

**INFLUENCE OF EXTRINSIC MOTIVATION ON TEACHERS'  
PERFORMANCE IN TANZANIA: A CASE OF PUBLIC PRIMARY  
SCHOOLS IN IGUNGA DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: *“Influence of Extrinsic Motivation on Teachers’ Performance in Tanzania: A Case of Public Primary Schools in Igunga District”* in Partial Fulfillment of the Requirements for the Award of the Master of Education in Administration, Planning and Policy Studies (Med-Apps) of the Open University of Tanzania.

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I, **Margaret Eliaoni Moshi**, do hereby declare that this dissertation is my own work and that it has not been submitted and will not be presented to any other University for a similar or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

This dissertation is dedicated to my lovely father Eliaoni Moshi and my lovely mother Efratasia Moshi, my brethren for their passion, care and financial support they made towards my education achievements. Thank you and stay blessed!

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Though space is limited to list all who assisted me to accomplish my work, their intellectual as well as material support deserves my appreciation.

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**ABSTRACT**

The study assessed the influence of extrinsic motivation on teachers' performance in government primary schools in Igunga. The general objective of the study was to explore the influence of extrinsic motivation on performance of teachers in government primary institutions. The study used mixed method approach whereby case study design was involved and the sample of 105 respondents including head teachers, teachers, District Primary Educational Officer, District School Quality Assurer Officer, Teacher Service Commissioner Officer, Ward Education Officers and pupils. The work used simple random, stratified, and purposive sampling techniques. Data were gathered using interviews, questionnaires and document review. Qualitative data were analyzed using content analysis techniques whereas quantitative data was analyzed by the use of SPSS version 20. Findings revealed that teachers are unsatisfied with the salary paid by the government, which makes them embark on other businesses to supplement income. Also, the research revealed that, there were no extra teaching allowances; teachers are not promoted timely, also no annual increments since 2015. Furthermore, there was inadequate teachers' housing hence lateness and absenteeism. The findings also revealed that teachers' attendance and punctuality at work was not less than 75% regardless of their challenges. Generally the study concluded that, employees' motivation has great impact on performance of any organization especially to teachers, therefore it should be taken into consideration so as to raise their morale of working hence over performance. The recommendations made included; the government should improve teachers' welfare through provision of good salary, annual increments, teaching allowances and timely promotion. Also to enhance punctuality and attendance to teachers the government should build enough houses so that teachers reside inside their working places.

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**LIST OF ABBREVIATIONS**

DPEO	District Primary Education Officer
DSQAO	District School Quality Assurer Officer
Km	Kilometer
MMEM	Mpango wa Maendeleo ya Elimu Msingi
No	Number
OPRAS	Open Performance Review and Appraisal System
S	School
S.T.D	Standard
SPSS	Statistical Package for Social Science
TSC	Teachers Service Commissioner
TSCO	Teacher Service Commissioner Officer
Tshs	Tanzania Shillings
US	United States
WEO	Ward education Officer

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Overview**

The study focused on Primary public schools to see how extrinsic motivation can influence teachers' performance in relation to good academic performance. In the recent past, teachers have been blamed by many people involved in education in the country in case of poor performance resulting to mass failures of pupils in primary schools (Magina, 2010).

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

Motivation is paramount to those employed; it improves efficiency and accountability of employees. Again, it assists in the attainment of mission, vision and objectives of the organization and boosts the way things are done (Dungu, 2000).

Darmon (1990) as cited by Gaffari et al. (2017) states that motivation is a process, which starts with psychological or physiological necessity that enhances a particular behaviour. There are two categories of motivation, namely Intrinsic and extrinsic motivation (Armstrong, 2003). Intrinsic motivation is the type of motivation from within the person or from the activity itself, positively affects behaviour, performance, and well-being (Ryan & Deci, 2000). Extrinsic motivation (which is the focus of this study) is defined as things one can touch such as wages, incentives, benefits, safety, incremental benefits and service contracts and working environment which are required to persuade subordinates Mullins et al. (2005).

Motivation is one of the significant aspects of psychology and important for the managers who direct subordinates for obtaining worthwhile goals (Ali et al., 2012). Some problems encountering workers are such as poor pay, lack of in-service trainings, lack of teachers' houses, lack of or delayed promotion and lack of appreciation of workers' success (Forson, 2012).

In case teachers do not have enough motivation, it therefore follows that they are less fluent which consequently results to the students' underperformance and the cycle of schooling as a whole. Steers et al. (2004) highlights that motivation is a process through which a person's desires are pushed, pointed, and sustained towards achieving a certain objective.

Globally, different authors are trying to show the merging among extrinsic motivation and work done to workers. For example; from the work by Damian (2012) centering on things that bring about work done by teachers in government schools in the central Sangwang-China, it was discovered that teachers do well when given good environment (i.e. extrinsic motivation). She argues that the environment in which one works, not necessarily good wage, if well administered to satisfaction of a worker, one gets motivated and the yield is better (high academic performance).

Habibah et al. (2014) conducted a study in Malaysia on improving teaching career through comprehending teachers' needs. The research showed that facilitators hold some rationale in favoring teaching career. In the study, education was recognized as a noble career, as a way to contribute to pupils' well-being, development, and to fulfill their needs and satisfaction. On the other hand, the study indicated some reasons that

teaching profession was not favorable due to low salary, lack of promotion opportunities and un-conducive working environment for the teachers.

Accounting on things that bring about teachers' productivity in government schools in Nigeria, Emenike (2013) concluded that working space, presence of working equipment and resources, better knowledge and abilities through proper training, access of information and a sense of appreciation, good remuneration and handsome reward system are the critical ingredients of worker job performance.

It is obvious that teachers in Tanzania are not well motivated, which is reflected in deteriorating teaching performance and learning outcomes (Magina, 2010). A study conducted by Noor (2009), a Dar-es-salaam University student, about the interplay among job performance of teachers and students' school excellence in final exams, a number of factors working in an intermingle, were assumed to influence students' achievements. The factors were essentially teacher-related and bordered on motivational component; in service training for acquiring more skills and knowledge, better pay, material rewards and favorable working atmosphere.

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

Every institution needs a contented manpower in order to realize their mission (Bwisa, 2012) in (Zalwango, 2014). Nelson et al. (2003) argue that a well-payable job and hygiene factors results into good work and few complaints among teachers in government and non-government institutions. Lack of motivation between employees in schools fosters poor performance of specific schools (Keijzers, 2010). The problem of motivation encountering schools' staff include poor wages, lack of training, lack of

teacher housing, unstructured promotion, and lack of appreciation of staff prosperity (Forson, 2012). It seems that teaching career has been left behind and the government of Tanzania has always provided a small budget in this area regardless of the big number of teachers.

The studies conducted in Ghana by other researchers, the findings showed that most of the teachers are not committed in teaching and engaged into teachers turnover, lateness, drunkenness, absenteeism, lack of job interest and less innovation due to low wages and irregular payment salaries compared to other professionals, lack of career advancement opportunities, improper teaching and learning equipment and poor environment of doing work (Akuoko et al., 2012; Adjei et al., 2014).

In Tanzania, some teachers in government primary schools are encountering a myriad of problems. One of the problems is remuneration. Teachers need to be given salary, leave allowances and arrears when they get promoted. Teachers' payment problem came into being since the government started to put in practice Structural Adjustment Programme (SAPs) conditionality specifically in the mid-1980s (Lyimo, 2014).

Before the implementation of SAPs conditionality, the salary of teachers was paid, allowances for leave, allowances for transport, allowances for rent and allowances for teaching. One of the conditionality put in place by WB and IMF via SAPS was the reduction on public expenses on social amenities including education in all ranks. The reduction of government social services affected teachers' remunerations such as rent allowance, transport allowance and teaching allowances, which had already become

extinct. The removal of these expenses led to fiscal difficulty to government officials for they had to depend mostly on their monthly earnings (Lyimo, 2014).

Although different efforts have been made by the government of Tanzania through different Programs like Big Result Now (BRN) in 2013 and Educational Structural Development Program (ESDP)-1997 under PEDP and SEDP in improving the extrinsic motivation such as housing, adequate teaching and learning facilities, leave allowances, salary increment per year and health insurance for the teachers still the problem persists to teachers because the government does not provide them on time.

On seeing the role of extrinsic motivation on teachers' performance from different authors from outside Africa, Africa and Tanzania in particular, many researchers dealt with employees' motivation in relation to job performance without specifying the type of motivation. Thus, the work aimed to bridge this gape by availing the influence of extrinsic motivation on teachers' performance in government primary institutions at Igunga.

## **1.4 Research objectives**

### **1.4.1 General Research Objective**

The general objective that guided the study was to find out the influence of extrinsic motivation on performance of teachers in government primary institutions.

### **1.4.2 Specific Research Objectives**

The study included the following specific research objectives

- (i) To examine the role played by remuneration on teachers' performance in government primary schools.

- (ii) To assess the contribution of promotion on teachers' performance in government primary schools.
- (iii) To assess teachers' punctuality and attendance at work place in public primary schools.

### **1.5 Research Questions**

- (i) What is the role played by remuneration on teachers' performance in government primary schools?
- (ii) What is the contribution of promotion on teachers' performance in government primary schools?
- (iii) To what extent does teachers' punctuality and attendance at work place contribute to their performance in government primary schools?

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

The significance of this study is to help the employers and the government to come together to discuss remuneration given to teachers in relation to other professions. Also, the study is geared to help public organizations by identifying the benefits and problems about promotions of teachers hence recommending for the improvements of promotion practices for employees in public sector specifically teachers.

Furthermore, the study will help the administration to make a close follow up on teachers' punctuality and attendance so as to improve teachers' performance as well as students' academic achievement.

Lastly, the results of this work will provide light to other people who might develop interest in conducting a similar study on extrinsic motivation on teachers in relation to teachers' performance. Last but not least, the study will as well assist the society to gain new knowledge and skills in conducting educational research.

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

The study examined how extrinsic motivation influence teachers to perform their duties of teaching in primary schools and improve the academic performance of pupils in Igunga District. The study was conducted only in public schools whose control and management are directly under the government and left out private schools. It was possible that, teachers among public and private schools were not similar, and that studies in private schools have different results.

### **1.8 Limitations of the Study**

In doing this work, the researcher came across some challenges including:

Financial problems, for I pay the fees for myself using my little earnings, the expenses have been so high because I have to make ends meet in the household.

Scarcity of time to my side posed a challenge to attend my occupation as a teacher and a student with the open university of Tanzania at the same time.

Transport problems at Igunga District were difficult especially for schools, which are located in rural areas. The only means of transport is through hiring of motorcycles and the costs were very high with muddy roads and plenty of dusts. All challenges were solved by the researcher for the study had to be done and completed.

### **1.9 Definition of Key terms**

**Extrinsic Motivation** is the type of motivation, which comes from outside a person. These are external rewards such as wages, incentives and good working conditions.

**Performance** is process of doing or fulfilling tasks or work given. It can be said that, it is the way that an organization or an institution get work done.

**Government schools** are schools be it primary or secondary that operate under the government sector.

### **1.10 Organization of the Chapter**

This research report is organized in five chapters; namely, chapter one, chapter two, chapter three, chapter four and finally chapter five.

Chapter one contains the introductory part of the dissertation, background to the problem, statement of the problem, research objectives, research questions and relevancy of the dissertation.

Chapter two is all about literature review, which covers the following components: overview, conceptual definitions, theoretical review and empirical analysis of relevant studies.

Chapter three is all about research methodology. It encompasses such variables like overview, research strategies, survey population and area of the research, sampling design and procedures, methods of data collection, data analysis and processing, estimated research budget.

Chapter four is all about data presentation, interpretation and discussion of findings. This is a specific chapter where all the research objectives are addressed. In this dissertation, the objectives that guided the study included: To assess the role of remuneration on teachers' performance in public primary school, to assess the contribution of promotion on teachers' performance in public primary schools and to assess teachers' punctuality and attendance at work place in public primary schools in Igunga District. Lastly, chapter five is all about summary of the study, conclusion and recommendations. The recommendations were divided into two, namely, recommendations for immediate actions and recommendations for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The review of the related literature is crucial in the research study. It makes the researcher study various theories related to the topic under scrutiny and get used with the research topic. It also enables the researcher to understand the type of additional data needed in the study (Kombo and Tromp, 2006). This chapter aimed at bridging the gap between what is known and what is not known. The review of literature begins with the conceptual definition, explanation of the key concepts, theoretical review thereafter the empirical literature review and eventually conceptual framework.

#### **2.2 Conceptual Definitions**

##### **2.2.1 Motivation**

Motivation implies to the forces from within a person that impact on his or her direction, intensity and persistence of voluntary behaviour (Mcshane et al., 2000). According to Robbins et al. (2008) motivation is the willingness to exhibit high standards of effort to reach institutional objectives, conditioned by the efforts and ability to suffice the needs of a person.

They further argue that motivation is a function of three key components, namely; effort, institutional goals and wants. From the above explanations, the study used it as the operational definition for this study; therefore, motivation is the merging of certain forces maybe an employee's desire, ability and power directed to accomplish an organizational mission or course of action.

### **2.2.2 Extrinsic Motivation**

Extrinsic motivation comes from the fulfillment of external rewards, including remuneration, materialism, pride, and positive assessments from others (Sansone et al. 2000). Thus, extrinsic motivation means motivation, which emanates from outside a person.

### **2.2.3 Performance**

Armstrong (2003) asserts that performance is the behavioral component that explains the way in which institutions, groups and individuals get work done. This means that performance is the process of doing or fulfilling an action, task, or work given. In the study, performance means all that primary teachers in Igunga primary schools may undertake with achievement.

Employee Performance is essentially dependent on a myriad of factors just like performance appraisals, staff motivation, staff satisfaction, compensation package, training and development (Carter, 2009).

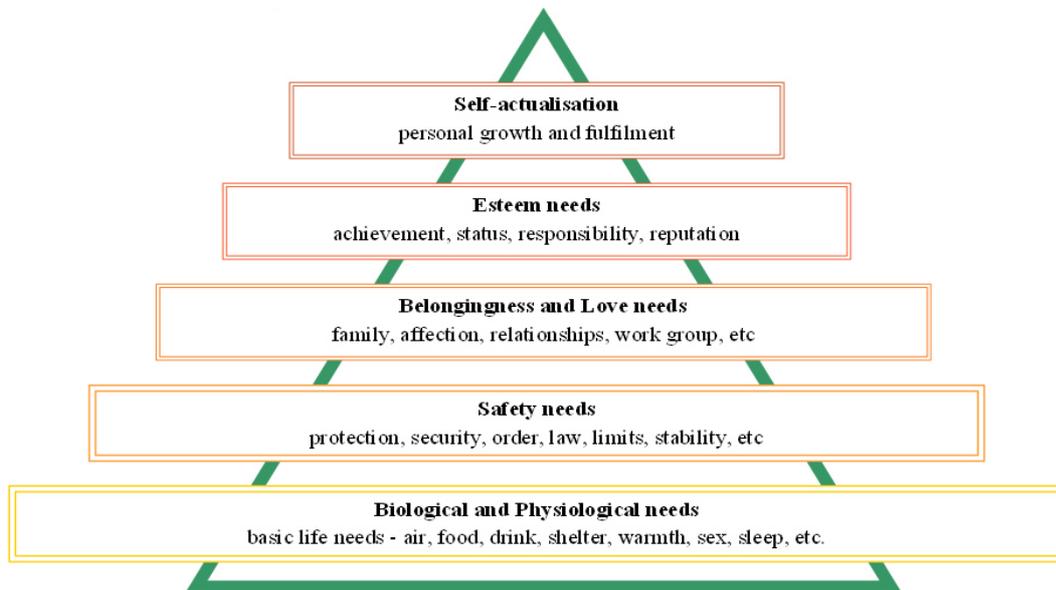
## **2.3 Theoretical Review**

The research applied three major approaches namely: Maslow's pyramid of Needs theory, Fayol's theory of Remuneration and Weber's theory of Management.

### **2.3.1 Maslow's Pyramid of Needs**

Maslow's pyramid of needs theory was put forward in 1943 by Abraham Maslow in the article named 'A theory of human motivation'. According to Maslow, workers have five needs (Maslow, 1943): physiological, safety, social, ego, and self-

actualization. Maslow contends that lower level needs need to be satisfied before the next higher-level need is attained. Maslow's theory assisted the researcher to bring with her viable findings that unveiled to the school administrators to prepare an enabling environment for the teachers working in the station, through provision of extrinsic motivation for teachers like good remuneration, quality housing, mutual contract, adequate teaching and learning facilities which motivate them to maintain teachers' performance. The five levels of Maslow's pyramid of needs theory can be described in the Figure 2.1.



**Figure 2.1: Maslow's Pyramid of Needs**

Source: Maslow (1954)

The five needs were categorized into two groups: basic needs and higher-order needs. The most basic needs such as food, water, shelter, and safety, are considered important for human survival. Higher-order needs are those related to social demands, esteem needs, and self-actualization or constant self-improvement. Explaining more about this theory, Whittington et al. (2005) contend that "each of these needs operates

at all times, although one deficient set dominates the individual at any one time and circumstance".

The motivation accustomed by humans to accomplish those needs is either originated from internal or external aspects. Intrinsic motivation is possessed by people who are convinced by forces that lead to a sense of accomplishment and leisure, while extrinsically motivated people are usually influenced by factors controlled by others, such as success and prosperity (Dec et al., 1985). Maslow's pyramid is normally displayed in a pyramid manner, with the basic needs flowing from the bottom and the higher needs to the top.

Physiological necessities involve the important basic requirements for a man to live. It concerns socialization, brotherhood and neighborhood. Academic institutions must be situated in conducive atmosphere where workers shall be close to their families. Head teachers should create rapport between and among staff members.

Currently, in Tanzania joining teaching profession is the last resort after failing to join some other professions. The community has a negative perspective on teachers as they are not paid well. The incumbent government needs to improve teachers' earnings so as to raise the life standard of teachers.

The rationale for teachers to work is to make sure that they sustain their basic wants. Teachers' working situation reduces the level of satisfaction in physiological needs as postulated by Maslow's theory. Teachers' wants range from basic needs to self-actualization needs. There are some government primary schools with or without

teachers' houses, staff rooms, teaching/ learning materials, laboratories, desks and classrooms, which are paramount in teaching. Teacher's houses, remuneration, promotion and distance to and from work are among teachers' wants, which are called upon to be accomplished.

### **2.3.2 Henry Fayol's Principle of Remuneration**

Remuneration is among Fayol's 14 Principles of Managing. According to Fayol, remuneration encompasses rewards offered to the workers of an organization for all the services performed in a given organization. Remuneration is categorized into two, these are, non-monetary (a compliment, more responsibilities, credits) and monetary (compensation, bonus or other financial compensation). Remuneration is offered as recognition for the work done by the employees in ensuring that the organization attains its mission and also as a way of making them offer better services. Schools like other organizations, have aims and objectives to be fulfilled, and teachers are that employees who will put their efforts to achieve those objectives. Therefore, this theory suggests that employees (teachers) should be given good remuneration for their efforts so as to motivate them and make the school objectives achieved. Fayol's theory suggests that money be given to all workers fairly (Fayol, 1916).

Fayol contends that there is nothing we call a perfect system, teachers usually have a propeller when involved in work, and handsome package is one of the most efficient propellers. Fayol goes further arguing that the packages paid to workers needs to meet the principle of equity, logical, enough to both the boss & the subordinates (Mtengenzo, 2009).

Remuneration ought to be determined on basis of job role played by an employee, fiscal liquidity of an organization, living standard, and so on, for it lessens conflict at work place, increases productivity and promotes a good working condition. This should be applied to teachers “salary needs to be fair and enough, should go hand in hand with the work load they have and should determine the cost of living. Fayol adds that benefits like free schooling rent assistance, medical care, and other fringe benefits, be added to employees’ wage as it raises motivation of working. The government should take a note in Fayol’s’ theory; teachers can be motivated only if they work under favorable conditions.

Teachers should benefit from their work by getting education without pay, rent allowances, medical assistance, fare allowances and some more benefits. Uzuegbu et al. (2015) argue that a supervisor is supposed to get more pay than any other staff. Thus, by virtue of article of assembly and the type of duties, supervisors installed by managers are supposed to receive more than those employed. Here, it’s like to say the government should take a note to this theory and consider the leaders from grass root.

As a head of department is paid high salary and allowances like house allowance, fare allowance so be it to head of schools because are also supervising their subordinates. Fayol says that, a satisfied staff is a good asset to managers. Remuneration makes teachers able to live a good life and in also offer special incentive to those who are more versatile or meritorious. It should be based on living expenses an expected normal standard of living, productivity of the concerned employee and the capacity of an organization to pay.

### **2.3.3 Max Weber Theory of Management (1864-1920)**

Weber postulated three (3) kinds of power in institutions: traditional, charismatic and rational-legal or bureaucratic. And because people with charisma are few, and traditional authority is unable to cope with tough administration, the trend in the contemporary communities is geared to rational bureaucracy power. Bureaucracy is the kind of governance, which according to Weber, should be an important organization structure. Business, labour, religious, educational, and governmental systems are dependent on a large manpower sequenced in a hierarchy to perform particular issues based on internal laws and regulations (Microsoft Encarta, 2009).

Warwick (1975) in his approach argues that, Bureaucracy has the following distinctive characteristics: A hierarchical structure, encompassing the division of power from the top to the bottom of an institution; a series of formal positions of office, each having clearly shown duties and responsibilities; Formal laws, regulations and standards of monitoring operations of the company and character of its members and technically qualified experts hired on a career basis, with promotions basing on qualifications and performance.

Bureaucracy is an efficient way of managing in the company's acquiring rationality, removing turmoil, and avoiding ambiguity (Aydın, 2010). Generally speaking, bureaucracy is the process of merging scattered transactions and actions in relation with rational and objective rules (Başaran, 2000). As bureaucracy manifests its being in several organizations, Bursalıoğlu (2012) points schools as bureaucratic institutions viewing bureaucracy as one of its peculiar traits. The features of the bureaucratic structure in schools can be stated as follows: To establish division of labour with

regards to fluency in the sharing of formal duties (fosters specialization); teachers are supposed to take part as school administrators or group leaders; laws and regulations bring people together and lead them and that teachers show their impartiality and coherence.

The person to labour in a particular position at school showcases their career competence and professional qualification (basing on technicality). Looking at schools, Webers' characteristics prove that a school is a bureaucratic organization because teachers are doing their work in a specialized manner, there is a division of labor among teachers, and teachers are responsible to the mandate from up to downwards with obedience of school laws and regulations.

For the time being, Weber put forth some features that he thought the most effective bureaucratic institutions should have. These are just like a career structure with a system of promotion basing on the judgment of bosses within a formal hierarchy; a permanent fixed office for each career employee; selection on the basis of technical expertise; and remuneration in the form of a fixed cash wage with the right to a retirement benefit. Basing on the features of Max Weber, the government authority should take consideration on teachers' career structures.

Teachers need to be promoted according to their level of education and experience in a hierarchy form; and promotion should go hand in hand with an increase of salary. Positions must be sequenced hierarchically, so the staff knows to whom they should report. Hierarchy is the process of arranging several positions in descending scale from up to downward of the organization. In bureaucratic organization, offices again

adhere to the principle of hierarchy in a manner that each lower office is subject to supervision by higher office.

According to Weber, school administration should be arranged hierarchically. For example, in school a position from bottom to top can be seen as follows; Teacher on duty, discipline master/mistress, academic teacher, assistant head of school, head of school and then goes to Ward Education Officer (WEO) together with District Education Officer (DEO).

Weber adds that, myriad of positions within a hierarchy need different credibility; hence, the need to use a well-defined career structure. This implies that staff can only be appreciated on the basis of seniority or good performance in the organization. The government should take note on Weber's theory and should promote the employees (teachers) according to seniority, qualifications and work performance. This will help to boost the level of humility for the hierarchy within the company. It should be born in mind that positions in a hierarchy are remunerated differently for they engage in distinct duties and roles i.e. a mere class teacher should not be given wage equally with a head of the institution/department.

## **2.4 Empirical Review of the Related Literature**

### **2.4.1 The role of Remuneration on Teachers' Performance**

The study done by Mumanyire (2005) on the factors affecting teachers motivation asserted that the most significant motivator that a teacher can enjoy is money, which is sometimes denoted by salaries, allowances, wages, bonuses, duty allowances and other rewards.

In their study of the effect of motivation on employee performance, Emeka et al. (2015) contended that there are positive impacts of staff motivation and workers' performance. It comes about when there is an increment in employee motivation such as salary, allowances, bonuses and other fringe benefits offered to staff, notwithstanding; we also find a corresponding increase in staff doing work. However, teachers now days feel that they are undermined and are the servants of low status because are less paid in their monthly salaries, leave allowances and arrears when they get promoted.

Ghaffari et al. (2017) did the study on the influence of motivation on job performance in Malaysia, said that managers should use money to awaken the morale of their workers. She further added that, fringe benefits such as bonuses and allowances are cash paid to staff who have attained a specific performance purposes and those payments is an extrinsic factor which awakens the working spirit of the workers towards their well-performed job (Akintoye, 2000, Kinick et al., 2008 as cited in Ghaffari et al., 2017).

Gemeda (2015) conducted the study about staff motivation for facilitating and professional training in Ethiopia. His research was based on non-numerical approach and data were assembled through focus groups of discussions as well as semi-structured interviews involving 32 staffs who were chosen using purposive sampling techniques.

The research concluded that low performance for teaching staff and students are the result of teachers to be underpaid with their remuneration like salary. This lowest salary accompanied with inflation makes ends not to meet and therefore the majority

of teachers are forced to look for green pastures, which actually downgrade their engagement in career learning opportunities within the teaching occupation.

In Tanzania, Lyimo (2014) did a study on the evaluation of teachers' low payment in Moshi Rural District. The qualitative approach, sample of 30 respondents, questionnaire and semi-structured interview were used. The finding asserted that payment of salaries for teachers does not correspond to other certificates unable and this makes teachers not to fulfill their responsibilities amicably. Most of them find themselves engaging in other businesses such as extra tuition, gardening, animal husbandry, and farming. This makes some staff play truancy, which downgrades their fluency and leads to learners' low academic performance.

#### **2.4.2 The contribution of Promotion on teachers' performance**

In his study on impact of motivation to employee performance, Ibrahim (2015) contended that appraising best performers to positions of higher power can inspire them to proceed with their good work. Riel (2010) in his findings added that appraising best performers could assist stay with best workers by giving them new ways of doing things. Promotion is considered to play many roles, all the way from salary up grading, achieving a higher occupational group or simply moving to a higher institutional administrative structure (Adagala, 2011).

A research conducted in Malaysia by Harrison and Novak (2006) declared that initiatives should be done by managers to come up with promotion opportunities which contribute to staff job satisfaction and act as motivator for performing job (Harrison et al. 2006 as cited in Ghaffari et al., 2017).

In his study Onada (2015) stated that, promotion should be given the required significance because it is an efficient management weapon to the execution of which is essential to increase the employee confidence and interest in job and improve the overall productivity of the organization.

#### **2.4.3 Punctuality and Attendance at Work Place on Teachers' Performance**

Punctuality is geared towards making sure that staff attend office daily and also finish their working time (Engle et al., 1994 as cited by Thierry, 2018). Punctual people are valuable assets to any organization that likes to prosper. Employees who do not care about punctuality are mere burdens on the system and do not have anything to offer to the overall productivity of the organization (White, 2012 as cited by Thierry, 2018).

A study conducted by Ndungu et al. (2015) concerning the influence of monitoring and evaluation contended that academic institution should improve the monitoring of school attendance for staff as consistency in school attendance has a repercussion on instruction. The location of a school from teachers' place of domicile may impact on their attendance to school; however, the commitment of the teacher may force him to get to the workplace on time.

Duflo et al. (2005) reported on a programme in India that used cameras with tamper-proof date and time functions to monitor daily teacher absence. A pupil in the class used the camera to click a photo of the teacher and the other pupils at the beginning and end of each school-day. Each teacher was paid basing on the number of days they were present at the beginning and end of the day and got a bonus for each additional day they attended or a fine for each day they failed attend.

A study done Miller (2008) for the Center for American Progress titled “Tales of Teacher Absence: New Research Yields Patterns that Speak to Policy Makers”, says that on average, teachers in the United States are not present between nine and ten days in the whole academic year. They summed up that teacher absences do have a negative impact on student performance (Finlayson, 2009). They added that, teachers with poor job undertaking ratings as examined by principal ratings had higher absenteeism rates.

A study cited by Wanjala (2017) evaluating the impacts of teacher absenteeism and quality instruction in northern Ghana, the Northern Network for Educational Development (NNED) (2009) contends that teachers do not use the set time for classroom teaching/learning, and hence negatively affect syllabus completion and students’ academic achievement.

A study cited by Finlayson (2009) showed in a report to the Wisconsin Association of School Boards, Craig Hubbell (2008) states that attendance nourishes when staff are required to report their absences to their direct supervisor. A report for the North Carolina Department of Public Instruction in May, 2007 states that having teachers report in person instead of only calling in to an automated telephone system reduces absenteeism (Scott et al., 2007).

The stipulated Public service standing orders of 2009 of the united republic of Tanzania in section “F2” claim that to maintain a record of arrival time to public servants, attendance registers shall be maintained by a given institution. The register must be signed by staff members employed in different offices, schools, universities,

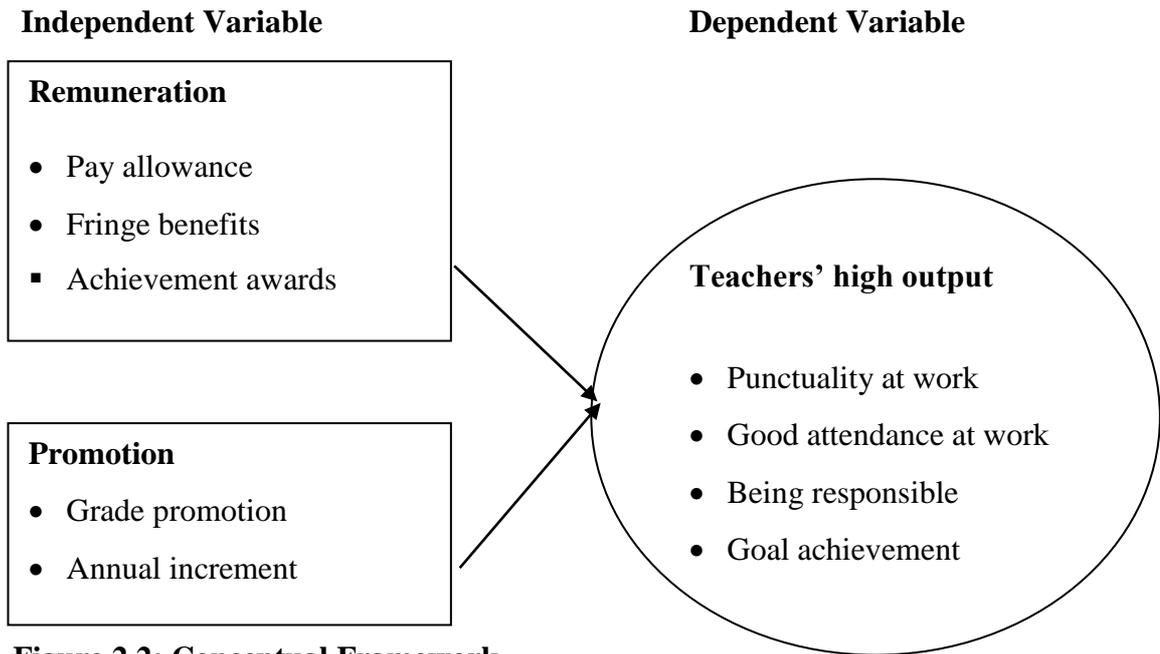
hospitals and courts, except those who are employed to attend their duties in "shifts" (the United Republic of Tanzania Public Service Standing Orders, 2009).

Under this circumstance, section "F" of the united republic of Tanzania Public service standing orders grants mandate to school managers to use attendance registers which must be signed by all office members in daily basis when they reach at their working premises. For ensuring efficiency of the register, the above-mentioned section of the United Republic of Tanzania standing orders shows different instructions to supervisors some of them being drawing lines immediately after the last signature of the employee (Tanzania Public Service Standing Order, 2009) in Mgonja, 2017).

A study conducted by Mgonja (2017) on Responding to Workplace Absenteeism in Tanzania recommended that for the sake of attracting teachers' attendance as well as punctuality at work, the government ought to improve motivation to teachers by rectifying their working condition, paying their wages on time, increase their wages and other dues in line with the responsibilities they act upon and that teachers should abide by their professional code of conduct. That way, head teachers should be reminded of their duties and convinced to stop hiding absenteeism characters of their subordinates.

## **2.5 The Conceptual Framework**

The research was about the investigation of the influence of extrinsic motivation on teachers' performance in primary schools in Igunga District.



**Figure 2.2: Conceptual Framework**

Source: Researcher 2019

Figure 2.2 showed the conceptual framework of the study where by independent variables and dependent variables were involved. Allowances, fringe benefit in form of a fixed cash and achievements awards are good motivators to employees in any organization and when considered raised employees' morale. According to Tanzania Standing Orders (2009) promotion denotes the appointment of an employee to a higher post with an immediate potential change in salary and responsibilities. Therefore, when teachers are providing with good payment, promoted timely and provided with annual increments they will strive for their best hence over performance. Also, when teachers are motivated they will increase their punctuality, attendance at work, being responsible and resulted in goal achievement hence high performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This part presented on the explanation of the ways that were used in conducting this work. This part concentrated on research paradigm, research site, sample and selection, research tools, data collection procedures and ethical consideration. The research approaches that were used in this study involved qualitative and quantitative approaches, which focused on extrinsic motivation in teachers' performance at public primary schools.

#### **3.2 Study Area**

The study was carried out at Igunga primary schools in Tabora. Igunga is part of the seven (7) districts that make up Tabora. It is situated to the north by the region of Shinyanga to the east by the region of Singida, to the south by the council of Uyui and to the west by the council of Nzega districts. The reason behind selection of Igunga District is based on two reasons. First, there is no research done on the related topic in the study area, therefore a researcher wanted to fill this gap.

The second reason is that the period between 2010 and 2015, the council did not perform well in the primary school leaving exams' results. Besides, one of the schools received the black flag as an indicator of punishment. Therefore, the researcher was curious to examine whether this underperformance can be related to extrinsic motivation on teachers in their working place.



**Figure 3.1: Map of Igunga District Council**

Source: National Electoral Commission of Tanzania

### **3.3 Research Approach**

The researcher employed a mixed approach, which allowed the study to benefit from both qualitative and quantitative data. In this study, quantitative approach was used to measure and analyze the numerical data obtained from participants. Aliaga et al. (2000) described quantitative approach as “Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). Quantitative research approach concerned with questions about how much, how many and to what extent? Qualitative approach was used to collect depth information from the participants through feelings, views and opinions. Qualitative research approach is concerned with developing explanations of social phenomena; it answers the questions, which begin with why and how?”

### **3.4 Research Design**

According to Thungu et al. (2008) research design entails the ways and protocols the inquirer employs in scrutinizing a specific phenomenon. There are different designs that a researcher could use in research such as descriptive research design, case study design and cross-sectional survey research design.

In this study case study design was used due to its advantage of focusing on how and why in exploring and gathering needed information. It enabled the researcher to gather in-depth information about the influence of extrinsic motivation on teachers' performance.

According to Kothari (2004), a case study method is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community. It is a method of study in-depth rather than breadth. The case study places more emphasis on full analysis of a limited number of events or conditions and their interrelations. Thus, case study is essentially an intensive investigation of the particular unit under consideration. Therefore it helped to collect data and enabled the researcher study into detail all the variables involved specifically in schools. The research employed both qualitative and quantitative approaches.

### **3.5 Target Population**

Omari (2011) argues that population is the generality of any collection of entities which have one or more traits in common that the researcher is interested in. The population can be all the individuals of a given nature, or a more prohibited section of

that section. According to the purpose of the research, the interested population comprised of government primary institutions in Igunga district, all heads of primary school, Education Officers in a given ward (WEOs), and Education Officer in the council (DPEO), The Commissioner of Teachers' Service (TSCO), District School Quality Assurer Officer (DQAO), all teachers and all pupils from standard 5 to 7.

### **3.6 Sample Size and Sampling Techniques**

In this section the enquirer presented the sample and sampling method as follows:

#### **3.6.1 Sample**

A sample is expressed as a selected and chosen group in which one conducts research (Whiker, 2001). Also, Rwegoshora (2006) defines a sample as a section of the population that is situated so as to make deductions about the population. Due to the time and budget constraints the researcher was unable to study the all the population in that case this study selected the number of items from the targeted population so as to constitute a sample, it must be remembered that there is no accurate number of items to be taken to make a sample (Adam, 2003).

In case of this research sample was 105 informants, which comprised primary school teachers, head teachers, pupils, The Commissioner for Teachers' Service person (TSD) District Quality Officer, Ward Education Officers As well as district education officer. The total number of 40 primary school teachers, 50 pupils, 5 Ward education officers, 7 heads of schools, 1 Teachers' Service Commissioner Officer (TSC) 1 District Quality Officer (DSQAo) as well as 1 District Primary Education leader (DPEO) were included in the research. The groups were chosen for they are the key stakeholders in education.

### **3.6.2 Sampling Techniques**

The sampling techniques involved in this study were: purposive sampling, simple-random sampling and stratified sampling.

#### **(i) Purposive Sampling**

Purposive sampling refers to a non-probability sampling approach that is used to choose persons from a specific population who have unique traits and have specific information for the research. The researcher used purposive sampling in choosing informants such as head teachers, WEOS, Head of department, DSQAO as well as a TSC person. These informants were selected through this method because of the nature of the vacancy they occupy. Purposive sampling is useful to choose the sample in which the researcher thinks and believes has rich information that would help bring good results. For example, heads of stations were selected in this research purposively for they are the ones who make sure that everything about academic is well performed, therefore their views provided insight on how extrinsic motivation increases teachers' performance in their work. Also, district education officers were selected purposively as they are supervisors therefore, they provided information on how they saw their employees' (teachers) performance when they are highly or less motivated.

#### **(ii) Simple random sampling technique**

Simple random sampling is a method in which each item of the population has likelihood of inclusion in the sample (Craswell, 2008). That is to say, for the case of random sampling, each item or element of the population is likely to be selected. Simple random sampling was applied in pointing school staff so as to avail the

likelihood to be included in the research. The researcher applied the manual lottery mechanism by jotting down the names of all institutions in a small piece of papers and then put in a box and roughly mixed thus picking 10 pieces of papers denoting the sample of the research. Also, the researcher used a similar method to get samples for teachers. The researcher used a piece of paper with the word included/not included which allowed the informant either to take part in the research or otherwise, and then the pieces of papers were put in one box and mixed up, for those who received papers written included participated in the study as the sample of the study without considering their sex, age and their duration of employment.

**(iii) Stratified sampling**

Stratified sampling was used in selecting pupils from standard one, two, three, four, five, six, and seven according to strata included gender and education level. The researcher proposed pupils from standard V, VI, and VII because of their class levels, and ability of reading and writing. This method used to ensure the presence of the key subgroup within the sample. The researcher was able to pick the pupils according to gender in order to present both female and male for each class under the advice of the class teachers.

**3.7 Sources of Data**

**3.7.1 Primary Sources of Data**

Primary materials constitute information collected first hand from the informants. Patton (2002), assert that primary data are firsthand materials that were collected using several ways such as observation checklist, interview, questionnaires and document reading. The first hand-information included interviews and questionnaires.

The interview involved structured interviews and unstructured interviews; the questionnaire encompassed both open and close-ended items.

### **3.7.2 Secondary Sources of Data**

These are second hand materials already gathered and compiled by experienced scholars for their own purposes; such sources include book pages, journals, encyclopedia, papers and periodicals, compiled statistical documents and papers (Kapperman, 2006). In the research, secondary data were written materials such as reports, official letters and statistical packages of teachers as well as student's performance records. The researcher obtained the documents from schools, TSC office and district office. The purpose of this was to make a review and get a real picture about the degree of how high or low the district performs regionally and nationally.

### **3.8 Data Collection Instruments**

Three major instruments of gathering data were used to assemble data on the repercussion of extrinsic motivation on teachers' doing work in government schools. They involved document reviews, interviews, as well as questionnaires. The triangulation method was used with the idea that one data collection tool cannot suffice to gather the information for a given problem (Cohen et al., 2006).

#### **3.8.1 Document Review**

The researcher employed this method to check the written materials so as to have the required information to support the research about the influence of extrinsic motivation on performance of teachers in Igunga primary schools.

In this study, the documents cross-checked and reviewed were logbooks, daily teachers' attendance records, statistics for the regional examinations results and national examination results, which helped to determine how well teachers performed their work to achieve students' academic performance. Therefore, the use of documentary review for the researcher gave the chance of collecting data in more silence space and also the method allowed holders of the documents to continue with their schedule.

### **3.8.2 Interviews**

The researcher made the use of interview guides to collect in depth information from the teachers of primary schools, inspectors from the ward, head of departments, TSC person and District School Quality Assurer Officer to get their opinion, belief and feelings about extrinsic motivation in relation to teacher's performance. This study involved face to face interview by the use of English language and Kiswahili language whenever it seemed necessary.

The researcher developed guided interview questions, which based on research objectives. Structured as well as unstructured items were involved to show the direction of the interview. They assisted the researcher to secure information. Kothari (2004) says that interviews mean gathering of data from careful discussion between the researcher and the informants. Interviews involve verbal communication in face-to-face manner between the enquirer and the informants. Interviews give room for more materials to be gathered as well as flexibility and an opportunity to ask questions in the way they like.

### 3.8.3 Questionnaires

Rwegoshora (2006) defines a questionnaire as a list of items to persons from whom answers to several enquiries are being sought. It ensures confidentiality because informants are not supposed to share their secret information. More materials are gathered in a mean while and it is simple to handle. Kothari (2004) continues to say that questionnaires are actually simple ways by which the researcher gathers a vast range of information.

In this study, the questionnaires were made up of open and closed ended questions. Questionnaires were given to teachers and pupils. This tool used to attain informants' confidentiality in narrating their ideas and gather a range of information at a low expense just in a while. The questionnaire comprised of three (3) sections, the first section introduced the one who is doing research, the second section communicated about the background of those taking part in the study just like school name, sex, education level and experience in the teaching career. The third section had items pertaining to a Likert scale of measurement for the close- ended questionnaire. With regards to the said items, teachers and pupils had to choose only one most correct answer in each sentence in the series of alternatives given, from 1=strongly disagree to 4= strongly agree.

On the other hand, questionnaire for the teachers had some options to tick yes or no depending on the correct answer in section one of the questions and to tick once on the given items in section two, and to give explanation of some of the questions in section three. The researcher used the Swahili language for pupils because it is instructed in the policy to be used in public primary schools.

### **3.9 Validity and Reliability of Data Collection Instruments**

According to Kothari (2004), validity and reliability of data depend on the instrument used in the research. Validity refers to the degree to which the method or instrument measures what is supposed to measure. According to Patton (2001), validity is quality attributed to proposition or measures of the degree to which they conform to establish knowledge or truth.

On the other hand, reliability refers to consistence or sameness of results of the study across time, administration and space. Reliability of an instrument according to Coleman et al. (2002) is the probability that repeating a research procedure or method would produce identical or similar results. The researcher made sure that the reliability of data was observed through the method of triangulation. The researcher employed various methods of data collection like interviews, questionnaires and documentary reviews. A pilot study was also carried out in one of the government primary schools to ensure reliability of study results. The researcher restructured questions in such a way that they would suit the need of the research.

### **3.10 Data Analysis Procedures**

After collecting data, researcher corrected errors that might have been identified from the primary data and also eliminate unusable data. Both qualitative and quantitative data was edited and coded. Editing involved cleaning the questionnaires with a view to establish whether all the items had been answered correctly. Coding involved of assigning numerical values to similar items after which statistical package for social science (SPSS) was applied to generate frequencies and percentages.

### **3.10.1 Qualitative Data Analysis**

The process of analysis begins with identifying initial ‘themes’ from participants’ accounts. Once these initial patterns of behaviour and talk have been identified, the next step was to categorize all data that related to the patterns and, produce codes and thereby, refine the themes. Data from open ended items in the questionnaires and interview was grouped in themes based on the objectives of the study using content analysis to ensure consistence in the information and to help draw meaningful patterns.

### **3.10.2 Quantitative Data Analysis**

Quantitative data was entered, cleaned and analyzed using the statistical package for social science (SPSS) the analysis involved the presentation of findings descriptive in form of frequency table with varying percentages. Quantitative data enabled the researcher to show particular effects using frequencies and percentages.

### **3.11 Ethical Considerations**

Prior to the real study, informants were informed on the major purpose and objectives of the research. They were also made to believe that the information would be confidential and that the information gathered would be only for academic missions and not otherwise. Some other ethical issues considered in the social science research are: obtaining respondent’s willing, voluntary participation, guarantee for anonymity (Craswell, 2008). The ethical measures in this research included willingness to provide information, confidentiality and anonymity, privacy, dissemination of results and the right to get out from the study if the need so requires.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

In this section, research results are analyzed, presented and discussed. The results are displayed and harmonized in relation to the three objectives of the study expressed in the first section of this dissertation. Three objectives were answered by using three data collection techniques, namely; interview with District primary head of department, head teachers, Staff service Commissioner, District school quality assurer and Ward education officers; questionnaires were given to primary school staff and learners. Also, the researcher viewed various documents which pertaining the incidence of extrinsic motivation to the overall performance of teachers; these documents found in DPEO and Head teachers. To review, the study objectives included: To assess the role of remuneration on performance of teachers in government primary schools, To assess the contribution of promotion on performance of teachers in government primary school and to assess teachers' punctuality and attendance at work place in public primary schools.

Nonetheless, the historical information of the informants was displayed first to avail them with a clear image of the nature of the people that took part in the study. Thereafter, the discussions of the results gathered from the informants were displayed in relation to the objectives of the research.

#### **4.2 Demographic Information of the Informants**

Demographic information gave the explanation of the people involved in the study with regard with gender, age, marital status, academic qualification, and experience to

work and salary per month. The study involved district primary educational officer, inspectors from the ward, head teachers, teachers, district school quality assurer, pupils and teacher service commissioner officer. The explanations of characteristics were made in terms of frequency, percentages, tables and descriptions. Tables were used to explain sex, age, education level and salary received for teachers, education level for interviewees and only education level for pupils.

#### **4.2.1 Respondents Characteristics**

Table 4.1 provided the demographic characteristics, which were obtained from the field. The results show that majority of the informants (52.7%) constituted a male gender. The findings have illustrated the dominance of male respondents compared to their counterpart female as 80% of the upper posts in Igunga district were held by males. Furthermore, the study found that majority of the teachers (37.5%) was between the ages of 31-39 years old. Besides, the results (Table 4.1) show that only 2.5 percent of teachers were aged below 25 years old.

The findings in the schedule in Table 4.1 further revealed that only 15.0 percent of the informants were single and the remaining 80 percent were married and only 5.0 percent were widow.

From the results majority of the informants (52.7%) were male, this implied the importance of gender balance when recruiting students teachers for college, also the employer should take into consideration gender balance when selecting employees for upper posts.

**Table 4.1: Demographic Information of the Informants**

<b>Respondents characteristics</b>		<b>Frequency</b>	<b>Percent</b>
Sex	Male	29	52.7
	Female	26	47.3
Age of the teachers	Below 25	1	2.5
	25-30	13	32.5
	31-39	15	37.5
	40-49	4	10.0
	50 and above	7	17.5
Marital status of the teachers	Single	6	15.0
	Married	32	80.0
	Widow	2	5.0
Qualifications of the teachers and the interviewees	Grade IIIA	26	47.3
	Diploma	16	29.1
	Degree	10	18.2
	Postgraduate	3	5.5
Working experience for the teachers	Below 5 years	5	12.5
	5-20 Years	25	62.5
	Above 20 years	10	25.0
Pupils' class level	Standard V	11	22.0
	Standard VI	12	24.0
	Standard VII	27	54.0
<b>Total respondents</b>		<b>105</b>	<b>100</b>

Source: Field data, 2019

The results revealed that 80 percent of the teachers were married, for majority being in marriages, findings implied that when employees are motivated extrinsically they are being able to meet basic needs of themselves and their dependants (family) hence they will perform better in their works as they are set apart from stress.

The findings presented in Table 4.1 on the informants' academic credentials revealed that 47.3 percent of the respondents in Igunga public primary schools are grade IIIA

holder's teachers. The study implied that, teacher in-service training programs should be held in public schools so that teachers may acquire new skills and knowledge towards their carrier.

Also, in Table 4.1 indicated that government schools in Igunga Council comprised of staff with different working experience. The majority (62.5%) being those with teaching experience of 5-20 years, followed by the group of teachers having more than 20 years in teaching profession and lastly teachers (12.5%) with the expertise of teaching below five years. It implied in the same case, public primary schools in Igunga district council have more young teachers than the old ones who are trainable and capable of performing well only if they are properly motivated.

Pupils were divided into classes according to their levels of study; Table 4.1 show that, standard five pupils were 11 equals to 22.0%, standard six pupils were 12 equal to 24.0% and standard seven pupils were 27 equal to 54.0%. The findings implied that, most of the pupils in lower class did not know how to read and write, therefore teachers are advised to make sure that the pupil should not go to upper class if s/he does not know how to read and write. They should deal effectively with standard one and two so as to get better pupils in the upper classes.

#### **4.2.6 Distribution of Respondents by Salary Per Month**

The reason behind this information was to find out the income of respondents earned per month according to their gender. Table 4.2 shows salary received per month for teachers categorized by gender.

**Table 4.2: Teachers' Level of Income**

Salary received	Male teachers		Female teachers	
	Frequency	Percent	Frequency	Percent
300,000-400,000	6	31.6	7	33.3
500,000-600,000	4	21.0	5	23.8
700,000-900,000	6	31.6	8	38.1
Above 1,000,000	3	15.8	1	4.8
<b>Total</b>	<b>19</b>	<b>100.0</b>	<b>21</b>	<b>100.0</b>

Source: Researcher, 2019

Table 4.2 indicates the distribution of a basic salary for teachers per month according to their gender. Teachers who were paid a basic salary between Tsh300000/= to Tsh400000/= were 6(31.6%) male teachers and 7(33.3%) female teachers. Teachers who were paid salary between Tsh500000/= to Tsh600000/= were 4(21.0%) male teachers and 5(23.8%) female teachers. Teachers who were paid Tsh700000/= to Tsh900000/= were 6(31.6%) male teachers and 8(38.1%) female teachers. And lastly 3(15.8%) were male teachers who were paid above 1million and 1(4.8%) were female teachers who were also paid above 1million Tsh. It can be deduced that most of the teachers' basic salary ranges in between Tsh300000 to 400000/= and between Tsh700000 to 900000/= and few of them received above 1million as the basic salary.

### **4.3 The Function of Remuneration on the Performance of Teachers in Public Primary Institutions**

The first objective of the study aimed to express the role of money in form of salary, allowances, bonuses and monetary rewards as a motivator on teachers' performance in

public primary schools. Under this objective, data was collected through questionnaires and interviews.

#### **4.3.1 Teachers are Satisfied with Salary Paid Per Month**

The findings from the survey on whether teachers are satisfied with salary paid per month indicated that all respondents were unsatisfied. This is supported by the results from the questionnaires with teachers who complained that they are not paid enough salary to make their ends meet. This is testified by one of the teachers who said:

*The salary I receive per month is completely insufficient to make my ends meet, life is very tough and everything is expensive. I find it difficult to care for my family. It is hard to pay house rent, school fees for my children and a transport fare when I come for work.*

Another teacher added:

*“My life is hard; I find no peace when at work while some times I left my family with no money for food.”*(Open question, Sept 2019).

The DPEO added:

*“Teachers are not satisfied with the salary paid per month because it is always not enough due to high cost of living”.*

Lyimo (2014) did a study in Moshi on the assessment of the staff poor remuneration in Moshi rural district, exposed teachers' incomes which concur with the findings of this study. Teachers are given poor earnings in relation to the expenses of life therefore; they get challenges to support their families (Lyimo, 2014).

Furthermore, Nadeem et al. (2012) conducted a study in Pakistan which supported these findings that teachers' image is negative compared to that of doctors, engineers, advocates, even poorer than that of a semi-literate and illiterate because of inadequate money, which got through salary and allowance. Thus, most of the teachers were

engaging in part-time activities with the aim of earning more money to sustain their important requirements like food, housing, clothes, education as well as transport.

In addition, the researcher worked out the budget for a teacher in a month whose salary ranged from 700,000Tshs to 900,000Tshs as a basic salary. The data are displayed in Table 4.3.

**Table 4.3: Teaching Staff Monthly Budget at Igunga District**

ITEM	COST (TSH)
House rent (three rooms)	100,000
House maid	50,000
Bill payment for baby's milk	15,000
Food stuff	300,000
Emergence	100,000
Fare from home to school (to and from)	50,000
NMB loan payment	166700
Electricity bill	30,000
Water service	18,000
School Fees for 2 children	
<b>Total</b>	<b>829,700</b>

Source: Field data, 2019

The results in Table 4.3 indicated the monthly teaching staff budget in one schools visited by the researcher where by one of the teachers with the basic salary ranging from Tsh700000 to Tsh900000 provided her expenses per month. In her salary she uses Tsh 100,000 for house rent, Tsh50,000 for house maid, Tsh15,000 for baby's milk, Tsh300,000 for buying food for the family, Tsh100,000 for emergence, Tsh50,000 for transport where by Tsh2000 per day is used.

Also in her salary there is a deduction of Tsh166, 700 for a loan payment, which she took for school fees from NMB, Tsh30, 000 for electricity bill and Tsh18, 000 for water service bill. The total expenses per month without school fees are Tsh829, 700. It can be deduced that, life is hard for teachers for a salary paid is not enough for family caring including provision of good education for our children without taking loans from banks or from micro finances.

The teacher contended that:

*Indeed the money is not enough to sustain my needs, leave out clothes for me and my children, school uniforms, pocket money and school fees. I have two children in private secondary schools that I have to pay for school fees; therefore I always go for loan whereby I have to top up my loan in bank. Sometimes I go for other private organization funds for a loan like Black, Bay pot and others so that I can pay for my children's education.*

Also during the interview, head of schools had this to say;

*Teachers will never be satisfied with salary paid to them, this is because, every day cost of living is getting high but no increase of salary, they need to pay for house rent, school fees for their children, to cover basic needs for the family and so on. Teachers are always lamenting about everyday life compared to salary paid per month (The interviewees Sept, 2019).*

In his study, Lyimo (2014) supports these findings by asserting that teachers' low wages compels majority of staff to lend some money to make ends meet. It also impacts on them psychologically for they have debts instead of concentrating on teaching efficiently.

Generally, from the findings, teachers are not at ease with the wages offered per month for the cost of everyday survival is too expensive compared to the wages received. Therefore teacher work heartlessly. The findings are supported by other

study, which confirmed that “Low salary demoralizes teachers in working efficiently”. Bakahwemama (2010:218) in a study conducted in Dar es Salaam, which asserted “we teachers are demoralized to work effectively due to low salaries we are getting and the poor treatment we are getting from the government.” The results of this research indicated that many of teachers lack encouragement to do their work due to poor earnings and poor motivation criteria” as cited by Lyimo, (2014).

#### 4.3.2 School Provides Housing Services to Teachers

Table 4.4 indicates the findings of the teachers’ reactions where by 19 teachers that is 47.5% disagreed strongly with the sentence that school gives housing services to teachers, 8 teachers that is 20.0% disagreed, while 7 teachers that is 17.5% agreed that school provides housing services to them and 6 teachers that is 15.0% strongly agreed with the sentence.

**Table 4.4: Teachers’ Reactions on Whether the School Provides Housing Services to them**

<b>Valid</b>	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	19	47.5
Disagree	8	20.0
Agree	7	17.5
Strongly agree	6	15.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

Source: Researcher, 2019

In the results (Table 4.4), it can be concluded that some public primary institutions in Igunga council do not have teachers’ housing services, just availed too few of them and they are not enough. This is also proved by field data from the school visited by the researcher as follows:

**S1:** Two family houses with three rooms each. The school has 18 teachers; it is obvious that among 18 teachers only two teachers with family can stay in a school house or six single teachers and therefore the rest will rent outside.

**S2:** One family house with three rooms; one of the teachers was living in with his family. The school has 26 teachers, therefore 25 teachers stay outside the school either by renting a house or by staying in his/her own house.

**S3:** One family house with three rooms, among 12 teachers, one of the teachers stays in the school house with her family and the rest eleven stay outside the school.

**S4:** No school house. The school has 28 teachers, due to lucky of school housing; they had to stay in rent houses outside the school in village center and others in town.

**S5:** No school house. The school has six teachers who stay in rent houses in town.

**S6:** No school house. The school has 18 teachers and due to lack of teachers' housing they have to stay outside the school.

**S7:** No school house. The school has 11 teachers who stay outside the school.

During the interview held with DPEO and head teachers, the DPEO said:

*“We have few houses in some schools which were built during **MMEM**, which are not enough for all teachers.”*

The head teacher in one school had this to say:

*We do not have school houses here, teachers live out of the school campus and most of them live in town more than 5Km from the school, most of them use motor bike or bicycles as their means of transport to school. This affects teachers' performance negatively because they come late and during rainy season they do not turn up to work, something, which affects academic performance. This makes them not to finish the syllabus on time.*

This is contrary to the public circular (2009) section L (35) states that, (a) the civil servant must be given housing as explained in Section (M) of the United Republic of Tanzania Standing Orders; (b) the civil servant or her family will be in occupation of the house; and (c) where a government servant gets married, and for matrimonial factors that government employee cannot take the premise given to them by the appropriate mandate, that government employee should be given housing.

This finding concurs with the study by Bennell and Akyeampong (2007) in Sub – Saharan Africa and South Asia by stating that house and travel are the most important aspects impacting on teachers’ morale and motivation in each state. Getting good accommodation in villages is a big challenge to majority of teachers. Transport to work place has become a huge problem for town staff. The high expense of fare contributes to staff absenteeism and lateness in town schools (Bennell et al. 2007).

### 4.3.3 Inadequate Housing and Teachers’ Performance

This was a sub question under the first objective asked teachers whether inadequate housing affects their performance. The findings are illustrated in Table 4.5 hereunder;

**Table 4.5: Teachers Responses on Inadequate Housing and Performance**

	Frequency	Percent
Valid Lateness	18	45.0
Turnover in work	1	2.5
Underperformance	4	10.0
Increase budget	10	25.0
Starving in distance walking	7	17.5
<b>Total</b>	<b>40</b>	<b>100.00</b>

**Source:** Researcher, 2019

The results in schedule 4.5 indicated the reactions of staff on inadequate housing and teachers' performance. 18 teachers that is 45.0% confirmed that, inadequate housing cause teachers' lateness, 1 teacher that is 2.5.0% said inadequate housing cause turn over in work, 4 teachers that is 10.0% said that inadequate housing cause teachers' underperformance, 10 teachers that is 25.0% said inadequate housing increase budget and 7 teachers that is 17.5% said inadequate housing cause teachers' starving in distance walking. From the results in Table 4.5, it can be noted that majority of staff are residing far from school in rent homesteads.

One of the teachers had this to say on the situation:

*There is no school housing here, I am renting a house at the center, It's like 4Km from here, indeed the budget is too high out there. I have to hire a motorcycle to come to work and return home in the evening. More of the time I miss morning sessions because it is difficult for me to get here on time.*

Another teacher added:

*In the school we do not have enough teachers' housing; there is only one family house instead of 26, therefore majority of the teachers live in town in rent houses. Thus, most of the teachers come late and leave early. For example, we have a standard seven and standard four time table which starts from One o'clock to Five o'clock in the evening, only few teachers attend the time table effectively.*

Most of the teachers live in rent houses in the village centers and this is because there are no descents houses for teachers to rent near the school, most of the houses are built with mud and grasses. The means of transport, which is used for most of the teachers, are motorbikes and bicycles whereby a motorbike fare is between Tsh1500 to Tsh2000, therefore go and return will cost Tsh3000 to Tsh4000 per day. This is too cost full. For the teachers who live in town but working in schools, which are located along the main road, they use min buses as the means of transport and the bus fare is

Tsh1000, therefore to and from it cost Tsh2000 per day. This finding concurs with a study done in India noted that teachers who are not housed in the school have great impact on teacher motivation. The expense of transport contributes to staff absence and late coming in school and hence affects their job commitment, (Ramachadran et al., 2005).

The study held by Gatsinzi et al. (2014) about job and institution related attributes in staff motivation at Rwanda related to this research finding by showed that, many of teachers have been de-motivated because of residing in poor houses for institutions have no houses for the teaching staff and the wage paid is too minimal to suffice their household needs.

#### **4.3.4 The Government Provides Allowances to Teachers**

Another theme under the first objective of which teachers had to answer the questionnaire is sought to gather information concerning teaching allowances. Teachers had to give their views in Yes/No question, to explain their views in open ended questions to show if there are allowances given to them by the government like transport allowance and or extra teaching allowance.

The findings show that 1 teacher out of 40 this is 2.5% said Yes that there is allowance given by the government while 39 teachers out of 40 (97.5%) said No that there are neither extra teaching allowances nor transport allowance given to them by the government. The government standing order does not show whether a public servant should be paid a transport allowance which will help him/her as a daily fare to work, rather it states about leave allowance, termination allowance and so on as it can be

seen in section J title J2 that situations in which Transport is given by the state. (The Standing Orders for Public Servants 2009, Tanzania).

Teachers are overworking especially for examination classes (S.T.D VII & S.T.D IV) whereby the timetable starts from 07.00A.m to 05.30Pm and on Saturdays from 08.00Am-12.30 Pm but the government working hours start from 07.30am to 09.20pm on week days, while Saturdays and Sundays are off days. The government circulars on section L24(a) state the circumstances on which extra duty should be paid, if the government servant concerned has been called to do work after actual working hours or on Saturdays, Sundays or government holidays (Standing Order for Civil Servants 2009, Tanzania).

The findings indicate that teaching allowances payment for the teacher is still a problem as 97.5% of respondents informed the researcher that they did not receive neither an extra teaching allowance nor transport allowance. This clearly shows that teachers are more frustrated with low income, and the failure to pay teachers' extra teaching allowances could be related to low teachers' morale, which led to teachers' underperformance.

In the interview, heads of schools confirmed by saying:

*There are no allowances given to teachers like transport allowance and extra teaching allowance. Teachers work in difficult environment where there is no school housing and even transport is very hard, they are just using motor bike or bicycle to travel 05-10km to work, but the government does not provide any allowances.*

This is supported by Zakela (2010) who noted that workers need superior remuneration as it is the greatest determinant to accept a job or decline taking up one.

He noted that workers never mind working overtime provided that such additional duties and engagement come with some substantial fringe benefits.

On the other hand, the DPEO and TSC said:

*“There is no extra teaching allowance given to teachers, rather they provide leave allowance to teachers who qualify to get it”.*

#### **4.3.5 Teachers are engaging in other activities apart from teaching**

When teachers were asked if there are other activities they engaged in after working hours apart from teaching, 18(45.0%) teachers said **yes** while 22(55.0%) teachers said no.

One of the respondents who said no commented that:

*... I don't engage in any other activity apart from teaching. It does not mean that I don't want to, but time is always the limit. The salary I receive is not sufficient to fulfil my needs but because of the workload I have, I can't do something else. I report to work in the morning and left in five o'clock in the evening, travel with bodaboda more than 5km to where I live. Therefore, as you can see time limits me and most of my fellow teachers.*

On the other hand, the respondents who said “yes” had commented that they do something else so as to increase their earning, some of them engage in small business like selling ice cream, maandazi, and some of them ride motorcycles and selling different drinks in groceries after work.

One of the teachers had commented that;

*After work, I go to my small business that I have established which deals with soft drinks, there I get small amount of money which helps in paying house rents and even buying some food.*

When headteachers in interview were asked whether teachers engage in extra activities had said that, some teachers do engage but others don't. One of the headteachers said:

*Some of the teachers engage in agriculture, some sell ice creams and other male teachers do ride motorbikes after work and over the weekends, but some of the teachers are loyal and they do not engage in extra activities after working hours.*

Betweli (2013) in his study in Sumbawanga Municipality as cited by Mgonja (2017) related with these findings which revealed that staff were not contented with wages as well as other allowances hence compelled to participate in private businesses such as keeping animals like pigs, chicken, and cows to supplement their income.

#### **4.3.6 Low Income affect Teachers' Performance**

In addition to that the enquirer disired to hear from the informants if the low income affects their performance.

The subquestion states:

*“Does the low income affect your teaching performance? The respondent was supposed to answer yes/no and should explain how.*

The results show that 35(87.5%) respondents said ‘yes’ that the low income/salary does affect their teaching performance while 5(12.5%) respondents said ‘no’, that they are not affected by the low income.

One of the respondents who said ‘yes’ was heard saying:

*I find no peace with this little salary I receive, I can't pay house rent on time, manage my family needs and at the same time send my children to schools, to speak the trueth life is too difficult for me to afford.”*

Another teacher added that,

*“the low income does not fulfil my needs therefore I have to go to private sectors to borrow some money after I have a loan from bank, this affects me in a way that instead of concentrating to work I always think about my debits and how I am going to pay them, therefore this affects my performance negatively.”*

On top of that, other respondent had this to say:

*“Due to the low income, I had to find something else to do so as to get some money to afford the expenses of the family regardless it’s during working hours,so this affects my performance.”*

Gemeda (2015) on his study in Ethiopia entitled motivation for teachers for teaching and professional training in Ethiopia related with these findings which reveal that, poor performance for the teachers and students are the result of teachers underpaid remuneration like that of salary.

#### **4.3.7 Teachers Receive Rewards from the Management**

Donna (2006) in her study in New York commented that some common forms of rewards encompass but not limited to the following: Customer content, job quality, problem identification, job quantity, setting and attaining missions, improving work processes, attendance and getting new skills. Making these particular may entail tailoring them not only to your job entity but also even to the individuals. You would give rewards for improving work done and then get seated with every staff to determine what things the staff has control over, which improvements are required, and what this subordinate ought to do to get the award. It is an advice to the management to set some criteria for rewarding teachers when they perform well as said by Donna.

When the head of the schools were asked whether they reward the best performing teachers, one of them had this to say:

*“In my school level teachers are rewarding in general and this occur when the school performs well in standard vii examination, I just call for a get together and share a drink with the teachers and recognize the well work done by just giving them a word of appreciation. For the best performing teacher, we sit together and select one teacher who met our criterias like punctuality at work, daily attendance, working tirelessly with no complains, the first to arrive at school and the last to leave and so on. There after, his/her name goes to the next level of ward for selection then to the level of district and if will be selected among others, then s/he will be rewarded during may mosi day.”*

On the other side, another head of school had different views,

*“I always appreciate a good work done by the teachers, in this school we have competition, every pass with ‘A’ in final examination is rewarded Tsh5000, therefore, teachers are competing here, and the best performing teacher must be rewarded in every last year.”*

The study conducted by Ndijuye & Tandika (2019) in Tanzania concur with this findings whereby one of the head of schools stated that:

*“Teachers who are motivated put much effort in preparing and implementing lessons. For example, in this school teachers who are teaching grade four and seven are given extra allowance of around 20,000/= per week – roughly equivalent to 8 US dollars that has made them highly motivated and pupils are now doing better than they used to be before. Their motivation increased pupils’ performance in a way that last year more than 78% of grade seven pupils were selected to join Secondary schools.”*

On the other hand, when the DPEO, TSC and WEO were asked in the interview about giving rewards to a school or a teacher who his students perform well in national examinations had this to say:

*“Sometimes yes, sometimes no due to lack of fund. But it is rarely done, at school level and even at district level especially during workers’ day”.*

When teachers were asked whether they receive rewards from the management when their performance gets higher, 7(17.5%) teachers said ‘yes’ that they had received rewards when they perform well while 33(82.5%) said no, that they had never received any reward from the management even when they performed well. One of the respondent who said yes confirmed that;

*“When my students performed with A’s in mathematics in standard seven national examination I was rewarded 10 bundles of sheets by the school management, this increased my morale of teaching.”*

Another respondent added that:

*“the school management rewarded me Tshs 150,000/= and certificate of appreciation when my students performed very well in national examination.”*

On the other hand the respondents who have never been rewarded had something to advise:

*“I had never received any reward from the management no matter how I perform, my advise is that, management from school level, district level and even national level should recognize the hardwork of some teachers and reward them so as to motivate them.”*

According to the results, it shows that some of the school managers provide rewards to teachers when their performance gets higher though it is done in a small percent while other school managers do not provide rewards to the teachers and this is in high percent. It is every one’s wish to be rewarded and recognized in a good work done.

Okumbe (1998) in his study in Nairobi (as cited in Kipkirui, 2010) agreed with this study as states that the school management should motivate teachers by giving a letter of appreciation for a job well done regularly, organize for the end year party, give trophies for the teachers of the year during prize giving days as well as allowing social welfare which cater for the members of the staff.

In relation to the study, Hamukwaya et al. (2014), in their study done in Malaysia argue that performance-oriented reward systems have important inputs to work performance, and finally organizational performance. Once there are good assessment mechanisms, performance would be enhanced. It is therefore the responsibility of each organization to make sure to it that it taken for assessment systems that will bring out not only well but accurate and appropriate outcomes. Rewards, which are performance based would drive not only employees but also work groups, teams, departments, committees to work towards achieving institutional mission. This implies that various team members will share information without hesitation because they all geared to achieve one mission. In short, performance-oriented reward procedures are the “engine” that propels to excellence in the organizations (Hamukwaya et al., 2014).

#### **4.4 The Contribution of Promotion on Performance of Teachers in Government Primary Institutions**

Second objective of the dissertation aimed at establishing the contributions of promotion as a motivator on performance of teachers in public primary institutions.

##### **4.4.1 Teachers Get Promotion Timely According to their Education Background And Experience**

Under this theme teachers were needed to say yes or no and explain whether they get promotion according to their educational background and experience and to say how many years have passed since their last promotion. The data provided from the questionnaires revealed that 40 teachers out of 40(100%) said no, that they did not get promotion on time according to their level of education and experience, none of the informants said yes. Among of the teachers, one of them said:

*“I have more than twenty years of teaching but if you ask me the last time I was promoted from the lower grade to the upper one, I don’t even remember.”*

Another teacher added:

*“It’s about 8 years ago when I moved from TGTS ‘D’ to TGTS ‘E’ and there I stacked”.*

Ndijuye & Tandika (2019) in their study titled “Timely promotion as a motivation factor for job performance among pre-primary school teachers in Tanzania” supported this study when they commented in their study by saying that, “to improve teachers’ morale, relevant authorities should promote teachers on time and pay their salary dues and other fringe benefits on time after promotion. This would greatly motivate teachers, hence improvement of children’s learning and progress (Ndijuye et al., 2019).”

The public service regulation Act (2003) states that for any vacant posts in public service occurs there might be the executing authority to deal with promotions. It is this executing authority, which has the power to approve the promotion of employee. There are procedures established in the public service regulation act (2003) which are:

A competent authority can promote a staff to a vacant position on the legal establishment of the department if-

- (a) Enough budgeted finance, involving funds for the rest of the period of the given medium-term expenditure framework are available for filling of the vacancy; and
- (b) The vacancy has been advertised and the candidate chosen with regards to the laws.

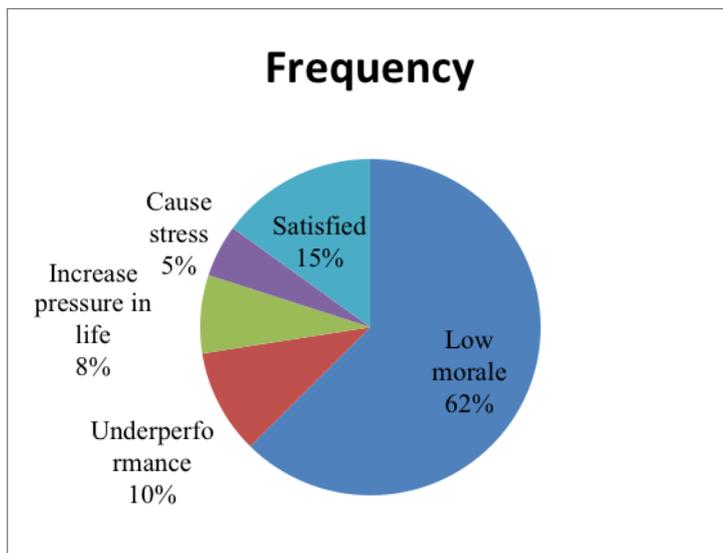
(i) A promotion may not take effect prior to the first day of the month proceeding the month during which the executing authority intends to hire.

(ii) None of the employees possesses the right to a vacant position unless the

promotion has been made legal in writings. The researcher was interested to gain familiarity on the criteria used to promote staff, she went to TSCO for answers;

*“In our office, we receive instructions from our superiors (from the head of human resource department) each year informing our department to prepare the budget for promotions for all employees that have met the criteria to be promoted, and should have worked for four years and above. Furthermore, for an employee to be promoted s/he must fill OPRAS forms for four years consecutively. OPRAS measures an employee in terms of performance for the goals set. If an employee does not reach the goals agreed between employee and employer s/he will not be promoted. And those who perform above the goals set may be promoted even if the time for promotion is not yet.”*

Similarly, the researcher was interested to gain understanding on teachers’ views about promotion delaying by asking them what happens to their performance when promotion is delayed. The results are presented in Figure 4.1.



**Figure 4.1: Teachers Reactions on Performance when Promotion is Delayed**

Source: Researcher, (2019)

The findings displayed in Figure 4.1 showed the teacher’s reactions, 25(62.5%) teachers said that when promotion delay it cause low morale of working, 4(10.0%) teachers said that delayed promotion cause underperformance to work, 3(7.5%)

teachers said delayed promotion increase pressure in life, 2(5.0%) teachers said it cause stress and lastly 6(5.0%) teachers were satisfied with everything. As we can observe the information, delaying of promotion make teachers to lose their morale of working.

We can witness from one respondent who said that:

*“It really breaks my morality of working hard and makes me underperform my work. The targeted goals won't be reached on time because the government has not given me on time what I deserve.”*

When asked in the interview, one of the head teachers confirmed by saying:

*“Teachers have not promoted for a long time now, I think this is because the government had a program of removing teachers who did not meet the qualifications (walimu hewa) made by the government that will make him/her a teacher.”*

Additionally, the DPEO and Head teachers when asked during the interview to give their views on whether there are any effects of delaying promotion to teachers' performance, they said:

*“Teachers will be demoralized, discouraged and will not work effectively something which will lead to poor school performance especially in final exams”.*

During the interview, the researcher asked the DPEO, the TSCO and WEOs whether promoting teachers on time will make any difference to their performance. They all said that:

*“It makes a great difference, it enhances workers morale, make them perform their work in a highly spirit hence increase school performance.”*

Razak et al. (2018) in their study on the contribution of promotion work satisfaction on employee performance in Indonesia affirmed that promotion has an effect on

employee performance. Therefore, with the promoted staff willing to work hard and desire to achieve maximum work output can improve its performance effectively. Therefore, it can be deduced that the suitability of promotion of posts will impact on the satisfaction in order that the performance of subordinates increases.

#### **4.4.2 The Government Provides Yearly Salary Increment to Teachers**

The information obtained under this theme in the second objective was aimed at determining if the government provides yearly salary increments to teachers. The results from the field show that 4 respondents out of 40 that is (10.0%) said yes that the government provide them yearly salary increments while 36(90.0%) reacted by saying ‘no’ that the government does not provide yearly salary increment to teachers. When asked in the interview whether the government provides annually increments to teachers on every budget the DPEO and the TSCO has this to say,

*“Due to budget no, since 2015 teachers have not given the annually increment, it was given only in one year on November 2017, therefore yearly increment is not given to teachers as far as treat and agreement is concern.”*

To support the study, Matoke (2015) argue that the Commission for teachers takes care of teacher’s salary increment and extra teaching allowance in order to ensure teachers are not engaging in strikes rather they are to be committed in teaching.

#### **4.4.3 The Government Pays Teachers’ Arrears on Time after Getting Promotion**

This was another theme added by the researcher under the second objective with the aim of obtaining information from the respondents whether the government pays teachers’ arrears on time after promoting them.

The results from the findings show that 7.5 percent of the respondents said ‘yes’ that the government pays teachers arrears on time when they got promotion while 92.5% said ‘no’. This means that, the government does not provide arrears to teachers on time after promotion. As we can see, over 90 percent of the respondents disagree that the government provide arrears on time after promotion.

When asked, for how long now since promotion without paid the arrears, one of the teachers said:

*“It is about five years now since I got promoted but I have not been paid arrears, I was promoted in December 2013”.*

Another teacher from different school added that,

*“It’s three years now since I got promotion but haven’t been paid my arrears though I have claimed it. I was promoted in 2016”.*

Responding to the similar enquiry, the head teachers responded by said no, that the government does not provide teachers arrears on time after promotion. This is proved by one of the head teachers who said:

*It’s been a long time now we observe teachers claiming of arrears, some of the teachers who got promoted in 2014 to 2016 have not been paid their arrears. The government does not provide it on time and this led to arrears overdue hence failed to pay the arrears to teachers for many years. The failure of the government to pay teachers arrears makes teachers to lose morale as well as faith with their government.*

The study conducted in Moshi rural by Lyimo, (2014) concerning Teachers low payment concur with this finding that teachers are not given their wage arrears after promotion when he noticed that from the questionnaires offered to the majority of teachers contended that they are not given timely their salaries, arrears, and allowances.

The public circular of 2009 section E (23) states that where a Government servant of any group is promoted or appointed to a vacancy of a higher caliber with retrospective effect, he shall be given arrears of salary due to him against which shall offset any acting allowance already offered to him to which he is no longer recognized in a view of the effective date of their appointment or promotion. An increased pay due from him in the Provident or Pension Fund shall be reduced from the arrears of wages but no other rectifications, whether recoveries from the civil servant or offerings to him of arrears or allowances or other fringe benefits, shall be made.”

#### **4.5 Punctuality and Attendance at Work on Teachers’ Performance**

This is the third and last objective of the study, which aimed to measure teachers’ performance through punctuality and attendance at work place.

##### **4.5.1 Teachers Report at Work Place Daily and on Time**

The government in section ‘F2’ of the Public service standing order (2009) says so as to maintain a record of the time of reporting to work by public servants on duty, attendance registers shall be monitored by a civil organization. The register should be signed by staff members at all levels employed in offices, academic institutions, health institutions and other organizations.

In this scenario, section ‘F’ of the Public service standing order (2009) of the United Republic of Tanzania gives mandate to school administration to put in place attendance registers which have to be signed by all teachers every day when they arrive to their stations. S/he shall ensure that the register is present for signature as stipulated: (a) Prior to the beginning of each working session; a blue or black line

shall be drawn at 7.30 a.m. immediately below the last signature of government servants who have put their signature in the register, and Column 5 of the register shall be signed; (b) After the beginning of the working session, a red line shall be drawn at 7.40 a.m. immediately below the last signature of the public servants who have signed the register and column 5 of the register shall be signed; (c) The register shall be taken by the supervisor at 8.00 a.m. and government servants who come for duty after the attendance register has been withdrawn shall go to the supervising authority and put the signature on the register in his presence.

Field research found format of the attendance registers signed at the visited public schools in Igunga District Council as shown in Table 4.6.

**Table 4.6: Format of the Attendance Register at Igunga Public Primary Schools**

Sn	Date	Name	Reporting Time	Signature	Explanations (If Any)
01					
02					

Source: Field data, 2019

The researcher crosschecked the attendance registers in schools visited to see whether teachers come to school every day and on time i.e. before 07:30Am. The average of school attendance for the teachers attended to school daily and on time per week as given in Table 4.7.

The findings in Table 4.7 show that, S6 is the school with the highest average of teachers who attended at school every day in a week with 88.8% and among of them 77.8% of the teachers signed in attendance book before 07.30Am.

**Table 4.7: Average of the Attendance of Teachers as well as Punctuality Per Week at Schools Visited**

	No. of teachers: Present per week		%	%	Sign before 07.30Am	Sign 07.40Am	%
S1	18	15	83.3	12	66.6	06	33.3
S2	26	22	84.6	20	76.9	06	23.1
S3	12	10	83.3	8	66.6	04	33.3
S4	28	21	75	18	85.7	03	14.3
S5	06	05	83.3	03	60	02	40
S6	18	16	88.8	14	77.8	04	22.2
S7	11	09	81.8	07	63.6	04	36.

**Source: Field data, 2019**

**Note: S-** stands for School

Then followed S2 with the average of 84.6% of the teachers attended at school every day and among of them 76.9% of the teachers signed before 07.30Am then followed by S3, S1 and S5 respectively with an average of 83.3% of the teachers attended at school daily in a week and among of them 66.6% of the teachers signed in the attendance book before 07.30Am. Furthermore, the school with a minimum average was S7 with 81.8% of the teachers attended at school daily and among of them 63.6% signed in attendance book before 07.30Am and lastly, followed S4 with a small average of 75% of the teachers attended to school daily and among of them 85.7% signed in attendance book before 07.30Am.

Furthermore, when the pupils were required to give their comments based on the third objective under the question asked that “Is there any problem of lateness and absenteeism in this school?” Their answers were as follows, 31(62.0%) pupils said

yes, that there is lateness and absenteeism of teachers in their school while 19(38.0%) pupils responded by said no. On their comments, one of the pupils commented:

*“Teachers come late to school although not all, and some of them do not show up some days, this may be caused by lack of teachers’ housing and this made most of the teachers to rent houses far from school.”*

On the addition, the TSC when interviewed on whether teachers know what the standing order state about punctuality and attendance at work had this to say:

*....Of course, they do know, but to my view knowing a such order does not make sense on teacher to perform, the only crucial matter is time on task and not available time someone can attend early at work but performance become poor the matter is to perform well even if late.*

Thierry (2018) conducted a study in Pakistan concerning punctuality and attendance in organizational performance and concluded that punctuality and reporting at the working station have a significant consequence on institutional performance. Punctuality and performance bear a positive correlation that implies that as punctuality increases, staff performance also does the same. This assumes that disciplinary measures should be taken to improve punctuality and attendance so as to attain the targeted goal.

#### **4.5.2 Teachers Come to School Early and Depart after Class Sessions**

This is another theme under the third objective on which it sought to get information from the different interviewees to see how teachers perform their work on the given time, that is attending to school early but also stay at school during working hours. In his study, Thierry (2018) contend in short, punctuality should change and become a means of surviving, a tendency and a culture in our government premises. To arrive to that point, administrators should set example, work station should attract workers in terms of social climate, development opportunities and existential needs.

In an interview with informants, one of the head teachers argued:

*Sometime yes sometimes no, teachers lateness in here is caused by the geographical location of the school. As you can see it is in rural area, there is no teachers house and no house to rent, therefore teachers live at centers about 8Km from here, and in the evening they have to leave before 4 o'clock to catch up with the darkness because there is wild animals like hyenas around here, and most of the teachers here use bicycle and motorbike as the means of transport.*

Furthermore, on answering the question which states as a WEO how far you are sure that teachers report to work daily and on time and depart after class hours? One of the WEOs answered:

*I visit my schools regularly, and I make sure that I check the teachers' attendance register to see whether all teachers come to school on time, and when some of the teachers are missing I have to get an explanation from the head teacher.*

In proving this statement, four ward education officers out of five confirmed to visit their schools under their supervision twice per week, by signing in the log book of the schools attended by the researcher. On top of that, in an interview with the TSC, when asked on what kind of a control mechanism used to monitor teachers on reporting time and departing time had this to say;

*Every school has teachers' attendance register, also teachers have in and out book in which they sign in and out, and when a teacher enter into the classroom must sign the class journal, therefore this is enough for monitoring.*

Also when conducted an interview with the DSQA on the related theme had this to say:

*As school quality assurers, we visit schools once per year and make expectation for the whole year, though in case there is a problem a follow up visit can be done. When visiting a school we must look on teachers attendance register, teachers in and out book and teachers lesson plans and students exercise books to see how teachers perform their duties in class, this is enough to prove teachers attendance at school.*

### 4.5.3 Measures Taken to Teachers who are Late Comers and Absentees

This is another theme of the third objective which aimed at getting different information from different respondents to see whether there are measures taken to late comers and absentees, and to know the kind of the measures.

The united republic of Tanzania Public Service Standing Order (2009) section 120 says where a civil servant is not present from duty without leave or logical cause for a period of more than five days, that government employee may be charged with the disciplinary offence of being absent from duty without leave and punished by summary dismissal.

When teachers were interrogated if the challenge of lateness existed, their results were as follows; 32(80.0%) responded by saying yes that there are measures taken while 8(20.0%) responded by saying no.

One of the teachers commented:

*When someone is late or absent, the head of school sits down with him/her and have some conversations on what causes the behaviour of lateness or absence. If the problem persists, the teacher should explain the reason why in writings and there after the teacher should be given a warning letter from the head of school.*

During the interrogation, the respondent argued:

*There are different measures taken to them, first I give the teacher room of explanation to tell whether there is a problem which makes him/her come late or be absent, also there is a warning letter and if the problem persists, I have to take this teacher to school discipline committee.*

On the other side, one of the ward education officers added:

*"I give counsel to them, providing rules to follow and where necessary I order them to give reasons in writings."*

Furthermore, the DSQA explained that:

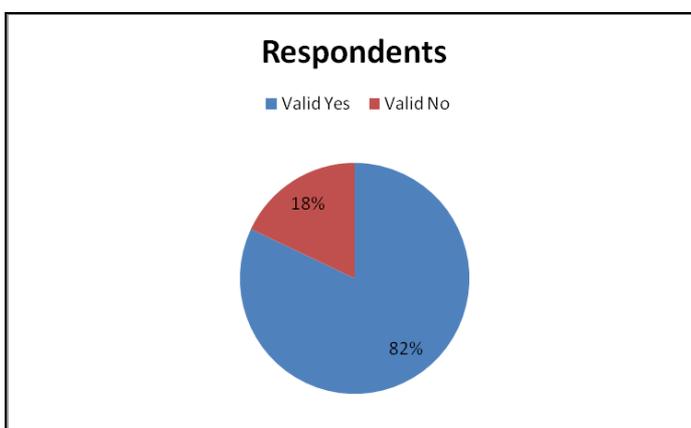
*counseling must be done to late comers and absentees, also teachers have to be reminded of working rules and regulations and lastly teachers have to be given the commitment form to explain themselves on why they are coming late or missing to work while they know the rules and regulations of work.*

When giving the comments on the related theme, the TSC talk about the standing order concerning lateness and absenteeism and the measures to be taken by saying that,

*In the case of lateness, teachers are subjected to reprimand, warning and stoppage of salary increments. Absenteeism cases, teachers are subjected to dismissal at work, demotion on salary scale and salary cut off.*

#### **4.5.4 Whether Teachers Enter the Class on Time, Give Enough Exercises and Class Tests after Teaching and Learning Secessions**

This is another theme under the third objective, which aimed at obtaining information from the respondents on whether teachers enter in class on time and provide enough exercises and give tests to the pupils after teaching and learning process. Figure 4.2 shows that pupils through questionnaires had responded the question by saying yes and no.



**Figure 4.2: Pupil's Responses on Whether Teachers enter in the Class on Time, Give Enough Exercises and Tests**

Source: Field Data, 2019

Besides, 41 pupils out of 50, that is, 82.0% said yes while 9 pupils out of 50, which are 18.0% commented no. The results (Figure 4.2) indicate that students were in agreement that many staff enters the classroom in the given period; provide enough exercise as well as tests after teaching and learning process.

When the interview was conducted to the head teachers, ward education officers, the DPEO and DSQA; most of the interviewees commented:

*“Some of the teachers do, but some of them lack commitment”.*

One of the WEOs added:

*“This can be proved through close follow up, and also students’ performance in national examinations”.*

When answering the question which states “what measures do you take to teachers who perform badly in a school you visit for inspection?” The DSQA responded by saying:

*“Counseling is always done to the concerned teacher, but we must assign a close follow up through the head teacher and the school academic committee”.*

#### **4.5.5 Whether Teachers Mark and do Correction on Exercises, Tests and Exams they Provide to the Pupils**

This theme sought to get information from the pupils through questionnaires to prove whether teachers do mark and do correction with pupils on exercises, tests and exams they provide to them. The results from the questionnaires show that 44(88.0%) pupils said yes, that teachers do mark and make corrections on exercise, tests and exams, while 6(12.0%) pupils said no, that teachers do not mark nor make correction. Due to the results from the respondents we can prove that most of the teachers mark the

exercise, tests and exams they provide to the pupils and also make correction although there are few uncommitted teachers do not do that.

On the comments, one of the pupils said that

*Our teachers here, though not all mark our exercise, tests and exams and also we do correction together, this helps us to know where we mistake and this makes us study hard so that we won't fail again.*

#### **4.5.6 Relationship between teachers' housing and punctuality**

When the researcher asked the pupils whether there was any distinction between teachers who reside in school housing and others who live outside, has responded as follows; 41(82.0%) pupils responded by said 'Yes' that there is a difference between teachers live in school houses and those who do not live while 9(18.0%) pupils responded by saying 'No' that there is no different.

The responses proved by 82% of the pupils show that teachers' housing is very important; this is proved by one of the pupils who commented:

*Teachers who live in school house are always come early and start his work early too, but teachers who stay out of the school premises are always late and some of them miss the first period and this affects us academically.*

Another pupil added:

*To have teacher's house is very important, it will make teachers arrive at school early and start their work early. Some teachers stay far from school and when arrive he/she is already tired, he/she cannot perform his/her duties well, and some of them miss school during rainy seasons.*

Furthermore, another pupil commented that,

*Teacher's housing is a big challenge here in school, as students we do not get what is right on time because some teachers come late and tired due to distance walking and sometimes overstressed this makes their work difficult. It is our request to the government to build houses for teachers so that they stay in school.*

In the research on the retention of teachers in Tanzanian remote community-based schools, Boniface (2016) affirmed that teachers in remote environments to a great extent reside in houses of a low standard, which are not well-furnished. The evidence shows that securing a room, even of low standard to rent in remote locations might more often than not pose a challenge. Majority of the staff are compelled to reside in the nearest towns where it is absolutely easier to get accommodation and move to and from schools daily, and or to walk long ways to and from job daily. If that is the scenario, they may have to reach at working station relatively late and are compelled to vacate early. Consequently, they are more prone to abscond early morning or late evening teaching periods (Boniface, 2016).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECCOMENDATIONS**

#### **5.1 Introduction**

This section presents a summary of the findings, conclusion and recommendations of the study based on the objectives of the research.

#### **5.2 Summary of the Results**

This section displays the summary of the research results with regards to the study objectives.

##### **5.2.1 The Role of Remuneration on Teachers' Performance in Public Primary Schools**

This study indicated that many teachers got low salary in a month that makes staff unsatisfied with the cash given by the public. The findings showed that, 100% of the teachers said that they are not contented with the wage paid per month because it is not sufficient to satisfy their important needs. This made many staff engage in other businesses other than teaching to maximize their earnings.

Furthermore, the findings indicated that, there was no extra teaching allowance paid to teachers by the government. This was proved by the respondents whereby 97.5% said that there is no extra teaching allowance paid while 95% of the respondents said that there is no transport and rent allowance given by the government and no housing services in schools, therefore this led to absenteeism, lateness, budget increase due to house rent and transport fare, and starving in distance walking. Teachers are encountering a myriad of problems in their work and failure to provide good remuneration to them led to lose morale of working hence underperformance.

## **5.2.2 How Promotion Contribute on Performance of Teachers in Government**

### **Primary Schools**

The results revealed that, teachers are not promoted on time according to teaching experience and qualifications. The study showed that, 100% said 'No' that they were not promoted on time something made them to lose morale of working hence underperformance. Also the findings indicated that, annual increment was not paid to teachers by the government. The findings showed 90% of the teachers declared that they have not paid annual increment since 2015.

Furthermore, when teachers get promotion, arrears are not paid on time. The findings revealed that 92.5% of the teachers confirmed that they have not been paid arrears more than five years since they were promoted. This made teachers demoralized and loses commitment with their work as well as loses faith to their government hence failure to perform their duties effectively.

## **5.2.3 Extent to which Punctuality and Attendance at Work Place Contribute to Teachers' Performance in Government Primary Schools**

The results showed that most of teacher's attendance as well as punctuality at work is good. The findings showed the average of teachers' attendance and teachers sign in attendance book before 07:30 per week in schools visited was not less than 75%. Teachers are likely to come to school daily and arrive on time regardless of their challenges although the responses of the pupils showed that there is lateness and absenteeism in their schools for 62%. Also the findings showed that, 82% of the teachers enter to class on time, give enough exercises and tests after class sessions.

Therefore in order to increase teachers' morale in working, the management from school level to government level should provide extrinsic motivation to staff.

It was again revealed that, there is distinction between teachers live in institution's house as well as those who live outside the school where by the students commented that, those who live in school housing come to school early and start their work early and those who stay outside are likely to come late, tired and overstressed. It is our cry to the government to build school houses so that teachers stay at school, and this will make them perform effectively.

### **5.3 Conclusion**

The research wanted to explore the influence of extrinsic motivation on performance of teachers in government primary institutions at Igunga District. In view of the research results, the following conclusions were reached. Specifically, the study found out that despite of other factors that motivates employees at Igunga District public primary schools, money (in form of monthly salary) is the most motivating factor that teachers would like to be enriched with. On the other hand, delayed promotion was found as the most challenging thing that teachers are facing in respect to extrinsic motivation. Therefore it is suggested that the state need to practice timely promotion for teachers so as to motivate them.

The findings revealed that, lack of teachers' housing made teachers stay outside the school and might be far from school environment, this course absenteeism and lateness to some teachers, which make them not to perform effectively. Therefore the government should build enough teachers' housing in every public school so that

teachers stay in schools. Generally the study concluded that, employees' motivation has great impact on performance of any organization especially to teachers, therefore it should be taken into consideration so as to raise their morale of working hence over performance. When a teacher performs well, a student will perform well too.

#### **5.4 Recommendations**

Recommendations were made as follows:

##### **5.4.1 Recommendations for Policy**

In order to motivate teachers, the state needs to improve teachers' welfare through provision of good salary, consider annual salary increments and payment of teaching allowances.

The government should make sure that there is timely promotion to teachers so as to motivate them and enhance commitment towards performance.

In order to enhance punctuality and attendance to teachers the government should build enough houses so that teachers reside inside their working places.

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

The research focused on public primary schools only in Igunga district council where the results are limited to extrinsic motivation in relation to teachers' performance within the area. Therefore, there is a need of conducting a similar study in other regions of Tanzania.

The comparative research needs to be done to explore the level of extrinsic motivation towards performance of teachers between the government primary schools and individual-owned schools in Igunga.

Further research can be done and encompass other people concerned in education such as parents and the ministry of education so as to examine their opinions on the role of extrinsic motivation on teachers' performance in public primary institutions.

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## APPENDICES

### Appendix 1: Questionnaires

Dear informants

The questionnaire is all about the study titled, “**the influence of extrinsic motivation on teacher’s performance in public primary schools.**” This study is conducted as a partial fulfillment of the requirement of Master’s Degree of Education in Administration, Planning and Policy studies (Med. APPs) at The Open University of Tanzania. All the information provided will be used only for the purpose of this field research and will be treated with maximum secrecy and confidentiality.

You are kindly requested to respond to the statements in the following questionnaire. Your responses are of great importance to this study. I thus appreciate your participation very highly.

On the following pages you will find several kinds of questions. Various directives will lead the various sets of sentences. Please abide by the directives carefully. It will not take you more than 30 minutes to finish the whole questionnaire. Please make sure that you react to every question. Your responses will be taken in strict confidence and will only be used for academic aims. Your name should not appear anywhere on this document.

**Thank you for your cooperation, stay blessed.**

**Part1. QUESTIONNAIRE FOR THE TEACHERS**

## Section A. Respondent information

Name of the institution.....

Put a tick (√) in every question that represents your views in the blank spaces

## 1. Gender

a. Male  b. Female 

## 2. Age

a. Below 25  b. 25-30  c. 31-39  d. 40-49 e. 50 and above 

## 3. Marital status

a. Single  b. Married  c. Widow 

## 4. Academic qualification

a. Grade IIIA  b. Diploma  c. Degree d. Masters  e. Phd 

## 5. Teaching experience

a. Below 5yrs  b. 5 – 20years  c. above 20years 

## 6. Salary per month

a. 300,000/= - 400,000/=  b. 500,000/= - 600,000/=  c. 700,000/ - Section

B: Respond with YES or NO to the questions that follow

S/N	QUESTIONS	YES	NO
1.	<b>The role of remuneration on teachers' performance</b>		
i	Do you get satisfied with salary paid per monthly?		
ii	Does the school provide housing service for the teachers?		
iii	Is the government providing you transport allowance?		
2.	<b>The contribution of promotion on teachers' performance</b>		
i	Does the government provide you with yearly salary increment?		
ii	Does the government pay teacher's arrears on time after getting promotion?		
3.	<b>Punctuality and Attendance at work place on Teachers' performance</b>		
i.	Do teachers report at work place on time?		
ii.	Do teachers come to school daily?		
iii.	Do teachers attend at class timely?		

- (i) Have you ever receive any reward/gift from the management when your performance gets higher? If YES, what is it, and if NO, what is your advice?
- (ii) Do you receive an extra teaching allowance? If YES how much and how often?
- (iii) Is there any other activity do you engage in after working hours apart from teaching? If Yes what kind?.....and if No, does the salary enough for your needs?.....?

- (iv) Do you get promotion timely with regards to your education as well as experience? If No, why? When was your last promotion?
- (v) Does the low income affect your teaching performance? If yes, how?
- (vi) What happens to your performance when promotion gets delaying?
- (vii) To what extent does inadequate housing affect your performance?
- (viii) Is there any measures taken to a teacher who come late or do not turn up to work? If yes, what are they?

You are asked to give your degree of agreement to every of the following sentences. Checking the response options 1, 2, 3 or 4 (see the elaboration of each option. 1- Strongly disagree; 2 -Disagree; 3 =Agree; 4 -Strongly agree. Tick the number best describing the extent to which you agree with the following statement (To each statement only tick one option)

S/N	QUESTIONS	1	2	3	4
1.	<b>The role of remuneration on teachers' performance</b>				
i	Teachers engaged in other activities like tuition, bars, farming and or saloon.				
ii	Teachers get satisfied with the salary paid per month.				
iii	Teachers are paid an extra teaching allowance per month.				
iv	Low salary enhances underperformance to teachers.				
2.	<b>The contribution of Promotion on teachers' performance</b>				
i	Teachers get promoted timely with regards to their				

	education as well as expertise.				
ii	Government provides annual increment in every budget of the year.				
iii.	The government provides teacher's arrears on time after being promoted.				
3.	<b>Punctuality and Attendance at work on teachers' performance</b>				
i.	Teachers come to school early and depart after class sessions.				
ii.	Teachers come to school daily and attend to classes.				
iii.	The school provides housing services to teachers.				
iv.	The shortage of school houses leads to teachers' lateness and absenteeism.				

**Appendix 2: Sehemu B: Dodoso Kwa Wanafunzi**

Ndugu mchangiaji/ mtoa hoja,

Maswali haya yanachangia kichwa cha habari husika ambacho ni **“Ushawishi wa motisha ya nje katika utendaji wa walimu kwa shule za msingi za serikali wilayani Igunga mkoani Tabora”**.

Kujifunza huku kunaandaliwa kwa mujibu wa kumalizia elimu ya Master’s degree katika chuo cha OUT. Ujumbe wote utakaotolewa utatumika kwa madhumuni ya elimu tu, na utatunzwa kwa siri kwa kiwango cha hali ya juu.

Tafadhali ninaomba ushirikiano wako katika kujibu maelezo na maswali utakayopewa au ulizwa.

Majibu yako yana mchango muhimu katika kufanikisha utafiti huu uliotajwa hapo juu.

Najali sana mchango wako na ni muhimu sana kwangu.

Kurasa zifuatazo utakuta maswali ya aina tofautitofauti yenye maelezo ambayo yatakuongoza vyema. Tafadhali fuata maelekezo kwa ufasaha zaidi. Maswali haya hayatachukua muda wako zaidi ya dakika ishirini (20) kuyakamilisha.

Tafadhali hakikisha unajibu kila swali pasipo kuacha. Jibu zuri kwa kila swali ni mafanikio mema ya utafiti huu.

Jina lako halitajitokeza au kuandikwa kwenye utafiti huu.

**Asante kwa ushirikiano wako.**

Maelekezo: Tafadhali weka alama ya vema(√)na kueleza inapo bidi:

1. Upo darasa la ngapi?

a) darasa la Tano ( )

b) darasa la sita ( )

c) darasa la saba ( )

2.Tafadhali jibu swali kama litakavyouliza

**A. Uwepo wa walimu shuleni kila siku na kwa wakati.**

(i) Je, kuna tatizo la uchelewaji na utoro kwa walimu katika shule hii? Kama jibu ni

Ndiyo/Hapana, je, unafikiri nini inaweza kuwa sababu?

.....

.....

(ii) Je, walimu wanaingia darasani kwa wakati na kutoa mazoezi na majaribio ya

kutosha pindi wanapomaliza kufundisha? Ndiyo/hapana.....

(iii) Je, walimu wanasahihisha mazoezi, majaribio na mitihani wanayotoa?

Ndiyo/Hapana

(iv) Je, hii inawathiri vipi?.....

(v) Je, walimu wanakula chakula hapahapa shuleni kwa muda wa kazi?

Ndiyo/Hapana.....

(vi) Je, kuna utofauti wa kiutendaji kati ya walimu wanaoishi nyumba za shule na

wasioishi? Ndiyo/hapana.....

(vii) Kama jibu lako ni ndiyo unafikiri ni kwa

nini?.....

(viii) Je, unaridhishwa na utendaji wa walimu hapa shuleni?

Ndiyo/Hapana.....Tetea jibu lako.....

.....

(ix) Je, unafikiri kuna mchango wowote wa uwepo wa nyumba za walimu shuleni na utendaji kwa walimu? Ndiyo/hapana.....

(x)

(xi) Kama jibu lako ni ndiyo, eleza ni kwa namna gani?.....

**Asante kwa muda wako, nakutakia masomo mema**

**Appendix 3: Interview Guide for the Head Teachers**

Part I: Respondent personal information

- (i) Name of the institution: .....
- (ii) Sex: M/F.....
- (iii) Level of education: a. Grade IIIA () b. Diploma () c. Degree () d. Master's Degree () e. Ph.D. ()

**Part II: INTERVIEW QUESTIONS**

**A: The role of remuneration on teachers' performance**

- (i) Is there any teaching allowances given to the teachers? If yes, what kind!  
.....  
.....
- (ii) Are teachers getting satisfied with the salary paid per month? Please explain  
.....  
.....
- (iii) Do your teachers engage in extra activities? If yes, mention them, and if no please explain.....  
.....  
.....

**D: The contribution of Promotion on teachers' performance**

- (i) Do teachers get promotion on time in relation with their education and or expertise? Explain  
.....  
.....

- (ii) Does government provide salary increment in every budget of the year? Please explain.....  
.....
- (iii) Which impacts come as a result of delaying promotion to the performance of teachers?  
.....  
.....  
.....
- (iv) Do the government pay arrears on time after one get promoted? What is your advice to the government? .....

**C: Punctuality and Attendance at work on Teachers’ performance**

- (i) Do teachers report to work daily and on time and depart after class hours? Please explain.....  
.....
- (ii) How do you monitor teachers’ punctuality and attendance in your school?.....  
.....  
.....
- (iii) What measures do you take to the late comers and those who do not turn up to work?.....  
.....

(iv) Do teachers enter to class on time; give enough exercises and tests after teaching/learning secessions? .....

(v) Are teachers given accommodation services to within this institution? According to your answer, does it affect teachers' performance?

.....  
.....  
.....

(vi) What kind of control mechanism used to monitor teachers on reporting and departure time? Explain

.....  
.....

**Appendix 4: Interview Guide for the Ward Education Officers**

Part I: Respondent background information

- (i) Name of the office: .....
- (ii) Gender: M/F.....
- (iii) Level of education: a. Grade IIIA ( ) b. Diploma ( ) c. Degree ( ) d. Master's Degree ( ) e. Ph.D. ( )

**Part II: GUIDING QUESTIONS**

**A: The role of remuneration on teachers' performance**

- (i) Do teachers receive any rewards when they perform well in teaching process?  
Please  
explain.....  
.....  
.....
- (ii) Does your office provide any reward/incentives to a school performs well in final  
examinations?.....  
.....
- (iii) Do your teachers engage in extra activities? If yes, mention them, and if no  
please explain.....
- (iv) As a WEO, have you ever recognized a teacher who performs well in the  
process of teaching/learning activity and reward him/her? Yes/No.....Please

explain.....  
.....  
.....

**B: The contribution of Promotion on teachers’ performance**

- (i) Does the government provide teachers’ salary increment on every budget of a year? Yes/No. Explain.....
- (ii) Do you think promoting teachers on time will make any difference to their performance? Why?.....

**C: Punctuality and Attendance at work on Teachers’ performance**

- (i) As a WEO, how far are you sure that teachers report to work daily and on time and depart after class hours?  
.....  
.....
- (ii) How many times do you visit schools under area of your management per week?  
.....
- (iii) What measures do you take to teachers who come to work late and those don’t turn up?.....
- (iv) Do teachers enter to class on time; give enough exercises and tests after teaching/learning secessions? Prove your answer  
.....
- (v) What kind of control mechanism do you use to monitor teachers on reporting and departure time? Explain.....

**Appendix 5: Interview Guide for Head of Department**

Part I: Respondent background details

- 1. Name of the office: .....
- 2. Gender: M/F.....
- 3. Level of education: a. Grade III A  b. Diploma  c. Degree  d. Master's Degree  e. Ph.D.

Part II: GUIDING QUESTIONS

**A: The role of remuneration on teachers' performance**

- (i) Do teachers receive any rewards when they perform well in teaching process?  
Please explain.....
- (ii) Do teachers satisfied with the salaries they receive per month? Can you explain?.....  
.....
- (iii) Does your office provide any reward/incentives to a school perform well in final examinations?  
Explain.....  
.....
- (iv) Do you provide medical allowances to teacher's when they get ill?.....  
.....
- (v) Do you provide leave allowances on time to teachers who take their leave and deserve to be paid by law?.....  
.....

**B: The contribution of Promotion on teachers' performance**

- (i) Does the government provide teachers' salary increment on every budget of a year? Yes/No. Explain.....
- (ii) Can you explain the pre-requisites considered to upgrade staff in government primary schools?.....
- (iii) Do teachers get promoted on their grades on every three years as an employment law stated? Yes/No .....  
Please explain.....
- (iv) What are the impacts of delaying promotion to teachers' performance? Explain.....  
.....
- (v) Do you think promoting teachers on time will make any difference to their performance? Why?.....

**C: Punctuality and Attendance at work on Teachers' performance**

- (i) Do teachers report to work daily and on time and depart after class hours? describe.....
- (ii) How do you react to teaches who arrive at work late and those don't turn up?.....  
.....
- (iii) Do teachers enter to class on time; give enough exercises and tests after teaching/learning secessions?
- (iv) Do you have housing services to teachers in your schools? According to your answer, does it affect teachers' performance?

**Appendix 6: Interview Guide for District Teachers Service Commissioner Officer  
(TSCO)**

**Part I: Respondent background information**

- 1. Name of the office: .....
- 2. Sex: M/F.....
- 3. Level of education: a. Grade III A ( ) b. Diploma ( ) c. Degree ( ) d. Master's Degree ( ) e. Ph.D. ( )

**Section II: GUIDING QUESTIONS**

**A: The role of remuneration on teachers' performance**

- (i) Is there any extra teaching allowances given to the teachers? Please explain.....  
.....
- (ii) Do teachers receive any rewards when they perform well in teaching/learning process?.....  
.....
- (iii) Do teachers lamenting about anything concerning salaries, allowances like leave allowance, medical allowance and or transport allowance?  
.....  
.....

**B: The contribution of Promotion on teachers' performance**

- (i) Does the government provide teachers' salary increment on every budget of a year? Yes/No.....Please explain  
.....  
.....

(ii) Can you explain the pre-requisites which are put in place to appraise staff in government primary schools?

.....  
.....

(iii) Do you think promoting teachers on time will make any difference to their performance?

Why?.....

**C: Punctuality and Attendance at work on Teachers' performance**

(i) Do teachers know what the standing order state about punctuality and attendance at work? Yes/No

Please explain .....

(ii) Do teachers enter to class on time; give enough exercises and tests after teaching/learning secessions? Yes/No.....Can you prove this?

.....  
.....  
.....

(ii) What kind of control mechanism used to monitor teachers on reporting and departure time? Explain

.....  
.....

(iii) As a TSC Officer, can you tell us what does the standing order say concerning lateness and absenteeism to teachers?

.....

(iv) Which punishments out to be given to teachers who come to work late and those who don't turn up?

.....

.....

**Appendix 7: Interview Guide for District School Quality Assurer Officer**

**(DQAO)**

**Part I: Respondent background information**

- (i) Name of the office: .....
- (ii) Sex: M/F.....
- (iii) Level of education: a. Grade III A ( ) b. Diploma ( ) c. Degree ( ) d. Master's Degree ( ) e. Ph.D. ( )

**Section II: GUIDING QUESTIONS**

**A: Punctuality and Attendance at work on Teachers' performance**

- (i) As a DQAO, how many times do you visit schools to make sure that teachers report to work daily and on time and depart after class hours? Please explain.....  
.....
- (ii) Do teachers enter to class on time; give enough exercises and tests after teaching/learning sessions? Please prove your answer.  
.....  
.....  
.....
- (iii) What kind of control mechanism used to monitor teachers on reporting and departure time? Explain  
.....  
.....

(iv) What measures do you take to those teachers who come to school late and those who do not show up?

.....  
.....

(v) As a DQAO, what measures do you take to teachers who seem to perform bad in a school you visit for assurance?

.....  
.....

**Appendix 8: Documentary Review**

Documentary review will be conducted in office of head teachers, teacher service commissioner office and the district primary education office.

**Part I: Office information**

Name of the office: .....

**Part II: Documentary review**

- (i) Daily teachers' attendance records
- (ii) Teachers' reinforcement book (positive or negative)
- (iii) Statistics records of monthly tests students' performance
- (iv) Statistics records of regional and national examination on students' performance

**Appendix 9: Clearance Letter****THE OPEN UNIVERSITY OF TANZANIA*****DIRECTORATE OF POSTGRADUATE STUDIES***

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



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

**Our Ref: PG201701061**

**5<sup>th</sup> August 2019**

Director,  
Igunga District Council,  
P o Box 19,  
Igunga,  
Tabora.

**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 mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms.MOSHI, Margaret E. Reg No: PG201701061 pursuing Master of Education in Administration Planning and Policy Studies (MED APPS)**. We here by grant this clearance to conduct a research titled ***"Influence of Extrinsic Motivation on Teacher's Performance in Tanzani. A case of Igunga District.*** She will collect her data at Igunga District in Tabora Region from 15<sup>th</sup> August 2019 to 31<sup>st</sup> August 2019.

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

Yours Sincerely,

Prof. Hossea Rwegoshora  
**For: VICE CHANCELLOR**  
**THE OPEN UNIVERSITY OF TANZANIA**

**IGUNGA DISTRICT COUNCIL**

(All correspondences should be addressed to the District Executive Director)

Tel: 026-2650019 (G/L)  
 026-2650021 (D/L)  
 Fax: 026-2650242  
 Email: [igungadc@gmail.com](mailto:igungadc@gmail.com)  
 Website: <http://igungadc.go.tz>



P.O. BOX. 19,  
 IGUNGA

Ref. No. HWIG/E.4/2/90

9<sup>th</sup> August, 2019

The Vice chancellor,  
 The Open University of Tanzania,  
 P.O. Box 23409,  
 DAR ES SALAAM.

**RE: REQUEST FOR RESEACH CLEARANCE**

Please kindly refer to your letter dated <sup>August</sup> 16<sup>th</sup> April, 2019 with Ref. No. PG201701061.

With this letter, I would like to let you know that your request is being accepted for Ms. Moshi, Margaret E. Reg. No. PG201701061 to pursuing her research on "Influence of Extrinsic Motivation on Teacher's performance in Tanzania, A case of Igunga District".

Remember that, there will be no financial implication in our side by accepting her.

Finally, during her arrival, she is supposed to report to District Primary Education Officer for more clarifications.

Sadick R. Mbonde

**For: DISTRICT EXECUTIVE DIRECTOR  
 IGUNGA DISTRICT COUNCIL**

**For: DISTRICT EXECUTIVE DIRECTOR  
 IGUNGA DISTRICT COUNCIL**

copy to:- District Executive Director,  
 IGUNGA.- To be seen in the file

: Ms. Moshi, Margaret E. (Stundet),  
 P.O. Box 23409,  
 DAR ES SALAAM.

**Appendix 10: Plagiarism Report**