

**THE ROLE OF MOTIVATION IN ENHANCING TEACHERS'
PERFORMANCE IN PRIVATE PRIMARY SCHOOLS
A CASE OF ST. MARY'S INTERNATIONAL SCHOOLS**

MIRIAM ZALWANGO

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF THE MASTER IN
HUMAN RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF
TANZANIA**

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CERTIFICATION

I, the undersigned, certify that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled “**The role of motivation in enhancing the performance of teachers in private primary schools, a case of St. Mary’s Schools**” in partial fulfilment of the requirements for the Degree of Master Human Resource Management of the Open University of Tanzania.

.....

Dr. William Pallangyo

(Supervisor)

.....

Date

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DECLARATION

I, **Miriam Zalwango**, do hereby declare that this dissertation is my original work and has never been presented at any University for the award of a degree of Master of Human Resource Management.

.....

Signed

.....

Date

DEDICATION

This dissertation was dedicated to my beloved parents: Mr. and Mrs. Sebikejje, my daughter Mirabel for accepting my absence while pursuing the Masters of Human Resource Management program, Pastor Elias Chessa for the encouragement, prayers and moral support he gave during the study.

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I also wish to express my sincere appreciation to the staff of the Faculty of Business Management for their guidance in accomplishing my study. Special thanks to the management and staff of St. Mary's Schools for their valuable time during data collection and my colleagues of Academic International Primary School who supported to make my work a reality.

ABSTRACT

Teachers' motivation has become an important issue given their responsibility to impart knowledge and skills to learners. Consequently, the study investigated the role of motivation in enhancing performance of school teachers in private primary schools in Dar-es-Salaam.

The broad objective of the study was to investigate the role of motivation in enhancing the performance of private primary school teachers using a case of St. Mary's schools. Specifically, the study aimed at identifying the indicators of motivation, examining the factors influencing teachers' performance and the impact motivation had on the performance of teachers.

A descriptive survey design was adapted where a total sample of 50 respondents including head teachers was consulted. Primary data was collected using structured questionnaires as well as informative interview guides for head teachers from the different campuses and both qualitative and quantitative data was collected using tabulation.

However the research findings revealed that the performance of teachers was good despite the inadequate motivation. The teachers generally performed their duties and activities with high morale with evidence on early reporting to work, regular tests, participation in school activities among others. In order to improve the performance of teachers at work, the study recommended salary increments to teachers to match the high standards of living, recognize good work, improve on available facilities and among all, aim at accomplishing set goals.

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LIST OF ABBREVIATIONS

FBM	Faculty of Business Management
MOEC	Ministry of Education Council
MOEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania

CHAPTER ONE

1.0 INTRODUCTION

1.1 Overview

This chapter provides the background information to the problem of study whose objective is to examine the role of motivation in enhancing the performance of teachers in private schools.

1.2 Background of the study

Motivation plays a role in achieving goals and objectives and is equally important for organizations that work in team based environments or for workers who work independently. For an organization to ensure that the employees' workplace goals and values are aligned with the organization's mission and vision, they should create and maintain high levels of motivation leading to high performance.

Increased motivation, commitment and engagement levels are key system for what employees do and can motivate the employees to deliver high levels of performance, effort and contribution and retain them as well. Motivation is related to leadership, for good leadership sets an example, provides guidance, encouragement and instructions. This can be one of the greatest motivation strategies in schools which effective principals should use to motivate teachers and pupils. Good motivation of teachers is definitely related to morale though, in large organizations, high morale is difficult to attain (Herzberg's theory).

Employee performance plays a very important role in organization performance. It comprises what an individual does or doesn't do. Performance involves quality of output, quantity of output, timeliness of output, cooperation and the presence of work (Gung or, 2011).

Campbell (1990) proposed in his model that performance was assumed to be a function of a person's ability, personality, interest, educational training, experience and aptitude. Therefore, performance is usually defined as the extent to which an organizational member contributes to achieving the organizational goals.

It however involves an organization communicating its mission and strategies to its employees, setting individual performance targets to meet the employee as well as the organization goals.

The trend of performance is undergoing changes as organizations change nowadays (Ilgena&Pulakos). Today, motivation is a key factor in the performance of employees as it enhances commitment and engagement to work. People don't like to do their jobs, work hard and be satisfied because of mere existence of contracts or even rules and procedures. In addition to contractual requirements and rules, people must work hard but they need to be motivated.(Ngirwa , 2006). People should have a clear picture or goal they are to achieve so as to determine whether they are progressing or not.

However, teachers influence the quality of knowledge to be attained by learners (Bennel, 2004) provided that the teacher has a recommended level of qualification,

level of satisfaction thus determining the readiness in imparting knowledge. A number of issues determine the level of satisfaction including rewards to effort, recognition, responsibility, independence, security, status, respect and motivation (Guam, 2005).

Although such events are expected to have affected the morale of teachers to perform, detailed studies examining the role of motivation in performance are still scanty. However, Bennel(2004) argues that the teaching force has expanded rapidly in only a relatively few countries. He argued that teaching had become a last resort among undergraduates and secondary school leavers.

Modern scholars linked poor quality education with teacher dissatisfaction that the majority of teachers trained under the foregoing method didn't acquire professional skills. The modes of teacher training and categories of teachers in schools were improper for example; they lacked integrity, code of conduct, class attainment and uniformity in terms of ability (MOEC, 2010).

Since lack of motivation bears a negative impact on the performance of teachers, there were variables which were suggested to determine the level of satisfaction of an employee so as to enhance performance (Trow,2004).These included promotion, benefits, better working conditions, good communication and relationships, security, pay which also had a great impact on individuals, (Bery,1997).

On recognizing the importance of pay in motivating employees, the Tanzanian government formed a task force to review payment schemes related to teachers with

the desire to improve their life standards and performance,(WorldBank,2009).Other recommended areas of improvement included housing services, transport and health schemes.

Prasad (2009) showed that employees' performance was affected by factors like health, attitude, working environment, employees 'relationships with supervisors among others. However a recent poll found that employees' productivity was determined by their relationship with their immediate supervisors. Therefore when the bad boss failed to keep promises, never gave credit when due, made negative comments or blamed others for their mistakes then the productivity level of their employees was significantly impacted.

Liu and Meyer argued that the attrition of teachers was largely influenced by teacher motivational drives and levels of commitment. The trend of performance of the pupils was highly contributed by the commitment of the teachers besides pay and status. Academic motivation was discussed in terms of self-efficacy, individual judgment on the capability to perform given actions (Dale, 2011).Therefore, the study was to examine the role of motivation in enhancing the performance of teachers in private schools.

1.3 Statement of the problem

All organizations need motivated workforce inorder to accomplish their goals (Bwisa, 2012). Liu and Meyer demonstrated that primary school teachers had a positive perception on their job despite low salaries but however the teachers who

possessed greater motivational drive in their jobs could be more dedicated to the success of their students but if it were the case, private school teachers would have worked harder to help their students achieve academic goals. There were however frequent severe disciplinary actions, poor preparation of teaching materials, absenteeism as well as various forms of unrest which affect the accomplishment of the set mission. For that matter, the researcher tends to investigate the role of motivation in enhancing performance of private primary school teachers, despite the adequate motivation packages and procedures as compared to public schools.

1.3 Research Objectives

There are both general and specific Objectives.

1.3.1 General Objective

The objective is to investigate the role of motivation in enhancing performance of school teachers in private primary schools.

1.3.2 Specific Objectives

1. To identify indicators of motivation in private primary schools.
2. To determine the factors that influence teachers' performance in private primary schools.
3. To determine the impact of motivation on teachers' performance in private primary schools.

1.4 Research Questions

What is the role of motivation in the performance of teachers in private primary schools?

1.4.2 Specific Questions

1. What are the indicators of motivation to private primary school teachers?
2. What are the factors that influence the performance of teachers in private primary schools?
3. What is the impact of motivation on the performance of teachers in private primary schools?

1.5 Significance of the Research

The study seeks to explore possible strategies for improving school administration and management. It broadened the researchers' understanding of the various factors influencing performance of teachers. It also developed an understanding to the teachers on how motivation contributed positively towards their performance at work. It's also important to policy makers and administrators as it identifies the major strategies to modify the behavior of teaching staff towards their performance. It also identified strategies to help to improve teacher morale and working conditions as well as factors that hinder performance.

1.6 Limitations of the study

The study was confined to teachers of St. Mary's International schools to represent private schools in the region. The sample was made on the context that it's the most

famous and biggest private school. However, the major problem faced during the data collection was that some of the teachers lacked confidence in answering the questionnaire. They were reluctant and never took time to understand what was asked and for that matter, during data cleaning, irrelevant data was cleaned out. Time and financial factors were a great impact on the scope thus decided on the coverage of three campuses as the case of study. Respondents were suspicious to why the researcher wanted information related to motivation and teachers' performance but that was minimized by the use of introductory letters.

1.7 Organization of the study

The study was organized in five chapters. Chapter one comprised the background information, statement of the problem, objectives, research questions, significance of the study and limitations.

Chapter two dealt with the literature review involving definition of key terms, theoretical framework and empirical reviews. Chapter three focused on the methodology. It dealt with research design, sampling design, data collection and analysis methods. Chapter four focused on results and discussions of findings and finally chapter five comprised the summary of key findings, conclusions and recommendation

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The chapter reviewed the literature related to the study. The section presented the definition of key concepts in the study as well as the relevant motivation theories. It also presented the empirical analysis of relevant studies as well as the conceptual framework for the study.

2.2 Conceptual definitions

2.2.1 Motivation

Motivation is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated employee willingly tries hard to contribute his or her best performance towards accomplishing his or her work(Ngirwa2006).Harry Potter (2005) defined motivation as a person's active participation and commitment to achieve the prescribed results. Basically, from the above definitions, employee motivation was seen as the inner drive or push that led to a certain human action or inaction in a given time, given specific prevailing conditions. It is a force that considers individual inner drive in the pursuit of pushing people to do something in turn.

However, the process of motivation usually started with someone recognizing unsatisfied needs, then establish a goal to be achieved and thus satisfying the need

and accomplishing the goal (Maslow,1948).Motivation can also be affectedly the social context. This context comprises the organizational values and culture, leadership and management as well as groups or teams in which people work. This attitude greatly discouraged academically able young men and women from enrolling in teacher training courses. Many teachers resorted to other employment even those left do not provide the quality of education expected of them (World Bank 1990).

Motivation is closely related to job performance not merely job satisfaction which was a characteristic of motivated employees or quality of work life improvement programs which was aimed at creating a situation of motivation. Therefore, for private schools to have a motivated workforce, they need to create an environment in which higher levels of motivation are maintained.

2.2.2 Employee Performance

Employee performance plays an important role in the organization's performance. It comprises what the employee does or doesn't do. Performance involves quality of output, quantity of output, timeliness of the output, cooperation and the presence at work (Gungur 2011). Employee performance can be defined as the record of outcomes achieved for each job function during a specified period of time (Macky and Johnson 2000). However, performance could be measured by variety of parameters which show an employee's pattern of performance over time.

Performance in the organization context is usually defined as the extent to which an organizational member contributes to achieving the goals of the organization. It

involves an organization to communicate its mission and strategies to the employees, setting individual performance targets to meet the employee as well as the organization mission. The continuous review of performance management ensures organizational performance (Ying 2012).

2.2.3 Motivation and performance

According to Hoy and Mislal (1987), employee motivation is a complex force, drive, need, tension state that starts and maintains voluntary activity directed towards the achievement of personal goals. Therefore, motivation is what starts and energizes human behavior, how those forces are directed and sustained as well as the outcomes they bring about (performance). It therefore follows that there is a relationship between motivation and performance which is paramount in any organization's existence. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job. This state represents high job satisfaction. (Ifnedo, 2003) demonstrated that a motivated worker is easy to be spotted by his or her agility, dedication, focus, zeal and general performance.

2.2.4 Private Schools

These are schools owned and funded privately with no state support. They ensure adequate pupil-teacher ratio, conform to certain qualification regarding the recruitment of principal and teacher assuring their financial viability, Ramachan (2008). All management decisions are taken by the school and they frame their own admission rules and fee structure for students.

2.3 Theoretical Literature review

This part presented the theories that related to motivation as well as performance of employees which in the researcher's point of view contribute to the performance of teachers. Employee motivation is however a complex and difficult term, so, a precise definition of this concept is exclusive as the notion comprises the characteristics of individuals and situation as well as the perception by the individual (studies in Ghana).

2.3.1 Maslow's Hierarchy Theory

Maslow,(1943) hypothesized human needs in a hierarchy of importance. Physiological needs, security needs, social needs, esteem needs and self-actualization. Once each of the needs was significantly satisfied, it would lead to a driving force for the next need. People need to satisfy physiological needs first which act as primary motivators, individuals then move up the hierarchy to seek to satisfy safety needs, self-esteem and finally seek self-actualization. This dominates a person's behavior especially among managerial personnel.

Maslow provided that for an employee to be productive, he should be satisfied with these needs otherwise the failure to meet organizational goals.

However in the current situation, most people want to get jobs to make them sure of daily bread, meeting their needs as much as a better future with promotions and use of talent. Teachers would also be more motivated if given freedom and power to carry out tasks so as to give own results.

2.3.2 The Achievement Theory

The theory stated that the major part of a person's performance was driven by the intensity of the person's need for achievement, Ngirwa(2006). In the current situation, people would perform highly if they had to achieve their needs or if they wanted to get something.

2.3.3 Expectancy Theory

The theory argued that the motivational force to an individual's performance was a function of the expectancies that individuals had concerning future outcomes times the personal value they placed on those outcomes. According to the expectancy theory, the strength of a tendency to act in a certain way depended on the strength of the expectation that the action would be followed by a particular outcome and on the attractiveness of that outcome to the actor, Ngirwa(2006).

2.3.4 McGregor's Theory X and Theory Y

McGregor (1960) proposed two theories in trying to view employee motivation. He distinguished two alternative basic assumptions about people and their work. Theory X and Theory Y, which according to him, they took opposite views of people's commitment to work.

They tended to have no ambitions, responsibilities, wants and preferred to follow than lead others. They are self-centered therefore caring less about organizational goals. Theory Y assumed that people would be moved to meet their work goals if they were committed and that rewards should be in place to address their higher

order need. In the current situation, the two groups of people are applicable though in theory Y, people don't normally get their expectations.

2.3.5 Herzberg's Two factor Theory

The theory was based on the need for fulfillment because of how best to satisfy workers. According to Herzberg, he referred to environmental factors that caused workers' dissatisfaction as the hygiene factors. The presence of these factors didn't cause satisfaction thus affecting the performance of workers. Hygiene factors included pay, supervision, security, work conditions among others. They were perceived necessary but not sufficient conditions for satisfaction. The theory further identified factors that made workers work harder. These were motivational factors and they included; recognition, achievement, responsibility, growth, advancement thus high performance.

In the current situation, Herzberg's theory is applicable in schools in that, they need to appoint good supervisors who have leadership skills and ability to treat teachers fairly, ensure that policies didn't frustrate teachers therefore needed to be clear, equal and fair. Teachers should be allowed reasonable amount of time to socialize thus a sense of teamwork. The environment in which people work has an effect on performance so the employees should address both motivators and hygiene factors to retain teachers.

2.3.6 Equity Theory

According to Adams, a person's job satisfaction depended on his perceived equity as determined by a call for fair balance to be struck between employees' inputs for

example hard work, skills, tolerance, enthusiasm and employees' output for example salary, benefit and intangibles like recognition.

According to the theory findings, a fair balance served to ensure a strong and productive relationship with the employees with the overall result being satisfaction thus motivated employees.

The theory was built on the belief that employees become demotivated both in relation to their job and their employers if they felt as though their inputs were greater than the outputs. Employees therefore could be expected to respond in different ways for instance reduced effort, became disgruntled, disruptive among others.

2.4 Empirical Literature review

2.4.1 Studies in Pakistan

Atiya & Palwasha conducted a study on the influence of motivation on performance. The objective of the study was to examine the effect of motivation on teachers' performance in public and private schools in Peshawar city, Khyber Pakhtunkwa. The aim was to reveal the significant and positive relationship between teachers' motivation and their performance. The research was quantitative in nature and a survey was conducted to acquire the views of the respondents who were the teachers themselves.

Motivation and performance were important factors in terms of organizational success and achievement to gain competitive advantage and for this reason, they

required skilled and competent employees (Latt, 2008). Motivation increases productivity of employees thus achieving goals in an effective way.

Teacher motivation was important as it improved skills and knowledge of teachers as well as directly influencing students' achievement. (Mustafa and Othman,2010). If in schools the teachers didn't have sufficient motivation then they would be less competent which directly influence the students and the education system. An instrument was designed to measure the variables and high scores indicated that teachers' motivation towards performance was measured using self- developed questionnaires.

The findings were described in respondent characteristics and were organizational. As such, the correlation between motivation and performance proved that there was a moderate positive correlation. However, regression analysis was also used to examine the influence of motivation on performance and this was not associated with teaching experience of the teachers.

The analysis revealed that there was a positive relationship between teachers' motivation and performance. As motivation increased, the level of performance increased. The research showed great importance to motivation of teachers in the field of education. If teachers were not motivated and had low performance then they couldn't give their best efforts.

2.4.2 Studies in Nigeria

(Chudi-Oji, 2013) conducted a study on the impact of motivation on teachers-students' performance in secondary schools in Udi local government area. The study revealed that education was recognized as the fundamental basis on which the nation could function effectively. The government's social-political and economic viability depended solely on the quality education given to her citizens. Therefore the technical development of the population had to be well educated and so those who imparted the needed knowledge had to be motivated adequately as it's the key to performance and improvement.

The purpose of the study was to identify the impact of motivation on the teachers' performance and academic performance of students. A survey study was carried out in selected schools in Udi local government area in public and private schools. Questionnaires were administered, organized and analyzed to determine the mean score. Findings were based on the responses of respondents as regards to the research questions. However, (Chudi, 2013) found out that teachers refused to teach effectively in class causing a decline in performance because of irregular payment of salaries.

The research also showed that teachers required more knowledge from programs like seminars, workshops to mention a few. Teachers weren't also serious with their work because of inadequate promotions, also teachers abandoned teaching and went for better paid jobs and they refused to carry out their duties effectively and efficiently because of their welfare being neglected.(Chudi,2013) recommended school heads to

make use of correct motivation strategies in schools like recognition, responsibilities and others. Teachers should also work hard to enhance knowledge and skills. The society should recognize teachers and respect them in building the nation. Institutional materials and other facilities should be made available to teachers in carrying out their duties.

2.4.3 Studies in Uganda

(Aacha Mary,2010) conducted a study investigating the effects of motivation on the performance of primary school teachers in Kimanya-Kyabakuza division, Masaka district. The study was to find out whether motivation of teachers had any effect on their role to perform and the effect of intrinsic and extrinsic motivation. A descriptive survey design was adapted. Primary data was collected using structured questionnaires for teachers as well as key informative guides for head teachers and education officers in the municipal. Both qualitative and quantitative data was collected. The research findings revealed that the performance of teachers was good despite the fact that motivation was inadequate. A significant positive relationship between intrinsic motivation and performance of teachers was found to exist in primary schools in the division. On the other hand the relationship was revealed between extrinsic motivation and performance of teachers implying extrinsic motivation affected teachers' performance.

In order to improve teachers' motivation and performance at work, the study recommended an increment in primary teachers' salaries to match their cost of living, provision of accommodation, strengthening of supervision as well as instituting

awards to good performers among others.

2.4.4 Studies in Sub-Sahara Africa and Asia

The research focused on teachers' motivation and incentives in low income countries. The study assessed the extent to which the material and psychological needs of teachers were being met. These included; occupational status, pay and benefits, attrition, job satisfaction to mention a few.

Teachers' status declined resulting from de-professionalism for example; increased reliance on less educated and qualified teachers with low job security, low standards of teaching, feminization and declines in standard of living (Paul Bennel,2004).Paul Bennel also argued that pay on its own didn't motivate though pay and other material benefits were motives dominating but were too low for individual and household survival needs. He reported that available evidence suggested that teacher pay was generally very low and declining in real terms in most countries.

The findings revealed that improvement of quality education had generally failed to be recognized in the pivotal role of teachers. He further identified African countries like Madagasca and Malawi where teachers had only two years of secondary education, form 4 levers in 1990 were employed in Malawi and Tanzania in 2001. The key issues of teachers' motivation and pay had been skimmed over at times ignored. Education reforms focused on improving teachers' competence, learning and working environment as well as trying to increase workload ignoring to pay other conditions of service.

2.5 Research Gap

There have been a number of studies on pay related incentives to motivating teachers of which these studies argued that monetary rewards couldn't be the only way to motivate employees to improve performance. Studies further argued that teachers in private schools were highly motivated as such, the researcher tended to investigate why the performance of some of these schools was still poor despite the high motivation.

2.6 Conceptual and Theoretical Framework

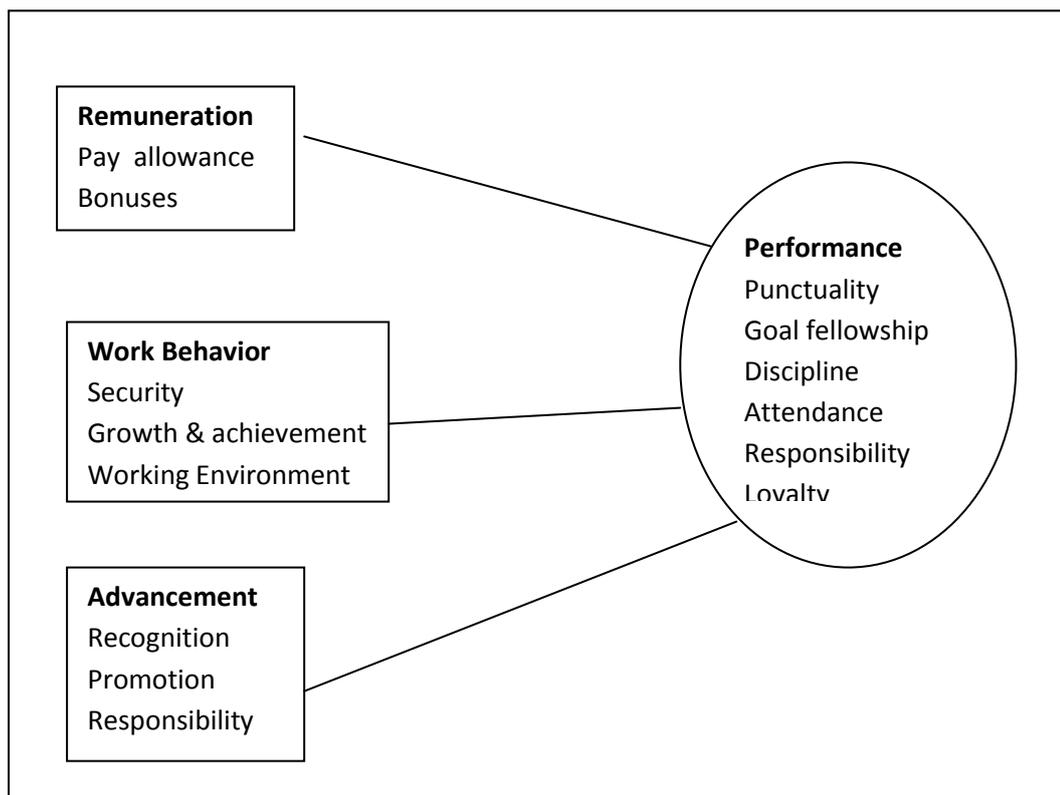


Figure 2.1 Conceptual Framework

Source: Research Findings

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a systematic way of solving a problem. This chapter presents the methodology to be used in the study which covers the area of study, research design, data collection methods and sources of data to be used in the data collection, sample procedure and tools for data analysis.

3.2 Research Design

Research Design is used to structure the research. It's used as a framework to show how the entire major parts of the research project, the sample, work together in addressing research questions (Kothari, 2004). The researcher adopted the descriptive and explanatory design which was a valuable means to ask questions and assess the phenomena. However, the researcher used the qualitative and quantitative approaches.

3.3 Area of study and the population

The population is a group of individuals who have one or more common characteristics that are of interest to the researcher. The study was carried out on a group of individuals of interest to the researcher. It was conducted in St. Mary's schools, Tabata campus in Ilala, Mbezi campus in Kinondoni and Mbagala campus in Temeke thus covering Dar-es-salaam region. This group of workers was easily

accessible to the researcher and held a big number of teachers thus representing other private schools in the region in getting the views on the issue of the impact of motivation on their performance besides there was low performance of teachers despite higher motivation as compared to public schools.

3.4 Sampling Design and procedure

This section involved the design used to select the sample for the study and determining the sample size.

3.4.1 Sampling Design

Sampling is the process of selecting a portion of the population to represent the entire population in collecting information.

The researcher employed purposive random sampling techniques which involved the selection of a sample of individuals with a purpose in mind relevant to the topic of study (Denscombe, 2007).

3.4.2 Sample Size

The sample for the study comprised of 20 teachers and 1 head teacher from each compass making a total of 60 teachers and 3 head masters which was more than 50% of the population which was 114 in total. This was backed up by Kothari (2003) that sample sizes greater than 30 tends to reflect a normal distribution trend which has validity for generalization. However, the study employed two sampling procedures that was; purposive sampling, to select schools and random sampling to get respondents.

3.5 Data collection methods

The data to be collected for the study comprised of primary and secondary data. Data was collected from employees through interviews and questionnaires.

3.5.1 Primary data

This comprised gathering of data that didn't actually exist until and unless it's generated through the research process using different approaches. Qualitative approach to get the perspectives and feelings of respondents through interviews and questionnaires. The respondents were contacted about the study then they scheduled convenient time and the date. Quantitative approach was also used to provide statistical data on the study.

3.5.2 Secondary data

Its data obtained from literature resources. This is data that has already been collected by other people, its second hand information including published one (Saunders et al, 2000). In the study, the data was sourced from published reports, articles and journals.

3.6 Data analysis

The data collected was summarized, coded and analyzed using tabulation approach. Tabulation involved the process of summarizing collected data in a table to facilitate computation of various variables during data analysis. This analytical method saved space, made comparisons possible while affording opportunity for easy identification of possible error (Kamuzora,2008).

Tabulation is useful in that;

It presents the overall views of the findings in a simpler way.

It identifies trends.

It displays the relationship among parts of findings in a comparable way.

3.7 Reliability and Viability

Reliability refers to the degree to which the instrument measures what is intended to be measured (Lufumbi,2010). To test reliability of data collected from respondents, a survey method was used. Viability refers to getting results that accurately reflect the concept validity of the questionnaire in the study.

3.8 Expected Results of the study

The researcher expected to get in details the understanding of the role of motivation in enhancing performance, the various motivating factors and the reasons behind, why the performance of teachers in some private schools is still poor.

CHAPTER FOUR

4.0 FINDINGS AND DISCUSSION

4.1 Introduction

This chapter represents the findings of the study through data based on the specific objectives.

4.2 Data Cleaning

A total of 60 teachers with head teachers inclusive were targeted to represent the teachers out of whom, 3 head teachers were interviewed and the rest given questionnaires. Un-fortunately out of the 57 teachers given the questionnaires, only 48 returned them of which 1 was incomplete thus the response of questionnaires analyzed were 47 with the 3 interviews made up 50 respondents which was equivalent to 83.33%.

Table 4.1 Distribution of Questionnaires and response rate

Details	Number
Total of given questionnaires	57
Returned questionnaires	48
Omitted questionnaires	1
Analyzed questionnaires	47
Informant Interviews	3

Source: Field Data, 2014

4.3 Analysis and discussion of findings

The researcher was able to analyze data using the descriptive analysis whereby, a cross tabulation was used in presenting the findings in tables.

4.3.1 Characteristics of respondents

The researcher collected personal information from the respondents to enable her to define the demographic characteristics of the teachers and for that matter, they were tabulated in categories.

4.3.1.1 Gender distribution

The gender of respondents was tabulated and presented in table 4.2.

Table 4.2 Gender of respondents according to the survey

Total sample	Sex	number	Percentage
N= 50	Male	28	56
	Female	22	44
Total		50	100

Source: Field data, 2014

The study revealed that 56% of the respondents were male while 44% were female. This indicated that in the real situation of private primary schools, there were more men than women thus the need to encourage females to join private schools so as to have an equal proportion of gender in work organizations. However this didn't have any impact on the findings.

GENDER DISTRIBUTION

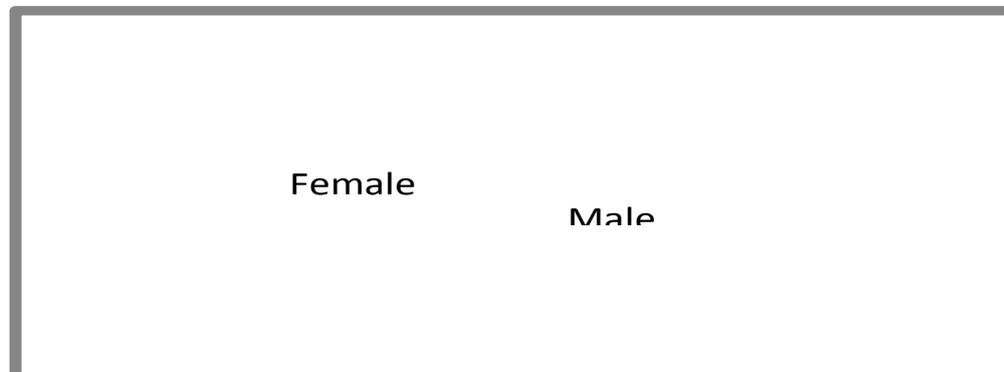


Figure 4.1 Gender distribution

Source: Field data, 2014

4.3.1.2 Age distribution

The age of the respondents was tabulated and presented in table 4.3.

Table 4.3 Age of respondents according to the survey

Age groups	Number of respondents	Percentage
21-29	14	28
30-39	27	54
40 and above	9	18
Total	50	100

Source: Field data, 2014

The age group determines the level of understanding on the issue under investigation.

The findings of this section were presented according to the age group results, the

table 4.3 shows that the teachers differ in age. 28% of the respondents fall under the range of 21-29 which was a category for the young and restless, fresh from college, so they were not stable. The majority of the respondents were between 31-39 years which comprised of 54%. This age group was for the active and energetic hence a good contribution to performance if well utilized. However, the age group of 40 and above years took on 18% which was believed to have more experience and good at handling students.

AGE DISTRIBUTION

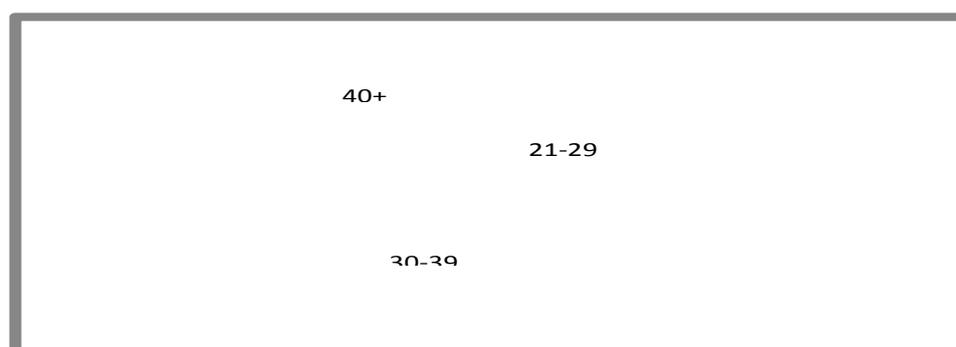


Figure 4.2 Age distribution

Source: Field data, 2014

4.3.1.3 Marital status

Table 4.4 Marital status according to survey

Marital status	Number	Percentage
Married	28	56
Single	20	40
Widow/Widower	2	4
Total	50	100

Source; Field data, 2014

From the findings, the status of teachers shown in table 4.4 suggested that 56% of the respondents were married implying that they had more responsibilities than the single who occupied 40%. There were also two widows on the staff. However this information was relevant when identifying motivators.

MARITAL STATUS

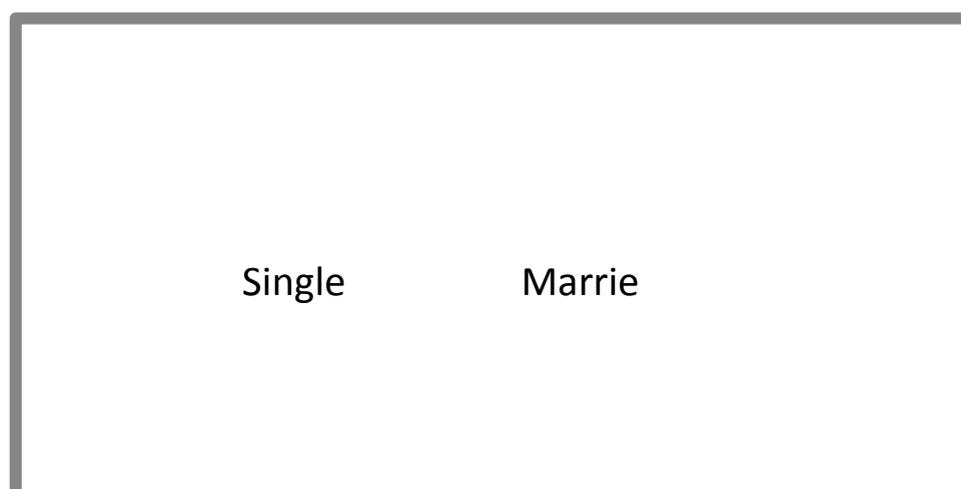


Figure 4.3 Marital status

Source: Field data, 2014

4.3.1.4 Education Background

Table 4.5 Education Background according to survey

Education Level	Number	Percentage
Certificates	27	54
Diploma	17	34
Degree	6	12

Source; Field data, 2014

The education background based on the following levels: certificates, diplomas and degrees. This information was to help in identifying the academic qualifications possessed by the respondents and how this could contribute to performance.

The findings in table 4.5 revealed that 54% of the respondents were certificate holders, 34% were diploma holders and 12% were degree holders. This indicated that the school did not employ teachers basing on education levels attained besides this suggested that the organization should ensure advancement for the teachers so as to boast education.

EDUCATION BACKGROUND

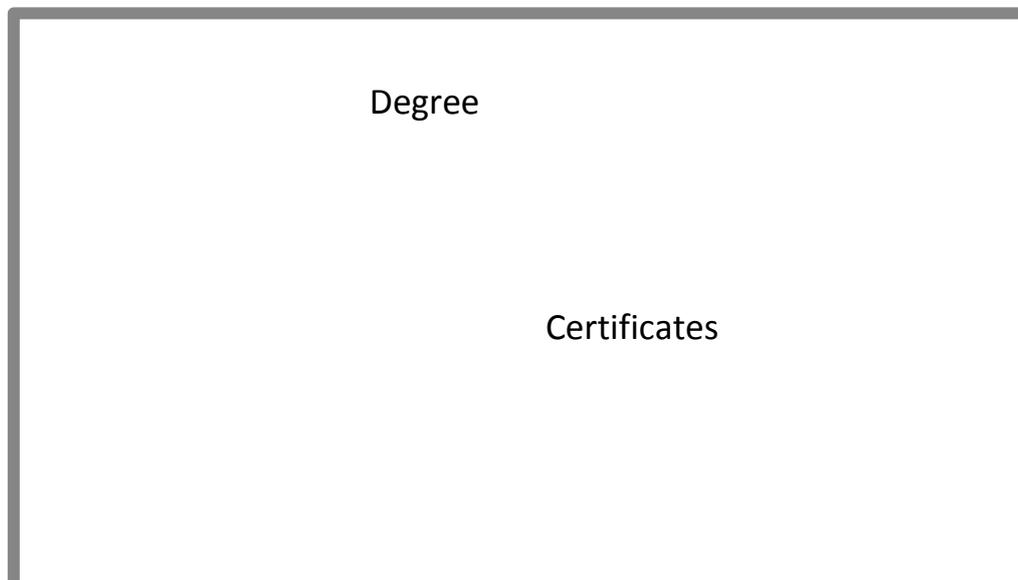


Figure 4.4 Education Background

Source: Field data, 2014

4.3.1.5 Experience distribution

Table 4. 6 Teaching experience according to survey

Years of Experience	Number	Percentage
0-5	20	40
6-10	12	24
11-15	13	26
15 and above	5	10

Source; Field data, 2014

Experience was categorized into 5's and this was to find out if it had any impact on performance. The findings presented in table 4.6 revealed that 40% of the respondents had less than 5 years' experience therefore not conversant with the teaching methodology. 24% was occupied by the respondents with an experience of 6-10 years, 26% represented respondents of 11-15 years and 1 and above years were 10%. The third and last categories were considered long serving staff.

That indicated that some employees joined the organization and on getting familiar with their job, possibly they became unsatisfied and they decided to leave. This was cited in Adams Equity theory that, employees compare their effort they put in the job and what they earned.

EXPERIENCE DISTRIBUTION

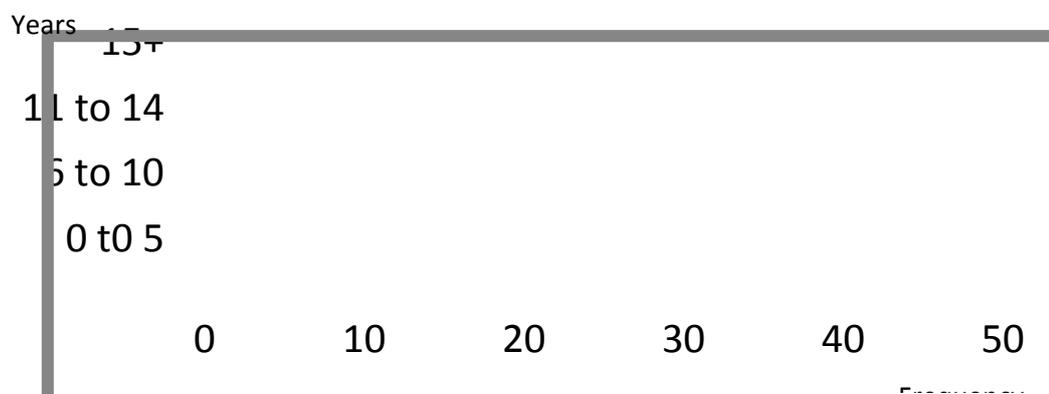


Figure 4.5 Teaching experience

Source: Field data, 2014

4.3.2 Indicators of Motivation

It's the objective of this section to investigate the indicators of motivation on performance. This was derived from the study results through questionnaires. Several questions guided the respondents in order to give the answers.

4.2.2.1 Are you motivated to work with St. Mary's Schools? This was asked using a checklist, yes-no

Table 4.7 Distribution of Motivation responses according to questionnaires

Total sample	category	frequency	Percentage
N=47	yes	27	57.4
	no	20	42.6
Total		47	100

Source: Field data, 2014

In the analysis, findings as presented in the table 4.7, 27 (57.4%) of the respondents were motivated to work with the organization while 20(42.6%) were not. From the above, there were more motivated teachers thus satisfaction. This corresponded with Ngirwa (2006), definition that motivation is the willingness to work.

INDICATORS OF MOTIVATION

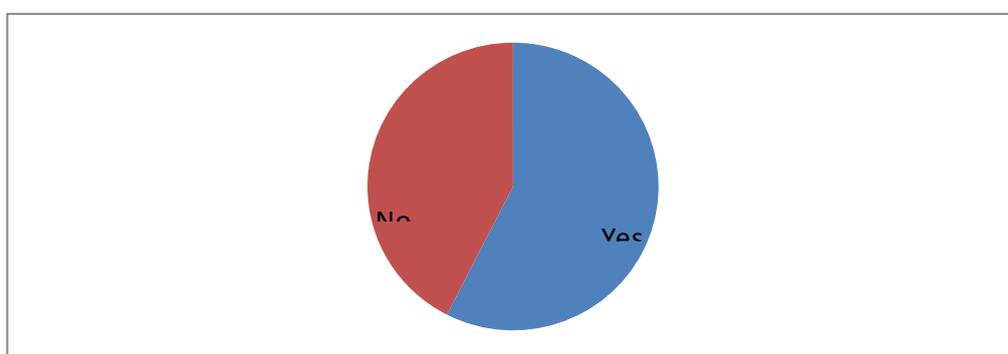


Figure 4.6 Shows indicators of motivation

Source: Field data, 2014

4.3.2.2 Another guiding question was; what do you think are good motivators?

Table 4.8 Good motivators according to questionnaire

Total Sample	Motivator	frequency	Percentages
N=47	Pay	17	36.17
	Working conditions	4	8.51
	Promotion	8	17.02
	Rewards	7	14.89
	Advancement	5	10.64
	Recognition	3	6.38
	Mixed ideas	3	6.38
	Total		47

Source: Field Data, 2014

From the findings, 17(36.17%) responded that pay was an indicator of motivation and that was the majority. 4(8.51%) believed good working conditions were good motivators, 8(17.02%) said promotion was an indicator of motivation, 7(14.89%) were for rewards as good motivators, 5(10.64%) were for advancement as good motivators where-as recognition as a good motivator was 3(6.38%) and 3(6.38%) of the teachers mentioned several other motivators. This corresponded with Maslow's Theory that employees had different needs and the satisfaction of one drives to another.

GOOD MOTIVATORS

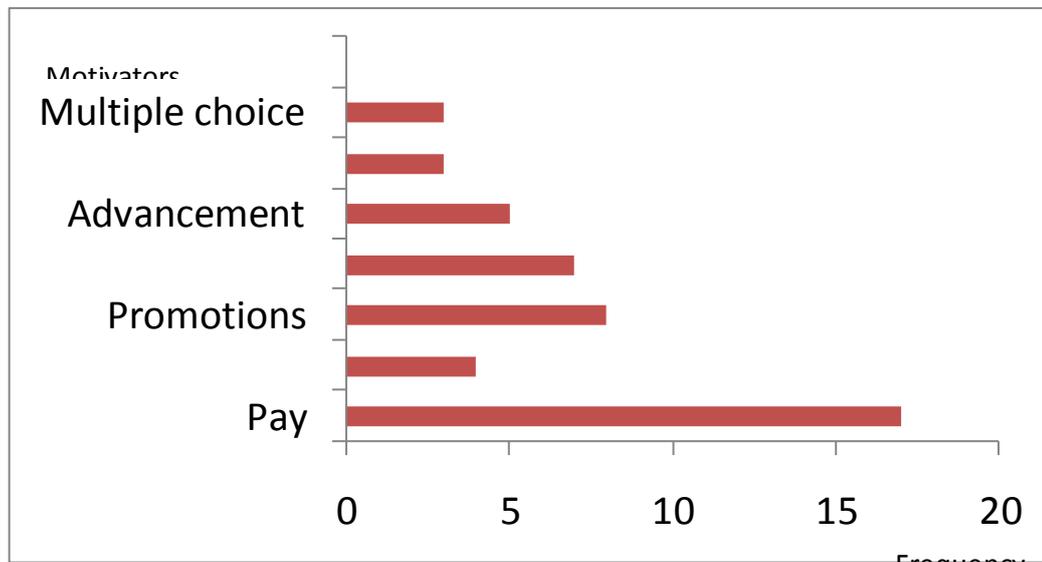


Figure 4.7 shows good indicators of motivation

Source: Field data, 2014

4.3.2.3 What in your own experience motivates your best, most successful performance?

In this case, the researcher listed 6 attributes for respondents to make choices

Table 4.9 Questionnaire Responses regarding motivators for best, most performance

Table sample	Motivators	frequency	Percentage
N=47	Money	22	46.8
	Recognition	8	17.0
	Promotion	7	14.9
	Security	3	6.4
	Advancement	5	10.6
	Responsibility	0	0
	More than one	2	4.3

Source: Field data, 2014

Table 4.8 shows that 22 (46.8%) of the respondents through questionnaires were of the view that they deserved money for their effort, 8(17%) thought recognition would be the best reward for their effort.7(14.9%) regarded security as best for their efforts, 5(10.6%) thought advancement was the reward equivalent to their effort while none responded to prestige while 2(4.3%) had more than one reward for their effort.

From the researcher's point of view, teachers would be motivated if rewarded for their effort at work. This would enhance loyalty as well as better performance. According to Vroom, satisfaction is derived from the outcomes that a job provides to a person. However what may satisfy one individual may not satisfy another.

MOTIVATORS FOR BEST PERFORMANCE

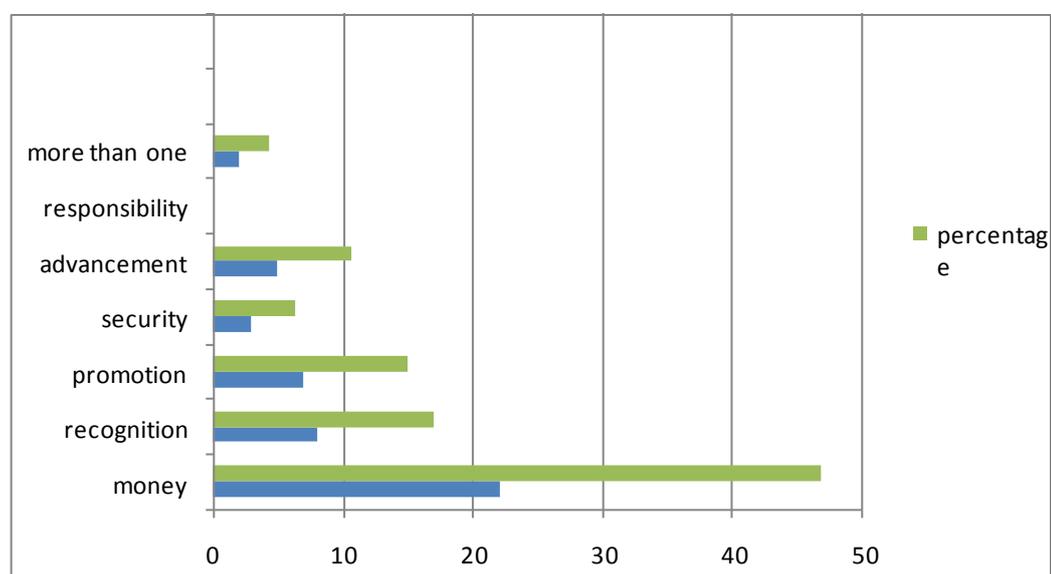


Figure 4.8 Shows motivators for the best performance

Source: Field data, 2014

4.3.2.4 What factors motivate or demotivate you at work?

This involved respondents mentioning the factors. 27(57.4%) were motivated to work with the organization while 20(42.6%) were not.

Table 4.10 Responses of motivators of teachers according to questionnaires

Total Sample	Motivators	frequency	percentage
N= 27	Salary	5	18.5
	Free Education	3	11.1
	Working conditions	14	51.8
	Security	2	7.4
	Performance and the Discipline of pupils	2	7.4
	Study leave	1	3.7

Source: Field data,2014

Table 4.10 showed the teachers' responses of what motivated them to work with St. Mary's schools. This indicated that 5(18.5%) indicated that they were motivated by salary, 3 (11.1%) by the free education provided to their children, this aroused their effort to work, the working conditions 14(51.8%) showed that there was a conducive working environment in the organization, security 2(7.4%) motivated other teachers as some teachers were non- Tanzanians and this was applicable, performance and discipline of the pupils 2(7.4%) motivated the teachers, this implied that the pupils were highly disciplined and lastly there was 1(3.7%) who were motivated by study leave.

MOTIVATED TEACHERS

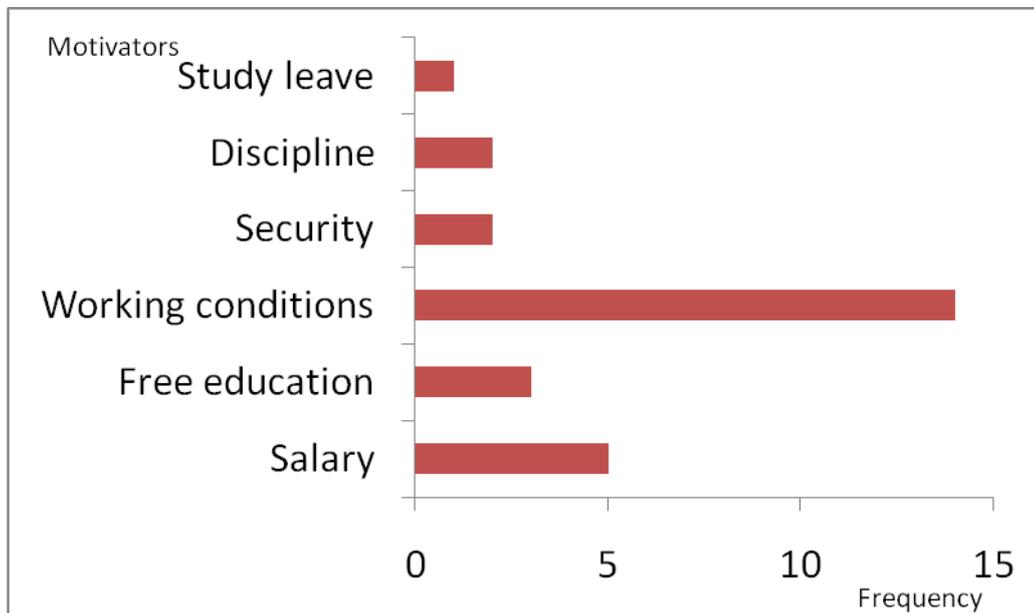


Figure 4.9 showing teachers motivators

Source: Field data, 2014

However, some teachers were demotivated as they worked in the school and table 4.11 shows the de-motivators.

Table 4.11 Responses of de-motivated employees according to questionnaires

Table Sample	de-motivators	Frequency	Percentage
N= 20	Poor salaries	10	50
	Delayed salary	4	20
	No appreciation	4	20
	No allowances	2	10

Source: Field data, 2014

The table 4.11 indicated that; 10(50%) of the teachers who didn't agree that they were motivated responded that poor salaries were the factor here, another 4(20%) showed that they were de-motivated by the delayed salaries, 4(20%) was de-motivated by not being appreciated for the work they did and finally 2(10%) was because of not being given allowances especially for extra classes.

DEMOTIVATED TEACHERS

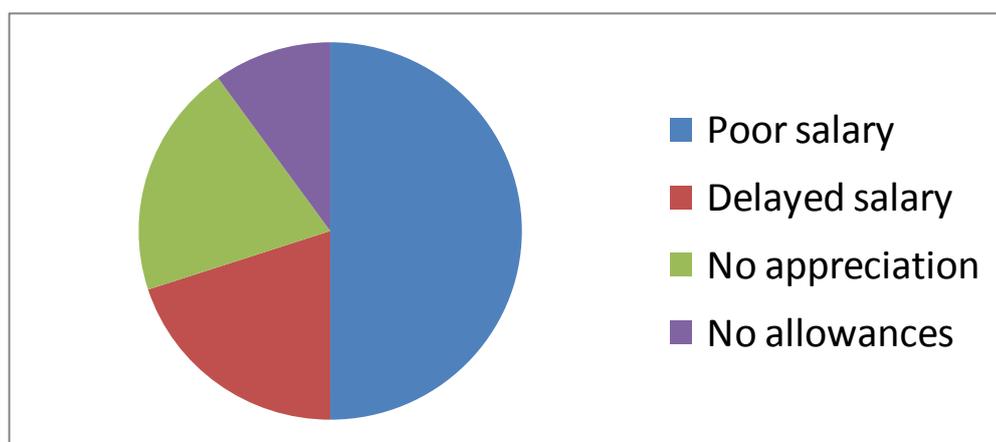


Figure 4.10 shows teacher de-motivators

Source: Field data, 2014

4.3.2.5 Discussion on Indicators of motivation

In the study findings on motivation of teachers, the study revealed that there were four important indicators of motivation. Respondents gave their views and these were monetary and non-monetary motivators. The study revealed from the interviews that 70% of the teachers were getting accommodation in the school quarters. More to that, the teachers got free meals that's break-fast, lunch and supper for those who wished therefore it was a form of motivating teachers.

Free education was another motivator from the interviews. The study showed that most teachers who served more than 5 years had their children study freely therefore that was motivating them to work. Rewards were another indicator of motivation. The study indicated that teachers needed rewards for their effort. They needed to be appreciated for the work they did.

According to Grusky (in print) rewards were among the most important factors which influenced the strength of a person's attachment to the organization. He argued that if a person discovered that he couldn't obtain the rewards he originally desired, he either quit the organization or joined another or if not feasible, he accepted them but at the same time felt less committed to that organization.

Salary was a monetary indicator of motivation. The study indicated that the majority of the teachers' salaries were inadequate to meet their needs in the current cost of living. As a form of motivation, salary was insufficient to motivate teachers to perform effectively. The findings however revealed that salary had not been able to

improve teachers' morale to perform their professional duties. The study finding was contrary to Armstrong (1996) who emphasized the value of financial rewards when he said that money provided the means to achieve a number of different ends.

Also salary administration was very poor and that demotivated teachers. The late pay was common where teachers got salary of a previous month in the first 5-10 days of the next month. However, Bennel (2003) argued that salary scales for teachers were very flat and with low increments based on seniority with little or no link with the actual job performance.

According to Herzberg(1959), the theory suggested that people should be used in such a way that they got achievement, interest and responsibility so that they grew and advanced in their work. This had an implication on the study so the organization needs to make the salary structure appropriate and reasonable. They must be equal and competitive to those in the same category in the same domain.

The researcher observed that salary was vital in causing satisfaction among workers thus a strong force that kept teachers at the job.

Having analyzed the different forms of motivation from the respondents, the researcher concluded that if the teaching force was paid reasonably and was well motivated, they could achieve much of quality education even against great odds and their performance would definitely improve. The findings were related to Herzberg

(1978) which stated that if teachers were properly motivated, it could change the mediocre group into a highly productive team.

4.3.3 Factors influencing performance

This was the second specific objective and the findings were as follows;

4.3.3.1 Do teachers in St.Mary's have enough knowledge and skills to perform their duties?

Table 4.12 Ability responses according to respondents

Total sample	category	Frequency	Percentage
N= 50	Yes	46	92
	No	4	8

Sources: Field data, 2014

The findings revealed that 46(96%) of the teachers possessed the knowledge and skills required to perform the job while 4(8%) disagreed that some of the teachers didn't have the necessary skills.

ABILITY RESPONSES

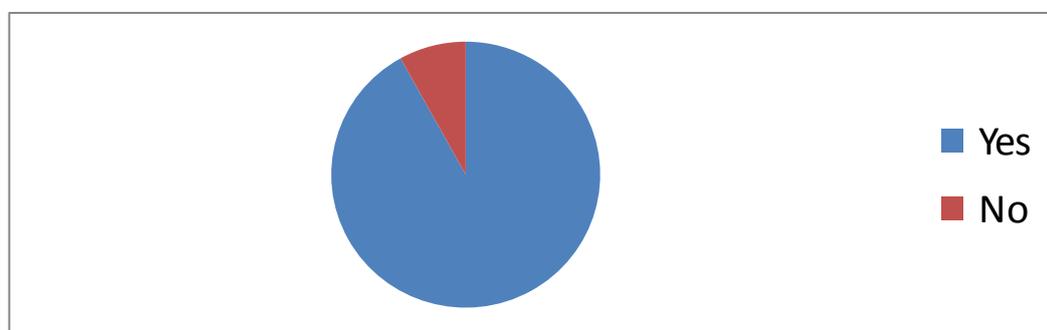


Figure 4.11 Shows ability responses

Source: Field data, 2014

4.3.3.2 How do you rate the performance of teachers in the school?

Table 4. 13 Respondents responses on performance

Total sample	Category	frequency	Percentage
N=50	Good	34	68
	Average	12	24
	Discouraging	4	8

Source: Field data, 2014

From the table above, 34(68%) of the respondents were majority and regarded the performance as good. This implied that despite the inadequate motivation, the performance was still good. 12(24%) also indicated that the performance was average and 4(8%) indicated that the performance was discouraging.

However, the responses from the interviews indicated that the teachers' performance was good as they worked with parental attitude but not professionalism. They put a lot of effort in the job.

PERFORMANCE RESPONSES



Figure 4.12 shows performance of teachers

Source: Field data, 2014

4.3.3.3 How do you measure the performance of the teachers?

Table 4.14 Performance of teachers according to interviews

Performance indicators for teachers	Ratings
Preparation of lesson notes	V. Good
Preparation of lesson plans	V. Good
Teachers- pupils' relationship	V. Good
Teachers' attendance (class and school)	V. Good
Punctuality	V. Good
Regular pupils' assessment	V. Good
Class management	V. Good
Usage of lesson plans in class	Good
Pupils' performance	V. Good
Teachers' relationship with subordinates	V. Good

Source: Field data 2014

Table 4.14 revealed from interview responses that the preparation of lesson plans was very good, notes were written and delivered, the teacher- pupil relationship was good, teachers reported to school on time and attended classes effectively.

Further-more, there was a weekly assessment of pupils especially the candidate classes as seen from the results, class management was good which was an indicator of discipline of the students. Teachers prepared lesson plans but they never went to class with them, pupils' performance was good and this is evident in the past year's

results of Necta and lastly is the teacher- subordinate relationship was good.

This was revealed from the interview responses and basing on these responses the researcher observed some of the indicators which were evident in the findings. On looking at the register, it was evident that teachers reported to school as early as 7:30a.m, marking of pupils' book was evident in the pupils' books and through observations, it was evident that some teachers didn't go to class with lesson plans and all this agreed to the interview responses. Despite the poor motivation, teachers performed duties with high morale.

4.3.3.4 What measures should be taken to improve performance of teachers in private schools?

Table 4.15 Measures to improve performance according to the questionnaires

Total Sample	Category	frequency	Percentage
	Appreciation	9	19.1
	Salary increment	16	34.0
N= 47	Adequate teaching resources	7	14.9
	Training and development	11	23.4
	Working conditions	2	4.3
	Teacher participation	2	4.3

Source: Field data,2014

Table 4.15 indicates that 16 (34%), the majority of the respondents regarded salary increment as a way of improving performance. 11(23%) regarded training and development, 9(19.1%) regarded appreciation, 7(14.9%) regarded the need of adequate teaching resources, 2(4.3%) as teacher participation and 2(4.3%) as better working conditions.

MEASURES TO IMPROVE PERFORMANCE

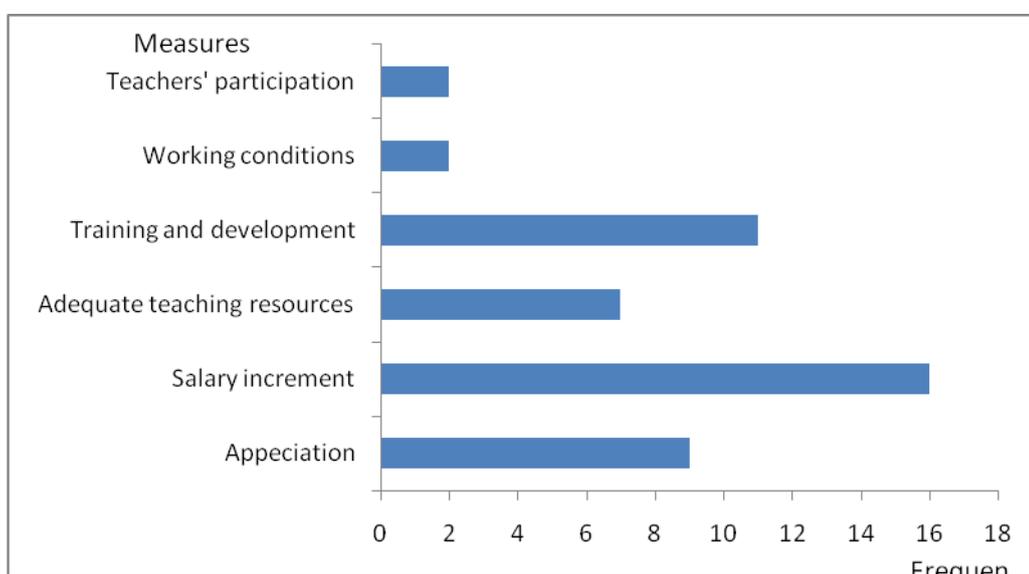


Figure 4.13 Shows measures to improve performance

Source: Field data, 2014

Besides, interview responses indicated several measures as well and these included the following; involvement in decision making especially the candidate classes, recognition of special achievements, giving positive feedback, in-house training and building interpersonal relationships as they had no one to one talk due to the time factor.

4.3.3.5 Discussion on teachers' performance

According to the analysis on objective two, the findings revealed that the teachers' performance was very good despite the low motivation. The study revealed that the most significant indicators of teachers' performance were students' performance. Last year's performance was as follows in the three campuses;

Table 4. 16 shows previous Necta results

Tabata campus	Ilala municipality	Dar-es-salaam region
	10	15
Mbezi campus	Kinondoni	Dar-es-salaam
	8	26
Mbagala campus	Temeke	Dar-es-salaam
	6	35

Field study, 2014

According to the table, findings indicated that the students still performed well despite the drop from top ranks.

Nickols (2003) argued that people must have in a clear picture and end or goal they are to achieve so as to determine whether they are progressing or not and this was relevant to the finding that when pupils ranked highly, this indicated that teachers were performing and likewise poor student performance showed poor teacher performance.

Regular assessment also had an impact on performance. However this was good and this was explained in the self - determination theory concerned primarily to promote in students an interest in learning, valuing education and a confidence in their own capacities and attributes resulting into high quality learning and conceptual understanding.

However, Campbell (1990) proposed in his model that performance was assumed to be a function of a person's ability, personality, interests, experience and aptitude that's treatment interactions, interpersonal skills, level of effort and choice to perform which is related to the study.

Sonnetag (1999) argued that individual performance was an individual measurable behavior which was relevant to organization goals. The interrelationship between individual differences and situational perceptions was necessary for understanding why specific individual characteristics and situational factors result in high individual performance.

Maslow (1958) stated that if a number of features of a person's needs were unsatisfied at a given time, satisfaction of the most proponent ones would be more pressing than that of the other. So the idea was that a satisfied need didn't determine behavior but unsatisfied needs thus enhancing performance.

4.3.4 Impact of motivation on the performance of teachers?

4.3.4.1 Does motivation generate poor performance?

Table 4.17 Responses on poor performance according to respondents

Total sample	category	frequency	Percentage
N=50	Yes	35	70
	No	8	16
	Not sure	7	14

Source: Field data, 2014

The findings in table 4.17 indicate that 35(70%) of the respondents regarded motivation as an engine to performance, 8(16%) of the respondents indicated that poor performance was not generated by motivation while 7(14%) were not sure.

TEACHERS RESPONSES ON PERFORMANCE



Figure 4.14 Shows respondents responses on performance

Source: Field data, 2014

4.3.4.2 Does lack of motivation have any impact on teachers' morale to perform?

Table 4.18 Respondents responses on the impact of motivation on teachers' performance

Total sample	category	Frequency	Percentage
N= 50	Yes	44	88
	No	4	8
	Not sure	2	4

Source: Field data, 2014

The study findings reveal that 44(88%) agree that lack of motivation has an impact on performance, 4(8%) disagree while 2(4%) response were not sure.

IMPACT OF MOTIVATION ON TEACHERS' PERFORMANCE



Figure 4.15 Shows impact of motivation on teachers' performance

Source: Field data, 2014

4.3.4.3 Why do private schools perform poorly despite high motivation as compared to public schools?

Table 4.19 Respondents responses on the poor performance of private school teachers

Total sample	categories	frequency	performance
N= 50	lack of competence	6	12
	Poor students' enrolment	8	16
	Lack of facilities	5	10
	Lack exposure	3	6
	High turnover	4	8
	Poor management	10	20
	Lack commitment	7	14
	No team work	5	10
	Business oriented	2	4

Source: Field data, 2014

Table 4.19 indicated that 6(12%) of the respondents argued that the poor performance was caused by lack of competence, 8(16%) indicated that poor performance was a result of poor enrolment of pupils, 5(10%) revealed that there was lack of facilities, 3(6%) showed that private school teachers lacked exposure, 4(8%) indicated poor performance resulted from high turnover, 10(20%) revealed poor management was the cause of poor performance, 7(14%) indicated lack of

commitment, 5(10%) indicated lack of capacity building and teamwork and finally 2(4%) indicated that private schools were business oriented.

POOR PERFORMANCE OF PRIVATE SCHOOL TEACHERS

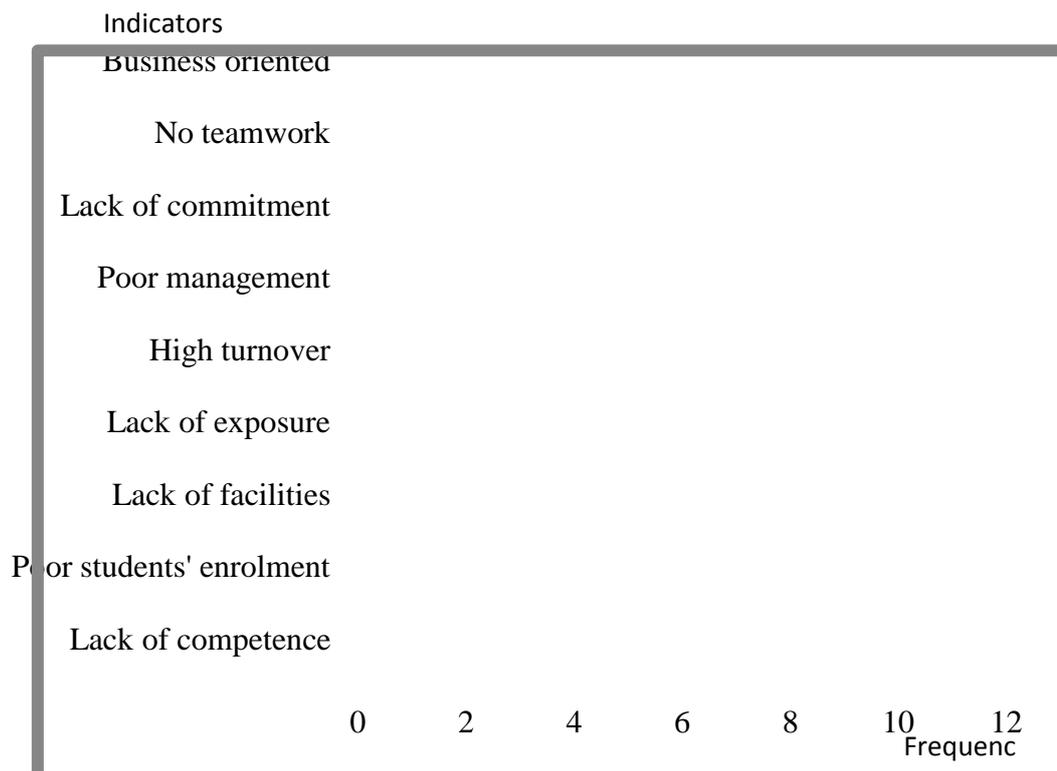


Figure 4.16 Shows poor performance of private school teachers

Source: Field data, 2014

4.3.4.5 Discussion on poor performance of private school teachers

From the above findings, the majority of respondents indicated that poor performance was generated by lack of motivation and thus had an impact. This corresponded with Vroom(1964) who stated that if an individual worker believed that working hard would lead to salary increment, he or she would intensify his or her effort and work harder.

The theory recognized that people acted only when they had a reasonable expectation that their actions would lead to desired goals. The theory also emphasized on performance. There must be clearly recognized goals and relationships between performance and outcomes and motivation was the function of the expectation of attaining the outcome in performing. Therefore this matched with the study in that the teachers had greater expectations than what they actually got.

Generally, according to the survey, social and economic conditions of teachers had an impact on their performance such as low salary, lack of facilities, status in the society, mental health and morale, stress of work, relationship with the staff and the administration all affected performance. However, the major reason for performance differences between private and public schools was that private school teachers earned high income, commanded respect and worked in good environments but they never participated in policy development.

A study by Bennel (2004) in Sub-Saharan Africa noted that incentives for schools and teachers in the education system to perform well were frequently weak due to ineffective incentives and sanctions, indiscipline for unacceptable behavior such as absenteeism, lateness, poor teaching as it's difficult to dismiss them, pay and promote.

4.3.5 Discussion on the role of motivation on performance

The researcher agreed with the majority rather than the minority as poor performance was generated by motivation. That was because motivation involved many factors and

that was true with Herzberg's theory which was found to be applicable in the education field.

The theory stated that motivation was related to leadership, for good leadership set examples, provided guidance, encouraged and instructed. That could be one of the greatest motivation strategies in schools which effective principals/heads would use to motivate their staff and pupils as well.

However the interview respondents indicated that motivation played an important role in performance and gave the following as some of the roles: that motivation built morale in teachers, enhanced commitment and promoted creativity to mention a few. Good motivation of teachers was definitely related to morale. High morale was difficult to attain and motivation of teachers was a prime factor in achieving it.

Herzberg (1978) stated that if teachers were properly motivated, it could change the mediocre group into a highly productive team. Equally, a motivated teacher presented his or her subject matter in a variety of ways thereby bringing novelty in his teaching thus making lessons effective and realistic. Motivation also brought competition and increased learning efficiency on the part of learners.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presented the summary, conclusion and recommendation of the study. The summary and conclusion involved the salient issues found out in the study while the recommendations are ways proposed as a means of motivation of teachers as well as increasing their performance. It also presented areas of further study.

5.2 Summary of key findings

The study examined the role of motivation on the performance of private primary school teachers. The study was conducted at St. Mary's schools in Dar-es-Salaam and it involved 50 teachers as respondents in the study. With varying levels of education, the majority of the teachers had been working for over 5 years in the school. That implied that teachers were already conversant with the motivation in the school and were therefore expected to assess the role of motivation in enhancing their performance.

Consequently, some of the study findings agreed with the conceptual framework that was developed as a guide to the study. All in all, the study revealed that motivation was necessary for high performance of teachers though they were poorly motivated.

5.3 Conclusion

The summary and conclusion were presented in line with the specific objectives.

5.3.1 Indicators of motivation

Research findings revealed that not only were teachers motivated by monetary rewards but also non-monetary rewards. The working conditions were highly favorable in the institution and the discipline of the pupils made work easy for the teachers thus enhancing morale. However, most of the teachers were concerned with the inadequacy of salaries to meet their needs with the cost of living as they found it difficult to meet daily expenses. Salary was the most pressing motivator that was reported. On contrary, salary scales for teachers were often very flat with very low increments awarded on the basis of experience with little or no link with the actual job performance.

According to different researches, it was evident that teacher pay was generally very low and declining in real terms in most countries. Salary supplementation for teachers was common to cope strategies adopted by teachers to meet minimum household needs. Private tuition amounted to shadow the education system in many countries with pupil involvement. In addition, the late payment was common in the schools. As a form of motivation therefore, salary was insufficient to motivate teachers and increase their morale to perform effectively.

A recent World Bank report on education management in Nigeria noted that “Teachers may have reasonable job security but until they feel confident that they will be paid and when due, their morale will continue to be low and their attendance at school irregular.” However, not all teachers were motivated by intrinsic rewards. There were teachers who were motivated by inner drives like promotion, security,

recognition among others. It was therefore concluded that high motivation increases performance.

5.3.2 Influence of motivation

Basically, despite the relatively low motivation, the majority of the respondents indicated that their performance was good implying they performed their duties with morale. This was evident from the early reporting to school, regular assessing of pupils, effective maintenance of pupils' discipline, supervision of school activities, among others.

On the other hand, the majority of the respondents indicated that they had the necessary knowledge and skills which enabled effective performance. However, there were other factors that determined individual performance, that's the individual differences and situational perceptions. Besides, the respondents suggested the measures to improve performance like improving the working conditions, revision of the salary scale to mention a few.

Therefore, the researcher concluded on this matter that despite the inadequate motivation in schools, the teachers in St. Mary's performed their activities with parental attitudes.

5.3.3 Impact of motivation

Motivation as seen from the findings had an impact on performance. The majority of respondents indicated that lack of motivation had an impact on the morale to perform

and that the lack of motivation generated poor performance. There were other factors that caused the poor performance of teachers in private primary schools like, poor management and as revealed from different studies, many managers acted for very long periods and management styles tended to be authoritative with limited participation, delegation and communication with respect to school functions. Teacher supervision was very weak and effective performance appraisal and inspection was infrequent. On contrary, there was a high rate of teacher turnover with reasons such as resignation, search for greener pastures, teacher upgrading, occupational attrition and others which was a sign of dissatisfaction.

Teachers might be highly committed to the attainment of learning goals but might lack necessary competencies to teach effectively. That was reflected in deteriorating standards and professional conducts and performance. Teachers devoted less time to extra activities, teaching preparation and marking. Consequently, there was no spirit of competition in private schools as they didn't have exposure and were more of business oriented thus the poor enrolment of students.

It's also because of the poor and declining quality of education that led parents to sending their children to private schools which led to amounts of mass exodus, large class sizes, changing curriculum and thus what was expected of the teachers was not realistic given the workload, rewards and work environment as revealed by Bennel,(2004).

All in all, Dessler(2005) examined motivation and performance from the perspective of teachers in schools that they were different. He stated that motivation was an output to work but performance was an output from the motivation. These two from the teachers' perspective may be difficult to distinguish and more-so motivation was often got from the output produced, the possibility of high motivation and low output or low motivation and high output was often not considered. If effort was costly for an employee, ignoring the effort could bias the estimated effect of performance because it should increase performance.

However, when employees are satisfied with their job, they get more motivated automatically and thus show their best effort towards performance. On contrary, the role of motivation couldn't be over emphasized in the field of education. Motivation played a very significant role in attaining education objectives through teaching and learning processes. Motivation in teachers was seen as working tirelessly in schools.

5.4 Recommendations

The following recommendations were provided by the researcher basing on the findings to private schools owners, teachers and policy makers.

5.4.1 Policy Recommendation

Due to technical innovations and changes in organization structures and processes, Individual work requirements were drastically changing. As a consequence, continuous learning and competence development become increasingly important. Therefore individuals must be willing and able to engage in continuous learning

processes in order to accomplish their tasks carefully.

Policy makers should design and make adjustments to the existing framework to ensure that all employees were well motivated in their organizations. They should establish clear, shared goals for school improvement based on school development plans and create management structures to ensure that schools were supported in implementing these plans.

Furthermore, there was a need to improve promotional prospects in order to attract and retain talents. Qualified and trained teachers in primary schools should be considered for promotion as headmasters and inspectors of schools. There was a call for salary and non- salary factors as a basic need from respondents. Organizations should provide fair and transparent rewards which are multiple, market pay structures and improve learning and work environment all which could improve teacher motivation.

Teachers should ensure that they motivate pupils as an attempt to arouse and enjoy the classes they teach by paying individual attention using different approaches, positive reinforcement thus increasing morale and performance. Awards should be given to better performance for instance pupils' discipline, teacher performance, pupils' attendance and achievement, community and parent participation in school activities should be awarded to serve as motivation.

5.4.2 Recommendation for further studies

The results of the study could be used to identify and understand what motivated employees in their organizations. However future research should explore the relationship between students' motivation and their performance.

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APPENDICES

APPENDIX 1

Dear respondents, I am a student of Open University of Tanzania pursuing a Masters' Degree in Human Resources. I am carrying out a research on the role of motivation on teachers' performance in private primary schools in Ilala municipality. The responses will be confidential and are strictly for academic purposes. I will be most grateful for your cooperation and sincerity.

SECTION A: Respondent characteristics

(Please tick the right option or fill the answers in the space provided)

1. Gender.....
2. Age.....
3. Marital status.....
4. Education Background.....
5. Experience.....
6. Department.....

SECTION B: Research Questions

1. (a) Are you motivated to work in St. Mary's schools? Yes/No

- i) If yes, what motivates you?.....
- ii) If no, what de-motivates you?.....

- (b) What in your own experience motivates your best, most successful performance?

Money	security
Recognition	responsibility
Promotion	advancement

- (c) What do you think are good motivators teachers would require?

.....

2. (a) Do teachers have enough knowledge and skills to perform their duties? Yes/No

- (b) How do you rate the performance of teachers in the school, good, average, bad or

discouraging?.....

(c) Through your experience, can you suggest any measures to improve teacher's performance?.....

3. (a) Does lack of motivation generate poor performance? Yes/No

(b) Does lack of motivation have an impact on the performance of teachers? Yes/No.

(c) Why do you think some private schools still perform poorly despite higher motivation than private schools?.....

APPENDIX 2

Dear respondents, I am a student of Open University of Tanzania pursuing a Masters' Degree in Human Resources. I am carrying out a research on the role of motivation on teachers' performance in private schools in Dar essalaam. The responses will be confidential and are strictly for academic purposes. I will be most grateful for your cooperation and sincerity.

Questions

1. Regarding motivation of teachers in enhancing performance, what do you regard as good motivators for teachers?.....
2. Being a big organization, what are some of the challenges faced in administering teachers?.....
3. How do you measure the performance of teachers?.....
.....
4. What measures have you taken to improve the performance of the teachers?.....
5. Which factors would you consider to be affecting the performance of teachers?.....
6. What role does motivation play on performance?.....
.....