

**INFLUENCE OF TEACHER'S MOTIVATION ON PUPIL'S ACADEMIC
PERFORMANCE IN PRIMARY SCHOOL LEAVING EXAMINATION IN
CHALINZE DISTRICT COUNCIL, COAST REGION**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that she has read and here by recommends for examination by The Open University of Tanzania a Dissertation titled, “**Influence of Teacher’s Motivation on Pupil’s Academic Performance in Primary School Leaving Examination in Chalinze District, Coast Region**” In partial fulfillment of the requirements for the award of Degree of Masters of Education in Administration Planning and Policy Studies (MED-APPS).

.....

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.....

Date

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DECLARATION

I, **Grace Paschal**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration Planning and Policy Studies (MED-APPS).

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my lovely husband Cornel Timothy who supported and encouraged me throughout my studies.

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It is so difficult to express by words all that I would give as thanks to all people who made this study possible. I am indebted to so many people. I appreciate all the support, encouragement and patience they had, to make this study successfully. Special thanks are to the Almighty God who through his creation many things exist. I thank God for keeping me alive and powerful to this time when I acknowledge him for his power which made this study complete.

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ABSTRACT

The main objective of this study is to assess the influence of teachers' motivation on pupils' academic performance in Primary School Leaving Examination (PSLE) in Chalinze District Council. The specific objectives were: to identify teachers' motivations available in selected primary schools in Chalinze District Council, to examine primary school teachers' perceptions towards motivation in selected primary schools in Chalinze District Council and to assess the extent to which motivation influences performance in PSLE in selected primary schools in Chalinze District Council. This study applied interpretivism philosophy. Again, it was conducted using mixed method approach to obtain data. The study deployed purposive and simple random sampling in selecting 102 respondents where documentary review, interviews and structured questionnaires were used. Quantitative data were analysed with the help of software namely Statistical Package for Social Solutions (SPSS) while qualitative data were analysed using through content and thematic analysis. The results show that Motivation has great influence in PSLE Performance in Primary Schools located in Chalinze District Council. According to the study teachers' Motivation leads to Pupil's motivation which leads to pupil's high performance. Therefore, educational stakeholders have to consider the significance role played by motivation as it contributes much to pupils' academic performance.

Keywords: *Motivation, Performance, Academic Performance, Chalinze District Council.*

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LIST OF ABBREVIATION

WEO	Ward Educational Officer
DEO	District Educational Officer
DPEO	District Primary Education Officer
HR	Human Resource
OECD	Organization for Economic Co-operation and Development
PSLE	Primary School Leaving Examination
NECTA	National Examination Council of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This study focuses on assessing the influence of teachers' motivation on pupils' academic performance in Primary School Leaving Examinations (PSLE) for primary schools located in Chalinze District Council. This chapter presents the background that contextualizes the research problem. It further states the research problem, purpose of the study, specific objectives, research questions, scope and significance of the study as well as study organization. Moreover, key terms have been defined.

1.2 Background of the Problem

Pupils' performance has been closely linked with the extent to which teachers are motivated. Studies all over the world indicate that motivation plays crucial role in maintaining and ensuring academic performances among pupils. According to Mitchell (2002), school setting plays crucial role in providing motivation which in turn transform pupils' academic performances. Therefore, teacher's motivation plays pivotal role in determining the quality and success of learning outcome among pupils. To this regard motivation can be intrinsically or extrinsically (Mitchell, 2002). Further, motivation cultivates teachers' ambition to teach, hence influencing pupils' performances.

Additionally, Research on teacher motivation has developed and expanded since the late 1990s, and the past decade has witnessed a marked increase in literature in the area of teacher motivation research across various social cultural contexts. A significant step forward was the release of the special issue on motivation for

teaching by Learning and Instruction in 2008 with the focus on relating the current motivational theories to the domain of teaching which has been called a “Zeitgeist of interest” by Watt and Richardson (2008). As a big contribution to the application of motivational theories in the new research domain of teachers in their career choice, education studies and professional commitment, the special issue was an important stimulus to setting the agenda for future teacher motivation research.

The need to address teacher motivation also derives from teacher shortage reported by many countries. Kyriacou & Kunc, (2007) A renewed research interest in teachers’ motivation to teach and to remain teaching in the past decade has highlighted possible causes of the existing and potential teacher shortages as early teacher attrition, teaching force ageing, imbalance of high demand with less reward, limited career opportunities, less job security and low prestige (OECD, (2005). Watt et al., 2012) suggested the significance of teacher motivation research is also self-evident as it is a crucial factor closely related to a number of variables in education such as pupil’s motivation, educational reform, teaching practice and teachers’ psychological fulfillment and well-being. Therefore, it is helpful for administrators to determine how to attract potential teachers and how to retain them in teaching.

Cogneau (2011) indicates that the issues facing teacher motivation in Africa have historical origin in that the colonial powers both French and British had different policies for the education sectors for the continent. According to the French colonist for example, education was provided in the French language only and the education was also secular. The teachers in rural areas and those in the urban region took home the same pay according to the French policy.

In Africa, there have been serious concerns about teachers' motivations and how it is related to pupils' academic performances. Again, the desire of teachers to take part in the teaching and learning process is related to motivation. Moreover, it is related to the goals that underlie in the teachers-pupil's involvement in academic undertakings (Udoh, Oladejo, & Orapine, 2019). Elliot and Dwerk (2005) noted that motivation is an important aspect in determining pupils' academic performance, persistence in school and curiosity. Conducting a study on motivation is therefore significant (Maningu, 2017). This is because motivation increases teachers' implementation of their tasks hence leading to goal attainment including influencing pupils' academic performance.

It should be noted that teachers' motivation is one of the important factors in realizing educational objectives in achieving high pupils' academic performance since low Teachers' motivation might lead to low pupils' performance in academics. Thus, the learning environment and Teachers' motivation upon knowledge development relatively need more attention in schools (Juma, 2011). This is because the quality teaching staffs is the cornerstone of pupils' academic success. However, without teachers' motivation educational institutions will continue to boost poor results since the poor academic performance in most primary schools can be attributed to teacher motivation among other factors (Matoke *et al.*, 2015).

In Tanzania, there have been increasing interests from different researchers such as Mdeme (2014) in primary school teacher's motivation. Despite the increasing pupils' performance in PSLE, a study by Mustafa & Othaman (2010) indicates that teachers are less motivated. This has led into teachers turn over in different public

and private schools in Tanzania. Teachers tend to opt for alternative a professional which seems to attract their interests. Motivation helps teachers to improve job skills and knowledge hence influences the students' academic achievement (Mustafa & Othman, 2010).

Athman (2004) pointed that, poor motivation to teachers decreases pupils' performance. Moreover, Mdeme (2014) conducted a study on the management of teacher's motivation in Tanzania education sector. In his study he pointed that, teachers' motivation affects their performance hence affects the students' academic performance especially in Temeke district. However, Mdeme (2014) focus on management of teachers' motivation in general. In his study he specifically focusses on secondary school students and not primary school pupils. Again, Maningu (2017) also conducted a study on The Effect of Teachers' Morale in Improving Academic Performance of Secondary Schools in Bukoba Municipal.

According to him teachers' motivation is a core in influencing secondary students' academic performance as shown by different literature. However, Maningu's study focus on the effects of motivation on improving students' academic performance. Therefore, study on how teachers' motivation influences pupils' academic in PSLE performances in Chalinze is limited and very little have been documented. In this regard, the study on an influence of teacher's motivation on pupils' academic performance cannot be left in vein especially in Chalinze District Council. Therefore, the study expected to address the issue of teachers' motivation and its contribution in pupils' academic performance in PSLE results in Chalinze District Council.

1.3 Statement of the Problem

Academic performance of pupils toward achieving educational goals is very important in the development of any nation. Gitonga (2012) and Asabi (2013) revealed that, teachers' motivational factors like better terms and conditions are among the factors that determine the success or failure of pupils. This shows that presence of timely annual increments on teachers' salaries and reconstruction of classrooms increases teachers' motivation. Therefore, if teachers are motivated it may lead to improvement of pupils' academic performance. However, the situation has not been the same in Chalinze district.

Study by Magina (2010), shows that there are growing concerns that teachers in Tanzania are demotivated which in turn deteriorate teaching performance and other learning outcomes. The location of schools is far from teachers' residences, school infrastructures are limited and teachers' houses are very few. Perhaps teachers are demotivated in Chalinze District Council and in turn have led into poor pupils' academic performances. Again, pupils are performing poorly in PSLE where the average performances were 36.2%, 40.8%, 39.7%, and 47.7% in the years 2018, 2019, 2020, 2021 (NECTA, 2018, 2019, 2020 and 2021).

Therefore, this study expected to assess whether teachers' motivational factors have influence on pupils' academic performance by using Chalinze District Council as a case study. In other words, this means that all thinkable factors of physical or psychological aspects that we interact with, leads to a reaction within our self or of the entire organization. However, there are number of efforts taken by the government through its agencies in improving the learning environments. The

government has also established different programs such as Primary Education Development Program (PEDP). With these programs there have been increase in classrooms, increase in enrollment and introduction. Again, the government have also introduced Education Program for Results (EP4R) means to improve school infrastructures, teachers – students ratio and limiting dropouts.

According to Etuk (2002), motivated teachers use a greater effort to perform their jobs than those who are not motivated. In the same view, Halepota (2005) provided that motivation is crucial in any organization functioning. Without motivation teachers will not put up their best and the school performance will deteriorate. Again, low motivation or complete lack of motivation in the current years at any school setting within Tanzania particularly in Chalinze has led to teachers' turnover, inefficiency, indiscipline at work places.

Furthermore, teachers continued being dissatisfied with their work environment meaning that teachers are not well motivated to the extent they can get committed to their professionalism to enhance pupils' academic performance. According to Zalwango (2014), this situation could result to poor students' academic performance. This situation also, raises some questions of how actually, could the motivation of teachers have impact on the performance of pupils. Teachers in government schools have been experiencing poor motivation though they keep sticking on their work with the poor motivation they are experiencing. This study therefore, aimed to investigate the influence of teachers' motivation on pupils' academic performance in PSLE in Chalinze District Council.

1.4 Research Objectives

1.4.1 General Objective

The main purpose of this study is to investigate the influence of teachers' motivation on pupils' academic performance in PSLE in Chalinze District Council.

1.4.2 Specific Objectives

In order to attain broad research objective, the following were specific objectives:

- i. To identify teachers' motivations available in selected primary schools in Chalinze District Council.
- ii. To examine primary school teachers' perceptions towards motivation in selected primary schools in Chalinze District Council.
- iii. To assess the extent to which motivation influences performance in PSLE in selected primary schools in Chalinze District Council.

1.5 Research Questions

- i. What kinds of teachers' motivations are available in selected primary schools in Chalinze District Council?
- ii. What are the primary school teachers' perceptions towards motivation in selected primary schools in Chalinze District Council?
- iii. To what extent does motivation influence PSLE performance in selected primary schools in Chalinze District Council?

1.6 Significance of the Study

The study will help the policy makers to strive to improve Teachers' motivation in order to enhance pupils' academic performance in National examinations. This study

will also help both government and private school owners to understand the influence of teachers' motivation on pupils' academic performance in PSLE in Chalinze District Council. It would also enable teachers to structure students' education to make them more effective in helping to improving the efficiency of their academic performance. Also, it would be a source of information on how teachers can engage in productive means to ensure the meaningful performance of pupils academically.

The study will provide a framework for organizing and conducting research related to teachers' in primary schools which will benefit the District by finding out what motivate teachers and try to solve their problems. The study will present a significant contribution to the existing body of knowledge regarding teachers' motivation and school academic performance. Also, study findings are expected to improve academic performance in PSLE in Chalinze District Council.

1.7 Scope of the Study

The study assessed the influence of teachers' motivations on pupil's academic performance in PSLE. The study was conducted in Chalinze District Council located in Coast Region, Tanzania. Chalinze District consists of fifteen (15) wards, one hundred and fifteen (115) primary schools. It will confine itself in selected sixteen (16) public and four (4) private primary schools in Chalinze District.

1.8 Definitions of Key Terms

1.8.1 Motivation

Motivation is a complex phenomenon, which is influenced by individual, cultural, ethnic and historical factors. Motivation can be defined as "a series of energizing

forces that originate both within and beyond an individual's self'. These forces determine the person's behavior and therefore, influence his/her productivity (Jackson, 1995). Motivation can be defined as a series of energizing forces that originate both within and beyond an individual's self. These forces determine the person's behavior and therefore, influence his/her productivity (Hislop, 2003).

1.8.2 Performance

Performance is associated with quantity of output, quality of output, timeliness of output, presence/attendance on the job, efficiency of the work completed and effectiveness of work completed (Mathis and Jackson, 2009). Therefore, Performance is the accomplishment of a given task measured against pre-set standards of accuracy, completeness, cost and speed.

1.8.3 Academic Performance

Academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as primary education represents a basic level of academic achievement. According to Lugayila (2002), academic performance refers to school rank based on students' scores in a particular examination but at an individual level it refers to grades or scores awarded to students who sat for a prescribed examination.

In addition, in conceptualizing education performance, scholars have tended to fall under four groups namely education inputs, education processes, educational output and education policy. In regard to this study, pupils' academic performance refers to

the ability of an individual pupil to present concepts learned during a specific period of time and conditions in a prescribed examination, preferable PSLE.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents theoretical review and a review of related literature under the following sub headings; theoretical review, empirical literature review, research gap and conceptual frame work.

2.2 Motivation Conceptualized

According to Ngirwa (2006), motivation is the willingness of a worker to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated worker willingly tries hard to contribute his or her best performance towards accomplishing his or her work. In regard to this study, motivation was seen as the inner drive or push that led to a certain human action or inaction in a given time, given specific prevailing conditions. It is a force that considers individual inner drive in the pursuit of pushing teachers to do something in turn.

2.2.1 Types of Motivation

According to schools of thought there are two types of motivations which are intrinsic and extrinsic motivations (Reeve, 2001).

2.2.1.1 Intrinsic Motivation

Reeve (2001) defines intrinsic motivation as the one originating from an individual. It is driven by an interest or enjoyment in the task itself and exists within the individual rather than relying on any external reward. Intrinsic motivation arises as having “strong emotional interest in an activity and a sense of freedom and

autonomy related to it” (Deci, 1975).

2.2.1.2 Extrinsic Motivation

The external motivation that is required to drive the individual's positive behaviour is offered in the form of a system that reinforces the desired behaviour or negates undesirable actions (Herzberg, 1971). Extrinsic motivation originates outside the individual (external environment) where factors such as remunerations, supervision, benefits, and the relationship between workers and task constitute extrinsic motivation.

2.3 Strategies of Motivating Employees

Literature reveals different ways of motivating workers. Factors such as salary, clear information and communication and staff training motivate workers.

2.3.1 Salary

In order for salary to work effectively as a motivator, human resource managers must consider four major components of salary structure (Akintoye, 2000). These are the job rate, which relates to the importance the organization attaches to each job, payment which encourages workers or groups by rewarding them according to their performance, personal or special allowances associated with factors such as scarcity of particular skills or certain categories of information about professionals with long service in the profession, and fringe benefits such as holidays with pay and pensions. It is also important to ensure that the prevailing pay and other information establishments are taken into consideration in determining the pay structure of the organization.

2.3.2 Clear Information and Communication

One-way managers can stimulate motivation is to give relevant information on the consequences of their actions on others (Olajide, 2000). Information availability bears a powerful peer pressure where two or more people running together will run faster than when running alone or running without awareness of the pace of the other runners.

2.3.3 Staff Training

No matter how automated an organization may be, high productivity depends on the level of motivation and the effectiveness of the workforce. Given this fact, staff training is a crucial strategy for motivating workers. Therefore, the organization must have good training programme. This will give the worker opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task.

2.4 Teachers Perception on Motivation

Kane and Mallonin (2006) examined factors motivating teachers to work hard in New Zealand. The study revealed that, respect and perceived image of teachers by local community were directly aligned to teachers' motivation to work. Moreover, Ofoegbu (2004) examined teacher's motivation in Nigeria. The study focused on finding out if teacher motivation would subsequently translate to classroom effectiveness and school improvement in Nigeria. The findings confirmed the assumption that teacher motivation would enhance classroom effectiveness and improve pupils' academic performance. The study further revealed that teachers would adequately be motivated if they would have their salaries regularly paid, if

teaching and learning facilities were made available, if they are encouraged to attend conferences and seminars and they were provided with favorable working environment.

In Uganda and Botswana, regular turnover and absenteeism among teachers as a result of low motivation were mainly influenced by factors like ineffective leadership, divided loyalty, late promotion, conflicts and narrow opportunities for teachers' professional growth (Bernard, 2012; Sseganga and Garrette, 2005). A similar study by Bennell and Mukyanuzi (2005) sought to answer the question whether there was teacher demotivation among the primary school teachers in Tanzania. Drawing conclusion from the sample of ten government funded primary teachers across the country, after studying the level of satisfaction and motivation among primary school teachers in both urban and rural areas, the study findings revealed that there was the low level of motivation which had been affecting teachers' attendance to work and their availability in teaching and learning.

2.5 Theories Underpinning the Study

2.5.1 Maslow's Hierarchy of Needs Theory

Maslow's (1943) needs theory of motivation is usually known for its five fundamental needs of a person i.e., physiological, security, affiliation, esteem and self-actualization. This theory can be applicable for teachers by understanding their physiological needs that may include payments, benefits, health and medical facility, accommodation, transportation, and comfortable working environment. (Aslam and Sarwar, 2010) asDebbie (2008) contends that, teachers are the most important factor in determining the quality of education that children receive. It is for these reasons

that a teacher is ranked according to students' performance. This theory relates to the present study on the basis of the five variables established by Maslow, because teachers as other employees have the above mentioned needs which motivate them. Variables such as esteem needs, social needs, psychological needs and safety needs are essential for teachers to perform well and bring about better results to pupils; its absence will result to underperformance to teachers and pupils as well. This was measured through questions which were answered by them to know if they get these needs or not and how it influences their performances.

2.5.2 Expectancy Theory

The theory was postulated by V.H. Vroom in 1960s. According to the theory, employees will be motivated if two conditions are met: 1: People believe it is likely that their efforts will lead to successful results and 2: Those people also believe they will be rewarded for their success. Therefore, employees will be motivated to utilize a high level of effort when they believe there are relationships between the efforts they put forth, the performance they achieve, and the outcomes/rewards they receive. To this regard, highly motivated teachers are encouraged themselves to become more curiously, creative and innovative during preparation for teaching and learning resources hence deliver good performance which is viable in influencing pupil's academic performance.

The theory supports the study in the way that since people always do things with the expectations of getting something out of what they are doing, likewise the teacher's morale of working is determined by the way they are motivated. That's to say if they are well motivated, they will work hard in preparing and delivering materials to

pupils as result, pupils shall demonstrate exemplary academic performance. This study therefore adopted Expectancy Theory to establish the link on the influence of teacher's motivation toward academic performance of pupils in primary schools because the theory explained that, when workers are motivated, they will increase their performance in terms of curriculum delivery, thus, increasing performance. In fact, motivated teachers will show their performance very high and fulfil their responsibilities adequately.

2.6 Empirical Literature

2.6.1 Teachers' Motivation in Primary Schools

Guo and Li (2020) observed that, in some of the developed countries there was high teachers' attrition due to low motivation. In Sub-Saharan Africa and South-Asia many primary schools face teacher motivation crisis as a result of low accountability, ineffective policy environment and management, low pay, low vocational and occupational status, poor working and living conditions (Bannell and Akyeampong 2007).

A study conducted by Abazaoğlu and Aztekin (2016) on the role of teacher morale and motivation on students' science and mathematics achievement in Singapore, Japan, Finland, and Turkey revealed that the teacher factor was more effective in countries with different income balance while the teacher morale and motivation generally has a positive effect. In Turkey and Singapore, teacher motivation has more effect on the academic achievement of the students. It was found that school principals express a high morale and motivation for their teachers in high performer countries. Students' achievements were mostly affected in Turkey by teacher morale.

In the light of the findings, recommendations were made to increase the sciences and mathematics achievements of students.

A study conducted by Arain, Jafri, Ramzan and Ali (2014) on the impact of teachers' remuneration on the students' performance in Pakistan; revealed that teacher's remuneration has a positive effect on students' performance. Thus, good salaries are helpful in attracting competent person towards the teaching profession and increase in the remunerations with age and experience is very helpful in retaining quality teaching staff.

Ali, Abdulkadir and Ali (2016) in their study on teacher motivation and school performance, the mediating effect of job satisfaction survey from secondary schools in Mogadishu asserts that there is a significant relationship between teacher motivation, job satisfaction, and school performance moreover it recommended that both extrinsic and intrinsic motivation be applied among the teaching staff in order to improve job satisfaction and school's performance in the end. Gitonga (2012) researched the influence of teacher's motivation on student's performance in Kenya. The findings revealed that, teachers are motivated to teach effectively in the classroom than those teachers who are not motivated at all.

2.6.2 Teachers' Perception towards Motivation

Livingstone (2009) examined the perceived teachers' motivation and its effect on students' academic performance at advance level in selected secondary schools in Masaka District. The study revealed that students' academic performance in advanced level depends on teachers' monetary reward and that there is a significant

relationship between monetary and non-monetary rewards on students' academic performance. This study concludes that teachers' motivation is instrumental in the maintenance of an outstanding student's academic performance. The study recommends that head teachers, Parents and Teachers' Association and the Board of Governors should step up the teachers' motivation in form of both monetary and non-monetary rewards. The government through the ministries of public and finance should also espouse a higher pay to teachers especially those working in rural areas if an outstanding students' academic performance is to be achieved.

Mosses, (2017) investigated the influence of teachers' motivation on students' academic improvement in public secondary schools in Arusha District Council, Tanzania. The findings revealed that working condition factors and remuneration factors have the influence on teachers' motivation. The findings have also revealed that job satisfaction, job security, salary, promotion, attending workshops and seminars, professional development opportunity, the reward for good work and better working environment are some factors influencing teachers' motivation.

Rugarabamu (2018) revealed that, both intrinsic and extrinsic factors influence teachers' motivation which also can have impact to pupils' academic performance. Teachers' perceptions on extrinsic factors like getting free meals at school, salary payments are prompt, it is possible to get advance payments from the school in case of financial problem and teachers who perform well are given prizes agrees that influences their motivations. This study expected to assess the contribution of teachers' motivation on pupils' academic performance in PSLE for primary schools located in Chalinze District Council.

2.6.3 Relationship between Teachers' Motivation and Pupils' Academic Performance

Effective motivation of teachers plays a significant role in meeting their daily needs in the process gaining their commitment to their work (Ocham and Okoth, 2015). In this regard, a well-motivated teacher, who is provided with professional career development, good working conditions, recognition and adequate remuneration, is dedicated to teaching. Frederickson (2004) emphasized the importance of motivating teachers on their jobs using a study conducted by the Voluntary Service Overseas (VSO). The findings pointed out that teachers' motivation was fragile and declining mostly in the developing countries including Tanzania. Also, the study observed that poor teachers' salaries were among the significant factors influencing their motivation hence pupils' academic performance.

Therefore, Teachers' motivation has great significance or value to the Tanzanian teachers more over educational system in guaranteeing and aiding quality assurance. When teachers are highly motivated and adequate attention given to them, it adds value and quality to the educational system by raising its standards to rise to the expected level thereby ensuring quality teaching-learning outcomes and output. This section reviews some selected research works related to teachers' motivation. The review is very important as it provides information about what was done in the related field, how it was done and what results were generated.

In this regard, this part tries to review empirical and relevant studies done in different continents and countries for the sake of establishing research gap. Strunc,

(2020) concluded that major determinants of improved education experience and outcomes are the quality of teaching as a result of improved performance. He concludes that understanding of teachers' own attitudes to their profession was poor. Terms and conditions of service such as salaries, system of allowances and other benefits such as housing, in-school and regional education centers management, lack of professional support, development and training and lack of teachers' voice in decision making affected teachers' motivation.

2.7 Research Gap

The current reviewed literatures (Rugarabamu, 2018; Alphonse, 2017; Moses, 2017; Abazaoğlu and Aztekin 2016; Ali et al, 2016; Gitonga, 2012; Livingstone, 2009) have demonstrated that teachers' motivation is the key factor for influencing students' academic performance and the absence of motivation has negative effect on the standards of education. Mashala (2019) noted that the implementation of Education and Training Policy (ETP) of 2014 has paid much attention on students' enrolment and construction of infrastructures while paying less attention to teachers' motivational factors such as annual salary increments and promotions since 2016.

These are among the factors that have inflicted much pain to teachers. The PSLE results indicate poor performance for schools located in Chalinze District Council (NECTA, 1918. 1919 and 2020). This could be the outcome of poor teachers' motivation as various studies have indicated in different context and geographical location. Therefore, this study was applied in Chalinze District Council to observe whether teachers' motivation has impact on pupils' academic performance in PSLE.

2.8 Conceptual Framework

In order to understand well the influence of teachers' motivation in PSLE academic performance a relevant and comprehensive conceptual framework is required so as to help the researcher to organize his/her thinking and successfully complete the study. This study was guided by the conceptual framework which was adopted and modified from Maslow (1943).

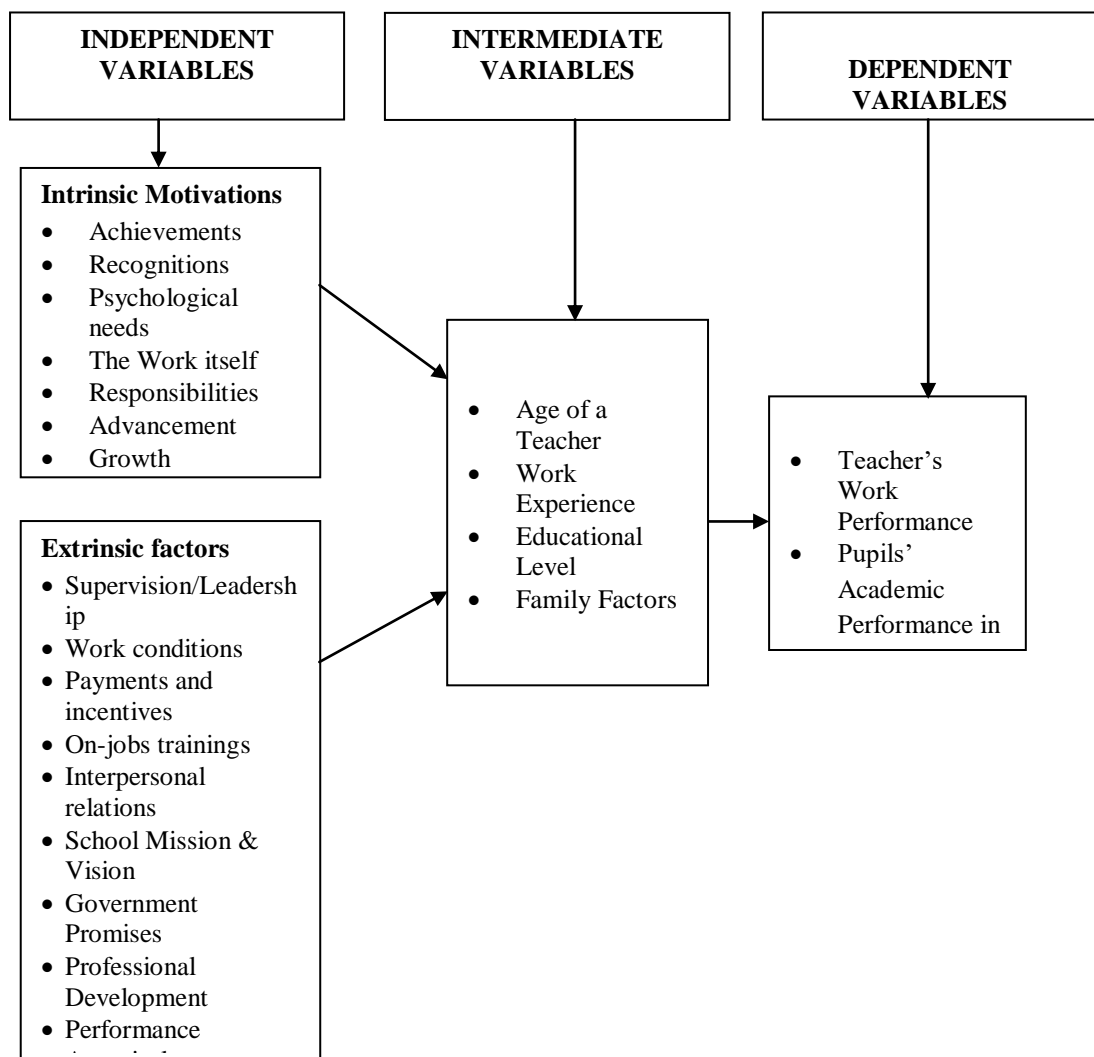


Figure 2.1: Conceptual Framework

Source: Maslow's Hierarchy of Needs

Additionally, the hypothetical and theoretical variables show the relationship between contextual variable (independent variable) which is the motivation (Intrinsic and Extrinsic), mediating variables which includes age of a teacher, work experience and educational level, and outcome variables (dependent variables) which includes teacher's work performance, pupils' academic performance in PSLE. To this regard, it indicates pupils' academic performance in Chalinze is a result a combination of contextual (teachers' motivation), mediating variables such age of teacher, work experience and educational level of a teacher as indicated in the figure 2.1. These concepts were applied Chalinze District as a case study. This demonstrates that present day status and nature of teachers' motivation has indirect effect on the pupils' academic performance as indicated.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology, research design, setting of the study, sample and sampling procedure, study population, data collection methods and data analysis.

3.2 Research Philosophy

The philosophy used is interpretivism. This advocates that it is necessary for the researcher to understand differences between humans in our role as social actors. This emphasizes the difference between the heritage of this strand of interpretivism comes from two intellectual traditions, phenomenology and symbolic interactionism. Phenomenology refers to the way in which we as humans make sense of the world around us. In symbolic interactionism we are in a continual process of interpreting the social world around us opposite) in that we interpret the actions of others with whom we interact and this interpretation leads to adjustment of our own meanings and actions. Conducting research among people rather than objects such as trucks and computers (Saunders, *at al*, 2009).

3.3 Research Approach

Further, this study will apply both quantitative and qualitative approaches. Quantitative approach will help to quantify the problem by way of generating numerical data or data from the field and transform them into useable statistics. Qualitative approach will help to study attitudes, opinions, behaviors, and other defined variables of the population. Qualitative research approach generates a rich

understanding of a phenomenon as it exists in a real world. It involves collection of data in the actual situation or area of study. Also, it involves blending together of different data collection strategies. To develop strategies requires ongoing data analysis (Dawson, 2002; Cohen, Manion, & Marrison, 2015).

3.4 Research Designs

A research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). Also, it can be defined as “the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and control variance” (Omari, 2011). This study used a case study design which involves descriptive inquire conversation to get information between the interviewer and the interviewee. This design tends to use question like “What” and “how” in obtaining information concerning role of motivation on employee performance. This was the most useful for gathering information about research problem. Again, the design was used because it provided a chance for collection of in depth information (Milanzi, 2009).

3.5 Area of Study

This research covered 7 wards with selected schools at Chalinze District Council within Coastal Region. Chalinze district Council consists of 15 wards with 102 primary schools of which 95 are public primary schools while 07 are private owned primary schools. Purposive sampling was used to select the study areas. This sampling technique was used in selecting the primary school found in Chalinze District Council. This is because of the researcher’s need to pick a group of

participants who could fit the study. This helped a researcher to get relevant and rich information regarding influence of teachers' motivation on pupils' academic performance in PSLE in Chalinze District. The Chalinze district is selected due to availability of enough number of primary schools where the researcher can access comprehensive information. From these public schools the researcher can come out with teachers' motivation factors affecting pupils' academic performances.

Furthermore, the selection of this area because is working in this district so get to know the relationship between motivation and performance. Also, the researcher is comfortable in using this area because of the familiarity with the whole area where the selected schools are located. Therefore, the researcher will ensure that the data collected from this area are enough and reliable to fulfill the objectives of the study and draw conclusion on the role of motivation of teachers on pupil's performance.

3.6 Study Population

According to Kamau, Githii and Njau (2014), the target population refers to the actual elements, including people or firms whose characteristics a researcher intends to observe. Obwatho (2014) agrees with this postulation and describes a target population as 'the group about which a researcher wishes to draw conclusions.' In this study therefore, the concept of target population was used to mean the set of people from which the researcher select a sample to collect data from and on which the study findings was generalized. The target population in this study included District Education Officers, Human Resource Officer, District Primary Academic Officer, and Teachers Service Commission officer, Ward Education Officers, Head teachers found in both private primary schools and in Public Primary Schools.

Targeted population also included teaching staff in private primary schools and other teaching staffs found in public primary schools. This population involved teachers approved to teach primary schools from the selected primary schools. These target populations are the one found in selected primary schools from Chalinze District in Coastal Region.

3.7 Sampling, Sample Size and Sampling Techniques

The study employed simple random in selecting respondents where all teachers had an equal chance of being selected. The technique was employed because it ensured the selection of teachers without bias. Purposive sampling was used to select key informants including District Education Officers, Human Resource Officer, District Primary Academic Officer, Teachers Service Commission officer, Ward Education Officers, Head Teachers on the targeted schools. The sampling population of the study included both private and public primary teachers but due to limited time, the sample frame contained 317 teachers from twenty selected primary schools in Chalinze District Council. The sample size was determined by using the formula developed by Yamane in 1967. The sample size of 76 teachers is obtained by using the formula developed by Yamane in 1967 the number is chosen to reflected the limit of budget and the time to distribute questionnaires to all teachers from the study area.

Sample Size formula

$$n = \frac{N}{(1+Ne^2)}$$

Where n = number of sample size, N = Population sample (317) and e = Marginal error (0.1).

$$\text{Therefore; } n = \frac{317}{(1+317(0.1)^2)} \approx 76$$

Table 3.1: Sample Size Selection

Name of Primary School	Number of Teachers	Sample size (n)
Misufini primary school	7	2
Kikaro primary school	12	2
Miono primary school	9	2
Lunga primary school	13	3
Magome primary school	7	2
Kibiki primary school	15	4
Chalinze Mzee primary school	11	3
Honest primary school	20	5
Bwilingu A. primary school	38	9
Bwilingu B. primary school	40	9
Vigwaza primary school	27	6
Kwa wema primary school	16	4
Berachah Valley primary school	14	3
Pingo primary school	14	3
Chamakweza primary school	8	2
Mbala primary school	10	2
RuvuDarajani primary school	16	4
Msata primary school	16	4
Kiwangwa primary school	17	4
Must Lead primary school	7	2
TOTAL	317	76

Source: Researchers' sample size

3.8 Data Collection Methods

The study employed interview, questionnaires and documentary review methods during data collection in the study area.

3.8.1 Interviews

The study used semi-structured interview to collect information from the key informants. It involved District Education Officers, Human Resource Officer, District Primary Academic Officer, Ward Education Officers and Head Teachers on

the targeted schools so as to ensure the collection of concrete information from the key informants. This helped the researcher with the opportunity to probe beyond the given answers for addition information or clarify concepts. The data that was collected included the trend of student academic performance, motivation techniques used by the management toward Teachers' motivation and extrinsic factors that affect Teachers' motivation. This method was used because it helps to collect concrete data from the key informants, but also helped the collection of fresh and new primary information as needed.

3.8.2 Questionnaire

These are a formatted set of questions that are drawn up to meet study objectives (Keya, Makau and Omari, 1989). The study expected to deploy self-administered questionnaires which comprised closed and open-ended questions. The use of questionnaires was subject to their easy distribution and collection (Enon, 1998). According to Cohen, *et al.* (2002), when using questionnaires as instruments of data collection, people can respond to questions with assurance that their responses will be anonymous and so they may be more truthful than they would be in a personal interview particularly when they are talking about controversial issues.

In this study, questionnaire was applied to obtain primary data from the respondents. Questionnaire is a carefully structured set of written or printed or typed questions in a definite order on a form or set of forms for collecting data directly from the people. This research therefore employed both closed and open ended questionnaires (Combination of both). The researcher began with a series of closed questions, with boxes to tick or scales to rank, and then finished with a section of open questions for

more detailed response. The designed questionnaires were demonstrated to the teachers from the selected schools. Questionnaire was used to get information from the teachers because it is suitable tool to get information even from the large number of respondents.

3.8.3 Documentary Review

Various documents were reviewed in collecting secondary information so as to gain more understanding on the Influence of Teacher's Motivation on Pupil's Academic Performance in Primary School Leaving Examination (PSLE). The documents such as examination and meeting reports helped the researcher to gather different information relevant to the study. The documents reviewed included; research reports, internet surfing. These documents helped the researcher to gather different information like the trend of pupils' academic performance year after year, factors influencing Teachers' motivation and other information. The method was selected because helped the researcher to collect other secondary information that supported other data obtained from primary sources.

3.9 Research Validity and Reliability

Validity refers to the condition when the instruments of measurement measure what is supposed to be measured while reliability is the consistence of measurement when observing the same conditions (Cohen, Manion, & Morrison, 2000). To ensure the validity and reliability of the study, the researcher's sought the guidance of the research experts and pre-tested the data collection tool to a pilot group similar to the sample to which the questionnaire was administered. In the proposed study, the researcher was keen on the content validity of the data collection instruments. The

researcher thus satisfied herself that on the face value, the data collection instrument measures what it is supposed to measure with particular focus on structure of guiding questions and indicators that make up the substance of the objectives. After this, the researcher shared the instruments with the supervisor for their input in their capacity as subject expert. The corrections they offer were integrated into the tools before they can be used for data collection.

3.10 Data Analysis Plan

Once data has been collected from the field, the researcher subjected it to a process of cleaning it aimed at identifying, correcting or removing inaccurate data from the data set (Obwatho, 2014). During the data cleaning exercise, the researcher sought to remove incomplete responses and any obvious inconsistencies in the responses. The purpose of the cleaning transformed the data into a form that is useful for analysis. The transformation entailed simple processes like correction of wrongly spelt words and summarization of verbatim responses by merging similar responses from different sources. Given that the research instruments generated qualitative data, the study summarized and organized the emergent data into themes. The content coming from the themes was then be analysed and presented in the form of narratives. Verbatim quotes were used where appropriate to bring out the voices of the respondents in the descriptions summarized by the narratives.

Data analysis involved working with data, organizing items, breaking them into manageable units, synthesizing them and searching for patterns. After fieldwork the data collected through the use of questionnaires and interview were classified into usable categories. The categories were turned into raw data through coding and

tabulations. The data was further analyzed to provide meaningful final results with the aid of SPSS version 20 and Microsoft Excel software 2016.

3.11 Ethical Consideration

In this research the voluntary consent of the respondent was sought. The respondents were told the nature of the study, and those who are willing to participate, did so on their own free will. Additionally, respondents were assured maximum anonymity that is; they will be assured that their identities shall not be disclosed. To this regard, respondents were assured of the confidentiality of information they provided. This was guaranteed by ensuring that the questionnaire forms did not demand the disclosure of respondents' name. Again, researcher will build into research scheme a time lag between which documentary review and research was conducted and respondent participation. The institutions, companies and organizations within which data are collected were named in letters A, B, C and D. Finally, the respondent was assured that they could access the results of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter presents the analysis, and interpretation of findings in relation to; socio-demographic characteristics of respondents, teachers' motivations available in the study area, primary school teachers' perceptions towards motivation and the extent to which motivation influences performance in PSLE in selected primary schools in Chalinze District Council.

4.2 Demographic Characteristics of Respondents

This study involved interviewing Teaching staff 78.4% (Questionnaire respondents), DEO 1%, DPEO 1%, WEO 2.9%, Head Teachers 15.7 % and Human Resource (HR) 1%. The demographic characteristics examined included age, Sex, Educational level, and Working experience among others as illustrated in the summary Table 4.1.

Table 4.1: Socio-Demographic Characteristics Of Respondents

Variable	Lables	Frequency	Percent
Sex	Male	50	49
	Female	52	51
	Total	102	100
Age	Below 30	21	20.6
	31-40	51	50
	41-50	24	23.5
	51+	6	5.9
	Total	102	100
Education level	Diploma	78	76
	Degree	22	22
	Masters	2	2
	Total	102	100
Working Experience	3-5 years	17	16.7
	6-10 years	28	27.5
	11-15 years	13	12.7

Variable	Lables	Frequency	Percent
	15+	44	43.1
	Total	102	100
Title	Respondent	80	78.4
	DEO	1	1
	DPEO	1	1
	WEO	3	2.9
	HEAD TEACHERS	16	15.7
	HUMAN	1	1
	Total	102	100

Source: Primary data from selected primary schools in Chalinze District Council (2022).

4.2.1 Sex of Respondents

Sex in this study meant sexual orientation of the respondent. The researcher wanted to know whether the respondent is either male or female. The purpose of asking this question was to find out whether there were equal number of male respondents and female respondents in the study. The finding showed that male was 49% and Female were 51%. Although the results indicate that there were more female than males in the study process the findings reveal that the researcher was gender sensitive and interviewed almost equal number of Males and Female (Table 4.1).

4.2.2 Age of Respondents

Age in this study meant the number of years the respondent has lived since birth. Based on Table 4.1, findings were obtained from respondents belonging to three age categories. The first category (below 30) was represented by 20.6% of the total number of respondents, 50% of the respondents belonged to the 31-40 age group category, 23.5% was a representation of respondents in the 41-50 age-group category and 5.9% represented age above fifty years (51+). The findings reveal that respondent came from almost all age groups (Majority were middle age). In the context of this study, age category of respondents helped the researcher to generate

balanced responses.

4.2.4 Education Level of Respondents

The Education level of respondents was helpful in revealing whether Respondents (teaching staff), District Education Officers, Ward Educational Officers, Headteachers and Human Resource Managers had required qualifications. The findings indicate that 76% of the respondents had acquired a diploma, 22% were the degree holders and 2% had a Master Degree (Table 4.1). These findings reveal that the research respondents were well educated and had enough knowledge to enable them understand the questions and respond accordingly.

4.2.5 Work Experience of Respondents

According to Table 4.1, 16.5% of the respondents had a working experience of 3-5 years, 27.5% had served in their respective professional ranks for 6-10 years, 12.7% had served for 11-15 years and 41.3% had a working experience of above 15 years. The findings reveal that respondents had enough knowledge and experience of the study area. The finding helped the researcher to have no doubts of the information provided by respondents.

4.3 Contextual Descriptions of Research Findings

This part discusses research findings and discussions obtained using research tools including Interview, Questionnaires and documentary review. Respondents were required to answer questions related to research objectives and questions respectively. I therefore, present participants' responses to questions under each research objectives.

4.3.1 Research Objective 1

4.3.1.1 To Identify Teachers' Motivations Available in Selected Primary Schools in Chalinze District Council

This objective intends to identify various motivations available in the selected primary schools. To attain this aim, researcher administered questions to both teaching staff and education officers found in Chalinze district. The intention was to examine whether there is any motivation received by teaching staff or provided by directors to Primary school teachers in the study Area respectively. The researcher also examined the type of motivation received by teaching staff or provided by directors for verification purpose. The findings were as shown below:

4.2.1.1.1 Whether there is any Motivation Provided to Teaching Staff in the District

Table 4.2: Whether there is any Motivation Provided to Teaching Staff in the District

	Frequency	Percent
Yes	20	87
No	3	13
N/A	23	100
Total	102	100.0

Source: Research Data, (2023).

This question was posed to directors. The findings were as indicated below in table 4.2. 87% of the respondents said 'Yes' that they provided some motivation to the teaching staff. Only 13 percent said 'No'. The findings reveal that there is availability of some motivation provided teaching staff in the study area. However, this study also noticed that there were some head of schools who do not motivate their teachers. Teachers were found lamenting on limited resources in public primary

schools. 13% of the respondent mentioned absence of motivation in their working stations. Teachers had the following to say;

“We don’t have seminar and this has been making our professional to remain limited. We are also lacking promotions, indoor training, accommodation and transport fees during leave. One teacher expressed that \, I normally travel form a very far distance form this school. During raining seasons these roads that we normally use them become impassable. Again, government have been promising us for many year that they will rectify our work environment but nothing has been done. Our working environment are unfriendly to us, we are very demoralized.”

This study therefore suggests that, the government in collaboration with other education stakeholders should find a way for modifying working environment and other motivation related issue like payment of different allowances. This suggestion is supported by Ofoegbu (2004) who argued that proper motivation of teacher helps in facilitating and transforming classroom performances. To this regard, if teachers are motivated it is very easy for pupils to perform well in their examinations including PSLE.

4.2.1.1.2. Kind of Motivation Provided by Directors to Teaching Staff

The researcher examined the kind of motivation provide to teaching staff in the study Area? This question was directed to the head of schools found in the study areas. The researcher needed the head of schools to mention at least three types of motivation. The results were as indicated in Table 4.3 below. Majority 72% indicated that the motivation provided is Recognition, Material things, Money. Others types of motivation mentioned were 14% Seminars, Promotion, Awarding Certificates and 14% Frequency visiting school and giving allowances. The findings provide verification that there is availability of motivations provided to teachers in

the study area.

Table 4.3: Type of Motivation Provided to Primary School Teacher in District/Ward and School

	Frequency	Percent
Seminars, Promotion, Awarding Certificates	3	14
Recognition, Material things, Money	15	72
Frequency visiting school and giving allowances	3	14
Total	21	100.0

Source: Research Data, (2023).

Again, head of schools were able to mention types of motivation they demonstrate to their teachers. On of the interviewed head of school from school A had the following to say;

“In this school we normally have different kinds of motivation varying from material which is tangible to non-material motivation. Some of the material or tangible motivation provided includes buying pass grades. That is, if a student scores A in each subject, head of school give such a teacher a monetary reward. We normally call it “buying grades”. Other motivation we normally give to teachers includes recognition, material things like certificates and other teaching and learning resources such as projectors.”

This study therefore suggests that motivation should be a prime factor in different schools including those public primary schools. This is due to the fact that teachers who are not motivated becomes demoralized, hence leading to fall in performances of pupils. The researcher further wanted to know from the directors the basis for motivation. The findings were as indicated in figure 2. The findings reveal that motivation is available for All staff both to those who do better in-service provision and the rest.

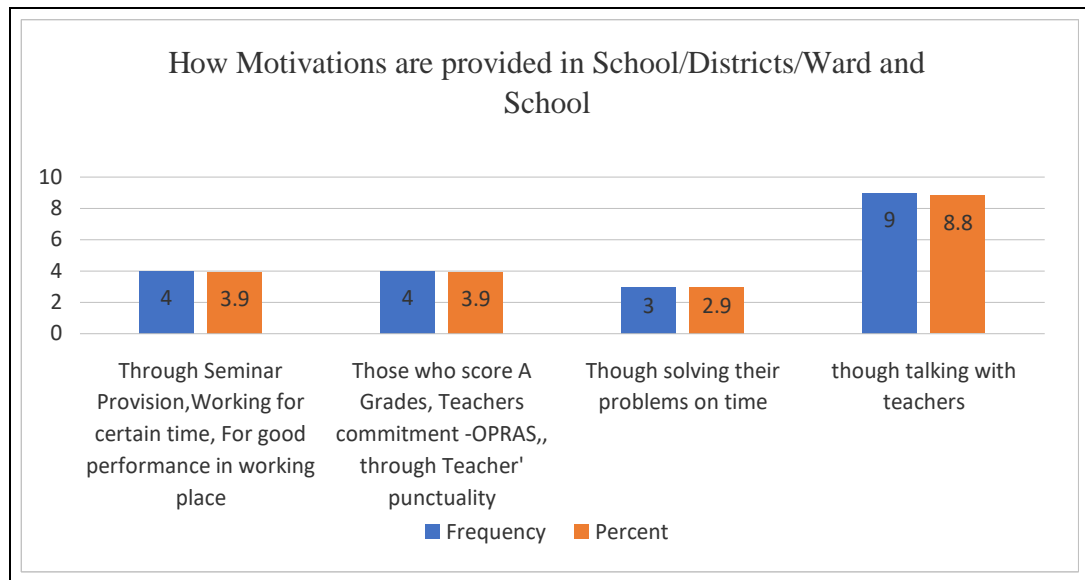


Figure 4.1: Basis for Motivation

On the other hand, the teaching staffs were examined as to whether they receive any motivation from the directors. The findings were as indicated in fig. 3. About 63% Agreed that they get motivation from the employer. This finding verifies that there are motivation activities taking place in the study area.

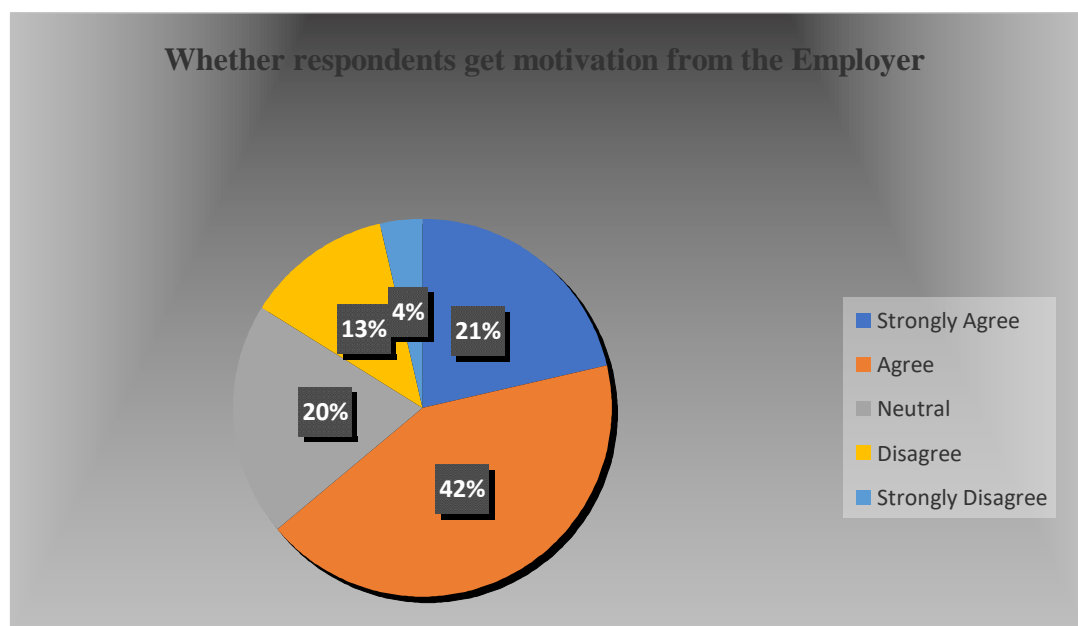


Figure 4.2: Respondents Get Motivation from the Employer

4.3 Research Objective 2

4.3.1 To Examine Primary School Teachers' Perceptions towards Motivation in Selected Primary Schools in Chalinze District Council

This section aimed at investigating head teachers' perceptions on the extent of influence of teachers' motivation towards selected primary schools in the study area. To attain this aim, researcher directed designed questions to DHRO, DEO, DPAO, WEO and Head Teachers found in the study area. To obtain this aim, researcher demonstrated interview to key respondents.

Data collected from the field were found to be different depending on area within which respondents are found. Surprisingly, other head of schools were seemingly unaware of proper motivation which might lead to effective and good performance among primary school pupils. Their responses consisted of only 23%. Other respondents mentioned that motivation stimulates STD VIII performances year by year. This was mentioned by 70% of the respondents. However, they failed to relate specific motivation factors which may help in increasing pupils' performance.

4.3.1.1 Teachers Perceptions on the Effects of Motivation towards Pupils' Academic Performance

The researcher also wanted to understand the perceptions of school teachers on the effects of motivation on pupils' academic performance. To attain this aim, researcher demonstrated Likert Scale ranging from agree, strongly agree, neutral, disagree and strongly disagree. The findings were as indicated in Table 4.4. About 70% of respondents agreed that Motivation affects pupils learning and Teachers Performance; only 15% disagreed with the statement and 15% were Neutral. 68%

agreed with the statement that Teacher Motivation influence academic performance 23% disagreed and only 9% were neutral. This indicates that motivation affects pupils' academic performance. Motivation is a crosscutting issue especially in teaching and learning environment including schools. This is because motivated teacher has morale in accomplishing different tasks assigned to him/her. This has also been the case for less motivated teachers who develops absenteeism which may lead into teachers' turnover.

Table 4.4: Primary School Teachers' Perceptions towards Motivation in Selected Primary Schools in Chalinze District Council in Percentages

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Motivation affects pupils learning and Teachers Performance	37.5	32.5	15	11	4	100
Teacher Motivation influence academic performance	43	25	9	3	20	100
Teachers' motivation is among the factors of pupils' academic performance	49	42	6	1	2	100
Transformational leadership is flexible to change for organizational success	35	41	18	5	1	100
Family factors has relation with pupils' performance in PLSE	36	47	13	4		100
Conducive working environment influence academic performance of pupils	46	30	20	4		100
Government promises has relation with performance in primary school	33	46	15	5	1	100
On job training is essential for academic performance in primary school	49	40	6	5		100
Pupils' performance in PLSE is influences by psychological needs among teachers	38	34	18	5	5	100

Source: Research Data, (2023).

The Table 4.4 indicates general motivation factor which influences pupils' academic performance in Chalinze district. However, respondents indicated that motivation has influence on pupils' academic performances as indicated above. Again, through questionnaires demonstrated to the education officers it was found that some of respondents are not aware of the specific influence of motivations on pupils' academic performances. Some officers from ward mentioned teachers' smartness, creativity and provision of home work to pupils as means through which motivation can improve pupils' academic performances. This indicates that school teachers are aware of the type of motivation to be provided in order to improve pupils' academic performance than some education officers.

Moreover, respondents were also provided their views on the impacts of working environment on pupils' academic performance. Accordingly, 76% agreed with the statement that conducive working environments influence academic performance positively, only 6% disagreed with the statement and 18% were neutral. 91% of all respondents agree with the statement that Teachers' motivation is among the factors of pupils' academic performance, only 3% disagreed with the statement and 6% were neutral. This shows that academic performance of the pupils in Chalinze district is also influenced by working environment. Respondents mentioned factors such as distance from schools, poorly designed school infrastructures, leadership and absence training and seminars to affect teachers teaching primary schools in Chalinze. One teacher had the following to say;

"I always walk from a very long distance from this school. The problem comes during rainy seasons where I have to cancel my work timetable. Roads and paths are impassable. Additionally, I am a woman, therefore, walking far away from here endangers my life."

This has been affecting my teaching career since I was employed in this school."

Another teacher from school B also had the following to share;

"We teachers especially from Chalinze lacks time to time trainings and seminars. We have been requesting our head teacher and other education leaders from Chalinze District Council to organize at least one two seminars for teachers per each term. In-service training helps in updating our professionals. If we get time to time training and seminars even level of performance of our pupils will improve."

This indicates that, unless teaching and learning environment has been rectified, the academic performance of pupil in Chalinze district will remain in tense. This is because if teachers are updated with seminars, training and enough schools are constructed they will have a moral of performing different tasks. This study complies with Ocham and Okoth (2015), who provided suggested that creating an academically productive school requires careful planning and design. Teachers need to feel comfortable and confident in their surroundings. The school as a workplace should be a pleasant place to be. Schools should be designed so that teachers can concentrate, work productively, and be comfortable.

Transformational leadership was another factor that influence pupils performance in primary schools. 76% of the respondents agreed with the statement that transformational leadership is flexible to change for organizational success, only 6% disagreed with the statement and 18% were neutral. This finding is supported by Leithwood, (2012) who found that leadership has influence on pupils' performances by changing learning environment and school culture. To this regard, if school leaders have positive relation with its subordinates, it is possible to have positive influence in pupils' academic performance.

Researcher was also interested to understand whether government promises has any impact on pupils academic performances. This question was directed to government school teachers found in the selected primary schools. From the data collected 65% agreed with the statement that Government promises has relation with performance in primary school, only 5% disagreed with the statement and 11% were neutral. The information collected from teachers through questionnaires are also shown on the Figure 4.3.

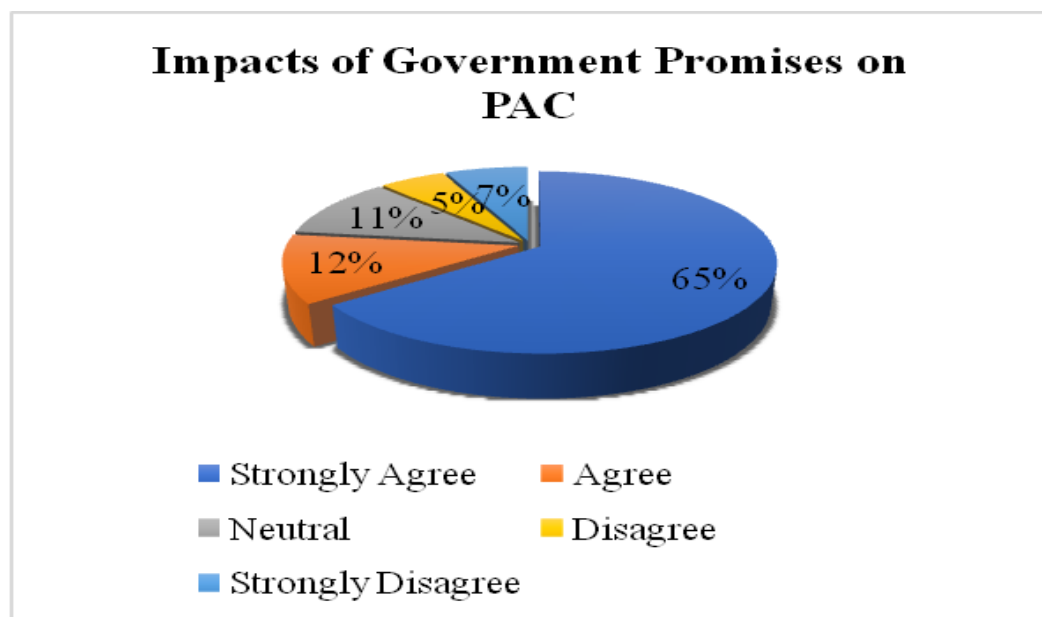


Figure 4.3: Responses of Teachers on the Impacts of Government Promises on Pupil's Academic Performance

From the figure 4.3 above, it can be argued that government promises have impacts on pupil's academic performance. However, those who agreed were unaware of the level motivation inflicted by the government promises to teachers. This is due to the fact that pupils' academic performance is a result of many factors which count in motivation. Government teachers only identified increase of salary as main factor for teachers' motivation and that it may influence pupil's academic performance.

Table 4.5: Teacher's Perceptions on the Influence of Working Experience And Salary As Motivation on Pupils' Academic Performance

Items	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Total %
Influence of Working experience on PLSE performance	38	38	15	8	1	100
Influence of Payments/salary on pupils' performance in PLSE	50	30	13	4	3	100

Source: Research Data, (2023).

On the other hand, 76% agreed with the statement that working experience has direct influence on PLSE performance, only 9% disagreed and 15% were neutral. 80% agreed with the statement that Payments/salary has directly influence on pupils' performance in PLSE, only 7% disagreed and 13% were neutral. This is further analyzed in Table 4.5. 72% agreed with the statement that Pupil's performance in PLSE is influenced by psychological needs among teachers, 10% disagreed with the statement and 18% were neutral. Generally, the findings indicate that majority of respondents agreed with all statements in table 4.4. the results implies that environmental factors, family issues, teachers and students' motivation need to be considered if better performance has to be assured in PSLE.

4.4 Research Objective 3

4.4.1 To Assess the Extent to Which Motivation Influences Performance in PSLE in Selected Primary Schools in Chalinze District Council

The researcher wanted to know the way motivation influences pupils' performance. Researcher also wanted to understand the relationship between motivation and pupils' academic. To attain this aim, researcher directed questions to the DEO, DPEO, WEO and Head Teacher about the extent to which motivation influences

pupils' PSLE performance.

The findings indicated that 70% of respondents showed that through motivation Pupils perform high, teacher motivate students, Teaching and Learning materials influence High academic performance, 15% of respondents showed that motivation influences performance in PSLE in selected primary schools in Chalinze District Council by 98% and 15% of respondents indicated that motivation influences performance in PSLE in selected primary schools in Chalinze District Council by extremely about 80% (Table 4.6). The findings reveal that motivation has great influence in PSLE Performance in Primary Schools at the study area.

Table 4.4: The Extent to which Motivation Influences Pupils' PSLE Performance

	Frequency	Percent
Pupils perform high, teacher motivate students,	14	70
Teaching and Learning materials influence High academic performance 98%	3	15%
Extremely about 80%	3	15%
Total	20	100.0

Source: Research Data, (2023).

From the table 4.6 above researchers suggests that if teaching and learning materials such as text books and reference books, attractive classrooms, teachers houses, toilets and staffs are available then teachers will be motivated. This is due to the fact that availability of teaching and learning resources including libraries attracts students and teachers as well. Further, the researcher wanted to know from the DEO, DPEO, HR, WEO and Head Teachers whether there was motivation difference in the rural from urban setting.

The findings indicated 80% respondents indicated that in the rural are given priority to proceed in High Learning, building teachers' Houses, Priorities their services; 15% of respondents indicated that in the rural are provided with transportation fee and building teachers Houses; and 5% indicated that they are given prizes Table 4.6. On further examination the researcher wanted to know How Motivation to rural Teachers influence pupils' PSLE Performance. The findings indicated that all respondents (100%) acknowledge that Motivation to rural teachers influence pupils' PSLE Performance positively.

Table 4.5: Motivation Difference in Rural from Urban

Items	Frequency	Percent
Given priority to proceed in High Learning, building teachers' Houses, Prioritise their services	16	80%
Providing transportation fee, building teachers Houses	3	15%
Giving prizes	1	5%
Total	20	100.0

Source: Research Data, (2023).

On the other hand, Directors were asked on how motivations encourage teachers to improve academic the responses were as indicated in Table 4.7.

Table 4.6: How Motivations Encourage Teachers to Improve Academic Performance in an Effective Way

	Frequency	Percent
Encourage teachers in School, encourage teachers' availability to workplace and work effectively	3	17%
Increased Teachers Smartness, motivated to perform great, More creativity, curiosity and innovation by teachers	15	83%
Total	18	100.0

Source: Research Data, (2023).

On examining improvement in motivation provision, the researcher asked the directors on how they expect to improve type of motivation to teachers without bias.

The findings were as indicated in Table 4.8.

Table 4.9: How Do You Expect to Improve Type of Motivation to Teachers Without Bias

	Frequency	Percent
To have a meeting with workers, Announcement among their workers, through Discussion with teachers,	1	10%
Creating staff awareness about rewarding hard workers, providing public promises to teachers, Basing on OPRAS	6	30%
Announcing award publically in staff members meeting	8	40%
Recognising them though National Results and Internal pupils' care,	1	10%
Setting standards	3	
To identifying vulnerable school and teachers, to keep accurate records of teachers and school performance,	1	10%
Total	20	100%

Source: Research Data, (2023).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the findings from the research study and summary of the findings.

5.2 Summary of Major Findings

The findings are presented according to the following objectives; to identify teachers' motivations available in selected primary schools in Chalinze District Council; to examine primary school teachers' perceptions towards motivation in selected primary schools in Chalinze District Council; to assess the extent to which motivation influences performance in PSLE in selected primary schools in Chalinze District Council.

5.2.1 Findings on the Availability of Teachers Motivation in the Study Area

The first objective of this study was to identify teachers' motivations available in selected primary schools in Chalinze District Council. The findings in table 4.2 reveal that there are availability of some motivation provided to teaching staff in the study area. Such motivation includes Seminars, Promotions, Awarding Certificates, Recognition, Material things, Money, Frequency visiting school and giving allowances as revealed in table 4.3. The criteria for motivation included Teacher's commitment, Students Scores, length of working time (fig. 2.).

These findings concur with the findings from the study conducted by ofuegbu, 2004 who examined teachers' motivation in Nigeria and whose findings revealed that

teachers would adequately be motivated if they would have their salaries regularly paid, if teaching and learning facilities were made available, if they are encouraged to attend conferences and seminars and they were provided with favourable working environment.

5.2.2 Primary School Teachers' Perceptions towards Motivation in Selected

The second objective of this study was to examine primary school teachers' perceptions towards motivation in selected primary schools in Chalinze District Council. The findings indicate that majority (>50%) of respondents agreed that Teacher's motivation affect pupils' academic performance in PSLE. The results implies that better performance is assured in PSLE with presence of good Supervision/Leadership, good working environment, good payments and incentives, recognition and on jobs training. The findings are supported by the study conducted by Ocham and Okoth, 2015 which concluded that a well-motivated teacher who is provided with profession carrier development, good working conditions, recognition and adequate remuneration is dedicated to teaching.

5.2.3 The Extent to Which Motivation Influences Performance in PSLE in Selected Primary Schools in Chalinze District Council

The third objective in this study was to assess the extent to which motivation influences performance in PSLE in selected primary schools in Chalinze District Council. The findings in Table 4.5 reveal that motivation has great influence in PSLE Performance in Primary Schools at the study area. The findings concur with the study conducted by Ngonyani (2017) who concluded that teachers' motivation in public primary schools has positive effects on pupils' performance of public primary

schools.

5.3 Conclusion

From the study findings the researcher concluded that Teacher's motivation has great influence on pupils academic performance in PSLE. The study established the that:

- i. Motivation has influence on teaching process among teachers. This involves both intrinsic and extrinsic. This was verified by the types of motivation mentioned in this study. Therefore, to ensure better performance one has to consider presence of good Supervision/Leadership, good working environment, good payments and incentives, recognition and on jobs training for teachers
- ii. Motivation has great influence in PSLE Performance in Primary Schools in the study area. According to the study teachers' Motivation leads to Pupils motivation which leads to Pupils high performance; Teaching and Learning materials available to teachers influence High academic performance.
- iii. Lack of on time implementation of government promises tends to negatively affect pupils' academic performance. Therefore, if government promises are implemented on time, it will encourage teachers throughout implementation of curriculum which in turn encourages positive academic performances among pupils.

5.4 Recommendations

Based on the research findings, researcher recommends on the following;

- i. The school as a workplace should be a pleasant place to be. Schools should be designed so that teachers can concentrate, work productively, and be

comfortable.

- ii. Government should ensure that they implement their promises so as to encourage teachers to accomplish their tasks efficiently and on time.
- iii. Again, teachers should be provided with better salaries and other incentives which will make them satisfy their demands out of teaching environment. These incentives and salaries should be provided on time especially for those private schools.
- iv. Also, Education leaders should encourage teachers to attend workshops for their development. Teachers have to keep pace with developments in their respective fields. They have to grow professionally, which includes establishing, adapting and extending their skills and knowledge. They have to be competent and accomplished and have the ability to function effectively in the organization.

5.5 Areas for Further Studies

A replica of the study to be performed in other public schools found out of Chalinze district. It should also involve other methodologies with large number of samples and respondents so as to identify whether the same result will also occur in the findings.

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APPENDICES

APPENDIX I: Interview Guide for DHRO AND TSC

This questionnaire is aims to collect data on the **Assessment of the Influence of Teacher's Motivation on Pupil's Academic Performance in Primary School Leaving Examination (PSLE) in Chalinze District Council**. Therefore, I kindly request you to respond freely and openly to the study since all information will be strictly confidential and will be used for academic purpose only.

A: Background Information

Please put a tick (✓)

1. Gender Male [☐] Female [☐]
2. Age Below 30 [☐] 31 – 40 [☐] 41– 50 [☐] 51+ [☐]
3. Education Level Diploma [☐] Degree [☐] Masters [☐] Doctorate (PhD) [☐]
4. Experience 3 – 5 years [☐] 6 – 10 years [☐] 11 – 15 years [☐] 15+ [☐]

B: Questions

1. Do you provide motivations to primary school teachers? a) Yes b) No c) other specify
2. What type of motivations do you provide to your teachers. i) ii)
iii)
3. Mention any three criteria you use to motivate teachers.
4. Do motivations encourage teachers to perform well? If yes state how.
5. Give three resources which facilitate the provision of motivations to teachers.

6. Do you experience challenges in providing motivations to teachers? If yes, mention any two challenges.
7. Do teachers' motivations influence pupils' performance in PLSE? If yes show how (mention at least three)
8. Do you think motivation provided to the teachers encourage them to become creative and innovative?

Thank You for Cooperation!

APPENDIX II:

Questionnaires for Teaching Staff (Teachers)

A: Background Information

1. Gender Male [☐] Female [☐]
2. Age Below 30 [☐] 31 – 40 [☐] 41– 50 [☐] 51+ [☐]
3. Education Level Diploma [☐] Degree [☐] Masters [☐] Doctorate (PhD) [☐]
4. Work Experience ... 3 – 5 years [☐] 6 – 10 years [☐] 11 – 15 years [☐] 15+ [☐]

B: Questions

Instructions: Below are statements that give information on issues related to teachers' motivations and academic performance. Please, rate each statement according to the scale below by putting a tick on the cell that lays your opinion and by all means be honest!

S/N	Statement	Responses				
		1	2	3	4	5
1.	Do you get any motivation from the Employer					
2.	Does Motivation affect Pupils' learning and teachers' performance					
3.	Do teachers motivation Influence academic performance					
4.	Working condition influence Academic Performance positively					
5.	Teachers' Motivation is among the factors of Pupils Academic Performance.					
6.	Transformational leadership is flexible to change for organizational success					
7.	Motivation is among the factors of transformational organization.					
8.	Family factors has relation with Pupils' Performance in PLSE					
9.	Conducive working environment Influence Academic Performance of Pupils.					
10.	Recognition from second manager tend to motivate teaching.					
11.	Government promises has relation with Performance in Primary school					
12.	On job training is essential for Academic Performance in Primary School					
13.	Working Experience has direct influence on PLSE Performance					
14.	Payment/Salary has directly influence on Pupils Performance in PLSE					
15.	Pupils Performance in PLSE is influenced by psychological needs among teachers					

1 = Strongly agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly disagree

Thank You for Cooperation!

APPENDIX II: Interview for DEO, DPEO, WEO AND HEAD TEACHER

A: Background Information

1. Gender Male [] Female []
2. Age Below 30 [] 31 – 40 [] 41– 50 [] 51+ []
3. Education Level Diploma [] Degree [] Masters [] Doctorate (PhD) []
4. Work Experience 3 – 5 years [] 6 – 10 years [] 11 – 15 years [] 15+ []

1. Gender Male [] Female []
2. Age Below 30 [] 31 – 40 [] 41– 50 [] 51+ []
3. Education Level Diploma [] Degree [] Masters [] Doctorate (PhD) []
4. Work Experience 3 – 5 years [] 6 – 10 years [] 11 – 15 years [] 15+ []

5. Do you provide any motivation to primary school teachers in your district?

(a) Yes (b) No (c) other specify.....

6. What type of motivation do you provide to Primary School teachers in your district?

(i).....

(ii).....

(iii).....

7. How do you provide those motivations in your district?

(i).....

(ii).....

(iii).....

8. Does motivation provided to teachers provides any changes in academic performance at your district? (a) Yes (b) No (c) other specify
.....

9. What are those academic changes observed in your district?

(i).....

(ii).....

(iii).....

10. To what extent does those type of motivation influences pupils' PLSE performance

(i)

(ii)

(iii).....

11. Most of schools in Chalinze are located within remote areas. What kind of motivation do you provide to teachers' different from those in urban?

(i)

(ii)

(iii).....

12. How are those motivations in above influences Pupils' PSLE performance?

(i)

(ii)

(iii).....

13. Please how can you state about those motivations in encouraging teachers to improve academic performance?

(i)

(ii)

(iii).....

14. How do you expect to improve teachers' motivation without bias?

(i)

(ii)

(iii).....

15. Do you have any suggestion on how teachers' motivation in influences teaching and learning?

.....

2. What kind of motivations do you provide to primary school teachers in your district/ward/school?

3. What criteria do you use to provide motivations to teachers?

4. Do motivations show changes on pupils' academic performance? If yes state how.

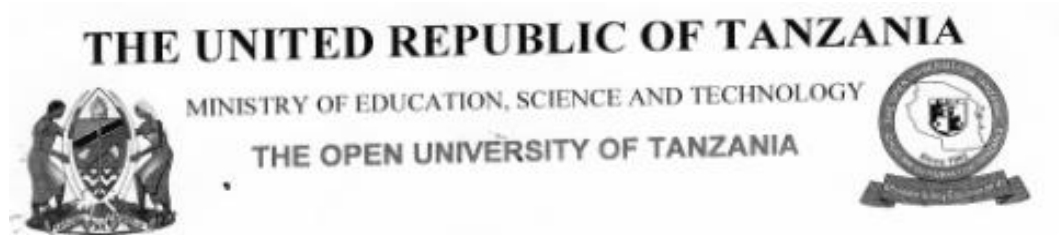
16. To what extent those motivations influence pupils' PLSE performance?

17. Please, how can you state about those motivations that encourage teachers to improve academic performance in an effective way?

18. Do you have any suggestion on teachers' motivation in influencing teaching and learning for effecting performance?

Thank you for cooperation!

APPENDIX II: Clearance Letter



Ref. No OUT/ PG201900096

27th October, 2022

Regional Administrative Secretary,
Coast Region,
P.O. Box 30080,
COAST.

Dear Regional Administrative Secretary,

RE: RESEARCH CLEARANCE FOR MS GRACE PASCHAL, REG NO: PG201900096

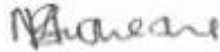
2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January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

3. 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. Grace Paschal, Reg. No: PG201900096** pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS)**. We here by grant this clearance to conduct a research titled **"An Assessment of the Influence of Teacher's Motivation on Pupil's Academic Performance in Primary School Leaving Examination (PSLE) in Chalinze District Council, Coast Region"**. She will collect her data at Chalinze District in Coast Region from 28th October to 28th November, 2022.

4. 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,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Magreth S. Bushesha

For: **VICE CHANCELLOR**

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

Telegrams: "REGCOM COAST"
Tel. No: 023-2402287/2402066
Fax No: 023-2402358/2402151
E-Mail: ras@pwani.go.tz
barua@pwani.go.tz



Coast Regional Commissioner's Office
2 Ishengoma Street,
P.O.BOX 30080,
61180 KIBAHA CBD, COAST REGION

In reply please quote:
Ref.No. FA.221/265/01F/229

2nd November, 2022

District Executive Director,
Chalinze - District,
COAST REGION.

Ref: **RESEARCH PERMIT**

Please kindly refer to the subject above.

2. I would like to introduce to you Ms. **Grace Paschal** who is a bonafide Student of the Open University of Tanzania, currently required to conduct research.
3. Permission has been granted for her to conduct a research titled "**An Assessment of the Influence of Teacher's Motivation on Pupil's Academic Performance in Primary School Leaving Examination (PSLE) in Chalinze.**"
4. The period to which this permission has been granted is from **02nd November, 2022 to 28th November, 2022.**
5. You are requested to provide necessary assistance which will enable her to complete the research study successfully.

With kind regards.

Sara H. Miaki

For: **REGIONAL ADMINISTRATIVE SECRETARY**

Copy to: Vice Chancellor,
The Open University of Tanzania,
P. O. BOX 23409,
DAR ES SALAAM.

" **Ms. Grace Paschal,**
RESEARCHER.

OFISI YA UTHIBITI UBORA WA SHULE
S.L.P 77
CHALINZE
31.10.2022

MTHIBITI MKUU UBORA WA SHULE (W),
S.L.P 77,
CHALINZE

YAH: RUHUSA YA KWENDA KUKUSANYA DATA KWA AJILI YA
UKAMILISHAJI WA UTAFTI WA KITAALUMA KUANZIA
TAREHE 28.10.2022 HADI 28.11.2022.

Tafadhali husika na mada tajwa hapo juu.

Ninaomba ruhusa hiyo kwa ajili ya kwenda kukusanya data ili niweze kukamilisha masomo yangu ya Master of Education in Administration Planning and Policy Studies (MEDAPPS). Aidha utafiti huo unatarajiwa kufanyika katika Halmashauri ya Wilaya ya Chalinze kama ilivyobainishwa katika barua ya Research Clearance kutoka Chuo Kikuu Huria cha Tanzania iliyoelekezwa kwa Mh, Katibu Tawala wa Mkoa wa Pwani.

Aidha ninaambatisha kwako barua ya Research Clearance na ruhusa. Nawasilisha.


Grace P. Bwaye
Mthibiti ubora wa shule (W)
Chalinze
0625595354