

**MOTIVATION AND PERFORMANCE OF TEACHERS IN GOVERNMENT  
SECONDARY SCHOOLS IN BAGAMOYO DISTRICT**

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**2023**

**CERTIFICATION**

The undersigned certifies that he/she has read and hereby recommends for acceptance by the Open University of Tanzania a Thesis entitled: **“Motivation and Performance of Teachers in Government Secondary Schools in Bagamoyo District”** in full fulfilment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

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.....

Date

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.....

Signature

.....

**DEDICATION**

This work is dedicated to my family. Specific attention to my dear husband Haruna.E.Kipiki and my children Sameer and Samreen. I also dedicate this work to my parents Mr & Mrs Brown Mwasimba

## **ACKNOWLEDGEMENT**

First of all, I would like to glorify the Almighty God for enabling me to write this dissertation. I am indebted to my supervisor, Prof. Emmanuel Babyegeya, staff from the Faculty of Education of the Open University of Tanzania, and my fellow students.

**ABSTRACT**

This study sought to examine how school related elements (school environment, compensation, and school administration) affect the performance of government secondary school teachers in Bagamoyo District. Specifically, the study sought to assess the impact of the school environment, remuneration, and school administration on secondary school teachers' performance. Questionnaires and interview were utilized to collect both qualitative and quantitative data in a mixed-methods approach. The study employed both random and purposive sampling procedures to gather a sample of 81 respondents from the Bagamoyo district council, which included teachers, head teachers, and the District Education Officer. The study discovered that the school environment, remuneration, and school management played a significant impact in improving teachers' performance. As a result, this study suggests that: (i) the government (both central and the Local Authority) should improve the school environment to attract both teachers and students; (ii) the government should think of increasing teachers' salaries and other benefits to make teachers meet living costs and be satisfied with their job as a way of gaining their commitment; and (iii) school management should be empowered to support, monitor and assess the day-to-day school activities efficiently.

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**LIST OF ABBREVIATIONS AND ACRONYMS**

BDC	Bagamoyo District Council
DAS	District Administrative Secretary
DEO	District Educational Officer
REO	Regional Education Officer
SPSS	Statistical Package for Social Sciences
WEO	Ward Executive Director

## **CHAPTER ONE**

### **INTRODUCTION AND THE BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

This chapter presents the background of the problem for this study, which is the assessment of the impact of motivation on the performance of government secondary school teachers in Bagamoyo District Council. This is followed by the statement of the problem, objectives of the research, research questions, significance of the study, the scope of the study, limitations of the study, and definition of key keywords words.

#### **1.2 Background to the Problem**

The effectiveness of teachers is closely tied to their commitment to their work and their willingness to embrace new knowledge and technologies related to teaching and their subjects of expertise. Most emerging countries want to adapt their educational systems to meet changing social, economic, and technical requirements. Teachers must be motivated to achieve high standards (Armstrong & Murlis, 2007). Employees' actions and behaviours are guided by motivation, which promotes performance and leads to the attainment of organizational goals. Employee motivation has a significant impact on their performance. Employee motivation enhances employee performance, and employee motivation benefits the organization (Malik, 2010).



In general, there are two types of motivational factors: intrinsic and extrinsic. Intrinsic factors arise from within a person or from the activity itself and include things like responsibility, challenge achievement, variation, and development of opportunities (Nawaz & Yasin, 2015). Internal motivation, according to Malik (2010), is generated by task variety, task identity, task significance, autonomy, and feedback from task characteristics. Teachers' competency is an intrinsic aspect that inspires employees to perform effectively (Nawaz & Yasin, 2015). Extrinsic factors that enhance teacher motivation include salary, promotion opportunities for teachers, proper work division, availability of enough teachers at school, favour, good working conditions/environment (i.e. availability of teaching and learning materials, classrooms and furniture, teachers' houses and distance from school to residential houses, class size), and job security (Nyarko, et al, 2014)

Nawaz & Yasin, (2015) revealed that employees are motivated by handsome prompt salary, unbiased appraisals, positive behaviour of students, presence of staffrooms, friendly environment, availability of learning resources, small class size, less distance from the school, selecting upper class as target market and autonomy given to school teachers. Teacher motivation influences student achievement (Bahahudeen, 2014), and it is a factor in their students' success. It is suggested that governments devise a motivational package for teachers, with a focus on raising teacher compensation. Governments should also give instructors non-monetary incentives and support school inspections regularly (Ondima et al., 2014).

The majority of teachers join and stay in the teaching profession because of intrinsic, rather than extrinsic (Mkumbo, 2012). However, most teachers have a very low level of commitment to the teaching profession. Sometimes, the level of commitment to the teaching profession is associated with the category of the school's ownership, whether a school is privately or publicly owned, and the level of teaching qualification (Mkumbo, 2012).

In the Kibaha District, Mark (2015) discovered that poor working conditions, low pay, unfavourable education regulations, delays in promotions, and the community's negative perception of teaching all had an impact on teachers' motivation. As a result, the government should examine education policy by improving working conditions, compensation, and payment, as well as increasing teacher participation in educational management and delivery, and teacher professional development.

From the above-cited studies, it seems there are varying factors that motivate teachers, including the environment in which the school is located, remuneration, and school management. Thus, this study intends to assess motivational factors affecting the performance of government secondary school teachers in the Bagamoyo District.

### **1.3 Statement of the problem**

Employee motivation influences organizational performance, and when employees are motivated, they work hard, become loyal, and devoted, increasing the organization's production of services and goods (Ondima et al., 2014). To achieve good performance,

employers should motivate and reward their personnel. The organization's production will rise as a result of this (Bahahudeen, 2014). Motivation is the bedrock of any company that aspires to achieve all of its goals and objectives. In Tanzania, and particularly in Bagamoyo, it would be interesting to learn how incentives, good housing, and access to social amenities such as dependable communication, health, water, and power in the workplace affect teachers' motivation and hence their performance. According to the current evidence, most firms fail to ensure employee motivation while expecting good results. At the same time, motivation is a result of a variety of factors, some of which interact to motivate employees. Furthermore, there is no single determinant for employee motivation in all organizations, situations, or times (Rao, 2009). As a result, the purpose of this study was to see how certain physical and management aspects influence the motivational behaviour of public secondary school teachers in the Bagamoyo district, and hence their performance.

#### **1.4 Objectives of the study**

##### **1.4.1 General Objective**

The general objective of this study is to examine how school related elements (school environment, compensation, and school administration) affect the performance of government secondary school teachers in the Bagamoyo District.

### **1.4.2 Specific objectives**

- i. To assess the effect of the school environment on the performance of secondary school teachers in the Bagamoyo district.
- ii. To examine the effect of remuneration on the performance of secondary school teachers in the Bagamoyo district.
- iii. To examine the effect of school management on the performance of secondary school teachers in the Bagamoyo district.

### **1.5 Research Questions**

- i. What is the effect of the school environment on the performance of secondary school teachers in the Bagamoyo district?
- ii. What is the effect of secondary school teachers' remuneration package on their performance in the Bagamoyo district?
- iii. What is the effect of school management on the performance of secondary school teachers in the Bagamoyo district?

### **1.6 Significance of the Study**

This research helps the public sector in determining what they need to do to properly motivate their personnel to perform at their best. As a result, this research helps education management to understand the necessity of enhancing employee performance at work, as well as help the public school sector develop a positive image. This study is also predicted to contribute to employers' perceptions of the importance of motivated

employees, allowing them to build motivational techniques that will lead to commitment and hard-working habits, resulting in improved organizational performance.

### **1.7 Scope of the Study**

The study was limited to secondary schools in the Bagamoyo District, which is located in Tanzania's eastern region, and was overseen by the Bagamoyo District Council (BDC). It focused on the importance of motivation as a fundamental necessity for increasing teachers' performance in government secondary schools, which, in turn, improves the public perception of government secondary schools. The study drew participants from the district's secondary schools and included district administrators. Furthermore, many elements, both intrinsic and external, contribute to motivation. The focus of this study was on extrinsic factors such as the working environment, salary, and school administration. In addition, one district council was chosen in the Bagamoyo area. Teachers, school principals, and a few education officers made up the population and hence the sample.

### **1.8 Limitations**

This study had several flaws, most notably those related to methodology. The language barrier was one of the drawbacks. Because the researchers planned and prepared study instruments (for teachers) coming to discover that mastery of language of some teachers was not satisfactory. As a result, these instruments were translated into Kiswahili to guarantee that respondents understood what they were supposed to accomplish. The

second constraint was getting some participants to agree to participate. Much time was spent by the researcher persuading these respondents to provide enough information.

## **1.9 Definitions of Key Terms**

### **1.9.1 Employees' Motivation**

Different researchers have presented different definitions of motivation. Golembiewski (1973) defines motivation as the degree of readiness of an organization to follow some predetermined objective, and it includes determining the nature and locus of the causes generating the degree of readiness. Employee motivation is perceived in this study as the degree to which secondary school teachers are willing to work diligently by demonstrating a commitment to their work.

### **1.9.2 Work Performance**

Workplace performance is defined as the outcome of work or putting up a certain amount of effort in completing a specific task. It is one of the indicators which measures the level of productivity. Work performance is defined in this study as the act of secondary school teachers effectively and successfully teaching aiming at the achievement of school objectives such as enhanced school environment and student performance.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The objective of this chapter is to review the relevant and related published material to the study. This will assist the researcher to have a good understanding of the current research problem, by looking at what is known so that what is not known is placed in its right perspective.

#### **2.2 Theoretical Literature Review**

##### **2.2.1 The Concept of Motivation**

Motivation, according to Bennell & Akyeampong (2007), is a driving factor toward improving employee performance since it gives the worker strength and encouragement. The degree of motivation is determined by the perceived level of satisfaction that the goal can provide. Motivation is a necessary quality for achieving any goal in life; without it, you will give up at the first indication of difficulty. It means to motivate, inspire, and urge someone to achieve their goals. Motivation drives a person to believe that "If I can't, then I must" and to do whatever it takes to achieve greatness. The forces that maintain and change the direction, quality, and intensity of behaviour are referred to as motivation.

As a result, motivation is the driving element that decides how much effort is put into completing a task. These factors could be internal (created by the individual) or external (created by the environment, triggered by the actions or inactions of the environment within which the individual lives or works). Motivation is the result of a complex interplay of ideas, perceptions, values, interests, and behaviours. As a result, different motivational techniques can focus on cognitive behaviours (such as monitoring and strategy use), non-cognitive components (like perceptions, beliefs, and attitudes), or both.

## **2.3 Theories Related to the Study**

### **2.3.1 Theories of Motivation**

Different researchers in the fields of organizational management and, specifically, organizational behaviour, have created several theories on how employees are motivated. When considering the subject of teacher motivation and performance in schools, two theories were found to be useful in this study. Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory are the two ideas presented. The two theories are combined to explain the findings of this study because they share one feature: they both view motivation as a gradual process that progresses from one level to another: from physiological to self-actualisation, and from being satisfied as a result of satisfiers to becoming motivated when motivators build on satisfiers (Rao, 2009).



### **2.3.1. Maslow's Hierarchy of Needs Theory**

Maslow's Hierarchy of Needs Theory served as the foundation for this study. Individuals' motivation for higher-order demands improves when their more basic needs are met, according to this theory (Giese, (2018). This theory investigates the motivational process. It explains why people at work behave the way they do in terms of their efforts and the paths they are pursuing, according to Armstrong (2006). It discusses what organizations may do to encourage employees to put their skills and abilities to work in ways that help the organization achieve its goals while also meeting their own needs. It also looks at job happiness, the elements that contribute to it, and how it affects performance. In most if not all roles there is scope for individuals to decide how much effort they want to exert. They can do just enough to get away with it, or they can throw themselves into their work and deliver added value (Giese, (2018). This study investigates the effects of motivation on teachers' performance. Therefore, this theory will provide insights into the connection between motivation and teachers' performance.

### **2.3.2 Herzberg's Two-Factor Theory of Motivation**

Despite being influenced by Maslow, Herzberg's motivation-hygiene theory contends that intrinsic work factors such as achievement and responsibility have a greater potential for a positive effect on motivation, whereas extrinsic factors such as pay, managerial policy, and working conditions have a greater potential for a negative effect if they are "sub-standard" (Giese, (2018). This theory appears to be more applicable to

educational systems with substantial resources and competence than to those with both aspects in short supply (Lee, 2017). The researcher expects that, in the latter situation, improvements in pay or managerial policy could be important positive motivators.

## **2.4 Empirical Literature Review**

### **2.4.1 Work Environment Factors and Performance of Secondary School Teachers**

Employee motivation is influenced by the surrounding environment. When a pleasant and welcoming work environment is created, employees are more also motivated (Nkatha, (2020). Lawal et al, (2019) echoes this sentiment, claiming that favourable working conditions also contribute to instructors' motivation.

Nawaz & Yasin (2015) in Bahawalpur in Pakistan performed regression coefficients between motivation and some independent variables of motivation and the study revealed that employees are motivated by handsome prompt salary, unbiased appraisals, positive behaviour of students, presence of staff rooms, friendly environment, availability of learning resources, small class size, less distance from the school, selecting upper class as target market and autonomy given to school teachers.

Also, the study by Mark, (2015) shows that the motivation of teachers in the Kibaha District was affected by factors such as poor working conditions, low salary/pay, unfavourable policies on education, delays in promotions and the community's negative perception towards teaching. Based on the findings, the study recommends inter alia that the government should improve teachers' compensation and pay as well as improve

working conditions. The government should also review policies on secondary education, for example, by making teachers participate and have a say on matters regarding the management and the delivery of secondary education including teachers' personal development.

#### **2.4.2 The Effect of Remuneration on the Performance of Secondary School Teachers**

Wekesa & Nyaroo (2013). Examined how compensation affected the performance of public secondary school teachers in Kenya's Eldoret Municipality, Uasin Gishu County. The research was conducted using a descriptive survey design. The teachers were chosen using a simple random sample, whereas the headteachers were chosen using purposive sampling. For the study, 114 teachers and 14 head teachers were chosen as the sample population. Data was collected using questionnaires and an interview schedule. For teachers, 91 out of 114 surveys were returned, while for headteachers, 11 out of 14 questionnaires were returned. The information gathered was then coded, evaluated, and presented using descriptive statistics such as frequency tables, percentages, mean graphs, and pie charts. Per the findings, fair compensation has an impact on the performance of public secondary school teachers. This is because the current compensation policy demoralizes teachers, does not improve task performance, and harms teacher productivity in the schools.

In Pakistan, Arain et al (2014) studied evaluated the impact of teachers' remuneration on the performance of students drawing evidence from the Programme for International Student Assessment (PISA). The study assessed the impact of teacher remuneration related factors such as starting salary, salary after fifteen years of experience, salary per hour of net teaching time and salary ratio to GDP per capita on students' achievement. This study used remuneration data and from 2000, 2003 and 2006 survey data of students' scores of fifteen-year-old pupils enrolled in lower secondary schools in OECD member countries. The remuneration/ wages related independent variable/s was regressed on the dependent variable students' mean country score. The results showed that there is a positive impact of teacher remuneration on students' performance.

Nawaz & Yasin, (2015), revealed that employees are motivated by handsome prompt salary, unbiased appraisals, positive behaviour of students, presence of staff rooms, friendly environment, availability of learning resources, small class size, less distance from the school, selecting upper class as target market and autonomy given to school teachers.

Alhassan, (2014) revealed that teachers in public junior secondary schools in Wa Municipality, Ghana were satisfied with the extent to which staff personnel services were provided in their schools. However, both teachers and headteachers expressed low satisfaction in the areas of salaries, allowances and basic amenities like accommodation for teachers and headteachers as well. These were, however, beyond the tasks of headteachers at the school level. Perhaps, a holistic approach to address these conditions

of service for teachers by higher authorities would go a long way to boost teachers' level of performance in their schools

#### **2.4.3 The Effect of Different Managerial Strategies on the Performance of Secondary School Teachers**

A quantitative study by Saneba, Tambingon & Wullur (2018) in Indonesia showed that the administrative management ability has contributed 34.2% to the performance of Catholic primary education teachers in the city of Manado. On the other hand, work motivation contributed 37.1% to the performance of Catholic primary education teachers in Manado city. Together, administration and work motivation contributed 48.8% to the performance of Catholic religious teachers in Manado.

Hasbay and Altn dag (2018) investigated the factors that influence the performance of secondary school teachers and how such aspects are mirrored in their working environment. Teachers who work in secondary-level education schools are evaluated in this study to see how the factors, such as pay, working environment, and management, affect their performance. 103 surveys were assessed using the SPSS 17 software program, which helped to analyse data. Factor analysis of correlation and regression were used to determine data reliability and validity. As a result, this research finds that management factors have the greatest impact on teacher effectiveness, followed by the working environment and remuneration. As a result, the wage element did not appear to have any direct influence on teacher performance.

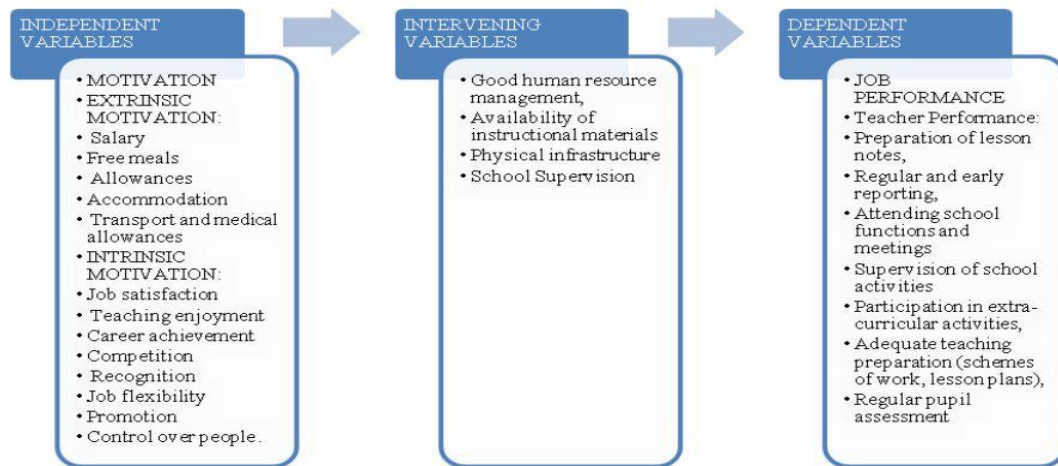
## **2.5 Research Gap**

Reviewed studies have indicated that a lot has been done (researched) on motivation. However, a good number of the available studies have been done on the assessment of motivation and students' performance and the influence of motivation on job satisfaction. There is a need to investigate if motivation has an impact on secondary school teachers' performance. Since teachers are the most important input in the education process in any education system, the availability and quality of the teaching force is an indication of the quality of education in that system. In the education system in Tanzania teachers face different problems at work in terms of living conditions (lack of proper houses for teachers) teaching and learning materials such as textbooks, supplementary books, and managerial issues. However, there is a dearth of information available on the effects of motivation on secondary school teachers' performance in such environment. Although the literature is rich on the importance of motivation to performance, there is very little on the effect of motivational factors on the performance of teachers in Tanzania in general and in Bagamoyo district secondary schools in particular.

## **2.6 Conceptual Framework**

The conceptual framework for this study is based on Herzberg's (1966) two-factor theory. It summarizes the relationship between the dependent variable, which is

teachers' motivation, and the independent variable which is, teacher's satisfaction and job performance (Figure 1).



**Figure 1 Conceptual Framework**

**Source; modified from Herzberg's (1966) two-factor theory**

Extrinsic and intrinsic motivation are depicted in Figure 1. Job satisfaction obtained from teaching, enjoyment of teaching, the tough and competitive nature of teaching, recognition, career achievement, and power over others are all examples of intrinsic motivation for teachers. Teachers' extrinsic incentive, on the other hand, includes things like income, free housing, free meals, weekly duty and additional teaching allowances, advance payments in the event of financial difficulties, leave of absence, and free medical care, among other things.

Both internal and extrinsic motives contribute to great teacher performance when the moderating variables (excellent human resource management, availability of instructional materials, supervision, and physical infrastructure) are in place, Regular

and early reporting to school, engagement in extracurricular activities, monitoring of school activities, proper teaching preparation (schemes of work, lesson plans), marking, and overall timeliness are some of the descriptors of teacher performance.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter presents the research methodology for this study. The chapter is divided into sections; research approach, research design, area of the research target population for the study, sample size and sampling procedure, methods of data collection, data collection instruments, reliability and validity of research instruments, data analysis and ethical issues.

#### 3.2 Research Approach

A mixed-methods approach was employed in this study. *“Mixed methods approach is one in which the researcher tends to base knowledge claims on pragmatic grounds (e.g., consequence-oriented, problem-centred, and pluralistic”* (Creswell, 2012). The collection of data in this approach combines both collecting numeric data and text data resulting in the production of both qualitative and quantitative information (Creswell, 2012).

Qualitative methods were used in the collection of in-depth information through interviews, observation, and focus group discussions where views of teachers will be obtained for motivation and performance. Qualitative methods will be appropriate in this study due to the distinguishing features of the philosophical viewpoint as presented by

Mukul, (2011). On the other hand, quantitative methods were used to sustain the shortfalls of qualitative methods.

### **3.3 Research Design**

A research design can be defined as a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems Salkind, (2010). The plan is the complete scheme or programme of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data (Abbott & McKinney, 2013). This study employed the explorative survey design. The selected research design provided the overall framework for collecting the data. It outlined the detailed steps of the study and provided guidelines for systematic sampling techniques, the sample size, instruments and data gathering decisions from broad assumptions to detailed methods of data analysis (Salkind, (2010).

The explorative survey research gives insights and a better understanding of a problem or situation. With extreme caution, definitive conclusions were drawn (Abbott & McKinney, 2013). As such, explorative survey research was observed appropriate as it enabled the researcher to determine the area of study, select the subjects and the appropriate data collection methods.

### 3.4 Study Area

Bagamoyo is one of six districts of the Coastal (*Pwani*) Region of Tanzania. Bagamoyo District is situated 75 km north of Dar-es-Salaam (UN, 2009). It is bordered to the north by the Tanga Region, to the West by the Morogoro Region, to the East by the Indian Ocean and to the South by the Kinondoni and Kibaha Districts (Bagamoyo District, 2006).

Bagamoyo District lies between 37<sup>0</sup> E and 39<sup>0</sup> E Longitude and between 6<sup>0</sup> Sand 7<sup>0</sup> S Latitude (Bagamoyo District, 2006). The district covers an area of 9,842 km<sup>2</sup>, where 855 km<sup>2</sup> is covered by water (Ocean and river) while the remaining part, which is 8,987 km<sup>2</sup> is occupied by drylands (Bagamoyo District, 2006). The District has two parliamentary constituencies which also are two local government authorities of Bagamoyo and Chalinze. It is divided into six administrative divisions and sixteen wards (Bagamoyo District, 2006). The district capital is Bagamoyo town.

According to the 2012 Tanzania National Census, the population of the Bagamoyo district is 311,740; with 154,198 males and 157,542 females with an average household size is 4.4 (NBS, 2013). The population of Bagamoyo now is highly mixed due to migration and settlement of different ethnic groups. Existing ethnic groups include the Kwere, Zaramo, Zigua, and Doe. The main economic activities in this coastal district include fisheries, mariculture, tourism, as well as agriculture and livestock keeping (Bagamoyo District, 2006).

Bagamoyo District was selected because of three major reasons. The first reason was the condition of the researcher's employer, the Bagamoyo District Council who requested the study to be conducted in the area the employer will benefit from. The second reason is the proximity of the researcher to the area of the study which helped in getting sufficient and rich data in the minimum time possible because of familiarity with the area. Given the relatively short time which was available to complete the study and the part-time studentship which required the researcher to continue with work duties during the time of data collection, the Bagamoyo district was the only convenient place to conduct this study.

### **3.5 Study Population**

A study population refers to the totality of all respondents, items or groups from which data is to be collected or items under investigation (Adam and Kamuzora, 2008). For this study, the population of the study was the secondary school teachers in secondary schools under Bagamoyo District Council. According to the data available in the District Education Office, the district has a total of 39 secondary schools. 32 are public schools while 7 are private. The schools have a total number of 21,833 pupils including 11,088 males and 10,745 females. Bagamoyo District has a total number of 668 teachers of which 164 are males while 504 are females (DEO's Office, Bagamoyo District Council).

### 3.6 Sample Size and Sampling Procedure

#### 3.6.1 Sample Size

The sample size for this study was selected from the targeted population. The sample was comprised of teachers including head teachers from the Bagamoyo district and the District Education Officer. The representation is summarized in (Table 3.1)

**Table 3.1: Sample Size**

<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Schools</b>	<b>10</b>	<b>12</b>
Head Teachers	10	12
Teachers	70	86
District Education Officer	1	1
Total	81	100

#### 3.6.2 Sampling Procedure

Sampling is a process of selecting elements of a population to make it representative of the entire population (Thompson, 2012). Selected elements are what is termed a “sample”. The researcher selected cases with characteristics of the study interest which are teachers’ motivation and performance in secondary schools. This study, therefore, used simple random sampling and purposive techniques to obtain the required sample size. On the part of head teachers and Education officers, purposeful sampling was used and on the part of schools and teachers at the school level, simple random sampling was used.

### **3.7 Methods of Data Collection and Instruments**

In this study, both quantitative and qualitative methods were used in data collection. Specifically, the study employed semi-structured interviews and questionnaires as the methods and instruments to collect data.

#### **3.7.1 Interview**

The researcher used semi-structured interviews where a set of few basic and uniform questions was constructed by the researcher to lead the dialogue. Interviews were applied to gather information from DED, WEOs and head teachers who were selected purposively because of their position as managers of schools and the school system at the district level. By responding to the basic interview questions and the follow up probing questions, respondents gave information related to the three motivational factors of work environment, remuneration and school management factors on how they affect the performance of secondary school teachers in the Bagamoyo district.

This method also allowed new ideas to be brought up and explored during the interviews. Teachers, heads of schools and education officers gave a different interviews on how the three extrinsic factors affect the motivation and performance of teachers. Each interview lasted between 45 and 50 minutes.

#### **3.7.2 Questionnaire**

This study employed a questionnaire to collect data from the respondents. The questionnaires were observed cost-effective, time-saving and upholds individual

opinions with minimal interference from the researcher (Mugenda and Mugenda 2003). The close-ended Likert rating scaled the items on (5, 4, 3, 2 and 1) where used on which the respondent was to choose one of the following: 5-strongly agree, 4-agree, 3-undecided/neutral 2-disagrees and 1-strongly disagree.

### **3.8 Reliability and Validity of Data**

#### **3.8.1 Reliability of Data**

Research reliability is the degree to which research “measure is consistent or dependable, and would give the same results over and over again, all other things being equal” (Trochim, 2005). Reliability is the measure of how consistent the result from a test is, for example, if you administer a test to a subject twice, you are expected to get the same score in the first and second administration (Kombo and Tromp, 2006). On the other hand, the test of whether data collection techniques can reproduce consistent findings if they were repeated on another occasion or replicated by another researcher is what is termed in research as reliability. The researcher ensured the reliability of data by minimising participant errors, participant bias, researcher error, and researcher bias. The researcher collected data at the right and convenient time and with the participants’ consent. Participants were ensured of anonymity; no place in this study reports their names or places of work are mentioned. Also, the researcher ensured that all recordings are used only for data analysis and will be destroyed after submission of the report (Kothari, 2004; Saunders et al 2007; Yin, 2014)

### **3.8.2 Validity of Data**

Validity is the extent to which the instruments used during the study measure the issue they are intended to measure (Amin, 2005). To ensure the validity of data instruments were developed under the close guidance of the supervisor. The instruments were pre-tested using ten teachers and students from schools not in the sample. This was observed important to reveal if the instruments were valid for the study (Kothari, 2004; Saunders *et al* 2007; Yin, 2014).

### **3.9 Data Analysis Procedure**

Data analysis is the process used to interpret data collected and make meaning out of it (Saunders *et al*, 2007). In this study, guided by (Thompson, 2012) there were three stages of analysis: data organisation, data summarization and categorization and the qualitative data were organised in patterns and themes which were identified and linked. This approach used to analyse qualitative data was content analysis. Content analysis is the systematic analysis of document text interview records, to identify patterns in text (Saunders *et al*, 2007).

### **3.10 Ethical Issues**

At the onset of data collection, the researcher sought permission from the Regional Education Officer who introduced the researcher to District Administrative Secretary who thereafter introduced the same to District Educational Officer. The District



Educational Officer introduced the researcher to the head teachers. The head teachers also introduced the researcher to teachers. In addition, each questionnaire contained an opening introductory letter requesting the respondents' cooperation in providing the required information for the study.

The respondents were assured of the confidentiality of the information which they provided and they were also assured study findings to be used for academic purposes only. Respondents were further assured of their protection and that they had the authority to refuse or accept to be interviewed.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents and discusses the findings of the study. All these aspects are presented following research specific objectives which are; to assess the effect of work environmental factors on the motivation and performance of secondary school teachers in the Bagamoyo district; to explore the effect of remuneration factors on the motivation and performance of secondary school teachers in Bagamoyo district, and to examine the effect of managerial strategies on the motivation and performance of secondary school teachers in Bagamoyo district.

#### **4.2 The Effect of Work Environment Factors on the Performance of Secondary School Teachers in Bagamoyo District**

This study sought to assess the effects of work environmental factors on the performance of secondary school teachers in the Bagamoyo District. With the aid of SPSS, the study conducted a descriptive analysis of liker scale questions. The descriptive analysis helped to obtain frequencies and percentages of agreement and disagreement of respondents regarding the effects of the work environment on the performance of secondary school teachers in Bagamoyo District Council results are shown as follows (Table 4.1).

**Table 4.1: The Effect of Work Environment Factors on the Performance of Secondary School Teachers in Bagamoyo District**

Opinions	SA		A		D		SD	
	f	%	f	%	f	%	f	%
My school has most of the necessary facilities (classes, offices, stores, laboratories, fields etc.) we require to perform our duties	9	12.9	20	28.6	26	37.1	15	21.4
My school's physical facilities layout and design fits the intended curriculum and use	10	14.3	39	55.7	15	21.4	6	8.57
The school has adequate infrastructure to support teacher performance	9	12.9	13	18.6	23	32.9	25	35.7
My school provides proper tools and technology for performing task.	7	10.0	9	12.9	22	31.4	32	45.7
In-service training	22	31.4	26	37.1	13	18.6	9	12.9
Attendance to conferences	23	32.9	33	47.1	5	7.1	9	12.9
Attendance to workshops	28	40.0	23	32.9	9	12.9	10	14.3
Attendance to seminars	22	31.4	28	40.0	11	15.7	9	12.9
Appointment to position of responsibility	25	35.7	36	51.4		0.0	9	12.9
Job security	25	35.7	32	45.7	5	7.1	8	11.4
Challenging work	29	41.4	21	30.0	8	11.4	12	17.1

*Field Data, (2021)*

The study results indicate that work-related environmental factors are key to improving the motivation and performance of teachers in government secondary schools in Bagamoyo District. The results have indicated that the environment is not conducive for teachers to perform their duties well. Many respondents have indicated that their schools lack most of the necessary facilities (classes, offices, stores, laboratories, fields etc.) required by teachers to perform their duties 26 (37.1%) and 15(21.4%) have disagreed and strongly disagreed on this item meaning that their schools have no such facilities to help them perform their duties. Similarly, respondents have shown their disagreements and others strongly disagree that their schools' physical facilities layout and design fits the intended curriculum and use. Only a few, below fifty per cent, believed that their schools were a bit better of which 39(55.7%) and 15(21.4%), agreed that their schools provide proper tools and techniques for performing a task, and 22 (31.4%) and 32(45.7%) agreed that their schools have adequate infrastructure to support teacher performance. These findings show that the majority of secondary schools in Bagamoyo District have no facilities to make teachers perform their tasks in a conducive environment and this was a demotivating factor.

However, these results have indicated also that some teachers are motivated by other factors such as in-service training, attendance at conferences, attendance at workshops, attendance at seminars, appointment to the position of responsibility, and job security.

The data above support Nkatha's (2020) assertion that employees are more motivated when they work in a friendly and enjoyable atmosphere. Lawal et al, (2019) reinforce

the same point of view by stating that good working conditions boost instructors' motivation. Employees are motivated by handsome prompt salary, unbiased appraisals, positive behaviour of students, presence of staff rooms, friendly environment, availability of learning resources, small class size, less distance from the school, selecting upper class as target market, and autonomy given to school teachers (Nawaz & Yasin (2015). Mark (2015) shows that the motivation of teachers in the Kibaha District was affected by factors such as poor working conditions, low salary/pay, unfavourable policies on education, delays in promotions and the community's negative perception of teaching.

#### **4.3 The Effect of Remuneration Factors on the Performance of Secondary School Teachers in Bagamoyo District**

This study sought to explore the remuneration factors that affect the motivation and performance of secondary school teachers. The study has revealed that teachers are motivated by paying monthly salaries regularly where 32(45.7%) and 20 (28.6%) respondents agree and strongly agree respectively, paying approved allowance/benefits regularly whereas 33 (47.1%) and 21(30.0%) agree and strongly agree respectively, giving promotions as and when due where 29(41.4%) and 20(28.6%) agree and strongly agree respectively and the school provides both intrinsic and extrinsic reward programmes where 27(38.6%) and 23(2.9%) agree and strongly agree respectively. The findings of this study have indicated that these factors that are related to remuneration are very important for teachers' motivation and performance (Table 4.2).

**Table 4.2: The Effect of Remunerational Factors on the Performance of Secondary School Teachers in Bagamoyo District**

Opinions	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Paying monthly salaries regularly	32	45.7	20	28.6	9	12.9	9	12.9
Paying approved allowance/benefits regularly	33	47.1	21	30.0	6	8.6	10	14.3
Giving promotions as and when due	29	41.4	20	28.6	12	17.1	9	12.9
The school provides both intrinsic and extrinsic reward programmes	27	38.6	23	32.9	9	12.9	11	15.7
Teachers who get low pay concerning their inputs normally get de-motivated affecting their performance	22	31.4	26	37.1	13	18.6	9	12.9

***Field Data, (2021)***

Similarly, during interviews, respondents indicated that teachers are much motivated by salaries, allowances, promotions, and rewards as one respondent remarked;

*“To improve teachers’ motivation and performance, remuneration is very important. This includes salaries, allowances, promotions, and rewards and they should be provided in time. If they are delayed then, it won’t make sense. Therefore, the actors related to remuneration are key for teachers motivation and performance and once*

*teachers are happy, students will be happy too and the lessons will be well communicated, hence, improvement of students performance in schools”.* (Interview 2021)

The findings conform to other researchers such as (Alhassan, 2014) who asserts that tangible assets can motivate employees and increase their performance. Comfortable life attracts more employees as compared to the polite nature of the employer (Wekesa & Nyaroo (2013). He further explained that the external factors like salary, environment, and supervision have effect on job dissatisfaction level not on the motivational level. Autonomy plays an important role in employee motivation (Arain *et al*, 2014). Nawaz & Yasin (2015), revealed that employees are motivated by handsome prompt salary, unbiased appraisals, positive behaviour of students, presence of staff rooms, friendly environment, availability of learning resources, small class size, less distance from the school, selection upper class as target market and autonomy given to school teachers.

#### **4.4 The Effect of Managerial Strategies on the Performance of Secondary School Teachers in Bagamoyo District**

Finally, this study sought to examine the effects of managerial strategies on the motivation and performance of secondary school teachers. The research found that education managers play a significant role to motivate and improving teachers’ performance. This objective was achieved through the use of both questionnaires and interview methods.

Results from the questionnaire, results show that school administrative strategies make teachers actively be involved in school daily activities (Table 4.3).

**Table 4.3: The Effect of Managerial Strategies on the Performance of Secondary School Teachers in Bagamoyo District**

S/N	Opinions	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1.	Does the school administration adopt both consultative and participative leadership styles	22	31.4	29	41.4	5	7.1	14	20
2.	I have complete confidence in participatory leadership embraced by the school administration	22	31.4	22	31.4	10	14.3	9	12.9
3.	I allow my subordinates a chance to present their views openly through consultative leadership	22	38.6	29	41.4	6	8.6	8	11.4
4.	In my school, information passes through several levels before reaching employees.	22	32.4	18	26.5	12	17.6	16	23.5

#### **Fied Data (2021)**

Results in (Table 4.3) indicate that the school administration adopts both consultative and participative leadership styles; 22 (31.4%) and 29 (41.4%) of respondents strongly agreed and agreed respectively on that item. Similarly, 29 (41.4%) and 22 (31.4%) of respondents strongly agreed and agreed respectively that they had confidence in participatory leadership embraced by the school administration. On the other hand, 27 (38.6%) and 29 (41.4%) of respondents strongly agreed and agreed respectively that information passes through several levels before reaching employees. Therefore,



questionnaire respondents showed positive responses on the roles and effects of education managers on the motivation and performance of teachers in secondary schools in Bagamoyo District.

The findings (Table 4.3) corroborate previous research on the influence of managerial techniques and style on secondary school teachers' motivation and performance in various parts of the world. In Indonesia, for example, writers Saneba, Tambingon, & Wullur (2018) found that administrative management competence had a 34.2 per cent impact on the performance of Catholic primary school teachers in Manado. Work motivation, on the other hand, accounted for 37.1 per cent of the performance of Catholic primary school teachers in Manado. Administration and job motivation combined accounted for 48.8% of Catholic religious instructors' performance in Manado.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings of the study as presented and discussed in chapter four above. The chapter is organized into three major sections which are summary, conclusion and recommendation.

#### **5.2 Summary of the Study**

This study sought to examine how school related elements (school environment, compensation, and school administration) affect the performance of government secondary school teachers in the Bagamoyo District. Specifically, the study sought to assess the impact of the school environment, investigate the impact of remuneration, and investigate the impact of school administration on secondary school teachers' performance. Questionnaires and interview methods of data collection were utilized to collect both qualitative and quantitative data in a mixed-methods approach. The study employed both random and purposive sampling procedures to gather a sample of 81 respondents from the Bagamoyo district council, which included teachers, head teachers, and the District Education Officer.

The study examined the impact of motivational factors on the performance of government secondary school teachers in the Bagamoyo District. The study employed a

mixed-methods research approach which allowed elements of both qualitative and quantitative to be studied. The study used questionnaires and interview methods to obtain required data from 81 selected sample sizes. The sample size comprised 10 (12%) head teachers, 70 (86) teachers and 1 (1%) District Education Officer in Bagamoyo District. The interview method was used to collect qualitative data from headteachers and DEO. On the other hand, questionnaires were administered to 70 teachers to collect mainly quantitative data. Results from this study are summarized as follows.

The study results indicate that work-related environmental factors are key to improving the motivation and performance of teachers in government secondary schools in Bagamoyo District. The results have indicated that the environment is not conducive for teachers to perform their duties well. Many respondents have indicated that their schools lack most of the necessary facilities (classes, offices, stores, laboratories, fields etc.). Therefore, secondary schools in Bagamoyo District have no facilities to motivate teachers to perform their tasks in a conducive environment. Also, the results have indicated that teachers are motivated by some other factors such as in-service training, attendance at conferences, attendance at workshops, attendance at seminars, appointment to the position of responsibility, and job security. On remuneration, the study has shown that teachers are motivated by paying monthly salaries regularly, paying approved allowances and benefits regularly, giving promotions as and when due and the school provides both intrinsic and extrinsic rewards. The findings of this study have indicated that these factors that are related to remuneration are very significant for teachers' motivation and performance.

The study has shown that school administration adopts both consultative and participative leadership styles, teachers have confidence in participatory leadership embraced by the school administration and information passes through several levels before reaching employees. Therefore, results showed positive responses on the roles and effects of education managers on the motivation and performance of teachers in secondary schools in Bagamoyo District (Saneba, Tambingon & Wullur, 2018). Participatory style management plays an important role in determining the performance of students in examinations, poor management stemming from lack of participatory management leads to poor school performance (Firmina, 2015).

### **5.3 Conclusion**

The study sought to examine the effects of motivation on the performance of teachers in secondary schools in the Bagamoyo District. The study has found that key factors such as work environment, remuneration and management are essential for influencing motivation among teachers. The study concludes that both intrinsic and extrinsic motivators are incredibly significant for teachers' motivation and performance.

The study concludes that, for teachers to be motivated and perform their work effectively, schools should have necessary facilities (e.g. classes, offices, stores, laboratories, fields etc.); sufficient teachers to perform their duties; have physical facilities sufficient for the implementation of the intended curriculum and proper tools

and technology for performing the task, as well as, adequate infrastructure to support teacher performance.

Although the Herzberg two-factor theory classifies salaries as a hygiene factor (satisfier), this study suggests that remuneration is more than a satisfier but a motivator. As such, paying monthly salaries regularly paying approved allowance/benefits regularly, giving promotions when due and providing both intrinsic and extrinsic reward programmes were necessary.

Finally, the school management is basic for the successful and effective performance of teachers. Therefore, school administration should adopt both consultative and participative leadership styles; teachers should have confidence in participatory leadership embraced by the school administration, and the information should pass through several levels before reaching employees.

## **5.4 Recommendations**

The study recommends the following;

### **5.4.1 Recommendations for Action**

This study has found that the school environment is one of the key determinants of teachers' performance. This study recommends that the central government in collaboration with the Local Authority (the Bagamoyo District Council) should improve the school environment to maintain the performance of teachers. Areas that can be

improved regarding the environment include having appropriate school facilities, well-organised classrooms, availability of school-based healthy support systems and fair school management and disciplinary policy.

Yet, the study has also found that remuneration is a key factor for effective teacher performance. This study also recommends that teachers should be paid better salaries and other benefits such as leave travel assistance, overtime, compensation and housing and transport costs. These factors can effectively promote teachers' willingness and attitude and hence promote performance.

Additionally, this study has revealed that school management plays a key positive role in teachers' performance. School day-to-day supervision, monitoring and evaluation of overall school activities, involvement of parents in school activities, and school discipline policy may influence teachers' performance.

Furthermore, the school environment School staff, community and students should be considered important resources for the attainment of school objectives. Decisions and their implications should be promptly communicated to all consulting groups and stakeholders such as students and staff from all levels. All stakeholders have their private interests and goals to pursue or defend, and as a result, they need to be given effective structures and an enabling environment that would enable them to follow such pursuits without hindrance. School management should act as a link between staff, students and the administration; government and the wider society.

#### **5.4.2 Recommendations for Further Studies**

This study recommends further studies as follows;

Methodology; other studies may be conducted on the same problem area using a different methodology and approaches. Also, a different data collection method collection may yield different results.

Choice of the study area; this study recommends that other researchers may conduct studies on the same subject in different areas, such as other districts or regions in Tanzania, or other countries.

Finally, this study assessed the impact of the selected motivational factors (school environment, remuneration and school management) on the performance of government secondary school teachers in Bagamoyo District. The study further recommends that some other researchers may look into other motivational factors other than school environment, remuneration, and school management. In addition, other researchers may conduct studies on other categories of schools such as primary schools, private schools or even higher learning institutions.

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**APPENDICES****APPENDIX I: QUESTIONNAIRE****SECTION A****RESPONDENTS' INFORMATION**

**Instructions: Put a tick (✓) in the appropriate box**

**a) Gender**

i. Male [     ]

ii. Female [     ]

**b) Age**

i. 18 – 25 [     ]

ii. 26 – 33 [     ]

iii. 34 – 41 [     ]

iv. 42 – 49 [     ]

v. 50 and above [     ]

**c) Education level**

i. Certificate [     ]

ii. Diploma [     ]

iii. Degree [     ]

iv. Masters [     ]

v. PhD [     ]

**d) Work Experience**

i. Less than 5 years [     ]

ii. 5 – 10 years [     ]

iii. 11 – 15 years [     ]

iv. 16 and above [     ]

**SECTION B**

**THE EFFECT OF WORK ENVIRONMENT FACTORS ON THE  
PERFORMANCE OF SECONDARY SCHOOL TEACHERS**

Tick (✓) in the appropriate column which best expresses your opinion on each statement regarding the effects of work environment on the performance of secondary school teachers. buberwa

Note: SA = Strongly Agree  
A = Agree  
D = Disagree  
DS = Strongly Disagree

S/N	Opinions	SA	A	D	SD
i.	My school has most of the necessary facilities (classes, offices, stores, laboratories, fields etc.) we require to perform our duties				
ii.	My school physical facilities layout and design fits the intended curriculum and use				
iii.	The school has adequate infrastructure to support teacher performance				
iv.	My school provides proper tools and technology for performing task.				
v.	In-service training				
vi.	Attendance to conferences				
vii.	Attendance to workshops				
viii.	Attendance to seminars				
ix.	Appointment to position of responsibility				
x.	Job security				
xi.	Challenging work				

### SECTION C

#### THE EFFECT OF REMUNERATIONAL FACTORS ON THE PERFORMANCE OF SECONDARY SCHOOL TEACHERS

Tick (✓) in the appropriate column which best expresses your opinion on each statement regarding the effects of remunerational factors on the performance of secondary school teachers.

Note: SA = Strongly Agree  
A = Agree  
D = Disagree  
DS = Strongly Disagree

S/N	Opinions	SA	A	D	SD
i.	Paying monthly salaries regularly				
ii.	Paying approved allowance/benefits regularly				
iii.	Giving promotions as and when due				
iv.	Does the school provide both intrinsic and extrinsic reward programmes				
v.	Teachers who get low pay with regard to their inputs normally get de-motivated affecting their performance				

### SECTION D

#### THE EFFECT OF MANAGERIAL STRATEGIES ON THE PERFORMANCE OF SECONDARY SCHOOL TEACHERS

Tick (✓) in the appropriate column which best expresses your opinion on each statement regarding the effects of managerial strategies on the performance of secondary school teachers.

Note: SA = Strongly Agree  
 A = Agree  
 D = Disagree  
 DS = Strongly Disagree

<b>S/N</b>	<b>Opinions</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
xii.	Does the school administration adopt both consultative and participative leadership styles				
xiii.	I have complete confidence in participatory leadership embraced by the school administration				
xiv.	I allow my subordinates chance to present their views openly through consultative leadership				
xv.	In my school, information passes through several levels before reaching employees.				



## APPENDIX II: INTERVIEW QUESTIONS

### SECTION A

#### RESPONDENTS' INFORMATION

**Instructions: Put a tick (√) in the appropriate box**

a) Gender

i. Male [     ]

ii. Female [     ]

b) Age

i. 18 – 25 [     ]

ii. 26 – 33 [     ]

iii. 34 – 41 [     ]

iv. 42 – 49 [     ]

v. 50 and above [     ]

c) Education level

i. Certificate [     ]

ii. Diploma [     ]

iii. Degree [     ]

iv. Masters [     ]

v. PhD [     ]

d) Teaching experience

i. Less than 5 years [     ]

ii. 5 – 10 years [     ]

iii. 11 – 15 years [     ]

iv. 16 and above [     ]

1. What infrastructure influence teacher performance in the school?

2. To what extent does the school environment affect you at work?

3. To what extent does the school environment affect teaching and learning process in your school?
4. How would you rate the physical school environment of your school?
5. State how your school helps to provide teacher with accommodation or housing?
6. How does your school provide other essential facilities like toilets, water, and light to teachers?
7. Would you say motivation affects performance /productivity?
8. Which reward programme has the school adopted for motivating teachers?
9. To what extent are teachers involved in decision making at school?
10. Which information flow channel has the institution adopted in relaying information in the school?
11. What leadership style does the school use to enhance teacher performance?
12. In your opinion which is the best channel of passing on information to employees in your school?

## APPENDIX III: RESEARCH CLEARANCE LETTER

### THE OPEN UNIVERSITY OF TANZANIA

#### *DIRECTORATE OF POSTGRADUATE STUDIES*

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



Tel: 255-22-2668992/2668445  
ext.2101  
Fax: 255-22-2668759  
E-mail: [dpps@out.ac.tz](mailto:dpps@out.ac.tz)

Our Ref: PG201 702889

27<sup>th</sup> August 2020

MKURUGENZI MTENDAJI (W),  
S.L.P. 59,  
BAGAMOYO

#### RE: RESEARCH CLEARANCE

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

To facilitate and simplify the research process, therefore, the act empowers the Vice-Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Ms. ANNA MWASIMBA, Reg No: PG201702889 pursuing **Master of Education in Administration, Planning and Policy Studies (MEDAPPS)**. We here grant this clearance to conduct a research titled "*Motivation and Performance of Teachers in Government Secondary Schools in Bagamoyo District*". He will collect his data in your area from 1<sup>st</sup> September 2020 to 1<sup>st</sup> October 2020).

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

Yours Sincerely,

Prof. Magreth S. Bushesha

**DIRECTOR OF POSTGRADUATE STUDIES**

## APPENDIX IV: RESEARCH PERMIT

JAMHURI YA MUUNGANO WA TANZANIA  
OFISI YA RAIS  
TAWALA ZA MIKOA NA SERIKALI ZA MITAA  
HALMASHAURI YA WILAYA BAGAMOYO  
(Barua zote ziandikwe kwa Mkurugenzi Mtendaji [W])

WILAYA YA BAGAMOYO:  
Simu: 023 - 2440164

Fax: 023 - 2440338  
Email: ded.bagamoyo@pwani.go.tz



OFISI YA MKURUGENZI MTENDAJI (W)  
S.L.P. 59,  
BAGAMOYO  
MKOA WA PWANI

Kumb.Na.BDC/SS/E/PF.1067/20 22.09.2020

Mkuu wa Idara  
Elimu, Bagamoyo  
S.L.P 199  
BAGAMOYO

YAH: RUHUSA YA NDUGU ANNA BROWN MWASIMBA

Mtajwa hapo juu ni mwanafunzi wa Chuo Kikuu Huria cha Tanzania ambaye amekubaliwa kufanya research juu ya **"Motivation and Performance of Teachers in Government Secondary Schools in Bagamoyo District"** katika ofisi yako. Hivyo mpokee na kumpa ushirikiano kulingana na mahitaji yake.

Nakutakia utekerezaji mwema

  
Mwalukasa G.A.  
Kny: MKURUGENZI MTENDAJI (W)  
OFISI YA MKURUGENZI MTENDAJI (W)  
S.L.P. 59,  
BAGAMOYO  
MKOA WA PWANI

Nakala: Mkurugenzi Mtendaji (W) -Aione kwenye jalada  
BAGAMOYO

Mkuu wa Idara,  
Idara ya Elimu Sekondari (W),  
S.L.P 59,  
BAGAMOYO.

Mkuu wa Shule,  
Shule ya Sekondari Hassanali Damji,  
S.L.P.199,  
BAGAMOYO -Kwa taarifa