

**MOTIVATION AND TEACHERS PERFORMANCE IN PUBLIC AND
PRIVATE PRIMARY SCHOOLS: A CASE OF MUSOMA MUNICIPAL
COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled: **“Motivation and teachers performance in public and private primary schools. A Case of Musoma municipal council in Tanzania”** in partial fulfilment of the Requirements for the Degree of Master of Human Resource Management (MHRM).

.....

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Date

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DECLARATION

I, **Anna J. Adiema**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. References have been supplied where other people's work has been used. In this regard, I declare that this is my unique work. It is here by submitted in partial fulfillment for the Degree of Masters of Human Resource Management (MHRM)

.....

Signature

.....

Date

DEDICATION

This dissertation is with lots of love and appreciation dedicated to my beloved husband Keraryo Khea Mang'era for the love and support, my two daughters and two sons, Julian, Brightness, Samwel and John I love you so much. The designation also dedicated to my beloved Daddy the late Bishop Dr. John Adiema and mum Merce for his conditional love and I will never forget you may God be pleased with you and grand you eternal happiness.

My appreciation also goes to Musoma municipal Director, Head of Human Resource Management Department and all MMC Family also my sister Caroline and brothers Kelvin and Issack my God bless your support. In one way or another I appreciate the contribution of my Friends Daunson, Jumanne and Richard may God bless you.

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ABSTRACT

Motivation encourages teachers to facilitate knowledge and skills of academic to learners. Therefore, this study attempted to found the relationship between motivation and teacher's performance; factors that affect teacher's motivation and determine the motivational differences in public and private primary schools in Musoma Municipality. Descriptive survey research design was adopted to get information through structured questionnaires and interview schedules with 192 primary school teachers, 30 head teachers, two education officers, one academic officer, twelve management Education coordinate one teacher's service commission and twelve school board members. The key study findings showed that the performance of teachers were high although their payment were low to encourage them to work hard. The findings also revealed that most teachers facilitate teaching and learning process with high confidence and efficiency, due to evidence that most of them came early to school, provide tests and examinations to learners and marked them, also they attend staff meetings and other activities out of teaching and learning process. The study found the correlation between motivation, mostly intrinsic motivation and the performance of teachers in public and private primary schools was also existed in primary schools in Musoma municipality. The study suggested that in order to get better motivation and performance in teaching and learning process the ministry of education should strengthen quality supervision as well as acknowledging good performers, among others.

Keywords: *Motivation, Teachers Motivation, Public Primary School, Private Primary Schools.*

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LIST OF ABBREVIATIONS

MMC	Musoma municipal council
MD	Municipal Director
MPEAO	Municipal Primary Educational Academic Officer
MPEO	Municipal Primary Educational Officer
HT	Head Teacher
MEK	Management Education Coordinate
NECTA	The National Examinations Council of Tanzania
QA	Quality Assurance
SB	School Board Members
TSC	Teachers Service Commission
TU	Teachers Union

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter covers the background of the study, statement of the problem, objective of the study, research questions, and significance of the study, the scope of the study, definition of key terms and organization of the study.

1.2 Background to the Study

According to Borghi, et al., (2022) Motivation is of enormous importance with regard to enhancing performance and commitment in any institution. Thus, Bozzani (2021) defined Motivation as a driving force that compels an individual to take actions with a goal to achieve certain goals. This implies, motivation is a force that drives one to do things that he or she would not normally do. Usually, motivation of employees plays an important role in transforming an organization or an institution (Richard & Aquilino, 2016).

Thus, it is necessary for both employers and employees to make decisions on identifying the needs and concerns of their team members and further understand what drives them to be more productive (Surbhi, 2020). Motivation is the major physical and psychological factor that affects productivity. Indeed, Motivation plays an important role in the institution because it increases the productivity of employees and the goals can be achieved in an efficient way. Technically, Motivation and performance are very important factors in terms of institution success and achievements (Georgescu, et al., 2020).

In order to reach the expected goals motivation should be activated by providing incentives. According to Rolfe, et al., (2020) absence of motivation makes low morale among workforce and undermines the quality of quality education provision, it also drives good teachers away from the professions. In this case, due to low motivation of teachers led to the decline of innovation and creativity and critical thinking skills building upon students in teaching and learning activity hence the quality of education remain a nightmare in our country thus why Tanzania is found to rank in 198 out of 255 in literacy level among the world (World population, 2023).

The teacher is the one who translates educational philosophy and objectively into knowledge and skills and transfers them to students in the classroom. Always teachers facilitate academic knowledge and skills to pupils, so teachers who motivated well worked hard hence influence student's better academic performance. Motivation and performance are very important factors in terms of school success and students' achievements (Surbhi, 2020). Motivation plays an important role in the school because it increases teacher morale and performance and school goals can be achieved in an efficient way. In fact, teacher's behavior can be change through motivation in any school. From situation to situation, the level of motivation differs within an individual, study shows that teachers who do not have sufficient motivation then they are less competent which directly influence the students and the education system Phiri & Mutepuka, (2022).

Anampiu (2020) state that employee's motivation is related to the manager's art of influencing his behavior. Once you are aware of this, there is a chance to get good

results both at the level of subdivision / public authority and at the individual level. In order to use the maximum potential of teachers, school organizations and modern managers have changed their approach from "ordering and controlling" to "consulting and supporting" as effective ways to motivate employees. This change in attitude occurred when managers realized that recognizing achievements or good performance is much more effective than punishing poor performance.

Leonard (2021) asserts that, performance is something, a person does, which is normally affected by motivation. When teachers are motivated, their performance automatically rise towards high level. In school's teacher's performance can be seen in their interaction with students, with other teachers and with their superiors. However, (Gottert, et al., 2021) argue that teachers in primary schools in Tanzania have been reported to perform the least due to a number of challenges which hinder their effective working. Most teachers have reported their dissatisfaction as emanating from lack of housing, lack of improved salaries and other compensation needed to motivate and raise their performance.

Therefore, in view of the above situation, studies examine the role of motivation in teacher's performance in public and private primary schools in Musoma municipality. In Tanzania, many reports show that the status of teachers has declined in recent years. This decline is due both to material and non-material factors. In some cases teachers believe that they do not receive the moral support and material recognition appropriate to the work they perform in society. In many primary schools especially public schools, there is an increase of the number of students in each class. Class sizes have reached unacceptable levels in many public primary

schools. Many studies report class sizes exceeding 100 students. Obviously, learning suffers under such conditions, but also teacher motivation to handle such classes suffers. Furthermore, research supports that teachers with smaller classes have less stress and higher morale, and turnover rates are also lower.

According to Ahmed, et al., (2021), teachers are needed in developing countries such as Tanzania but due to poor and unattractive remuneration some professional teachers have left the classrooms to seek for greener pastures elsewhere. However, it is assumed that teachers' agitations and demands are beyond the resources of the Ministry of Education or the government. The governments have argued that the present economic realities in the country cannot sustain the demanded increase in salaries, benefits, and improvements in working conditions. Specifically, they argue that teachers' demands are beyond the government resources (Ndungu, 2017).

Disparities in teacher effectiveness in public and private schools' areas are a preoccupation of policymakers throughout the developing world. In Tanzania, for example, the leading students' performance comes from private schools. In response, the government has tried to provide incentives and promotions to teachers in order to motivate and retain them, Musoma Director's Office and Municipal Primary education Officer (MPEO) established Reward and Recognition's to top ten primary schools every year by providing with cooking gas, tea set for staff, Money which facilitate staff breakfast and certificate of appreciation also two hundred thousand (200,000/ shillings for head teacher and two hundred fifty (250,000/ shillings for MEC as responsibility allowance, despite these initiatives the council still experiencing job dissatisfaction among public primary teachers when you compare

their performance with private teachers.

Yet despite the popularity of such policy, little is known about what real motivate teachers and keep them in their job despite “hardships” in remote location. This study aimed at assessing the role of motivation on teacher’s performance in public and private primary schools in Musoma municipality. However, this study will be built on the strengths of Maslow’s Hierarchy of Needs simply because the theory highlights about the motivational factors as needs of employees, Maslow’s theory can also be used to evaluate motivation of public workers for effective work performance.

1.3 Statement of the Problem

Teachers are expected to render a very high performance and the Ministry of Education is always curious regarding the teachers performance. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom & Joshua, 2004). Similarly, the roles and contexts of educations’ motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube 2005).

Teachers in Musoma municipality have expressed a lot of dissatisfaction about the lack of human resource development, poor working conditions, poor remuneration and poor human relations that exist in schools for instance, between 2017 and 2020, 3.09 % of Musoma Municipal council teachers were promoted, 3.31 % in 2018 were

promoted, 4.13% in 2019 were promoted and in 2020 employees were not promoted. On the part of rewards; in 2017, 0.354% were rewarded, in 2018, 0.442% were rewarded, in 2019, 0.53% were rewarded and in 2020, 0.176% were also rewarded. In recognition; in 2017 there was no any recognition. In 2018, 1.33% was recognized while in 2019, 26.1% were recognized and in 2020, there was no recognition (Municipal Director Office, 2017-2020). This has resulted in high teacher turnover coupled with poor results in primary schools due to lack of commitment towards work.

In Tanzania, strong evidence exists that the vast majority of teachers are unhappy with their rewards, recognition, benefit, housing, workload and status with their communities (Borghi, et al., 2022). These poor living and working conditions have overtime, seriously eroded many teachers motivation to carry out their teaching and non-teaching in acceptable manners. Most teachers paid low salary that demoralized them in teaching and learning process because that salary does not meet the basic needs effective per month like food, clothes and other luxury goods, but due to this situation encourage teachers to seek another job like driving motorcycle and part time job in order to meet the basic needs for them and their family (Chandrasekhar, 2011). Therefore, this study aims to analyze motivation in teacher's performance in public and private primary schools in Musoma Municipal Council.

1.4. General Objective of the Study

The major objective of this study is to examine motivation and teacher's performance in public and private primary schools in Musoma Municipality.

1.4.1 Specific Research Objectives

- i. To identify factors of motivation that can lead to teacher's performance in public and private Primary Schools
- ii. To determine the motivational differences in public and private primary Schools
- iii. Determine the relationship between motivation and teachers performance in public and private Primary Schools.

1.5 Research Questions

- i. What are the factors of motivation that can lead to teacher's performance in public and private primary schools in Musoma Municipality?
- ii. Are there motivational differences in public and private primary schools in Musoma Municipality?
- iii. Is there any relationship between motivation and teachers' performance?

1.6 Significance of the study

The significance of this study is to identify the importance of motivation that has strong impact on the productivity and performance of teachers in our primary schools. This study will help to improve the teacher's performance by motivational factors in order to enhance the educational system. Also, will inform major stakeholders on institutions in formulating policies geared toward addressing teacher's performance and low staff turnover in our Education Service. This will help in reducing the teacher's dissatisfaction and boost their morale to make them more committed to their job. It is also hoped that this study would encourage more interest in research and pave the way for an in- depth study of the problems on

motivation and teachers' performance on a wider dimension than has been pursued in this research.

1.7 Scope of the study

The study covers public and private primary schools in Musoma Municipal Council in Mara Region, Tanzania. It involves stakeholders such as; educational officers, academic staffs, officers, primary school head teacher, teaching staffs and other educational officials.

1.8 Organization to the Study

This dissertation organized into five chapters: Chapter one presents the background of the study, statement of the problem, research objectives which include general and specific research objectives, research questions, significance of the study, scope of the study and organizational proposal. Chapter two, the researcher reviewed different sources of literature related to the concepts which were theoretical literature review, empirical literature review, research gap and finally the conceptual framework of the study.

Chapter three presented research methodology used in the study. It provided research philosophy, research design, area of study, population of study; sampling design includes sampling size, sampling technique, and methods of data collection, data analysis, reliability and validity and issue of ethical consideration. Chapter four involves presentation and discussion of the findings and chapter five presents summary of the findings, conclusion and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents the definition of key terms, theoretical and empirical literature review, knowledge gap and conceptual framework of the study. The literature review shows the background of a research investigation, motivation and teachers performance related to effective teaching and learning process.

2.2 Definition of key term

2.2.1 Definition of motivation

Mischa et al., (2020) define motivation as an individual's degree of willingness to exert and maintain effort toward organizational goals. Also, ensuring that teacher's motivation is very essential in increasing performance, retention and fully devoting time in teaching. Gottert, et al., (2021) assert that motivation described as a willingness and exert and maintain effort to attain the organization themes. Simply is an element which includes teachers to put in his/ her best performing in their duties.

Generally, "Motivation is what energizes, directs and supports a behavior" (Georgescu et al., 2020, p.39), it refers to factors within the individual that have the role of "stimulating, maintaining and channeling the behavior in relation to a goal(Georgescu et al.,2020).This definition imminent fit the study because in teaching and learning context we can argue that, motivating teachers appropriately will not only positively affect teacher's efficacy but also increase in the quality of education the children receive.

2.2.2 Teachers Motivation

In this study, it refers to all those inner striving conditions, including the wishes, desire and urges to stimulate the interest in learning activity. It simply acts as a work catalyst (Ashenafi, et al., 2021). Being a teacher means having a special status through the complexity and mission it has to fulfill: the formation of autonomous personalities, socially integrable, with critical thinking skills, creative and a clean moral profile (Georgescu, et al., 2020).

2.2.3 Public primary schools

In this study these are schools that are highly owned by community and supported by the government in terms of salary of the teachers and supplying teaching learning facilities like books (URT, 2020).

2.2.4 Private primary schools

These are privately owned schools, Parents are supposed to pay higher school fees compared to the public schools and this is due to the quality of educational services provided, good learning environment and presences of enough teachers who can attend to each and every pupil during class sessions (URT, 2020).

2.3 Theoretical literature Review

2.3.1 Abraham Maslow's Hierarchy of Needs Theory

According to Emmanuel, (2015) the Maslow's Hierarchy of Needs Theory is amongst the theories of motivation which show the human needs as arranged in five hierarchical needs. The theory was developed by Maslow who came with a reason that human beings have an internal need which is forcing them towards self-

actualization and personal superiority. Then, Maslow conceptualized that there are five different levels of needs, and once one satisfies a need at one stage or level of the hierarchical it has an effect on our behavior. Moreover, at that point human behavior tends to diminish; one now puts forth a more powerful influence on our behavior for he needs for the next level up hierarchy. Maslow also identified the needs such as psychological needs, security needs, social needs, self-esteem, and self-actualization needs.

The diagram in Figure .1 indicates that most of the fundamental of people are motivated by physiological needs. The theory introduces a concept that, the psychological needs lead to basic needs for survival and this may comprise food, warmth, clothing and shelter. When individuals get hungry, do not have shelter or clothing, they always become motivated to fulfill these basic needs because the identified needs become the major factors for their behavior. In different perspective, when individuals or people do not obtain a deficiency in those identified needs, their needs tend to be forwarded to the second level where it is equally seen by Maslow as the higher order needs.

Specifically, the second level of Maslow is explained as the security needs, which is seen as the most important needs of individuals in the organization. This means, when people are feeling secured and safe at work place, they will now place job relations as their scope that is doing their own best to form a good friendship, love and intimacy. The individuals also keep up moving the ladder as one will obtain self-esteem needs. This indicates the recognition to be accepted and valued by other people. Moreover, at last point the Maslow's hierarch of needs is self-actualization

which is to initiate into more and more what one is to become all that is competent of becoming (Ford et al., 2017).

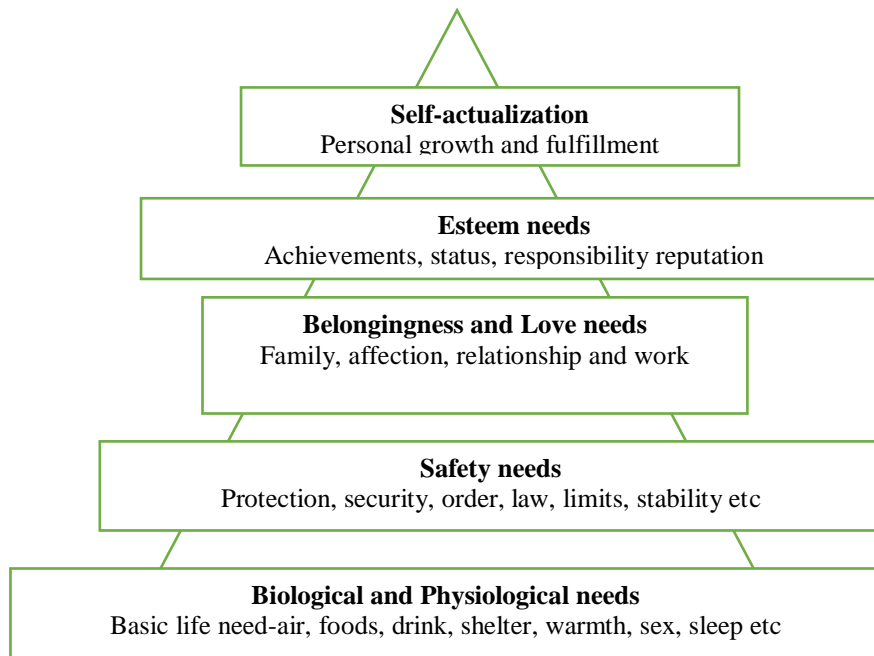


Figure 2.1: Maslow's Hierarchy of Needs

2.3.2 Strengths of Maslow Hierarchy of Needs

According to Rao (2022) the strengths of Maslow's Hierarchy of Needs Theory is that the theory is very simple to understand. Individuals are able to emphasize the theory easily. For instance, most groups of public primary teachers are able to be motivated to achieve basic needs such as food, shelter, and being safe. While the top management likes Education officers are able to achieve the self-actualization ladder to attain their goals. Moreover, the weakness of the theory is that the theory has ignored human different cultural and social backgrounds and priorities that can differ from person to person.

2.3.3 Criticism of Maslow Hierarchy of Needs

Those who have critiqued Maslow's ideas have argued that the ranking of the needs is unreal and cannot apply to all categories of employees. They argue that these

needs do not cater for factors such as selfishness, bravery, charity and heroism (Gottert, et al., 2021). Much as the hierarchy of needs theory has been critiqued by several authors and practitioners, it still holds relevance in modern management practice. In terms of managerial practice, it is important to ensure that employees' lower level needs are met and opportunities for meeting higher level needs are created within organizations.

2.4 Empirical Literature Review

2.4.1 Motivation of Teachers

There is a wide range of view about teacher motivation in Africa and South Asia, Most of which are country specific. However there appears to be mounting concern that unacceptably high proportion of teachers working in public school poorly motivated due to a combination of low morale and job satisfactory, poor incentive, and inadequate control and other behavioral sanction. Also poor teacher motivation influenced by politicians who failed to rely the motivation factors that can lead to teachers performance.

Scholars see the concept of motivation differently. According to Phiri & Mutepuka (2022), motivation is concerned with the strength and direction of behavior and the factors that influence people to have in certain ways. Motivation is, therefore, a concept that is driven by desires and needs that should be satisfied. It means that employees in the workplace are encouraged to deliver a given task when their needs are satisfied. Managers should have an adequate understanding of the importance of motivation, thereby enhancing employee retention and strengthening positive behavior to increase organizational output. This is because when employees are well

motivated, they render services effectively for maximum output. Various studies have explored the concept of staff recognition and rewards programs and the effects they have on employees' performances.

The findings in this area, however, are not consistent. For example, several studies have found a positive relationship between the two variables. Others report on linkages between employee's motivation and employee's performance while others found a negative association between these two variables (Puntero, 2019). The near total absence of issues related to teacher motivation within government document is evidence of the administration lack of concern. Though Tanzania Education and Training Policy (MOEC 1995, Shu-Ling (2020) Did have a separate section Entitled the "Service and working conditions of Teachers which discussed the importance of teachers job satisfaction irregular salary payment for teachers, lack of proper housing for teachers, the low status accorded to teachers, inadequate teaching facilities and the need to enhance the professional and individual welfare of teachers.

The research used questionnaire to collect the data and SPSS was used to analyze the result. The findings showed positive relationship between employee motivation and organizational performance.

2.4.2 Teachers Performance

According to Cadalso (2019) social and economic conditions of teachers have an effect on their performance i.e. low salary, lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have an strong impact

on females teachers performance.

Phiri & Mutepuka (2022) assert that the level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers. Muthuri, et al., (2020) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and working performance of teachers, i.e., the greater the level of motivation the higher will be the teacher's job performance or if provide a high level of motivation to a teacher then their job performance will be increase.

Ako, (2020) investigated the relationships between some characteristics of organization and employee satisfaction and performance in Bharti Airtel India Ltd at Shimla head office. He included a questionnaire that contains the major factors influencing both the main parameters i.e. organizational climate and employee satisfaction, Kumar found a positive relationship between organizational climate and employee satisfaction.

Phiri & Mutepuka (2022) determined the feeling of teachers while doing different activities every day and which are those activities related to their work that will increase their level of motivation. Further, Bishay found that mostly teachers experienced that they were paid less salary according to their knowledge, skills and capabilities for doing their job. Thus, respect should be given to teachers, provide

them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job.

Bhaga, (2020) examined that the work place environment impacts on employment morale productive. If the work place environment is not liked by the employee so they get de-motivated and their performance authorities or duties, lack of appreciate, and lack of personal decision-making opportunity. People working in such environment are not satisfied they employee's job performance hence led to poor performance in teaching and learning process.

Namakula, et al., (2021) examined that from the perspective of teachers in school job performance and motivation are different. Motivation is an input to work, and job performance may be perspective motivation and job performance may be difficult from the output produced, the possibility of high motivation and low motivation and high output is often not considered. The implication of either neglecting motivation or considering it a part of job performance and motivation can be significant if effort is costly for an employee ignoring effort can bias to estimated effect of job performance, because effort should increase job performance (Kigozi et al., 2020).

Phiri & Mutepuka (2022) argues that motivation works are actually complex. However in a simple model of motivation, people have certain needs that motivate them to perform specific behavior for which they receive reward that feedback and satisfy the original need as shown Figure 2.2.

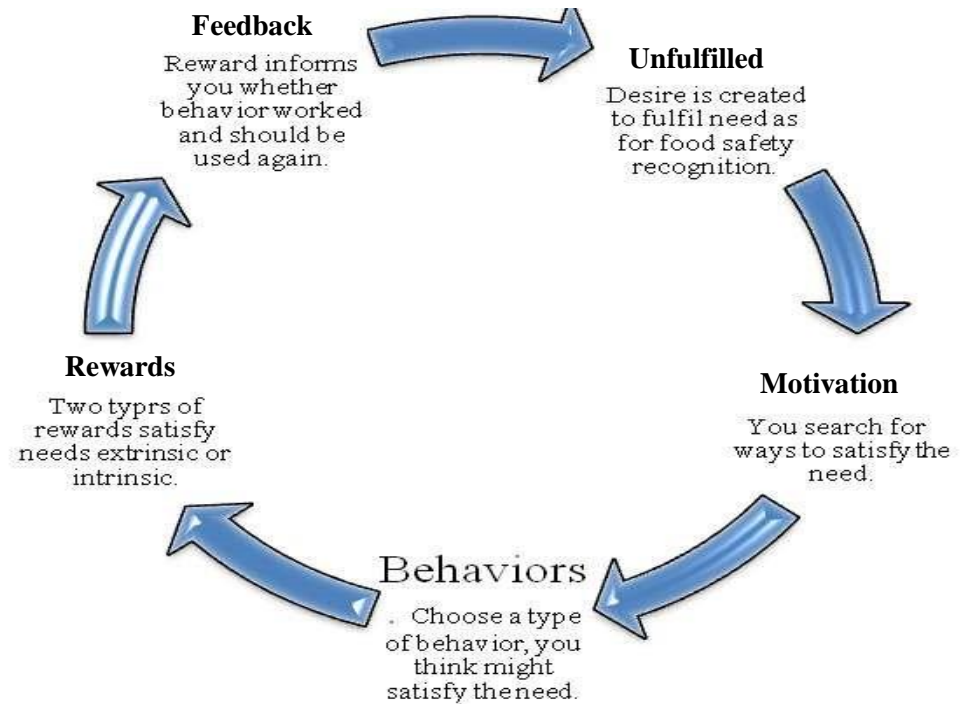


Figure 2.2: Level of Motivation

For example, you find you are hungry (need) which impels you to seek food (motive) you make a sandwich and eat it (behavior) which provide satisfaction (reward) and inform you (feedback loop) that sandwiches will reduce hunger and should be used in the future .Or as an hourly worker you desire more money (need), which impels you (motivate you) to work more hours (behavior) which provide you with money (reward) and informs you (feedback) that working more hours will fulfill your need for more money in the future.

Phiri & Mutepuka, (2022) portray that manager should motivate employees to stay in an organization by providing a supportive working environment. In school setting, Feedback: Reward informs you whether behavior worked and should be used again. Managers should consider intrinsic and extrinsic motivation to teachers so as to retain them.

2.4.3 Incentives and Teachers' Performance

In Tanzania like other place in developing country, money is still regarded as a motivating factor among employees but if little is paid, results into little or no performance. Monetary rewards should be reasonable and meaningful if they are to have visible results or outputs. In institutions, what is adequate and reasonable, is difficult to estimate between employees and employers as it varies from each other and from time to time. Therefore, receiving an increase in salary and wages contribute to individual's status and self-worth both of which are the identified needs that require satisfaction and enables employees to perform better.

According to Ako (2020) believed that; "learning involves the connection of stimuli and responses as the result of reinforcement, and since each reinforced pairing of a stimulus and responses was believed to increase habit strength by a small amount". Reinforcement occurs when drive is reduced. In sense, learning depends upon adequate motivation. Gottert, et al., (2021) agrees with Hull and says, "Important of meaning fullness for peoples" lives" meaning fullness, in turn, is provided by toward which people work. People pursue those objects, events, and experiences that emotionally important for them. People therefore, work and behave in order to obtain those incentives that are prized.

The New Vision of Wednesday January 19th 2016: 23 in the article; most of Primary School Teachers" demand tax free vehicles, Borghi, et al., (2022) state that, teachers complained to the government about low pay yet we pay a lot of taxes. "They criticized government for paying them peanut salary which cannot keep their children in schools while they look after those of other people" Teachers need to be

motivated to produce good work. Phiri & Mutepuka, (2022) seems to be supporting what is written by Borghi, et al., (2022) and stated that direct monetary benefits are the packages of teachers' salary, allowances and fringe benefits. All these contribute to the good performance of 24 teachers. However, there are other factors that could motivate a teacher to be more committed.

According to Mischa, et al., (2020) monetary rewards or incentives are financial rewards directly related to performance. In most schools, monetary incentives are critically regarded as a motivating factor. However, the motivational level depends on how each employee values it and how it's directly related to performance. As noted by Stacy Adams in his theory on motivation, money has symbolic value, used in comparing the employees' input to determine the degree of equitability, a clear signal of how employees are valued by their degree of equitability, a clear signal of how employees are valued by their administrator. Other scholars like Victor Vroom, observed that money becomes a motivator only when it satisfies the individuals' personal goals and is dependent on performance criteria (Robbinson, 2017:180). However, the researcher feels that the degree of monetary satisfaction differs from employee to employee, the pressing needs at the disposal and the amount received at a particular time. Therefore, what satisfies each individual at a particular situation and time may be difficult to determine and predict in organizations.

In similar development, Locke, (2012) as quoted by Bratton, (2016), points out that monetary incentive are related to all man's needs like housing, food, health and care for himself and his family while Pfeiffer, (2015) as quoted by Bratton and Gold, (2016), attached its importance on improving the meanings of their lives. However,

the research studies by Armstrong, (2013), as noted by Mischa, et al., (2020) observed that external motivational practices like provision of salaries and wages have powerful effects on employees' performance but do not necessarily last long. Other internal motivation practices like recognition of best performers, promotion and praises have a long term effect on individuals' performance for they are inherent in the individual and not imposed on them from outside. Internal incentives in institutions provide opportunities for personal growth, more responsibilities, increased social status and subsequently job satisfaction and performance at the work place.

As postulated by Robinson, (2017), salary increment is no longer a motivator to some employees because every time of moment, employees adjust to a new life style. This perception makes them feel that the next quantity of money would be appropriate to meet their needs. Therefore, school administrators should never expect their staff to openly say "we are satisfied and we no longer need a salary increment". This is in line with the research findings by Robbins, op cit, that the additional amounts of money offered for performance, are not always perceived by employees as significant because the merit pay raise which should be at least 70% of basic pay has been averagely 3.9 to 4.4% respectively. In Tanzania, this has been averagely 1% to 1.5% for all workers, a demotivating factor to the employees (Robbinson, 2017). Therefore, the degree of satisfaction and performance depends on how the individual values it and other pressing needs.

However, organizations tend to focus efforts of individual workers on meeting specifically planned goals. Planning in a sound manner and therefore considered a

crucial exercise that offers to provide a clear roadmap for realizing organizational accomplishments, (Hart 2014). Focusing on factors motivating teachers' work performance in public institutions in Singapore, Gollymore (2016) observed that institutions that rarely pay serious attention on motivation of their workforce definitely fail the productivity test. Such schools hardly retain their teaching force should lucrative opportunities get sported.

2.4.4 Personal characteristics and performance of teachers

Studying the level of productivity of employees in private sector firms in third world countries with specific reference to Africa, Shalu (2017) noted that many private owned institutions and business venture were doing relatively well, contributing approximately more than 60% of the G.D.P in Africa. It was observed that these organizations were able offered conducive atmosphere for workers to perform their best. From the survey based on personal characteristics influencing productivity of workers in the education sector in Brazil, Bhaga,(2020) discovered that productivity corresponds to the cumulative performance individual characteristics.

In the same document, it is argued that since every teacher attaches a lot of substantial and sustainable livelihood from organizations, their efforts to perform assigned tasks are always in tandem with obtained benefits. According to Bhaga, (2020), management of organizations should not expect a lot from employees by giving little in return. In the work, it is suggested that an internal system should be established in institutions that measures employee productivity and indicates equivalent monetary rewards. These rewards help in developing the characteristics' that can enable individual to advance in his career.

Employee productivity entails several aspects such as increased efforts to achieve high output, innovation to discover new superior ways of doing things, enhanced attitudes to treat customers with respect and the overall profit obtained by an organization, a worrying employee does nothing to the organization.(Dorine, 2016). It is acknowledged that organizations that emphasizes on motivating workers are ones whose paths to profitability are predictable to the satisfaction of all key stakeholders. Resources which an organization invests in its operations equally determine the extent to which it attains its objectives. It is not just about investment of resources but even the style of deploying such resources would offer strong indicators of organizational performance.

A Chief Executive of an organization who is pre- occupied with producing satisfactory results must provide satisfactory tools and resources necessary in the performance of specific jobs (Rao, 2022). Generally, an organization that is keen on enhancing employee performance must begin this journey by enhancing the working environment before subsequently considering other factors of work execution. Most employees of organizations derive a feeling of recognition and self- worth when working in an environment they will not shy to show off to other people even low (Cyndy 2016).

Teachers' performance acts as the pressure point that powers the system of a school such that if the performance is low, the education systems also cripples and vice versa. It is advisable to invest in human capital since a pool of competencies is a superior strategy for increasing organizational performance (Ramsley, 2015). Other scholars seem to look at motivation and performance not only on material gain but

rather a number of human activities. The pivot of performance with little efforts in sharpening skills and knowledge of such employees will simply remain a game of musical chairs (Gant, 2011). It is observed that at the heart of teacher performance, management of organizations has no meaningful direction if human is not developed as a priority.

Krust (2017), in a study done to establish employee performance in private schools in Argentina noted that, among other factors motivating performance is working environment. Element of such a working conditions highlighted by Krust include; terms of employment, whether permanent or temporary; availability of necessary tools and equipment for performing specific jobs and enough working space. Owuonda (2018) notes that organizations seeking to stand tall in service provision to their intended beneficiaries are those staffed with personnel whose motivational levels are extra ordinary high. It is suggested that primary concern about productivity should place a great premium on human capital which has not only been nursed through training, but which is properly motivated through superior rewards. It is also observed that motivation through rewards should not only be perceived on the parameter of material gain, but if a little exchange of smiles and recognition between a supervisor and a subordinate is observable, that is motivational enough.

Employee training, remuneration and environment upon which tasks are performed are considered as critical in determining the level of productivity in an organization since they look at personal characteristics, Otande (2012) summarizes all while disclosing that training helps to improve the knowledge, behaviors and skills of workers in the executive of duties. It is noted that workers effectiveness is also

boosted by attractive remuneration, allowance, fringe benefits enjoyed and the provision of a conducive working environment.

Doing a comparative study between public and private schools on grounds of teacher productivity, Motoke (2015) revealed that performance in public institutions among employees was generally low in stark contrast to workers performance in private schools. The researcher observed that whereas in public schools, employees remuneration is pegged on job groups and experience in total disregard of innovation and creativity, private schools on the other hand, fix remuneration on the extent of achieving performance target and rarely on experience alone.

Davidson (2015) focused on role of teachers in providing good quality education in primary schools through motivation where it suggested some initiatives to increase the teacher's level of motivation that will improve the education system. The organizational culture affects the performance of the employees positively or negatively. As in organization different employees from different culture and background and with different languages so there thinking level is also different. When organization do not make a proper culture in organization so definitely employees will feel stress because of bad communication in between employees and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions have an adverse effect on the teacher's performance. Therefore it is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers who are working in secondary schools.

According to Nadeem, et.al (2011) social and economic conditions of teachers have an effect on their performance i.e. low salary., lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have a strong impact on teachers performance. De Dreu & Beersma, (2015) identified employee motivation and organizational effectiveness. They used questionnaire to collect the data and SPSS was used to analyze the result. The findings showed positive relationship between employee motivation and organizational performance.

Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and working performance of teachers, i.e., the greater the level of motivation the higher will be the teacher's job performance or if provide a high level of motivation to a teachers then their job performance will be increase. The main benefits of motivation are that the organization can use the human resources in an appropriate way, for this the employee are willing to work itself. It brings employees satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost reduce.

Kumar, (2014) investigated the relationships between some characteristics of organization and employee satisfaction and performance in Bharti Airtel India Ltd at Shimla head office. He designed a questionnaire that contains the major factors influencing both the main parameters i.e. organizational climate and employee satisfaction, Kumar found a positive relationship between organizational climate and employee satisfaction.

That is why Bishay (2016) determined the feeling of teachers while doing different activities every day and which are those activities related to their work that will increase their level of motivation. Further, Bishay found that mostly teachers experienced that they were paid less salary according to their knowledge, skills and capabilities for doing their job. Thus, respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job.

The gap identified in the study-related reviewed literature was that much has been written on motivation of employees in terms of monetary reward and other incentives, but little has been documented on motivating workers or employees by means of fringe benefits and good working condition. Since American institutions observed that equity in rewards and inputs exerted by employees, create a strong linkage between individual efforts and visible outcome and rewards hence highly valued and respected by the organizations.

However, in Tanzania this has not been fully achieved by the managers and there is still a great disparity between employees basing on major moderating variables like origin, relationship and know who, which has actually affected their performances. Managers and administrators of institutions need to borrow a leaf from American styles of management and to the researcher motivation works as catalyst to workers in any organization as it increases interest and working morale, hence, leading to high performance. This is supported by the journal of higher education outreach and engagement volume II (Nov. 2, 2016) which says “reward structure needs serious consideration”. Therefore, by assessing the needs of the staff while also maintaining

and improving on the staff services, improve on the effectiveness of the school teachers. It is observed that by identifying the staff's present and future requirements, determines their fringe benefits and nature of working condition, keep them united and committed at the work place (Musazi, 2016). The managers and administrators of Kasese. Municipality schools need to do something more than they have done to motivate their staff if performance in schools is to be maintained and improved.

2.5 Research Gap

2.5.1 Empirical Gap

There is a lack of a compromise on motivation and teachers' performance in public and private primary schools which affect willingness of teachers in fully engage in teaching and learning. For example, based on reviewed theory, there are various scholars who have highlighted determinants of motivation to influence creativity and innovation among teachers. For example, Ford et al., (2017) has highlighted self-actualization as the factor identified in Maslow's hierarch of needs to determine motivation which later influences peoples work performance.

Theoretically, other studies have proposed the motivational factors as all basic needs needed by workers in the organization. For example, (Rao, 2022) makes clears that low-skilled workers are always motivated through provision of basic needs such as food, shelter, and being safe all the time. In this view, scholars have highlighted theoretically the motivational factors for willingness to give it all in work, therefore, there is a need to conduct this study which is very specific to improve teacher's performance in public and private primary schools.

2.5.2 Contextual Gap

Most of the reviewed researches have little coverage on contextualized gap on motivation and teacher's performance especially public and private primary schools specifically Musoma Municipal. Most of these studies had been done in different countries. Example Uganda, Nigeria, Sudan, Ghana, Zimbabwe, Botswana to mention a few. This means in Tanzania context, there are little studies that have been done based on the motivation and teachers' performance in relation to private and public primary schools. Therefore, there is a need of studying motivation and teacher's performance in public and private primary schools.

2.6 Conceptual Framework

The model below illustrates some of the motivating factors which affect Teacher's performance. These factors form the independent variables of the study and will be manipulated to positivity or negatively so as to ascertain how they affect the dependent variable, which is Teacher's performance.

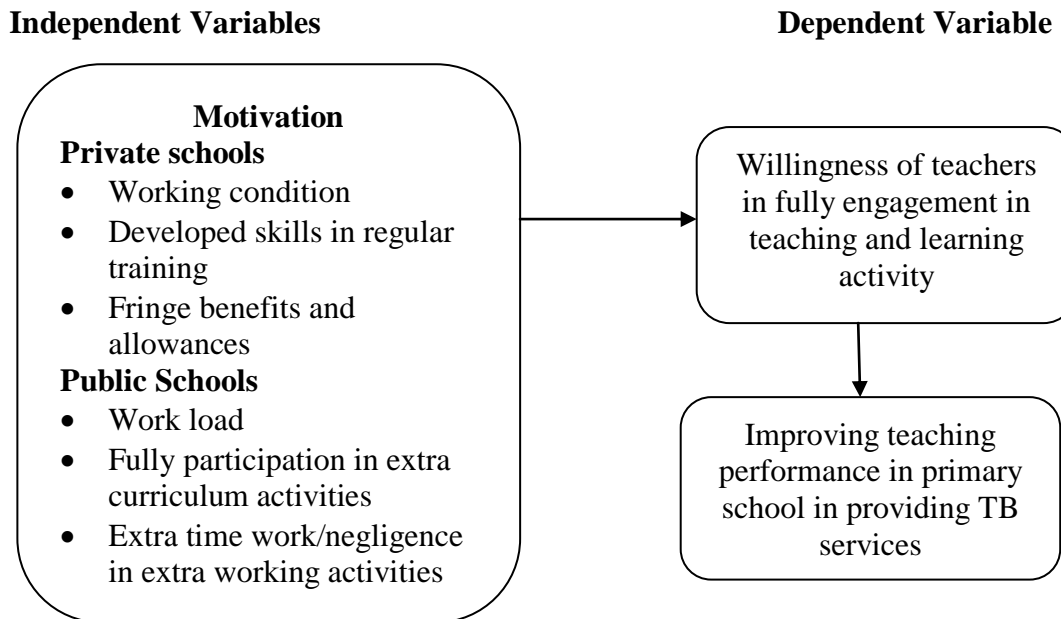


Figure 2.3: Conceptual Framework

Source: Constructed by the Researcher (2023)

The conceptual framework in Figure 2.2 indicates that the impact of motivation on willingness of teachers fully putting much efforts in teaching and learning activity is literally deferent in public and private primary schools depending on motivational factors (independent variable) such as working load, allowance for extra duties especially extra working hours, working condition, development of skills through on job training and fringe benefits allowances. The availability of these variables triggers willingness of teachers in fully engagement of teachers in teaching and learning activity hence improving teachers working performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter presents the methodology that used in the study which includes research design, area of study and target population, and selection of respondents, data collection methods, sample and sampling procedure and data analysis. The chapter also provides details on the different approaches used in data collection and analysis as well as presentation of findings. Finally, the chapter presented validity and reliability of instruments and ethical issues that was taken into account when conducting this study.

3.2 Research philosophy

The study employed positivism research paradigm. According to the positivist paradigm true knowledge based on experience of senses and obtained by observation and experiment, this paradigm was selected simply because it is more accurate and has fewer chances of biased findings. It brought a widely accepted set of tools hence generalization of findings is possible.

3.3 Research Approach

This study was not only employed descriptive research design but was also conducted by using quantitative research approaches. The main reason for using a quantitative approach was to obtain data in numeric form which can easily allow developing a statistical test for relationship between variables. Indeed, this approach emphasizes the transforming of data quantities and the models of statistics for purposes of measuring and analyzing data. In addition, this approach was selected in

this study because it allowed the application of statistical data analysis to obtain information about the study simply because it based on measuring the quantity or amount. The disadvantage of the approach was a situation of limiting the respondents in providing answers, however it did not affect negatively the study if questions were well developed based on the objectives.

3.4 Research Design

The significant merit of research design was to arrange for a research paradigm and empirical information which should be collected in relation to the optimal expenditure of time, money and efforts therefore, Kothari (2004) supports by defining a research design as a conceptual structure within which research is conducted. It constitutes the blueprint for the collection measurement and analysis of data. It is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Ary, et al., 2010).

In order to collect as much data as possible a combination of research designs was used such as cross-sectional survey design. The cross-sectional research design enabled the researcher to collect data from the study area at particular point of the time within a short period of time. This study employed descriptive research design that was conducted using quantitative approaches. This involved examine and analyze the motivation on teacher's job performance in public and private primary schools in Musoma municipality, therefore using questionnaires and structure interview.

3.5 Area of the Study

The study was conducted in Musoma municipality in Mara Region, in the North-West of Tanzania which lies between latitudes 10.00" - 10.45" S and longitudes 33030' – 350 00' E. There were two ecological zones, the midland and the lowlands. The location was selected due the researcher familiarity with the area, the presence of poor academic performance to learners, reasons that hinder many teachers to work in Musoma municipality, the presence of low income to the people of Musoma and how it affects the teachers performance, also a researcher found neither government document nor research report in Musoma municipality portraying the role of motivation in teacher's performance in public and private primary schools. Thus, this simplified collection of the required data during the study.

3.6 Study Population

Ary, etal (2010) define population as a large group to which a research wishes to generalize; it includes all members of a defined class of people. The study carried out among teachers in 61 primary schools in Musoma municipality. The presence of poor academic performance to the learners in Musoma municipality influenced this study to be conducted in the area; also the area had high concentration of primary schools. So the study involved teachers of selected schools and Municipal education officers who was present at Musoma municipality with an approximate of 478 teachers, 7 Municipal education officers and 16 Management Education Coordinate, 61 Head teachers, 122 School board members, 2 Teachers service commission, Municipal primary academician officers 02 but teachers selected randomly from the available population.

Table 3.1: Population

Category of respondent	Target population
Municipal Primary Education officer	07
Head teachers	61
Municipal Primary Academician Officers	02
Management Education Coordinate	16
Teachers	478
Teachers service commission	02
School board members	122
Total	668

Source: Musoma MPEO Office (2023).

3.7 Sample Size and Sampling Procedure

3.7.1 Sample Size

Kothari, (2004) defines sample as the selected few items from the universe which researcher is interested in gaining information and drawing conclusion. Since the whole population cannot be part of the study, the study adopted a number of techniques to obtain its sample. The respondents sampled by using Taro Yamane sample size calculator. A total of 250 respondents involved in the study whereby 192 of primary teachers was selected randomly also 2 education officers, 12 Management Education Coordinator, 30 Head teachers, 12 school board members, 1 TSC, 1 municipal primary academician officer.

3.7.2 Sampling Procedure

The selection of sample procedures versions of reliability and validity was made on the basis of fitness for the purpose so as to anticipate and address sensitivities in research (Bryman, 2004). Probability sampling technique was employed to select respondents of the study where by simple random sampling was used. The study used lottery method to select 30 primary schools from 61 primary schools of which 42 were public and 19 were private whereby 22 public and 10 private primary

schools selected. However, 6 teacher 3 male and 3 female was randomly selected from each school which made total of 192 teachers. On top of that 32 head teachers was randomly selected and included in the sample Also Simple random sampling used to obtain the sample of 2 Municipal education officers, 12 MEC, 12 SBM, 1 TSC. The researcher got grand total number of 250 male and female respondents.

Table 3.2: Sampling Framework

Category of Respondent	Target Population	Sample size
Municipal Primary Education officers	07	02
Municipal primary academician officers	02	01
Head teachers	61	30
Management Education Coordinate (MEC)	16	12
Teachers	478	192
Teachers service commission	02	01
School board members	122	12
Total	668	250

Source: MPEO Office Musoma (2023).

$n = \frac{N}{1+N(e)^2}$ = Where by N = Population, n = Sample size, e = desire error margin (0.05)

$$n = \frac{668}{1+668(0.05)^2} = 250$$

3.8 Data Collection Procedure

The researcher employed questionnaire and structure interview as the methods of data collection. The following describe briefly how each method used during the collection of data.

3.8.1 Primary Data

Primary data collected by the researcher from the field using research tools or instrument such as close ended questionnaires and structured interview for the

purpose of answering research questions. Primary data collected through interview and structured questionnaires that reflect the objective of the study contain relevant questions regarding motivation and teachers' performance in public and private primary schools.

3.8.2 Secondary Data

Secondary data for this study was journals of MMC, the annual performance report and MMC uploads, etc. Also, other secondary data was reviewing books and previous dissertations basing motivation and teachers' performance.

3.9 Tools Used to Collect Data

3.9.1 Questionnaire

The researcher used questionnaires to primary school teachers in order to keep a focus on the topic. The closed ended. Questions were used in order to limit the respondent to specific answers. According to Backer and Foy (2008) it provides an efficient way of collecting responses from a large sample prior to quantitative analysis when applied in the field of research. Either, Questionnaire had high rate of response and save time and cost.

3.9.2 Structured Interview

According to Kothari (2004), interview refers to the method of data collection that involves oral verbal stimuli and reply in term of oral verb responses. The researcher interviewed Education Officers, TSC, Head Teachers and school board members in order to evaluate their experience on the skills of the of motivation on teacher's performance in primary schools. The rationale for interview these participants were

to learn from their experience about motivation on job performance. By interviewing the participants separately, the researcher obtained converging evidence about the motivation on job performance (Yin, 2011).

3.10 Data Analysis

In this study inferential analysis was employed, a regression analysis to establish a statistically significant level between independent variables and dependent variable and hypothesis analysis which test whether a hypothesis was true. The p-value 0.05 was be used to measure the significance level of association between independent variables and dependent variable. Data analysis was also involving descriptive statistic to generate findings and presented in tables, graphs and charts of frequencies and percentages to interpretation and discussion by using SPSS.

3.11 Variable and measurement procedure

In this study, all four independent variables (promotion, rewards, recognition and benefits) and one dependent variable (regular marking students work, regular teaching, arrival on time) measured by using the Likert Scale. The used Likert Scale consisted of five options (*1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, and 5=strongly agree*). The reason of applied a Likert Scale is to obtain opinions, attitudes, or behaviors of teachers on preference motivation strategy on enhancing performance

3.12 Expected Results

At this point, it was expected that the results of the study to provide how motivation affects teachers' performance by looking at four variables aspects of reward,

recognition, promotion and benefit. Therefore, through these aspects it clearly identified the role of motivation towards teacher's performance.

3.13 Validity of the Data

The questionnaires, pilot test was carried out, in order to see if the questions were clear and consistent in all occasions. Validity entails the extent to which the scores from a measure represent the variable they are intended to represent (Saunders *et al.*, 2009). In testing of the research, researcher formulated the questionnaires according to the study objectives and questions. Thereafter the researcher presented the formulated questions in the questionnaires to the supervisor and other research experts for verification on whether the questions could answer the intended research objectives. In addition, the validity of the research instrument was examined by calculating the content validity.

$$\text{Content validity index} = \frac{\text{Number of items relevant}}{\text{Total number of items of questionnaires}}$$

The questionnaire was taken valid because the CVI was at least 0.7 as analyzed by (Polit & Beck, 2006).

3.14 Reliability of the Data

Reliability denotes the consistency of achieving the similar results when measure was repeated (Webb, 2000 as cited by Baker and Foy, 2008). Thus, to ensure the reliability of the instruments used for this study, the researcher applied those aspects that were appropriate, for instance five different instruments used at different times with different groups of respondents, but the concepts and variables remained the same. To ensure reliability of this research interview taped used an audio tape

recorder and field notes. The researcher compared data from multiple sources to authenticate them, categories and codes established and those data established and then data was placed into themes (Lombard, 2010).

3.15 Ethical Issues and Consideration

Research ethics covered a number of concerns include ensuring the security welfare of those who participate in the study, maintaining integrity in conducting research and treating information given by participants with utmost secrecy and confidentiality (Field, 2004). The researcher was provided with a letter of introduction from The Open University of Tanzania for the convenience of the study in the field. This letter was official permission for the researcher to collect data from various respondents. Moreover, the respondents were given the freedom of choice either to participate or not in the research unless the key respondents. It was clearly clarified that the information given out whether orally or in a written form was for the research purposes. Accordingly, the data which taken during the study will be used in this study and for academic matters only. For the purpose of securing just and trust, the names of respondents were not considered important.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Chapter Overview

This chapter presents the findings of the study that was conducted to determine the motivation and teachers' performance in public and private primary schools at Musoma Municipal Council. The following three specific objectives were pursued: (i) to identify factors of motivation that can lead to teacher's performance in public and private Primary Schools, (ii) to determine the motivational differences in public and private primary Schools and (iii) to determine the relationship between motivation and teachers' performance in public and private Primary Schools. However, the background of the respondents is presented first to provide a clear picture of the nature of people that participate in the study. Then the findings collected from the respondents are presented.

4.2 Characteristics of the Respondents

This section includes the background of the respondents that found in Musoma municipality, sex of respondents, age variation of respondents, marital status of the respondents, education level, working years in some school type of school and amount of salary.

4.2.1 Age of Respondents

The study revealed that 12.1% of the respondents were aged between 21-26, 18.4% aged between 27-31, 22.1% aged between 32-36, 21.1% of the respondents aged between 37-41 and above 40 years were 26.3%. Therefore, the study indicated that most teachers were adults who have responsibility to care their families, hence they

need better motivation in order to improve performance of education as well as enjoying their teaching professional.

4.2.2 Marital Status of Respondents

The results have also shown that 67.9% of the respondents were single, 25.8% were married and 6.3% were widowed, this imply that majority of the respondents were single and very young especially in private schools although there paid less than public teacher their performance is very great compare to public whom they paid very good yet their performance is not good as most of the private primary schools.

4.2.3 Gender of respondents

Also, the study found that 48.9% of the participants were male and 51.1% represented the female respond. Therefore, from the above description the study showed that both sexes were presented and provided information respectively.

4.2.4 Education level of Respondents

Moreover, results found that majority of respondents (40%) had certificate in education, form four were 14.2%, from six were 7.9%, diploma /degree were 32.6%, masters where 5.3% other level of education were 0% of the respondents. This implies that many teachers in public primary schools have certificate education so they need further studies.

4.2.5 Types of School

Moreover, the findings reveal that most of schools were owned by the government (69.5%) and 30.5% of the schools were private primary schools they were no ward

primary schools. This means that more public primary schools teacher needs motivation compare to private schools.

Table 4 1: Demographic Characteristics of the Respondents

		Frequency	Percentage %
Age variation of respondents	21-26	23	12.1%
	27-31	35	18.4%
	32-36	42	22.1%
	37-41	40	21.1%
	Over 42	50	26.3%
Respondents' marital status	Married	49	25.8%
	Single	129	67.9%
	Widowed	12	6.3%
Sex of respondents	Man	93	48.9%
	Woman	97	51.1%
Education level of respondents	form four	27	14.2%
	Form six	15	7.9%
	certificate in Education	76	40.0%
	Diploma/Degree in Education	62	32.6%
	Master's in Education	10	5.3%
	Others	0	.0%
Number of years respondent worked at the same school	below 1 year	31	16.3%
	1-2 years	35	18.4%
	3-4 years	23	12.1%
	5-6 years	39	20.5%
	Over 6 years	62	32.6%
Type of school	Government owned	132	69.5%
	Person School	58	30.5%
	Ward School	0	.0%

Source: Field Data, (2023).

Table 4.2: Intrinsic Motivation among Teachers

S/N	Intrinsic motivation among teachers	Responses									
		Strongly agreed		Agreed		Undecided		Disagreed		Strongly disagreed	
		F	%	F	%	F	%	F	%	F	%
1	Teaching is my career job that satisfy me	105	55.3	72	37.9	4	2.1	3	1.6	6	3.2
2	I feel happy to be a teacher	108	56.8	71	37.4	2	1.1	6	3.2	3	1.6
3	Teachers marking test and examination	97	51.1	84	44.2	2	1.1	2	1.1	5	2.6
4	Teaching gives me respect from the community	108	56.8	62	32.6	8	4.2	11	5.8	1	5
5	Teaching gives mere cognition and respect to community	48	40.0	32	26.7	12	10.0	17	14.2	11	9.2
6	I have prospect for career development	84	44.2	84	44.2	6	3.2	12	6.3	4	2.1
7	The responsibilities I perform gives sense of control over others	73	38.4	105	55.3	5	2.6	4	2.1	3	1.6
8	Teaching is one of my goals in life	87	45.8	87	45.8	7	3.7	7	3.7	2	1.1
9	I'm more useful to the community as a teacher than any professional	77	45	97	51.1	5	2.6	9	4.7	2	1.1
10	Teachers maintain student discipline	114	60	68	35.8	2	1.1	2	1.1	4	2.1

Source: Field Data, (2023).

4.3 Relationship between Motivation and Teachers Performance

This sub section presents findings for the research questions: Determine the relationship between motivation and teacher's performance in public and private primary schools in Musoma municipality. To achieve this objective, the study speculated the reasons that influenced teachers to join in teaching professional. The study found that 43.3% of teachers strongly agreed that teaching is one of their goals in life enabled them to interact and develop relationship with people from many areas, this reflect that many teachers like to join in teaching profession because it enables them to interact with other people in the community.

Also 45% of teachers strongly agreed that they are more useful to the community as a teacher than any other professional, this implies that instead of teaching only also teachers are responsible to save the community, and 40.0% strongly agreed that teaching gives recognition and respect to the community, and 55.3% of respondents strongly agreed that teaching is their career job that satisfying them, this reflected that teachers were engaged in teaching and learning process by their willing and is a good job to them.

Therefore, the study revealed that most teachers were benefited from teaching profession hence they worked hard to improve performance in teaching and learning process. Also 56% of respondents agreed that, they feel happy to be a teacher, 51. % of teachers strongly agreed that teachers marking test and examination of their pupils this shows that teachers are ready to improve performance, and 60% of teachers strongly agreed that they maintain pupils' discipline and always discipline goes with good performance. Furthermore, Mustafa and Othman (2010) examined the

perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and working performance of teachers, i.e., the greater the level of motivation the higher will be the teacher's performance or if provide a high level of motivation to a teacher then their performance will be increase.

The main benefits of motivation are that the organization can use the human resources in an appropriate way, Employee are willing to work itself. It brings employees satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost become reduced. The increase in motivation makes teachers to increase their performance in teaching and learning process both in public and private primary schools in Musoma municipality. For this employee are willing to work itself. It brings employees satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost become reduced. The increase in motivation makes teachers to increase their performance in teaching and learning process both in public and private primary schools in Musoma municipality.

The second part of the objective was to determine the relationship between teacher motivation and performance. This part presents the data on teacher's performance. The question was: What are the factors of motivation that can lead to teacher's performance in public and private primary schools in Musoma Municipality?

Table 4 3: Job Performance of Teachers

S/N	Job performance of teachers	Responses									
		Strongly agreed		Agreed		Undecided		Disagreed		Strongly disagreed	
		F	%	F	%	F	%	F	%	F	%
1	Teachers come very early at school	83	43.7	100	52.6	4	2.1	2	1.1	1	5
2	Teacher useless on plan	78	41.1	91	47.9	9	4.7	8	4.2	4	2.1
3	Teacher marking tests and examination	69	36.3	100	52.6	4	2.1	10	5.3	7	3.7
4	Teachers actively participate in co-curricular activities	47	24.7	81	42.6	7	3.7	26	13.7	29	15.3
5	There are regular testing and examination of students	76	40.0	90	47.4	1	5	13	6.8	10	5.3
6	Teachers supervise all school activities	77	40.5	95	50.0	6	3.2	7	3.7	5	2.6
7	There is regular attendance to class lessons of teachers	83	43.7	98	51.6	5	2.6	1	5	3	1.6
8	Regular attendance to extra lessons	68	35.8	69	52.1	7	3.7	14	7.4	2	1.1
9	Teacher maintains student's discipline	73	38.4	108	56.8	6	3.2	2	1.1	1	.5
10	Teachers participate in staff meeting	75	39.5	108	56.8	3	1.6	1	.5	3	1.6

Source: Field Data, (2023).

The study from Table 4.3 found that, most teachers were facilitating teaching and learning process with high morale as evidenced from questionnaire responded by primary teachers. The study found that 43.7% of respondents strongly agreed to come early at school, this reflect that most teachers attend to school early and hence they attend in classroom on time. Also 88.9% of respondents agreed to provide tests and examination to learners; this implies that teachers made academic evaluation to learners.

Furthermore 41.1% of teachers strongly agreed to have lesson plans that are used in classroom, but the punctuality of teachers observed in school reporting book showed that most of teachers came before 8:00 A.M. The recorded marks observed in academic office indicated the presence of regular marking of internal examination, but also the study found that some teachers had no lesson plan that contrary to respondents of 89.0% who agreed and strongly agreed to use lesson plan in teaching.

The study found that most of teachers had motivation that led them to increase performance in teaching and learning process. But most of teachers requested the government and the owner of private primary schools to increase salary and other things out of salary like meals and accommodation. Moreover, the study found that most teachers performed their activities with high morale as evidenced from reporting early at school, provision of tests and examination to students, high turn up of teachers in staff meetings and school occasions, efficiency at maintenance of student's discipline and supervision of school activities and most of teachers were performed well due to internally motivation that they have.

Further analysis of the relationship between motivation and teacher's job performance was observed, whereby some teachers got lunch during the teaching and learning process particularly in private primary school that encourage teacher's performance. Generally, teachers in Musoma municipal had varied motivation to join teaching career. These motivations were higher in personal interest and lack of any other options. On the performance, most of the teachers performed high in their teaching career despite monetary incentives.

4.4 Factors of Motivation that Affects Teacher's Performance

This sub-section, which covers objective 1, presents findings for the research question; what are the factors of motivation that affects teacher's performance in public and private primary schools in Musoma municipality? This specific objective established monetary as a factor for motivation.

4.4.1 Monetary Motivation to Teachers

Regarding the salary earned per month, the study findings revealed the following:

Table 4.4: Payment of Salary per Month

Salary per month (Tsh)	Frequency	%
150,000/= -490,000/=	67	35.3
500,000 -840,000 /=-	44	23.2
850,000-1,190,000/=	29	15.3
1,200,000/= - 1,540,000/=	14	7.4
<i>Above 1,540,000/=</i>	36	18.9

Source: Field Data, (2023).

The study found that 35.3% of respondent got Tsh. 150,000/- 490,000/= per month this was observed in private primary schools where by mostly paid as a part time teachers, therefore this reflect that there are presence of some teachers who paid

low salaries that totally failed to solve the expenses of life, and 23.2% of teachers earned between TSh. 500,000/= to 840,000/= so this reflect that some teachers were paid better salary compared to others, but also the study found that 15.3% of teachers earned between Tsh 850,000/= to 1,190,000/=:, this implies that many teachers received salary in the same scale of payment and 18.9% of teachers earned more than Tsh 1,540,000/=per month, this reflect that few teachers received better salaries.

Furthermore the study found that most teachers who are teaching in public or private primary school paid money for salary per month that facilitates them in teaching and learning process, but the salary was not enough to satisfy the basic needs due to expenses of living, because the salary that paid either by government or private sectors was insufficient to encourage teachers to concentrate much on teaching and learning process. Also, teachers were not happy with the money paid by the government and requested the owner of schools to increase salary that could help to solve the expenses of life. So, the low payments to teachers did not increase teacher's morale in teaching hence led to poor performance of teachers.

However, the study found that salaries in private primary schools are very poor most of salaries ranges between 100,000/= to 300,000/= per month yet they had better performance compared to public primary schools. Indeed, the researcher found that most of private teachers are very young with less responsibilities compared to public teachers, most of them received meals accommodation and transport especially from school buses, and although the less amount of salary received, they manage to sustain life. The study also reveal that public primary

school teachers paid better than private teachers yet they are not motivated with their salaries because most of them have loan debts deducted from their salaries and remain with less amount to sustain their families' expenses

4.4.2 Different Motivations Offered to Teachers

Regarding the non-monetary motivators, study investigated the number of teachers who had free accommodation and meals. The findings are presented in the Table 4.5.

Table 4.5: Extrinsic Motivators to Teachers

Extrinsic motivators to teachers	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
1. I paid salary that solve daily life	19	10.0	40	21.1	8	4.2	90	47.4	33	17.4
2. The school provides me free accommodation	26	14.7	48	25.3	7	3.7	67	35.3	40	21.1
3. I get free meals at school	28	14.7	53	27.9	2	1.1	71	37.4	36	18.9
4. Salary payments on time	57	30	71	37.4	6	3.2	24	12.6	32	16.8
5. Allowances provided to teachers	19	10.	22	11.6	10	5.3	77	40.5	62	32.6
6. I get allowances that motivate me to complete content	25	13.2	39	20.5	8	4.2	56	29.5	62	32.6
7. The school administrator provide financial to teachers	31	16.3	36	18.9	13	6.8	51	26.8	59	31.1
8. I get payment when I perform in teaching	38	20.0	43	22.6	6	3.2	47	24.7	56	29.5
9. Teachers have yearly party	26	13.7	48	25.3	13	6.8	75	39.5	28	14.7
10. Teachers who perform well are given rewards	32	16.8	59	31.1	11	5.8	47	24.7	41	21.6
11. The school administrator give leave to teachers	54	28.4	98	51.6	7	3.7	14	7.4	17	8.9
12. Teachers are given free medical care in case of ill health	44	23.2	55	28.9	18	9.5	34	17.9	39	20.5

Source: Field Data, (2023).

The study from Table 4.5 found that the extrinsic motivations were available in public and private primary school in Musoma municipality but are obtained in low extent, this seems to affect teacher's job performance, for example the study found that 30% of respondents strongly disagreed to had salary that paid on time, 16.3% of teachers agreed to get money from the headmaster or mistress when facing by problems like financial problem, this reflect that in some difficult issues facing teachers, the owner of schools provide money to teachers solve their problems, and 25.3% of teachers agreed that the school administrator prepared yearly part for teachers, this implies that at the end of year they celebrate and feel happy in their work stations.

Also 31.1% agreed that when performing well the school provide rewards and 20.5% of teachers agreed that motivation provided helped them to teach effectively and complete the subject from the syllabus given, this reflects that motivation encourages teachers to concentrate on teaching and learning process. Furthermore, the study found that the most teachers complained on the motivation provided to them, for example about 47.4% disagreed to be paid salary that can meet their basic needs, this reflect that teachers were paid low salary which cause poor living standard to teachers and 20.5% strongly disagreed that they did not received any medical care allowance when they sick, this implies that most teachers were not received money for treatment in case of sickness.

40.5% disagreed that they did not received any allowances when they perform well in academic and disagreed to have yearly parties that conducted by schools to give

thanks and to motivate them in order to improve their work performance, and 35.3% of teachers disagreed that school did not provide free accommodation to them, this implies that the owner of secondary schools did not care about accommodation to teachers, So the absent of motivation among teachers affect teacher's job performance, because most them were demoralized and they were not happy in teaching and learning process.

Also, motivation that affects teacher's job performance in public primary schools in Musoma was observed by researcher, whereby the schools lack toilets, houses and chairs for teachers. But also the study found that the most extrinsic motivation provided by the headmasters/headmistress of private primary schools in Musoma Municipality. The findings partly agree with Mertler (1992) the lack of houses, toilets, accommodation and electricity tend to demoralize teachers and affecting teachers in imparting knowledge and skills to learner.

4.5 Differences in Teacher's Motivation and Job Performance in Public and Private Primary Schools

This sub-section, present the findings for objective 2 i.e. Are there any differences in teacher's motivation and job performance in public and private primary schools in Musoma Municipality? The study investigated the differences in teacher's motivation and job performance in public and private primary schools by looking number of teachers who had free accommodation, problems that face teachers in school, meals as well as salary earned per month.

Table 4.6: Free Accommodation

Free accommodation	Frequency	Percent
Strongly agreed	26	14.7
Agreed	48	25.3
Undecided	7	3.8
Disagreed	67	35.3
Strongly disagreed	40	21.1
Total	190	100.0

Source: Field Data, (2023).

The study found that the total of 14.7% and 25.3% of respondents strongly agreed and agreed to have free accommodation provided by their schools respectively, and 35.3% disagreed to have free accommodation, but through observation, the most agreed to have free accommodation were private school teachers particularly boarding schools. To agree from that statement eye witness through researcher's observation were made from some teachers who live in houses.

Table 4.7: Free Meals at School

Free meal sat school	Frequency	Percent
Strongly Agreed	28	14.7
Agree	53	27.9
Undecided	2	1.1
Disagree	71	37.4
Strongly disagreed	36	18.9
Total	190	100

Source: Field Data, (2023).

Table 4.7 revealed that 14.7% and 27.7% of respondents strongly agreed and agreed to get free meals respectively from schools. But through observation made most teachers from public schools did not get free meals at school. Through the questionnaire, the study found that teachers who are working in public primary schools received better salary that range from Tsh 540,000/= to 2,200,000/=while private secondary schools teachers received salary between Tsh100,000= to 400,000.

The follow up question was: How can you improve teacher's motivation in your school? Both in private and public secondary schools' teachers responded that salary should increase especially to help them cater for their basic needs and transport affairs for those who live far distance from the school. Another follow up question was: which problems are facing in your school?

It was also learnt that there was lack of cooperation between teachers and parents in improving academic performance of students, lack of enough books, indiscipline of students, lack of furniture's such as tables and chairs for the teachers, while private primary schools' teachers have enough books, furniture, free accommodation, free lunch, transport allowance but in public primary school teachers have no transport allowance. Therefore, the study found that there is a difference in teacher's motivation and job performance in public and private primary schools in Musoma municipality. These led to difference in job performance between public primary teachers and private primary teachers.

Therefore, this study it is agreed with the study by Bennell (2004), described that the emergence of private sectors particularly in Africa had increased teaching force both in public and private primary school, but the private primary school they got better performance in academic and the private teachers are positive light by parents because they working hard compared to public primary teachers.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter contains a brief summary of the study and its findings, also address the limitations of the study and lastly the section of recommendations drawn from the findings is given with areas recommended for further research.

5.2 Summary of Findings

The study sought to examine the motivation in teacher's performance in public and private primary schools in Musoma municipality. Furthermore, the study assessed the relationship between motivation and teacher's performance, in addition the factors of motivation that affects teacher's performance and the differences in teacher's motivation and job performance in public and private primary schools were also assessed.

The related literature review was guided by conceptual framework. The framework included a number of unified features in trying to explain the facts given. The researcher was able to study each variable in relation to perceptions so as to generate findings on the motivation on teacher's job performance in public and private primary school in Musoma municipality. This study examined motivation and teacher's performance in public and private secondary schools in Musoma municipality. Musoma municipality was chosen as area of my study where by 190 respondents (public and private primary school teachers) participated fully and where responsible to answer the questionnaire although 2 questionnaires were not returned back to researcher given, 3 respondents were education Officers, MEC 12,

TSC 1, 12 School Board Members and 30 respondents were school Head teachers who were responsible to answer the interview questions.

The data collection tools; questionnaires, observation, interview and documentary analysis were used to gather the required data. The data gathered from the questionnaires were analyzed by the aid of SPSS version 16 for windows, where the percentage was used to determine the teacher's perceptions on motivation and teacher's job performance.

5.3 Relationship between Motivation and Teacher's Performance

- i) To the larger extent the findings proved that most teachers joined in teaching profession due to the personal interest that they had in teaching and learning process for example 49.2% of respondents joined in teaching profession because of their own interest that motivated them in teaching hence better performance.
- ii) This study revealed that teachers enjoy to be in teaching profession because from the data obtained show that 43.3% of respondents agreed that teaching gives them a great deal of job satisfaction and career development and they receive money that help them to solve the cost of living, thus why they perform teaching activities.
- iii) Findings found that most of teachers came early at school because 43.7% of respondents strongly agreed to come early at school, so this reflect that most of teachers had morale of teaching.
- iv) Findings revealed that most of teachers believe that, teaching is one of their goals in life and 45.8% of respondents strongly agreed that teaching is one of

their goals in life.

- v) Findings found that teachers strongly agreed that teaching is a good profession.
- vi) Findings found that most of teachers use lesson plan in teaching and most teachers agreed to use lesson plan.
- vii) Findings found that most of teachers provide tests and examinations to students.
- viii) The research indicated that some teachers received free lunch during the teaching session; this was observed during the collection of data in the field where by few teachers particularly in private school got free lunch and encouraged them to work hard hence better performance.

Generally, the findings above indicated that presence of intrinsic motivations to teachers influenced them to concentrate in teaching and led to good job performance.

5.4 Factors of Motivation that Affects Teacher's Performance in Public and Private primary Schools

- i) This finding showed that most of teachers received low salary per month that led teachers not satisfied with the amount of money paid either by government or private schools, for example one teacher received Tsh 150,000/= per month in private school and most of teachers received salaries between Tsh 500,000/= to 840,000/= as basic scale that led many teachers to complain because the money given to them not enough to solve the daily problems.

- ii) This finding indicated that most teachers were not receiving medical care allowance from their employers, because 38.4% of respondents strongly disagreed and disagree to receive medical care when they sick, so absent of treatment to teachers affects their good job performance.
- iii) The study indicated that the schools lack enough toilets, houses and chairs for teachers; this was observed during the data collection.

This study showed that most of teachers strongly disagreed to have payment when they performed in teaching, this evidenced when 54.2% of respondents strongly disagreed and disagree, and 57.9% strongly disagreed and disagree to have any financial assistance from administrators that will motivate them in teaching, most of teachers said they lack allowances for transport as well as accommodation that should be paid by the employers.

5.5 Differences in Teacher's Motivation and Performance in Public and Private primary Schools

- i) The Research findings revealed that, there are differences in the teacher's motivation and performance in public and private primary schools.
- ii) Findings showed that the public primary schools lack enough books, teachers did not get free meals, indiscipline of students, lack of furniture's such as tables and chairs for the teachers, while private primary schools' teachers have enough books, furniture, free accommodation, free meals, transport allowance but in public primary school teachers have no transport allowance.
- iii) The findings showed that in Tanzania, the leading students' performance

comes from private schools, which might be facilitated by effective motivation to teachers.

- iv) Findings showed that most respondents agreed to have free accommodation were private school teachers particularly boarding schools. Therefore, the study found that there are differences in teacher's motivation and job performance in public and private primary schools in Musoma municipality.

5.6 Implication to the Study

5.6.1 Implication to the Government and Private Schools Owners

This research provide insights to ministry of education and vocation to enhance training (MOVEL) and the owner of private primary schools to provide incentive packages to increase teachers motivation especially salaries, accommodation, transport and meals during work hours.

5.6.2 Implication to Musoma Municipal parents

Findings shows that there were no any ward primary school in musoma municipal so this research provide insights to parents to build ward schools by using parents energy or effort that will help to decreases the large number in the class which observed by researcher during data collection and the situation demoralize teachers also cause those slow learners fail because teacher cannot be able to pass to each pupils in the class.

5.7 Conclusion

This study sought to assess motivation and teacher's performance in public and private primary schools in Musoma Municipality. In respect to the key findings

described in the preceding sections, the following conclusions were made:

- i) Findings showed that most teachers joined in teaching profession due to their personal interest of teaching this is true according to result from research result
- ii) Findings revealed that teachers use lesson plan in teaching most of teachers especially public schools teachers are prepare lesson plan before going to the class different from private schools were most of teacher did not prepare lesson plans.
- iii) Findings showed that most of teachers came early at school, findings reviled that both teachers public and private come early to school.
- iv) Findings found that most of teachers provided tests and examinations to students, all private and public primary schools provide tests and examination to pupils.
- v) Findings showed that some private teachers got lunch during the teaching sessions, most of private teachers get lunch during teaching session while most of public primary schools do not get lunch during teaching session.
- vi) Findings revealed that schools lacked toilets, houses and chairs for teachers most of public primary schools luck conducive environment for working especially they luck books, toilets, houses chairs and sometimes teachers are few in public primary schools this cause them to be demoralized.
- vii) Findings found that most of teachers they had morale in performing activities it is true that most of teachers both private and public having a high morale because most of them come early to school, giving test and examination and also they take care pupils discipline.

- viii) The study revealed inadequate motivation like low payment of salaries of teachers and consequently low teacher's performance most of teachers especially public primary school teachers get inadequate salaries that fail to accommodate them then low performance.
- ix) This study revealed that the extrinsic motivators like free meals, accommodation and medical allowance available but in small extent to teachers in various primary schools in Musoma municipality.
- x) Findings showed that most agreed to have free accommodation were private school teachers particularly boarding schools most of private teachers agree to have free accommodation were most of public primary schools agree that they do not have free accommodation.
- xi) Findings revealed that most teachers from public schools did not get free meals at school compared to private secondary teachers this cause them to be demoralized and decrease working morale because they work many hours without eating.

5.8 Recommendations

Basing on the findings and conclusions of the study, the following recommendations were made:

- i) The Ministry of Education and Vocational Training (MOVET) and the owner of private primary schools should provide incentive packages to increase teachers' motivation. Special attention should be put at increasing teacher's salaries because the majority of them (teachers) complained about the inadequacy of their salaries to meet their needs. Increasing teacher's salaries will increase their morale to teach. This is because the teachers must be

interested in what they teach and in the children when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn.

- ii) The government should build houses for teachers, since many of them reported to be living far away from their schools. Communities should be assisted by the government to put up decent teachers' houses so that teachers live within the schools and thus reduce lateness and absenteeism. This will increase their motivation and eventually performance. The local community's contribution in this case may be in form of provision of free labor or financial contributions towards the construction process.
- iii) Regional Administration Local Government, Education Standards Agency should be strengthened to make sure that teachers receive salary on time. The District Inspectorate should also be strengthened and adequately funded to carry out routine inspections in both public and private primary schools. Regular visits to the schools would motivate the teachers to be more regular and early in school and avoid divided attention of searching for primary employment as part time teachers.
- iv) The teachers who perform well in teaching and learning process should receive extra payment that can help them to increase effort in teaching.

5.9 Limitations of the Study

- i) Few respondents were not ready to answer the questionnaire because they fear to give some information because a researcher being a civil servant can speculate them. However, this limitation was minimized by use of

introductory letters of the researcher as well as assuring respondents about the use of the information they provide for only academic purposes.

- ii) Despite the fact that there was little or no research that has been done in this field, there was lack of adequate literature to support the findings. However, the researcher depended a lot on surveyed data (primary data) to overcome this problem.
- iii) There was also an overlap in advantages and limitations with the methods used for data collection. This relates to the multitude of information generated during the interview, the additional time required for data collection, the sensitivity of the topic, which limited free expression of views and attitudes and the interaction bias which could have affected some of the responses. The researcher tried to minimize these limitations by rephrasing the questions, cross checking the data collected and continuously explaining the purpose of the study and how the findings were for academic purposes.
- iv) Due to limited time and resources, it was very difficult to reach targeted respondents.

5.10 Areas for Further Research

- i) This research focused on one context that, motivation and teacher's performance. There is a need to request other sectors to find out the role of motivation on teacher's job performance.
- ii) This study focused only in Musoma municipality. Further research can be based on a national study on the role of motivation on teacher's job performance in primary schools in Tanzania and other developing countries that have different

ways of motivating teachers.

- iii) This study involved only teachers. Further research could include other stakeholders of education like students, parents and line of ministries of education in order to examine their views on the topic of role of motivation on teacher's job performance in primary schools.

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APPENDICES

Appendix 1: Questionnaire for Teachers

My name is Anna John Adiema a student at Open University of Tanzania, pursuing a master degree in Human Resources Management Department of Leadership and Governance. I am carrying out research on motivation of Teacher's performance in public and private primary schools in Musoma Municipality;

The information that I request to you will be confidential and used for academic purpose only.

SECTION A: INFORMATIONS ON RESPONDENTS.

(Fill the answer in the spaces provided and put tick to the box)

Your school's name _____

A1. Title of respondent's _____

A2. Age variation of respondents: (put tick only one)

Age	21-26 yrs	27-31 yrs	32-36 yrs	37-41 yrs	over 42 yrs

A3. Married condition a. single _____ b. Married _____ c. _____

Windowed / or

A4. Sex

1. Man 2. _____ Woman

A5. Level of education to respondents (Put tick to the space provided)

Status of education	Form Four	Form Six	Certificate in Education	Diploma or Degree holder in education	Masters in Education	Others

A6. How many years you worked in this school?

Below one year		2. 1-2 years	3. 3-4 years
4. 5-6 years		5. Over six years	

A7. Type of school

(a) Government

(b) Person school

(c) Ward school

A8. Amount of your salary Allowances

SECTION B: MOTIVATION AMONG TEACHERS

B1. For each of the following statements about intrinsic motivation, please indicate (by ticking) the extent to which you agree them. Using the following scale (strongly Agree, Agree, Undecided, Disagree and strongly disagree

Statements	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Teaching is my career job that satisfy me					
2. I feel happy to be a teacher					
3. Teachers marking tests and examination					
4. Teaching gives me recognition and respect from the community					
5. I have prospects for career development in the teaching profession					
6. The responsibilities I perform in the school give a sense of control over others					
7. Teaching is one of my goals in life					
8. I am more useful to the community as a teacher than any other profession					
9. Teachers maintain students discipline					

SECTION C: MOTIVATION AMONG TEACHERS

C1. For each of the following statements about extrinsic motivation, please indicate (by ticking) the extent which you agree them, using the following scale: (Strongly Agree, Agree, undecided, Disagree and strongly disagree)

Statements	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.I am paid a salary that solve daily life					
2.School provides meals					
2. Accommodation is available					
3. I receive salary on time					
4. Allowances is provided to me					
5. Allowances paid to me help to complete the subject					
6. The administrator Provides financial assistance to teachers					
7. I Get advance payment when I performed in teaching					
8. The school prepared the yearly party every Year					
9. Teachers who perform well get rewards					
10. Teachers are given leave during the holiday					
11. Teachers are given free medical care allowance					

SECTION D: PERFORMANCE OF TEACHER'S

D1. How do you rate the performance of teachers in this school?

Good and encouraging Average Bad and discouraging

D2. For each of the following statements and performance of teachers, e

indicate (by ticking) the extent to which you agree with them, using the following scale

(Strongly Agree, Agree, undecided, Disagree and Strongly Disagree)

Performance of teachers	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Teachers come very early at school					
2. Always teachers come with lesson plans in class					
3. There is a regular marking of tests and feedback to students					
4. Teachers actively participate in co-curricular activities					
5. There is regular testing and examination of students					
6. Teachers supervise all school activities					
7. There is regular attendance to class lessons by teachers					
8. Regular attendance to extra lessons					
9. Teachers are efficient at maintenance of students discipline					
10. The turnout of teachers in staff meeting is high					

Thanks for your cooperation

Appendix 2: Interview Questions for Education Officer, MEC, TSC and Head Teacher

Anna John Adiemu a student at Open University of Tanzania, pursuing a master degree in Human Resources Management Department of Leadership and Governance. I am carrying out research on role of motivation on Teacher's performance in public and private primary schools in Musoma Municipal

I request information that will be used for academic purpose and will be confidential.

1. What kinds of motivation that primary teachers have? (Probe: job satisfaction, teaching enjoyment, competition, promotion, recognition)
2. What aspects determine teacher's performance? (probe: preparation of lesson, regular pupil assessment)
3. Which are the kinds of job that teachers performed? (Probe: Early reporting, participation in extracurricular activities)

Appendix 4: Timeframe

ACTIVITY	MONTHS, 2023								
	Feb	Mar	Apr	May	Jun	jul	Aug	Sep	Oct
Concept Note and Getting a supervisor									
Proposal Writing and Corrections									
Proposal Submission									
Data Collection									
Data Analysis and Report Writing									
Report Submission.									

Appendix 5: Research Budget


S/N	Cost Item	Amount (TZS)
1	Stationeries	300,000
2	Internet Data and Communication	200,000
3	Books and Literature	400,000
5	Data coding and analysis support	500,000
6	Transport	200,000
7	Meals and accommodation	300,000
8	Postage	100,000
11	Miscellaneous	200,000
	Total	2,200,000/=

Appendix 6: Clearance Letters

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION & LOCAL GOVERNMENT

MARA REGION
Tel. No. 028-2622005, 2622004,
2622305

Fax No. 028-2622324/2622764
E-mail: ras.mara@tamisemi.go.tz



REGIONAL COMMISSIONER'S OFFICE,
13 BOMA ROAD,
P.O. BOX 298,
31101 MUSOMA,
TANZANIA.

Ref. No. FA 190/227/01C/15

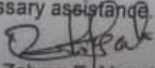
26 October, 2023

Municipal Director,
MUSOMA MUNICIPAL COUNCIL.

RE: RESEARCH CLEARANCE FOR MS. ANNA JOHN ADIEM –
REG. NO. PG201806032

Reference is made to the above mentioned subject.

2. The above named Student from Open University of Tanzania – Dar es Salaam applied for Permission to conduct research titled "Motivation and Teachers Performance in Public and Private Primary School".
3. Permission is hereby granted for her to conduct research from 29th September, 2023 to 26th October, 2023.
4. Please accord her with all necessary assistance.


Dr. Zabron E. Masatu
ACTING REGIONAL ADMINISTRATIVE SECRETARY
M A R A

Copy: District Administrative Secretary,
MUSOMA DISTRICT.

* * Vice Chancellor,
Open University of Tanzania,
Kinondoni Biafra,
Kawawa Road,
PO BOX. 23409,
DAR ES SALAAM.

" " **MS. ANNA JOHN ADIEM.**

DL



THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE REGIONAL
ADMINISTRATION & LOCAL GOVERNMENT



In reply please quote:

REF. No. MMC/S.20/5/IX/257

Date: 30 October, 2023

To Head teachers,
P.O. Box 194,
01 BARABARA YA MKENDO
31182 MUSOMA

REF: RESEARCH PERMISSION ABOUT MOTIVATION AND TEACHERS' PERFORMANCE IN PUBLIC AND PRIVATE PRIMARY SCHOOL".

Reference is made to the subject above. With Ref.No.FA.190/227/01C/15 date is 26 October, 2023 with this letter, you are informed that permission has been granted to the named Ms ANNA JOHN ADIEM to conduct her research in Musoma Municipal. Please accord her necessary support

Obuya Philipo

**Kny: MKURUGENZI WA MANISPAA
HALMASHAURI YA MANISPAA
MUSOMA**

**FOI - MUNICIPAL DIRECTOR OF
MUSOMA MUNICIPAL COUNCIL**