approach used. It should be noted that all the interviews in the study qualitative data while all the questionnaires in the study targeted the quantitative data. The augment on banking to mixed methods approaches is that it allows the study to utilize the data collected from both approach qualitative and quantitative thereby increasing the strength and credulity of the data for the study(Tashakkori & Teddlie 2009).

3.3   Research Design

A descriptive survey research design was used in this study. The descriptive survey research design was used because descriptive designs involve surveying people and recording their responses for analysis for improving the project or providing feedback of the programme (Patton, 2009). The descriptive research design is also used because of its ability to combine both quantitative and qualitative research approaches to better understand the relationship between variables in the research problem (Cooper & Schindler, 2003). The researcher, therefore, used this design to

assess the factors influencing teacher motivation in public secondary schools in Ilala Municipality. According to Cooper (1996), a descriptive study concerns finding out who, what, where, and how of a phenomenon which is the focus of this study. Thus, the researcher believes the descriptive design was appropriate for the study as it was allowing investigation of factors influencing teacher motivation in public secondary schools. Looking at the study objectives where we need for example, to ascertain the status of the motivation to the teachers in secondary school, knowing this would required on one side the experience of the teachers , heads of schools and quality assurance officers to state their experience on the phenomena. On the other side the question can be developed to ascertain the magnitude of the motivation like training opportunities, salary amount and promotion issues. This thus bring the finding of the study to have data derive from both designs and thus the improved result than if a single design could have been employed in the study. It is with is reason the study employed descriptive survey design to guide the investigation.

3.4   Study Population

The study population was all government secondary school heads, district academic officers, district education quality assurer officers, and teachers in Ilala municipality. These groups were selected because they could provide accurate information about motivation and how motivation affected progress of the students. That is because head teachers, district academic officers, and district education quality assurer officers hold administrative positions in the education sector. On top of that, teachers were included in the population because they are allegedly victims of motivation related factors. In this understanding, they could provide reliable information about

their motivational factors and how the factors impact on student academic performance.

3.5 Sampling

A sample is a small group that is observed in research work to represent the entire population (Ary, Jacobs, Sorensen & Razavieh, 2010). Sampling involves the process of selecting samples from population to represent the entire population (Creswell, 2012). This study used purposive sampling and convenience sampling techniques to select participants to the study as explained hereunder.

3.5.1 Stratified random sampling

Stratified random sampling design was used to select quality assurance officers and other teachers in public secondary schools in Ilala Municipality to take part in the study. Stratified random sampling is generally applied in order to obtain a representative sample. In this the population was divided into several sub-populations called strata in which each stratum constituted a sample. The advantage of stratified random sampling is its ability to get more specific estimates for each stratum (Kothari, 2004).

Under stratified sampling, the researcher created 8 strata for head of school and 19 strata for other teachers. The breakdown of these teachers would be like teachers of physics, chemistry, biology, mathematics, history, geography, civics, English, and Kiswahili subjects. Again, each stratum had 15 elements, and then from the strata, random sampling was used to select the sample of the head of quality assurance

office and other teachers in public secondary schools in such a way that each teacher had an equal chance to be selected for the study.

3.5.2 Purposive Sampling

Purposive sampling is a non-probability form of sampling whereby researchers purposely target a group of people believed to possess valid data deeded for the study (Tromp & Kombo 2006). The study used a sample of 51 heads of schools via purposive sampling. However, the study employed two sampling procedures; namely, purposive sampling and random sampling to get respondents.

3.5.3 Sample size

Sample size is a subset of the target population (Kothari, 2008). In other words, a sample is the total collection of elements about which inferences are to be made (Cooper & Schindler, 2006). It involves a process where a researcher extracts from a population a number of representative individuals to take part in the study. There are different methods of determining sample size. There are two common formulas used to determine sample size of a study the formula for infinite (unknown) population and formula for finite (known) population (Krejcie & Morgan, 1970). To simplify the process of determining the sample size for a finite population, Krejcie and Morgan (1970) came up with a table using the sample size formula for a finite population. Since the population of the head of school, head of the department, and other teachers in the study is known, the study used the Krejcie and Morgan (1970) table for determining the sample size for the finite population. Table 3.1 summarizes the sample for the study.

Table 3.1: Study sample size

S/n	Location	Population	Sample size
1	District Educational Officer	1	1
2	Head of Schools	60	51
3	District Quality Assurance Officers	5	3
4	Teachers	2300	342
TOTAL		**2366**	**397**

3.6 Data Collection Methods

According to Kothari (2004) methods of data collection are defined as tools used by the researcher to obtain information from the people she or he interacts with in the field – actual data collection points. Research tools commonly used by many researchers to collect information from people include questionnaires, interviews, documentary reviews, elicitation, and observation but to mention some. Generally, decisions on data collection instruments to be used in a study depend on the nature of the research problem, the purpose of the study and research undertaken (Seidman, 1991).

Based on these facts, this study made use of only two tools – questionnaires and interviews. Categorically, questionnaires and interviews are primary data collection instruments.

3.6.1 Questionnaires

Questionnaires are instruments requiring respondents to fill out some brief details by either ticking, circling, or putting a mark in spaces provided. According to Kumar (2011), questionnaires are written lists or documents containing a number of questions with spaces for answers to be administered to respondents. The respondents are supposed to read the questions and write down the responses in the

spaces provided. Depending on the nature of the study and details to be collected, the items in questionnaires can either target qualitative data as when open-ended items are used or quantitative data as when close-ended items are used.

The questionnaires used in the study were divided into several parts. The first part of the questionnaires comprised introduction which mainly introduced the researcher and the purpose of the study. It is in this section that respondents were requested to provide their informed consent to take part in the study by signing in a space provided before returning the questionnaires (See Appendix I and II). The other parts comprised items for specific objectives of the study, depending on the category parts were lettered Part A, Part B, and Part C but to mention some.

In this study, questionnaire items targeted only quantitative information; hence the questionnaires had only close-ended items. The questionnaires were administered to teachers and heads of schools. Questionnaires were used to collect quantitative information because they save time to circulate the documents, fill out, and submitting back. The power of the questionnaire in collecting data according to Silverman (1997) is that they are able to cover large area and they are cost effective as compared to the interviews which are tedious. The major limitation connected to this method is that they are suitable to the learned persons, those who can read and write.

3.6.2 Interviews

Interviews are events involving brief conversation between a researcher and respondent. According to Kumar (2011), an interview is a verbal interchange; often

face to face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs, or opinions from another person – a respondent or interviewee. Krishnaswami and Ranganatham (2003) point out that the interviews are initiated for the purpose of obtaining information. Cohen (2007:149) sees an interview as a "flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard."

The researcher prepared interview guides (See Appendices III-VI) for each category of the respondents. The interviews had introduction part which described the purpose of the study and provided for a space to sign as a proof of granting informed consent. The interviews also had sets of open-ended items, depending on the nature of the subjects; some interview guides had parts – Part A, Part B, or Part C. According to Anderson and Arsenault (1998), open-ended questions enable the researcher to discover the respondents' priorities and frames of reference which reveal the depth of a persons' knowledge. Through the open-ended items, the researcher was able to capture a broad range of views to the saturation point. Hashemnezhad (2015) observes that in open-ended items participants are not tied to respond in only a certain way but are free to respond in their own styles expressing their own views freely. The responses of the open-ended items are in most cases more complex than simply 'yes' or 'no' responses as found in close-ended items.

Thus, the researcher conducted interviews with heads of schools, teachers, Education Officers, Quality Assurers, and Academic Officers. Interviews were carried out in school settings following agreement with the respondents about when to do the interviews. It was important to have prior arrangement to avoid interrupting ongoing

school activities. The researcher made the purpose of the study clear before the respondents. The respondents were required to sign on the guide as a proof of granting informed consent to take part in the study. Interviews lasted between 30 and 40 minutes only. The interview in nature are very effective way of seeking experience because of their use of probes questions (Patton, 2009), in this context the teachers and heads of schools experience over the motivation factors in schools. Taking, however, the course of using interviews requires technical knowledge of how to use the why question in interview.

3.7 Pilot Study

A pilot study was carried out in three public secondary schools not in the target list in Ilala Municipality. The researcher used schools different from those involved in the main study to avoid manipulating the findings. The purpose of the pilot study was to assess the validity and reliability of the set instruments. The instruments were tested in several other secondary schools for three weeks to determine their efficacy. Identified laps in the instruments both interview guides and questionnaires were corrected after the pilot study. The corrections involved rephrasing some ambiguous items, removed some items from the instruments, and modifying approaches in administering the instruments. The pilot study was important because it allowed the researcher to re-assess the tools ahead of the data collection proper and ensure smooth and uninterrupted data collection process.

3.8 Validity and Reliability

Ascertaining validity and reliability of the research instruments is very important because the two factors ensure trustworthiness of the study findings. The quality of a

study either qualitative or quantitative is judged by its own paradigms (Healy and Perry, 2000). It means that in quantitative research reliability and validity are the essential criteria for assessing the quality, while qualitative researchers use terms such as: credibility, neutrality or conformability, consistency or dependability, and applicability or transferability as the essential criteria for quality (Lincoln and Guba, 1985).

3.8.1 Reliability of the instruments

In order to estimate the reliability of teacher motivational factors scale, the researcher administered the test to 51 secondary school teachers at first. After administering the test, the researcher scrutinized all the answer-scripts thoroughly.

3.8.2 Validity of the instruments

All the instruments were further subjected to validity tests. In this stage, whether or not the instruments measured what was supposed to be measured were checked categorically, validation of the instruments was carried out by taking expert opinions into an account. Therefore, all research instruments were given to the experts in the field of education management, senior heads of schools, and experienced teachers teaching in secondary schools. Based on their expert comments, the items which were considered valid and suitable for the purpose were selected. Peer review were done to the student doing master programme in education, theses assisted to read and suggest the changes in order to make the research tool more relevant for the study.

3.9   Data Analysis

3.9.1 Qualitative data analysis

Data in this study was analyzed both qualitatively and quantitatively in two phases.

Data from interviews were subjected to qualitative content analysis involving inductive reasoning process as one of the important characteristics of qualitative methodology. This approach allows researchers to understand social reality in a subjective but scientific manner. The process of content analysis suggested by Patton (2002) and Best and Khan (2006) were observed. Therefore, themes and categories (patterns) were reconstructed from the data through the researcher's careful examination and constant comparison; and eventually, the emerging patterns and themes were interpreted meaningfully as well this is technically called thematic data analysis (Patton, 2009).

Categorically, the direct content analysis approach together with three phases of content analysis processes of preparation, organizing, and reporting suggested by Hsieh and Shannon (2005) were mainly adopted. Thus, in the preparation phase, raw data from the field were recorded. After that, coding was done to identify the main ideas, themes, and discarding irrelevant data that emerged from informants. Then, data were organized for easy understanding; drawing conclusions and putting patterns into an analytic framework.

3.9.2 Quantitative data analysis

Quantitative data were collected using questionnaires. The data were subjected to data cleaning in order to identify incomplete responses, unengaged responses, missing values, or unreasonable data so as to improve the quality of data. After data cleaning, the data were coded and analyzed using a computerized data analysis package known as Statistical Package for Social Science SPSS 21.The software assisted to get the table, frequencies and percentage that were used to describe the

results of the study objective wise.

3.10 Ethical issues

Ethical issues concerns observing certain tenets aimed at avoiding harm that an individual may suffer as a result of participating in the study. In other words, ethical considerations are things that a researcher does to protect the respondent from being a victim of the information supplied in the field. Thus, any ethical research must involve certain milestones to ensure that the data collection process is fair, logical, and voluntary.

One aspect of ethical issues observed in this is obtaining research clearances to conduct the research in the study area. The researcher obtained research permit from the Open University of Tanzania (OUT), Regional Administrative Secretary (RAS) in Dar es Salaam Region, and District Administrative Secretary (DAS) in Ilala Municipality where data were collected. The research permit from DAS introduced the researcher to heads of schools who then introduced the researcher to their subjects.

Another dimension of ethical issues observed is that the respondents were allowed to determine times for meeting and holding interviews in respective schools. This arrangement brought flexibility in that the interviewees were not forced to stop their routine activities to attend to the matters of the study. During the interviews the researcher explained the purpose of the research and what was expected of the respondents before running the interview guide. The researcher explained that information provided would be treated as confidential and that names of the

interviewees would be kept anonymous in the research report. In this report, respondents are given codes in order to conceal their identities. The researcher also obtained informed consent from the respondents and asked them to sign in a space provided as a proof of the informed consent.

In terms of the questionnaires, the researcher invited heads of schools and teachers to fill out the questionnaires; only teachers who gave consent filled out the questionnaires. This ensured that the respondents understood the research and took part in the study on voluntary basis. The questionnaires were administered to teachers and were collected after some time according to the agreement reached between the respondents and researcher.

CHAPTER FOUR
FINDINGS AND DISCUSSION

4.0   Introduction

This chapter presents and discusses the findings obtained from the field in relation to the objectives of the study. The study was primarily conducted to identify factors influencing public secondary school teacher's motivation in Ilala Municipality. Specifically, the study sought to explore the existing status of public secondary school teachers work motivation, examine the influence of reward system on teacher's motivation in public secondary school in Ilala Municipality, determine the effects of job satisfaction on teacher's motivation in public secondary school in Ilala Municipality and to assess the influence of working condition on teacher's motivation in public secondary school in Ilala Municipality.

This chapter is divided into sections. Section 4.1 presents the background information of respondents, section 4.2 presents state of teacher motivation in public secondary schools, section 4.3 presents the role of reward system on teacher motivation in public secondary schools, section 4.4 presents role of working conditions on teacher motivation, and section 4.5 presents measures to enhance teacher motivation.

4.1   Background Information of Respondents

This section presents the details of the respondents. The details of the respondents form a crucial component of the study because the selection of the respondents was not a haphazard process. The details presented in this section include personal

information relating to gender, age, marital status, education level, and work experience.

4.1.1 Demographic information of the respondents

Demographic details of the respondents comprise information about gender and age of individual respondents. These details were obtained from the tools where respondents were requested to explain their gender and age using age groups provided.

The tools indicated that out of 397 respondents who filled out the questionnaires and took part in the interviews 104 (26%) respondents were males and the remaining 293 (74%) were females. In terms of the ages of the respective respondents, the data reveal that 120 (30%) respondents were between 41-50 years old while 183 (46%) respondents were between 31-40 years old, 82 (20%) respondents were above 51 years old, and 12 (3%) respondents were between 21-30 years. The age gap among the respondents clearly shows a balanced combination of the people who took part in the study. The data reveal that the ages of the respondents were crosscutting in that each age group had representatives. Comparing the older and young respondents, the data reveal a striking balance between the respondents of age group between 41 and 51 and above (50%) and those who are below 41 (59%) which means that the findings would include the opinions of the respondents from all age groups.

4.1.2 Education background and work experience

In addition to indicating age groups in which they belong, the respondents were asked to tick their highest academic qualifications obtained. In terms of the highest

academic qualifications, the data reveal that that 48 (12%) respondents had Diploma in Education (26 females, 22 males), 322 (81%) respondents had Bachelor Degrees (198 females, 126 males), 24 (6%) had a Masters Degree, (5 females, 19 males), and 4 (1%) respondents had PhD; all were males. In terms of the highest academic qualification obtained, the data reveal that the study had a rich combination of respondents with a diversity of academic accomplishments. The data reveal that PhD and Masters Holders were the minority as expected because these levels of academic achievement are not mandatory to secondary school teachers. The data also show that holders of Diploma in Education and Bachelor Degree formed the majority; this was expected because the two academic levels are qualifications to teach in secondary schools.

The study took note of the working experiences of the respondents. The data indicate that 139 (35%) respondents (95 females, 44 males) had worked for 3– 4 years in secondary schools, 86 (22%) respondents (47 females, 39 males) had worked for 1– 2 years, and 172 (43%) respondents (96 females, 76 males) had worked for more than 4 years. The data clearly reveal that the majority of the respondents; about 78 percent, had reasonable experience in teaching, hence likely to be victims of motivation factors unlike the minority; about 22 percent, who might not be the victims of the same.

4.2   State of Teacher Motivation in Public Secondary Schools

The first objective sought to find the levels of satisfaction among the head of school and other teachers in public secondary schools in Ilala Municipality. The object reads, 'to explore the current state of motivation of the teachers in public secondary

schools in Ilala Municipality'. Respondents were asked to respond to four questions in the questionnaire. Teachers were asked to rank their satisfaction levels using five-point Likert scales 1-5 where 1 = Highly Dissatisfied, 2 = Dissatisfied, 3 = Uncertain, 4 = Satisfied, 5 = Highly satisfied (See Appendix 1). Questionnaires were distributed to a total of 450 respondents and 400 (89%) questionnaires were returned. 397 questionnaires were found useful for data analysis in this chapter.

The data indicate that the majority of respondents 248 (62%) were not satisfied with what was going on in public secondary schools they were teaching. The data also indicate that 62 (16%) respondents were very satisfied with what was going on in the public secondary schools they were teaching. Finally, the data indicate that 87 (22%) respondents were satisfied with what was going on in the public secondary schools they were teaching. This scenario is summarized in Table 4.1.

Table 4.1: Level of satisfaction among teachers in Ilala Municipality

Level of Motivation	Frequency	Percentage
Highly Satisfied	62	16%
Moderately Satisfied	87	22%
Unsatisfied	248	62%
Total	**397**	**100%**

Source: Field Data

Satisfaction in this context means the state of motivation. It then follows that if a respondent indicates she/he is satisfied it automatically means that she or he is motivated to work. According to this analogy, the majority of the respondents in this study indicate a serious lack of motivation in their places of work.

The researcher wanted to know if the level of motivation had some contributions to employee performance. The interview was conducted to a total of 350 respondents. The interviewees were heads of schools and teachers. They indicated that the level of motivation contributes to their performance. The interviewees said that they would be motivated if the process of rewarding employees was well instituted and observed. They also revealed that motivation was not necessarily in terms of money but included creating conducive working environment, appraisal system, recognition for the works well done, and opportunities to take part in decision making bodies.

Commenting on the status of motivation, the interviewees said currently teachers were less motivated. The responses to three questions - 'how do level of motivation affect teachers attendance to school?'; 'does the motivation level of teachers contribute into the way they prepare their lessons?' and 'how motivation contributes to teachers changing their profession?" brought the following from one teacher.

> "Besides teaching I do small business to supplement my family needs and meet the living costs, so I don't go to school one or two days in a week to take care of my business and sometimes I look for excuses to leave school early because I don't think teaching work will help me to meet my expectations in life." (Interview, Teacher at School A, 2021)

Another teacher said the following.

> "I teach mathematics in three different classes every day for eighty minutes. In each class there are more than eighty students. I find myself very exhausted by the end of the day so I don't have time to mark or prepare for the next day lessons. I feel that the school administration has ignored me and do not feel that I deserve any kind of special consideration in terms of incentives. Therefore, I am organizing tuition after school hours to get extra income." (Interview, Teacher at School B, 2021).

Another respondent said very categorical that:

> "I have been a teacher for three years now but I can't see any bright future in this job. I have made a number of applications to join different non-teaching institutions, once I get any opportunity, I will never hesitate to quit this job." (Interview, Teacher at School C, 2021)

Further, the researcher wanted to know if the level of job satisfaction, rewarding system, and working conditions contributed to performance. 300 teachers were asked questions - are you satisfied with the teaching job? Do you feel rewarded as a teacher? How do your working conditions support you in performing your duties? Most respondents expressed dissatisfaction due to lack of rewarding systems and poor working conditions. Others said that teaching is a neglected profession compared to other professions. One teacher in school A had the following remarks.

> "I regret to be a teacher; in my childhood I believed that teachers were most respected and cared group of employees. That feeling made me admire the Profession. But now I have come to realize that I was very wrong because teachers are the most unrespectable and cared for by the government and even the community around. I feel very dissatisfied with my job and I wish to get out of this profession as early as I can." (Interview, Teacher at School A, 2021)

Another teacher had the following to say regarding the working conditions.

> "In my school, teachers are sharing office spaces, we are forty-seven teachers and in the staffroom we hardly have twenty tables and thirty-five chairs which are in good working conditions. Teachers don't have permanent working spaces sometimes we are forced to work in classrooms with students. I am a form two and four mathematics teachers, but I don't have a permanent office to keep things or even mark students' assignments. Thus, I am not motivated when I fail to perform my daily duties effectively and see my students' performance decline." (Interview, Teacher at School C, 2021).

One head of school was vehement about poor rewarding system to teachers. The head had the following to say.

> "I have been in the school leadership position over the past fifteen years and I have witnessed many teachers being enthusiastic on their first appointment. However, their commitment to work dwindles after the first one or two years when they realize that they are not rewarded. If I had

> power to reward my teachers who walk extra miles, I would because that would motivate others to work hard." (Interview, Head of School B, 2021)

The above are clear indications that teachers are not satisfied and motivated in their profession. The absence of reward systems and poor working conditions which would boost morale to work hard and achieve satisfaction makes teachers desperate and express readiness to quit the profession.

4.2.1 Factors causing the existing level of teachers' motivation

Factors for causing the present state of motivation among teachers in public secondary schools in Ilala Municipality were collected through 10 questionnaire items. Teachers were asked to rank the factors using a five-point Likert scale - 1 = Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4 = Agree, and 5 = Strongly Agree. The aim was to examine to what extent the identified factors caused dissatisfaction among teachers. The items focused on geographical location, teacher accommodation, availability of teaching resources, availability of extra-curricular resources, and relationship among teachers and students. The findings are presented hereunder.

4.2.1.1 Geographical location and accommodation for Teachers

The researcher wanted to collect views of the respondents about how distance from school and the status of accommodation available for teachers caused dissatisfaction; hence demotivated teachers. Under this item most teachers responded that they lived very far from schools and the conditions of their accommodation were not good. The findings from the questionnaire indicates that 203 (51%) of all the respondents strongly disagree with the statement that geographical location of the school and

accommodation motivates them to work hard. This was followed by another big number of 105 (26%) of the respondents who disagreed. Whereas only 32 (8%) and 35 (9%) of the respondents strongly agreed and agreed with the same statement respectively. Table 4.2 summarizes the findings explained above.

Table 4.2: Geographical location and accommodation for Teachers

Level of Agreeing	Frequency	Percentage
Strongly agree	32	8
Agree	35	9
Undecided	22	6
Disagree	105	26
Strongly Disagree	203	51
Total	**397**	**100**

Moreover, using interviews the researcher sought to get more information about distance and accommodation in relation to teacher motivation. Findings from the interview indicate that distance from school is a problem as teachers live far from schools. Some heads of schools indicated that some teachers were forced not to come to work because of lacking bus fares and sometimes weather. In school A one teacher had this to say.

> "I live more than 25 kilometers from school. Coming to school I have to connect two to three commuter buses. It is not that I like living that far, it is because of the affordability. I cannot rent a house near the school because the rent is very high." (Interview, Teacher at School A, 2021)

The findings indicate that most teachers stay far from the schools to an extent that they require to take two to three commuter buses to reach schools. The situation becomes worse during rainy seasons because due to geographical locations some teachers cannot reach the schools. One head of school said the following.

> "I face lots of absenteeism from teachers and students during rain seasons. Some of teachers reports to work very late due to transport

challenges from their homes and at the same time they request to leave early for them to get transport because many roads are flooded and get closed". Last year two of my teachers were involved in the accident while crossing the river with running water luckily they were saved." (Interview, Head of School B, 2021).

Another teacher on the same question stated.

"I spend three hours on the road while going home. And in the morning I have to leave my house at 4:30am in order to report at school at 7:30am. Otherwise I will be late. During raining season I spend more time which affects my concentration and leave me without time to plan or mark my student's exercise books after work." (Interview, Teacher at School C, 2021)

4.2.1.2 Availability of teaching and extra-curricular resources

Under this item the researcher wanted to collect views on the availability of resources for teaching and extra-curricular activities in schools as motivating factors. The purpose of this sub question was to learn whether or not availability of resources both curricular and extracurricular was a motivating factor. Findings from this item indicate that 111 (28%) respondents strongly Disagreed with the statement that teachers get enough resources for teaching and extra-curricular activities. On the other has 107 (27%) respondents Strongly Agreed with the same statement. Data for this item is summarized in Table 4.3.

Table 2.3: Availability of teaching and extra-curricular resources

Level of agreeing	Frequency	Percentage
Strongly agree	107	27
Agree	85	21
Undecided	23	6
Disagree	71	18
Strongly Disagree	111	28
Total	**397**	**100**

Teachers who were involved in responding this item were those teaching sports and non-sports subjects. Their responses show disappointment that they had no adequate resources to perform their duties effectively. In one school, a sports teacher said they had no proper pitches for sports except football. And even the existing football pitch did not meet the standards. In another school, one sports teacher said that they had been asking for sports resources for the past three years but received none. The teacher said the following.

> "Whenever we ask for sports equipment for proper training of our students in different sports, the head master's response has been 'there is no enough money and the school main focus in the budget is towards equipping the academic departments with academic resources.' He keep on saying the budget for sports department will be met next year. Sports are not the priority." (Interview, Teacher at School B, 2021)

One head of school had the following to say on the availability of teaching resources.

> "For the last two years the number of students enrolled in my school has been increasing by 40 and 60 respectively while there have been no corresponding efforts to increase teaching resources to meet the demands in classrooms. As a result, there is a great shortage of resources ranging from the library books to science laboratories equipment and sports gears." (Interview, Head of School F, 2021)

Science teachers complained lacking required equipment to conduct demonstrations and practical sessions in science subjects. Most of the teachers indicated that they were getting disappointed because resources like books, practical, and testing chemicals were not supplied as per the needs. The head of science department and a physics teacher in one school had the following to say.

> "Our students are not doing electricity practical sessions for the past two years due to the lack of equipment. In some occasions we have been borrowing few types of equipment which are used for demonstrations due to the class size. This affects learning and discourages them from taking science subjects in general." (Interview, Teacher at School C, 2021)

4.2.1.3 Interpersonal relationship among teachers and school administration

The item on the relationship between staff members themselves and school administration sought to find out whether or not the relationship between the members of staff and heads of school was a motivating factor. The success of any school depends much on the team work and collaboration between teachers and the administration in such a manner that good relationship and collaboration among teachers and administration bring about effective teaching and learning.

The findings indicate that 101 (25%) respondents Strongly Disagreed and 96 (24%) respondents Disagreed with the statement that there is a positive interpersonal relationship among teachers and the heads of school. At the same time 43(11%) of respondents were undecided and the rest 88(22%) and 69(18%) agree and strongly disagree with the statement respectively.

Table 4.4: Interpersonal relationship among teachers and school administration

Level of Agreeing	Frequency	Percentages
Strongly Agree	69	18
Agree	88	22
Undecided	43	11
Disagree	96	24
Strongly Disagree	101	25
Total	**397**	**100**

In Table 4.4 most teachers agreed that there is a positive relationship among the teachers themselves but negative relationship between the teachers and the school administration and quality assurer office. The main reason behind poor relationship between teachers and the heads of schools was that teachers had problems with promotions, performance requirements from heads of schools and quality assurers,

and the high teacher-students ratio amidst limited teaching resources. One teacher said the following during interview.

> "I feel that the school head and quality assurer officers don't have hearts or blood flowing in their bodies. I was assigned to teach Geography form one to three; each class had four streams having 60 to 70 students. Literally, I was teaching approximately 800 students. Given the circumstances, I failed to mark all the assignments I gave students as required by the head of school. Surprisingly, instead of finding some assistance to me, the head of school issued me a strong warning letter without considering the situation at hand." (Interview, Teacher at School D, 2021)

In a nutshell, the findings in this section reveal that most teachers face similar challenges with regards to their work leading to dissatisfaction. Issues such as travelling long distances to and from work, geographical location of schools affected by weather (e.g. during the rainy season), and poor relationship among teachers and between teachers and school administrations were common factors which militate against motivation. The observation that one school head and the quality assurers conspired against one teacher is worth noting since it affects motivation.

The findings in this section concur with other scholars like Bennell and Mukyanuzi (2005) who found that 'unattractive' location of schools is a factor affecting student performance in secondary schools. Another study by James at al. (2006) in Nigeria revealed that government schools had large class sizes, inadequate infrastructure and teaching-learning materials – all leading to dissatisfaction among the teachers. Finding are also consistent with Lewis (1995) who found that the work and living environments for many teachers in Sub-Saharan Africa are poor and tend to lower self-esteem and demotivate teachers.

4.3 Role of reward system on teacher motivation in public secondary schools

The second objective sought to examine the role of the reward system on teacher motivation in public secondary schools in Ilala municipality. The objective looked at how teachers regard reward as a motivation to enhance their performance at work. Information was collected using questionnaires which had 9 items. The questionnaires were filled out by 397 respondents. There were three items to be responded to; they concerned timely payment of salary that link to performance, the existence of timely rewarding system with clear performance standards for rewarding, and existence of fair opportunities for professional development among teachers. The respondents were asked to complete the questionnaires indicating the influence of reward system on teacher motivation in public secondary schools by using three sub questions and their responses were recorded as follows.

4.3.1 Timely payment of salary that link to performance

The findings indicate that 128 (33%) respondents Strongly Disagreed and 105 (26%) respondents Disagreed with the statement that there is a timely payment of the salary which link to teacher performance in secondary schools in Ilala municipality. However, 48 (12%) respondents were Undecided and 46 (11%) respondents Agreed and 70 (18%) respondents Strongly Agreed with the statement respectively. The results are summarized in Table 4.5.

Table 4.5: Timely payment of Salary that link to performance

Level of Agreeing	Frequency	Percentage
Strongly Agree	70	18
Agree	46	11
Undecided	48	12
Disagree	105	26
Strongly Disagree	128	33
Total	**397**	**100**

Most interviewees indicate that though there was timely payment of salaries, the payment was not linked to their performance. One interviewee had the following to say.

> "Teaching is a full time job and teachers are expected to work extra hours to support students learning; this means that teachers have no other source of income to sustain their living except the monthly salary. There is no one at school or higher administration that cares about how many hours teachers spend after normal working hours to mark students' works, setting examinations, and preparing for the next day lessons. Unlike other professions where they get overtime whenever they work beyond normal working hours, it is completely different for teachers whose workloads and performances don't correspond with their salaries." (Interview, Teacher at School A, 2021)

A quality assurer officer had the following to say regarding the link between teachers' payment and performance.

> "So far we do not have clear guiding procedures to pay teachers as per their performances. Salary scales are determined by fixed criteria which include qualifications, experience, additional roles to mention few. However, in my job I have witnessed teachers who works extra mile to support students or school systems but they get no recognition in terms of payment. It is well known that teaching job is different from other professions where an employee can count down what has been achieved at the end of working hours. For teachers is very difficult even to count the number of hours as a result they do not get paid according to their performance but ends up getting their monthly payment while they might have done double work. It can be one of the motivating factors if teachers will be paid according to their performance." (Interview, Quality Assurer Officer, 2021).

4.3.2 Timely rewarding system with clear performance standards for rewarding

The item was designed to find out if teachers understood the standards and guidelines used to reward them. The item also aimed at finding if the processes and guidelines for rewarding were clear and made open to all teachers. The findings indicate that 120 (30%) respondents Strongly Disagreed and 121 (30%) respondents Disagreed with the statement that there is "timely rewarding system with clear performance standards for rewarding teachers in schools". On the other hand, 40 (10%) respondents were Undecided while 86 (22%) respondents Agreed and 30 (10%) respondents Strongly Agreed with the statement. The data is summarized in Table 4.6.

Table 4.6: Timely rewarding with clear performance standards

Level of Agreeing	Frequency	Percentage
Strongly Agree	30	8
Agree	86	22
Undecided	40	10
Disagree	121	30
Strongly Disagree	120	30
Total	**397**	**100**

Table 4.6 indicates that recognition and rewards for good performance have two consequences. First, they motivate high performance among the teachers. Second, they motivate the teachers to work harder. The recognition and rewards, therefore, are crucial ingredients in schools because they make increase efforts (anticipatory function) and motivate teachers to work hard.

Discussion and interviews with teachers, heads of schools, and quality assurers it was evident that once teachers are rewarded on time they tend to motivate other teachers to work hard anticipating to be rewarded. According the discussions and interviews,

the timely rewarding of teachers who work hard will have spill-over effect on students whose performance will equally improve.

Some of the interviewees had the following to say regarding the existence of timely rewarding systems.

> "Rewarding is felt when it is administered promptly after doing something good and it makes the doer feel appreciated and works harder. However, if the reward is given without transparency and clear standards and guidelines, it sends a negative message to other employees and creates anarchy. This has been a tendency in our school where everyone believes that to get rewarded you must be in good relation with the school leadership team, otherwise you won't be rewarded regardless whatever good you do." (Interview, Teacher at School D, 2021)

One head of school who believes in rewarding teachers had the following to say.

> "I have a small team of committed teachers in my school who are the role models to others in the way the work to perform their duties from classroom teaching to extra curricula activities and supporting school in field trips. I feel that they need to be motivated in order to remain motivated and motivate others to work hard. However, I cannot do that regularly because of bureaucracy – I have to ask for approval to spend the money which takes time. This distorts the entire purpose of rewards, and sometimes teachers might have forgotten the original purpose of the rewards when the rewards are given." (Interview, Head of School C, 2021)

Another head of school shared the following experience.

> "I often see most of my teachers working very hard and attending extra-curricular activities when their allowances and other incentives are given on time. The situation changes and become very relaxing when they have no clue if they are not informed of any kind of rewards associated with a certain work to be done. Sometimes when the monthly salary is not paid on time we face challenges in attendance and punctuality with certain teachers. This affects school-plans and the coverage of the schemes of work." (Interview, Head of School A, 2021)

Another teacher mentioned the following.

> "I have worked in this school over the past seventeen years with clean record from attendance to performance of my students in national examinations. However, I have never been rewarded even with an appreciation letter but I have witnessed many other teachers who have

been rewarded for doing things which I believe are far below what I have done. For this reason, rewarding to me reflects relationship with the school leadership and not performance. I suspect the head and rewardees later share the rewards." (Interview, Teacher at School A, 2021).

4.3.3 Existence of fair opportunity for professional development among teachers

The researcher sought to find whether or not there was equitable distribution of opportunities for teacher professional development and upgrading. The findings from the study indicate that 146 (37%) respondents Strongly Disagreed and 140 (35%) respondents disagreed with the statement that said there is existence of fair opportunity for professional development among teachers. The data also show that 40 (10%) respondents were Undecided while 45 (11%) respondents Strongly Agreed and 27 (11%) respondents agreed with the statement. Data is summarized in Table 4.7.

Table 4.7: Fair Opportunity to Professional Development and Upgrading

Level of Agreeing	Frequency	Percentage
Strongly Agree	27	7
Agree	45	11
Undecided	40	10
Disagree	140	35
Strongly Disagree	146	37
Total	**397**	**100**

Table 4.7 indicates that teachers are not aware of the criteria used to select teachers to attend professional development training. Many teachers felt that it was under the mandate of the heads of schools and school management to decide who, when, and where to attend the training when opportunities showed up.

One teacher had the following comment on the opportunities for professional development.

> "I have worked in this school for the past fifteen years without getting a single opportunity to attend professional development seminar or workshop while other teachers have attended several trainings. I find this very demotivating factor to myself as I believe that there is no clear policy and fairness in deciding who should attend the training at what time." (Interview, Teacher at School E, 2021)

Another senior teacher from another school said the following.

> "I had to use a different route to get an opportunity for professional development, that is, in-service training. I contacted my colleagues who had influence in the school management to nominate me. Otherwise, I had tried the same over the past six years in vain. This was my proof that without influence, teachers in my school cannot get opportunity for professional development." (Interview, Teacher at School B, 2021)

On the same note the head of school E had the following to say.

> "In my school, teachers fight for opportunities for professional development every year. However, these opportunities are limited in terms of numbers and budget. In the last academic year, if I had allowance in the budget I could send three members of the school academic team to attend training on educational counseling, but due to budget constraints I managed to send only one teacher. The process of selecting one person to represent the school was tough but as the head of school I had to take decision which the other two teachers did not receive very well. This is one example of the situation I face as the head of school when dealing with limited budget." (Interview, Head of School E, 2021)

The above findings indicate that the high proportion of teachers, heads of schools and quality assurance officer agreed that the presence of clear and transparent rewarding systems in schools would motivate teachers and hence could be one of the factors to improve school academic performance. However, at the moment there is no any clear rewarding system in schools; and this, invariably has negative impact on teacher performance.

These findings are supported by empirical studies from different scholars in the literature. Tomlinson (2000) points out that putting in place performance oriented culture and salary paid to teachers are decisive factors of motivation. Ahmad and Shezad's (2011) study on the impact of promotion on performance evaluation practices of secondary school teachers revealed that promotion had a strong and positive impact on the performance of teachers.

Shakir (2013) conducted research on the impact of reward on the performance of teachers in the secondary schools and concluded that most of the principals of the schools are not interested in the professional growth of the teachers. This decreases the motivation level among teachers. Teachers are satisfied with the extrinsic rewards such as pay, bonuses, and allowances provided from the organizations. The school principals and the government administrators should look into the area of teacher motivation if they are aiming at improving student and school academic performance.

4.4 Role of working conditions on teacher motivation

The third objective of this study sought to assess the role of working conditions on teacher motivation in public secondary schools in Ilala municipality. Data for this objective was collected using three questions. The first question focused on the availability of enough physical teaching and learning facilities. The second question examined the existence of fair treatment to all teachers in the schools. The third question addressed the availability of support and collaboration from the administration to perform their duties effectively. The findings are presented hereunder.

4.4.1 Availability of enough physical facilities for teaching and learning

The findings in this section focus on the question on the availability of enough

physical teaching and learning facilities including desks, tables, and chairs in

classrooms and staffrooms. The section also focuses on the condition of the

infrastructure like classrooms, office spaces, and toilets for teachers and students.

The findings indicate that 168 (42%) respondents Strongly Disagreed and 116 (30%)

respondents Disagreed with the statement that demanded to know if schools had

sufficient physical facilities to ensure effective teaching and learning. 37 (9%)

respondents were Undecided while 36 (9%) respondents Agreed and 41 (10%)

respondents Strongly Agreed with the statement. Table 4.8 presents a summary of

the data.

Table 4.8: Availability of enough physical facilities for teaching and learning

Level of Agreeing	Frequency	Percentage
Strongly Agree	41	10
Agree	36	9
Undecided	37	9
Disagree	116	30
Strongly Disagree	168	42
Total	**397**	**100**

The researcher probed the respondents to mention the kind of setting that would be

favorable for the teachers to work. Most teachers showed that they needed more

conducive environment for effective teaching to happen, only 10% of the

respondents Strongly Agreed that their schools had conducive teaching environment

while 42% of the respondents Strongly Disagreed with the statement.

Lack of sufficient office space to work was reported as one of the problems facing teachers in some public secondary schools. One teacher had the following comment when probed about office space during interviews.

> "I teach Civics from form one to form four classes and every day I try to finish marking and preparing lesson plans at school because I leave very far from the school. The problem is there is no guarantee of office space – say a chair and desk, when I come the next day. In most cases when I come the next day I find all tables and chairs in the staffroom occupied and I end up frustrated." (Interview, Teacher at School D, 2021)

In some schools teachers reported shortage of desks in classrooms and students were forced to sit on the floor whole day. Nevertheless, teachers were expected to teach and arouse these students to learn in that kind of environment. A teacher from one school made the following remark.

> "We face acute shortage of desks in classrooms. In one of my classes there are 62 students while the desks can accommodate only 40 students. As a result some students stand or share desks in turns. This affects me psychologically as the subject teacher and it affects the students who are forced to learn while standing. Students cannot write notes properly in that situation and as a language teacher; I find it very hard to evaluate the writing skills of my students." (Interview, Teacher at School G, 2021)

The above findings confirm that study findings made by Ngunyare (2018) that many of the facilities in secondary schools of Njombe, Tanga and Iringa were not in good conducive to support learning despite of SEDP implementation as many of the learners were sitting of the floor and school had no science laboratories this affected their learning like doing science practical.

4.4.2 Teachers are treated fairly with transparency and are emotionally stable

The researcher wanted to know the feelings of teachers towards the school administration and other education leaders such as the quality assurance officers, education officers at municipal offices, and educational officers at regional offices.

Teachers who were involved in the study expressed unfair treatment from the school leaders and other education leaders at different levels of educational management.

Some teachers complained that some teachers were more favored regarding opportunities for professional growth. Teachers complained that while some teachers were given chances to attend more than one seminar, others were not considered even once. Teachers also complained about favoritism whereby heads of schools assigned certain groups of teachers light duties or duties with allowances while relegating other teachers to general duties and responsibilities without allowances. Based on these allegations, teachers who felt discriminated against ended up attending classes as per the school timetable and did nothing more. This attitude affected student performance since students were left unsupported.

The researcher wanted to know whether or not fair and transparent procedures for rewarding teachers in the public secondary schools were among the prerequisites of motivation. The respondents were asked to rank their choices using the five-point Likert scale. The findings indicate that 163 (41%) respondents Strongly Agreed and 125 (31%) respondents agreed with the statement. This shows that the current system of rewarding teachers is both unfair and non-transparent. On the contrary, 36 (9%) respondents were Undecided, 51 (13%) respondents Strongly Disagreed, and 22 (6%) respondents Disagreed with the statement. This information is summarized in Table 4.9.

Table 4.9: Teachers are emotionally stable and treated fairly

Level of Agreeing	Frequency	Percentage
Strongly Agree	22	6
Agree	51	13
Undecided	36	9
Disagree	125	31
Strongly Disagree	163	41
Total	**397**	**100**

4.4.3 Teachers get support from the administration to perform their duties effectively

The researcher wanted to address the issue of support and collaboration from school administration as the means of motivating teachers. The support and collaboration focused on in-house trainings, mentorship programmes, induction programmes, financial support, and other forms of humanitarian aid. The findings indicate that 145 (36%) respondents Strongly Disagreed and 137 (34%) respondents Disagreed with the statement that stated teachers get support and collaboration from the administration to perform their duties effectively. The percentage of the respondents who disagreed with the statement is higher (70%) compared to the respondents who agreed. The data indicate that 26 (8%) respondents were Undecided, 53 (13%) respondents Agreed, and 37 (9%) respondents Strongly Agreed with the statement. Table 4.10 summarizes the data from the respondents.

Table 4.10: Teachers get administrative support to do their duties

Level of Agreeing	Frequency	Percentage
Strongly Agree	37	9
Agree	53	13
Undecided	26	8
Disagree	137	34
Strongly Disagree	145	36
Total	**397**	**100**

The researcher sought more information on teacher perception about the support received from the administration. The findings show that teachers were getting too little support and collaboration from school administration to enable them to perform their duties effectively. The respondents based their observations on the fact that in-house training sessions were not indicated in the school almanac and or time-table. It was pointed out that in-house training sessions could be arranged using facilitators from within the schools or external facilitators but for the reasons not known to teachers the in-house training sessions were never planned for. One teacher had the following to say.

> "Even teachers who had opportunity to attend external training are not doing in-house training when they come back. After training, none of those who attended training ever share their experiences back home. This affects teacher professional development." (Interview, Teacher at School G, 2021)

Another respondent said.

> "Newly appointed teachers were not given proper induction by the head of school or other experienced teachers in the management team. They were left to explore on their own how to deal with situations associated with new working environment without a mentor to take them through the daily school life and expectations. As a result, some newly appointed teachers who could not cope with the challenges they decided to leave their jobs and join other professions within the first few years of their employment." (Interview, Teacher at School D, 2021)

Some respondents said school administration forsook them when they were facing hard times, especially when financial support was most needed. The issue of school administration ignoring the teachers appeared to be the matter of concern from a number of teachers who mentioned to have even failed to meet their family obligations due to lack of financial support. One teacher had the following experience.

"It was last year when the house that I rented was destroyed by floods during heavy rains. My family and I had no accommodation for almost two weeks. I approached my head of school who failed to extend any support to my family. I tried to get a bank loan but I failed to get guarantor, my rescue came from my colleagues who managed to donate whatever they had to support my family" (Interview, Teacher at School E, 2021)

The findings above indicate that there is hardly any support for teachers when passing through difficult times such as the above. The findings reveal unfavorable working environment to motivate teachers to exert their energy for the benefit of the schools, and specifically the students at large. The study also found that the visited schools had few classrooms which explain the complaints about large classes. One teacher had the following to say about class size.

"Forty percent of my students do not get desks to sit down while in class due to big class size." (Interview, Head of School C, 2021)

Another head of school had the following on the same.

"We have a great shortage of toilets in my school to an extent that students have to stand in line during break times." (Interview, Head of School B, 2021)

Another head of school had the following on the same.

"The situation was not so bad previously but the number of students who join secondary schools has doubled since the government introduced free education. The increasing number of students does not match with the available resources in many schools." (Interview, Head of School E, 2021)

The challenge of having unmanageable classes were raised by teachers from different schools and teachers claimed that were not able to give close attention to students especially the slow learners. Furthermore, the schools visited had shortage of desks, chairs, and toilets which made some students ease themselves anywhere

they could not be seen. All these issues create a hostile environment for teachers and students as one head of school observed.

> "Five classrooms in my school have been leaking for the past five years. Students are not comfortable studying in those classrooms during the rainy season because they always have to move to safe corners to avoid getting wet." (Interview, Head of School B, 2021)

The above testimony means that teaching is always interrupted when it rains. One can imagine the number of classes that might be interrupted during the rainy season and how would the interruptions affect the student performance on the annual basis. Heads of secondary schools and teachers assume that improving working conditions in public secondary schools in Ilala Municipality will help to increase decreasing motivation levels among teachers. This could be addressed by putting in place teacher support systems, increase collaborations between teachers and school administration, fair treatment of teachers, and making available physical resources for teaching and learning.

These have been the major reasons for a silent strike among teachers. Favorable working conditions cause job satisfaction and leads to higher performance among teachers in Ilala Municipality. In other words, if the working conditions are good, teachers are automatically motivated and work environment improve performance of the students. Furthermore, with improved working conditions, loyalty to school administration amongst the teachers equally increases and the teachers will have no reason to quit teaching.

These findings are supported by empirical studies showing that the improved working condition of teachers have positive impact on the motivation of teachers. .

Bryk (2002) reveal that improving teacher working conditions in schools is a crucial factor that is connected to effectiveness of teachers. In his study on hygiene factors, Saiyadain (2009) pointed that working conditions is among the factors which serve to motivate workers. Saiyadain (2009) categorized working conditions among the hygiene factors including such other factors as salary, status, company policies, and administration." These factors, according to Saiyadain (2009) are essential to ensure that the working setting is attractive to workers.

Moreover, the findings are consistent with Lewis (1995) who found that teacher working and living conditions for many teachers are poor. Such working conditions, according to Lewis (1995) tend to lower self-esteem and de-motivate employees. Housing is the major issue for nearly all teachers. The World Bank (1990) study highlighted the 'harsh professional environment' in which teachers have to work. The study also concluded that most teachers find poor working conditions more discouraging than their salary levels.

4.5   Measures to Enhance Teachers Motivation

The fourth objective of this study was to suggest remedy for motivating teachers. To attain this objective, the researcher used interviews. A total of 65 respondents were interviewed and each interview took about 15-20 minutes. The researcher started by asking what the possible suggestions for improving teachers' motivation are? Respondents of the study were teachers, head teachers, and quality assurer officers in Ilala Municipality. The findings indicate that motivation levels can be improved by increasing salary, improved working environment, providing adequate teaching and learning resources, presence of well-defined guidelines for promoting teachers, ,

guidelines for recognition, guidelines for rewarding teachers, and guidelines for

professional development opportunities.

The respondents suggest that reducing extremely large classes and teaching load

would motivate teachers and increase student performance. The problem of large

classes is explained in the following response.

> "Class size is a problem in my school. There are more than seventy-five students in one class. This affects the teaching and learning process, in turn it affects the performance of teachers." (Interview, Teacher at School E, 2021)

Another teacher had the following to say.

> "The numbers of students in classes are too large to the point that the teachers are forced to have fixed positions to stand when teaching; they cannot move around to mark excise books of the students or monitor their learning. This makes the teaching process difficult and uncomfortable to teachers." (Interview, Head of School A, 2021)

The quality assurance officer had the following observation.

> "I came to discover that motivation and poor performance of teachers is caused by the shortage of classrooms in public secondary schools. In few schools that I visited some classes had more than 100 students in one class; this situation is contrary to the Education Policy class size of 40-45 students." (Interview, Quality Assurance Officer, 2021).

Some heads of schools attributed decrease of motivation to high working load for

many teachers. Teachers are overloaded in terms of the number of students they

teach per classes and exercises they mark on the daily basis. One of the head of

schools had the following to say.

> "Teachers who teach large classes here are overloaded and skip other responsibilities because they spend more time marking student exercises. These teachers normally have not time to prepare them for the next day's activities because of fatigue. Some of these teachers refuse to teach remedial classes for slow learners." (Interview, Head of School B, 2021)

The interviews also indicated that timely salary payment, rewards and recognition, improving working environment, fair allocation of training opportunities for professional development, and the provision of adequate teaching resources are crucial to improve teachers' motivation and performance. For example it has been observed that teachers are staying for many years without teacher professional development (Komba et al. 2019). This makes the teacher lack purpose of teaching, demotivated as they do not learn know knowledge in their career. The effect is much felt at the classroom level where there is lack of the proper selection of the teaching methods, proper content presentation and de-motivation in the careers, thus failing students in the examinations. So to say, introduction of the effective teacher professional development among the school teachers would in one way motivate teachers to improve their teaching spirit.

The findings in this study concur with Dungu (2000) who reveal that that the problem of housing for teachers is common in some countries in sub Saharan Africa. According to Dungu (2000) teacher motivation was affected, in part, by small house budget (allowance) compared to actual amount of money needed. Low housing allowance forced teachers of public schools to reside in poor houses. On the same argument, Davidson (2005) explains the fact that generally teachers have been unhappy with their housing provisions. According Davidson (2005), not only were the houses too few, the majority of the houses were in extremely poor conditions which led to low motivation and poor performance of the students.

CHAPTER FIVE
CONCLUSION AND RECOMMENDATION

5.0   Introduction

This chapter provides the conclusion and recommendations for this study which investigated the role of teacher motivation on student academic performance in public secondary schools. The chapter is divided in sections. Section 5.1 presents the conclusion, section 5.2 presents the recommendations, and section 5.3 presents suggestions for further researches. The next section presents the conclusion.

5.1   Conclusion

This study has investigated the role of teacher motivation on student academic performance in public secondary schools in Ilala Municipality. The study reveals that salary teachers receive for their work; among other factors, adversely affect teacher motivation to work. Respondents interviewed and those who filled out questionnaires have shown that teachers are demoralized by the salary they receive because the salary does not satisfy their basic needs. This is against the Hierarchy of needs theory that insists that the basic need needs to be fulfilled for the human being to be satisfied and continue to work. Other factors which mitigate teacher motivation to work include poor working environment, large classes caused by shortage of classrooms, imbalances in allocating opportunities for professional development (short courses, seminars, and workshops), inadequate resources to teach, lack of office spaces, and poor housing for teachers.

The findings in this study may help alleviate the issues identified in order to revamp the ailing situation regarding the motivation of teachers in public secondary schools

in Ilala Municipality. The study has indicated that the findings are not isolated cases but, by and large, concur with other epistemological studies carried out elsewhere. As indicated in broad literature, the issue of teacher motivation in public secondary schools has been topical issue of studies in other countries in Sub-Saharan Africa, meaning that the research is both current and relevant topic of study.

5.2   Recommendations

This study was carried out in public secondary schools in Ilala Municipality to determine the factors which influence teacher motivation on student academic performance. The researcher makes the following recommendations. There should be guidelines to recognize and reward teachers who perform exceptionally well in their areas of teaching or responsibilities. Teacher should be paid reasonable salaries comparable to other professions with same qualifications and responsibilities. Teachers should be provided with good working environment including technology and other resources necessary for ensuring proper teaching. Teachers should be thoroughly trained in colleges of education and universities to prepare them to perform their work effectively.

Clear delineation of the strategies to put in place the teacher professional development programmes need to be considered by the ministry of education as it will motivate the teachers to work with high motivation in their career. Head of schools should arrange for regular in-house training sessions for teachers in order to improve their job performance. There should be regular opportunities for professional development programmes for teachers. Heads of schools should device clear guidelines to ensure that teachers attend such programmes in turn. There is

need for the government to review the teachers' salary and other fringe benefits including, health insurance, teaching allowance, housing allowance and promotion guidelines.

5.3 Suggestions for further researches

This study was carried out in public secondary schools in Ilala Municipality only. It is suggested to broaden the research to investigate the same in other municipalities in Dar es Salaam City; and probably draw other regional authorities in Tanzania.

REFERENCES

Abdallah, S. (2010). Causes of Teachers Dissatisfaction in Public Secondary School in Mwanza City Unpublished MA Dissertation Saint Augustine University of Tanzania

Adelabu, M. A. (2005). Teacher motivation and incentives in Nigeria.

Alam, M. T., & Farid, S. (2011). Factors affecting teachers motivation. *International journal of business and social sciences*. 2,(3) 19-27

Bagby, J., Barnard-Brak, L., Sulak, T., Jones, N., & Walter, M. (2012). The effects of environment on children's executive function: A study of three private schools. *Journal of Research in Childhood Education*, *26*(4), 418-426.

Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational behavior and human decision processes*, *50*(2), 248-287.

Barrett, A. M. (2005). 'Teacher accountability in context: Tanzanian primary school teachers' perceptions of local community and educational administration', Compare, 55: 43-61.

Bennell, P., & Akyeampong, K. (2007). *Teacher motivation in sub-Saharan Africa and south Asia* (Vol. 71). London: DfID.

Bennell, P., & Mukyanuzi, F. (2005). Is there a teacher motivation crisis in Tanzania. *Brighton: knowledge and Skills for Development*.

Bennell, P. (2004). Teacher motivation and incentives in sub-Saharan Africa and Asia. *Knowledge and Skills for development, Brighton*, *1*(1), 1-52.

Bryk, A., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. Russell Sage Foundation.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education,*

(3rd ed). New York: Routledge.

Creswell, J. W. (2012). Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research. London: Library of Congress Cataloging-in-Publication Data.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (*4th ed.). London: Sage publications

Creswell, J. W., & Clark, V. L. P. (2011). *Designing and conducting mixed methods research*. New York: Sage.

Dai, D. Y., & Sternberg, R. J. (Eds.). (2004). *Motivation, emotion, and cognition*: *Integrative perspectives on intellectual functioning and development*. Mahwah, NJ: Erlbaum.

Davidson, E. (2004). The progress of the primary education development plan (PEDP) in Tanzania: 2002-2004. *Dar Es Salaam: Haki Elimu*.

Davidson, P. (2006) (Eds.). Teaching, learning, leading: Proceedings of the 11th TESOL Arabia Conference. Dubai: TESOL Arabia Publications (pp. 277-290).

Dörnyei, Z. (2001). *Motivational strategies in the language classroom* (Vol. 10). Cambridge: Cambridge University Press.

Enderlin-Lampe, S. (1997). Shared decision making in schools: Effect on teacher efficacy. *Education*, *118*(1), 150-157.

Erjem, Y. (2004). Eğitimde Yabancılaşma Olgusu ve Öğretmen: Lise Öğretmenleri Üzerin Sosyolojik Bir Araştirma. *Türk Eğitim Bilimleri Dergisi*,*3*(4), 395-417.

Eshiwani, G. S. (1983). Factors Influencing Performance among Primary and Secondary School Pupils in Western Province of Kenya: A Policy Study.

Frase, L. E. (2009). Effects of teaching rewards on recognition and job enrichment." *Journal of Educational Research, 83*(1), 52-57.

Garret, R. M. (1999). "Teacher Job satisfaction in developing countries Educational research Supplemental series (G)" ER'C Document Reproduction services No ED 459150

Greddler, M. E., Broussard, S. C. & Garrison, M. E. B. (2004). The relationship between classroom motivation and academic achievement in elementary-school-aged children. *Family and Consumer Sciences Research Journal*, 33(2), 106–120.

Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British journal of educational psychology*, *80*(4), 711-735.

Herzberg, F. (1959). *The motivation to work*. New York: Wiley.

Herzberg, F. (2008). *One more time: How do you motivate employees?*. Harvard Business Review Press.

Hidi, S., & Harackiewicz, J. M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of educational research*, *70*(2), 151-179.

Ilarackiewicz, J.M. (2000). *Intrinsic and extrinsic motivation: The search for optimal motivation and performance.* San Diego: Academic Press

Jacobson, S. L. (1995). Monetary incentives and the reform of teacher compensation: A persistent organizational dilemma. *International Journal of Educational Reform*, *4*(1), 29-35.

Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, *33*(7), 14-26.

Joseph, G., & Peshkin, A. (2005). Subjectivity in qualitative research. In M. D. LeCompte, W. L. Millroy, and J. Preissle (Eds.), The handbook of qualitative research in education(pp. 681–725). San Diego, CA: Academic Press

John, J. C. (2010). Quality of Education in Tanzania: in Desai Zubeida (ed) *Education Challenges in Multilingual Societies*: African Mind

Joseph, E. M. (2005). Teacher Motivation and Its Impact on Improving the Qualty of Primary Education in Tanzania. (Masters Dissertation, University of Dar es Salaam). Dar es Salaam

Kivaze, J. M. (2000). Evaluation of incentives used for Teachers in secondary Schools in Marakwet District and their influence on performance in KSCE. *Unpublished MEd Dissertation, University of Nairobi-Kenya.*

Komba, W. L., & Nkumbi, E. (2019).Teacher Professional Development in Tanzania: Perception and Practice. CICE Hiroshima University, *Journal of International Cooperation in Education, Vol. 11 No. 3*

Kumar, R. (2011). *Research Methodology, A step-by-step guide for beginners..* London, SAGE publications Ltd.

Kothari, C. R. (2004*). Research methodology.* (2^{nd}ed.). New Delhi. New Age International (P) Limited Publishers.

Lange, G. W., & Adler, F. (1997, April). Motivation and achievement in elementary children. Paper presented at the biennial meeting of the Society for Research in Child Development, Washington, D.C

Lortie, D. (2006). *School Teacher: A Sociological Study*. Chicago: University of Chicago Press.

Loeb, S., Kalogrides, D., & Béteille, T (2011). Effective Schools: Teacher Hiring, Development, and Retention. Cambridge, MA.

Lyimo, G. E. (2014). Analysis of teachers' low payments in Tanzania: a case study of public secondary schools in Moshi Rural District. *International Journal of Education and Research*, 2(2), 1-14.

Marques, J. (2010). *Joy at Work, Work at Joy: Living and Working Mindfully Every Day*. Personhood Press.

Marzano, R. (2003). *What works in schools: Translating research into action.* Alexandria, VA: ASCD.

Matheka, V. M. (2005). A study of factors contributing to lack of motivation and Job satisfaction among teachers in public secondary schools in Machakos District unpublished M.Ed Thesis University of Nairobi.

McDonough, M. L. B. (1992).*Norms of the Teacher Motivation Diagnostic Questionnaire*. University of Georgia.

McNeely, C. A. (1996).*Student achievement and teacher motivation in elementary schools*. University of Georgia.

Mukyanuzi, F. (2003). *Where Has All the Eduction Gone in Tanzania?: Employment Outcomes Among Seconday School and University Leavers*. Institute of Development Studies at the University of Sussex.

Mungunyu, E. N. (2008). 'Selected factors of free primary education that influence Job satisfaction among primary school teachers in Embakasi Division'unpublished M.Ed Thesis University of Nairobi

Mustafa, M. N., & Othman, N. (2010). The effect of work motivation on teacher's work performance in pekanbaru senior high schools, Riau Province, Indonesia. *Sosiohumanika*, *3*(2).

Ngalyuka, J. M. (2000). 'An Investigation of Factors that Contribute to Job Satisfaction among the Rural Primary School Teachers'. Unpublished M.EdThesis, Kenyatta University.

Ngumi, J. K. (2013): An Investigation of Job Satisfaction of the Mathematics and Science Teachers in Secondary Schools in Arumeru District. Unpublished Med Thesis, Makumira University.

Nyantika, S. K. (1996). A Study of Factors Leading to Poor Performance in Kenya Certificate of Secondary School in Selected School in Magambo District. *PGDE UN Published Project, Kenyatta University*.

Nyakundi, T. K. (2012). Factors Affecting Teacher Motivation in Pacific Secondary Schools in Thika West District, Kiambu Country, M. *Ed project, School of Education of Kennyatta University*.

OECD (2007). Reviews for National Policies for Education: Basic Education in Turkey Research Dar es Salaam

Ofoegbu, F. I. (2004). Teacher Motivation as an Essential Factor for Classroom

Ololube, N. P., (2005). Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment. Retrieved from http://files.eric.ed.gov/fulltext/ED496539.pdf on 10.08.2016

Ouma, S. (2007). Effect of motivational theory to the performance of primary school teacher in Kampala District. Unpublished (Masters of education) dissertation, Makerere University, Kampala, Uganda.

Patton, M. Q. (2009). Qualitative Research and Evaluation Methods. 4th Edition, Sage Publications, Thousand Oaks

Pintrich, P. R., Marx, R. W., & Boyle, R. A. (1993). Beyond cold conceptual change: The role of motivational beliefs and classroom contextual factors in the process of conceptual change. *Review of Educational research*, *63*(2), 167-199.

Pintrich, P. R. & Schunk, D. (2001). Motivation in education: Theory, research and applications. Second Edition. Englewood Cliffs, NJ: Merrill

Rawdam, O. (2003). Relationships between Motivation and Job Performance. *International journal 1(1), 102-123*

Sabutoke, T. (2014). An Assessment of Teacher Motivation on Students Academic Performance in Science Subjects Kigoma Ujiji: The Open University of Tanzania.

Sederberg, C. H., & Clark, S. M. (2010). Motivation and organizational incentives for high vitality teachers: A qualitative perspective. *Journal of Research and Development in Education*, *24*(1), 6-13.

Silverman, D. (Ed.). (1997). Qualitative research: Theory, method and practice. Sage Publications, Inc.

Tashakkori, A., & Teddlie, C. (2003). Handbook of Mixed Methods in Social and Behavioral Research. Thousand Oaks: Sage.

Tomlinson, H. (2000). Proposals for performance related pay for teachers in English schools. *School Leadership & Management*, *20*(3), 281-298.

Troudi, S. (2006). Empowering ourselves through action research.

Wafula, P. K. (2010). Motivational profiles from a self-determination perspective: The quality of motivation matters. *Journal of Educational Psychology, 101, 671–688.*

Wigfield, A., & Eccles, J. S. (2000). Expectancy–value theory of achievement motivation. *Contemporary educational psychology*, *25*(1), 68-81.

Wigfield, A., Tonks, S., & Eccles, J. S. (2004). Expectancy value theory in cross-cultural perspective. *Big theories revisited*, *4*, 165-198.

World Bank. 1990. World Development Report 1990 : Poverty. New York:

Youlonfoun, L. (1992). *Value orientation, needs satisfaction and job performance of public servants in Akwa Ibom State. A Ph. D* (Doctoral dissertation, University of Calabar).

APPENDICES

Appendix I: Questionnaire for teachers

Introduction

I, Daniel Lazaro Swai, a Masters student at the Open University of Tanzania (OUT), am doing a study aimed at investigating the role of teacher motivation on student academic performance in public secondary schools in Ilala Municipality, Dar es Salaam Region as part of my Masters study.

You have been selected to take part in this study assuming that as a teacher you have valuable information needed to satisfy specific objectives of my research. Your participation in this research is voluntary and you may decide not to respond to any item of the questionnaire. Be informed that the information you provide in this study will be used for the purpose of this study only. Kindly note that the information shared in this questionnaire is treated with utmost confidentiality in the sense that your name will remain anonymous in the report and what you say will not be shared with the third party without your due consent. If you provide informed consent to take part in this study, you may sign underneath and proceed to sections below.

Signature …………………..

Part A: Background Information (please put a tick √ where appropriate)

1. Mark your gender: Male [   ], Female [   ]

2. Mark your appropriate age group

   ▪ Between 20 -29   [   ]

   ▪ Between 30 -39   [   ]

   ▪ Between 40 -49   [   ]

   ▪ 50 and Above [   ]

3. Mark your highest education level

   ▪ Certificate   [   ]

   ▪ Diploma   [   ]

   ▪ Bachelor Degree   [   ]

   ▪ Master Degree [   ]

   ▪ Others   [   ]

4. Mark your working experience as a teacher

   ▪ 2 – 5 years   [   ]

   ▪ 2 – 5 years   [   ]

   ▪ 10 and Above [   ]

Part B: Teacher job satisfaction

Kindly rank your job satisfaction level by writing 1 – 5 in spaces provided against each statement below (1= Highly Dissatisfied, 2 = Dissatisfied, 3 = Undecertain, 4 = Satisfied, 5 = Highly satisfied).

S/N	Statements	Highly	Satisfied	Uncertai	Dissatisfi	Highly
1.	Teaching is my career job that satisfy me					
2.	I enjoy teaching as a profession					
3.	Teaching is a good profession					
4.	Teaching is a competitive professional					
5.	Teaching gives me recognition and respect to community					
6.	I have prospect for career development					
7.	The responsibilities I perform gives a sense of control over others					
8.	Teaching is one of my goals in life					
9.	I responsible to the community as a teacher					
10	Teaching enables me to interact and develop relationship with people from many areas					

Part B: Motivation factors

Kindly rank your motivation level by writing 1 – 5 in spaces provided against each statement below (1 = Highly Demotivated, 2 = Demotivated, 3 = Uncertain, 4 = Motivated, 5 = Highly Motivated)

S/N	Statements	Highly motivated	motivated	Neither	Demotivated	Highly demotivated
1.	I have inter and intra relationship with my colleagues					
2.	My supervisor provides me with adequate teaching and learning resources					
3.	My students' entering behavior is encouraging.					
4.	My student academic performance is improving.					
5.	The school is located within my reach					
6.	I'm provided with accommodation at school.					
7.	The government policies system allows me to do my job effectively.					
8.	There is a positive interpersonal relationship among teachers and the heads of school					
9.	I am provided with clear job description					
10.	My head of school provides opportunities for workshops organized within and out of school					

Part C: Remuneration factor

Kindly rank your remuneration factor by writing 1 – 5 in spaces provided against each statement below (1= Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree)

S/N	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	My monthly salary payments are timely.					
2.	My good performances are rewarded					
3.	My salary is Proportional with the workload.					
4.	My allowances are adequate.					
5.	My pension scheme in place offers good expectations upon retirement					
6.	My Extra duty allowances are on time					
7.	My school provides promotion opportunity openly to all equally					
8.	My school organizes end of year come together party					
9.	It is possible to get advance payment from the school in case I have a financial problem					

Thank you very much.

Appendix II: Questionnaire for heads of schools

Introduction

I, Daniel Lazaro Swai, a Masters student at the Open University of Tanzania (OUT), am doing a study aimed at investigating the role of teacher motivation on student academic performance in public secondary schools in Ilala Municipality, Dar es Salaam Region.

You have been selected to take part in this study because you are the head of this school and have valuable information needed to for specific objectives of this study. Kindly note that participation in this study is voluntary and you may decide not to respond to some of the items in the questionnaire. Be informed that the information provided in this study will be used for the purpose of this study only. Kindly note that the information shared in this questionnaire is treated with utmost confidentiality in the sense that your name will remain anonymous in the report and what you say will not be shared with the third party without your due consent. If you provide informed consent to take part in this study, you may sign underneath and proceed to sections below.

Signature …………………..

Part A: Background Information (please put a tick √ where appropriate)

1.   Indicate your gender: Male [   ], Female [   ]

2.   Indicate you age group

- Between 20 -29   [   ]

- Between 30 -39   [   ]

- Between 40 -49   [   ]

- 50 and Above [   ]

2.   Tick you highest education level

- Certificate   []

- Diploma   [   ]

- Bachelor Degree   [   ]

- Master Degree [   ]

- Others   [   ]

3.   Please indicate your working experience

- 2 – 5 years   [   ]

- 2 – 5 years   [   ]

- 10 and Above [   ]

Part B: Opinions on teacher motivation

Please indicate your opinion by putting a tick (√) below spaces against each Yes/No

statement below.

Factors for Teachers'	Yes	No
1. Teachers come very early at school.		
2. Always teachers come with lesson plans in class.		
3. Regular attendance to extra lessons.		
4. There is regular attendance to class lessons by teachers.		
5. There is regular marking of tests and feedback to students.		
6. There is regular testing and examination of students.		
7. Teachers supervise all school activities.		
8.Teachers actively participate in co- curricular activities.		
9. Teachers are efficient at maintenance of students discipline		

Thank you very much.

Appendix III: Interview guide for heads of schools

Introduction

I, Daniel Lazaro Swai, a Masters student at the Open University of Tanzania (OUT), am doing a study aimed at investigating the role of teacher motivation on student academic performance in public secondary schools in Ilala Municipality, Dar es Salaam Region as part of my Masters study.

You have been selected to take part in this study assuming that as the head of school you have valuable information needed to satisfy specific objectives of my research. Your participation in this research is voluntary and you may decide not to respond to any item of the questions asked. Be informed that the information you provide in this study will be used for the purpose of this study only. Kindly note that the information shared in this questionnaire is treated with utmost confidentiality in the sense that your name will remain anonymous in the report and what you say will not be shared with the third party without your due consent. If you provide informed consent to take part in this study, you may sign below.

………………………………

Signature

1. In your opinion, what are the ways that teacher motivation can be improved in this school?

2. Does your students' performance meet school expectations?   Yes [   ]/ No [   ] If not, why and what are the teachers motivational factors that hinder students to perform well in your school?

3. How would you explain the availability of resources needed for teaching in your school?

4. In what ways can you assess your teachers' satisfaction with the teaching job?

5. How would you explain the satisfaction of your teachers about the reward system?

6. How does working conditions support your teachers in performing their duties?

Appendix IV: Interview guide for teachers

Introduction

I, Daniel Lazaro Swai, a Masters student at the Open University of Tanzania (OUT), am doing a study aimed at investigating the role of teacher motivation on student academic performance in public secondary schools in Ilala Municipality, Dar es Salaam Region as part of my Masters study.

You have been selected to take part in this study assuming that as a teacher you have valuable information needed to satisfy specific objectives of my research. Your participation in this research is voluntary and you may decide not to respond to any item of the questions asked. Be informed that the information you provide in this study will be used for the purpose of this study only. Kindly note that the information shared in this questionnaire is treated with utmost confidentiality in the sense that your name will remain anonymous in the report and what you say will not be shared with the third party without your due consent. If you provide informed consent to take part in this study, you may sign below.

……………………………

Signature

PART A: Questions on motivation

1.   How does the level of motivation affect your attendance to school?

2.   Does the motivation level of teachers contribute into the way they prepare their lessons and teach?

3.   How does motivation influence teacher desertion (quitting to non-teaching professions)?

PART B: Questions on satisfaction

4.   Are you satisfied with the teaching job?

5.   Do you feel rewarded as a teacher (are you satisfied with the reward system)?

6.   How do the working conditions support you in performing your duties?

Appendix V: Interview Guide for Education Officers

Introduction

I, Daniel Lazaro Swai, a Masters student at the Open University of Tanzania (OUT), am doing a study aimed at investigating the role of teacher motivation on student academic performance in public secondary schools in Ilala Municipality, Dar es Salaam Region as part of my Masters study.

You have been selected to take part in this study assuming that Education Officers work closely with teachers and heads of schools; and thus, may have valuable information needed to satisfy specific objectives of my research. Your participation in this research is voluntary and you may decide not to respond to any item of the questions asked. Be informed that the information you provide in this study will be used for the purpose of this study only. Kindly note that the information shared in this questionnaire is treated with utmost confidentiality in the sense that your name will remain anonymous in the report and what you say will not be shared with the third party without your due consent. If you provide informed consent to take part in this study, you may sign below.

……………………………

Signature

Questions

1. What kind of motivation do teachers have in your area? (Probe: compensation teaching enjoyment, competition, promotion, recognition)

2. What aspects determine teacher's job performance? (probe: proper lesson preparation, regular students assessment, regular attendance)

3. What factors affect teachers' motivation in your area? (Probe: class size, long working hours, distance from school, allowances, accommodation)

4. Are there any efforts to enhance teacher's motivation and job performance in public secondary schools in Ilala Municipality? If any, kindly mention some.

5. Does the motivation status of teachers in your area affect their performance and behavior? Explain how?

6. What would you recommend as measures to enhance teacher's motivation that would influence students' performance in your school?

Appendix VI: Interview Guide for Quality Assurers

Introduction

I, Daniel Lazaro Swai, a Masters student at the Open University of Tanzania (OUT), am doing a study aimed at investigating the role of teacher motivation on student academic performance in public secondary schools in Ilala Municipality, Dar es Salaam Region as part of my Masters study.

You have been selected to take part in this study assuming that Quality Assurers work closely with teachers and heads of schools; and thus, may have valuable information needed to satisfy specific objectives of my research. Your participation in this research is voluntary and you may decide not to respond to any item of the questions asked. Be informed that the information you provide in this study will be used for the purpose of this study only. Kindly note that the information shared in this questionnaire is treated with utmost confidentiality in the sense that your name will remain anonymous in the report and what you say will not be shared with the third party without your due consent. If you provide informed consent to take part in this study, you may sign below.

……………………………

Signature

Questions

1. What kind of motivation do teachers have in your area? (Probe: compensation teaching enjoyment, competition, promotion, recognition)

2. What aspects determine teacher's job performance? (probe if salary has a bearing on motivation and performance)

3. What factors affect teachers' motivation in public schools? (Probe: class size, long working hours, distance from school, allowances, accommodation)

4. How can teacher performance be enhanced? If any, kindly mention some.

5. Does the motivation status of teachers in your area affect their performance and behavior? Explain how?

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF POSTGRADUATE STUDIES

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

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

Our Ref: PG2017996329

Date: 8th July, 2019

DED,
Ilala Municipality,
P.O. Box 20950,
DAR ES SALAAM

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 later, the Open University 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 **Swai Daniel Lazaro, Reg No: PG201702891** pursuing a **Degree of Master of Education in Administration, Planning and Policies Studies**. We hereby grant this clearance to conduct a research titled: **"Topic: The Role of Teacher Motivation on students' academic performance in public secondary schools in Ilala Municipality, Tanzania"**, she will collect her data in Kinondoni Municipal Council from 15th July to 10th October 2019.

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,

Prof. Magreth Bushesha
DIRECTOR OF POSTGRADUATE STUDIES

HALMASHAURI YA MANISPAA YA ILALA

BARUA ZOTE ZIPELEKWE KWA MKURUGENZI WA MANISPAA

P.O. BOX 20950
PHONE NO: 2128800
  2128805
FAX NO. 2121486

OFISI YA MKURUGENZI
WA MANISPAA ILALA
I MISSION STREET
11883 – DAR ES SALAAM

Tarehe: 07/07/2019

Kumb: Na. IMC/LR./

Mkuu wa Shule,

Shule ya Sekondari **Mchikichini, Ugombolwa,**

DAR ES SALAAM.

Yah: RUHUSA YA NDUGU SWAI DANIEL LAZARO KUFANYA UTAFITI
(RESEARCH)

Tafadhali rejea somo tajwa hapo juu.

2.   Halmashauri ya Jiji la Dar es Salaam imemruhusu ndugu **Swai Daniel Lazaro** ambaye ni mwanafunzi wa Chuo Kikuu **Huria cha Tanzania** kufanya utafiti juu ya **"Role of Teacher Motivation on Students"** Shule yako, utafiti huo utaanza tarehe **15 Julai, 2019** hadi tarehe **10, Oktoba, 2019.**

3.   Hivyo mpokee na kumpa ushirikiano kulingana na mahitaji yake.

4.   Ninakutakia kazi njema.

HALMASHAURI JIJI LA DAR ES SALAAM

Kny: **MKURUGENZI MANISPAA YA ILALA**

Nakala:

-   Mkurugenzi,
    Halmashauri Manispaa (aione kwenye jalada).

-   Ndugu **Binto K. Mwambemba.**