THE IMPACT OF TEACHERS' MOTIVATION ON PUBLIC AND PRIVATE PRIMARY SCHOOL PUPILS' ACADEMIC PERFORMANCE IN BAGAMOYO DISTRICT, TANZANIA

ELIZABETH LUCAS MWAKALONGE

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES DEPARTMENT OF EDUCATIONAL POLICY, PLANNING AND ADMINISTRATION OF THE OPEN UNIVERSITY OF TANZANIA

2025

CERTIFICATION

The undersigned certify that the dissertation have been read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation titled: **The impact of Teachers' Motivation on Public and Private Primary School Pupils' Academic Performance in Bagamoyo district Tanzania,** in fulfillment of the requirements for the degree of Master of Education Administration, Planning and Policy Studies (MED.APPS) of the Open University of Tanzania.

…………….…………………

Dr. Bilhuda Msangi

Supervisor

……………….……………

Date

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf.

DECLARATION

I **Elizabeth Lucas Mwakalonge,** declare that this dissertation on the Impact of Teachers' Motivation on Public and Private Primary School Pupils' Academic Performance in Bagamoyo District, Tanzania is my own original work, and that it has not been submitted for a similar degree in any other University in fulfillment of the requirements for the degree of Master of Education Administration, Planning and Policy Studies (MED.APPS) of the Open University of Tanzania.

…………………………

Signature

……………………

Date

DEDICATION

This dissertation is dedicated to my dear father and mother. Thank you all for your encouragement, support and calmness during my studies.

ACKNOWLEDGEMENTS

ABSTRACT

The current study sought to examine the impact of teachers' motivation on public and private primary school pupils' academic performance in Tanzania using the case study of Bagamoyo District. The study addressed three specific objectives namely: identification of types of motivation available for primary school teachers; examine strategies employed to motivate primary school teachers and the investigation of the impact of teachers' motivation on pupils' academic performance. The study used cross sectional research design with both qualitative and quantitative research methods for data collection and analysis. Furthermore, the study employed a random sampling technique and a purposive sampling technique to draw a sample of 90 respondents from the main population of the study. Both structured questionnaire and interviews were applied during data collection from the sampled population. The study used descriptive analysis to analyze quantitative data while qualitative data was analyzed by content analysis. Findings revealed that teachers' motivation was found to have a positive significant effect on the primary school pupils' performance in Bagamoyo. Findings also revealed that types of teachers' motivation include active learning and students' assessment, health insurance, application of new teaching methods, social respect for teachers, and code of conduct of teachers at school and outside, and satisfaction with management of schools. The study concluded that, the motivation of teachers is a critical factor influencing the academic performance of pupils in both public and private primary schools in Tanzania. Addressing the challenges related to teacher motivation, particularly in public schools, is essential for improving educational outcomes. Therefore, the study recommends that the government should have in place a common guideline and framework for providing motivations to the primary school teachers in order to increase their productivity through hardworking. Motivations provided should directly affect the lives of the teachers to increase their utility. In addition, study recommends that the Government of Tanzania should review, redesign and implement opportunities for professional development to meet the demands of teachers.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
DAS	District Administrative Secretary
DEO	District Education Officer
OLS	Ordinary Least Square
OUT	Open University of Tanzania
PEDP	Primary Education Development Programme
RAS	Regional Administrative Secretary
SACCOS	Savings and Credit Cooperative Societies
SPSS	Statistical Package for Social Sciences
SSA	Sub-Saharan Africa
URT	United Republic of Tanzania
WEO	Ward Education Officer

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

Teacher motivation is a critical factor in the academic performance of pupils in both public and private primary schools. Motivated teachers are more effective in delivering quality education, engaging pupils, and creating a positive learning environment. The study is about the impact of teachers' motivation in public and private primary school's pupils' academic performance in Bagamoyo District. This chapter presents the background of the study. It is divided into several sections namely: introduction of the study, statement of the problem, purpose of the study along with specific objectives and their respective research questions. Other sections in this chapter are the significance of the study, the scope of the study and conceptual framework. Finally, the chapter provides the definitions of the key terms and the organization of the study.

1.2 Background of the Problem

Teacher motivation is a critical determinant of educational quality and pupil academic performance. In Tanzania, the disparity in academic outcomes between public and private primary schools has drawn significant attention, with teacher motivation emerging as a key factor. Understanding how teacher motivation influences pupil performance in these two settings can provide valuable insights for improving educational strategies and outcomes across the country (HakiElimu, 2010). Teacher motivation encompasses both intrinsic and extrinsic factors that drive teachers to perform their roles effectively (Nyathira, 2010). Intrinsic motivation

includes a passion for teaching, personal satisfaction, and a commitment to student success. Extrinsic motivation involves external factors such as salary, working conditions, professional development opportunities, recognition, and administrative support. Motivated teachers are more likely to be enthusiastic, dedicated, and innovative in their teaching methods, directly affecting pupil engagement and achievement.

In Tanzania, the primary education sector is divided into public and private schools, each facing unique challenges and opportunities. Public schools, funded and managed by the government, often struggle with limited resources, large class sizes, and inadequate infrastructure. Teachers in these schools frequently encounter lower salaries, delayed payments, and fewer professional development opportunities, leading to lower motivation levels. Conversely, private schools, funded through tuition fees and private investments, generally offer better resources, smaller class sizes, and more favorable working conditions. Teachers in private schools typically receive higher salaries, timely payments, and more opportunities for professional growth, contributing to higher motivation levels.

As part of complying to the best practices of managing teachers in Sub-Saharan Africa (SSA), countries including Tanzania, a range of strategies of motivation have been considered to retain teachers: improvement of reward system to increase teachers' morale (remuneration especially the increase and fair salary and promotion on time), available teaching and learning resources and improvement of teachers physical environment (improvement of school building and teachers

accommodation), social and skills development, increase teachers responsibilities for educational decision, reduce class size, community sensitization and mobilization to increase parental and community support, encourage collegial relationships among teachers and administration and provide support and recognition to teachers (Filmer and Rogers, 2019; HakiElimu, 2015; Jabbi, 2015).

Teachers' motivation is a major determinant of students' performance in most of the public primary schools. Lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming and lack of additional training, uncreative and non-stimulating teaching, lack of interest in meeting, uncooperative attitude when assistance is needed, occurrence of hold-ups because deadlines are not kept, resistance in contributing more than what is required of the primary school teachers (Nyathira, 2010). Therefore, motivation is a prime resource for teachers in enhancing good performance, which in turn provides assurance of quality education. Thus, improving teachers' professional efficiency would have a major impact on performance of country's schools and increasing the attainment of children across the education system (Melchiory, 2015).

Low pay and poor infrastructure are major obstacles, but recent initiatives that emphasize professional growth, recognition, and community involvement offer encouraging ways to increase motivation. Supportive leadership, chances for career advancement, and participation in teacher associations all help to increase teachers' motivation. Governmental reforms and policies are essential for addressing systemic

issues and fostering an environment that supports motivated educators. Addressing teacher motivation remains a crucial part of achieving quality educational outcomes as Tanzania works to improve its educational system.

In Tanzania, teachers are recognized to play a significant role in providing quality education and imparting knowledge to the students (Davidson, 2008). Nevertheless, concerns about the teaching and teachers' quality persist. Among other things, lack of motivation among teachers is documented to result into poor teaching quality. According to Mark (2015) teachers face a number of challenges that significantly reduce their motivation including low salaries, heavy workloads, inadequate infrastructure, and poor working conditions.

1.3 Statement of the Problem

The academic performance of pupils in primary schools is a critical indicator of the quality of education in any country. In Tanzania, there is a noticeable disparity in academic performance between pupils in public and private primary schools. One of the underlying factors contributing to this disparity is the motivation of teachers. While private schools often boast higher academic achievements, public schools lag behind, raising concerns about the factors influencing these outcomes.

While there are various linkages between teachers' motivations and performance of teachers as well as performance of students, academic and citizenship performances, there is limited comparison of how teachers in public and private schools are motivated in Tanzania. The knowledge from previous studies has concentrated on

government schools especially secondary schools without comparing from private primary schools (Marry, 2005; HakiElimu, 2010; Akpan, 2013; Mosses, 2017). Also, despite the implementation of PEDP program in many areas of Tanzania including Bagamoyo district, it seems many teachers from government owned schools are still demoralized. This challenge attributes to undesired academic performance in government's schools. There has been limited knowledge on the comparative analysis of the types of motivations being applied by private primary schools that enhance their performance.

Therefore, this study sought to investigate the impact of teachers' motivation on the academic performance of pupils in public and private primary schools in Tanzania. By identifying the key factors influencing teacher motivation and their consequent effect on pupil achievement, this research aimed to provide insights and recommendations for policymakers, educators, and stakeholders to bridge the performance gap and improve the quality of education across the country.

1.4 Research Objectives

1.4.1 General Objective

This study intended to investigate the impact of teachers' motivation in selected public and private primary schools in Bagamoyo District.

1.4.2 Specific Objectives

Specifically, the study intended to address the following objectives;

i. To identify types of motivation available in primary school teachers in Bagamoyo district.

ii. To examine strategies employed to motivate primary school teachers in Bagamoyo district

iii. To investigate the impact of teacher's motivation on primary schools' pupils' academic performance.

1.5 Research Questions

This study was guided by the following research questions based on objectives.

i. What are the types of motivation available to primary school teachers in Bagamoyo district?

ii. What are the strategies used to motivate primary school teachers in Bagamoyo district?

iii. How do the teachers' motivations contribute on pupils' academic performance in Bagamoyo district?

1.6 The Significant of the Study

The findings of this study are very significant in number of ways. Firstly, the study contributes significantly to the existing pool of literature concerning the effect of teacher motivation on the student's performance in the country and points out the types of motivation/incentives to teachers.

Secondly, the study provides useful knowledge for education stakeholders including the government and policy makers about the challenges facing the public primary schools in motivating their teachers.

Thirdly, the empirical contribution of this study could be manifested in terms of uncovering specific strategies used by the private schools to motivate teachers that can be possibly adopted by the government owned schools to enhance the teacher's performance in primary schools in Bagamoyo district. Lastly, the comparison of strategies used by public schools from private schools could help to improve the motivation strategies offered by the public schools and set a benchmark of enhancing teachers' morale, readiness and desire to teach.

1.7 Conceptual Framework

This provides diagrammatical relationship between the dependent variable and independent variables used. In line with this study, the conceptual framework shows the impact of teachers' motivation on the pupil's academic performance using the diagram. The framework plots different drivers for teachers' motivation that include work, rewards, environment and profession. Work includes workload, and tasks, while rewards include all kind of on-job rewards for good behavior and punishment for bad behavior, and recognition. Environment depicts conduciveness of the working environment, facilities and leadership. This dictates the motivation for the teachers. On the other hand, profession constitutes career development and institutional development that influence teacher motivation. At the end, teacher motivation (Independent Variables) influences students' academic achievement (Dependent Variable), Figure 1.1 presents the conceptual framework.
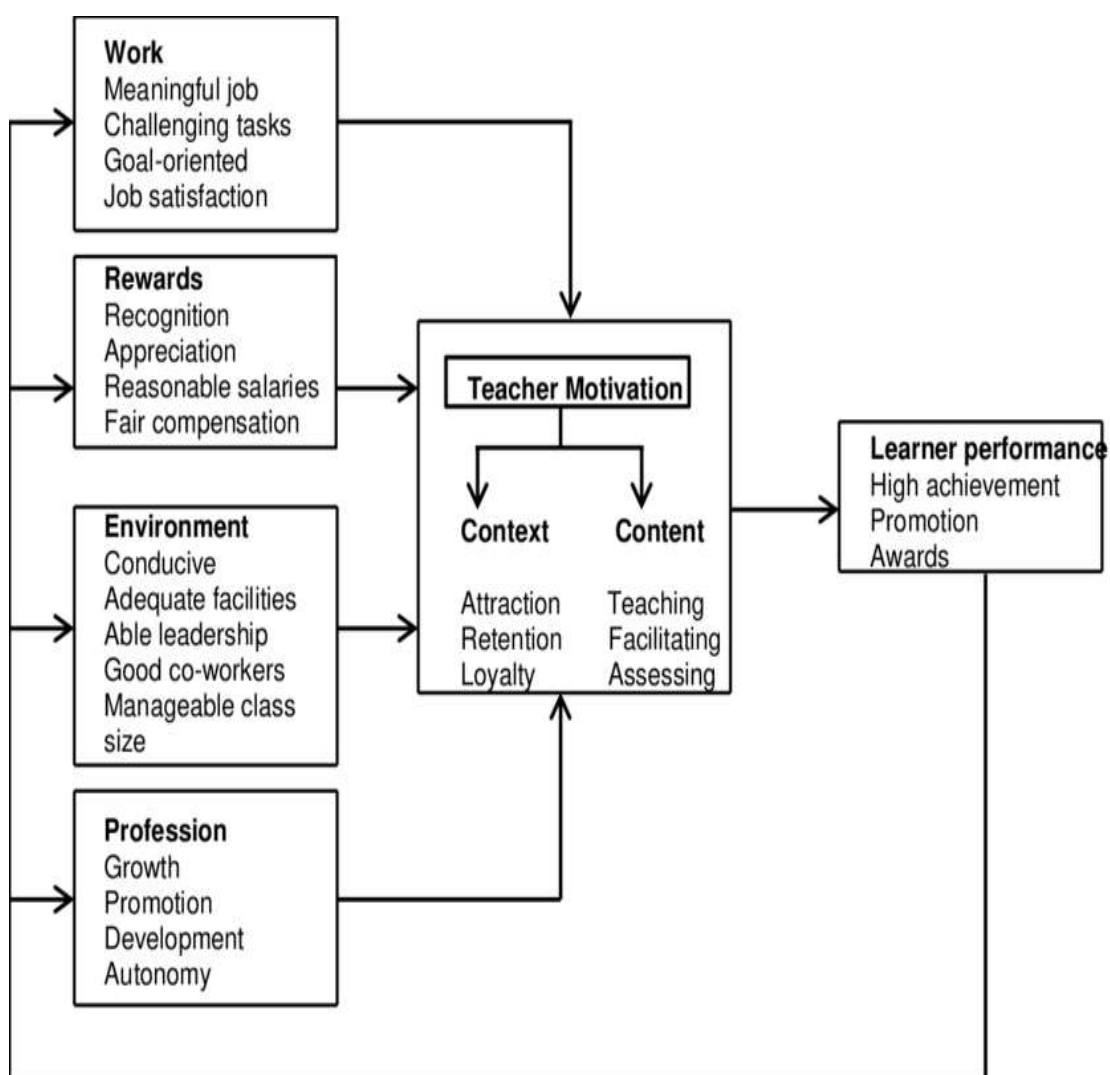
Figure 1.1: Conceptual framework showing teachers motivation (Independent Variable) and Pupils academic Performance (Dependent Variable)

1.8 Limitation of the Study

This study faced a number of limitations. Firstly, the first faced difficulty in interviewing some of the teachers and education officers since they were not available during the agreed time for interview due to other work responsibilities. This increased the costs for the study as well as the time. Hence, the researcher had to reschedule for the interviews and look out for another convenient time with the

respective teachers and education officers. Another limitation was that, some teachers also were not ready to participate in the study, so researcher had to resample other respondents.

1.9 Delimitations of the Study

The study on the impact of teacher motivation on public and private primary school pupils' academic performance in Bagamoyo district was guided by the following delimitations: Firstly, the study focused on selected primary schools within specific wards of Bagamoyo district, which include both urban and rural areas. This geographical limitation ensured a manageable scope and facilitated in-depth analysis. Secondly, the study involved a representative sample of teachers and pupils from the selected schools. The sample size determined the reliability and validity of the study. Lastly, the study focused on specific variables related to teacher motivation, such as salary, working conditions, professional development opportunities, recognition, and support. Other factors that might influence teacher motivation and pupil performance, such as cultural and socio-economic influences, were not the primary focus.

1.10   Scope of the Study

The study on the impact of teacher motivation on public and private primary school pupils' academic performance in Bagamoyo District was confined in the following areas: First, the research was conducted in selected primary schools across the district, representing both urban and rural settings. This provided a comprehensive understanding of the issue in diverse contexts within the country. Secondly, the study

involved a sample of primary school teachers, pupils, and school administrators from the selected schools. This included teachers from various grade levels to capture a wide range of experiences and perspectives. Thirdly, Academic performance was assessed using continuous assessment results and national grade four results leaving other measures. By defining the scope, the study aimed at providing a clear and focused analysis of the impact of teachers' motivation on pupils' academic performance in Bagamoyo primary schools, offering valuable insights and recommendations for stakeholders in the education sector.

1.11 Organization of the Study

This study is organized into six chapters. Chapter one provides the background of the study, points out the problem to be studied as well as the study objectives and research questions. It also presents the significance of the study and scope of the study. Chapter two reviews relevant literature on the teacher's motivation and its effects on the primary school pupils' academic performance. Chapter three presents the methodology that has been used to analyze and address the research objectives. Chapter four provides data analysis and presentation of the findings followed by chapter five that offers the discussion of the findings. Chapter six provides the conclusion on the study findings obtained.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the related literature on the impact of teachers' motivation on the primary school pupils' academic performance**.** The review covers both theoretical and empirical studies from developed countries, developing countries and from Tanzania. The empirical studies review revolves around the three objectives developed in chapter one.

The chapter begins by discussing the theory underpinning the study, overview of teachers' motivation, types of motivation available, strategies employed to motivate primary school teachers and the impact of teacher's motivation on primary school pupils' academic performance. The second part of the chapter covers empirical literature review. The chapter ends by revealing the knowledge gap.

2.2 Theoretical Review

2.2.1 Theories Related to the Study

Various motivational theories such as Maslow's hierarchy of needs, motivator– hygiene and the expectancy theories attempt to explain the factors within a person that energize, direct or stop behavior. These theories focus on specific things that motivate teachers that include, but not limited to attractive salary, good working conditions and friendly co-workers that seem to be important to most people. In general, for the purpose of this study Maslow's hierarchy of needs (1938-1943) was used as a theory guiding this study (Certo and Certo, 2006; Moshi, 2013).

2.2.2 Maslow's Hierarchy of Needs Theory

Maslow's hierarchy of needs presents human needs as arranged hierarchically ascending from the lowest to the highest including the physiological needs, security and safety needs, affiliation or acceptance needs, esteem needs and self-actualization. The needs are to be satisfied one after another from the bottom to the top as described here under physiological needs meaning basic and essential needs for survival of the human being such as food, clothes, houses and the likes. Thus, for those needs to be fulfilled teachers need adequate salaries and bonus. These psychological needs are called motivational drives. The next level is related with security or safety needs, which ensure protection of the teachers. In this aspect; safety, stability and absence of pain, threat or illness are all security needs. If teachers are motivated primarily by security needs, they value their job as the defense against the loss of basic needs satisfaction. Thus, to motivate teachers in this aspect there is a need to focus on fair rules, regulations, job security and fringe benefits (Certo and Certo, 2016; Melchiory, 2015).

Furthermore, affiliation needs imply the needs for friendship, love and a feeling of belongingness. They arise after physiological and security needs have been fulfilled. Educational officers can satisfy these needs by being supportive, emphasizing employee acceptance by co–teachers, extracurricular activities as well as group norms (Moshi, 2013). Furthermore, esteem needs comprise of both personal feeling of achievement and self–worth and recognition or respect from others (Certo and Certo, 2006). Teachers with esteem needs want others to accept them for what they are and to perceive them as competent and able. To motivate a teacher in this aspect,

one may emphasize on public rewards and recognition for services. Finally, self–actualization needs imply self–fulfillment. Teachers who strive for self–actualization experience acceptance of themselves and others and increased problem-solving ability (Moshi, 2013). Therefore, Maslow hierarchy of needs theory is great relevance to this study as it clearly points out necessary factors that can motivate teachers. Hence, this theory anchors theoretical part of this study.

2.3. Empirical Review of Literature

2.3.1 Types of Teacher Motivation available in Schools

The role of teacher motivation on the student performance cannot be overstated. One of the most important aspects of educational outcomes is the connection between instructors' motivation and students' performance. Enthusiastic and dedicated teachers produce positive learning environments for pupils. Their enthusiasm frequently shows in creative teaching strategies, raised student interest, and eventually improved academic performance. The motivation of teachers has a major influence on students' overall performance, so it is important for educational research and policy development to understand and support teachers' motivation. Different studies have been done on the subject area; Kuchava and Buchashvili (2016) used cross sectional research design to examine the motivational factors in public and private sector in higher education institution. The case study was done in International Black Sea University. Random sampling technique was used to draw a sample of 90 respondents and structured questionnaire was used to collect information from the sampled respondents. Data were analyzed descriptively. Findings revealed different types of motivation used that include promotion,

appreciation, recognition, salary increase, leave on duty, and location of workplace and job feature.

Ehimen and Ajonbadi (2014) examined different types of motivation utilized by the managers in motivating employees in education sector in Nigeria. The study employed structured questionnaire to collect information from the respondents. A sample size of 134 respondents was drawn randomly. The findings revealed that the most significant motivation types include job security, promotion, financial benefits and medical care.

Orko (2014) examined the impact of teacher motivation on academic performance of students. The study used quantitative approaches for data collection and data analysis. Structured questionnaire was used to analyze the data. Findings revealed that different types of motivation are available to teachers that include work environment, profession freedom, teacher education and profession development, teacher's salaries, negotiations and development.

2.3.2 Strategies used to Motivate Teachers

Ristic et al (2017) used cross sectional research design to examine the employee motivation strategies and creation of supportive work environment in societies of post-socialist transformation. Structured questionnaire was used to collect information from 455 sampled respondents from different education profession from Serbia. Data analysis was conducted using descriptive statistics, t-tests and ANOVA approach. Findings revealed that strategies used to motivate teachers include high

salary, opportunity for personal development, better health insurance, opportunity for their children to study in their schools free of charge.

Makorere and Mrisha (2019) conducted a study to examine the approaches and challenges in motivating Education staff in Tanzania using the case study of Morogoro municipal. Convenient sampling technique was used to withdraw a sample of 55 respondents from Education sector. The study employed structured questionnaire to collect the information and descriptive statistics to analyze the data. Findings revealed that strategies used to motivate employees in Education sector include free lunch, free housing facilities, health facilities and cash facilities. On the other hand, findings revealed that challenges in employee motivation include limited funds, poor management skills, different worker aspirations desires, poor government motivation and evaluation criteria, political intervention and limited motivation authority.

Ristic et al. (2017) used cross sectional research design to examine the employee motivation strategies and creation of supportive work environment in societies of post-socialist transformation. Structured questionnaire was used to collect information from 455 sampled respondents from different education profession from Serbia. Data analysis was conducted using descriptive statistics, t-tests and ANOVA approach. Findings revealed that strategies used to motivate teachers included high salary, opportunity for personal development, better health insurance, opportunity for the children to join their schools free of charge. Mark (2015) employed a descriptive survey research design to examine the factors influencing teacher's motivation and

job performance in public secondary schools in Kibaha district. Random sampling and purposive sampling approached were used to select the sample size. Structured questionnaire and interviews were used to collect information from respondents. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed using thematic analysis. Findings revealed that motivation of teachers in Kibaha District was affected by factors such as unfavorable policies on Education, low salaries, poor working conditions, delays in promotion and negative perception by the community towards teaching.

Nawaz and Yasin (2015) examined the determinants of motivation in teachers using the cross-sectional research design. The study employed structured questionnaire to collect information from the respondents. Stratified random sampling was used to draw 136 teachers. Descriptive statistics and regression approaches were used to analyze the data. Findings revealed that teachers were motivated by several factors that include good prompt salary, friendly environment, presence of staff rooms, small class size, less distance from school, unbiased appraisal, positive behaviors of students and availability of learning resources. Naomi (2011) employed a cross sectional research design to examine the motivational strategies and its impact on productivity among the airport's employees in Ghana. The study used random sampling approach to draw a sample of 80 respondents from the total population. Structured questionnaire was used to collect data and analysis was accomplished using frequencies and percent distribution. Findings from the study revealed that strategies used to motivate employees included good wages, opportunity for

advancement, job security, good working conditions, and interesting challenging work.

2.3.3 Impact of teacher's motivation on pupils' academic performance

On the impact of teacher motivation on academic performance, several studies have been conducted. Tastan et al. (2017) employed a cross sectional research design to examine the impact of teacher's efficacy and motivation on the student's academic performance among secondary and high school students pursuing science subjects in Iran and Russia. Random sampling technique was used to draw the sample size of 790 students from secondary and high school. Data was analyzed using descriptive statistics, correlation and regression. Findings revealed that teacher's efficacy and motivation have significant effect on the student's academic performance in Iran and Russia. Barbieri et al. (2016) examined the teacher's motivation and student's learning in secondary schools in Italy. The study used secondary data for lower secondary for three years from 2007/08 to 2009/10. Ordinary least square (OLS) regression and instrumental variable (IV) techniques were employed for analysis. The findings revealed that teacher's motivation had positive significant effect on the student's academic performance.

Paul (2018) employed a cross sectional mixed research design with both quantitative and qualitative methods for data collection and analysis to examine teacher's motivation and student's academic performance in Kwapa sub-county in Uganda. Simple random sampling technique was used to withdraw a sample of 161 teachers. The study used structured questionnaire, interviews and focus group discussion for

data collection. Analysis was carried out using descriptive statistics, correlation and thematic analysis. Findings revealed that teacher's motivation had positive effect of student's academic performance. Lastly, Mathew (2017) used cross sectional research design to examine the effect of teacher's motivation to student's academic performance in Kinondoni municipality. The study used interviews and focus group discussions to collect information from the respondents. Data analysis was done using thematic analysis. Findings revealed that teacher's motivation had positive impact on the student's academic performance.

2.4 The Synthesis of Literature Review and Research Gap

The present chapter reviewed literature concerning the influence of teacher motivation on the pupils' academic achievements. Under the theoretical review, the study employed the Maslow's hierarchy of needs as the main anchor in explaining the relationship between motivation and achievements. The theory presents human needs as arranged hierarchically ascending from the lowest to the highest including the physiological needs, security and safety needs, affiliation or acceptance needs, esteem needs and self- actualization. The fulfillment of these needs increases teacher motivations and promotes the students' academic achievements. The study also reviewed a number of empirical studies that have been conducted elsewhere and confirm that there are different types of motivation to teachers, and that there is evidence of improvement in students' academic achievements through teachers' motivations. Despite the importance of motivations on primary school's education's performance, the existing situation in Tanzania indicate that many primary schools' teachers in public schools operate with several motivational challenges (Ngimbudzi,

2009; Akpan, 2013). In Tanzania, many studies on teachers' motivation have placed emphasis on rural secondary schools ignoring the experience of primary schools (Also, the available knowledge from other areas or countries cannot be generalized to explain the situation or problems in primary schools of Bagamoyo district, because motivation strategies are influenced with country's policies, laws and programs.

They are also motivated by local policies and environments. Such Knowledge must be field and institutional specific. In addition, based on the reviewed theoretical and empirical literatures on motivation of teachers and the performance of public-school students, previous studies examined these issues separately. This study sought to fill this gap by examining the types of motivations available in the public and private primary schools, to examine the strategies employed to motivate primary school teachers, and to examine the impact of teacher motivation on primary school pupils' academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the systematic theoretical analysis of the methods applied to a field of study or the theoretical framework associated with a branch of knowledge (Saunder et al., 2003). This chapter describes how the study was conducted: Approach, research design, description of the population, sample size and sampling procedures, research instrument for data collection and analysis, validity, reliability, and ethical considerations.

3.2 Research Approaches

This study used mixed approach that involves both qualitative and quantitative methods for data collection and analysis (Kothari, 2009). The study chose a mixed approach as the researcher intended to acquire in-depth analysis of issues related to motivation and how teacher's motivation contributes to academic performance in primary schools in Bagamoyo district.

3.2.1 Qualitative Approach

This study used qualitative approach for data collection and analysis on the one end. This involved the use of open-ended questions that provided the respondent with the room to explain in depths about the asked questions. Under this approach, the study used the interview guide to collect the information from the teachers and the education officers. This approach helped very much to obtain deeper understanding,

attitudes, and perceptions on the teacher motivation on student academic performance.

3.2.2 Quantitative Approach

This study also used quantitative method for data collection and analysis. This involved the use of questionnaire with mostly closed-ended questions. The questionnaires were administered to the students. The instrument helped quantify the impact of the teachers' motivations on the students' academic performance.

3.3 Research Design

Research design is the arrangement of condition for collection and analysis of data in manner that aims to combine relevance to the research purpose with economy in procedure or a detailed blue print used to guide a research study towards its objectives (Kothari, 2009). This study employed cross-sectional research design that constitute of collecting primary data at a single point in time. The advantage of using cross-sectional research design is that it usually provides consistent information during the same time (Saunder et al., 2003).

3.3.1 Cross-sectional Research Design

Cross- sectional design was used in the current study since the study intended to find out participants' views on the impact of teachers on the students' academic performance. According to Wang and Cheng (2020), cross-sectional studies' primary advantage is their affordability and speed of execution. They can investigate the relationships between various exposures and outcomes. Also are the most effective

method of determining prevalence. There are rarely ethical issues because the subjects are not purposefully exposed or treated. Many cross-sectional researches are conducted using interviews or questionnaires. It provides a snapshot of a population at a single point in time. This is useful for understanding the status or prevalence of a phenomenon, condition, or behavior within a specific population.

3.4 Study Area

The general objective of this study was to examine the impact of teacher's motivation on primary school pupils' academic performance in Bagamoyo District Council, Tanzania. The motive for selecting Bagamoyo district was because it had good performance in primary schools. Statistics show that primary school leaving education performance for Bagamoyo district at the time of this study was 87.81 percent (URT, 2018). Therefore, 11 primary schools out of 38 primary schools found in Bagamoyo were selected in this study for data collection. Both public and private schools were involved.

Figure 3.1: Map of Bagamoyo district
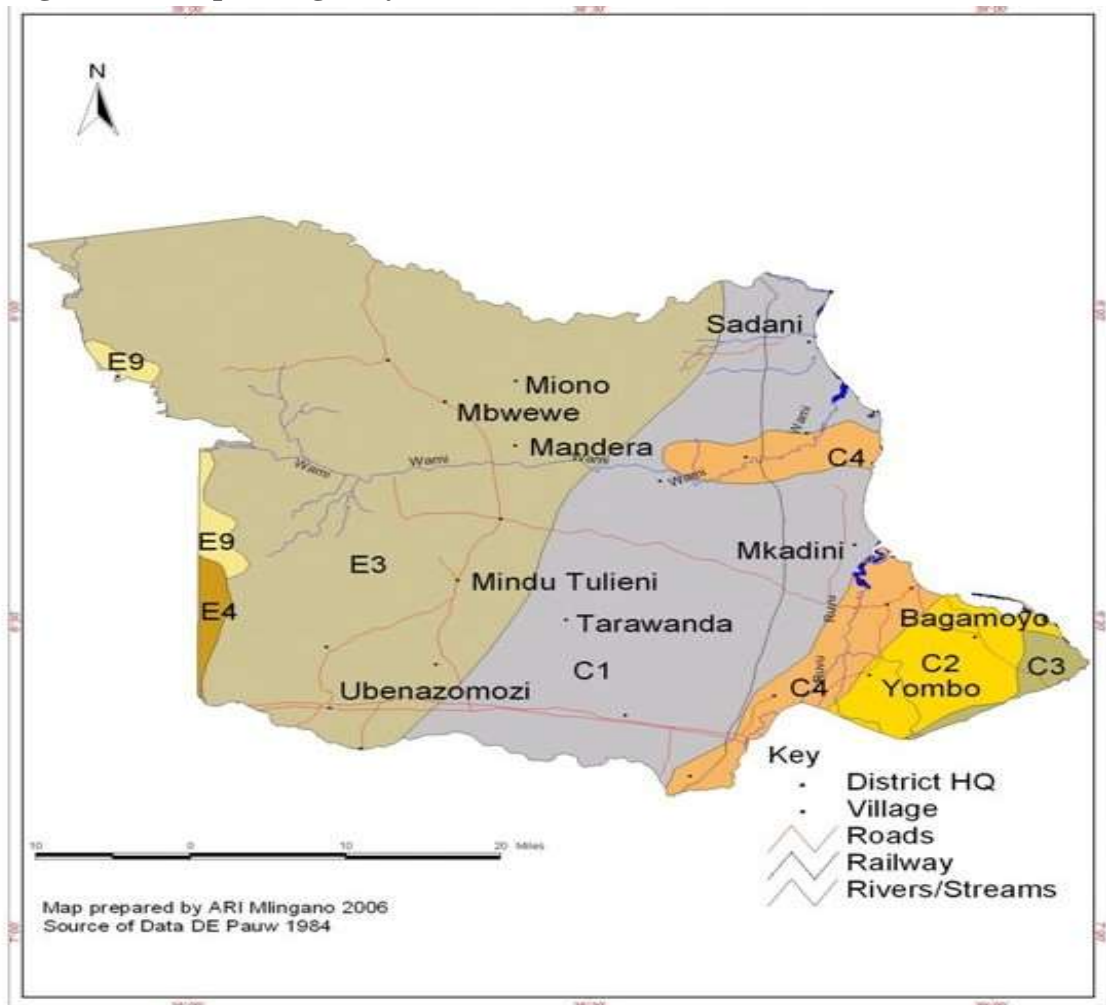
3.5 Population, Sample and Sampling Technique

3.5.1 Population

Population refers to all people or items with the characteristics that one wishes to study (Kothari, 2009). The study targets involved all schools, all-District Education Officers, Head of schools and primary school teachers in Bagamoyo district.

3.5.2 Sample Size

Sample size refers to the number of items/people to be chosen from the target population (Kothari, 2009). This means that it is a subset of the population that you

are working on. It has to be representative. The sample size for this study was at least 171 respondents as described by Table 3.1.

Table 3.1: Sample size

	Category	Respondent(s)
1	Education officers	11
2	Head of schools	10
3	Teachers	86
4	**Total sample**	**171**

3.5.3 Sampling Techniques

Both probability and non-probability sampling procedures were used in this study. Initially, simple random sampling was used to select 11 primary schools out of 38 primary schools in Bagamoyo district. To select teachers, the following steps were adopted. Acquisition of the list of teachers at district education office; each teacher was assigned a unique number to avoid biases, with a lottery method; respondents was selected in selected schools. The number was placed in a bowl and thoroughly mixed. Then a blindfolded researcher selects "N" letters representing the whole population that was to say every individual has equal chance to be selected. Lastly, the teachers whose name appeared on the picked pieces of paper was requested to appear for answering the questionnaire.

In addition, the non-probability sampling specifically purposive was used to select key informants and subject matter specialists. These were from education leaders: District Education Officer (DEO), Head of schools and Ward Education Officers (WEOs).

3.6 Data Collection Methods and Instruments

Data for this study were obtained through different instruments including documentary review, questionnaires, and interviews. Primary data was collected through questionnaires and interviews, while secondary data was collected through documentary review. The questionnaire was used to collect the quantitative data, while interview approach was used to collect qualitative data, and documentary review was used to collect secondary data that was used to complement primary data.

3.6.1 Documentary Review

Secondary literature of related studies, reports and books were reviewed to form a base for setting appropriate yardsticks or measurements (Kiura and Munga, 2012). In research, a documentary review entails the methodical examination of already-existing records, documents, or materials pertaining to the subject of the study. These resources may consist of written, graphic, or audio content. It offers insightful information, historical context, and proof, all of which are crucial for researchers as they develop theories, fill in knowledge gaps, and bolster their claims. This approach was used to collect enough information about the study because it helped deepen the understanding of the topic better before the data collection from the field. Table 3.2 indicate a Documentary schedule conducted,

Table 3.2 Documentary Schedule

Week	Activities
1	Define objectives and scope of the review
	Identify key search terms and databases
	Conduct preliminary searches
2	Collect relevant studies and documents
	Conduct full-text review of selected documents
	Extract key data and information
3	Organize extracted data systematically
	Analyze extracted data for common themes and findings
	Begin drafting review report
	Prepare final version of the review report

3.6.2 Questionnaires

Questionnaires were used to collect primary data from primary school teachers. Both open and closed ended questions were used to collect data. The use of questionnaires reduced biases, as there is a uniform format of questions presentation and no personal influence of the researcher (Saunder et al, 2003). The reason for using questionnaire included the fact that it is easy to administer, it is cost effective, and it can be administered to large group over the short time period. In terms of administration, the questionnaire was self-administered to teachers using the hard copy. The respondents for questionnaire were teachers, who were capable of answering questions without the influence of a researcher.

3.6.2.1 Administration of the questionnaires

Questionnaires were provided to teachers; they would fill in and the researcher would pick them after they have been filled. This method increases confidence and avoids researcher's biases (Trochin, 2006). The questionnaire was drafted in English language. The same was not translated in Kiswahili language because most of primary schools' teachers are somehow competent with English language. The

questionnaires were designed with three types of rating scales. Firstly, the Likert Scale with five-points rating (1 to 5) was used. Such points included 1 to refer to Strongly Disagree, 2 to refer to Disagree, 3 to refer to Neutral, 4 to refer to Agree, and 5 to refer to strongly agree. Secondly, binary scale with two rating statements mainly 1=Yes, 2=No was also used to capture data that respond to research objectives. Thirdly, interval scale was also used to measure data that are in interval form such as age of respondents.

3.6.3 Interviews

Interview was used to collect additional primary data from education administrators and subject matter specialists. Also, in this study, semi-structured interviews were administered**.** Specific data included; monetary and non-monetary motivations and incentives, guidelines and strategies for motivating teachers. In this study, 20 interviewees were engaged and this number was sufficient for selected sample for this study because it is suggested by qualitative researchers that the number of key informants must not be too many or very few to obtain sufficiently and saturated results because of their availability and detailed information required (Kothari, 2009; Kothari and Carg, 2015). Semi-structured interviews are preferred because they are flexible and give a chance for the researcher to probe (Saunder et al., 2003). In addition, interviews have strength that they offer clarification and provide credible results. Moreover, interviews have a merit of flexibility and guarantee safety of data since it is the interviewer who records and stores the data (Trochin, 2006; Kothari and Carg, 2015). All the interviews were conducted by the principal researcher himself using the interview guides.

Interviewing heads of primary schools about the impact of teacher motivation on pupils' academic performance provided valuable insights into the educational environment. The questions were based on specific objectives of this study. The questions focused on types of motivations available for teachers, strategies used to motivate teachers and the impact on the pupils' academic performance. These questions aimed to cover various aspects of the issue, providing a comprehensive understanding of how teacher motivation influences pupils' academic performance.

3.6.3.1 Administration of the Interview

Interview was administered to the key informants who included head of schools, and education officers. The researcher conducted the interviews herself using the interview guide, which is semi-structured. The interviews were recorded using tape recorder and took an average of 45 minutes to one hour. Furthermore, the audios recorded were transcribed and then translated into English to aid data analysis.

3.7 Data Analysis Procedure

Data analysis refers to the examining what has been collected from the survey and making deduction and inference (Trochin, 2006). In this study, both quantitative and qualitative methods for data processing and analysis were used. Quantitative analysis involved descriptive statistics mainly frequency distribution, cross-tabulation and computation of means on motivation levels. The data analysis was done by the help of data analysis tool known as Statistical Package for Social Sciences Software (SPSS). The primary data set collected through interviews and documentary reviews; was processed through content analysis specifically; the field notes writing, memo

and summarization of key findings based on identified themes. Since this study used deductive approach, to determine compliance or consistency the results were gauged against the best practices, standards, or chosen requirements.

3.8 Validity and Reliability of Data Collection Instruments

3.8.1 Validity

The validation of the instruments refers to the quality of the data gathering instruments or procedures that measure what they are supposed to measure. To ensure the validity of the information gathered, the study organized the pre-test of the research instruments and ensured appropriate respondents (Kothari, 2009). Therefore, the study carried out pilot survey and used the findings to improve the questionnaires and interview guides.

3.8.2 Reliability of the Instruments

Reliability is the extent to which a test or procedure of data collection yields similar results under similar, conditions on all occasions. There are several devices for checking reliability in scales and tests such as re-test, alternative forms methods or split half method. In this study, reliability of this study was ascertained by pre-testing the instruments before going to the field. This was attained through calculation of the reliability test namely Cronbach Alpha. An acceptable and reliable Cronbach alpha ranges between 0.7 and 0.95 (Saunder et al, 2003). After a pre-test study, some of the research instruments were revised and improved to ensure their reliability.

3.9 Ethical Issues Consideration

Ethical issues were highly considered throughout the study. Once the research clearance letter was obtained from the Open University of Tanzania (OUT) and authorization obtained from the Regional Administrative Secretary (RAS) or District Administrative Secretary (DAS) respectively, all participants' rights and confidentiality was observed (Saunders et al., 2003). Respondents were briefed in advance about the research purpose. i.e., this research work is for academic purpose therefore provisions of assurance of confidentiality and anonymous were made. To attain both verbal and written responses, consents were requested from respondents. Prior to the main survey, the study conducted the pilot survey to test the research instrument. The pilot study was carried out in a different single school that was not part of the main sample whereby some students and teachers were selected for the pilot. The answers from the pilot study was then used to improve the research instrument and ensure it suffice the needs of the study. Therefore, the confidentiality was adhered to by using the information collected only for the purpose of this research; no information was released contrary to research ethics.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter provides the presentation, analysis and comparison of the results against the factual best practices: theories, requirements, standards or laws. Therefore, the overall framework was used to identify threats to teachers' motivation in primary schools for continuous delivery of education and development. The data presentation and analysis mainly in frequency distribution are organized as characteristics of respondents, factors of motivation, strategies of motivation and the impact of motivation on primary school education. For each research objective and for each variable, the interpretation and conclusion of results are provided.

4.2 Respondents Characteristics

4.2.1 Distribution of respondents by Wards

This section presents the distribution of the respondents by wards. Five wards were involved in the study. Figure 4.1 presents the distribution of respondents by their respective wards.
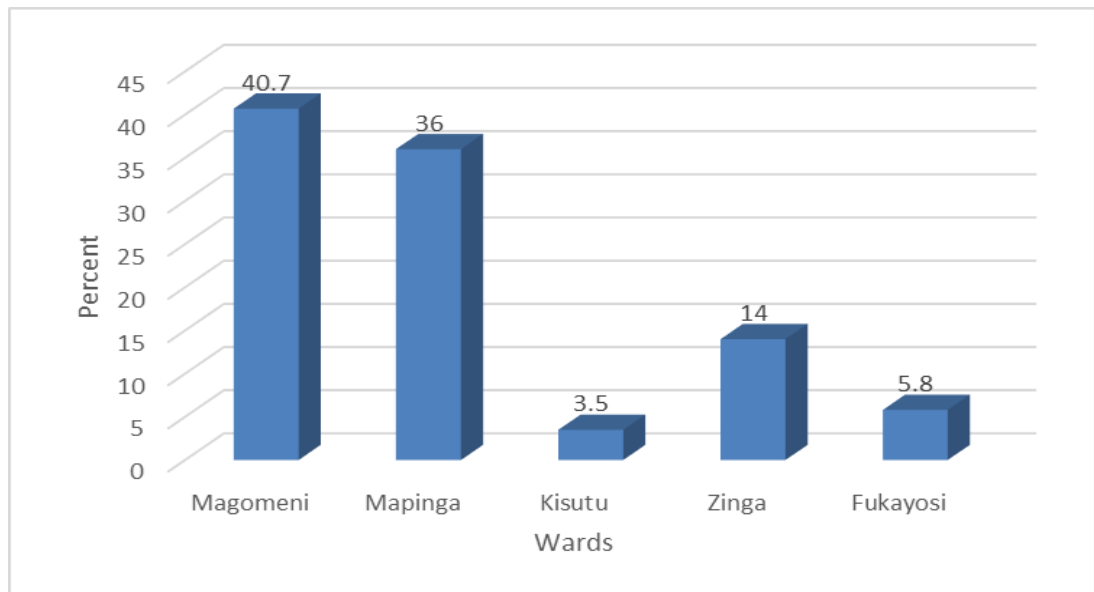
Figure 4.1: Distribution of Respondents by Ward (Source: Field Data)

Findings reveal that around 41% (n=35) of the respondents were residing in Magomeni ward, followed by 36 %(n=31) who were residing in Mapinga ward. Findings further show that around 14 %(n=12) of the respondents came from Zinga ward while only 5.8 %(n=5) and 3.5 %(n=3) of the respondents were residing in Fukayosi and Kisutu wards respectively.

4.2.2 Distribution of respondents by school

This section presents the distribution of the respondents by the schools they were working. Eleven primary schools were selected for the study. Table 4.1 presents the distribution on respondents by primary school.

Table 4.1: Distribution of Respondents by School

	Frequency	Percent
Majengo	8	9.3
Jitegemee	10	11.6
Marian	10	11.6
Kiharaka	11	12.8
Mtamabani	11	12.8
Joyful	9	10.5
Mwanamakuka	7	8.1
Aimee	3	3.5
Mtakuja	5	5.8
Kondo	6	7
Zinga	6	7
Total	86	100

Source: Field Data

Findings show that 12.8 %(n=11) of the respondents were from Kiharaka and Mtambani primary schools each. Findings further show that 11.6 %(n=10) of the respondents were from Marian and Jitegemee primary schools each. It is further observed that 10.5(n=9) of the respondents were from Joyful primary school followed by 9.3 %(n=8) and 8.1 %(n=7) of the respondents from Majengo primary school and Mwanamakuka primary school respectively. The distribution of the remaining sample was from Mtakuja primary school 5.8 %(n=5), Aimee primary school 3.5 %(n=3), Kondo primary school 7 %(n=6) and Zinga primary school 7 %(n=6).

4.2.3 Type of Primary School

This section presents the type of schools the respondents were working. Both public and private primary schools were involved. The selection of both public and private primary schools were made to obtain a comparative analysis of types of motivations available. Figure 4.2 presents the distribution of the respondents by the type of school.
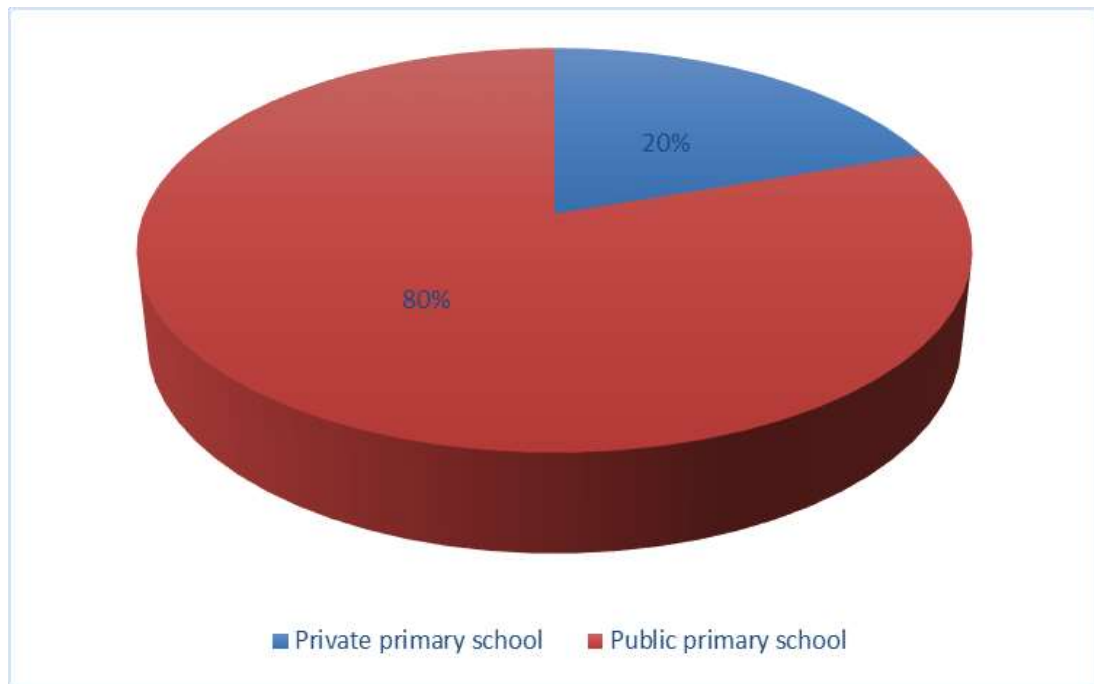
Figure 4.2: Distribution of the respondents by type of school

Source: Field Data

Findings show that 80 %(n=69) of the respondents were from the public primary schools while the remaining 20 %(n=17) came from the private primary schools.

4.2.4 Demographic Information

This section presents the demographic information of the respondents that includes age, sex, marital status, education level, job position and experience. Demographic data, such as age, gender, income, education, and ethnicity, provide a comprehensive understanding of the study population. This helps in identifying and describing the characteristics of the sample or population being studied. Table 4.2 presents the Demographic Information of the respondents.

Table 4.2: Demographic Information

Study variables		Frequency	Percent
Position	Teaching	79	91.9
	Management	7	8.1
	Total	86	100
Age group	18 up to 29 years	26	30.2
	30 up to 39 years	40	46.5
	40 up to 49 years	14	16.3
	40 up to 49 years	6	7
	Total	86	100
Sex	Male	39	45.3
	Female	47	54.7
	Total	86	100
Education level	Certificate	23	26.7
	Diploma	32	37.2
	Degree	31	36
	Total	86	100
Marital Status	Single	40	46.5
	Married	44	51.2
	Divorced	1	1.2
	Separated	1	1.2
	Total	86	100
Job Experience	Less than one year	8	9.3
	From 1 year up to 2 years	11	12.8
	From 3 years up to 4 years	15	17.4
	Five years and above	52	60.5
	Total	86	100

Findings show that around 92 %(n=79) of the respondents were in teaching role while the remaining 8 % (n=7) were in management role. Findings further show that 46.5% (n=40) of the respondents were aged 30 to 39 years followed by 30 %(n=26) of the respondents who were aged 18 to 29 years. It is further observed that around 16% (n=14) of the respondents were aged 40 to 49 years, while the 7% (n=6) percent were aged 50 to 59 years. This finding indicates that most teachers were still young and energetic, and in turn can contribute significantly to the performance of the schools.

In terms of gender, findings show that around 55% (n=47) of the respondents were female while the remaining 45% (n=39) were male. This indicates that there were more female teachers than male counterparts. It is further learnt from the findings that around 37% (n=32) of the respondents have attained Diploma education level followed by 36% (n=31) who have Degree while the remaining 27% (n=23) of the respondents had attained Certificate education. On marital status, the findings reveal that majority of the respondents were married 51.2% (n=44) followed by those who were single 46.5% (n=40), divorced 1.2% (n=1) and separated 1.2% (n=1). With respect to job experience, findings reveal that 60.5% (n=52) of the respondents had 5 years and above of job experience followed by 17.4% (n=15) with 3 to 4 years of job experience, 12.8% (n=11) with 1 to 2 years of experience and remaining 9.3% (n=8) with less than 1 year of job experience. This finding provides an implication that majority of the respondents were experienced teachers who could provide very useful feedback regarding teacher's motivation and pupils performance.

4.3 Types of Motivation to Primary Schools Teachers

This section discusses different types of motivation to primary school teachers in Bagamoyo district. Several studies about "Motivation and Job Satisfaction among school teachers in Tanzania have indicated that the major factors attributing to motivation: salary and wages, house allowance, transport allowance, pension benefit, loan schemes, recognition, health and safety schemes, protection schemes, employment security, training and development and quality of management. This implies that there are different types of motivations as well.

4.3.1 Workload and Challenges

The study examines the first type of motivation under the workload and challenges. Under this section, teachers are being provided with motivations with regard to the workload and challenges. Table 4.3 presents the workload and challenges type of motivation to the primary school teachers in Bagamoyo District.

Table 4.3: Perceptions on the motivations related to workload and challenges

Workload and challenges	Very weak	Weak	Fair	Strong	Very strong
Teachers are supported with transport resources	72.1	10.5	14	3.5	
Neighborhood houses or accommodation	33.7	40.7	12.8	11.6	1.2
Access to resource centers and training resources	7	30.2	54.7	7	1.2
Awareness of large class size management	9.3	23.3	36	24.4	7
Active learning and students' assessment	4.7	5.8	44.2	39.5	5.8
Availability of non-school duties of teachers	5.8	27.9	54.7	9.3	2.3
Class room support from some community members	5.8	40.7	43	8.1	2.3
Application of new teaching methods	4.7	10.5	41.9	39.5	3.5
Remuneration and Incentives	11.6	41.9	32.6	10.5	3.5
Satisfaction with remuneration (salary)	3.5	14	48.8	14	19.8
Availability of social enterprise initiatives including micro-finance solidarity-SCCOS	11.6	18.6	54.7	15.1	
Availability of monetary and non-monetary contribution	14	24.4	51.2	9.3	1.2
Availability of bonus scheme	19.8	38.4	32.6	7	2.3
Availability of personal income generating activities	4.7	41.9	36	17.4	
Health Insurance	8.1	16.3	33.7	26.7	15.1
Availability of microfinance products	10.5	22.1	50	11.6	5.8
Availability of fair payment and promotion	14	25.6	46.5	12.8	1.2

Source: Field Data

Findings show that around 83% (n=71) of the respondents rated the weak support of teachers with transport facilities in Bagamoyo district. This indicates that to the large extent many teachers were not supported with transport resources. Findings further show that about 74% (n=64) of the respondents rated weak support with accommodation facilities in Bagamoyo district. Therefore, to large extent the accommodation resources were inadequate. In addition, this rating level exhibits the challenge of transport. It is further observed that 37.2%(n=32) of the respondents rated access to resource centers and related training resources as being weak, while 54.7%(n=47) of the respondents reported fair or undecided. These responses suggest ineffectiveness of the available physical resources. Therefore, the incentives of the resource centers had not been fully recognized to support teachers' capacity building and their career development.

On the size of the class, findings show that around 32.6% (n=28) and 36% (n=31) of the respondents rated weak and neutral about awareness of large class size management respectively. Therefore, majority of teachers at primary school level were either not aware or neutral about awareness of how to manage large class size. It is also revealed that 45.3% (n=39) of the respondents rated strong active learning and student assessment as another type of motivation. This indicates that teachers were motivated when there was active learning and student assessments. Furthermore, majority of the respondents 54.7% (n=47) have remained neutral about availability of non-school duties as a motivation to teachers followed by 33.7% (n=29) of the respondents had experiences of weak availability of non-school duties. This implies that non-school duties do not motivate primary school teachers.

With respect to the classroom support from the community, findings show that 46.5% (n=40) of the respondents indicated weak support, 43.0% (n=37) of the respondents were undecided or indifferent. This implies that primary school teachers in Bagamoyo district were not motivated by the classroom support from the community. Findings further show that 43% (n=37) of the respondents revealed strong application of new teaching methods as another type of motivation while 15.1% (n=13) of the respondents indicated weak application of new teaching methods and 41.9% (n=36) of the respondents were not sure about the practice.

Another type of motivation is satisfaction with remuneration and salary. Findings reveal that 53.5% (n=46) of the respondents indicated being unsatisfied with remuneration and salary while 32.6% (n=28) of the respondents indicated neutral. This implies that most of the teachers in Bagamoyo district were still not yet motivated by the respective remunerations and salary. Although 30.2% (n=26) of the respondents indicated weak availability of social enterprise initiatives including microfinance solidarity, SACCOS, 54.7% (n=47) and 15.1% (n=13) of respondents provided fair and strong availability respectively. This means that there was weak availability of the social enterprise's solidarity such as microfinance.

As learned from Table 4.3, 38.4% (n=33) of respondents reported weakly availability of monetary and non-monetary resources. On the other hand, 51.2% (n=44) provided fair contribution of monetary and non-monetary resources while only 10.5% (n=9) of the respondents reported strongly on the availability of monetary and non-monetary contributions. This means that availability of both monetary and non-monetary was

very low. Findings show that 58.1% (n=50) of the respondents rated weak availability of bonus scheme. Also, 32.6% (n=28) indicated fair availability of the bonus scheme. It is also observed that 46.5% (n=40) of the respondents indicated weak availability of personal income generating activities among teachers Bagamoyo district. This means that there was poor availability of bonus schemes and personal income generating activities.

On the other hand, findings reveal that 41.8%(n=36) of the respondents have reported strong availability of health insurance in Bagamoyo district while 33.7%(n=29) rated fair availability of health insurance, the health insurance is strongly on development direction. Findings also show that 32.6% (n=28) of the respondents reported weak availability of microfinance products while 50.0% (n=43) of the respondents indicated fair availability of the microfinance products and 17.4%(n=15) of the respondents reported strong availability of microfinance products. Therefore, majority of the respondents bunched to the left with weak responses. As depicted from Table 4.3 findings show that 39.5% (n=34) of the respondents reported weak availability of the fair payment and promotion. On the other hand, 46.5% (n=40) of the respondents reported fair availability of the payment and promotion. Generally, responses bunched to the left with weak availability of the payment and promotion of teachers.

4.3.2 Recognition

Another type of motivation to the primary school teachers is recognition. Teachers need to be recognized in different ways. Table 4.4 presents the perceptions of the respondents regarding the recognition.

Table 4.4: Perceptions on recognition

Recognition	Very weak	Weak	Fair	Strong	Very strong
Social respect of teachers	7	14	34.9	37.2	7
Rewards of specific behaviours: leadership and teamwork spirits	8.1	19.8	30.2	34.9	7
Teachers are treated as equal partners and professionals	7	22.1	33.7	29.1	8.1
Code of conduct of teachers at school and outside of school	3.5	5.8	39.5	41.9	9.3
Availability of fairs or community recognition activities	2.3	19.8	47.7	27.9	2.3
Training of teachers on professional ethics	5.8	23.3	50	17.4	3.5
Mentoring from experts	10.5	18.6	46.5	17.4	7

Source: Field Data

Findings from Table 4.4 reveal that 44.2% (n=38) of the respondents reported that there was strong social respect for teachers. Findings further reveal that 41.9% (n=36) of the respondents rated strong rewards of specific behaviors such as leadership and teamwork while 37.2% (n=32) of the respondents reported strongly that teachers are being treated as equal partners and professionals.

It is further observed that 51.2% (n=44) of respondents reported strongly that another motivation under recognition is the code of conduct of teachers at school and outside school. On the other hand, 30.2% (n=26) of the respondents rated strong availability of fair or community recognition for teachers while 20.9% (n=18) of the respondents indicated full compliance of training of teachers on professional ethics. Findings also show that 24.4% (n=21) of the respondents reported strongly on mentoring from experts. Therefore, these results summarize that type of motivation that perform well under recognition is the code of conduct for teachers at school and outside school

and strong rewards for specific behaviours. However, mentoring from experts and availability of fair or community recognition for teachers were found to perform poor.

4.3.3 Accountability

This section presents various type of motivations to the primary school teachers that fall under accountability. Table 4.5 presents the perceptions of the respondents regarding the types of motivation that fall under accountability.

Table 4.5: Perceptions on Accountability

Accountability	Very weak	Weak	Fair	Strong	Very strong
Availability of accountability and supportive role among teachers	3.5	10.5	33.7	45.3	7
Empowerment of school management committee	3.5	10.5	46.5	30.2	9.3
Inspecting role by teachers	2.3	11.6	37.2	40.7	8.1

Source: Field Data

Findings from Table 4.5 shows that 52.3% (n=45) of the respondents have agreed strongly on the availability of accountability and supportive role among teachers in Bagamoyo district. It is further observed that 48.8% (n=42) of the respondents have agreed strongly on the inspecting role of teachers in Bagamoyo district. Also, 39.5% (n=34) of the respondents have strongly agreed on the empowerment of school management committee. These findings imply that availability of accountability and supportive role among teachers perform better under this category while empowerment of school management committee perform comparatively poor. More needs to be done regarding the empowerment of school management committee in primary schools.

4.3.4 Career Development

This section discusses various types of motivation to the primary school teachers in Bagamoyo district under the category of career development. Table 4.6 offers perceptions of the respondents on the motivations to primary school teachers under career development.

Table 4.6: Perceptions on Career Development

Career Development	Very weak	Weak	Fair	Strong	Very strong
Availability of professional development scheme	7	19.8	33.7	37.2	2.3
On site coaching/training of teachers	5.8	25.6	47.7	16.3	4.7
Reflective teaching and active research among teachers: challenges and solutions	11.6	23.3	46.5	15.1	3.5
Availability of career development plan	11.6	30.2	30.2	23.3	4.7
Existence of peer exchange network (mentoring between teachers)	4.7	17.4	51.2	20.9	5.8

Source: Field Data

Findings from Table 4.6 reveal that 39.5 % (n=34) have reported strongly on the availability of professional development scheme and related practices for primary school teachers in Bagamoyo district. It is further observed that around 21% (n=18) of the respondents have agreed strongly on-site coaching or training to teachers in primary schools in Bagamoyo district while only 18.6% (n=16) of the respondents have agreed on the reflective teaching and active research among teachers in primary schools. Findings also show that 28% (n=24) of the respondents have agreed strongly on the availability of career development plan in primary schools of Bagamoyo district while 26.7% (n=23) of the respondents agreed strongly on the existence of peer exchange network or mentoring in Bagamoyo district.

Therefore, availability of professional development scheme and related practices was found to perform better while on-site coaching or training to teachers and existence of peer exchange network or mentoring were found to perform comparatively poor.

4.3.5 Institutional Development

This section discusses different types of motivation to the primary school teachers under the institutional development category. Table 4.7 presents the perceptions of the respondents on the different types of motivations under the institutional development category.

Table 4.7: Perceptions on Institutional Development

Institutional Development	Very weak	Weak	Fair	Strong	Very strong
Satisfaction with education policies	4.7	14	51.2	26.7	3.5
Satisfaction with management of school	3.5	11.6	46.5	26.7	11.6
Transparent practices	2.3	18.6	53.5	18.6	7
Fair deployment of teachers	8.1	17.4	54.7	15.1	4.7
Promotion of teachers	23.3	34.9	38.4	2.3	1.2
Existence of discrimination conducts at school	15.1	26.7	34.9	20.9	2.3
Teachers operate with greater autonomy in classroom pedagogy	5.8	12.8	39.5	38.4	3.5

Source: Field Data

Findings revealed that 30.2% (n=26) of the respondents have agreed strongly on the satisfaction with education policies while 38.3% (n=33) of the respondents have agreed strongly on the satisfaction of the overall management of primary schools in Bagamoyo district. Findings further show that 25.6% (n=22) of the respondents reported strongly presence of transparent practices while 19.8% (n=17) of the respondents indicated strongly presence of fairness in deploying teachers.

It was further observed that 23.2% (n=19) of the respondents reported strongly on the existence of discrimination at primary schools in Bagamoyo district while 3.5% (n=3) reported strongly on the promotion of teachers in Bagamoyo district. This indicates that promotion of teachers was very low. Findings also show that 41.9% (n=36) of the respondents agreed strongly that teachers operate with greater autonomy in classroom pedagogy. Therefore, motivations that have performed comparatively well under the institutional development category include teachers to operate with greater autonomy in classroom pedagogy and satisfaction of the overall management of primary schools. On the other hand, indicators that have performed poor include presence of transparent practices, presence of fairness in deploying teachers, existence of discrimination at school and satisfaction with education policies.

4.3.6 Voice

This section presents the various types of motivations to the primary school teachers in Bagamoyo district under the voice category. Table 4.8 presents the perceptions of the respondents regarding the types of motivations under the category of voice.

Table 4.8: Perception on Voice

Voice	Very weak	Weak	Fair	Strong	Very strong
Opportunity for input into school management and ministry policies	3.5	15.1	54.7	24.4	2.3
Active participation and involvement of teachers in decision-making	8.1	12.8	48.8	29.1	1.2
Capacity building of trade unions to help them develop well informed position in education issues and debates	6	18	52	7	3

Source: Field Data

Findings from Table 4.8 reveal that 26.7% (n=23) of the respondents have agreed strongly on the opportunity for input into school management and ministry policies. Furthermore, around 30.3% (n=26) of the respondents have agreed strongly on the active participation and involvement of teachers in decision making. On the other hand, only 10% (n=9) of the respondents have reported strongly that there were practices of the capacity building of members of trade unions in the area of study.

4.3.7 Learning Materials and Resources

This section presents the various types of motivations to primary school teachers in Bagamoyo district that fall under the category of learning materials and resources. Table 4.9 provides the perceptions of the respondents regarding different types of motivations under the learning materials and resources.

Table 4. 9: Perceptions on the Learning Materials and Resources

Learning Materials and resource	Very weak	Weak	Fair	Strong	Very strong
Adequacy of learning materials	7	15.1	58.1	11.6	8.1
Appropriate learning materials	4.7	18.6	54.7	14	8.1
Adequacy of classrooms	9.3	10.5	50	20.9	9.3
Adequacy of Libraries	12.8	27.9	48.8	5.8	4.7
Quality of facilities	8.1	19.8	53.5	14	4.7
Availability of books	3.5	15.1	59.3	16.3	5.8
Laboratory	52.3	24.4	19.8	3.5	
Adequate classrooms	17.4	12.8	43	19.8	7
Desks	11.6	8.1	36	30.2	14
Staff chairs and Tables	14	23.3	32.6	15.1	15.1
Quality of air in classes and other important school areas	10.5	16.3	29.1	26.7	17.4

Source: Field Data

Regarding adequacy of learning materials, findings reveal that 19.7% (n=17) of the respondents reported adequacy of learning materials at primary schools in Bagamoyo district council. Findings further reveal that around 22% (n=19) of the respondents reported that there was appropriate of learning materials at primary schools in Bagamoyo district while 30.2% (n=26) of the respondents rated strong adequacy of classrooms in primary schools of Bagamoyo District Council.

Furthermore, findings reveal that that 10.5% (n=9) of the respondents rated strong in the sense of adequacy of libraries in the primary schools of Bagamoyo District Council while 18.7% (n=16) marked quality of facilities as being strong. It is further revealed that 22.1% (n=19) of the respondents reported strongly on the availability of studying books while only 3.5% (n=3) of the respondents reported strongly on the availability of laboratory. This provides an implication that most of the primary schools in Bagamoyo district did not have adequate libraries, have low availability of studying books and did not have laboratory. In turn, this affects teachers' motivation.

Also, findings show that 26.8% (n=23) of the respondents acknowledged strongly presence of adequate classrooms while 44.2% (n=39) of the respondents reported on the availability of desks. It is further observed that 30.2% (n=26) of the respondents reported strongly regarding availability of the staff's furniture while 44.1% (n=39) of the respondent reported good quality of air in classrooms and other important areas of the school. This indicates that most primary schools in Bagamoyo district still did not have adequate classrooms, a situation that can lead to overcrowding of students in classroom that could lower teachers' productivity and motivation.

4.4 Strategies Employed to Motivate Primary School Teachers

This section presents different strategies that were used to motivate the primary school teachers in Bagamoyo district. Respondents have reported various strategies that are used to motivate teachers that were consistent with Maslow's hierarchy of needs at their disposal for motivating teachers. Table 4.10 presents the strategies used to motivate primary school teachers in Bagamoyo District.

Table 4.10: Strategies used to motivate primary school teachers in Bagamoyo District

	Very worse	Worse	Moderate	Excellent	Very Excellent
Managerial communication	1.2	1.2	48.8	39.5	9.3
Teachers like teaching profession		4.7	29.1	52.3	14
Availability of active School Board	2.3	5.8	48.8	37.2	5.8
Teachers exercise self-direction and self-control in meeting their objectives		1.2	32.6	55.8	10.5
Enhancement of teacher's commitments to their roles and responsibilities		3.5	27.9	55.8	12.8
Lesson planning		1.2	20.9	51.2	26.7
Availability of job rotation	1.2	7	23.3	45.3	23.3
Flexibility of performing job(Flexi time)		7	51.2	38.4	3.5
Open punishment of bad behavior	1.2	11.6	37.2	40.7	9.3
Rewarding of good Behaviors	4.7	8.1	32.6	40.7	14

Source: Field Data

In general, findings from Table 4.10 indicate that managerial communication in primary schools of Bagamoyo District Council was in the right direction. Findings show that 48.8% (n=42) of the respondent's managerial communication to be the excellent strategy to motivate primary school teachers in Bagamoyo district.

Therefore, the managerial communication practices in primary schools of Bagamoyo District Council were consistency with the requirements.

It is further observed that 66.3% (n=57) of the respondents reported that teachers like the teaching job or were satisfied with the teaching job. Findings also show that 43% (n=37) of the respondents reported availability of active school board was another strategy to improve teachers' motivation in Bagamoyo district. This indicates that many teachers were satisfied with the practices of school boards of primary schools in Bagamoyo District Council. Findings from Table 4.10 further indicates that 66.3% (n=57) of the respondents reported that another strategy for improving teachers' motivation was to exercise self-direction and self-control in meeting their objectives among teachers in Bagamoyo district. This indicates that teachers of primary schools in Bagamoyo District Council were motivated by the chances of exercising self-direction and self-control in meeting their objectives.

Findings also reveal that 68.6% (n=59) reported excellently another strategy to motivate teachers was Enhancement of teachers' commitments to their roles and responsibilities in Bagamoyo District Council. This suggested that when teachers are enhanced to their roles and commitments, they become more motivated in their work. Lesson planning was another strategy for improving the teacher's motivation in Bagamoyo district. Findings reveal that 77.9% (n=69) of the respondents reported excellently that lesson planning was also another strategy to improve teachers' motivation. Findings show that 68.6% (n=59) of the respondents reported excellently that availability of a job rotation was another strategy to improve teachers'

motivation. This suggests that there was a chance of teachers to advance professionally and management roles as a result of job rotation hence they become more motivated.

Flexibility of performing job roles and responsibilities was another strategy that has been reported by around 42% (n=36) of the respondents excellently. On the other hand, around 50% (n=43) of the respondents reported excellently that open punishments for bad behaviors' was also a strategy for motivating teachers in Bagamoyo district. This provides an implication that when there are punishments for bad behaviors' it would motivate those with good behavior to work hard. On the contrary around 54.7% (n=47) of the respondents reported that rewarding good behavior was a strategy that can be used to improve teachers' motivation. This indicates that rewarding the good behaviors for teachers it keeps them focusing on performing their roles and responsibilities in an effective way hence increase their motivation.

4.5 Impact of Teachers' Motivation on Primary School Pupils

If desirable motivations of teachers are done well especially on welfare services and personnel management skills, usually the teaching and learning process influence the continuous improvement of academic performance of pupils: success in the national examinations and quality of pupils in becoming responsible citizens. The studies have revealed out that job satisfaction, job security, salary, promotion, attending workshops and seminars, professional development opportunity, the reward for good work and conducive teaching and learning environment are some of factors that

influence teachers' motivation towards improvements of students' performances (Ngimbudzi, 2009). The following results are summarized according to the perceptions, opinion, attitudes and behaviors of teachers in Bagamoyo district. Table 4.11 presents the impact of teachers' motivation on the primary school teacher's performance.

Table 4.11: Effect of Teacher's motivation on Primary School Pupils Performance

Variables	Very weak	Weak	Fair	Strong	Very strong
Success in national examination	2.4	2.3	27.9	51.2	16.3
Quality of pupils in becoming responsible citizens			26.7	62.8	10.5
Increased teachers' productivity		2.3	32.6	55.8	9.3
Student commitment	1.2	2.3	34.9	51.2	10.5

Generally, findings from Table 4.5 show that 67.5%(n=58) of the respondents reported that there was strong success in national examination by the primary school pupils as a result of primary school teacher's motivation in Bagamoyo district. Furthermore, findings reveal that 73.3% (n=63) of the respondents have reported that quality of pupils in becoming responsible citizens was another impact of the teachers' motivation on the primary school pupils in Bagamoyo district. This indicates that generally, teachers' motivation influences the knowledge and skills to primary schools' pupils. Findings further show that 65% (n=56) of the respondents reported that there was increased teacher's productivity as the effect of teachers' motivation on the primary school pupil's academic performance. Also, findings

revealed that 61.7% (n=53) of the respondents have reported strongly that student commitment has increase as a result of teacher's motivation.

Therefore, teachers' motivation was found to have a positive effect on the primary school pupils' performance in Bagamoyo as it was reported that it has influenced success in national examination, increased teachers' productivity, there is increase in quality of pupils in becoming responsible citizens and there is increase in student commitment. Since the teaching, learning process and students' performances are attributed to by how indicators of teachers' motivation were managed. Therefore, the sustainability and further improvement must be sought by keeping eyes to motivation practices of teachers. The main factors being: welfare services and personnel management skills, class size, workload, professional development, the work environment, fair pay: Making it possible for teachers to live with dignity on the salary from their work and not to take an additional job or joining self-help credit societies. In addition to the government intervention through PEDP program to address the quantitative educational challenges, it is better to embark on qualitative educational challenges by focusing on the teachers' quality personnel management.

CHAPTER FIVE

DISCUSSIONS AND INTERPRETATION OF THE FINDINGS

5.1 Introduction

This chapter presents the discussion of the findings that have been presented in chapter four. The chapter is divided into three sections. Section one discusses the types of motivation for the primary school teachers in Bagamoyo district followed by section two that presents the strategies used to motivate teachers in Bagamoyo district. Section three discusses the impact of the teachers' motivation on the primary school pupil's academic performance in Bagamoyo district.

5.2 Types of Motivation for Primary School Teachers

The study found that there are different types of motivation to the primary school teachers that include motivation related to workload and challenges, recognition motivation, accountability motivation, career development motivation, institutional development motivation, voice motivation, and learning material and resources motivation. With regard to motivation related to workload and challenges, most respondents reported weak support on transport and accommodation services. Remotely teachers should be provided with support such as bicycles, mobilize community to provide housing, access to resource centers and training (Guajardo, 2011).

Findings also revealed that there is low access to resources centers and training resources as well as large class awareness management among the primary schools in Bagamoyo district. This finding provides implication that teachers' efforts,

productivity and motivation will be ruined. Guajardo (2011) also stipulated that low access to resources and poor management of large class size affects teachers' productivity. There was also low satisfaction with salary, poor availability of bonus schemes, poor availability of personal income generating activities, low availability of microfinance products, poor availability of fair payment and promotion as well as poor remuneration and incentives. Evidence from the previous studies also reveal lack of the above-mentioned motivations to teachers affects teacher's productivity (HakiElimu, 2010; Guajardo, 2011; Agarwala, 2011). Therefore, variables that performed well under the category of workload and challenges include active learning and students' assessment, health insurance and application of the new teaching methods.

In line with the motivations under recognition category findings revealed that majority reported social respect for teachers and code of conduct for teacher within and outside the school that in turn could motivate primary school teachers. Findings are consistent with the findings in the previous studies (Guajardo, 2011). Under the same category the variables that performed poor include mentoring from experts and training for teachers on professional ethics. This provides an implication that teacher miss on job trainings especially on professional ethics as well as mentoring experts. Findings further reveal that indicators that performed better under the accountability section include availability of accountability and supportive role among teachers and inspecting role by teachers. Evidence from the existing literature suggests availability of accountability and supportive role among teachers and inspecting role by teachers as means of motivating teachers and increasing their productivity (Guajardo, 2011).

However, empowerment of the school management committee was found to perform comparatively poor.

Under career development, variables that performed comparatively better include availability of professional development schemes while the variables that performed comparatively poor is on site coaching/training to teachers. That onsite coaching is crucial for improving the quality of teaching and education management at schools explained by (Armstrong, 2006). With respect to institutional development the factors that performed better is Teachers operate with greater autonomy in classroom pedagogy while the indicator that performed comparatively poor is promotion of teachers.

5.3 Strategies to Improve Teachers Motivation

Findings revealed that different strategies that were used to motivate the primary school teachers in Bagamoyo district, some of the strategies are perceive to be excellent that include availability of job rotation, enhancement of teachers' commitments to their roles and responsibilities, lesson planning and exercising self-direction and self-control in meeting their objectives. These strategies are found to have a positive effect in boosting the teachers' motivation.

The living and working conditions especially teachers' salary, opportunity for career advancement and promotion have been recommended to be improved in order for teachers to upgrade their professional knowledge and skills (CAN, 2014). However, findings indicated that despite the implementation of PEDP programme, the

motivation of teachers was still critical to primary education performance. The important strategic areas for emphasis are: Financial and non-financial incentives. Also, other strategies are to ensure continuous in-service training of teachers and improvement of socio-cultural environment, develop their careers. More importantly, regular inspections to primary schools (Ondima et al., 2014). Also, it has been provided that, despite PEDP program achievements, areas requiring improvements are namely salary or wages, house allowance, transport allowance, pension benefit, loan schemes, recognition, health and safety schemes, protection schemes, employment security, training and development of teachers (Shenyagwa, 2014). Therefore, in studies by Melchiory (2015) and Ates et al. (2018). the following strategies have been recommended That the motivation of teachers must be addressed by focusing on the identified welfare concerns in order to enhance their retention, dedication and responsiveness.

5.4 Impact of Teachers Motivation on Pupils Academic Performance

Therefore, teachers' motivation is found to have a positive effect on the primary school pupils in Bagamoyo as it is reported that it has influenced success in national examination, increased teachers' productivity, there is increase in quality of pupils in becoming responsible citizens and there is increase in student commitment. If desirable motivations of teachers are done well especially on welfare services and personnel management skills, usually the teaching and learning process influence the continuous improvement of academic performance of pupils: success in the national examinations and quality of pupils in becoming responsible citizens. The studies have revealed out that job satisfaction, job security, salary, promotion, attending

workshops and seminars, professional development opportunity, the reward for good work and conducive teaching and learning environment are some of factors that influence teachers' motivation towards improvements of students' performance (Ngimbudzi, 2009).

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents summary, conclusion and recommendations of the study based on the findings and it is divided into four subsections. Section one provides the summary of the study followed by section two that presents conclusion of the study. Section three discusses the implications and recommendations of the study followed by section four that offers areas for further research in the future.

6.2 Summary of the Study

The general objective of this study was to examine the impact of teachers' motivation on the public and primary school pupils' academic performance in Bagamoyo. Specifically there were three objectives. The first objective of the study was to identify types of motivation available to primary school teachers in Bagamoyo district. The study found that there were different types of motivation to the primary school teachers that included motivation related to workload challenges, recognition motivation, accountability motivation, career development motivation, institutional development motivation, voice motivation, and learning material and resources motivation. Under the motivation related to workload and challenges majority reported active learning and students' assessment, health insurance and application of new teaching methods. Types of motivation reported by majority of respondents under recognition category included social respect for teachers, and code of conduct of teachers at school and outside. Furthermore, types of motivations

reported by majority under accountability included availability of accountability and supportive role among teachers, inspecting role by teachers.

Under career development category, types of motivation to primary school teachers that were reported by majority include availability of profession development scheme. On the other hand, types of motivation reported by majority under the institutional development included satisfaction with management of school and teachers operate with great autonomy in classroom pedagogy. With respect to the learning materials and resources, type of motivation reported by majority consist of desks and quality of air in the classes and other important school areas. The second objective of the study was to examine the strategies used to motivate primary school teachers in Bagamoyo District. Findings revealed that there were different strategies that are used to motivate primary school teachers in Bagamoyo District that consisted of managerial communication, availability of active school board, Teachers exercise self-direction and self-control in meeting their objectives, availability of job rotation and lesson planning. Other strategies include enhancement of teachers' commitments to their roles and responsibilities, flexibility in performing job, open punishments for bad behaviour and rewarding for good behaviour.

From the list of the identified strategies that were used to motivate the primary school teachers in Bagamoyo district, some of the strategies are perceive to be excellent that contain availability of job rotation, enhancement of teachers' commitments to their roles and responsibilities, lesson planning and exercising self-direction and self-control in meeting their objectives. Nevertheless, flexibility in

performing their jobs and existence of non-academic activities was found to perform poor in comparison to other strategies.

The third objective of the study was to investigate the impact of teachers' motivation on primary school pupils' academic performance. Findings from the study revealed that there was a positive impact of teachers' motivation on pupil's performance in following ways, it has increased success in national exams, it has increased teacher's productivity, it has improved quality of pupils in becoming responsible citizens, and it has improved student commitment. These findings are also consistent with the findings from the previous studies that also demonstrated that motivated teachers contribute to increase in pupil's performance, increased teachers' productivity and increased student committed (Shenyagwa, 2014).

6.3 Conclusion of the Study

The study on the impact of teachers' motivation on pupils' academic performance provides compelling evidence that teacher motivation plays a crucial role in shaping pupil outcomes. The analysis reveals a clear positive correlation between motivated teachers and improved academic performance among pupils. Key findings highlight that motivated teachers are more likely to employ effective teaching strategies, maintain higher levels of classroom engagement, and create a supportive learning environment, all of which contribute to better student performance. Moreover, the study underscores the importance of intrinsic and extrinsic factors in fostering teacher motivation. Factors such as professional development opportunities, recognition, adequate resources, and a positive school culture significantly influence

teachers' enthusiasm and commitment. Schools that prioritize these aspects tend to see a marked improvement in student achievement. This has been the case with some private primary schools in Bagamoyo District.

This research also emphasizes the need for educational policies and practices that support teacher motivation. Investing in teacher well-being, providing continuous professional growth opportunities, and fostering a collaborative and respectful work environment are essential strategies for enhancing teacher motivation. In conclusion, the findings of this study highlight that enhancing teachers' motivation is not only beneficial for their professional satisfaction but also crucial for improving pupils' academic performance. Stakeholders in the education sector should prioritize strategies that bolster teacher motivation as a means to achieve better educational outcomes for students. Further research is recommended to explore specific interventions and long-term impacts of motivated teaching on diverse student populations.

6.4 Findings Implications and Recommendations

Findings revealed that there were different types of motivation to the primary school teachers in Bagamoyo district. These teachers' motivation includes active learning and students' assessment, health insurance, application of new teaching methods, social respect for teachers, code of conduct of teachers at school and outside, and satisfaction with management of schools. Other motivations included availability of accountability and supportive role among teachers, inspecting role by teachers, availability of professional development schemes, teachers operate with great

autonomy in classroom pedagogy, desks and quality of air in the classes and other important school areas. On the other hand, there was still a good number of motivations that was ranked weak by the respondents indicating that they were not receiving those motivation which consisted support with transport resources, accommodation, access to resource centers and training resources, laboratory, adequacy of learning materials, adequacy libraries, training of teachers and promotion of teachers just to mention a few. Therefore, the study recommends that more needs to be done in motivating the primary school teachers especially on the motivations that directly affect the lives of the teachers. Government should have a common guideline for providing motivation to the primary school teachers.

Findings revealed that different strategies that were used to motivate primary school teachers in Bagamoyo District, which were perceived to be excellent included availability of job rotation, enhancement of teachers' commitments to their roles and responsibilities, lesson planning and exercising self-direction and self-control in meeting their objectives. This gives an implication that these strategies play a significant role in motivating primary school teachers. Therefore, the study recommends that there should be a framework that points out best strategies that can be used to motivate the primary school teachers especially in public schools. This framework should review the available strategies and should accommodate new strategies.

The findings reveal that teachers' motivation has positive effect on the primary school pupils in Bagamoyo District such as increased success in national

examinations, increased teacher's productivity, and enhanced pupils to become responsible citizens. This finding provides an implication that more teachers motivation would lead to more pupil's performance in academics. Therefore, the study recommends that the Government of Tanzania should review, redesign and implement opportunities for professional development to meet the demands of teachers.

6.5 Areas for Further Studies

The general objective of this study was to examine the impact of teachers' motivation on the public and primary school pupils' academic performance in Bagamoyo. Future studies may examine the effect of teachers' motivation on student's performance using regression technique. Future studies may also examine the types as well as the impact of lecturers' motivation on students' academic performance at the university level. This would help identifying types of motivations that work best for the lecturers as well as its impact on academic performance, thus aiding the national development.

REFERENCES

Agarwala, T. (2011). *Strategic Human Resource Management*. Oxford University Press, India.

Akpan, I. U (2013). The influence of motivation of teachers and their incentives in Akwa Ibom state Nigeria, Ibom.

Armstrong, M. (2006). *Strategic Human Resource Management*. Kogan Page, London.

Ateş, H. K., and Yilmaz, P. (2018). Investigation of the Work Motivation Levels of Primary. Journal of Education and Training Studies Vol. 6, No. 3.

Bal-Taştan, S., Davoudi, S. M. M., Masalimova, A. R., Bersanov, A. S., Kurbanov, Boiarchuk R.A, and Pavlushin, A. A. (2018). The impacts of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students. *EURASIA Journal of Mathematics, Science and Technology Education*, *14*(6), 2353-2366.

Bennell, P., & Akyeampong, K. (2007). *Teacher motivation in sub-Saharan Africa and south Asia* (Vol. 71). London: DfID.

Boniface, R. (2016). *Teachers' retention in Tanzanian remote secondary schools: exploring perceived challenges and support* (Doctoral dissertation, Linnaeus University Press).

Can, S. (2015). Factors motivating teachers working at elementary and secondary schools. *Procedia-Social and Behavioral Sciences*, *174*, 3087-3093.

Certo and Certo. (2006). *Modern management (10th Ed).* New Delhi: PHI Learning Private Limited

Ehimen, U., Mordi, C., and Ajonbadi, H. (2014). Forms and scope of employee motivation techniques in the Nigerian education sector. *Journal of Research in International Business and Management*, *4*(2), 21-27.

Filmer, D. P., & Rogers, F. H. (2019). World Development Report 2018: Learning to Realize Education's Promise. World Bank Group. United States of America.

Guajardo, J. (2011). *Teacher Motivation: Theoretical Framework, Situation Analysis of Save the Children Country Offices, and Recommended Strategies*. Save the Children.

HakiElimu Annual Report (2010). Dar es Salaam: HakiElimu

Jabbi, A. (2015). *Leadership roles of teacher trainees in the Gambia primary school: a case study of two primary schools*(Master's thesis).

Kadzamira, E. C. (2006). Teacher motivation and incentives in Malawi. *Zomba: Centre for Education Research and Training*, *4*(5), 1-26.

Kitta, S. (2014). Enhancing Mathematics Teachers' Pedagogical Content Knowledge and Skills in Tanzania

Kiura, M. K., and Munga, E.C. (2012). *Writing Skills*. Victoria Education Promotional Center Ltd, Mwanza, Tanzania.

Kothari, C. R. (2009). *Research Methodology: Methods and Techniques* (revised edition). New Delhi: New Age International (P) Limited Publishers.

Kuchava, M., & Buchashvili, G. (2016). Staff Motivation in Private and Public Higher Educational Institutions (Case of International Black Sea University, Sokhumi State University and Akaki Tsereteli State University). *Journal of Education & Social Policy*, *3*(4), 92-100.

Makorere, R., & Mrisha, S. H. (2019). Approaches and Challenges of Motivating Educational Staff in Public Schools in Tanzania: Some Insights from Morogoro Municipality. *Journal of Human Resource Management*, 7(4), 87-92.

Mang'era, L. K. (2020). Influence of Teacher Motivation on Students' academic Performance in Public Secondary Schools in Thika Town, Kenya.

Mark, A. (2015). *Factors influencing teachers' motivation and job performance in Kibaha District, Tanzania* (Doctoral dissertation, The Open University Of Tanzania).

Marry, A. (2005). Motivation and the Performance of Primary school teachers in Uganda: A case of Kimaanya-kKabakuza Division, Masaka District.

Mathew, E. S. (2017). *The Effects of Teacher's Motivation to Students' Academic Performance in Tanzania Community Secondary Schools: A Case of Kinondoni Municipality* (Doctoral dissertation, The Open University of Tanzania).

Melchiory, D. (2015). The Role of School Management on Teacher Motivation in Tanzania: A Case Study of Two Selected Public Secondary Schools in Nyamagana District. *Unpublished master dissertation, Mzumbe University of Tanzania, Morogoro, Tanzania*.

Moshi, A. M. (2013). *The contribution of motivational policies and Practices to the performance of Ardhi University* (Doctoral dissertation, Mzumbe University).

Mosses, D. P. (2017). *Influence of Teachers' Motivation on Students' Academic Improvement in Public Secondary Schools in Arusha District Council* (Doctoral dissertation, St. Augustine University of Tanzania).

Mutaqorribain, S., Asrori, A., and Rusman, R. (2022). The Effect of Teacher's Motivation on Student Learning Activities in Islamic Education Lessons. *Nazhruna: Jurnal Pendidikan Islam*, *5*(3), 887-907.

Nawaz, N., & Yasin, H. (2015). Determinants of Motivation in Teachers: A Study of Private Secondary Schools Chain Networks in Bahawalpur. *Journal of Education and Practice*, *6*(4), 55-59.

Ngimbudzi, F.W. (2009). Job Satisfaction among Secondary School Teachers in Tanzania: The case of Njombe District. Master thesis University of Jyvaskyla, Finland

Nyathira, K. L. (2010). Institutional factors influencing motivation among primary school teachers in job performance in Kongoni Division in Naivasha District, Kenya (Unpublished master thesis), Department of Educational Administration, University of Nairobi, Nairobi, Kenya.

Ondima, C. D., Nyang'au, A., Mabeya, D., & Nyamasege, D. Effects of Motivation on teacher's performance in Kenyan Schools: A Survey of Nyamira District Secondary Schools in Nyamira County.

Orko, O. F. (2014). Impact of teacher motivation on academic performance of students. In *National Association of Mathematics Students' Conference/Seminar held at the College Auditorium, Nwafor Orizu College of Education, Nsugbe, Anambra State, Nigeria.*

Paul, O. (2018). Teachers' Motivation and Academic Performance of Students; A Case   Study of Kwapa Sub-County, Tororo District, Uganda.

Paulo, S. S. (2015). *An investigation of job satisfaction among secondary school teachers: The case study of Babati town council* (Doctoral dissertation).

Ristic, M. R., Selakovic, M., and Qureshi, T. M. (2017). Employee motivation strategies and creation of supportive work environment in societies of post-socialist transformation. *Polish journal of management studies*, *15*.

Rudhumbu, N. (2014). Motivational Strategies in the Teaching of Primary School Mathematics in Zimbabwe by Rudhumbu, Norman. *International Journal of Education Learning and Development* UK **Vol.2, No.2, pp. 76**-103.

Saunders, M., Lewis, P., and Thornhill, A. (2003). *Research Methods for Business Students (3rd Ed).* London: FT Prentice Hall.

Werang, B. R., & Pure, E. A. G. (2018). Designing strategy for improving teacher's organizational commitment in the remote elementary schools of Merauke district, Papua, Indonesia. *International Journal of Research Studies in Education*, *7*(1), 15-28.

APPENDICES

Appendix 1: Primary School Teachers' Questionnaire

Section A: Introduction

Date of Interview……………………. Questionnaire Number……………….

Name of the School……........................

Respondent's Consent

 (Please Tick), 1. Agreed   2. Rejected.......................................

Section B: Background Characteristics

Please write appropriate number

Age 1.18-29 2.30-39 3.40-49 4.50-59 5.60+	Sex 1.M 2.F	Education 1.Certificate 2.Diploma 3.Degree 4.Master Holder	Marital Status 1.Single 2.Married 3.Divorced 4.Separated 5.Widow/Widower	For how long have you been working as a teacher? 1. <1year 2.1-2 3.3-4 4.5 and above

Types of motivation available to public and private primary schools' teachers' in Bagamoyo district.

QUESTIONS	Very weak				Very strong
	1	2	3	4	5
Workload and challenges					
Teachers are supported with transport resources					
Neighborhood houses or accommodation					
Access to resource centers and training resources					
Awareness of large class size management					
Active learning and students' assessment					
Availability of non-school duties of teachers					
Class room support from some community members					
Application of new teaching methods					
Remuneration and Incentives					
Satisfaction with remuneration (salary)					
Consistency of payment periods					
Availability of social enterprise initiatives including micro-finance solidarity-SCCOS					
Availability of monetary and non-monetary contribution					
Availability of bonus scheme					
Availability of personal income generating activities					
Health Insurance					
Availability of microfinance products					
Availability of fair payment and promotion					
Recognition					
Social respect of teachers					
Rewards of specific behaviours: leadership and teamwork spirits					
Teachers are treated as equal partners and professionals					
Code of conduct of teachers at school and outside of school					
Availability of fairs or community recognition activities					
Training of teachers on professional ethics					
Mentoring from experts					
Accountability					
Availability of accountability and supportive role among teachers					

QUESTIONS	Very weak				Very strong
	1	2	3	4	5
Empowerment of school management committee					
Inspecting role by teachers					
Career Development					
Availability of professional development scheme					
On site coaching/training of teachers					
Reflective teaching and active research among teachers: challenges and solutions					
Availability of career development plan					
Existence of peer exchange network (mentoring between teachers)					
Institutional Development					
Satisfaction with education policies					
Satisfaction with management of school					
Transparent practices					
Fair deployment of teachers					
Promotion of teachers					
Existence of discrimination conducts at school					
Teachers operate with greater autonomy in classroom pedagogy					
Voice					
Opportunity for input into school management and ministry policies					
Active participation and involvement of teachers in decision-making					
Capacity building of trade unions to help them develop well informed position in education issues and debates					
Learning Materials and resource					
Adequacy of learning materials					
Appropriate learning materials					
Adequacy of classrooms					
Adequacy of Libraries					
Quality of facilities					
Availability of books					
Laboratory					
Adequate classrooms					
Desks					
Staff chairs and Tables					
Quality of air in classes and other important school areas					

Strategies employed to motivate primary school teachers in Bagamoyo district

QUESTIONS	Very Worse				Very Excellent
	1	2	3	4	5
Managerial Communication: Regular meeting at school					
Teachers like teaching professional					
Availability of active School Board					
Teachers exercise self-direction and self-control in meeting their objectives					
Enhancement of Teachers commitments to their roles and responsibilities					
Lesson Planning					
Job rotation					
Existence of nonacademic activities: health education, immunization, distribution of food, census data and other community development activities					
Flexibility of performing job (flextime)					
Open punishment of bad behaviours					
Rewarding of good behaviours					

Impact of teachers' motivation on primary school pupils' academic performance.

QUESTIONS	Very weak				Very strong
	1	2	3	4	5
Success in the national examinations					
Quality of pupils in becoming responsible citizens					
Increased teachers' productivity					
Students' commitment					

3. Can you describe any event that affected the relationship between teachers and the community members

....

....

4. Are there any teachers demoralized by a poor relationship between their school and the community surrounding the school? (Explain)..

....

....

5. What needs to be done to improve this relationship?

....

....

THANKS FOR YOUR COOPERATION

Appendix 2: Interview Guides with Head Masters, Head Mistresses and WECs in Bagamoyo District Council

(i)   What are the non-monetary strategies have you been using to motivate teachers?

(ii)   What are the monetary strategies you use in motivating teachers in your school?

(iii)   How have these motivations been useful to improve teachers 'performance?

(iv)   What challenges are you facing in motivating the teachers?

(v)   How is lack of teacher's motivation affecting in your school's performance?

(vi)   How is the community benefiting from the existence of a primary school in their community motivating teachers?

(vii) What national policies, laws and regulations exist relating to teacher's motivation?

(viii) What are your recommendations to improve the teachers' willingness and motivation in primary schools?

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

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

Our Ref: PG201402428

23rd August 2019

District Executive Director,
Bagamoyo District Council,
P.O.Box 59,
Bagamoyo.

RE: RESEARCH CLEARANCE

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

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms.MWAKALONGE, Elizabeth Lucas Reg No: PG201402428 PG201608509** pursuing **Master of Education in Administration and Policy Studies (MEDAPPS)**.We here by grant this clearance to conduct a research titled *"The Impact of Teachers's Motivation on Public and Private Primary Schools Pupils'Academic Performance in Bagamoyo District-Tanzania."*. She will collect her data at Bagamoyo District in Coast Region from 22nd August 2019 to 30th October 2019.

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

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

JAMHURI YA MUUNGANO WA TANZANIA

—

OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA WILAYA BAGAMOYO

Unapojibu tafadhali taja:
Kumb.Na.BDC/SS/E/PF.85/64

Tarehe: 26 Agosti, 2019

Mkuu wa Chuo,

Chuo Kikuu Huria,

S.L.P. 23409,

DAR ES SALAAM.

Kuh: **RUHUSA YA KUFANYA UTAFITI KWA NDUGU. ELIZABETH LUCAS MWAKALONGE**

Kichwa cha habari hapo juu chahusika na rejea barua yako yenye **Kumb. Na. PG201402428 ya tarehe 23 Agosti, 2019.**

2.   Kwa barua hii, napenda kukufahamisha kwamba mtajwa hapo juu ameruhusiwa kufanya utafiti katika Halmashauri ya Wilaya ya Bagamoyo katika Shule za Msingi zilizopo Halmashauri ya Wilaya ya Bagamoyo katika kozi ya **"Master of Education and Policy Studies (MEDAPPS)"** Kwa title inayosema **'The Impact of Teacher's Motivations on Public and Private Primary Schools Pupils' Academic Performance in Bagamoyo District Tanzania.** Kwa kipindi cha kuanzia tarehe **22 Agosti, 2019** hadi tarehe **30 Oktoba, 2019.**

3.   Namtakia utafiti mwema.

Majid S. Mhina
KAIMU MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
BAGAMOYO

KAIMU MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
BAGAMOYO
S.L.P. 59
BAGAMOYO