STRATEGIES EMPLOYED BY TEACHERS TO MOTIVATE STUDENTS IN KINONDONI MUNICIPALITY

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for the acceptance by The Open University of Tanzania the dissertation titled "*Strategies Employed by Teachers to Motivate Students in Kinondoni Municipality*" in partial fulfillment for the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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Date

DECLARATION

I, Yahya Abdulrahman Kirondo, do hereby declare that this dissertation is my own original work and that it has not been presented for a similar degree in any other university or institution of higher learning.

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Signature

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Date

DEDICATION

To my late parents Mariam Suleiman Kadeghe and Abdulrahman Juma Kirondo together with my brothers and sisters who sacrifices for my upbringings. To my lovely wife Ummy James Kakore who assisted me daily and encouraged me to work hard so as to achieve my aspirations.

ACKNOWLEDGEMENTS

ABSTRACT

Motivation in educational institutions is among the things to be taken in to consideration so as to achieve the goals and objectives of education in any country. This study examined the perception of teachers on motivation in learning. It addresses the strategies that teachers use to create, maintain and protect motivation. The study focused on the factors that affect motivation in classroom settings. Mixed methods were used to observe 100 teachers in four secondary schools at Kinondoni Municipal council. It was found that, majority of teachers viewed motivation as of paramount importance for students' performance. The study also found that teachers use various strategies to create, maintain and protect motivation in classroom settings. Among these strategies includes providing room for open exchange of ideas, accepting mistakes as normal part of learning, and creating encouraging and supporting environment for students to learn and grow. The study also found several factors that affect motivation in the classroom. These included mastery of subject matter on the part of the teacher which constrained the classroom discussion and constructive feedback. Other factors included large number of students in one classroom, which impeded quality discussion forcing teachers to resort to lecture method. Lack of teaching aid was also found to be a factor affecting motivation in classroom. The study suggested that teachers should be supported academically to acquire adequate mastery of subject matter and classroom management to help them teach and use appropriate teaching methodologies and classroom management techniques. The Study recommends also that Ministry of Education and Vocational Training should see to it that the number of students in the classroom is manageable to allow effective teaching and raise students learning.

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LIST OF ABBREVIATIONS AND ACRONYMS

BEST   -   Basic Educational Statistics in Tanzania

ICT   -   Information and Communication Technology

Med (APPS) -   Masters of Education in Administration, Planning and Policy Studies.

MLA   -   Mastery Learning Approach

MoEVT   -   Ministry of Education and Vocational Training

OUT   -   Open University of Tanzania

PEDP   -   Primary Education Development Program

PGDE   -   Post Graduate Diploma in Education

SEDP   -   Secondary Education Development Program

SILL   -   Strategy Inventory of Language Learning

UN   -   United Nations

ESL   -   English as a Second Language.

USA   -   United States of America

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

This study investigated the strategies employed by teachers to motivate their students to perform well in their studies, targeting secondary schools in Kinondoni Municipal Council. This chapter presents the background of the study, statement of the study, purpose of the study, research questions, and significance of the study, delimitations and limitations of the study.

1.2 Background of the Problem

Motivation has been used as a psychological tool to encourage students to increase academic performance in schools. Motivating students in secondary schools is one of the important issues to be taken in consideration especially now that the country is witnessing mass failure in final examinations. As the study by Mushi (2013) indicates, academic performance in classrooms, and schools at national level has been unsatisfactory. This observation can be illustrated in Table 1.1, the table shows the evidence of mass failure in national examinations from 2005 to 2009.

Table 1.1: Performance in Percentage by Division in Five Consecutive Years

Performance by Divission	Performance in Percentage (%)				
	2005	2006	2007	2008	2009
Division I	5.2	4.5	5.1	1	1.9
Division II	6.5	6.9	8.9	6.4	4.4
Division III	21.9	24.3	21.9	16.8	11.6
Division IV	55.7	53.4	54.7	56.9	54.7
Division V	10.7	10.9	9.7	9.7	27.5

Source: Mushi, (2013)

Tilya (2012), in his study about Educational assessment states that recently the cry from parents and other stakeholders has been about poor results from our primary and secondary school in Tanzania. He suggested that if teachers motivate students there will be improvement in academic performance which in turn will benefit community as whole.

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

The term motivation has been defined by several scholars as follows: Guay (2010) defines motivation as "the reasons underlying behaviour". Broussard and Garrison (2004) see it as "the attribute that moves us to do or not to do something". Kleinginna (1981) defines motivation as an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behaviour and give it direction. Dorney (2000) defined motivation as an abstract, hypothetical concept that people use to whole range of motives – from financial incentives, e.g. a raise in money to idealistic belief that explains why they do what they do. In

associations to definitions given, motivation can also be defined as the psychological feature that arouses an organism to action toward a desired goal and elicits, controls, and sustains certain goal directed behaviours.

According to the literature motivation can either be intrinsic or extrinsic. Deci (1999) defines intrinsic motivation as the motivation that emanate from personal enjoyment, interest, or pleasure while extrinsic motivation as the force from outside. While intrinsic motivation is based on taking pleasure in an activity, extinct motivation occurs with an expectation of external rewards and common extrinsic motivations are rewards like money, grads and threats of punishment.

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviours (such as monitoring and strategy use) non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. Teacher's motivational strategies to students aim at improving academic performance of students hence to increase students' academic motivation.

Gottfried (1990) defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogen; and the learning of challenging, difficult, and novel tasks". On the other side Turner (1995) define academic motivation as the "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring". According to Crookes (1991), creating motivational condition in the classroom include demonstration of appropriate teacher behaviours, demonstrate the acceptance

and caring behaviour, taking students' learning progress seriously and portray high expectations of what students can achieve. Others include enthusiasm and creation of pleasant and supportive classroom atmosphere, encouraging risk-taking and acceptance of mistakes as a normal part of learning.

In explaining the motivational strategies to students Schmidt (1991) maintains that teachers should vary the activities, tasks, and materials due to the fact that lessons that always follow the same format can lead to increased levels of boredom and decreased levels of attention. Dornyei (2001) on other side argues that motivation goes through phases: motivation needs to be generated and then maintained. Leung (2010, 1204) studied about Motivation and Achievement in East Asia. He used qualitative analysis with a sample of 49 education systems around the world. Nine of them were 4,972 students from the Hong Kong sample, 4,856 from Japan, 5,309 from Korea, 6,018 from Singapore, 5,379 from Chinese Taipei, 4,791 from Australia, 2,830 from England, 3,065 from The Netherlands, and 8,912 from the USA.

The study found that pleasure-oriented motivation played a strongly positive role in students 'achievement among all the nine educational systems. The study concluded that cross-system and within-system analyses, the influences of different types of motivation on student achievement, as well as the intricate relation between those influences and the underlying cultural values, should be made clear. This can help dispel any simplistic conclusions about the influence of student motivation on achievement. The study suggests that when students appreciate the value of mathematics, such a motivation as an external stimulator could enhance the overall learning motivation level.

Olah (2006) studied about ESL learning strategies, motivations and proficiency in a comparative study of High school and University in Japan. He used questionnaire called Strategy Inventory of Language Learning (SILL). The study found that the use of social strategies in university students and memory, social cognitive strategies in high school students correlated with high level of English Proficiency and that certain types of motivation for learning English may detrimentally affect proficiency. Kivinen (2003), studied about assessing motivation and the use of learning strategies by secondary school students in three international schools in Finland and Luxembourg. A sample of 198 secondary students was used in this descriptive study.

Takeuchi (2009) studied about what can teachers do to motivate their students in Japan. He found that teachers' used motivational strategies in a variety of ways and each strategy varied with students' motivation. In addition, the authors found that (3) the effectiveness of some motivational strategies varied according to students' English proficiency level. Salami (2010), studied about emotional intelligence, self-efficacy, psychological well being, and students attitudes in Kwara state Niogeria. He used a set of questionnaire to a sample of 240 students.

The results showed that emotional intelligence, self-efficacy, happiness and life satisfaction over and above depression predicted students' behaviours and attitudes. The study suggests that the need to emphasize positive psychology in improving the positive elements in students proactively rather than retroactively trying to solve problems that emerge in order to improve the quality of higher education. Willis (1996) who investigated also about students' motivation argues that success and satisfaction are key factors in sustaining motivation.

He further add that to round off the learning experience to encourage positive self-evaluation, teachers need to increase learner satisfaction, provide opportunities for sharing and public display of achievements, monitor students' progress, and celebrate their positive contributions, and give feedback on students' efforts and improvements. In association to the above studies, Bennel (2009) explains that both Primary Education Development Program (PEDP) and Secondary Education Development Program (SEDP) have identified the teacher in the classroom as the main agent for bringing about qualitative improvements in learning in primary schools (PEDP, 2003). PEDP and SEDP report also emphasize the role of a teacher in improving students' performance.

It is the motivation of this study to find the reasons of these problems by assessing the strategies that teachers use to motivate students in Kinondoni schools. It is the expectations of this study that by assessing the strategies that teachers use to motivate students in teaching and learning processes the findings of the study will propose the strategy that can be used not only to improve academic performance of students but also to create good and professional friendship between students and their teachers for well being of education.

1.3   Problem Statement

Although research on motivation is extensive, (Nandola, 2011; Skok, 2013) few researchers have cared to dwell on the perception of teachers on the strategies that they use to motivate students. Moreover the literature on motivation explains more about what motivation is and how it can affect teaching and learning (see example

Junio, 2009; Robert, 2004) but not many researchers have looked into the strategies that teachers use to motivate students. This study aims to fill the gap in the literature by looking into the perception of teachers on motivation, factors that affect motivation in the classroom and strategies they use to motivate students.

1.4   Purpose of the Study

The purpose of this study was to investigate the strategies that teachers use to motivate their students in classroom settings.

1.5   General Objectives

The general objectives of this study were to investigate strategies employed by teachers to motivate students in classroom.

The specific objectives of this study are to:

1. Examine the perceptions of teachers on motivation in learning;

2. Asses the strategies that teachers use to create and maintain motivation in classroom setting;

3. Determine the factors that affect motivation in classroom setting.

1.6   Research Questions

Task 1: To examine the perceptions of teachers on motivation in learning

Questions

 1. What are teachers' views on the importance of motivation in classroom setting?

2. How do teachers perceived their teaching career?

3. How do teachers talk about motivation?

Task 2: To examine the strategies that teachers use to create and maintain motivation in classroom setting

Questions:

1. How do teachers create basic motivational conditions?

2. How do teachers maintain motivation in classroom setting?

3. How do teachers protect motivation in the learning context?

Task 3: To investigate the factors that affect motivation in classroom setting

Questions:

1. What individual factors affect teachers in creating, maintaining, and protecting motivation in classroom?

2. What social factors affect teachers in creating, maintaining, and protecting motivation in classrooms?

3. What institutional factors affect teachers in creating, maintaining, and protecting motivation in classrooms?

1.7 Significance of the Study

The finding of the study is very important as it will contribute to the literature on the strategies to motivate students. This is because educators throughout the country are continuously seeking information on a better learning environment with academic success for all students. By ensuring academic success of students, this will have diverse social, economic, cultural and political advantage from individual level, family, community and a nation as whole. Failure to find proper ways to motivated students to study will result to poor performance of students, and as education form

the basis of development of any nation hence poor performance of students will in turn lead to poor performance of respective government.

The study is useful for researchers as well, as it can be used also as a basis for other studies aiming at finding information concerning better environment for students' performance. Due to the fact that only few researches have been done about strategies teachers use to motivate students, the findings of this study will help other researchers who will conduct their studies concerning strategies to motivate students.

This study is useful also to the Ministry of Educational and Vocational Training as it can be utilized in developing relevant curriculum. In this case in syllabus instead of having only teachers activities column and students activities which are aiming at attaining specific objectives of a particular lesson at the end of the period, another column of teachers motivational strategies to students can be fixed as students cannot achieve in lesson without readiness and readiness cannot occur without motive to study (Maslow hierarchy of needs theory and Attribution theory of human motivation).

1.8   Delimitation

Towards this research the following were observed as delimitations.

This study was confined to Kinondoni Municipal Council in Dar es Salaam, and it covered four secondary schools in Kinondoni Municipal Council. Moreover the study focused only on secondary schools and not primary or tertiary level of education although these levels also need motivation for effective teaching and academic success. The other delimitation is that this study is based on qualitative

research methodology and therefore it cannot be generalized. However it can be used to understand the same issues raised in other settings.

1.9 Limitation

Towards this research the following were observed as limitations for this study. This study was primarily delimited by its small sample size. The sample size could have been expanded by including Educational officers, students, parents and other stakeholders such as civil societies, especially those engaging in educational affairs like Twaweza and Hakielimu. This was overcome as some of interviewee had acted in the position of Educational officers, have quality of education officers, especially awareness of duties and responsibilities. The majority of teachers also have been working in civil societies like Twaweza and Hakielimu as their duties are including teachers and students in most cases. Also some teacher-students were involved in this study sample to make sure that data about students experience are obtained. The second limitation was time. Because of the limited time, this study was confined to a limited number of participants and limited time to interact with them.

This was solved by collecting data everyday and sometimes during the night especially for those respondents who did not get time during working hours. Another limitation observed include uneven distribution of participants based on age, sex, gender and schools. This challenge was solved by including other respondents from neighboring schools like Mtongani which is near Mtakuja Secondary school. On top of that most of the data were collected qualitatively and thus much of it was self-reported data.

This is a limitation because self reported data rarely can be independently verified as a researcher has to take what people say as truth although it can contain several potential sources of bias such as selective memory (remembering or not remembering experiences or events that occurred at some point in the past, recalling events that occurred at one time as if they occurred at another and attribution).

This uncertainty was minimized to great extent as the researcher before data collection discussed with respondents the value and the significance of this study hence a need to provide adequate and real information free from bias based on their experiences. Accessibility, language fluency and time management also limited this study. To solve this the researcher ensured that he maintained maximum patience, communicate to school administration and school staff politely and where necessary translate the language to Kiswahili so that intended answers are provided by respondents.

CHAPTER TWO

2.0   LITERATURE REVIEW

2.1   Introduction

This chapter provides the review of the related literature for this study. The first section presents theoretical framework for this study, the second presents empirical literature that revolves around three objectives developed in chapter 1. The third section presents conceptual framework and lastly the chapter ends with the gaps in the literature.

2.2   Theoretical Framework

This section focuses on examining the theories that frame this study, these include Maslow hierarchy of needs and attribution theory. Maslow theory of hierarchy of needs:

In 1943 Abraham Maslow developed a hierarchy of needs theory by explaining the way human can be motivated along the hierarchy of needs. According to Maslow human needs are often in hierarchy and needs at the bottom of hierarchy must be fulfilled first before those of upper level. These needs includes physiological needs, safety and security needs, love and belonging needs, esteem needs and self-actualization needs and these are normally portrayed in pyramid. The figure below shows the Maslow's hierarchy of needs with physiological needs at the bottom of the hierarchy and self actualization need at the top. Between are safety needs, love and belonging needs as well as esteem needs.
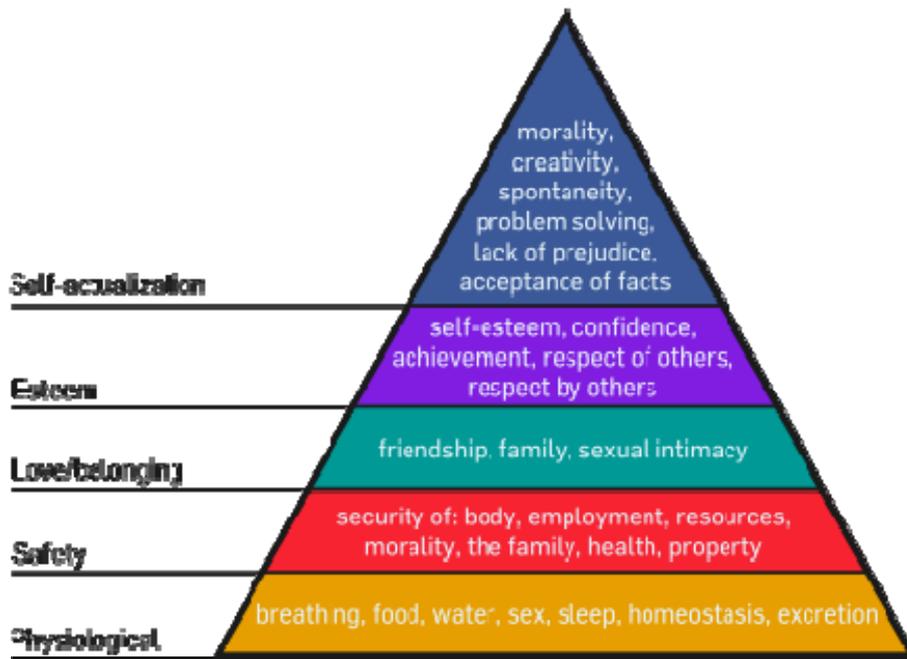
Figure 2.1: Theoretical Framework
Source: Maslow, A. (1968)

Physiological needs are physical requirements for human survival. If these requirements are not met the human body cannot function properly and will ultimately fail. Example of physiological needs are air, water and food. Safety and security needs include personal security, financial security, health and well-being. Example of love and belonging needs are friendship intimacy and family. Deficiencies within this level can impact individuals ability to form and maintain relationships. Esteem needs on the other hands include the need to have self-esteem and self-respect. Maslow noted two versions of esteem needs, a lower version and a higher version. The lower version of esteem is the need for respect from others. This may include the need for status, recognition, fame, prestige and attention, the higher version manifests itself as the need for self respect. For example the person may have a need for strength, competence, mastery, self-confidence, independence and freedom. This "higher" version takes precedence over the "lower" version because it

relies on an inner competence established through experience. Deprivation of these needs may lead to inferiority complex, weakness and helplessness. Self-actualization is the highest level of needs according to Maslow. At this level, Maslow explains that human desire to accomplish everything that they can to become the most one can be.

For the sake of this study love/belonging needs, esteem needs and self-actualization needs will assist in this study concerning the strategies that teachers use to motivate students in secondary schools although physiological and safety needs are not exception for this study. The associations between fulfillment of each needs and its effect on student's motives to study will be examined in this study to find if there is a relationship between those variables especially in creating, maintaining and protecting motivation to students.

Attribution theory, a psychological theory of attribution, was proposed by Heider (1958). Weiner (1972) developed this theoretical framework that has become a major research paradigm of social psychology. Attribution theory deals with peoples' perceptions of the reasons for their successes and failures. According to this theory there are three main elements, based on whether individuals attribute successes and failures. The first element concerns to internal or external factors, second to stable or unstable factors, and third to controllable or uncontrollable factors.

Attribution theory has been used to explain the difference in motivation between high and low achievers. According to attribution theory, high achievers will approach rather than avoid tasks related to succeeding, because they believe success is due to high ability and effort which they are confident of. Failure is thought to be

caused by bad luck or a poor exam and is not their fault. Thus, failure doesn't affect their self-esteem but success builds pride and confidence. On the other hand, low achievers avoid success-related chores because they tend to doubt their ability and/or assume success is related to luck or to "who you know" or to other factors beyond their control. Thus, even when successful, it isn't as rewarding to the low achiever because he/she doesn't feel responsible, it doesn't increase his/her pride and confidence.

For example if a runner had already been expending high effort, but had failed to reach the final point, then encouraging him to attribute the failure to lack of effort might simply demoralize him/her (Robinson, 1990). If the qualifying standard were simply too difficult to meet, then encouraging attributions to lack of effort might serve little purpose, because increasing effort would probably do little to improve outcomes. If the wrong race strategy were used, then increasing effort would not logically lead to improved outcomes, if the same strategy were used in future. Both Maslow hierarchy of needs theory and attribution theory helped this study to investigate the students' motivational strategies.

2.3 Empirical Literature

2.3.1 Perceptions of Teachers on Motivation in Learning

Hoy (1990) looked on teachers' perception on motivation to student and their beliefs about managing students in San Francisco. He used a sample of 55 religious schools. The study found that the greater the teacher's sense of personal efficacy, the more humanistic the teacher's pupil control orientation. The stronger the teacher's belief

that teaching can be successful, even with difficult and unmotivated students (general teaching efficacy), the more humanistic the teacher's pupil control orientation and the more the teacher supported student autonomy in solving classroom problems. Teachers who believed that students must be controlled and cannot be trusted were also more likely to believe that extrinsic rewards are necessary to motivate the students.

Jennifer (1988) investigated on perception of learning strategies and motivation in America. A sample of 126 students attending a junior high/high school for academically advanced students were randomly selected from one of their classes and responded to a questionnaire. The study found that students who perceived an emphasis on mastery goals in the classroom reported using more effective strategies, preferred challenging tasks, had a more positive attitude toward the class, and had a stronger belief that success follows from one's effort. Students who perceived performance goals as salient tended to focus on their ability, evaluating their ability negatively and attributing failure to lack of ability.

The pattern and strength of the findings suggest that the classroom goal orientation may facilitate the maintenance of adaptive motivation patterns when mastery goals are salient and are adopted by students. This is important as it explains the importance of putting emphasis on mastery goals to students as they are important for creating, protecting and maintaining motivation to students. If students are encouraged to realize the mastery goals in the classroom they will increase their efforts to achieve those goals. Jennifer's study explained the characteristics of these students that they use more effective strategies, preferred challenging tasks, had a

more positive attitude toward the class, and had a stronger belief that success follows from one's effort.

Michael (1993), researched on perception of teachers on motivation in the classroom: Reciprocal effects of teacher behaviour and student engagement across the school year. The study examined the effects of 3 dimensions of teacher (n 14) behaviour (involvement, structure, and autonomy support) on 144 children's (Grades 3–5) behavioural and emotional engagement across a school year.

The study found that teacher involvement was central to children's experiences in the classroom and that teacher provision of both autonomy support and optimal structure predicted children's motivation across the school year. Reciprocal effects of student motivation on teacher behaviour were also found. Students who showed higher initial behavioural engagement received subsequently more of all 3 teachers behaviours. These findings suggest that students who are behaviourally disengaged receive teacher responses that should further undermine their motivation.

Tollefson (2000) investigated about perception of teachers on students' motivation in America's schools. He used frameworks of expectancy value theory, self-efficacy theory, goal orientation theory, and attribution theory. A sample of 141 teachers and students were used. He found that teachers see ability and effort as important determinants of students' success in school. Teachers also view students' entry level skills (i.e., basic language and math skills needed for success at different grade levels) and students' home environments as major determinants of students'

classroom academic and social behaviours. He suggested that teachers should examine their own beliefs about students and why students succeed or fail at the tasks that the teacher assigns.

He also suggested that teachers can make changes, if necessary, in the tasks they assign, the learning environments they create, and their verbal interactions with their students. More over the study suggested that teachers can work together to develop school communities that will encourage students to expend effort on schoolwork, value achievement and can talk with students about the important role that effort plays in school success, and they can encourage students to evaluate their success and failures in relationship to the amount of effort they expended.

Nandola (2011) conducted research on perception of teachers' motivation in the higher secondary classrooms. 14 higher secondary schools of Junagadh city were selected. From these higher secondary by purposive sampling method 181 teachers teaching in higher secondary schools were selected as the sample. The required data was collected with the help of motivation scale. From this study it became quite evident that teachers' motivational constructs do in fact impact the academic performance of students.

The study suggested that schools should be a place where the students feel appropriately challenged to be academically successful and where the rewards of learning take the form of problem solving or successfully meeting challenges so as to have a higher level of motivation among its students. The findings of this study explain teachers view on motivation and its importance to students' performance. It

explains that teachers' motivational constructs do in fact impact the academic performance of students. This means that for students to perform well in their studies, teachers see motivation as the key factor.

Robert (2004) looked on perception of teachers on motivation to students. He used a sample of 212 teachers in his qualitative study method. The findings of this study indicate that perceived lack of student interest in academics is a principal stressor for teachers. This study suggests that teachers should not become preoccupied with the question of whether student's actions are intrinsically or extrinsically motivated. What appears to be intrinsic motivation often has an extrinsic history and in reality, most behaviours are likely driven by a blending of intrinsic and extrinsic motivations. The findings further added that figuring out the intrinsic/extrinsic ratio for a particular behaviour for a given student would be tedious and time consuming. The study contends that, the primary issue is whether students are improving their skills and the quality of their work, whatever motivational strategies are used.

Both intrinsic and extrinsic motivations have advantages and limitations, making it very unlikely that either by itself would optimize student performance. This study explained about teachers' view that lack of students' interest is problem for teachers but it doesn't explain the strategies to be used so as to raise students' interest to study. Also the suggestion of this study that teachers should not become preoccupied with the question of whether student's actions are intrinsically or extrinsically motivated because what appears to be intrinsic motivation often has an extrinsic history and in reality, most behaviours are likely driven by a blending of intrinsic and

extrinsic motivations, it helps only to explain that intrinsic motivation has an extrinsic history but still does not explain how this can help to raise students motive to learn.

Junio (2009) investigated about perception of teachers' on motivation, to students for classroom achievement in Catalonia (Spain). He used quantitative analysis with a sample of 31 teachers and 694 students. He found that teachers' motivation is related to teacher use of motivating strategies, which in turn are related to student motivation and classroom achievement. He suggested that any change in the educational system that promotes higher levels of teacher motivation should result in improved levels of education of the students. The findings of this study explain that teachers view motivation to students as related to teacher's use of motivation strategies which in turn are related to student motivation.

2.3.2 Strategies that Teachers use to Create and Maintain Motivation in
Classroom Setting

David (2007) looked on strategies that teachers use to motivate students in Australia. He used qualitative analysis with a sample of 58 middle school teachers. He found that students can be motivated by success, novelty, choice, relevance, variety, collaboration, teacher enthusiasm, and encouragement. He suggested that teachers should be familiar with these techniques that can be used to motivate students and they should apply them accordingly for good performance of students. His findings give contribution to a body of knowledge on strategies that teachers use to motivate students in classroom. The findings of his study that students can be motivated by

success, novelty, choice, relevance, variety, collaboration, enthusiasm and encouragement helps to explain how secondary school teachers can motivate their students with different strategies accordingly so as to raise motivation level.

Ismail (2006) investigated about strategies that teachers use to create, maintain and protect motivation in Lafayette, India. The results found that controlling the environment within your course through the use of enthusiasm, positive feedback framing, and use of humor can result in a strong positive influence on motivation. Using clearly stated objectives/outcomes helps guide student learning, which motivates them to maintain engagement behaviour. He suggested that teachers should use various strategies to manage the classroom in a way that students will be motivated to study.

Dolezal (2003) investigated on strategies that teachers use to motivate students in Chicago. He used qualitative analysis with a sample of nine grade 3 teachers in 8 Catholic schools. She found that teachers engagement varied dramatically between some classes, covering with motivating elements of instruction. Engaging teachers did much to motivate their students and little that might undermine academic motivation. Teachers were classified into 3 levels: low, moderately, and highly engaging. In the 3 classrooms characterized by low engagement, teachers were observed to use many practices that undermined motivation. The 4 moderately engaging teachers used many potentially motivating practices in their classrooms but assigned tasks that were low in difficulty. Teachers in the 2 highly engaging classrooms used many potentially motivating practices and required students to complete tasks that were appropriately, cognitively challenging (i.e., students could

do them with some effort). All these contribute to a body of knowledge on strategies that teachers use to motivate students some of which are based also on their perception to students' motivation. The findings of his study that teachers' engagement varied dramatically between some classes, covered with motivating elements of instruction shows how different strategies are applied by various teachers in different context**.**

Daniel (2004) researched on strategies used to motivate students in Washtenaw Community College America. He used qualitative analysis with a sample of 126 teachers. The study found that instructor's responses indicate an increase in motivation and writing length for students who integrated computers into the writing process and that students were motivated by computer technology along with other factors like teacher participation, extra-curricular instruction and personalized assistance. He suggested that instructors should share the difficulties faced by students with computer literacy issues so as to improve students' effectiveness in studies.

Together with computer technology other factors like teacher participation, extra-curricular instruction and personalized assistance were also found to be important in creating basic motivation conditions to students. Teacher participation in students academic and social affairs were found to be of great importance as it minimize the interaction gaps between teachers and students which in turn leads to good performance of students. Also this review explains the use of extracurricular activity as a means of motivating students to study. Extracurricular activities are as those school-related events and/or activities which complement stated course curricula and

which do not result in credit towards graduation and of which student participation in such activities are voluntary. Lyme/Old Lyme Board of Education (2002) states that extracurricular activities include, but are not limited to, athletic events, school-sponsored clubs or interest groups, honor societies, and trips, tours, competitions, performances, and other similar activities. All these are explained to create motivation to students in their studies. Personal assistance is also explained in this review as it increases students motivational to study.

2.3.3 Factors that Affect Motivation in Classroom Setting

Skok, (2013) investigated on factors that affect motivation for learning in organizations at research division of the Federal Reserve Bank of St. Louis. He used questionnaire with a sample of 150 respondents. He found that knowledge and work experience have the most influence on the possibility for development and for a career. He suggested that there should be clear personal and organizational objectives, knowledge sharing with the help of peers, coaches or mentors as they are crucial and significant for organizational development.

The findings of this study helps contribute to body of knowledge on effects of knowledge and work experience to students motivation and hence performance. School as an example of learning organization is not exclusive to this. This means that for students performance, teachers knowledge and work experience are among the strategies which are used to motivate students in learning. Despite the fact that this study explains the effects of knowledge and work experience, it does not explain the extent and quality of that knowledge and work experience. Bamosa (2000),

investigated factors affecting student motivation: perception of pre-clinical students in the college of medicine, King Faisal University, Dammam, Saudi Arabia.

He used a questionnaire with a total of 231 male and female medical students. He found that factors that have been rated as strong promoters of motivation include: injecting relevant clinical information into lectures, encouraging student participation, revising previous lectures, using explanatory Arabic phrases, using the chalk board, providing specific course objectives, adopting one easy reference, concentrating on the core curriculum and showing respect to students. Factors that have been evaluated as inhibitors of motivation included: content overload, unscheduled quizzes, giving one quiz per subject in a semester, difficult exams and afternoon lectures.

2.4   Conceptual Framework

Teachers perceive motivation as important for students' performance and as a result they strive to use several strategies to create, maintain and protect motivation. Despite those efforts several factors impede the use of these strategies as shown in the Figure 2.2.

It can be clearly seen from the Figure 2.2 show that best strategies with positive perception of motivation to learn bring positive results to students provided that all necessary factors which might interfere this are controlled. Otherwise, with positive perception and good strategies but with limiting factors the intended results will not be attained.

| Perception of Teachers on motivation | Strategies that teachers use to motivate students | Impeding factors |

| Motivation makes students active and result to good performance. | Provision of immediate feedback, rewards and good rapport, open exchange of ideas about the topic, creating encouraging and supportive environment and increasing enthusiasm with students. | Knowledge and work experience, low morale, high working loads, students level of understanding, lack of teaching-learning materials and improper teacher-student ratio. |

Figure 2.2: Conceptual Framework

Source: Field Data (2013)

2.5 Gaps in the Literature

Although research on motivation is extensive, (Nandola, 2011; Skok, 2013few researchers have cared to dwell on the perception of teachers on strategies that they use to motivate students. Moreover the literature on motivation explains more on what motivation is, its importance and how it can affect teaching and learning and not many researchers have looked into the strategies that teachers use to motivate students. This study aims to fill the gap in the literature by looking into the perception of teachers on motivation, factors that affect motivation in the classroom and strategies they use to motivate students

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1   Introduction

This section will focus on research design, research area, population of the study, sampling technique and sample size, research instruments and data analysis methods.

3.2   Research Design

Thornhill, (2009), defined research design as the general plan of how to go about answering research questions. In association with that, it can also be defined as a structure of research, i.e. how do you want your research to look like. This study used a mixed design. Mixed research is research in which quantitative and qualitative techniques are mixed in a single study. It is the third major research paradigm, adding an attractive alternative (when it is appropriate) to quantitative and qualitative research. Proponents of mixed research typically adhere to the compatibility thesis as well as to the philosophy of pragmatism.

The compatibility thesis is the idea that quantitative and qualitative methods are compatible, that is, they can both be used in a single research study while the philosophy of pragmatism says that researchers should use the approach or mixture of approaches that works the best in a real world situation. In short, what works is what is useful and should be used, regardless of any philosophical assumptions, paradigmatic assumptions, or any other type of assumptions.

The reasons for using mixed research design is that words, pictures and narratives can be used to add meaning to numbers, numbers can be used to add precision to

words, pictures and narratives, can provide both qualitative and quantitative research strength. A researcher can generate and test grounded theory, can answer broader and more complete range of research questions, because a researcher is not confined to a single method or approach, by using both method in a research study a researcher can use strength of an additional method to overcome the weakness in another method.

Other advantages includes provision of stronger evidence for conclusion through convergence and corroboration of findings which is a principle of triangulation, mixed research design can also add insights and understandings that might be missed when only a single method is used, can be used to increase generalisability of results and moreover qualitative and quantitative research when used together produce more complete knowledge necessary to inform theory and practice. This study involved the determination of strategies that teachers use to motivate students in secondary schools in Tanzania, a case study of Kinondoni Municipal Council, Dar es Salaam

3.3 Research Area

This study was conducted in Kinondoni Municipal Council, Dar es Salaam Region. The study was specifically targeted to Kawe Division which is among the four divisions of Kinondoni Municipal Council. Four schools namely Ukwamani, Boko, Mtakuja and Twiga were involved in this study. A choice of this municipal council is due to the reasons that Kinondoni is found in Dar es Salaam the capital city where the population is heterogeneous with people from different regions who vary in various aspects of social, economic, cultural as well as behavioral attitudes. Another

reason for choosing Kinondoni Municipal council was personal. The researcher live and work in Kinondoni therefore it was accessible given the limited time and financial constraints.

3.4   Population

The term population has been defined by several scholars as follows. According to Encyclopedia Britannica (2008) it is the whole number of inhabitants occupying an area (such as a country or the world) and continually being modified by increases (births and immigrations) and losses (deaths and emigrations). As with any biological population, the size of a human population is limited by the supply of food, the effect of diseases, and other environmental factors. It can also be defined as a summation of all the organisms of the same group or species, who live in the same geographical area, and have the capability of interbreeding (Wikipedia, the free encyclopedia, 2014).

Apart from that it can also be defined as a group of individuals of the same species occupying a particular geographic area which may be relatively small and closed, as on an island or in a valley, or they may be more diffuse and without a clear boundary between them and a neighboring population of the same species (Encyclopedia Britannica, 2008). In association to that and for the purpose of research, it can also be defined as the number of people a researcher expects to include in the study. It is a group that researcher represent in his study. A total population of 1840 Teachers from 46 public Secondary Schools was involved in this study. This study intended to examine the strategies that teachers use to motivate secondary school students in Kawe Division of Kinondoni Municipal Council Dar es Salaam.

3.5   Sampling Techniques and Sample Size

The objectives of this study was to examine the perceptions of teachers on motivation in learning, to examine the strategies that teachers use to create and maintain motivation in classroom setting and to investigate the factors that affect motivation in classroom setting. Before deciding on whom to select for the inquiry and how to select the sample, qualitative researchers must decide what the objective of the study is (Onwuegbuzie *et al*., 2004). If the objective of the study is to generalize the interpretations to a population, then the researcher should attempt to select a sample that is both random and large (Creswell, 2002; Johnson and Christensen, 2004).

Since the objective of the study was to generalize the interpretations to a population a simple random sampling technique was used. In this simple random sampling, a sample of 100 participants was selected in such a way that every person in the population had same probability of being selected for the study, and that the selection of one individual didn't affect selection of any other individual (i.e., independence). 100 teachers selected represented teachers with various level of qualification, ranging from certificates to master's degree in education, included teachers with a range of working experience from low experience of less than five (5) years to high experience of more than twenty years. Included in this population also are male and female teachers from Kawe Division of Kinondoni district who are from almost all corners and region of Tanzania. Both open ended questions as well as closed ones were used with various research instruments such as interview and questionnaire in this study so as to ensure the validity of the data obtained.

3.5.1   Sample Size

A sample of 100 male and female teachers with various age, qualification and experience were involved in this study. The sample was drawn from a total population of 1840 Teachers of public own secondary schools in Kinondoni Municipal council. Sample sizes in qualitative research should not be too large that it is difficult to extract thick, rich data. At the same time, as noted by Sandelowski (1995), the sample should not be too small that it is difficult to achieve data saturation (Flick, 1998; Morse, 1995), theoretical saturation (Strauss & Corbin, 1990), or informational redundancy (Lincoln & Guba, 1985).

3.6   Research Instruments and Methods

The instruments utilized for the study included the following:

3.6.1   Questionnaires

It is a method of data collection especially in big enquiries. In association to that meaning questionnaire can be defined also as a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Usually, a questionnaire consisted of a number of questions that the respondent has to answer in a set format open-ended and/or closed-ended questions. An open-ended question solicited information about strategies that teachers use to motivate students, whereas a closed-ended questions were used to provide answers to given number of options concerning also with strategies used to motivate students as well as factors affecting motivation in classroom settings. The information about strategies that teachers use to create and maintain motivation in classroom setting as

well as the factors that affect motivation in classroom setting were obtained through questionnaire.

3.6.2   Interview

Kvale, (1996) defines interview as a conversation between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee. In addition to that interview can be defined as a systematic way of talking and listening to people and are another way to collect data from individuals through conversations. In this study interview was used to solicit information from teachers about perception of teachers on motivation in learning, fifty (50) teachers responded to this question. It was used because observation technique cannot be used to examine perception of teachers on motivation to students and rather it is trough interview questions that these kind of information could be obtained.

3.5.3   Observations Method

Observations have been defined by Enon (1998) as data that are collected regardless of techniques used in the study. He further added that it relies on the researchers seeing, hearing, testing and smelling things. In association with that observation can also be defined as the 'accurate watching, noting the phenomenon by which they occur in the nature with regard to the cause and effect of mutual relations.' In addition to that it can also be defined as an activity of a living being, such as a human, consisting of receiving knowledge of the outside world through the senses, or the recording of data using scientific instruments.

Observation may be done in three ways namely un obstructive - here no one knows you are observing, participant- you actually participate in the activity and obstructive- the people being observed know that you are there to observe them. In this study participant observation was used to gather information about strategies teachers use to motivate students in classrooms. Participant observation was preferred most because it helps to reduce reactivity where by the researcher becomes an active functioning member of the culture under study. It was also used because it gives the researcher an intuitive understanding of what is happening in a culture.

3.7   Data Analysis Methods

The researcher looked for perception of teachers on motivation in learning, strategies that teachers use to create and maintain motivations in classroom settings and factors that affect motivation in classroom settings. Data were collected and coding categories included teachers use of discussion method rather than lecture, demonstration of appropriate teacher behaviour, accepting all students equally, portray of high expectations for all students, enthusiasm, encouraging and supporting students, accepting mistakes as normal part of learning.

Others included creating specific roles for each participant, inclusion of competitive elements, varying teaching methods, encourage group work, encourage individual thinking and ownership, encourage positive self evaluation, provide positive feedback and acknowledge the active learners. The coded data were discussed separately and in groups according to reviewed literature. Histograms were also used to provide clear elaboration of the data. Data saturation was ensured as enough data were collected from 100 teachers by purposeful sampling. The use of interview,

questionnaire and direct observation in this study ware ensured to ensure validity of this study. To ensure credibility, reliability and adequacy of the finding the results was returned to informants for confirmation of their reported data. The respondents were ensured that the data they provided will only be used for the intended objectives only.

CHAPTER FOUR

4.0 DATA ANALYSIS AND DISCUSSIONS

4.1 Introduction

Eight participants were postgraduate studying Masters of Education in Administration, Planning and Policy Studies (MED APPS) in various universities including the Open University of Tanzania. Two participants were graduate pursued Postgraduate Diploma in Education (PGDE) of the Open University of Tanzania (OUT). 70 participants were graduates from various Universities in faculty of Education, Arts and social science, faculty of science, business administration and politics but are teachers by profession. 15 participants were diploma holder while 5 teachers were form six levers volunteering to teach in their former schools. 50 participants indicated more than 10 years working experience. 62 female and 38 male teachers participated in this study. Interviews lasted for thirty to fifty minutes, with the average being forty minutes. Observation and questionnaire were conducted within estimated time of 8 hours.

Table 4.1: Gender by Age Group

Gender	20-30 Years	30-40 Years	40-50 years	50-60 Years
	n = 40	n =30	n =20	n =10
Male	42%	40%	41%	30%
Female	58%	60%	59%	70%
Total	1100%	100%	100%	100%

Source: Field Data (2013)

Table 4.2: Level of Education by Working Experience

	Postgraduate	Bachelor	Diploma	Certificate
Working Experience	n =10	n =70	n =15	n =5
1-5 Years	20%	57%	13%	80%
55-10 Years	60%	28%	33%	20%
10Years and above	20%	15%	54%	-
TOTAL	**100%**	**100%**	**100%**	**100%**

Source: Field Data (2013)

4.2   Results

The first objective was to examine the perceptions of teachers on motivation in learning. The objective was intended to examine how teachers talk about motivation and how do their views of motivation shape the ways they motivate students. Interview was used to obtain information from 30 teachers about teacher's perceptions on motivation in learning. The first question was: What are teachers' views on the importance of motivation in classroom setting? The following are results for this question.

Teacher 1**:** 'Motivation makes students active in studying. Teachers view that through motivation students become happy with the subject under study and if well applied even slow learners participate well hence understand the subject'. These findings are in agreements with Salami (2010), results which showed that emotional intelligence, self- efficacy, happiness and life satisfaction over and above depression predicted students' behaviours and attitudes.

Teacher 17: **'**Motivation eliminates fear of participation in learning and maximizes good teacher-student relationship'. Respondents reported that this ensures that students become free to face their teachers so as to help them to solve various problems they are facing through their learning. These findings are in agreements with Salami (2010), results which showed that emotional intelligence, self-efficacy, happiness and life satisfaction over and above depression predicted students' behaviors and attitudes. These findings are also in consistent with Hoy (1990) study. His study found that the greater the teacher's sense of personal efficacy, the more humanistic the teacher's pupil control orientation and the stronger the teacher's belief that teaching can be successful, even with difficult and unmotivated students (general teaching efficacy), the more humanistic the teacher's pupil control orientation the more the teacher supported student autonomy in solving classroom problems.

Teacher 45: 'Motivation has nothing to do with students' performance'. The respondents of this question asserts that student's awareness of the benefits of acquiring education, efforts, commitments to study as well as ability to manage the subject matter are the major determinants of their success and not motivation. These findings are in consistent to the work of Jennifer (1988).

According to Jennifer (1988) students who perceived an emphasis on mastery goals in the classroom reported using more effective strategies, preferred challenging tasks, had a more positive attitude toward the class, and had a stronger belief that success follows from one's effort. Students who perceived performance goals as salient tended to focus on their ability, evaluating their ability negatively and attributing

failure to lack of ability. This is also supported by Robert (2004) study that perceived lack of student interest in academics is a principal stressor for teachers. This study suggests that teachers should not become preoccupied with the question of whether student's actions are intrinsically or extrinsically motivated. What appears to be intrinsic motivation often has an extrinsic history and in reality, most behaviours are likely driven by a blending of intrinsic and extrinsic motivations.

The findings further added that figuring out the intrinsic/extrinsic ratio for a particular behaviour for a given student would be tedious and time consuming. The study contends that, the primary issue is whether students are improving their skills and the quality of their work, whatever motivational strategies are used. The second question was how do teachers talk about motivation? Interview was also used to solicit information from fifty (50) teachers. The following are the results for this question.

Teacher 4: 'Motivation is very important for classroom teaching and learning'. Teachers view that due to its importance they teach students according to their intelligent capacity, relevant subject matter and they ensure their effectiveness in work. From these findings it shows that teachers have knowledge of the importance of motivation in the classroom. This implies that teachers strive to motivate students by teaching relevant subject matter. These findings are in agreements with Heafner (2004) findings that challenging and engaging academic tasks build upon students' prior knowledge and enable students to construct their own understanding of the content enhance student motivation and increase student self-confidence in their

cognitive abilities. According to Heafner (2004), when planning for instruction, teachers need to strongly consider what motivates students to learn.

Teacher 8: 'Motivation is very important, but it is time consuming'. Under this response the essence of the respondent focuses on the time used to prepare the motivators like rewarding, hand clapping which interrupts teaching for some time and other encouragements which are applied during teaching periods as a means of ensuring involvement of students are a waste more time. To these teachers they advocate teaching methods like lectures as the preferable one for the reason that their classes are overcrowded, teachers students ratio of 1:45 is not yet achieved and moreover majority of students are slow learners hence lack prior knowledge about the subject.

This is in agreements with (Guay, 2008) findings that not only do extrinsic rewards undermine intrinsic motivation, but in some cases, they also demonstrate poorer conceptual learning and performance in students. Students who are motivated intrinsically are more internally motivated, which leads to higher academic achievement and a more positive experience at school (Guay, 2008). Overall, rewards do not encourage internal motivation, nor do they facilitate learning. Rewards can undermine internalization and thus, do not encourage self-motivation and interest in tasks.

Teacher 50: Motivation consumes a lot of money especially in terms of rewards which need money. The respondents to this question assets that to motivate students by giving them gifts like text books or cash money not only may it cause students to

develop behaviour that they can only perform well if they are given reward but also need money which cannot be obtained constantly. These findings are supported by Guay (2008) results that overall rewards do not encourage internal motivation, nor do they facilitate learning.

This is also in agreements with Robert (2004) study that perceived lack of student interest in academics is a principal stressor for teachers. This study suggests that teachers should not become preoccupied with the question of whether student's actions are intrinsically or extrinsically motivated. What appears to be intrinsic motivation often has an extrinsic history and in reality, most behaviours are likely driven by a blending of intrinsic and extrinsic motivations. The findings further added that figuring out the intrinsic/extrinsic ratio for a particular behaviour for a given student would be tedious and time consuming. The third question was what is your perception about teaching career? Three teachers responded to this question. The answer to this question ware as follows:

Teacher 7: 'Teaching is a hard job to do. Teachers view that in order to motivate students they should work hard to ensure that every student benefit and gain knowledge about the subject under study. Teachers are therefore working hard to ensure that students understand well the subjects which are taught'. These findings are in agreements with the work of Hoy (1990), his study found that the greater the teacher's sense of personal efficacy, the more humanistic the teacher's pupil control orientation and the stronger the teacher's belief that teaching can be successful, even with difficult and unmotivated students (general teaching efficacy), the more

humanistic the teacher's pupil control orientation, the more the teacher supported student autonomy in solving classroom problems.

Teacher 11: 'Teachers shape students so that they will gain interests in studies and that they will not be affected much negatively by the rapid growth of science, technology and globalization'. These findings are in consistent to the work of Robert (2004) that the perceived lack of student interest in academics is a principal stressor for teachers. Teachers view that students are interested in using modern technology through mobile phones, computer application and Internet and pay little attention to subjects which are taught at school. In this case teachers are aware of rapid growth of science and technology all over the world and they are trying to shape students in a manner that they will pay attention to subjects despite the external influences, as most of the schools are not well equipped with the Information and Communications Technologies (ICT) facilities at their schools.

Teacher 31: 'Teaching is facilitative role and teachers only contribute 25% of students' performance'. Teachers view that their role is to enable students to understand the subjects by instructing and encouraging them to study hard. Teachers see that students who are spending more time to study, and who are having well controlled studying environment will perform well in their studies. This is in agreements with Tollefson (2000) findings that teachers see ability and effort as important determinants of students' success in school. According to his study, teachers view students' entry level skills and home environments as major determinants of students' classroom, academic and social behaviours.

According to his study teachers can work together to develop school communities that will encourage students to expend effort on schoolwork, value achievement and they can talk with students about the important role that effort plays in school success, and they can encourage students to evaluate their success and failures in relationship to the amount of effort they expended.

The second objective was to examine strategies teachers use to create, maintain and protect motivation in the classroom

The first question asked was how do teachers create basic motivational conditions in the learning contexts? The answers given to this question were grouped as shown in histogram below.
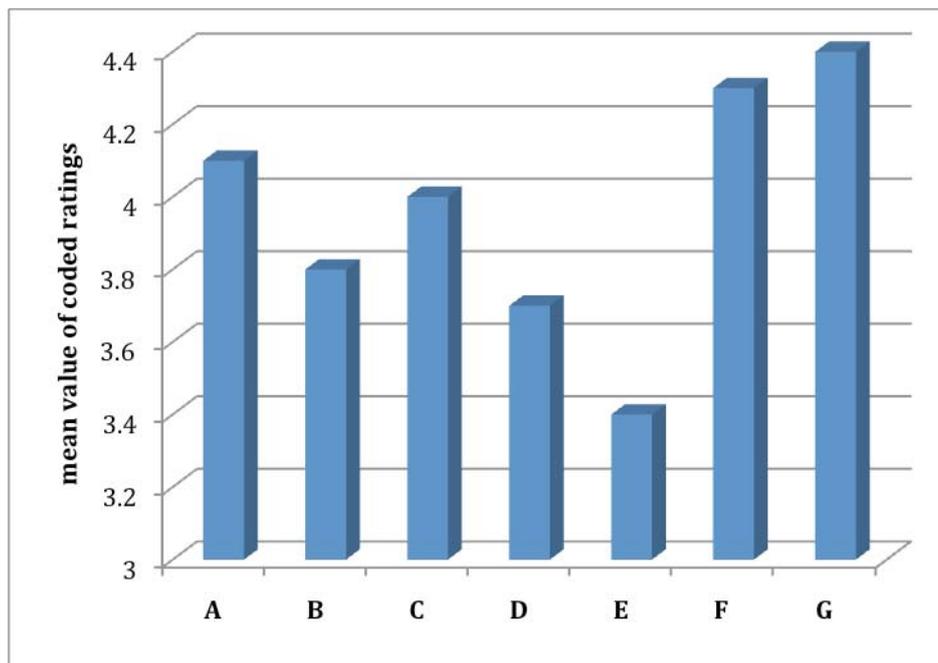
Figure 4.1: Results of Data Collected using Rating Scale
Source: Field Data (2013)

Item A - G stands for:

(a)   A is for open exchange of ideas about the topic.

(b)   B is demonstration of appropriate teachers behaviour

(c)   C is accepting all students equally

(d)   D is portrayal of high expectations for all students

(e)   E is enthusiasm

(f)   F is encouraging and supporting students

(g)   G is accepting mistakes as normal part of learning.

The results from the table above indicate that:

(a)   Open exchange of ideas about the topic between teachers and students is

      high.

(b)   Demonstration of appropriate teacher behaviour is moderate.

(c)   Accepting of all students equally for teachers is high.

(d)   Portrayal of high expectations for all the students is moderate.

(e)   Enthusiasm is moderate

(f)   Encouraging and supporting students is high

(g)   Accepting mistakes as normal part of learning is high.

The response shown on histogram above can be discussed as follows:

Teacher 2: Through open exchange of ideas about the topic. Respondents to this

question assert that discussion with students about various topics is the effective

means to motivate students to study. Teachers reported that teachers–students,

teachers-teachers and students-students interactions about various topics under study

increase motivation of students to study. This is in consistent with David (2007)

findings that student can be motivated by success, novelty, choice, relevance, variety,

collaboration, teacher enthusiasm, and encouragement. This is also supported by

Ismail (2006), findings that controlling the environment within your course through

the use of enthusiasm, positive feedback framing, and use of humour can result in a strong positive influence on motivation.

Teacher 9: Accepting mistakes as normal part of learning**:** In this case teachers explain that they usually encourage students to study hard and not to be discouraged by poor results or failure which they may experience in their studies. This motivates students to try and retry to attempt various problems and at last they perform well. This is in agreements with Ismail (2006) study results that controlling the environment within your course through the use of enthusiasm, positive feedback framing, and use of humor can result in a strong positive influence on motivation. This is in consistent also with David (2007) findings that students can be motivated by success, novelty, choice, relevance, variety, collaboration, teacher enthusiasm, and encouragement.

Teacher 20: Through portrayal of high expectations for all students. This is in agreement with Crookes (1991) findings that creating motivational condition in the classroom include demonstrating the acceptance and caring behaviour, taking students' learning progress seriously and portray high expectations of what students can achieve. The findings are also in consistent with Michael (1993) study results that teacher involvement was central to children's experiences in the classroom and that teacher provision of both autonomy support and optimal structure predicted children's motivation across the school year.

The second question was how do teachers maintain motivation in the classroom? The answers given to this question are shown in histogram below.
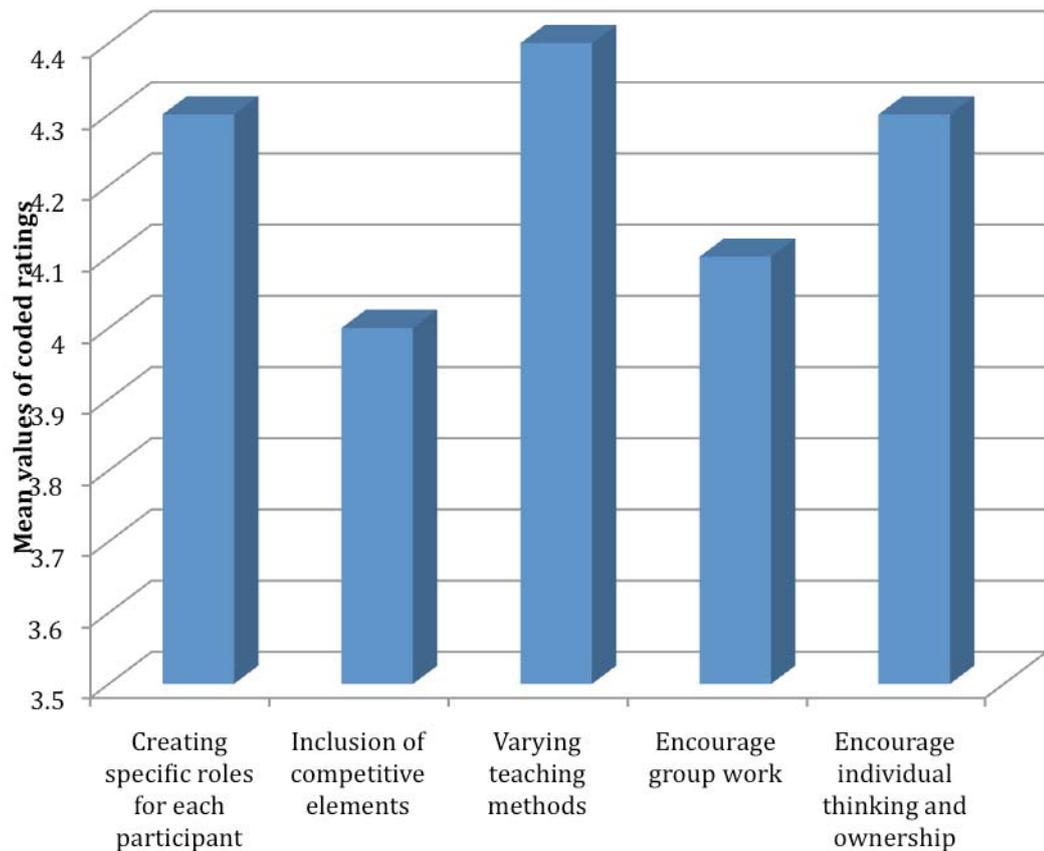
Figure 4.2: Strategies used to Maintain Motivation

Source: Field Data (2013)

Teacher 5: Creating specific role for each participant**.** Teachers reported that in order to maintain students motivation they create individual activities to ensure that every student participate well in learning processes. This is in agreement with Daniel (2004) study findings that instructor's responses indicate an increase in motivation and writing length for students who integrated computers into the writing process and that students were motivated by computer technology along with other factors like teacher participation, extra-curricular instruction and personalized assistance.

Teacher 6: Through varying teaching methods. Teachers reported that they use various techniques such as discussion, group work, field trip and other social groups

which are formed as a means of maintaining students' motivation. Schmidt (1991) explains that to maintain motivation teachers should vary the activities, tasks, and materials due to the fact that lessons that always follow the same format can lead to increased levels of boredom and decreased levels of attention. The findings are in agreements with David (2007) findings that students can be motivated by success, novelty, choice, relevance, variety, collaboration, teacher enthusiasm, and encouragement and that teachers should be familiar with these techniques that can be used to motivate students for good performance. These findings are also in consistent with Ismail (2006) results that controlling the environment within your course through the use of enthusiasm, positive feedback framing, and use of humour can result in a strong positive influence on motivation.

Teacher 15: Teachers view that to encourage group work can maintain motivation in classroom. Respondents to this question assert that they ensure that students work together so that everyone contribute ideas in a particular topic under study. This is in consistent also with David (2007) findings that student can be motivated by collaboration, teacher enthusiasm, and encouragement. These findings are also supported by Kivinen (2003) study results that high self-efficacy level, task orientation, intrinsic motivation and the use of cognitive and meta cognitive learning strategies attention control strategies, self instruction strategies and self- help strategies help learners to maintain motivation.

The third question was how do teachers protect motivation in learning context?

The answers given to this question are shown in the histogram below.
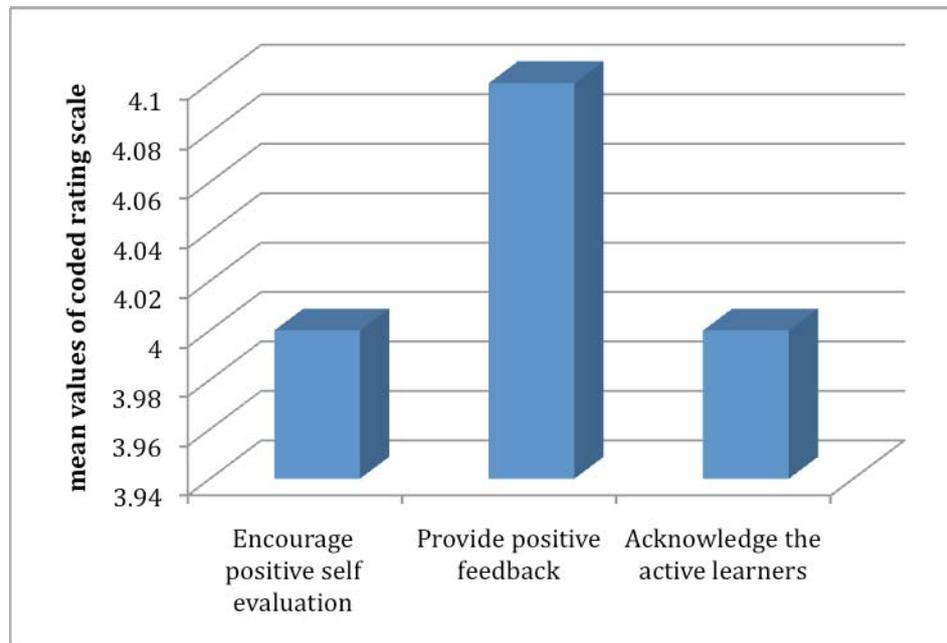
Figure 4.3: Strategies used to Protect Motivation

Source: Field data (2013)

The response shown on the histogram above can be discussed as follows.

Teacher 3: Encouraging of positive self-evaluation. Those who use this strategy assert that students should evaluate their performance themselves as being good or bad in relation to their efforts in studying. This is in consistent with Heider (1958) study findings that, there are three main elements, based on whether individuals attribute successes and failures. First is to internal or external factors, second to stable or unstable factors, and third is to controllable or uncontrollable factors.

According to him, high achievers believe success is due to high ability and effort while failure is thought to be caused by bad luck or a poor exam and not their fault. On the other hand, low achievers avoid success-related chores because they tend to doubt their ability and/or assume success is related to luck or to "who you know" or to other factors beyond their control. This is also in consistent with Tollefson (2000)

study findings that teachers should work together to develop school communities that will encourage students to expend effort on school work, value achievement and can talk with students about the important role that effort plays in school success, and they can encourage students to evaluate their success and failures in relationship to the amount of effort they expended.

Teacher 13: Provision of positive feedback. The proponents of this adhere that it is trough positive feedback that students are encouraged to study. The findings are in consistent with David (2007) findings that students motivation can be protected through, collaboration, teacher enthusiasm, and encouragement. These findings are also supported by Ismail (2006) study results that controlling the environment within your course through the use of enthusiasm, positive feedback framing, and use of humor can result in a strong positive influence on motivation.

Teacher 14: Through rewards provision of various activities. The proponents of this adhere that it is trough gifts given to the best performer and punishment to the poor performing students that motivation in learning context will be maintained. These responses are in consistent with Willis (1996) arguments that success and satisfaction are key factors in sustaining motivation. He further added that to round off the learning experience to encourage positive self-evaluation, teachers' needs to increase learner satisfaction, provide opportunities for sharing and public display of achievements, monitor students' progress, and celebrate their positive contributions, and give feedback on students' effort and improvements. Schmidt (1991) explain that to protect motivation teachers should vary the activities, tasks, and materials due to

the fact that lessons that always follow the same format can lead to increased levels of boredom and decreased levels of attention.

The last objective was to examine the factors that affect motivation in classroom settings. The first question asked was what individual factors affect teachers' creating, maintaining and protecting motivation in classroom?

Teacher 18: Knowledge of the subject matter and working experience. This is in agreements with Skok, (2013) findings that knowledge and work experience have the most influence on the possibility for development and for a career. The respondents given by these teachers are also in agreements with Saritas (2009) results that instructional strategies and methods, teacher competency and motivation or concentration were the three most influential factors that should be considered as they affect students' performance.

Teacher 39: Classroom management style and students level of understanding. This is in consistent to Hanrahan (1998), who found that even though the students viewed the class positively, and described themselves as highly motivated to learn, the level of cognitive engagement was affected by two interrelated factors: the control the teacher had over almost all activities, and student beliefs about learning in this context. This is also in agreements with Hong (2011) findings that teachers in gifted programs and teachers in general education classrooms have characteristic differences and that gifted students in pullout programs seem to be more likely to have teachers with certain favourable characteristics. He suggested that more courses

and trainings are needed for pre-service and in-service teachers so they have opportunities to learn and self-reflect on their own characteristics. The next question was what other factors affect teachers' creating maintaining and protecting motivation in classrooms?

Teacher 31: Lack of cooperation in various social activities and poor parents-teachers interactions and teachers' involvement in students' development outside the classroom, and poor parental care. This is in consistent with David (2007) findings that students can be motivated by success, novelty, collaboration, teacher enthusiasm, and encouragement. This is also in agreements with Tollefson (2000) study that teachers should work together to develop school communities that will encourage students to expend effort on schoolwork, value achievement and can talk with students about the important role that effort plays in school success, and they can encourage students to evaluate their success and failures in relationship to the amount of effort they expended.

From the results above it shows that teachers view motivation as important for students' performance as 74% of respondents supported it. The reason given by the these teachers are that motivation makes students active in learning, eliminate fear of participation of students and encourage the slow learners. Other teachers, (22% of respondents) assert that motivation is important but time consuming. These teachers argues that the time used to prepare the motivators like rewarding, hand clapping which interrupt teaching for some time and other encouragements which are applied during teaching periods as a means of ensuring involvement of students is a waste time. These teachers advocate teaching methods like lectures as the preferable ones

for the reason that their classes are overcrowded, teachers students ratio of 1:45 has not yet been achieved and moreover majority of students are slow learners hence lack prior knowledge about the subject. On the other side 4% of respondents contends that motivation has nothing to do with learning, their reasons being that student's awareness of the benefits of acquiring education, efforts, commitments to study as well as ability to manage the subject matter are the major determinants of their success, and not motivation.

The findings of this study provide evidence that teachers use several strategies to create, maintain, and provide motivation to students such as open exchange of ideas about the topic, accepting mistakes as normal part of learning, portrayal of high expectations for all students, encourage group work, provision of positive feedback and creating of specific role for each participant. Others are varying teaching method, encourage group work, and encourage positive self-evaluation and provision of rewards. Several factors have been outlined as they affect students' motivation to learn. The factors explained includes knowledge of subject matter, work experience, teachers classroom management style, students level of understanding and lack of cooperation between teachers and the surrounding community of students and school.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Summary

The study was conducted to investigate the strategies that teachers use to motivate students in secondary school in Tanzania. The main objectives of this study ware to examine the perceptions of teachers on motivation in learning, to examine the strategies that teachers use to create and maintain motivation in classroom setting and to investigate the factors that affect motivation in classroom setting. The first chapter focused on introduction, background of the problem, statement of the problem, purpose of the study, objectives of the study, significance of the study, delimitation and limitation of the study.

Chapter two contains theoretical framework, empirical literature, and conceptual framework and shows gaps in literature. Chapter three presented research design, research area, population of the study, sampling techniques and sample size, instruments used in data collection and data analysis. Chapter four presents the research participant profile as well as the results of the study. Chapter five contains summary, discussions, conclusion and recommendations of the study.

5.2   Major findings of the study.

If the goals of teaching in secondary schools are to be accomplished, teachers need to motivate students. As this study shows, the majority of teachers viewed motivation as of paramount importance for student's performance. This entails that for students to perform well in their studies they should be motivated because motivation makes

students active in learning, eliminate fear of participation in learning process, become active in learning and maximize professional teacher-student relationships. Several strategies have been used by teachers to motivate students in and out of the classroom environments. Despite the fact that report from teachers has shown that several motivational strategies have been applied to create, maintain and protect motivation to students, yet the applied strategies have not brought the intended results to the expected level. The changes expected were to raise motivation and to increase the studying spirit which in turn could result to good performance of students.

Several factors have been found to affect motivation in the classroom. These included mastery of subject matter on the part of the teacher which constrained the classroom discussion and constructive feedback, large number of students in one classroom which impeded discussion forcing teachers to resort in lecture method and lack of teaching aid which forced students to learn more theoretically than practically. It has been observed also that most of teachers use lecture method due to inappropriate teachers-students ratio, great workload and lack of enough teaching-learning materials such as books.

Despite all these influences, teachers should strive to motivate their students by using appropriate teaching aids so as to facilitate well the teaching-learning processes. The strategies for creating, maintaining and protecting motivation to students are not a work of teachers alone. Parents should also raise their children in a manner that will motivate them to learn. This is possible by ensuring that they provide good care in a way that all the necessary needs for children development are ensured. These needs

as proposed by Maslow hierarchy of need theory includes physiological needs such as air, water and food, safety and security needs such as personal security, financial security, health and well being. Others are love and belonging needs such as friendship intimacy and esteem needs which includes the need to have self esteem and self respect. Self-actualization need which is the highest of all needs in the hierarchy involves the desire of a person to accomplish everything that they can to become the most one can be. Maslow hierarchy of need theory of human development has implications for students' motivation to study. Maslow hierarchy of needs theory explains the way human can be motivated along the hierarchy of needs. According to the findings of this study, it became evident that motivation is important for student performance and that for student to be motivated to study she/he must be healthier enough, secured and loved by teachers, fellow students and surrounding community.

Students also should be respected and be informed that she/he can become the most one can be since they are not exclusive in hierarchy of needs since they are human being because the theory targets human development. Based on Maslow hierarchy of needs theory of human motivation, motivating students is the work of parents, teachers, students themselves, as well as the surrounding community, since all of them can influence the development of these students in one way or another.

On the other hand the influence of attribution theory to students' development has been shown. According to this theory there are three main elements, based on whether individuals attribute successes and failures. First element is to internal or

external factors, the second is to stable or unstable factors, and the third is to controllable or uncontrollable factors. Attribution theory has been used to explain the difference in motivation between high and low achievers.

According to attribution theory, high achievers will approach rather than avoid tasks related to succeeding, because they believe success is due to high ability and effort which they are confident of. Failure is thought to be caused by bad luck or a poor exam and is not their fault. Thus, failure doesn't affect their self-esteem but success builds pride and confidence. On the other hand, low achievers avoid success-related chores because they tend to doubt their ability and/or assume success is related to luck or to "who you know" or to other factors beyond their control. Thus, even when successful, it isn't as rewarding to the low achiever because he/she doesn't feel responsible, it doesn't increase his/her pride and confidence.

Some students, as stated in attribution theory, attribute their success and failure in studies and examinations differently as teachers do. They also have different views on motivation in learning, strategies the teachers use to motivate them and factors that affected their motivation and performance especially as it appear in final examination. Some respondents attribute students' failure to language used as a media of instructions while others to curriculum contents, contending that it doesn't encourage mastery learning approach, a learning strategy based on the philosophy that all students can perform well if taught at their level of proficiency and encouraged to develop at the rate of their own ability. For these respondents

motivation has nothing to do with students' performance if those limiting factors will not be eliminated.

This dissertation could not give the answers to all these questions hence creating a need for further research to study other factors apart from students' motivational strategies which also have effects to students' performance. Since also among the reported factors that affected students motivational strategies are teacher student ratio which does not provide chance for teachers to help student's sucessefully, the Ministry of Education and Vocational Training should see the possibility of ensuring that good teacher-student ratio is attained so that students will progress proficiently.

5.3   Conclusions

According to the findings of this study, it became evident that motivation is important for student performance and that for student to be motivated to study she/he must be healthier enough, secured and loved by teachers, fellow students and surrounding community. Students also should be respected and be informed that she/he can become the most one can be Since the results have shown that students learn more theoretically than practically, they should be provided with enough teaching-learning materials so that they will learn more by doing and this will ensure long lasting memories to what have been studied. Teachers also should study continuously so as to develop competence in their respective subjects so that they can manage to provide positive feedback to students to various areas of study. The ministry of Education and Vocational Training should see the possibility of ensuring that the number of students in classroom is manageable with good teacher-student ratio of 1:45 as proposed by the ministry.

5.4   Recommendations

(a)   Since the findings of this study shows that motivation is important for students performance, teachers should make sure that they motivate students because motivation makes students active in learning, eliminate fear of participation in learning process, motivation makes students active in learning and maximize professional teacher-student relationships.

(b)   Parents should make sure that they raise their children in a good manner which can facilitate studying behaviour by ensuring that they provide good care and that all the necessary needs for children development are ensured.

(c)   Teachers should be studying continuously in their respective teaching subjects so as to have adequate mastery of subject matters that they teach.

(d)   The Ministry of Education and Vocational Training should ensure that the number of students in the classroom is manageable to allow effective teaching."

(e)   Teachers should strive to motivate their students by using appropriate teaching aids so as to facilitate well the teaching-learning processes.

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APPENDICES

Appendix I: Interview Guides

1. What are your' views about motivation of students in classroom?

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

3. What is the most effective strategy to motivate students?

4. In your views, do you think it is important to motivate students?

    Please explain.

5. What are key factors that affect motivation in classroom setting

6. Do you think school environment impede students' motivation?

    Please explain

Appendix II: Observation

Dear respondent,

This study is conducted in order to fulfill the requirements for the awards of Masters of Education in Administration Planning and Policy Studies (MED (APPS)) of the Open University of Tanzania. This study aims at investigating the strategies that teachers use to motivate students in Tanzania. Kindly assist the researcher by allocating number in the answer space accordingly based on your experience. You are requested to respond freely as the information which you are going to provide will be treated as confidential and be used for academic purposes only.

PART A: DEMOGRAFIC PROFILE

Please put a tick for the appropriate answer in the brackets provided besides it, except question number one.

1. Name of the school……………………………………….

2. Gender: Male ( ) Female ( )

3. Age group

    (a) 20-30 (   )

    (b) 30-40 (   )

    (c) 40-50 (   )

    (d) 50-60 (   )

4. Level of Education

     (a) Secondary   (   )

     (b) College education (   )

(c) University college   (   )

(d) Others (   ) Please specify……………………….…………………

5. How long have you been in employment?

(a) Less than 1 year   (   )

(b) 1-5 years   (   )

(c) 5-10 years   (   )

(d) 10 years and above (   )

PART B: Please, rate the statements below by putting a tick against each statement

Rating scale

1=Veryhigh

2=High

3=Moderate

4=Low

5 = Very low

Item		Rating				
S/N	**Strategies**	Very high	High	Moderate	Low	Very low
		1	2	3	4	5
1.	Open exchange of ideas about the topic					
2.	Demonstration of appropriate teacher behaviours					

3	Accepting all students equally					
4	Portrayal of high expectations for all the students					
5	Enthusiasm					
6	Encouraging and supporting students					
7	Accepting mistakes as a normal part of learning					
8	Creating specific roles for each participant					
9	Inclusion of competitive elements					
10	Varying teaching methods					
11	Encourage group work					
12	Encourage individual thinking and ownership					
13	Encourage positive self-evaluation,					
14	Provide positive feedback					
15	Acknowledge the active learners					

What is your comment concerning the strategies teachers use to motivate students in secondary schools…………………………......................................……..…………..

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Thank you for your assistance.

Appendix III: Research Questions

STRATEGIES TEACHERS USE TO MOTIVATE STUDENTS IN SECONDARY SCHOOLS, A CASE STUDY OF KINONDONI MUNICIPAL COUNCIL

A questionnaire which consists of 54 items which is designed to seek information and opinions about the strategies that teachers use to motivate students in Secondary schools in Kinondoni district. The questionnaire was distributed to teachers and collect soon after its completion. The data were be collected, analyzed and interpreted on percentage basis.

Table 1: Teachers' views on the importance of motivation in classroom setting

Items	Responses					
	Yes	Percentage (%)	No	Percentage (%)	Total	Percentage (%)
Are your classroom motivated?						
Is there any difference between motivated and unmotivated classroom?						
Do you get seminars for motivating students?						
Are you happy with your teaching environment?						
Are your students affected positively by motivations?						
Are you pressurized to motivate students?						

Table 2: How do teachers perceive their teaching career?

Items	Responses					
	Yes	(%)	No	(%)	Total	(%)
Did you select teaching profession on your own choice?						
Did you want to go to any other profession?						
Did somebody pressurize you to select this profession?						
Didn't you get admission in the field where you wanted to go?						
Didn't you get any other job?						
Do you have any special objective in this field?						

Table 3: How do teachers' talk about motivation?

Items	Responses					
	YES	%	No	%	TOTAL	%
Do you have clear rules and procedures at work?						
Do you have manageable workload?						
Are you happy with the professional development opportunities offered in your job?						
Do you have reasonable working hours?						
Are you happy with your promotions?						
Do you have a reasonable salary?						

Table 4: How do teachers create basic motivational conditions?

Items	Responses					
	YES	%	NO	%	TOTAL	%
Do you establish a good rapport with your students?						
Do you show your students that you care about them?						
Are you available to your students outside class time?						
Do you give immediate feedback for students' work?						
Do you reward students when they succeed?						
Do you remind students that mistakes are part of learning?						

Table 5: How do teachers maintain motivation in classroom setting?

Items	Responses					
	YES	%	NO	%	TOTAL	%
Do you remind students of the benefits of learning?						
Do you offer a variety of tasks to your students?						
Do you encourage students to teach each other?						
Do you tell students that they can succeed if they make the reasonable effort?						
Do you encourage students to set specific, learning goals for themselves?						
Do you invite former successful students to share their learning experiences?						

Table 6: How do teachers protect motivation in the learning context?

Items	Responses					
	YES	%	NO	%	TOTAL	%
Do you highlight and review class learning objectives with students?						
Are there clear rules in the classroom about work requirements? Do you encourage pupils to bring in personal items related to their topics?						
Do you cooperate with parents in solving students' problems?						
Do you interact with students in important events of their lives (like birthday)						
Do you provide your students with assignments and other home works?						

Table 7: What individual factors affect teachers' creating maintaining and protecting motivation in classrooms?

Items	Responses					
	YES	%	NO	%	TOTAL	%
Are you accountable to administration for the low results of your classes?						
Do you think teachers should be given incentives according to their performance?						
Do you think that teachers should be rewarded on showing good results?						
Do you think that students should be responsible for their Low result?						
Are you to blamed for poor performance of students?						
Do you think that examination affects your teaching?						

Table 8: What social factors affect teachers' creating maintaining and protecting motivation in classrooms

Items	Responses					
	YES	%	NO	%	TOTAL	%
Do you think school administration affect. Teachers work?						
Do you think parents should be blamed for students' poor results?						
Do you think your fellow teachers are happy with you?						
Do you think the community around appreciate your work?						
Do you think your employer is responsible for your employment contract?						
Do you think science and technology affects your work?						

Table 9: What institutional factors affect teachers' creating maintaining and protecting motivation in classrooms?

Items	Responses					
	YES	%	NO	%	TOTAL	%
Are teachers-student ratio appropriate in your school?						
Do you have enough teaching and learning materials?						
Is your curriculum relevant?						
Are your classrooms equipped well?						
Is school management responsible for school academics?						
Is cooperation among teachers effective within and out of school environments?						