**THE INFLUENCE OF HEAD TEACHERS’ MOTIVATIONAL STRATEGIES ON TEACHERS’ JOB SATISFACTION AND PERFORMANCE IN SECONDARY SCHOOL TEACHERS BUKOMBE, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY (MED APPS): DEPARTMENT OF EDUCATION OF THE OPEN UNIVERISTY OF TANZANIA**

**2022**

# CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled; **The Influence of Head Teachers’ Motivational Strategies on Teachers’ Job Satisfaction and Performance: The Perception of Secondary School Teachers in Bukombe District.** In partial fulfillment of the requirements for the award of Degree of Master of Education in Administration, Planning and Policy Studies (MEDAPPS)

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Date

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# DECLARATION

I,**Theodora James Mushi** 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 fulfilment of the requirement for the Degree of Master of Education in Administration, planning and policy studies (MED-APPS).

**

Signature

12/08/2023

Date

# DEDICATION

My dissertation work is dedicated to my lovely daughters Maureen, Doreen, and Irene, as well as my sons Collyn and Calvin as an inspiration to them to study hard and seek higher education. Special thanks should go to my dear partner, the father of my Children whose words of support and push gave me perseverance and energy to accomplish this work. This dissertation is also dedicated to my friends who assisted me during the process of writing it. As my key supporters, I will be eternally thankful for everything they did to support me during my master's programme.

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Fifth, I am grateful for the privilege I got of working with the management and teachers of the selected secondary schools. This study would not have been made possible without the participation of 170 class teachers. To them I am grateful. Thank you for your valuable contributions in terms of giving me the data I so needed..

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# ABSTRACT

The purpose of this study was to investigate the influence of head teachers’ motivational strategies on teachers’ job satisfaction and performance; the perception of secondary schools teachers in Bukombe district, Tanzania. The objectives of the study were to explore the motivational strategies that head teachers use to motivate teachers at work, to examine teacher’s perception about the influence of head teachers’ motivational strategies on their job satisfaction and to examine teachers perception about the influence of head teachers motivational strategies on their job performance. The review of literature was done as per the objectives. Mixed methods were used since the beginning of the study to the final writing of this report. A descriptive correlation research design was the appropriate research design whereas data were collected through questionnaire, and semi structured interview to answer the research questions. The sample size used was 150 teachers.

The overall results revealed that most of the motivational strategies used by head teachers increase job satisfaction and performance for instance, recognition, participation of teachers in decision making, provision of reward and collaborative team work. Findings showed that most of employed motivational strategies were promoting collaborative teamwork, as reported by 57.3% of the interviewed teachers, and recognition, appreciation, and praise, as mentioned by 38.7%. However findings showed that some of head teachers were seldom use financial incentives, rewards, provision of tea and meals as motivation to teachers. The correlation results between motivational strategies and teachers’ on job satisfaction and job performance demonstrated a positive relationship between the two variables. The application of motivation to teachers increases job performances such as completion of syllabus on time and increase students’ performances. This implies that increasing the implementation of motivational strategies will increase teacher job satisfaction and performance, and vice versa.

Researcher make the following recommendations to head teachers; recognition should be used frequently to teachers after good performance, participated in decision making, collaborative team work, leadership training and good communication among teachers increase job performance.

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# LIST OF ABBREVIATIONS

LGA – Local Government Authorities

HRM – Human Resource Management

PM – Personnel Management

MoEVT – Ministry of Education and Vocational Training

DSEO - District Secondary Educational Officer

DED - District Executive Director

NECTA - National Examinations Council of Tanzania

SAPs - Structural Adjustment Programmes

UNESCO - United Nations, Educational, Scientific and Cultural Organization

WEO- Ward Educational Officer

TSC – Teachers’ Service Commission

SEDP – Secondary Education Development Programme

URT – United Republic of Tanzania

SMT –School Management Team

# CHAPTER ONE

# INTRODUCTION

## **1.1 Chapter overview**

This chapter explains about the study and it presents the background of the study, statement of the problem, purpose of the study, significance of the study to the government and head teachers, specific objectives, research questions, limitations and delimitation of the study, operational definitions of key terms and organisation of the study

## **1.2 Background of the problem**

Motivation is an important knowledge to head teachers to understand. Among the strategies to realise teachers’ job performance and job satisfaction is motivating them frequently. Therefore, the management issues are very crucial aspect in improving teachers’ motivation and boosting their job satisfaction and performance for attaining education goals. Teachers need motivation due to the rapid expansion of Ward Secondary Schools in Tanzania which brought the increased enrolment of students in primary and secondary schools (URT 2014). Therefore, the increase of students’ enrolment goes smooth with the recruitment of teachers as human resources in secondary schools. In 2004, the Tanzania government launched the Secondary Education Development Programme (SEDP 2004 – 2009) which provided a framework for achieving greater access to secondary education equity, quality and management issues (URT 2014).

However, SEDP was faced with several challenges in the following areas: limited school management skills of some heads of schools thus affecting their daily running of schools, academic performance and financial management of schools, poor performance in secondary education examinations with most students getting marginal pass of Division IV or failing completely, poor teaching approaches in the classroom, as it was teacher-centred, with students relying heavily on the teacher and old notes, and classroom time not being used efficiently and effectively for mental engagement of the students (URT, 2014).

Some research shows that there is strong relationship between teachers’ job performance and students’ academic performance. This is because; a satisfied teacher has higher job performance rating and produces better performing students. In Tanzania, majority of teachers in public secondary school have been suffering from various problems after removal of some allowances that were being paid to teachers in the 1980s. This was due to the implementation of the Structural Adjustment Programmes (SAPs). Before the beginning of implementing the SAPs, teachers were being paid salaries, leave allowances, rent allowances, transport allowances and teaching allowances.

The removal of the above mentioned allowances was imposed by the Word Bank and IMF through SAPs as a condition of reducing public spending on social services including education at all levels thus imposing a hard economic situation to teachers as they were forced to depend only on their salary something which started affecting their work performance.

Moreover URT (1995) noted that in Tanzania, teachers have been experiencing low and irregular salary payments, lack of proper housing, inadequate teaching facilities, low status and limited opportunities for professional development. Bannell and Akyeampong, (2007), researched on teacher motivation in Sub-Saharan Africa and South Asia. The study revealed that working and living conditions have an effect on the teachers’ morale and motivation and thus their performance. The key factors are teaching workload, classroom conditions, management support and distance at work, lack of housing and travel affect teachers’ morale and performance.

However, the problem of low teachers’ motivation in secondary schools in Bukombe district are due to several factors such as lack of motivation from head teachers, delay of promotions, lack of accommodation, poor working environment and lack of in-service training have contributed to the problem. Minimal teachers’ motivation in secondary schools in Bukombe district is one of the challenging issues facing teachers.

The head teachers as administrators in the schools need to put in the place appropriate motivational techniques such as staff recognition, transformation leadership strategy, staff development, and proper induction of new teachers, good communication, involving them in decision making, supportive teacher evaluation, and letter of recommendations, promotions and sometimes monetary incentives.

Akyempong, (2007) says that, these motivational practices enable teacher to achieve meaningful performance. A Motivated teacher is not only the one who feels satisfied with his or her job rather the one who is empowered to strive for excellence performance and growth in instructional practices (Frase, 1992).

Thus, the researcher found that there was a need to conduct the study about the influence of head teachers’ motivational strategies on teachers’ job satisfaction and performance; the perception of secondary schools teachers; a case study of Bukombe district.

## **1.3 Statement of the Problem**

Teacher’s motivation remains a central and key factor in teachers’ job satisfaction and job performance. A motivated teacher is not only the one who feels satisfied with his or her job rather the one who is empowered to strive for excellent performance and growth in instructional practices (Frase, 1992). However the greatest challenges facing secondary teachers in Bukombe district are less recognition, trust and promotion, annual salary increment, involvement in school decision making, rewards and financial incentives. All these affect their working morale.

Different studies identified that low motivation among teachers in both primary and secondary schools is a contributing factor for the teachers not to fulfil their daily job activities effectively something that has been contributing to poor academic performance of the students (Samra and Rajan, 2006; Afe, 2008. Twaweza, 2014). In addition, Mwangi and Kothari (2010) observed that teachers’ lack of motivation at their work place leads to poor job satisfaction and performance in their duties.

Different measures have been taken by head of school such as provisions of annual incentives to teachers for better performance of students in national examination results, delegation of power to teachers so that they can have shared leadership skills and annual rotation in supervising national examination. Despite of these efforts job satisfaction and performance to teachers is still a challenge which needs to be resolved strategically in order to increase student’s performance

Therefore, this research study intended to investigate the influence of head teachers’ motivational strategies on teachers’ job satisfaction and job performance; the perception of secondary schools teachers in Bukombe district.

## **1.4. General Objectives of the Study**

The study aimed to investigate the influence of head teachers’ motivational strategies on teachers’ job satisfaction and performance; the perception of secondary schools teachers in Bukombe district.

### **1.4.1 Specific objectives of the study**

1. To explore the motivational strategies that head teachers use to motivate teachers at work
2. To examine teachers’ perception about the influence of head teachers’ motivational strategies on their job satisfaction
3. To examine teachers’ perception about the influence of head teachers’ motivational strategies on their job performance.

## **1.5 Research Questions**

1. What are the motivational strategies that head teachers use to motivate teachers at work?
2. What are teachers’ perceptions about the influence of head teachers’ motivational strategies on their job satisfaction?
3. What are teachers’ perceptions about the influence of head teachers’ motivational strategies on their job performance?

## **1.6 Scope of the study**

According to Dusick (2011) scope refers to those characteristics selected by the researcher to define the boundaries of the study. It involves what to be included and those not to be included in the study.

Bukombe district is one of the five districts of Geita region in Tanzania. It consists of eleven public secondary schools. This study was conducted in Bukombe district specifically to secondary schools in the seven (7) selected schools.

## **1.7 Significance of the Study**

The study findings could be significant to the following; head teachers for creating awareness about different techniques of motivating teachers and increasing their job satisfaction and performance. Also identifying motivational techniques and their impact in influencing teachers’ job satisfaction and performance to enable them to work more effectively with the intention of improving students’ performance, The study findings may be useful to policy makers, MOEVT and government of Tanzania in making good policies which are based on the needs of teachers and motivating teachers in different ways. These could be such as improving the working environment, paying good salaries and other benefits to teachers as well as conducting management training to education leaders for improvement of leadership skills and for betterment of the Tanzanian education sector.

## **1.8 Limitation of the Study**

According to Best and Kahn (2006) limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations.

The limitations that the researcher encountered was some of respondents responds to questionnaire incorrect and others in interview provide false information, this resulted to variation of validity of the study.

## **1.9 Definition of Key Terms**

### **1.9.1 Head teachers**

These are leaders and managers in secondary schools who are appointed for directing, guiding, monitoring, leading, managing, motivating, planning, organising and implementing education policy in Tanzania to achieve school and national education goals

## **1.9.2 Motivational strategies**

These refer to strategies used by head teachers to influence individual drives among teachers among an activity.

They refer to the methods of making teachers feel that their work is recognised and valued and at the same time they get the rewards worth through their input. It also requires discovering and understanding the employees’ drives and needs since it originates within an individual and employees will be more motivated when they have clear goals to achieve (Lewis, 1998).

### **1.9.3 Job satisfaction**

Job satisfaction is linked with motivation. It is more of attitude, an internal state. It could be associated with personal feelings of achievement, either quantitative or qualitative (Mullins, 2002).

The term job satisfaction refers to the attitude and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction, negative and unfavourable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006). Moreover Armstrong, (2003) defines job satisfaction as the feelings and attitudes of people toward their job.

### **1.9.4 Job performance**

Sarmiento and Bee, (2007) define job performance to be the result of two aspects which consist of skills and abilities of employee to use their skills and abilities to perform a better job. Job performance is the quality and quantity expected in a particular job from an employee to perform their job well, which most of the time is determined by motivation, commitment and ability of an individual employee to perform the work effectively.

### **1.9.5 Influence**

Influence implies the power or capacity to have an effect on the character, development or behaviour of someone or something. This power causes changes to someone or something.

### **1.9.6 Motivation**

Murrell & Meredith, (2000) define motivation as an internal force that stimulates one to act in a certain manner in order to achieve a certain goal or to fulfil some needs or expectations. Jones & George, (2003:405) describe motivation as a psychological force that determines the direction of a person's behaviour in an organisation as per one's level of effort and a person's level of persistence in the face of obstacles.

**1.10. Chapter Summary**

This chapter has given an introductory insight concerning the investigation which was done in Bukombe district. It provides an overview of the implications of motivational strategies on teachers’ job satisfaction and performance. It has also outlined the relationship between teachers' job performance and students' academic performance. Considering that teacher motivation in Tanzania remains a challenge that must be addressed strategically in order to improve teacher job performance, the overall objective of the study was to investigate the influence of head teachers' motivational strategies on teachers' job satisfaction and performance in the Bukombe district. Specific objective such to explore the applicability of head masters’ motivational strategies, examine teachers’ perception towards motivational strategies on job satisfaction and job performance were also assessed. Generally, the chapter has covered all the essential areas in the introductory part by highlighting the significance of the study, research question, scope or delimitation of the study, limitation of the study as well as definition of key terms.

# CHAPTER TWO

# LITERATURE REVIEW

## **2.1 Introduction**

Literature Review is a critical and analytical account of the existing research on a particular topic. It is a summary analysis and evaluation of the literature and explanation of what the research has already performed in a research area.

This chapter presents a review of related literature and theoretical review under the following subheadings: to explore the motivational strategies that head teachers use to motivate teachers at work, to examine teachers’ perception about the influence of head teacher’s motivational strategies on their job satisfaction, to examine teachers’ perception about the influence of head teachers motivational strategies on their job performance and the conceptual frame work,

## **2.2 Theoretical Review**

This study will be guided by Herzberg’s Two Factor Motivation Theory

### **2.2.2 Herzberg’s two factor theory**

Herzberg’s two factor theory was established by Herzberg in 1976. The main idea of this theory is that employees in their work environment are under the influence of factors that cause job satisfaction and factors that cause job dissatisfaction. According to Herzberg, there are factors that cause job satisfaction (Motivators) and factors that cause job dissatisfaction (Hygiene factor)

**Herzberg’s Two Factor Theory**

**Figure 1: Job Satisfaction factors**

High

**Job satisfaction**

Low

**MOTIVATOR FACTORS**

-Promotion opportunities

-Recognition

-Achievement

-Responsibility

-Work itself-

-Personal growth

Low

High

**Job dissatisfaction**



**HYGIENE FACTORS**

-Working conditions

-Co-workers relation

-Company policies and rules

-Quality of supervisor

-Status

-Job security

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**Figure 2: Job Satisfaction and performance factors (Herzberg, 1976)**

The motivational factors are involved in performing the job. Employees find these factors intrinsically rewarding which motivates individuals for personal growth. The motivators symbolise the psychological need that are perceived as additional benefits. Motivational factors include: recognition, sense of achievement, growth, responsibility and meaningfulness of work. If these elements are effective, then they can motivate teachers’ job satisfaction and performance. Achievement factor refers to successful performance of the individuals work tasks, solving problems, justification and seeing the results of one’s work. Recognition relies on notice, praise, trust, love, value, and criticism received from co-workers or management and this means getting recognition due to achievement in tasks and good performance in job description.

Responsibility means the sense of performing the employee’s given tasks for his/her own work or being given new responsibilities. Lastly, advancement refers to a change in one’s position at work and therefore involves the concept of promotion (Herzberg, 1967, 1971). Meanwhile, the hygiene factors which are contingent factors may make employees lack motivation but cannot themselves provide lasting motivation, company policy and administration, supervision, salary, interpersonal relations and working conditions, (Herzberg, 1967). The company policy and administration relate specifically to organisation management at work places and they also require personnel policies. Supervisions on the other hand refer to the actual behaviour of managers towards employee, for example how fair or unfair they are and how willing they are to delegate responsibilities.

Taking Herzberg’s theory as a critical overview for this study, motivational factors which can be used by head teachers to increase job satisfaction at work include recognition. Recognition relies on notice, praise, trust, love, value, and positive criticism received from the head teachers and this means getting recognition due to achievement in tasks and good performance in job description.

Responsibility is another factor which acts as a motivator in school environment. Teachers are more likely to be satisfied due to different responsibilities or delegation of power which is assigned to them such as being second master, discipline master, academic master and other positions which arouse the sense of belonging and being committed in the job performance. Head teachers can also allow teachers to develop their career. Personal growth also is very important in satisfaction of individual teachers in the job.

Apart from that, hygiene factors like quality of supervisor and co-workers relations can increase or decrease job dissatisfaction to teachers. A head teacher who lacks management skills is more likely to increase job dissatisfaction to teachers.

Last but not list, the selection of Herzberg’s two theory in 1976 to be applied in this study has some rationale that tries to encourage head teacher’s motivational strategies on teachers job satisfaction and performance in secondary schools specifically Bukombe district.

## **2.3 Empirical Review**

This section reviews some selected research works related to the head teachers’ motivational strategies in global Africa, East Africa and in Tanzania. The review is very important as noted by Tayie, (2005) that it provides information about what was done in the related field, how it was done and what results were generated. These related reviews are arranged as per study objectives which were guided by two theories which is guest model of human resources management and Herzberg’s two factor theory.

### **2.3.1. The motivational strategies that head teachers use to motivate teachers at work**

#### **2.3.1.1. Recognition**

Recognition is a very important aspect and effective motivation that makes individuals teachers feel satisfied. It also improves workers’ job performance (Herzberg, 1959). By carefully constructing the use of this technique, teachers’ strengths can be generalised to other related behaviours. Recognition from the respective head of school results in improving status of the school’s performance. Recognition to workers as a motivator factors as stated by Herzberg’s theory, increases job satisfaction.

According to Cherrington, praise and recognition have been extensively used to influence job performance. Examples of recognition awards include certificates, appreciation of teacher in the presence of school meeting, gifts and cash rewards.

The effects of recognition and rewards as motivation depend primarily on whether it was based on performance. The study conducted by Okumbe (1992) showed recognition as the last satisfaction factor as teachers expect to be recognised according to their supervisors

Musila, (2010) found out that some teachers complained that their efforts were not valued and recognised by anyone. This can led to teachers’ job dissatisfaction. According to Cole (1996) recognition is a reality despite one’s age and educational level. He stressed that recognition must be sincere and needs to be based on above average performance. Recognition is also accompanied by responsibility and power. This implies that people with responsibility need to work hard for their efforts to be recognised and respected. Good work done by any employee should always be acknowledged (Macharia, 2002). A formal recognition programme may also be used such as employee of the month and employee of the year (Kivase, 2000). This influences teachers’ job satisfaction and performance

Blasé and Kirby (1992) noted that the quickest remedy that educational managers should use to motivate teachers is by creating a more attractive work environment and intangible rewards such as recognition and praise. School management can make teachers feel valued by recognising their achievement and performance (Nzuve, 1999). If teachers feel that the educational institution cares about their employment, they are more likely to be committed to their job and therefore be motivated to work harder (Luthans, 1995).

Van Wart (2008) argues that, recognition is the motivational strategy which is very important. It is a tangible incentive that shows gratitude and offers praise. But yet it has been underutilised by most managers in organisations. He further says that recognition has an optimistic meaning and it acknowledges good behaviour and actions. He therefore gives an opinion that, managers in organisations can use this strategy in their organisations when managing by walking around and can also do it by hand shake, through celebration, a good word and short written comments on a piece of paper.

#### 2.**3.1.2 Teachers’ participation in school decision making**

Ocham, (2010) in his study on effects of head teachers’ motivational practices on teachers’ performance in Koibatek District, found out that majority of teachers perceived that recommendations by head teachers to attend seminars and workshops, enhanced their motivational levels. It was also revealed that teacher participation in school decision making was strongly associated with teacher motivation. When teachers are involved in all administration and management issues in all school programmes, such decision on how to conduct their teaching and learning programme will increase their sense of loyalty and increase job satisfaction and performance.

A study conducted by Marwa, (2017) in Arusha district on the influencing factors for teacher’s job motivation and satisfaction among public primary schools found that the determinants factors influencing teachers work motivation and job satisfaction in public primary schools were good reward system; prompt promotion; good salaries and remunerations, good working conditions, teachers professional development, involvement of teachers in decision making process, vacation pay, free medical and health services, moderate working hours, administrative supports, school cultures, recognition and encouragement.

Osibwoga, (2007) made an observation that the work that has clearly spelt out tasks and allowed collaborative decision making was motivating to the workers. Bakhada (2004) states that, a motivated head teacher employs small groups to investigate new ideas and strategies and uses large groups to make decision in one’s school.

Nyakundi (2012) did a study on factors affecting teacher motivation in public secondary schools in Thika, West District in Kiambu County, Kenya. The study targeted the principals and teachers of public secondary schools in the district. Random sampling technique was used to select teachers while purposive sampling technique was used to select the principals. A total of 126 respondents participated in the study. She used both qualitative and quantitative research design. Questionnaires were used to collect data from teachers while interview schedules were used to collect data from the principals.

The study recommended that school management should ensure transparent and transformational leadership which will motivate teachers to work hard in their service delivery. It was also recommended that schools should ensure that the school environment is conducive for teachers to increase their motivation and satisfaction with their job. This can be achieved by ensuring that there are adequate teaching and learning resources, transparent and collaborative way of making decision.

#### **2.3.1.3 Good communication and flow of feedback**

Wekesa (1993) in Kimeli (2003) observed that when administrative support for teachers is coupled with good communication, teachers’ individual performance is enhanced and in turn students improve their performance. The head teacher as the administrator in a school, needs to put in place appropriate motivational practices such as staff recognition, shared leadership strategies, staff development, proper induction of new teachers and feedback or supportive teacher evaluation, letters of recommendation, promotions and sometimes monetary incentives. These motivational practices enable the teacher to achieve meaningful performance (Akyeampong, 2007).

Furthermore, Solaja et al, (2015) made investigation on the relationship between leadership communication style and organizational productivity. The result of the study revealed that there is a relationship between leadership communication style and organisational productivity. Specifically, precise, friendly, open and attentive communication styles have been found to have positive relationship with organisational productivity and job performance. On the other hand, dominant and contentious communication styles have negative relationship with organisational productivity. It was therefore recommended that managers should employ good leadership communication styles when disseminating information, in order to increase the job commitment of workers, knowledge creation and job satisfaction, acceptance of work responsibility and positive subordinate behaviour which leads to increase in productivity.

In a school where a principal adopts an open communication style, such a principal usually allows teachers to share feedback; this implies that the principal uses participatory decision making method or leadership skills. The principal is open even to criticisms from both internal and external stakeholders. This type of communication style encourages all staff to say their minds on issues bothering them on school policies, programmes and views, and opinions expressed will not be used against them. The style also allows school principals to see teachers not only as workers but as human beings whose views and opinions must be heard on all issues affecting them. This is so important because the school is regarded as an open system that depends on input from both internal and external environment (Scott, 2008).

Guo, at el, (2015) carried out an empirical study on effects of leaders’ verbal communication styles on employees’ job satisfaction. The result of the study revealed that autocratic verbal communication style leads to low job satisfaction while supportive verbal communication style results in high job satisfaction. The study suggested that leaders should use more of supportive communication style in order to keep the satisfaction of employees high which in turn will increase job commitment.

#### **2.3.1.4 Teachers’ training, seminar and workshop**

Teachers should be supported by allowing them to pursue further education which will make them more valuable to the job and more fulfilling professionally;(Okumbe, 1992; Kageha2004) further says teachers are motivated by opportunity for further studies. Therefore, the head teacher must recognise the importance of staff training in a school and support in service education and training of teachers, reach out for opportunities for staff development and encourage the teacher to go for further studies.

Kageha (2004) further says teachers are motivated by opportunity for further studies. The study found out that 203 teachers were either taking part-time, evening classes or were in fulltime courses in tertiary colleges and universities. The study found out that those teachers who were sponsored to attend workshops and seminars were highly motivated to perform their jobs.

The head teacher must recognise the importance of staff training in a school and support in-service education and training of teachers, reach out for opportunities for staff development and encourage the teacher to go for further studies. In the absence of constant updating of skills and appropriate support, teachers can quickly lose motivation thus leading to low achievement levels of pupils.

Seniwoliba, (2009) did a research on teacher motivation and job satisfaction in senior high school in the Tamale Metropolis of Ghana. He found that salary, work conditions, incentives, medical allowance, security, recognition, advancement growth, students’ indiscipline, school policy and status were the ten most important factors of motivation to teachers that could enhance, retain or cause them to leave.

The study also found that there was a general perception of inequity among teachers when they compared themselves with their colleagues with the same qualifications, experience and responsibilities in non-teaching organisations and therefore felt unfairly boated as professional teachers. They were equally classified with their pay compared to their inputs (skills, ability and work load). Teachers’ performance according to the researcher depends on what they perceive as important to them in their teaching or professional career.

Seniwoliba, (2009) recommended that participant management decision-making processes should be adopted to help resolve the issues emanating from the research particularly relating to the intrinsic de-motivating factors which could be addressed by the top management of the most senior high school.

It is also recommended that since teachers have low self-esteem and feel they are not respected by communities and society in general, their social status could be enhanced through a two – prong approach; (a) By providing teachers with effective training, decent work condition and enhanced remuneration; and (b) By sensitising all educational stakeholders aimed at improving, restoring the dignity and status of the teaching profession.

#### **2.3.1.5 Financial incentives and rewards**

Eutimi, (2018) conducted a cross-sectional descriptive study intended to investigate the influence of financial motivation to teachers’ job satisfaction in secondary schools in Kigoma district. In this study mixed approach was employed to determine the difference in financial motivation between public and private secondary school teachers and to find out the difference in teachers’ job satisfaction between these two school categories. The study findings indicated that there was a significant difference in financial motivation between public and private secondary school teachers in Kigoma district. The situation is real as most of the government school teachers are rarely rewarded money as motivation to acknowledge their performance. Therefore, educational leaders must notice this in order to increase teachers’ job satisfaction and performance.

Taylor and Tashakkori (1996) argue that the basic motive of man at work is economic, as money is the principal motivation instrument. Thus, for teachers to be motivated, their economic situation must be well created by providing them objective pay and incentives. They posit that, school principals (head) should create special financial incentive measures if they are not directly involved in salaries, or they should lobby for special financial incentives for their staff from the relevant authority. Such measures will boost their working morale for effective performance in the teaching and learning process and improve school performance.

Nyamubi (2017) examined teachers’ job satisfaction in Tanzania. The study was conducted in eight secondary schools in two regions Lindi and Kilimanjaro. Focus group discussion was the major data collection tool. The results show that teachers were satisfied with both monetary and nonmonetary incentives such as community support. They were pleased with fair remuneration packages that related to their labour input, opportunities for career development, a well-defined individual appraisal system, timely promotion, and requisite workplace conditions.

The study also showed that teachers’ friendship and cooperation with co-workers and students as well as the respect of community members also enhanced their satisfaction in teaching. Also important to their satisfaction was their students’ success in and after school, which reveals teachers’ sense of duty and responsibility.

### **2.3.2. To examine teachers’ perception about the influence of head teachers motivational strategies on their job satisfaction**

Herzberg maintains that two separate factors encountered for job satisfaction (motivators) and dissatisfaction (hygiene). The factors which were considered intrinsic served as motivators or satisfiers that were tied to the work content. The dissatisfiers or hygiene factors which were extrinsic to the work content were concerned with the workers environment.

Mbope (2015) conducted a descriptive survey study on the impact of teachers’ motivation on the improvement of the quality of teaching and learning in public primary schools in Ilala district. The study found that; the role of teachers’ help the pupils marks scores to be high, factors contributed to high teachers’ morale was recognition of teachers’ work, involvement in decision making, appreciation from educational officers and heads of schools, good salary and improved working conditions. Hence, if head teachers recognise, value, appreciate and involve teachers in decision making, it will enhance their job satisfaction

Certo &Certo, (2006), agree that it is advisable for managers and leaders of schools to communicate objectives and the results achieved to the employees so that they should cooperate more and have a sense of belonging to that particular school. Those can be achieved by disseminating relevant information about decisions; plans and activities to people that need it to do their work, provide written materials and documents and answer questions for technological information (Thill &Bovee, 2008:4-5). Changes and progress should also be communicated to the staff to update them about what is going on in their organisation. If not, they will show little or no interest and have little motivation.

### **2.3.3. To examine teachers’ perception about the influence of head teachers motivational strategies on their job performance**

Teachers’ job performance depends on various factors including intrinsic and extrinsic motivation. Job satisfaction increases working morale which in turn leads to high performance Guest’s model of human resources management shows that there is strong relationship between employee job satisfaction and job performance as both depend on human resource management practices. Motivation is the key to keep the teachers focused and feeling worthy, which in turn leads to more commitment to their work, hence boosting their performance.

Herzberg (1971) conducted a study with two hundred engineers and accountants in the state of Pittsburgh then modelled the basis of his motivation-hygiene theory. In the study, Herzberg and his friends questioned the employees about events at work which had either led to remarkable improvement or decrease in their level of job satisfaction. Based on the results of his study, there are five factors that work as strong determiners of job satisfaction. These factors have an improving effect on the employees’ job satisfaction and they are effective in motivating individuals to higher job performance. Therefore, Herzberg names these factors as motivation factors.

Motivation factors, which are the drivers of human behaviour related to the intrinsic nature of the work, but not necessarily to the surrounding circumstances or environment, are achievement, recognition, work itself, responsibility and advancement (Herzberg, 1967; 1971).

Meanwhile, the hygiene factors, which are contingent factors, may de-motivate but cannot themselves provide lasting motivation, company policy and administration, supervision, salary, interpersonal relations and working conditions.

Basil (2013) conducted a study on an analytical study of motivation upon teachers in public secondary schools in Nyamagana district. The study used questionnaires and interview as methods of data collection. Both qualitative and quantitative approaches were used to analyse the collected data. The study found that most of the teachers lacked motivation in terms of low salaries and poor working condition. Also, the researcher found that teachers were overloaded in their teaching.

Mark (2015) examined on factors influencing teachers’ motivation and job performance in Kibaha district, Tanzania. The study employed a descriptive survey research design. The findings of show that motivation of teachers in Kibaha District was affected by factors such as poor working conditions, low salary/pay, unfavourable policies on education, delays in promotions and community’s negative perception towards teaching. Based on the findings, the study recommends inter alia that the government should improve teachers’ compensation and salaries as well as improve working conditions in order to increase their performance

## **2.4 Conceptual frame work**

The table below in figure 2.2 shows a summary of independent variables and dependent variables whereby motivations provided by head teacher had big relationship between teachers job satisfaction and performance

Independent variables Dependant Variables

|  |
| --- |
| HEAD TEACHERS MOTIVATIONAL STRATEGIES  -Recognition  -Team work  -Promotion  -Rewards  -Collaborative decision making  -Good communication  -Trust, respect and Value |

|  |
| --- |
| TEACHERS’ JOB SATISFACTION AND PERFORMANCE  -Commitment  -Responsibility  -Early completion of syllabus  - Increase student performance |

Figure 2.2 Conceptual frame work. Source Herzberg’s Motivation Theory (1959).

2.4.1. The relationship between the head teacher’s motivational strategies and teacher’s job satisfaction andperformance

**Figure 2: Conceptual frame work**

The conceptual model shows the interrelationship between motivational strategies and their influence on teachers’ job satisfaction and job performance.

Job satisfaction is a variable which depends on intrinsic and extrinsic motivation. Intrinsic motivation is the inner attitude of an individual towards work and the organisation which arouses commitment and job performance. The head teacher’s practices can increase or decreases the satisfaction of a teacher as shown by Herzberg’s two factor theory. However, the head teacher’s motivational strategies like teachers’ recognition, quality of supervisor, trust, respect and value, rewards and financial incentives, collaborative decision making, promotion are the factors which increase teachers’ job satisfaction and effective performance.

Marwa (2017) argues that there is a close relationship between motivation and performance in schools. Thus, motivated teachers are likely to increase their effort toward achieving school goals because they will be happy and committed to contribute their best in a school that cares and recognises their contributions. The conceptual framework in Figure 3 illustrates that when teachers are provided with these inputs, (head teacher’s motivational strategies), then they enjoy their job and hence their respective schools post good results due to high performance. Some research findings show strong relationships between job satisfaction and individual performance (Chen & Silverthorne, 2008; Zimmerman & Toddy, 2009).

In those and other studies, employee who are satisfied show strong obligations to their organisations, a more positive motivation for work and ultimate better performance.

## **2.5 Knowledge gap**

The reviewed literature (Wambasi, 2015;Seniwoliba, 2009; Davidson, 2007; Mdeme, 2014; Bannell and Akyeampong, 2007; Maroa, 2013) has demonstrated that head teachers’ motivation strategy is the key factor in influencing teachers’ job satisfaction and performance. It includes other factors like salary, promotion and working environment. Much has been researched on the influence of teachers’ motivation in relation to job satisfaction in public primary school in Tanzania However, there are few researches that have been documented about motivation strategies used by heads of school on teachers’ job satisfaction and job performance among public secondary school teachers in Tanzania. The study therefore endeavoured to fill the gap by investigating the influence of head teachers’ motivational strategies on teachers’ job satisfaction and job performance; perception of secondary schools in Bukombe district.

**2.6. Chapter summary**

This chapter has given insight based on the contextualisation of secondary data concerning the motivational strategies. It has highlighted how motivation plays a crucial part in teachers’ job satisfaction and their performance. The head teacher has to play a significant role in motivating other teachers in order to facilitate effective functioning of the school as an organisation. The teacher needs the full support of the management to be motivated (Murthy, 2003).

In Tanzania, Davidson (2007), states that there are many ways in which teachers are poorly treated, something which results in the teaching to be perceived as difficult. These include inadequate teaching aids, big numbers of students in each class, poor environment where the teacher has to live and work. This includes sub-standard housing and classrooms, and extremely poor benefits.

Again, Barnett et al. (2000) found several possible factors that operated as satisfiers within schools. These included quality and clarity of communication, flexible application of school rules and regulations, and the positive use of the chain of command in the executive structure within the school, the use of an "open door" policy as far as access to the principal was concerned, and the perception of the school as a happy environment to both teachers and students. In many countries in Africa, schools operate with poor buildings, little or no equipment, untrained teachers, lack of basic facilities such as water, power and sanitation, and learners who are often hungry (Bush & Oduro, 2006). All these decrease teachers working morale, so head teachers’ motivation is an important for boosting teachers job satisfaction and performance.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## **3.1 Introduction**

This chapter covers the research approach, research design, area of the study, target population, sample and sampling procedure, research instruments, validity and reliability, data collection procedures data analysis for the research and ethical considerations.

## **3.2 Research Approaches**

This study used a mixed research approach which involved both qualitative and quantitative research methods. Mixed method is the research approach in which the researcher’s collected, analysed data by mixed both qualitative and quantitative data in a single study (Creswell, 2012). The mixed approach enabled researcher to put findings in context and added more details in data analysis and make results more credible. In this study, the dominant research was qualitative technique which allowed the researcher to collect a large amount of data about teachers' perceptions about the motivational strategies in work performance since they were willing to share their views and experiences in both qualitative and quantitative approaches.

**3.3 Research Design**

According to Creswell (2014) research design is the type of inquiry within qualitative, quantitative and mixed methods approaches that provide specific direction for procedures in a research design. Creswell (2012) asserts that, research design deals with, where, when and how the study and data analysis and reporting will be conducted. The current study employed a descriptive correlation research design. This research design describes and measures the relationship between two variables without the researcher controlling them. It aims to find out whether there is positive correlation or negative correlation or zero correlation. The most common method of correlation research is survey research design. The survey research design is the use of survey administered either in written form or orally to quantify, describe or characterise an individual or group. It involves random sampling of the variables in the research in which the participants fill a questionnaire centred on the subject of interest.

## **3.4 Area of the Study and Rationale**

This study was conducted in Bukombe district. The district is found in Geita Region and it is bordered to the North by Chato district, to the south by Mbogwe district, to the East by Geita district, and to the west by Kigosi Muyobhozi National Park. Furthermore, Bukombe has fourteen (14) public secondary schools of study purposefully involved seven (07) secondary schools by involving the class teachers. Also, the total number of secondary school teachers in Bukombe is 555, but those who participated in this study were 157. The gathering of information from the study was used by the researcher to discover whether the head teacher’s motivational strategies affect teachers’ job satisfaction and job performance. Also, the study was conducted in Bukombe district because there was minimal motivation to secondary teachers’ and also academic performance of some public secondary school was not staisfiable thus motivating this study to know what was behind this.

## **3.5 Target Population**

A population is described as a group of people, things, or factors that meet a given criteria (Morrison, 2007).  The overall population in this study was 555 class teachers from 14 secondary schools in Bukombe district. Teachers' perceptions were also examined in order to determine the relationship between them and the head teacher's motivational strategies. 150 teachers were selected for questionnaire and 7 teachers were selected for interview.

## **3.6 Sample Size and Sampling Procedures**

### **3.6.1 Sampling procedures**

According to Drenna (2009) sampling is the selection of a sample elements from a larger population with the goal of making certain inferences about the larger population as a whole. Sampling procedure is a representative of the population to make correct about all of the population (Cargan, 2007). Since the study used mixed approach, the sampling procedure involved both probability and non-probability techniques. The researcher employed stratified sample for the probability sampling, with respondents being chosen from stratum based on gender, age, and teaching experience. After stratifying the respondents into sub-groups, then the researcher picked them up randomly to comply with the sample size. Stratified sampling is the selection of units from a subpopulation depending on the variability of the population's attributes (Matthews and Kostels, 2011). The advantage of this strategy is that when a subgroup is relatively homogeneous compared to the entire population, stratified sampling can provide more precise estimates of those subgroups than simple random sampling. In this situation, the strata have smaller standard deviations than the total population. Stratified sampling can also help to reduce survey expenses and simplify data collecting. It guarantees that almost all individuals are represented.

This is to say, after determination of the strata; the researcher applied lottery method to pick the respondents to be involved in the survey. Firstly, each teacher from the strata was assigned a unique number. In the next step, these numbers were written on separate cards which were physically similar in shape, size, and colour. Then they were placed in a basket and thoroughly mixed. In the last step, the cards were taken out randomly without looking at them. The number of cards drawn was equal to the sample size required. Simple random sampling was chosen as an ideal method after the stratification due to its nature that is representativeness, fairness and lack of biasness. With this method, every person in the area of study has an equal chance to be selected as a respondent (Kothari & Garg, 2019).

Under non-probability sampling the study used purposive sampling to select the key informants who were information rich for qualitative data. It was the interest of the researcher to have this kind of sample in the study in order to get more details concerning the perceptions of teachers towards the head teacher’s motivational strategies. Also due to the time and budget limit, the purposive sampling was useful for this study. Purposive sampling helps in identification and selection of information- rich cases for the most effective use of limited resources (Patton, 2002). To get the appropriate sample set, the researcher established the criteria for the respondents to be chosen in this study. The first criterion was teaching experience, whereas the respondent was required at least to have 11-15 years of experience. These criteria could ensure to get the respondents who were information rich due to the working experience. Another criterion was education level (diploma/degree) in order to obtain respondents who were knowledgeable and capable of expressing their ideas. The last criterion was a teacher in a specific position such as academic teacher, disciplinary teacher, or any other role apart from the headmaster. The purpose of this criterion was to select respondents who could view the motivational strategies from different perspectives and hence provide meaningful information. This selection was carried out with the assistance of the heads of each school.

### **3.6.2 Sample size**

The sample size is the number of items or people to be selected from the population as a sample to represent the whole population. Mugenda (2003) explains that the size of the sample should be neither too large nor too small. However, it should be optimal to ensure efficiency, representativeness, reliability and flexibility. The selection of sample size depends on the size of the population and the researcher’s interest. In addition, if the researcher is interested to get quantitative data, the sample should be large whereas when the researcher is interested on quality data, the sample should be small.

In the context of this study, a total number of one hundred and fifty seven (157) teachers were selected from seven (7) secondary schools where 84 were male respondents and 73 female respondents. The researcher opted to take 73 female teachers out of 84 male teachers because in Bukombe district secondary schools, there are few female teachers compared to male teachers

**Table 2: Distribution of participants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Approach** | **Number of participants**  **Male female** | | **Sample size** | **Total** |
| Quantitative approach | 80 | 70 | 150 | 150 |
| Qualitative approach | 4 | 3 | 7 | 7 |
| **Total respondents** | | | **157** | **157** |

## **3.7 Data Collection Instruments**

These are methods which the researcher uses to collect data or information in the field of study. Data collection is an essential element in the production of useful data for analysis and is subject to empirical research informed by a theory (Groves et al.2009).There are different methods of collecting data but according to this type of study, the researcher used questionnaires and interview.

### **3.7.1 Questionnaires**

Questionnaire can be described as the method that seeks written or verbal responses from people to a written set of questions or statements (Steen &Roberts, 2011). In this study, the questionnaire involved both closed and open questions. This study employed both closed and open ended questionnaires. Closed ended questions are the ones that require the respondents to choose from a limited number of responses that are predetermined by the researcher. In the context of this study, they provided primarily quantitative data (Johnson& Christensen, 2012), whereas open ended questions allowed the respondents to express their perceptions and attitudes about the research problem.

The researcher constructed questionnaires according to study objectives and provided them to the targeted respondents to fill them. It took 40 minutes to one hour to complete them. The researcher then collected the responses for data interpretation.

### **3.8. Semi structured Interviews**

Interview is a method of collecting data through formal conversation between interviewer and the interviewee. That is, the interviewer asks open ended questions to the interviewees to get information. Interviews occur when the researcher asks one or more participants general open ended questions and records their answers (Creswell, 2012). In this regard, this study used semi-structured interview guides where the interviewers asked specific questions that were organised by topic but were not necessarily asked in specific order (Bailey, 2007).

The researcher administered semi structured interview to the seven (7) selected teachers from 7 school to obtain qualitative data. Semi structured interview guide helped the teachers to give clarifications on relevant and useful information about the issue under the study. The selected teachers were interviewed for about 30 minutes in each school. One teacher from each selected school was interviewed and the data were recorded for further process.

## **3.9 Validity and Reliability of the Instruments**

### **3.9.1 Validity of the Instruments**

Validity is the ability of the study to measure what it claims to measure whereas validity refers to the extent to which a method of data collection presents what it is supposed to do, or extent to which a method of data collection measures what it is supposed to measure (Amin, 2005). Moreover, Leedy and Ormrod, (2005) define validity as the extent to which a test measures what it actually wishes to measure. Therefore, expert opinion from the supervisor helped the researcher to check on the content validity of the instruments.

Furthermore, the instruments of the study were tested in one school which did not participate in the actual study. This piloting helped the researcher to ensure the clarity of the final instruments for the actual data collection in order to obtain appropriate answers of the study. Moreover to establish validity of instruments, the researcher asked assistance from the master of education students to discuss the validity of the instruments and then administered a pre-test to ten teachers to correct any errors that would be identified before the study.

### **3.9.2 Reliability of the instruments**

Reliability is the extent to which the scale brings the same research findings if the research will be repeated later or with a different sample of subject (Veal, 2006).Cohen et al (2018) define reliability as the stability and consistency of the measurement used, which ensures that each time the measurement is used, it is capable of yielding the same results. Reliability is the ability to obtain similar results by measuring an object, trait or construct with independent but comparable measures (Enon, 1995).

There are several devices for checking reliability in scale and tests (Bell, 1997). To get reliable data, the researcher ensured that there were reliable instruments. This was attained by ensuring that instruments like questionnaires were tested before being fully applied to the study. These were such as test retest, and alternative forms methods or split half method. The reliability of this study’s instruments was ascertained by pre-testing the instruments before going to the field. The researcher provided questionnaire guides to the same groups of the respondents and re-tested them

## **3.10 Data Collection Procedure**

Before going to the field for data collection, the researcher obtained permission from the Department of Education from the Open University of Tanzania. Then the permission letter obtained was submitted to the District Secondary Education Officer for approval and then to District Executive Director (DED) who allowed the researcher to collect research data from the requested seven secondary Schools in Bukombe district. After obtaining the permit, the researcher communicated with each head teacher from the selected school in order to schedule (time table) for administering questionnaires, interview and schedule for observation to the selected teachers.

This study was conducted one month after getting the permission letter for data collection from the Open University of Tanzania. The researcher started by visiting each selected school one after another according to the schedule; collected required data starting by observation method and next by administering the questionnaires to the selected teachers and lastly conducted interviews. These methods were conducted perpendicularly to all 7 selected schools for several days one after another over a period of time. Integrating these data collection methods helped the researcher to understand the whole picture concerning the research problem and therefore was able to analyse the quality of the information.

## **3.11 Data Analysis Procedures**

Data analysis refers to examining what has been collected in survey or experience and making deduction (Komba et al. 2006). The data obtained through semi –structured interviews were recorded through audio devices and field notes and later were carefully described and analysed according to the themes and categories to ensure accuracy in transcription and to verify that the responses adhered to the informants.

Finally, the qualitative data were presented in the form of narrative and direct quotations. Data from the questionnaires were analysed by correlating them and interpreting them by using Pearson’s correlation coefficient to determine the degree of statistical relationship that existed between variables. All questionnaires were crosschecked for errors and then classified into meaningful categories. Data were analysed by using Statistical Package for the Social Sciences (SPSS) version 16 to find frequency, percentage and in running a correlation test. The statistical data acquired were then presented in the form of charts, Tables, and Figures.

## **3.12 Ethical Issues Considered**

Wells (1994) defines ethics in terms of code of behaviour appropriate to academics of research. Moreover, Leedy and Ormrod (2005) affirm that most ethical issues in research are right to privacy, protection from harm and informed consent. Therefore, in the context of this study, all participants were protected by not mentioning their names and maintaining research confidentiality. The ethical consideration was observed in getting informed consent from teacher, and other respondents who were involved in this study. Informed consent allows the respondents to choose to participate or not (Kombo & Tromp, 2006). The chance to opt was given to the respondents for them to choose on either to participate in the study or not. The researcher abided with confidentialities from the people who gave information.

There was no disclosure or leakage of information without the consent of the person who provided it Moreover, the researcher was very sensitive to culture and beliefs of the respondents. Cohen et al (2007) stipulate that ethical principles when conducting of research include acquiring research clearance and the informed consent of the participants as well as maintaining confidentiality. During administration of the questionnaires and interviews, the researcher informed the respondents about the purpose of the study, as well as assuring them that privacy, confidentiality and safety would be considered.

**3.13. Chapter summary**

The study used a mixed research approach, with both qualitative and quantitative procedures to guide the whole research. The descriptive correlation design was used for this study, therefore following data analysis; the researcher ran a correlation test to determine the relationship between the variables. The research was carried out in Bukombe district, Geita region. Out of the 555 teachers available in Bukombe, a total of 157 were involved in the study. The desirable respondents were chosen using simple random and stratified sampling procedures. Data were collected through questionnaire and interview methods due to the nature of the study. The collected data were analysed by using Statistical Package for the Social Sciences (SPSS) version 16 to find frequency, percentage and in running a correlation test. The statistical data acquired were then presented in the form of charts, Tables, and Figures. Ethical considerations were observed throughout the investigation, from the beginning to the end. All information was handled with the utmost dignity and confidentiality.

# CHAPTER FOUR

# FINDINGS

## **4.1 Chapter Overview**

The study's objective was to investigate the influence of head teachers’ motivational strategies on teachers’ job satisfaction and performance; the perception of secondary schools teachers in Bukombe district. Based on the findings, in this chapter, the datahave been presented and described in logical order to help the reader understand the study's outcomes.

This chapter therefore, hasbeen organised to present the demographic characteristics ofthe respondents, motivational strategies that head masters’ use to motivate teachers at work, teachers’ perception about the influence of head masters’ motivational strategies on their job satisfaction as well as teachers’ perception about the influence of head masters’ motivational strategies on their job performance.

The chapter provides the information that has been gathered and evaluated using charts and Tables to understand its linkage with the research objectives and interviews that were conducted.

## **4.2. General Findings**

Respondents were selected from the Bukombe district, where seven (7) secondary schools were chosen by involving the class teachers. Out of 555 total numbers of secondary teachers in Bukombe district, the study involved 157 teachers where 150 teachers were interviewed through a quantitative method while 7 teachers were interviewed through qualitative method. Because the targeted sample size was attained, the response rate was 100 % since everyone in the sample was participated.

### **4.2.1. Gender**

The gender distribution was examined in this study with the assumption that motivational strategies had an impact on both genders in job satisfaction and performance. The disparity in responses between males and females reflected individual views based on gender towards the phenomenon. This was necessary to be evaluated to assure that all participants had an equal chance in this study.  According to the findings, men made up the majority of the respondents, with 80 representing 53.3 percent and 70 women representing 46.7 percent These findings are shown below:

**Table 3: Demographic Distribution of the Respondents Based on Gender**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 80 | 53.3 | 53.3 | 53.3 |
| Female | 70 | 46.7 | 46.7 | 100.0 |
| Total | 150 | 100.0 | 100.0 |  |

### **4.2.2. Age**

Table 4 presents the age distribution of the respondents. The highest percentage of the respondents who participated in the study aged between 31 – 35 years with 61.3% while the lowest were those in age group of above 41 and above with 2.7% as indicated in the Table below:

**Table 4: Demographic Distribution of the Respondents Based on their Age**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | (a) 25 – 30 | 17 | 11.3 | 11.5 | 11.5 |
| (b) 31 – 35 | 92 | 61.3 | 62.2 | 73.6 |
| (c) 36 – 40 | 37 | 24.7 | 24.3 | 98.0 |
| (d) 41 and above | 4 | 2.7 | 2.0 | 100.0 |
| Total | | 150 | 100.0 |  |  |

Based on the findings above, it is revealed that all of the respondents had reached the age of maturity, thus implying that the data acquired could be trusted.

### **4.2.3. Level of education**

To measure their knowledge level, the respondents were asked about their educational status. According to the data, the majority of them hadthe bachelor's degree, who accounted for 67.3 percent of the respondents. These were followed by 29.3 percent who haddiploma and 3.3 percent who had master's degree. These findings are as shown in Table 5.

**Table 5: Level of Education of the Respondents**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | (a) Masters | 5 | 3.3 | 3.3 | 3.3 |
| (b) Degree | 101 | 67.3 | 67.3 | 70.7 |
| (c) Diploma | 44 | 29.3 | 29.3 | 100.0 |
| Total | 150 | 100.0 | 100.0 |  |

### **4.2.4. Years of teaching experience**

The study also tried to ascertain the respondents' years of teaching so that the researcher could properly contextualise their responses based on their working experience. Table 6 shows the different categories of teaching experience given by the respondents.

**Table 6: Teaching Experience of the Respondents**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | (a) 1-5 years | 17 | 11.3 | 11.3 | 11.3 |
| b) 6 -10 years | 110 | 73.3 | 73.3 | 84.7 |
| c) 11- 15years | 22 | 14.7 | 14.7 | 99.3 |
| d) Above 15 years | 1 | .7 | 0.7 | 100.0 |
| Total | 150 | 100.0 | 100.0 |  |

According to the Table above, 110 teachers (73.3 %) had6–10 years of teaching experience, 22 teachers (14.7 %) had11–15 years of teaching experience, 17 teachers (11.3 %) had1–5 years of teaching experience, and just one teacher (7%) hadmore than 15 years of teaching experience. This suggests that the evaluated schools in the Bukombe district hada mix of experienced and young professionals who needed to be motivated to work and grow professionally on a regular basis.

## **4.3. Findings Based on the Research Objectives**

This section looks at the outcomes of the study in line with the study objectives provided in the first chapter. The aim of the study was to investigate the influence of head teachers’ motivational strategies on teachers’ job satisfaction and performance. Based on this objective the findings are presented as follows:

### **4.3.1. The motivational strategies (MSs) that head teachers use at work station or school**

In this research objective, the researcher sought to measure the respondents’ perceptions towards motivational strategies by testing the following variables: Involvement in decision making (MS1), Delegates power and gives clear job description (MS2), Gives financial incentives and rewards (MS3), Gives chance for professional development through seminars/training (MS4), Values and trusts me that I can do better for the school (MS5), Promotes collaborative team work (MS6), Recognition, appreciation and praise (MS7), Has good communication and provides feedback (MS8), Provides tea and meals at school (MS9).

Based on the findings, the responses were as follows:

#### **MS1: Involvement in decision making**

In this variable, the researcher aimed to determine the extent to which involvement in decision was being used by head teachers as a motivational strategy to teachers’ performance and satisfaction. According to the findings, majority of the respondents (44.7 percent) disagreed with the application of this technique, while 32.7 percent agreed that head teachers were using this method as a motivational strategy. 14% of the respondents strongly disagreed that the strategy wasused, and 8.7% w strongly agreed that the strategy was being utilised. These findinsg are as the chart below indicates:

**Figure 3: Involvement of Teachers in decision making**

Collaborative decision making was also mentioned during the in-depth interview whereas one of the teachers admitted that sometimes teachers were being involved in planning for the schools’ programme. For them, this was a good method which was making teachers feel attached with the progress of the school. On this, one of the respondents said:

*Collaborative decision making and planning school program together makes the teachers feel attached with the development of the school, thus motivating them in working performance.*

**MS2: Delegates power and gives clear job description**

In this parameter, the findings reveal that out of 150 teachers, 60 (40%) disagreed that the strategy is used in their schools. 49(32.7%) agreed that the strategy was being used, and 30 (20%) strongly agreedwith the uses of this technique. However, 10 teachers (6.7%) strongly disagreed about the uses of the strategies and only one teacher (0.6%) was not sure as represented in theFigure below:

**Figure 4: Delegates power and gives clear job description**

Based on the qualitative data, the respondents explained that the head teachers were using power delegations as one of the strategies to encourage teachers’ performance. This was associated with appointment of teachers to a certain position such as school academic masters, discipline masters or school matron. It was found that this status meant a lot to teachers as they felt to be recognised as the valuable personnel in the institutions. Reacting on this..One of the respondents says:

*“Delegation of power and given leadership responsibilities such as school academic master, discipline master and school matron motivates teachers as they feel to be recognized as valuable staff”.*

**MS3: Gives financial incentives and rewards**

As per collected data, majority of the teachers strongly disagreed (SD) with the use of financial incentives and rewards as a motivating technique used by head teachers in their schools. It was found that majority of the respondents, 92  (61.3%) of the teachers strongly disagreed about the implementation of such a method; 23 respondents (15.3%) of the teachers disagreed with the application of the method, whereas 21 (14%) agreed that the method was being used. Again, outof 150 respondentsthat is, 13 respondents (8.7%) strongly agreed and only one respondent (0.7%) gave undecided response. These findings are as presented in Figure 7.

**Figure 5: Gives financial incentives and rewards**

The findings revealed that head teachers who were providing financial incentives and rewards encouraged teachers to work harder thus resulting in a better academic achievement. As per qualitative data, it was revealed that teacherswere satisfied with the rewards and financial incentives they were receiving once their students passed the subjects they were teaching. For those who were receiving financial incentives and rewards stated as follows:

Respondent one:

“*Financial incentives after good performance of students are provided particularly for a subject whose studentshave passed well. So a concerned teacher is awarded some money.This motivates the spirit of working harder in teachers”*

Respondent two:

*“Financial incentives motivate teachers to work harder. This resultsin good performance for both the teacher andstudents.”*

Respondent three:

*“Teachers are given financial incentives for good performance in NECTA for form 2 and form 4. This facilitates job satisfaction and performance”*

**MS4: Gives chance for professional development through seminars/training**

On this aspect, thefindings revealed that access to professional development through seminars or trainings waslimited to teachers hence it was likely to contribute to low performance at work and job satisfaction. This was indicated by the aggregated data whereas 36.7% of the interviewed teachers disagreed that the chances for professional development through seminars or trainings were being given. Furthermore, 29.3% of the respondents strongly disagreed about the notion that head teachers were giving chances to teachers for professional development. As a consequence, majority of the teacherswere likely not to have the necessary skills and expertise at a given time. However, some of the teachers (22%) agreed that they were being given training, 11.3% strongly agreed about the matter. It was noted that only one respondent (0.7%) was not sure as to whether teachers were being given chances to training or not. These findings are as presented in Figure 8.

**Figure 6: Gives chance for professional development through seminars or training**

Based on the qualitative data, the respondents explained that the head were suggesting teachers’ name to be approved bythe district secondary education officer for them to attend special seminars of supervising national examination or marking National examinations and regional mock examinations. The respondents’ belief that attending seminars makes teachers to improve their teaching skills, keep them up to date on new teaching methodologies, and inspires them to become effective instructors in the modern world.

**MS5: Values and trusts me that I can do better for the school**

The findings reveal that most of the teachers disagreed that head teachers valuedand trusted the other teachers that could do better for the school. According to the aggregated data, 53 (35.3 %) of 150 respondents disagreed with the variable, while 52 (34.7 %) agreed with it. However, the data show that 26 (17.3 %) of the 150 respondents strongly disagreed that head teachers trusted and valued their personnel while 19(12.7%) strongly agreed. This is as it is indicated in Figure 9.

**Figure 7: Values and trusts me that I can do better for the school**

**MS6: Promotes collaborative team work**

The findings of this study show that majority of the respondents agreed that the headteachers were promoting collaborative team work for the better performance in the schools. These majority is represented by 86 teachers, equal to 57.3%, while some of the respondents (24%) disagreed that head teachers were promoting collaborative team work in their working stations. 15 (10%) strongly disagreed while 13(8.7%) strongly agreed.These findings are as shown in the chart below:

**Figure 8: Promotes collaborative team work**

Based on the qualitative data, the respondents stated that the head teachers were using different methods to promote collaborative team work. One of the common methodswasthrough get together ceremonies whereas all staffs would meet together enjoying the party thus creating a spirit of the team. The ceremonies would be associated with a variety of activities such as drinking challenges, opening champagne and dancing. According to the respondents, many schools were using graduation ceremonies as get together party for staff, parents and students. The interactions between teachers and the community were also a motivational gear which encouraged team work for the teachers. On this, one ofthe respondents said:

*“Graduation ceremonies are often used as a get-together event for the community, teachers, and students. As teachers, this promotes a spirit of teamwork because we realize that we have a role for the community, thus we must work collaboratively”.*

**MS7: Recognition, appreciation and praise**

Under this variable, the researcher determined the magnitude to which head teachers were using recognition, appreciation, and praise as a motivational strategy in order to improve teachers’ performance and work satisfaction.  According to the respondents, majority of the teachers (38.7 %) agreed that the indicated variables were most commonly being employed by head teachers as a motivational strategy in their schools. However, out of 150 respondents, 49(32.7%) disagreed, 38(25.3%) strongly disagreed and 5(3.3%) strongly agreed as the chart indicates below:

**Figure 9: Recognition, appreciation and praise**

Based on the qualitative data, the findings revealed that recognition and appreciation have a significant contribution in encouraging teachers’ performance and satisfaction as revealed by one of the respondents:

*“Recognition and appreciation is done, for instance the best worker of the month can be recognised and appreciated”.*

**MS8: Has good communication and provides feedback**

This variable was tested to see if the head teachers had strong communication skills and were willing to hear or provide feedback on the circumstances. The respondents reacted to the questions in various ways as a motivating tactic. According to the quantitative data, majority of the teachersdid not believe the strategy was being implemented in their schools. This is represented by the level of disagreement or agreement as indicated in Figure 6.

**Figure 10: Has good communication and provides feedback**

Based on the aggregated data, majority of the teachers (42.7%) disagreed that the head teachers hadgood communication and were giving feedback. This was reported to affect theirworking moraleas well as their job satisfaction. However, 32% of the interviewed teachers agreed that head teachers had good communication and they were giving feedback. It was found that 15.3% ofthe respondentsstrongly agreed about that aspect, while 10% of the respondents strongly disagreed.

**MS9: Provides tea and meals at school**

The findings revealed that in the targeted schools, most of the teachers strongly disagreedabout the provision of tea and meals at schools as a motivational strategy for the better performance and job satisfaction. These quantitative data indicate that 63.3% of the respondents strongly disagreed about the implementation of the mentioned strategy. The findings indicated that only 17.3% of the respondents agreed that they were being given tea and meals at their schools while 15.3% disagreed. On the other hand, 3.3 % strongly agreed that head teachers  were providing  tea and lunches, although one respondent (0.7%) was unsure. The data with regard to these findings have been presented in Figure 10 below:

**Figure 11: Provides tea and meals at school**

During the semi-structured interview, the respondents stated that in some schools, the head teachers were only offering breakfast since the break time was only for a few minutes, thus they providing this service to ensure that teachers did not waste time looking for tea as:

*“Some head teachers only offer the breakfast to their teachers because the break time is very short. This helps to avoid wasting time looking for tea”.*

### **4.3.2. Teachers’ perception (TPs) about the influence of head teachers’ motivational strategies on their job satisfaction**

In this section, the researcher sought to measure the perception of teachers about the influence of motivational strategies used by the head teachers on their job satisfaction. After assessing the perception, the researcher performed a correlational test between the employed motivational strategies (MSs) and teachers’ perception (TPs) to establish the relationship.(The following were the results:

***TP1: Teachers are encouraged to participate in school leadership rules***

The extent to which teachers were encouraged to participate in school leadership was also assessed.The findings show that 58 respondents, equivalent to 38.7% disagreed about the statement. About 35 respondents, equivalent to 23.3% strongly disagreed, while 46 respondents, equivalent to 30.7% agreed that teachers were being encouraged to participate in school leadership rules. However, 11 respondents (7.3%) strongly agreed with the statement. The findings are as presented in Figure 14 below:

***Figure 12: Teachers are encouraged to participate in school leadership rule***

Correlation test between MS1 and TP1:

After the correlation test between S1 (Involvement of teachers in decision making)and P1 (Teachers are encouraged to participate in school leadership rules) the following results were obtained:

|  |  |  |
| --- | --- | --- |
|  | *MS1: Involvement of teachers in decision making* | *TP1. Teachers are encouraged to participate in school leadership rules* |
| MS1. Involvement of teachers in decision making | 1 |  |
| TP1. Teachers are encouraged to participate in school leadership rules | 0.953214 | 1 |

The correlation between involvement of teachers in decision making and teachers' encouragement to participate in school leadership rules demonstrates the exact relationship between them and the school leadership and illustrates how one variable may affect the other. The correlation coefficient in this case is **0.9532**, indicating that MS1 and SP1 have a positive correlation because the number is near to one, thus denotes that they have a strong relationship. Because they have a positive and strong correlation, a graph with an upward slope has been formed. This suggests that the perception about teachers’ encouragement to participate in school leadership mostly depends on their involvement in decision making.

***TP2: Job increases teacher’s responsibility and commitment***

Concerning the idea that job increases teacher’s responsibility and commitment, 86 respondents which is equivalent to 57.3% agreed with the statement. About 43 respondents, equivalent to 28.7% disagreed with the statement 13 respondents which is equivalent to 8.7% strongly agreed while 8 respondents equivalent to 5.3% strongly disagreed with the statement. The findings are as presented in Figure 13 below:

***Figure 13: Job increases teacher's responsibility and commitment***

Correlation test between MS2 and TP2:

The following findings were obtained after the correlation test between MS2 ( he delegates power and gives clear job description) and TP2 ( the iob increases teacher’s responsibility and commitment):

|  |  |  |
| --- | --- | --- |
|  | *MS2. Delegates power and gives clear job description* | *TP2. Job increases teacher’s responsibility and commitment* |
| MS2. Delegates power and gives clear job description | 1 |  |
| TP2. Job increases teachers’ responsibility and commitment | 0.783189651 | 1 |

The correlation coefficient between delegating power and providing a clear job description versus increasing teacher responsibility and commitment is **0.7832.** This indicates a positive correlation because the number is closer to one. Based on these results, the data suggest that delegating power and giving teachers a clear job description increases their accountability and commitment.

***TP3: The school management consistently supports teachers***

The findings show that most of the teachers (44.7%) disagreed that the school management was consistentlysupporting them. According to the data, 35% of the teachers agreedthat the school management was consistentlysupporting teachers, while 17.3% strongly disagreed and 2.7% strongly agreed. These findings are as indicated in Figure 12 below.

***Figure 14: The school management consistently supports teachers***

Correlation test between MS3 andTP3:

|  |  |  |
| --- | --- | --- |
|  | *MS3. Gives financial incentives and rewards* | *TP3. The school management consistently supports teachers* |
| MS3. Gives financial incentives and rewards | 1 |  |
| TP3. The school management consistently supports teachers | 0.141688022 | 1 |

The correlation between ‘gives financial incentives and rewards versus the school management supports’ is **0.14168**. The correlation coefficient value in this case is positive and close to 0. It denotes that they have a positive correlation in the upward direction but also have a weak relation. As the value tends to zero, it provides a slightly upward direction. This suggests that the perceptions of school management supports are influenced by financial incentives and rewards. Teachers will feel more supported by the school administration if they are given financial incentives and rewards.

***TP4: The job gives opportunity for career advancement***

The findings show that out of 150 total respondents, 92 which is equivalent to 61.3% agreed that the teaching job was giving them opportunity for career advancement. About 32 respondents (21.3%) disagreed with the statement; while 20 respondents (13.3%) strongly agreed and 6 respondents (4%) strongly disagreed. These findings are as shown in Figure 16 below:

***Figure 15: The job gives opportunity for career advancement***

Correlation test between MS4 and TP4:

|  |  |  |
| --- | --- | --- |
|  | *MS4. Gives chance for professional development through seminars/training* | *TP4. The job gives opportunity for career advancement* |
| MS4. Gives chance for professional development through seminars/training | 1 |  |
| TP4. The job gives opportunity for career advancement | 0.284887738 | 1 |

The correlation between ‘gives chance for professional development through seminar or training and job gives opportunity for career advancement’ was tested. The results show that the correlation coefficient between these two variables is **0.2849.** Because the value is close to zero, the correlation coefficient is positive but with weak relationship. This means that teachers' career advancement somehow depends on the chance given for professional development through seminar or training.

***TP5: Teaching provides a secure future***

In terms of teaching that it provides a secured future, the data show that 76 respondents which is equivalent to 50.7% agreed with the assertion that “teaching provides a secure future." However, about 47 (31.3%) disagreed with the statement, while 15 respondents (10%)strongly agreed and 12 respondents (8%) strongly disagreed. Figure 17 presents the findings.

***Figure 16: Teaching provides a secure future***

Correlation test between MS4 and P5:

|  |  |  |
| --- | --- | --- |
|  | *MS4. Gives chance for professional development through seminars/training* | *TP5. Teaching provides a secure future* |
| MS4. Gives chance for professional development through seminars/training | 1 |  |
| TP5. Teaching provides a secure future | 0.516718091 | 1 |

The MS4 was tested again with the perception ‘teaching provides a secure future’. The correlation coefficient between the two variables is **0.5167.** This is a positive correlation but with moderate relationship because it is neither closer to 0, nor 1. This suggests that perceptions that teaching provides a secure future can be influenced by the given chance for professional development through seminars/training. Teachers will feel their future is secure if they are given chance for professional development through seminars/training.

***TP6: There is atmosphere of trust and respect in the school***

Concerning the presence of friendly atmosphere of trust and respect in their school, 68 teachers out of 150 which is equivalent to 45.3% disagreed. About 55 teachers, equivalent to 36.7% agreed that there was atmosphere of trust and respect in their schools. About 17 teachers, equivalent to 11.3% strongly disagreed while 9 teachers out of 150 which is equivalent to 6% strongly agreed. Only 1 respondent, equivalent to 0.7% was unsure. Figure 18 below presents the statistical data.

***Figure 17: There is atmosphere of trust and respect in this school***

Correlation test between MS5 and TP6:

|  |  |  |
| --- | --- | --- |
|  | *MS5. Values and trusts me that I can do better for the school* | *TP6. There is atmosphere of trust and respect in this school* |
| MS5. Values and trusts me that I can do better for the school | 1 |  |
| TP6. There is atmosphere of trust and respect in this school | 0.962488139 | 1 |

The correlation between ‘values and trusts me that I can do better for the school and the perception that there is atmosphere of trust and respect in this school’ demonstrates the exact relationship between them and illustrates how one variable may affect the other. The correlation coefficient in this case is **0.9625**, indicating that S5 and P6 have a positive correlation because the number is near to one, thus it denotes that they have a strong relationship. Because they have a positive and strong correlation, a graph with an upward slope has been formed. This suggests that trusting the teacher that they can do better for school creates the trustful atmosphere and respect in the school which makes an individual satisfied with the job and increases job performance

***TP7: Teachers collaborate with other teachers for solutions and support***

Teachers’ collaboration was assessed and they responded differently whereas about 60 respondents, equivalent to 90% agreed that teachers were collaborating with their fellows for solution and getting support. About 38 respondents (25.3%) disagreed while 14 (9.3%) strongly agreed and 8 respondents which is equivalent to 5.3% strongly disagreed. These findings are as presented in Figure 15 below:

***Figure 18: Teachers collaborate with other teachers for solutions and support***

|  |  |  |
| --- | --- | --- |
|  | *MS6. Promotes collaborative team work* | *TP7. Teachers collaborate with other teachers for solutions and support* |
| MS6. Promotes collaborative team work | 1 |  |
| TP7. Teachers collaborate with other teachers for solutions and support | 0.995549158 | 1 |

Correlation test between MS6 and TP7:

The correlation coefficient between MS6 and TP7 is **0.9955.** This is a positive correlation but with strong relationship because the value is very closer to 1. This suggests that the perception that teachers collaborate with other teachers for solutions and support such as teamwork and collaborative teaching depends on the head teachers’strategies in promoting collaborative team work at the school.

**4.3.3. Teachers’ perception (TPs) about the influence of head teachers’ motivational strategies on their job performance**

On this objective the researcher intended to know how teacherswere perceiving themotivational strategies used by head teachers to motivate teachers in their job. Based on the gathered data, the findings indicate that teachers had different perceptions concerning the matter as presented below:

***TP1. Increases teacher’s performance***

In the variable ‘increases teachers’ performance’was also observed through students academic performance.The findings show that 120 respondents which is equivalent to 80% agreed that the head teachers’ motivational strategieswere influencing good academic performance to the students hence teacherswere workingeffectively and efficiently because motivation boosts teachers’ performances. Based on the aggregated data, about 21 (14%) strongly agreed with the statement, while 9 respondents (6%) disagreed with it. As illustrated in Fgure 25, there were no respondents who strongly disagreed with this variable.

***Figure 19: Increase students’ academic performance***

Correlation test between MS7 and TP1:

|  |  |  |
| --- | --- | --- |
|  | *MS7. Recognition, appreciation and praise* | *TP1. Increase teachers performance* |
| MS7. Recognition, appreciation and praise | 1 |  |
| TP1. Increase teachers performance | 0.563137161 | 1 |

The results of the correlation tests for MS7 and TP1 in this section reveal that recognition, appreciation, and praise have a positive relationship which increased teachers’ performance. In this context, the correlation coefficient is **0.5631**, indicating a moderate positive correlation because the value is between 0 and 1.This is because the variables have a positive correlation, an upward sloping graph they have generated. This implies that the perception of improving teachers’ performance is dependent on the use of recognition, appreciation, and praise as motivating strategies used by head teachers

***TP2. Early reporting to work***

Concerning this variable, the findings show that majority of teachers (50%) disagreed that the head teachers’ motivational strategies were influencing teachers’ reporting to work on time, as a result’ job performance was said to drop. However, 35.3% of the respondents agreed that the head teacher’s motivational strategies were influencing early reporting to work, while 13.3% strongly agreed and 1.3% strongly disagreed. These findings are as presented in Figure 19 below

***Figure 20: Early reporting to work***

Correlation between MS2 and TP2:

|  |  |  |
| --- | --- | --- |
|  | *MS2. Delegates power and gives clear job description* | *TP2. Early reporting to work* |
| MS2. Delegates power and gives clear job description | 1 |  |
| TP2. Early reporting to work | 0.976478385 | 1 |

The correlation between MS2 (delegates power and gives clear job description) and TP2 (early reporting to work) were alsotested. The correlation coefficient between the two variables was**0.9765** indicating that MS2 and TP2 have a positive correlation because the number is near to one, thus it denotes that they have a strong relationship. This denotes the perception that early reporting to work is mostly dependent on the delegation of power for the teachers as well as giving them a clear job description.

***TP3. Regular assessment to students***

Regular assessment to students was assessed andthe respondents reacted differently whereas about 92 respondents, equivalent to 61.3% agreed thatthe head teachers’ motivational strategieswere influencing the assessment of students regularly. Based on the aggregated data, about 29 respondents (19.3%) disagreed while 28 (18.7%) strongly agreed and 1 respondent which is equivalent to 0.7% of the respondents strongly disagreed.The findings are as presented in Fgure 22 below:

***Figure 21: Regular assessment to students***

Correlation test between MS8 and TP3:

|  |  |  |
| --- | --- | --- |
|  | *MS8. Has good communication and provides feedback* | *TP3. Regular assessment to students* |
| MS8. Has good communication and gives feedback | 1 |  |
| TP3. Regular assessment to students | 0.638967199 | 1 |

The correlation coefficient between good communication (MS8) and regular assessment to students (TP3) was tested, and the result is **0.63896.** This indicatesa positive correlation because the number is closer to one. Based on these results, the data suggest that good communication and giving feedback has a great impact on regular assessment to students.

***TP4. Preparation of lesson plans and teaching aids***

In terms of preparation of the lesson plans and teaching aids, the findings show that 79 respondents which is equivalent to 52.7% agreed with the assertion that head teachers’ motivational strategies have a contribution on preparation of lesson plans and teaching aids. However, about 49 (32.7%) disagreed with the statement, while 22 respondents (14.7%) strongly agreed and there was no respondent who strongly disagreed with the statement. These findings are indicated in Figure 21.

***Figure 22: Preparation of lesson plans and teachings aids***

Correlation test between MS4 and TP4:

|  |  |  |
| --- | --- | --- |
|  | *MS4. Gives chance for professional development through seminars/training* | *TP4. Preparation of lesson plans and teaching aids* |
| MS4. Gives chance for professional development through seminars/training | 1 |  |
| TP4. Preparation of lesson plans and teaching aids | 0.934702517 | 1 |

In this context, the correlation coefficient between ‘gives chance for professional development through seminars (MS4) and preparation of lesson plans and teaching aids (TP4)’ is **0.9347.** This indicatesa positive correlation because the number is closer to one and the data suggest that professional development is vital for teachers’ performance in preparation of lesson plans and teaching aids.

***TP5. Preparation of scheme of work***

The extent to which head teachers’ motivational strategies influence preparation of scheme of work was also assessed.Hence the findings show that 94 respondents, equivalent to 62.7% agreed with the mentioned outcome. However, the findings show that about 44 respondents, equivalent to 29.3% strongly agreed, while 12 respondents, equivalent to 8% disagreed. There was no respondent who strongly disagreed about the matter as it is indicated in Figure 20 below:

***Figure 23: Preparation of scheme of work***

Correlation test between MS5 and TP5:

|  |  |  |
| --- | --- | --- |
|  | *MS5. Values and trusts me that I can do better for the school* | *TP5. Preparation of scheme of work* |
| MS5. Values and trusts me that I can do better for the school | 1 |  |
| TP5. Preparation of scheme of work | 0.849813305 | 1 |

The correlation value in this context is **0.8498**expressedbetween‘values and trust me that I can do better for the school and preparingof scheme of work’. This is a positive relationship because the number is closer to one, and the data imply that efficientapplicability of the value and trust strategy may result into efficient preparation of the schemes of work for the teachers.

***TP6. Marking of students work***

The influence of the head teachers’ motivational strategies on marking of students work was aslo assessed. The findings show that majority of the respondents agreed that head teachers’ motivational strategies had impact on marking of students’ work. Statistically, the findings can be illustrated that 98 respondents (65.3%) represent the majority who agreed with the statement, 30 respondents (20%) strongly agreed with the statement, while 21 respondents (14%) disagreedwith the statement and 1 respondent (0.7) strongly disagreedwith the statement. The findings are as presented in Figure 23.

***Figure 24: Marking of students’ work***

Correlation test between MS9 and TP6:

|  |  |  |
| --- | --- | --- |
|  | *MS9. Provides tea and meals at school* | *TP6. Marking of students work* |
| MS9. Provides tea and meals at school | 1 |  |
| TP6. Marking of students work | -0.200944385 | 1 |

The correlation between provision of tea and meal at school versus marking of students work is -**0.2009.** Because the coefficient value is negative, they create a reversal relationship, which indicates that a negative change in one variable is accompanied by a positive change in the other. The graph illustrates a similar outcome. In this context, the decrease in marking students' work elucidates the need of increasing provision of tea and meals at school.

***TP7. Early completion of syllabus***

The findings showed out of 150 total respondents, 103 which is equivalent to 68.7% agreed that head teachers’ motivational strategies wereinfluencing early completion of the syllabus. About 24 respondents (16%) strongly agreed with the concept, while 20 respondents (13.3%) disagreed. In addition, 3 respondents (2%) strongly disagreed with the statement. These findings are as shown in Figure 24 below:

***Figure 25: Early completion of syllabus***

Correlation test between MS6 and TP7:

|  |  |  |
| --- | --- | --- |
|  | *MS6. Promotes collaborative team work* | *TP7. Early completion of syllabus* |
| MS6. Promotes collaborative team work | 1 |  |
| TP7. Early completion of syllabus | 0.951176489 | 1 |

The correlation between ‘promotes collaborative team work and early completion of syllabus demonstrates the exact relationship between them’ illustrates how one variable may affect the other. The correlation coefficient in this case is 0.9512, indicating that MS6 and TP7 have a positive correlation because the number is near to one, thus it denotes that they have a strong relationship. Because they have a positive and strong correlation, a graph with an upward slope has been formed. This shows that more collaborative teamwork influences more syllabus completion.

#### **4.3.2.1. Open-endedresults aboutteachers’ perceptions on job satisfaction**

An open-ended questionnaire was used to collect descriptive data about teachers' perceptions of the influence of the motivational strategies on job satisfaction. The findings show that 30% (the majority) perceived that the head teachers’ motivationincreased job satisfaction. About 22% perceived that the head teachers’ motivationcontributes to employee commitment, while 20.7% perceived that it encourages transparency, accountability, and collaboration. Other impacts of the head teachers’ motivationon job satisfaction are;it helps to improve teacher performance (14.6%), enabling teachers to achieve goal timely (4.7%), and to create peaceful and harmony among teachers (2%).However, 4% responded that the head teachers lacked sufficient motivation, while 2% did not respond anything to this question as indicated in Figure 12.

**Figure 26: Teachers' perceptions on job satisfaction**

**4.3.2.1. Open-ended results about teachers’ perceptions on job performance**

The findings show that 42% (the majority) perceived that the head teachers’ motivation increases teachers' competitiveness and good job performance.Another group ofthe respondents (21.3%) perceived that the head teachers’ motivation was increasing self-commitment. About 13.3% of the respondents perceived that head teachers’ motivational strategies were improving students’ academic performance, while 10.7% believedthat they increasedteachers’ morale and that is what made changes of teachers behaviours in their teaching.Other impacts of the head teachers’ motivational strategies on improving job performancewere‘tocreate collaborative environment at the workplace(4.7%), and to reduce staff conflicts (1.3%). However, out of 150 respondents, 10 respondents which were equivalent to 6.7% perceived that there wasno satisfactory motivation in their schools as indicated in the chart below:

**Figure 27: Teachers' perceptions on job perception**

### **4.3.4. Factors affecting teachers’ job satisfaction and performance**

The researcher's focus on this aspect was to understand about the attributes that affect teachers' job satisfaction and performance in their workplaces. Under this segment, the interview questions were designed to both, qualitative and quantitative methods whereas an opened-ended questionnaire and semi-structured interviews were used. The findings show that majority (45.3%) claimed that lack of motivations is a contributing factor affecting teachers’ job satisfaction and performance in Bukombe district. Other factors as mentioned by the interviewed teachers including low salaries (16%), poor teaching and learning environment (11.3%), poor leadership (9.4%), large number of the students in the classroom (6.7%), lack of collaborative decision making (6%) as well as inadequate houses (5.3%) as shown in the chart below:

**Figure 28: Factors affecting job satisfaction and performance**

The explanation to these factors can be combined into three groups as described by the respondents during the in-depth interviews. Teachers were able to share their insights based on their work experience as presented below:

#### **4.3.4.1. Insufficient motivations**

The findings show that having good salaries, promotions, recognition, and appreciation for good work considerably increases teachers' performance. During the interview, respondents expressed dissatisfaction with their jobs, claiming that incentives and salaries werenot enough thus they used to earn income outside of teaching. As a result, their professional obligations were compromised since they must set aside time for teaching and occasionally move on to conduct entrepreneurial activities outside of teaching to lessen the hardship of life, as the respondents stated:

Respondent one:

*“When teachers are given attractive incentives or the opportunity to mark exams, attending seminars, or getting other trainings, it motivates them to devote their time completely to that profession so that even their works will be done with excellent professionalism.”*

Respondent two:

*“We teachers are often forgotten; for example, you may find that as a teacher, you have never been offered the opportunity to oversee examinations just for a small allowance. As a result, the teachers are always concerned with personal matters in order to supplement their income.”*

Respondent three:

*“Even the recognition that we have a certain contribution could motivate us to work harder. However, the suffering is for regular teacher, but a compliment goes to the head teacher or education officer. Unlike in private schools, a particular teacher is awarded based on his or her performance, which motivates other teachers to work harder.”*

#### **4.3.4.2. Lack of collaborative leadership**

According to the findings, the head teachers inBukombe lacked leadership skills, since the majority of them fail to cooperate with other teachers to establish harmony among employees and to develop effective working teams in workplaces.Because of a lack of collaborative leadership, innovation, creativity, and access to a variety of social issues werelimited.Respondents believed that having competent leaders and being involved in the development or revision of a curriculum creates a sense of ownership, allowing teachers to feel that they are a part of the school's success and will be more devoted to institutional goals. This is one of the statements from the respondents:

*“When a teacher is involved in several aspects of development, such as curriculum drafting or decision making, he or she feels as a part of the institution's achievements.”*

#### **4.3.4.3. Unconducive working environment**

The findings indicate that inappropriate working environment, such as a well-equipped staffroom, library, and teacher housing, as well as a sufficient teacher-to-student ratio, contribute significantly to hinderjob satisfaction and performance in the respective schools as the respondents said:

Respondent one:

*“A poor working environment makes people work uncomfortably, which makes teachers to be dissatisfied with their work."*

Respondent two:

*“Teachers require a decent teaching environment, such as good tables for marking examinations and appropriate ratio of enrolled students in classrooms. This facilitates good performance and leads to positive outcomes.”*

### **4.4. Chapter summary**

This chapter has presented the main research findings. The primary research objective was to investigate the influence of head teachers’ motivational strategies on teachers’ job satisfaction and performance. Based on the findings, the demographic profile of the respondents was characterised by both gender representatives. However, it was noted that men made up majority of the respondents, with 80 representing 53.3 percent compared to women who represented 46.7 percent. The highest percentage of the respondents who participated in the study were aged between 31 – 35 years with 61.3% while the lowest were those in age group of above 41 and above with 2.7%.

According to the data, majority of them hada bachelor's degree, accounting for 67.3 percent of the respondents, followed by 29.3 percent who hada diploma and 3.3 percent who hada master's degree. Concerning the respondents' years of teaching, the data showedthat 110 teachers (73.3 %) havd6–10 years of teaching experience, 22 teachers (14.7 %) had11–15 years of teaching experience, 17 teachers (11.3 %) had1–5 years of teaching experience, and just one teacher (7%) hadmore than 15 years of teaching experience. This suggests that the evaluated schools in the Bukombe district hada mixture of experienced and young professionals who needed to be motivated to work and grow on a regular basis.

The study addressed the mainobjective by answering the following research questions:

1. What are the motivational strategies that head teachers use to motivate teachersat work?

In this question, the respondents were asked to indicate their degree of agreement with the relevance of the presented variables (motivational strategies) on a Likert scale based on their opinions.  The variables that were examined were as follows:Involvement in decision making (MS1), Delegates power and gives clear job description (MS2), Gives financial incentives and rewards (MS3), Gives chance for professional development through seminars/training (MS4), Values and trusts me that I can do better for the school (MS5), Promotes collaborative team work (MS6), Recognition, appreciation and praise (MS7), Has good communication and gives feedback (MS8), Provides tea and meals at school (MS9).

Except for recognition, appreciation, and praise (MS7), the data show that majority of the respondents disagreed with the applicability of all other motivation strategies. On this motivational strategy (MS7) majority of the teachers (38.7 %) agreed that the indicated variable was the most commonly employed by head teachers as a motivational strategy at their schools. The 49(32.7%) teachers disagreed, 38(25.3%) strongly disagreed and just 5(3.3%) strongly agreed.

1. What are teachers’ perceptions about the influence of head teachers’ motivational strategies on their job satisfaction?

The aim of this research question was to measure the degree of agreement and disagreement among teachers on job satisfaction. Following an analysis of their perceptions, the researcher performed a correlation test between teachers' perceptions of job satisfaction and the use of the head teachers’ motivation strategies. The data demonstrate that all variables related to teacher perception hada positive correlation with the aforementioned motivational strategies. This implies that positive changes in motivational strategies may positively influence teachers' perceptions of job satisfaction, whilst negative changes in motivational strategies may negatively affect teachers' perceptions of job satisfaction.

1. What are the teachers’ perceptions about the influence of head teachers’ motivational strategies on their job performance?

This research question aimed to measure the degree of agreement and disagreement among teachers concerning the influence of head teachers’ motivational strategies on job performance. The results revealed that most of the teachers perceived that there wasa positive correlation between the head teachers’ motivational strategies and job performance. However, one variable, teacher perception (TP6), showed a negative correlation with the motivational strategy (MS9) regarding the provision of tea and meal at school. The correlation between provision of tea and meal at school versus marking of students work was-**0.2009** which indicates that a negative change in one variable is accompanied by a positive change in the other. In this context, the decrease in marking students' work elucidates the need of increasing provision of tea and meals at school.

In general, the data show that most of the motivational strategies were not being employed by most of the head teachers in SecondarySchool in Bukombe district to promote teachers’ job satisfaction and performance. The findings also demonstrate a relationship between the head teachers’ motivational strategies and teachers' perceptions on job satisfaction and performance. This implies that the increase in the teachers’ motivation may contribute to an increase in their job satisfaction and performance, while less motivation results into decreases of teacher job satisfaction and performance.

# CHAPTER FIVE

# DISCUSSION OF THE FINDINGS

## **5.1 Chapter overview**

This chapter presents the analytical interpretation and discussion of the collected data from both secondary and primary sources. It discusses critically the findings basing on the analysis of data. The study focused on investigating the influence of head teachers’ motivational strategies on teachers’ job satisfaction and performance; the perception of secondary schools teachers in Bukombe district.

## **5.2. Discussion of the Findings Based on the Research Objectives**

This section discusses the findings in order to compare and contrast what was discovered by other studies based on the research objectives. Therefore, the following are analytical interpretations of the findings from the primary and secondary data together with the researcher opinions.

### **5.2.1. The motivational strategies that head teachers use at work station or school**

**Recognition,** it was found that these elements were among the motivating strategies employed at the workplaces. Based on the results of this study, 38.7% agreed that head teachers were employing this strategy to encourage teachers’ job satisfaction and performance. Findings showed that, recognized teacher always strive for better performance. . Frase (1992) recognition is an important motivator for teachers as it directs them on the path towards professional growth and improvement objectives and had significant impacts on employees’ relationship. These findings are similar to those by Imran, Ahmad, Nisar, and Ahmad's (2014) argument that recognition, appreciation, and praise have been noted as a powerful motivational technique that increases employees' activeness toward the achievement of the organisational.

According to Nyakundi, Karanja, Charles, and Bisobori (2012), the primary purpose of employee recognition and appreciation is to show that their work is acknowledged and valued, to maintain a sense of belongingness, to increase morale, to promote trust, and to increase efficiency at the work place. Therefore, the emphasis should be put on these techniques in order to improve teacher's performance and job satisfaction at the workplace. Van Wart, (2008) argues that recognition is the motivational strategy which is very important; it is a tangible incentive that shows gratitude and offer praise. But yet it has been underutilized by most managers in organization. He further said that recognition has an optimistic meaning and it acknowledges good behaviour and actions. He therefore gives an opinion that, managers in an organizations can provide this strategy in their organization while managing by walking around their organization and can also do it by hand shake, through celebration, a good word and short written comment on a piece of paper.

**Involvement in decision making;**

With regard to this, the results indicated that most of the respondents (44.7%) disagreed that the head teachers are using this strategy. However, some of the respondents stated that they were being occasionally involved in decision-making and implementation of the schools initiatives.

On this regard, scholars argue that the achievement or failure of the schools is a result of decisions made by the administrators. Francis and Oluwatoyin, (2019) argue that the school curricula, staffing, budget, admission policy and other related activities should be done under collective decisions to improve job satisfaction and performance. As a modern management system, Tijani, (2020) emphasises that involvement of personnel in decision making gives a room for resource mobilisation thus enhancing the management to reconcile divergent interests and secure all the productive insights from different individuals. It should be noted that teachers who did not participated in decision making act as if they are foreign in the school environment. As a result, most of them did not dedicate their all potentials at their workplace and did not feel fully committed to it Tijani, ( 2020).

**Delegates power and gives clear job description**:

This variable wasmentioned as one of the essential elements towards the achievement of the organisational goals. Generally speaking, employees are given assignments and well defined responsibilities to act on behalf of the particular authority (Denis, 2013). With regard to this variable, the results indicated that teachers were not being given clear job descriptions and power delegations at their work place. This indicates that majority of the head teachers in Bukombe district were holding all the activities by themselves despite the fact that they had many tasks and functions that require assistance from other teachers. As a result, most of the teachers failed to prove their ability in performing various tasks which would contribute to the achievement of their schools.

**Has good communication and provides feedback:**

Regarding thisvariable,majority of the teachers (42%) disagreed that the head teachers were using this strategy at their work places while 32% of them agreed. This indicates that communication skills among head teachers remained a barrier in many schools. As a consequence, teachers could neither enjoy their work nor be satisfied with their workplace environment. Studies indicate that poor communication between head teachers and other team members can lead to a significant decline of credibility among teachers due to uncomfortable and challenging environment (Perveen & Nawaz, 2021) Furthermore, Solaja at el, (2015) made investigation on the relationship between leadership communication style and organizational productivity. The result of the study revealed that there is a relationship between leadership communication style and organizational productivity. Specifically, precise, friendly, open and attentive communication styles have been found to have positive relationship with organizational productivity and job performance. On the other hand, dominant and contentious communication styles have negative relationship with organizational productivity. It was therefore recommended that managers should employ good leadership communication styles when disseminating information, in order to increase the job commitment of workers, knowledge creation and job satisfaction, acceptance of work responsibility and positive subordinate behavior which leads to increase in productivity.

Due to lack of good communication, teachers are unable to report incidents that required quickly involvement of the head teachers or administration, and as a result, most of the problems remain unaddressed. As Dean, (2020) suggests, it is vital for head teachers to build effective communication flow with other staffs in order to create a healthy relationship that allows for the receiving of feedback and the elimination of any grudges amongst team members.

**Gives financial incentives and rewards;** this variableseemed to be not practised in most of the schools in Bukombe as majority (61.3%) of the respondents strongly disagreed (SD) that the head teachers were using this motivational strategy in their schools. These findings aligned with those of Ngimbudzi (2009), who noted that most schools in Tanzania, particularly in the public education system, had no incentives or rewards provisions for the teachers due to ineffective financial policies of Tanzania. As a result, teachers' working morale in public schools has been low due to lack of financial incentives from educational officials and heads of schools, as well as inadequate remuneration Mbope, (2015). Financial incentives to teaches had value even though it is small however most of head teachers in Bukombe district were seldom practices these strategy of awarding money. Major problems of this is lack of enough capital or few budget as proved by one of teacher “*after the policy of free education to all students join school without paying school fees so there was other activities which could not be done by head of school like frequently provision of monetary awards to teachers”* he proceed argued that “*financial rewards increase teachers job satisfaction and performance”*

The research done by Lyimo (2014) in Moshi, Tanzania, concerning this matter revealed that teachers' wages were insufficient to cover their fundamental requirements, and as a consequence, they were unable to support their families due to their poor income. Thus, one of the sources of work dissatisfaction in Tanzania has been lack of financial motivation among teachers Mroso, ( 2014).

**Gives chance for professional development through seminars/training;** this aspect wasidentified as a rare practice in most of the schools at Bukombe district. According to the findings, 36.7% of the interviewed teachers disagreed that the chances for professional development through seminars or trainings were being given. Furthermore, 29.3% strongly disagreed about the practices of this strategy. Because of lack of seminars and workshops for the secondary school teachers, the quality of teachers' job performance in most public secondary schools has been questioned. This claim is supported by the study done by Oluwakemi, (2014) who argued that many public secondary school teachers were unproductive at their work places. This could be evidenced by their rudeness to work, poor attendance to school or classes and improper discipline in their job. Generally, giving chance for professional development through seminars/training is vital for the growth of any organization. In the school setting, training the staff is the basis of improving the organizational development, since it makes teachers more efficient and effective.

Mduma and Mkulu, (2021) conceptualised that, the quality of the teachers must be optimised in order to improve education standards, and these standards must be improved through teacher training and professional development. Studies emphasise that as the human resource managers, the head teachers are in charge of improving teachers' work efficiency in the school. The goal of human resource management in education is to improve and help professionals contribute to the institutional achievements (Omebe, 2014). Therefore, professional development is critical in influencing and increasing the efficiency and effectiveness of teachers' work performance, innovation and increase students performance

**Values and trusts me that I can do better for the school:**

**T**his was found to be an essential tool in motivating teachers but which some of the Bukombe's head teachers failed to recognize its importance. This was evidenced by the research findings which show that 53 (35.3 %) of the 150 respondents disagreed that they were valued and trusted that they could do better for the school. However, 52 (34.7 %) agreed that they are valued and trusted, but 26 (17.3%) strongly disagreed with this variable as indicated in chapter four. Studies show that lack of trust may have significant repercussions thus affecting staff productivity and commitment at the workplace.

It should be noted that employees are more engaged when they feel trustworthy. Furthermore, employees will not perform effectively if their bosses do not trust them. The implication of this tendency in school performance is that, teachers will be hesitant to make decisions and will seek approval for even in the little things. They won't go beyond what they have been instructed because they don't know if they will be supported. They will be scared to share unpleasant news, so problems will persist rather than be resolved quickly (Green & Howe, 2012).

**Provides tea and meals at school**

Based on the findings, most of the teacher respondents (63.3%) strongly disagreed with this variable. It was found that head teachers in Bukombe district were not providing tea and meals at schools as a motivational strategy for improving job performance and work satisfaction. However, as it was found, in some schools, breakfast was being given in order to ensure that teachers did not waste time looking for tea from other places probably those out of the school .

These findings are in line with those of the research conducted at the University of Dar es Salaam by Jaffer (2012), who examined teachers’ benefits in private secondary schools in Tanzania, with a focus on the Dar es Salaam region. In comparison to public schools, the researcher found that teachers in private schools were well treated and had a nice turnover in their profession. The researcher reported that employers were using a variety of tactics to manage their employees, including providing them free lunch and breakfast, providing transportation and housing allowances, and having a performance assessment system in place.

Provision of breakfast and meals at school should be considered as an essential tool for promoting better performance and job satisfaction among the employees. It is difficult for an organization to consider successful if their employees are dissatisfied. Based on this point of view, the value of employees in the success of an organisation is highlighted. As a result, understanding how employees may be satisfied and inspired to achieve good and desired results is critical.

**Promotes collaborative team work:** the findings of this study show that the head teachers motivational strategies in Bukombe district were promoting team work in their schools. It was found that majority (57.3%) of the respondents agreed that collaborative team work was being emphasized in their schools to bring sufficient positive work results.

It should be noted that team work improves productivity and offers employees a feeling of responsibility in the organisation more than working individually (Fapohunda, 2013). It also helps to generate new ideas of solving a certain problem or accomplishing the tasks on time. A challenge that would have taken some weeks to be addressed by a single person might be handled in a short time by a team since everyone can use their abilities and perspectives to complete tasks quickly (Assbeihat, 2016).

It should be understood that every team member possesses a unique set of qualities, knowledge, and abilities. When all members work together, they are able to draw on their combined experience, expertise, and talents to achieve a common objective.

### **5.2.2. Teachers’ perception about the influence of head teachers’ motivational strategies on their job satisfaction**

The findings of this study indicate that the head teachers’ motivational strategies had positive impacts on job satisfaction as they had contributed to employees’ commitment, transparency, accountability, and collaboration as well as enabling teachers to achieve the organisation’s goals timely. It was also found that the motivations of head teachers created peace and harmony among teachers and increased job satisfaction.

These findings align with Mruma's (2013) argument about the importance of the head teachers’ motivation. The findings indicated   that most of the head teachers were applying these strategies to encourage teachers to work efficiently to achieve the highest potential educational outcomes in their work place.

According to Griffin, (2008), some motivations come from outside sources, while others originate inside of an individual. Employees are driven by either of these sources of motivation to attain both, personal satisfaction and organisational goals. Therefore, is the responsibility of the institution leaders to carefully identify and handle these driving forces. Regarding the variables in which respondents demonstrated their perceptions in terms of level of agreement and disagreement, the findings are in line with various scholarly works as indicated below:

The school management consistently support teachers; majority of the teachers in this study felt that this statement was not quite applicable in their workplace, and hence had little implications for their job satisfaction. This implies that the head teachers lacked the necessary abilities and techniques to develop effective motivating strategies that could improve work performance and job satisfaction. To sum up the general perception on this part it is clear that most of the teachers were not satisfied with the job because the school management did not consistently support them.

Furthermore, based on the findings majority of the respondents (57.3%) were of the perception that teaching increases teachers’ responsibilities and commitment. This means that the tasks and assignments assigned by the head teachers have significant implications on job satisfaction and performance since the teachers are accountable and devoted. This is related to Sabell, (2021) who says that employee satisfaction is connected to job ambition and involvement in their organisation. Employees' unique ideas are created through a variety of tasks and responsibilities because employees are constantly seeking for better methods to execute even the most minor activities. Therefore, organisations should recognise such individuals and encourage them to come up with greater ideas, as well as reward them for their accomplishments and innovations.

In terms of participation in school leadership, the data indicate that majority of the teachers (38.7 %) disagreed that this variable was being encouraged. This means that teachers were of the perception that they were not being encouraged to participate in school administration, which may result in a lack of utilisation of the individuals' abilities and talents. According to studies, when employees participate in leadership, they are more likely to be productive in the profession (Bryk, et al, 2010). Teachers may positively support the school's development programme with commitment and confidence since they are involved in decision making (Bryk, et al, 2010). It may also enable collaboration between administrators and other teachers, improving communication flow and feedback thus resulting in great performance and work satisfaction.

Collaboration amongst teachers is one of the motivating strategies that was perceived by the majority to have an impact on work satisfaction and performance. Working together, according to Akiri (2014) leads to the improvement of working relationships and the establishment of the organization culture in the workplace.  Collaboration among the teachers gives an opportunity for addressing and designing substantial way forward in their teaching, allowing them to build confidence and facilitate their job satisfaction. In other words, establishing collaborative practices amongst colleagues helps them to reflect on their teaching methodologies, examining what works and what does not work, and, if necessary, determining what can be done to enhance or reinforce their attitudes and conducts in the classroom. Similarly, Angadi & Darga (2015) found that through collaboration, teachers were able to adopt a new approach to teaching known as "inquiry-based scientific education," which helped teachers to build confidence, critically think, and reflect on their teaching methods.

The perception about job’s implication on career advancement was also assessed. According to the findings, most of the teachers (61.3%) agreed that their profession was giving them opportunity for career advancement. This means that daily activities, assignment and responsibility increase individual skills and ability on their teaching career. It was found that head teachers were using this strategy to ensure that their schools got better academic performance. In a similar vein, Hedge and Rineer (2017) introduced the notion that sometimes, the finest approach to learn something is through doing it. On the other hand, the results show that 50.7% of the respondents agreed with this statement that teaching provides a secure future. This suggests that respondents believed their future was secure because of their teaching career thus they increased their individual job satisfaction and performance at the work place.

Concerning the presence of favourable atmosphere of trust and respect in their school, majority of the respondents (45.3%) disagreed that there was a friendly working atmosphere. Due to this, there was poor performance and job dissatisfaction because teachers lacked essential elements that would increase commitment and reliability in their schools. Environment of trust in the workplace implies that the individual's achievement, capabilities, and qualities are valued. Being trusted and treated with respect contributes to a healthy work culture in which people feel fulfilled, loyal, engaged, and encouraged to achieve to their maximum potential (Lee Smith & Kelloway, 2016).

Generally, the findings show that teachers were dissatisfied with the motivational strategies used by head teachers in their schools. This is evidenced by their level of agreement and disagreement towards the given statements about motivational strategies. Majority of the respondents agreed that the motivations given by the head teachers were insufficient thus resulting in lower job satisfaction. Rewards or incentives for teachers who performed better in their subjects were not enough.  In addition, the opportunity to oversee or marking national examinations was quite minimal.

### **5.2.3. Teachers’ perception about the influence of head masters’ motivational strategies on their job performance**

As per open-ended questionnaire, the findings indicated that teachers’ motivational strategies had influence on job performance as they increased teachers' competitiveness and good job performance, improved students’ academic performance, created collaborative environment at the workplace, reduced staff conflicts as well as increased self-commitment. These results are supported by Mruma's (2013) contention that empowering employees to work hard, come to work on a regular basis, and contribute positively to the organization’s goals is the outcome of head teachers' motivational tactics.

Furthermore, Griffin, (2008) argues that, the environment in which the work is conducted, as well as motivation, have an impact on job performance. However, despite their usefulness in improving job performance, motivational strategies are often underutilised by many head teachers, thus affecting the employee’s performance and the achievement of their schools.

Based on the degree of agreement among the variables specified by the researcher, the findings show that each element was perceived differently based on the teacher’s experience at their work place. This perception is discussed below:

**Early reporting to work;** the findings show that the head teacher’s motivational strategies have no impact on teachers’ reporting tendency to the work. This means that due to the poor motivational strategies, teachers were not being encouraged to report early to work, as a results job performance was noted to drop. According to studies, when individuals lack an internal passion and commitment to their work, it is difficult for them to report on time, and hence their performance decreases (Kahungya, 2016).

**Preparation of scheme of work;** the results show that majority of the teachers (62.7%) agreed that the head teachers’ motivational strategies had an influence on the preparation of scheme of work in their schools. The findings revealed that teachers were being encouraged to prepare an agreeable working scheme through various motivational techniques as identified in chapter four of this study. These were such as recognition, appreciation, and praise as well as collaborative team work. With regard to this, Sudhakar, (2017) suggests that effective scheme of work may help teachers to prepare and arrange their lessons as early as it is possible. Through the scheme of work, teachers can ensure that all topics are taught on time and that the National Curriculum goals are met. The scheme of work enables teachers to set the speed of the lesson and teaching systematically.

**Preparation of lesson plans and teaching aids**; the findings show that 52.7% of the teachers agreed with the assertion that head teachers’ motivational strategies had a contribution to preparation of lesson plans and teaching aids. Through working as a team, teachers can comprehend the significance of lesson plan and the use of teaching aids for effective job performance. If teachers are motivated to produce good results on the job, they should also be encouraged to develop a lesson plan. A lesson plan is a guide that a teacher uses day after day to identify what students will learn, how the subject will be presented, and how the teaching will be assessed. Lesson plans help teachers perform more successfully in the classroom by providing a thorough schedule that they follow during each lesson (Sudhakar, 2017)

**Regular assessment to students:** based on the findings of this study, 61.3% of the teachers agreed that the applied motivational strategies were regularly influencing assessment of the students. It was found that schools that employ recognition, appreciation, and praise to motivate teachers, they are likely to have excellent working performance and positive academic results since students are assessed on a regular basis. Teachers feel a sense of belongingness, increases of morale and efficiency at work place when their work is valued and acknowledged (Nyakundi, et. al, 2012). Therefore, recognition, appreciation, and praise have been noted as a powerful motivational technique that increases employees' activeness toward the achievement of the organizational objectives and have significant impacts on employees’ relationship (Imran, et. al, 2014).

**Marking of students’ work;** the findings show that majority of the respondents (65.3%) agreed that head teachers’ motivational strategies had impact on marking of students’ work. In this study, marking can be defined as a method of providing feedback to students. Students benefit from feedback that provides guidance which helps them to improve their future assignments and examinations. Fairness in the awarding of honours, justice in determining failures and disqualification, as well as inciting students to do better work can be achieved only when common standard for awarding marks is understood, accepted, and acted upon (Imran, et. al, 2014).

Teachers who have been motivated are more likely to be professional than those who are dissatisfied with their jobs. As a result, they will neither mark the students' work fairly nor assist them do better in future assignments. Teachers' performance will be improved only if they are happy with their work.

**Early completion of syllabus;** according to the aggregated data, early completion of the syllabus is highly determined by the motivational techniques used by the teachers. When there is a nice working atmosphere, recognition and appreciation, collaboration, and the provision of breakfast may all contribute to improved job performance. According to researches, teachers are inefficient and fail to complete their curriculum on time since the majority of them are involved in other activities for income generating due to low remuneration or incentives (Kahungya, 2016). Therefore, the schools which the head teachers use these strategies have managed to achieve their goals timely.

**Increase student’s academic performance;** the findings show that 80% agreed that the head teachers’ motivational strategies influenced good academic performance to the students. These findings are similar to those of Guajardo (2011) who asserted that Teachers require incentives that increase intrinsic motivation, such as accomplishment, recognition, and career advancement. The link between extrinsic and intrinsic rewards, as well as their relative efficacy, is important for teacher motivation particularly in developing countries. Teacher motivation is vital in improving quality in academic performance and learning.

### **5.2.4. Factors affecting teachers’ job satisfaction and performance**

Three factors were mentioned by the respondents under this research insight. These were motivation, collaborative leadership and favourable working environment. A school can only improve academic performance if its teachers are qualified, well-motivated, and satisfied with their jobs (Ariani, 2015). Several have shown that that a lack of job satisfaction among teachers is caused by a variety of factors such as incentives, working conditions, and a lack of teaching materials as well as school infrastructure (Murage & Kimani, 2014).

According to Naidoo et al., (2013), lack of teacher motivation has a negative impact on student performance and makes it harder to deploy teachers to rural regions due to poor working conditions. It has been recognised that unsatisfied employees are unlikely to undertake additional tasks, help other co-workers, or go above and beyond job standards in order to support the organisation (Parvez, 2017).

Increased satisfaction is essential in improving commitment, but it will not further affect behaviour unless a form of motivation is provided (Parvez ,2017).Therefore, improving motivation to teachers, conducive working environment as well as collaborative leadership are affecting positively the performance of teachers and students towards achieving the schools’ goals. These factors enable teachers to freely participate in school decision-making, and so the available resource will improve teaching and learning even in large classrooms.

### **5.2.5. What should be done to improve teacher’s motivation at school level?**

To improve teacher’s motivation at school level, several undertakings should be considered as mentioned during the study. Firstly, is to increase the budget for motivation which covers sufficient payments of teachers’ salaries, improving teaching environment such as building teacher’s houses, administration offices, providing transport allowance as well as financial rewards. This is similar to the findings of Jacobson, (2014) who said that most developing countries face insufficient salary for teachers, inadequate housing and teaching facilities, as well as minimal chances for career development due to the lack of budget. Despite the important role they play in the society, teachers in Tanzania, particularly in rural regions, have a difficult life, which has been affecting their performance. To address this situation, the budget should be increased in order to cover all the requirements.

Secondly, to establish school initiatives for income generation so that financial capability will be sufficient. Many schools lack financial capability for motivating teachers who perform well in their job due to limited fund. With connection to this, Jacobson (2014) emphasises that whenever possible, schools should generate money by linking their initiatives with the curriculum or student and staff development. Through the initiatives, schools may develop potential opportunities to earn additional income that may be added to existing funds to fulfil the schools’ objectives by utilising the existing and new resources.

Thirdly, there should be collaborative team work and decision making. The collaboration among team members as well as with the administration can enhance various programmes in schools to be accomplished. The collaborative decision-making method encourages all employees to use all potentials towards accomplishing the goals. Teachers' involvement in making decisions increases their aspiration, enthusiasm, and positive contribution in all of their activities for the growth and development of the school. It also promotes team working, hard work, and commitment to reaching the intended goals argued Migwi, (2018).

Fourthly, the schools’ income should be managed transparently to avoid any possible misunderstanding among the teachers and other staffs as well. Several studies show that financial involvement improves communication, motivation of employees, work satisfaction, and job performance argued Kingi, (2018). This study found that teachers were not actively participating in budget preparation and revisions. This implies that most schools did not comply with the financial management regulations and guidelines for educational institutions (Espinosa, 2017).

Kingi, (2018) proceed that teachers' involvement in the leadership, physical and material resources management, students' and teachers' activities, community collaborations, and financial issues is a tool to improve teachers' motivation Fifthly, teachers' capacity building should be done on a regular basis in order to improve school performance and work satisfaction. The skilled teachers are intrinsically motivated to learn and be able to use different teaching methods, implement management techniques that promote active learning, establish realistic goals, persevere due to students' failure, willingly provide professional support to low-achieving students, and design teaching methods that build students' consciousness of their academic skills (Akintayo, 2016).

Appropriate capacity building should be an important component of developing social institutions and providing favourable conditions for higher performance by teachers (Egbo, 2011). The objective of capacity building is to assist individual teachers in skills development, thus making them become more successful in the teaching-learning process. When there is a successful capacity building programme, teachers' effectiveness is likely to improve.

# CHAPTER SIX

# SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

## **6.1. Introduction**

This chapter gives the conclusion and recommendations resulting from the findings of the study. It is organized into three sections; the first section gives the summary of the study findings in accordance with the objectives; the second section gives the conclusions from the study; and the last section gives the recommendations resulting from the findings of the study. The subsections are presented below.

## **6.2. Summary of the Findings**

The overall objective of this study was to investigate the influence of head teachers’ motivational strategies on teachers’ job satisfaction and performance; the perception of secondary schools teachers in Bukombe district, Tanzania. The researcher studied three dimensions of specific areas by assessing the motivational strategies that the head masters were using to motivate teachers at work, examining teachers’ perception about the influence of the head masters’ motivational strategies on their job satisfaction as well as teachers’ perception about the influence of head masters’ motivational strategies on their job performance.

The findings indicate that most of the head teachers at Bukumbe district were seldom employing motivational strategies in their schools to improve teacher job performance and job satisfaction.  It was found that majority of the Bukombe’s head teachers were using recognition, appreciation, praise, as well as promoting collaborative teamwork, as their main techniques for improving academic achievement in their schools. According to this study, the other motivational strategies were not being implemented. These included involvement of teachers in decision making, delegation of power and giving clear job description, good communication and giving feedback, giving financial incentives and rewards, giving chance for professional development through seminars/training, valuing and trusting teachers that they could do better for the school as well as providing tea and meals at school. It was found that, because of the implications of not adopting effective motivating strategies; many teachers were not contributing their full potential at their workplace and were not feeling fully committed to their job. This was resulting in lower academic performance of students in schools.

Concerning teachers’ perception about the influence of head masters’ motivational strategies on their job satisfaction, the findings show that most of the teachers in Bukombe district were dissatisfied with the motivations given by head teachers. This was evidenced by the information shared by the respondents who claimed that rewards or incentives for teachers who were performing better in their subjects were insufficient. In addition, it was found that the opportunity to invigilate or mark national examinations was quite minimal. This was one of the reasons which were making them unhappy with their job.

Concerning teachers’ perception about the influence of head masters’ motivational strategies on their job performance, the findings show due to the absence of effective motivations in their schools, productivity, innovation and active engagement in fulfilling the schools goals were significantly low. When individuals lack an internal passion and commitment to their work, it is difficult for them to produce positive results since their performance will be not satisfactory.

## **6.3. Conclusion**

From the findings of the study the researcher would like to make the following conclusion.

Head teachers motivational practices are very important in influencing teachers’ performance. Motivation is the key factor to keep the teachers focused and feeling worthy, which in turn leads to more commitment to their work, hence boosting their performance. Job satisfaction and performance are variables which depend on intrinsic and extrinsic motivation so head of school or head teachers should take this knowledge of motivating teachers frequently for better school performance.

There is positive relationship between head teachers’ motivational strategies and teachers’ job satisfaction and performance. This can revealed through strategies like recognition, collaborative decision making, promotion, delegation of power, good communication, provision of financial rewards, trust, respect and values teachers that they can do better.

## **6.4. Recommendations**

With regard to the findings and conclusions, the following recommendations are suggested :

* Head of school or head teachers’ should understand the knowledge of motivating teachers frequently. They should use recognition, collaborative decision making, delegation of power, good flow of communication, team work, trust, value and respect teachers as zero cost motivation which had positive impact on teachers performance, but also expensive motivation like financial rewards, tour and training should be planned strategically according to the school budget in order to make it successful for good performance of the school.
* Head teachers should seek for donors and organize parent’s workshop to support in raising fund for motivating teachers especially after good performance of students in National examination.
* The Ministry of Education should allocate more fund to the schools

to enable head teachers to plan for financial motivation to teachers in their schools

## **6.5 Areas for further study**

There should be conducted an investigation as to why most of the public head of schools have limited motivational strategies compared to private schools. This can be done by using comparative study by employing pure qualitative approach in order to obtain in depth information about the phenomenon rather than the magnitude of it. The results will help to increase awareness as well as broaden the scope of academic arguments with regard to the influence of motivation strategies in job performance and satisfaction. And also research can be conducted about impact of motivation on teachers’ performance and students’ performance.

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**APPENDIX 1: INTRODUCTION LETTER**

**Dear Sir/ Madam,**

My name is Theodora James Mushi, a student of The Open University of Tanzania pursuing Master of Education in Administration Planning and Policy Studies (MEd-APPS). This questionnaire is part of the questions in my dissertation titled “The influence of head teachers’ motivational strategies on teachers’ job satisfaction and performance; the perceptions of secondary schools teachers in Bukombe district.

If you agree to participate in this study, please correctly fill in the questionnaire below. I would like to assure you that your information, name and place where you live will not be disclosed in this study so as to observe confidentiality in research activities.

**THANK YOU IN ADVANCE FOR YOUR COOPERATION AND ASSISTANCE**

**APPENDIX 2: TEACHER'S QUESTIONNAIRE**

1**.** This questionnaire consist of two parts; Part one consists of closed ended questions and part two consists of open ended questions

2. Please answer all questions in part one by putting a “tick” (√) in the bracket and in part two give brief explanations or your opinions.

3. All information given will remain confidential and for anonymity, no names are required but for the case of analysis, please indicate your personal details as presented in the questionnaire below.

**PART ONE – Closed ended questions**

**SECTION A: Demographic information**

Put a tick [√] at the correct answer.

1. Sex: Male ( ) Female ( )

2. Age (a) 25 – 30 ( ) (b) 31 – 35 ( ) (c) 36 – 40 ( ) (d) 41 and above ( )

3. What is your highest level of education?

(a) Master’s Degree ( ) (b) Degree ( ) (c) Diploma ( ) (d) Certificate ( )

4. How long have you been in the teaching profession?

(a) 1-5 yrs( ) b) 6 -10 yrs ( ) c) 11- 15yrs ( ) d) 16 yrs ( )

**SECTION B**

For each of the following statements, please indicate by ticking ( ) the extent to which you agree them, using the following scale:

1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Agree (A); 4 = Strong Agree (SA); 5=Undecided (U)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/No** | **The motivational strategies that head teachers use at work station or school** | **1** | **2** | **3** | **4** | **5** |
| 1. | Recognition, appreciation and praise |  |  |  |  |  |
| 2. | Involvement in decision making |  |  |  |  |  |
| 3. | Delegates power and gives clear job description |  |  |  |  |  |
| 4. | Has good communication and gives feedback |  |  |  |  |  |
| 5. | Gives financial incentives and rewards |  |  |  |  |  |
| 6. | Gives chance for professional development through seminars/training |  |  |  |  |  |
| 7. | Values and trusts me that I can do better for the school |  |  |  |  |  |
| 8. | Provides tea and meals at school |  |  |  |  |  |
| 9 | Promotes collaborative team work |  |  |  |  |  |
|  | **Variables for teachers job satisfaction** |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 10 | The school management consistently supports teachers |  |  |  |  | |  |
| 11 | Job increases teacher’s responsibility and commitment |  |  |  |  | |  |
| 12 | Teachers are encouraged to participate in school leadership rules |  |  |  |  | |  |
| 13 | Teachers collaborate with other teachers for solutions and support |  |  |  |  | |  |
| 14 | The job gives opportunity for career advancement |  |  |  |  | |  |
| 15 | Teaching provides a secure future |  |  |  |  | |  |
| 16 | There is atmosphere of trust and respect in this school |  |  |  |  | |  |
|  | **Variables for teachers job performance** |  |  |  |  | |  |
| **17** | Early reporting to work |  |  |  |  | |  |
| 18 | Preparation of scheme of work |  |  |  |  | |  |
| 19 | Preparation of lesson plans and teaching aids |  |  |  |  | |  |
| **20** | Regular assessment to students |  |  |  |  | |  |
| **21** | Marking of students’ work |  |  |  |  | |  |
| **22** | Early completion of syllabus |  |  |  |  | |  |
| 23 | Increase student’s academic performance |  |  |  | |  |  |

**PART TWO: Please give out your opinions and short explanations – Open ended questions**

1. What are your perceptions about the influence of head teachers’ motivational strategies on your job satisfaction?

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1. What do you think should be done to create motivating environment in your school?

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1. What are your perceptions about the influence of head teachers’ motivational strategies on your job performance?

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4. What are the factors affecting your job performance?

i…………………………………………………………..

ii…………………………………………………………..

iii………………………………………………………………..

iv……………………………………………………………

**Thank you for your cooperation**

**APPENDIX 3: INTERVIEW GUIDE FOR TEACHERS**

1. What are motivation strategies that your head uses to motivate teachers for their job satisfaction and job performance?
2. …………………………………………………………………………
3. ………………………………………………………………………
4. …………………………………………………………………….
5. ……………………………………………………………………
6. What is your perception about the kind of motivation which is provided by head of school?

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1. What should be done to improve teacher’s motivation at school level?

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1. What are the factors which increase teachers’ job satisfaction and performance?

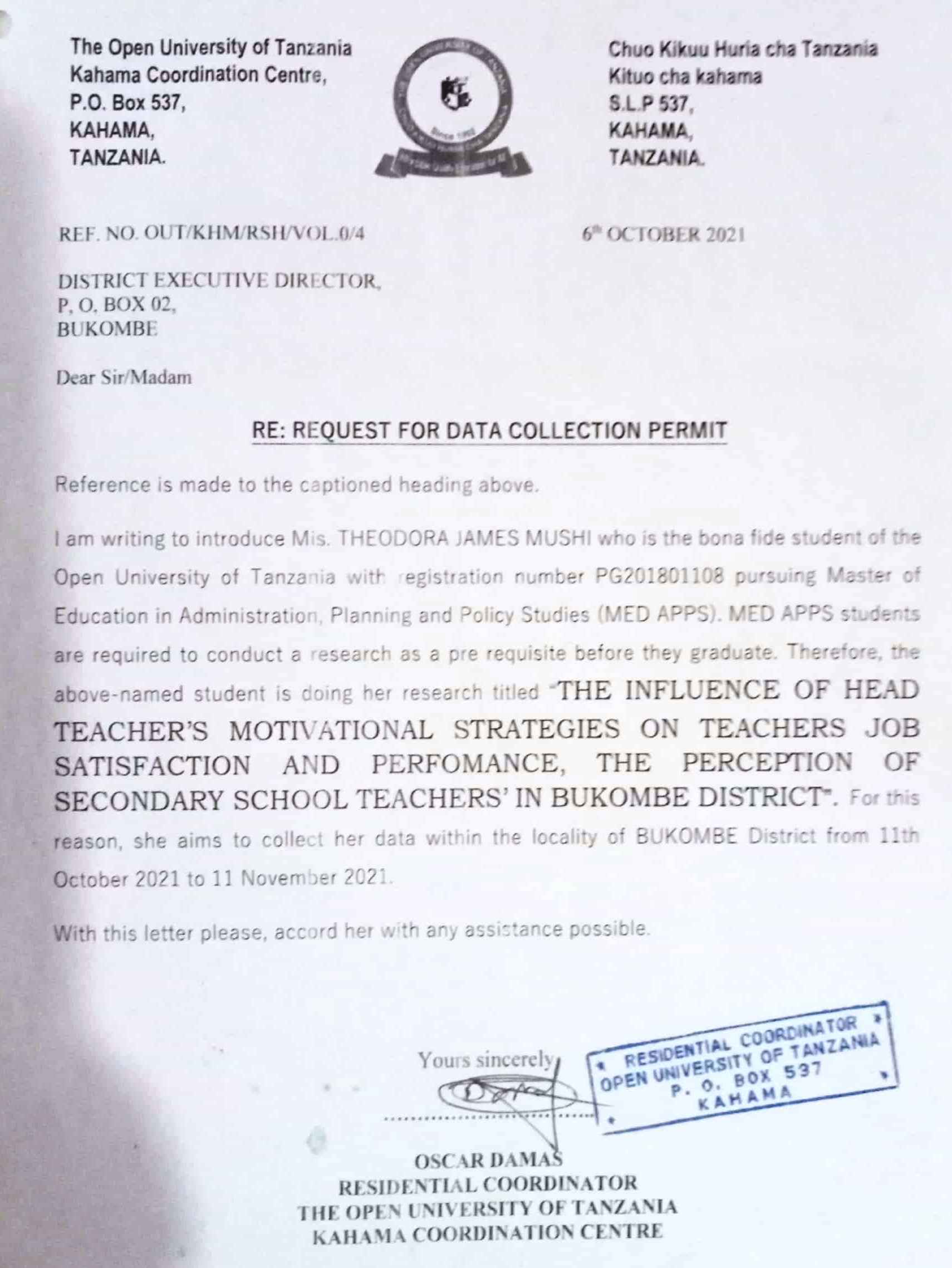
i…………………………………..

ii………………………………….

iii………………………………….

iv………………………………….

**THANK YOU FOR YOUR COOPERATION**

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