

**DETERMINATION OF MOTIVATIONAL FACTORS AFFECTING
SECONDARY SCHOOL TEACHERS' PROFESSIONAL EFFICIENCY: A
CASE OF MVOMERO DISTRICT**

JOVIN JOHNSEN MUSHWAIM

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
UNIVERSITY OF TANZANIA**

2014

CERTIFICATION

The undersigned certifies that she has read, and hereby recommends to the faculty of Education for acceptance, a dissertation titled “Determination of Motivational Factors Affecting Secondary School Teachers’ Professional Efficiency: A Case of Mvomero District” submitted by Jovin Johnsen Mushwaim in partial/fulfilment of the requirements for a degree of Masters of Education in Administration, Planning and Policy Studies.

Dr. Bibiana. S. Komunte

(Supervisor)

Date

COPYRIGHT

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

DECLARATION

I, Jovin Johnsen Mushwaim, do hereby declare that this dissertation is my own work and that it has not been submitted for a degree to any other University.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my beloved wife, Lydia Rogasian and my children,
Jonathan and Joyce.

ABSTRACT

Teachers are prime resources of schools in enhancing good performance which in turn provides assurance for quality education. Despite that Mvomero District has been doing its own best to facilitate teachers' professional efficiency by enhancing motivation, there have been shortcomings that many teachers have been inadequately motivated. The general objective of the study was to assess the motivational factors affecting teachers' professional efficiency in public secondary schools in Mvomero district. Case study research design was utilized in the methodology. A sample of 120 respondents was used. Data were collected using interview, questionnaires and analysed descriptively by using Statistical Package for Social Science (SPSS) software. The findings from the study indicated that, salaries have influenced teachers negatively as they seem to be unworthy of services rendered (80%), do not meet their monthly expenses and remain with nothing to save (90%). Promotion opportunities were available but lack or misplacement of documents due to negligence of officers led to promotion among teachers taking a long time (92%). Lazy or non performing teachers were warned and sometimes demoted as a sign for non-fulfilment of obligations (80%). However, there have been few or no houses for teaching and non-teaching staff, inadequate classrooms, desks, tables, playgrounds etc. were available, and do not match the requirements of a fully furnished school (82%). Delays of payment de-motivated teachers while decent and equitable salary need to be paid. It is recommended that salaries, promotion practices, rewarding system and teaching-learning environment need to be enhanced for both teachers and students in Mvomero District.

ACKNOWLEDGEMENTS

A number of people contributed in one way or another towards the success of this dissertation. However, only a few will be mentioned to represent all those who assisted me both morally and materially towards my academic success.

Special thanks go to my supervisor Dr. B. S. Komunte for her tireless support and guidance which has been of big help to me during the preparation and completion of this dissertation. I would also like to thank Mr. S. Mandari the planning officer for Mvomero District for providing me data pertaining to education in the district. Then, Mr. S. Kunambi the district education officer for rendering me a permission to carry out the study in seven public secondary schools. Moreover, I would not forget Mr. P. Makalusi the district academic officer for his assistance.

I would like to appreciate the assistance given to me by headmasters and headmistresses from the seven secondary schools, that is, Mr. D. Mhave (Lusanga), Mrs. S. Nasib (Diongoya), Mr. S. Chiwoni (Melela), Mr. P. Doto (Mongola), Mr. S. Sanga (Murad Saddiq), Mr. N. Temu (Nassoro Seif) and Mr. E. Mutelesi (Kipera) as well as the teachers for their support on data collection and on various matters pertaining to teachers' motivational factors for their professional efficiency.

Last but not least, I would like to thank Mr. A. Msuya for his support in typing and editing the work. However, shortcomings arising from this report should be directed to me alone.

TABLE OF CONTENTS

CERTIFICATION.....	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ABSTRACT.....	vi
ACKNOWLEDGEMENTS	vii
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiii
LIST OF ABBREVIATIONS AND ACRONYMS	xiv
CHAPTER ONE.....	1
1.0 INTRODUCTION	1
1.1 Introduction	1
1.2 Background to the Problem.....	1
1.2.1 Aspects of Motivation	1
1.2.2 Significance of Motivation on Professional Efficiency	2
1.2.3 Teachers’ needs	4
1.3 Statement of the Problem	5
1.4 Research Objectives	7
1.4.1 General Objective.....	7
1.4.2 Specific Objectives.....	7
1.5 Research Questions	7
1.6 Significance of the Study	8
1.7 Scope of the Study.....	8

1.8	Definition of Terms	9
1.8.1	Motivation	9
1.8.2	Motivational Factors	9
1.8.3	Work Motivation	9
1.8.4	Reward System.....	9
1.8.5	Professional Efficiency	11
1.8.6	Working Environment.....	11
1.8.7	Salaries	11
1.8.8	Promotion Opportunity	12
1.9	Organisation of the Study.....	12
CHAPTER TWO		13
2.0	LITERATURE REVIEW	13
2.1	Introduction	13
2.2	Theoretical Literature Review.....	13
2.2.1	Theories of Motivation.....	13
2.2.1.1	Maslow’s Hierarchy of Needs Theory	13
2.2.1.2	Achievement Motivation Theory	16
2.2.1.3	Motivator – Hygiene Theory	16
2.2.2	Quality of life and standard of living	17
2.2.3	The Integrative Theory of the Quality of Life.....	19
2.3	Teachers Motivation Factors	25
2.4	Professional Efficiency in Mvomero District.....	27
2.5	Review of Empirical Literature	29
2.6	Research Gap.....	32

2.6	Conceptual Framework	33
CHAPTER THREE		35
3.0	MATERIALS AND METHODS.....	35
3.1	Introduction	35
3.2	Research Design	35
3.3	Location of the Study	35
3.4	Target Population	36
3.5	Sample Size	37
3.6	Sampling Procedures	37
3.6.1	Simple Random Sampling.....	37
3.6.2	Purposive Sampling.....	38
3.7	Data collection Methods.....	38
3.7.1	Primary Data Collection Methods.....	38
3.7.1.1	Interviews	39
3.7.1.2	Questionnaires	39
3.8	Secondary data collection methods	39
3.9	Reliability and validity of data	39
3.6.1	Reliability	39
3.9.1	Validity.....	40
3.10	Data Analysis Procedures.....	40
3.11	Ethical Considerations.....	41
CHAPTER FOUR.....		42
4.0	PRESENTATION AND DISCUSSION OF FINDINGS.....	42
4.1	Introduction	42

4.2	How Salaries Influence Professional Efficiency of Teachers	42
4.3	Extent to which Promotion Opportunities Enhance Teachers' Professional Efficiency.....	46
4.4	Impact of Reward System on Teachers' Professional Efficiency	49
4.5	Extent to which Working and Living Environment Affect Teachers' Professional Efficiency.....	52
CHAPTER FIVE.....		56
5.0	SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	56
5.1	Introduction	56
5.2	Summary of the Findings	56
5.3	Conclusion.....	56
5.4	Recommendations	57
5.4.1	Action	57
5.4.2	Policy Implication	58
5.4.3	Further Research	58
REFERENCES.....		59
APPENDICES.....		66

LIST OF TABLES

Table 3 1: Distribution of respondents	37
Table 4.1: How salaries influence professional efficiency of teachers	43
Table 4.2: Extent of promotion opportunities	47
Table 4.3: Impact of Reward System	49
Table 4.4: Extent of working and living environment	52

LIST OF FIGURES

Figure 2.1: Maslow’s Hierarch of Needs..... 14

Figure 2.2: Conceptual Framework 33

LIST OF ABBREVIATIONS AND ACRONYMS

- DSSEO - District Secondary School Education Officer
- OECD - Organisation for Economic Co-operation and Development
- QOL - Quality of Life
- WHO - World Health Organisation

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

This chapter provides a blue print on how this study was carried out which assessed the motivational factors affecting teachers' professional efficiency in Mvomero district. It describes the background of the problem, statement of the problem and purpose of the study along with specific objectives and their respective research questions. In the same section the significance of the proposed study is given. Finally the section provides the scope, definitions of the key terms used and the organisation of the study.

1.2 Background to the Problem

1.2.1 Aspects of Motivation

Motivation refers to reasons that underlie behaviour that is characterized by willingness and volition (Sagimo, 2002). In lieu of this, motivation may be intrinsic and extrinsic. Intrinsic motivation is animated by personal enjoyment, interest or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies. However, motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions (Woodman, 1988). Motivation within individuals tends to vary across subject areas and this domain specificity increases with age.

Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Ngirwa, 2006).

Research suggests that motivation can be manipulated through certain instructional practices, although studies demonstrate both positive and negative effects (Marsden, 2004). In education aspect, psychologists have long recognized the importance of motivation for supporting teachers in their working environment (Galabawa, 2006).

The managers for this matter both school managers and other education stakeholders need to understand more clearly what motivates employees (teachers) to put more efforts and hence execute their professional efficiency so as to perform well in their daily duties (Galabawa, 2004). According to Sagimo (2002) as supported by Ngirwa (2006), the school organization and work settings must allow three things to happen: i) People (teachers) must be attracted not only to join the organization but also to remain in it; ii) Teachers must perform the task for which they were hired and; iii) Teachers must go beyond routine performance and become creative and innovative in their work.

1.2.2 Significance of Motivation on Professional Efficiency

The above three things can be achieved in the school environment effectively if the motivational problem is addressed to stimulate teacher's desires to provide their professional efficiency at the maximum level so as to feel as the members of the organization and hence to be productive workers (Ngirwa, 2006). In order to tackle the motivational problem of teachers, Komba and Nkumbi (2008) say, there is a need to identify the needs of teachers. The needs are the deficiencies that a teacher experiences at a particular time. The deficiencies may be psychological such as the

need for self-esteem, physiological such as the need for water, air or food or can be sociological such as the need for friendship (Hellriegel *et al.*, 1988).

Teachers are prime resources of schools in enhancing good performance which in turn provides assurance for quality education. Thus, improving their professional efficiency would have a major impact on the performance of country's schools and increasing the attainment of children across the education system (Galabawa, 2006). According to Komba (2007) the teacher's professional efficiency will be achieved at the maximum height, if teachers are motivated to do their job at their best level. This will help teachers execute their duties promptly, stimulate ideas, increase commitment as well as play a central role in executing educational plans more responsively to the total organization (Anthony, 1989). Teacher's efficiency is based on their level of ability and motivation. Thus, teachers will be professionally efficient if they possess the ability to do so (Hellriegel *et al.*, 1988). Ability refers to person's talent for doing a goal related tasks. This might include components such as verbal and spatial skills and manual components such as physical and determining strengths (Sagimo, 2002).

However, regardless of how intelligent, skilled or dexterous a person may be, the ability alone is not sufficient to attain high level of professional efficiency. The person (Teacher) must also be motivated to achieve the maximum professional efficiency level (Hellriegel *et al.*, 1988). When educational managers discuss motivating factors as Komba (2007) and Galabawa (2001) revealed, they are concerned with two basic issues. These are: (i) What drives the behaviour takes and

how to maintain this behaviour? (ii) What direction the behaviour takes and how to maintain this behaviour?. The teacher's motivation process begins with identifying a teacher's needs. The needs are the deficiencies that a person experiences at a particular time. These deficiencies, as Ngirwa (2006) puts may be psychological such as the need for self – esteem, or sociological such as the need for friendship needs are viewed as energizers. This implies that, when need deficiencies are present the individual is more susceptible to motivational efforts. Need deficiencies create tensions within the individuals, who find them uncomfortable and want to reduce or eliminate them (Hellriegel *et al.*, 1988). According to Jackson (1997), 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 meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

1.2.3 Teachers' needs

The teachers' need deficiencies are so diverse and may differ from one individual teacher to another as well as from one place to another. However, as Mulungu (2012) puts most of basic needs of teachers are known such as salaries, accommodation, and good working environment which may include the teacher – student ratio (class size) which are considered to be basic. For a long time teachers have claimed for little salaries, absence of living house, transfer benefits and leave allowances which are given to them. A study done by Organization for Economic Co-operation and

Development (OECD) which is an international organization in 1994 pointed to the importance of the motivation of teachers towards their jobs. The report noted that there is a strong link between teachers' motivation and performance as well as education quality. As some of the studies carried out in Tanzania, most of their reports point out the de-motivation of teachers is a major contributory factor to the abysmally poor learning achievements of primary and secondary students (Bennell and Mukyanuzi, 2005). It is upon this background that this study aimed at determining the factors affecting secondary schools teachers' professional efficiency in Mvomero District in Tanzania.

1.3 Statement of the Problem

Teacher motivation is a major determinant of students' performance in most of public secondary schools. Different studies have provided the motivational factors which increase teacher's professional efficiency. These include; Hanushek (2003), Bennell (2004), Aaronson *et al.* (2007) and Kasirye (2009). The studies assert that teachers' professional efficiency are affected by their working conditions which include teacher's work loads, inadequate salaries, poor working infrastructures and teacher- student ratio Aaronson *et al.*, (2007) and Karisye (2009) reported that the student's ability and class size have effects on professional efficiency. However, the lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers.

Performance of a given school depends entirely on the teacher's efforts along with the employer's efforts to motivate him/her and if that is not given the teacher is

unhappy with his/her job, he/she will not put emphasis in his/her teaching (Oluoch, 2006). Mvomero district council in its meeting of 10th January, 2012 came out with resolutions to enable teachers working in remote or marginalized areas such as Maskati, Bunduki, Kibati and Kikeo work effectively by facilitating the construction of teachers' houses as well as providing them with hardship allowances. These facilities and motivations enabled teachers to enhance their students' performance. Likewise, the meeting between the district education officer (DEO) and heads of school conducted on 5th June, 2012 cemented what was passed before while incorporating parents to contribute for their children on tuition provision to students. This came out with facilitating teachers whose students scored A's and B's by giving these teachers some money (A = Tsh 10,000/= and B = Tsh 5,000/=) in their national examination results.

Lack of motivation among teachers in Tanzania is taken as the major source of poor performance in secondary schools (Mosha, 2004). However, despite Mvomero District council doing its own best to motivate and facilitate teachers' professional efficiency; little has been attained as regards motivation among secondary school teachers (Mutahaba, 2011).

Also, despite the fact that research studies have been carried out on job motivation of teachers, there are few studies that have focused solely on the concept of motivation as far as Mvomero District teachers is concerned. In addition, there have been shortcomings when it comes to fulfilling the promises put by the employer (the district executive director) regarding the ways teachers are motivated. It is from this

background that this study assessed motivational factors affecting teachers' professional efficiency in public secondary schools in Mvomero district was carried.

1.4 Research Objectives

1.4.1 General Objective

The purpose of this study was to assess the motivational factors affecting teachers' professional efficiency in public secondary schools in Mvomero District.

1.4.2 Specific Objectives

To analyze how salaries influence professional efficiency of teachers

- i) To investigate the extent to which promotion opportunities enhance teacher's professional efficiency
- ii) To assess the impact of reward system on teacher's professional efficiency
- iii) To find out the extent to which working and living environment affect teacher's professional efficiency.

1.5 Research Questions

The study was guided by the following questions;

- i) To what extent do salaries affect the teacher's professional efficiency?
- ii) How does teacher's promotion opportunity affect teacher's professional efficiency?
- iii) To what extent does reward system affect teacher's professional efficiency?
- iv) To what extent does working and living environment affect the teacher's professional efficiency?

1.6 Significance of the Study

With the increase in building secondary schools in every ward, the need for more teachers to work for the enhancement of students' performance is a motivation. Thus, in order for teachers to work diligently to obtain the desired goals, the government needs to know what motivates teachers so as to utilize their professional efficiency.

The study therefore, is significant in the following ways:

- i) This study is useful to the academicians, scholars and other researchers. The study validates the existing literature regarding public secondary school teachers' motivational factors that affect them and generates new insights in this field that helps to supplement the knowledge of different stakeholders in general and researchers in particular.
- ii) The study provides feedback to Mvomero District council and enables the district to provide necessary support to the employees in order to enhance teachers' performance in their day to day activities.
- iii) This study is also an important part for the researcher's master degree accomplishment.

1.7 Scope of the Study

The study focused on public secondary school teachers from seven (7) secondary schools in Mvomero district council. The study assessed the motivational factors affecting teachers' professional efficiency in public secondary schools in Mvomero district.

1.8 Definition of Terms

For the purpose of this study, the terms often used in the study are given the meanings as follows;

1.8.1 Motivation

This is the attribute that moves somebody to do or not to do something (Broussard and Garrison, 2004). In the context of this study, it is defined as the act of making teachers feel that their work is recognized and valued and at the same time they get the rewards worth their input.

1.8.2 Motivational Factors

Motivational factors to teachers can be defined as those important needs that teachers are supposed to get from the employer. According to Cook (1991) motivational factor is an internal state that stimulates, expresses and sustains behaviour to a certain period of time.

1.8.3 Work Motivation

This refers to the psychological processes that influence an individual behaviour with respect to the attainment of working place goals and tasks (Sumra, 2004). The received wisdom among occupational psychologists is that 'pay on its own does not increase motivation'

1.8.4 Reward System

This is the compensation given to teachers for the services they render in terms of salary and incentives. According to Bernhardt *et al.*, (1993) a reward system is the

world's greatest management principal. If the organization rewards a certain kind of employee the benefits accrued from that reward can enable other to emulate the same, hence organisational performance. Every existing company has some forms of reward system, whether it is outspoken or not, it exists (Carmichael, 1983). People respond positively to praise, and praise in the right moment creates loyalty and affinity.

Rewards come in two different types; it can either be in form of incentive motivation or personal growth motivation (Deci *et al.*, 1999). The former is the kind that comes from within the individual, a feeling being proud over something, feeling content and happy by something that you have done. The later is the type that is brought to you by another person or an organization, and is the one that will hold our focus through this study.

Furthermore, rewards can be monetary or non-monetary. The monetary is usually a variable compensation, separated from the salary. It is received as a consequence for extraordinary performance or as an encouragement and it can be either individually based or group based (Pintrich *et al.*, 1990). The conditions to obtain this reward should be set in advance and the performance needs to be measurable. There exists a variety of purposes of a reward system; one very common is to motivate employees to perform better, but also for keeping the employees (Bennell, 2004). For a reward system to be ideally motivational the reward should satisfy a number of criteria; have value, be large enough to have impact, be understandable, be timely, the effect should be durable and finally.

1.8.5 Professional Efficiency

A profession is a specified career attained by somebody such as teaching (Facione, 1990). Professionals must demonstrate the capacity to integrate and apply them in varied and complex situations in the service of a client or employer, and in such a manner as to prevent such persons from sustaining prejudice. However, the word efficiency can be explained as the comparison of what is actually produced or performed with what can be achieved with the same consumption of resource (money, time, labour, etc.). It is an important factor in the determination of productivity (Schunk, 1983).

1.8.6 Working Environment

The work environment involves the physical, geographical location as well as the immediate surroundings of the workplace, such as a construction site or office building. Typically this involves other factors relating to the place of employment, such as the quality of the air, noise level, and additional perks and benefits of employment (Sumra, 2004). Some of the studies highlight the huge impact that working and living conditions have on teacher's morale and motivation and thus their classroom performance. The key factors are workload (number of pupils and working hours), general classroom conditions, collegial and management support, location, living arrangements and distance to work. Housing and travel are the two critical issues affecting teacher's morale and motivation in virtually every country.

1.8.7 Salaries

Salary refers to amount of money paid to an employee. Salary can be paid on any

basis – hourly, commission, piece-rate, flat rate as long as they receive minimum wage for all hours worked in the pay period, and as long as overtime is paid when required (Conley, 1995). Overtime is usually required at time and one-half the regular rate of pay for hours worked in excess of 40 in a week.

1.8.8 Promotion Opportunity

Promotions may be used by firms to motivate workers, particularly in companies where direct supervision of workers is difficult (VSO, 2002). A promotion may also be a reward that results in advancement within the firm, but also involves greater responsibility. Promotion is the appointment of a public servant to a higher grade with an immediate or potential increase in salary. Promotion is based upon the firm's evaluation of the worker's productivity. Consequently, while workers are hired based on well-defined personal characteristics, promotion may occur based on qualities that are typically unobserved, such as ability, dependability, and personality.

1.9 Organisation of the Study

The study consists of five chapters. The first chapter provides the introduction. The second chapter presents the literature review, the third chapter discusses the materials and methods used, the fourth chapter analyses the presentation and discussion of the research findings and the fifth chapter presents the summary, conclusion and recommendations. It ends with the references and appendices attached with this report.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter examines some of the literatures from different studies in order to capture ideas which guide the development of the study. It is based on theoretical, review of empirical literature and conceptual framework.

2.2 Theoretical Literature Review

The theoretical literature review is an account of what has been published on the topic by accredited scholars and researchers with the purpose of conveying knowledge and ideas established and what their strengths and weaknesses are. To start with are the theories pertaining the topic.

2.2.1 Theories of Motivation

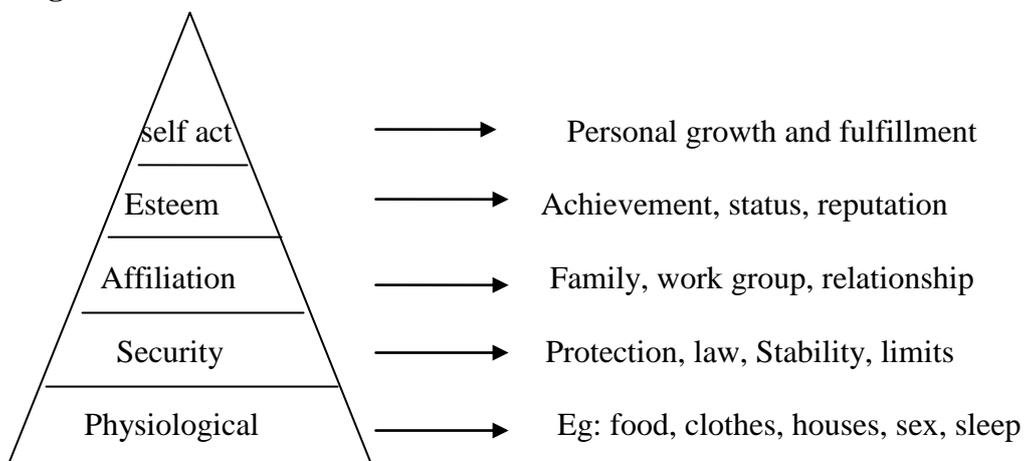
The motivational theories attempt to explain the factors within a person that energize, direct and stop behaviour. They focus on specific things that motivate teachers which include, but not limited to attractive salary, good working condition and friendly co-workers that seem to be important to most people (Ngirwa, 2006). In the present study, only three motivation theories are discussed in relation to the research problem. These are; Maslow's hierarchy of needs, Achievement motivation theory and Motivator-Hygiene theory.

2.2.1.1 Maslow's Hierarchy of Needs Theory

The theory was advocated by Abraham Maslow in 1939 – 1943. It presents human

needs as arranged hierarchically ascending from the lowest to the highest one (Belkin and Nass, 1984). Maslow developed five hierarchies of needs which are: the physiological needs, security and safety needs, affiliation or acceptance needs, esteem needs and self-actualization needs as shown here under:

Figure 2.1: Maslow's Hierarchy of Needs



Source: Sagimo (2002), p 56

From the theory, Galabawa (2007) asserts that the needs are to be satisfied one after another from the bottom to the top. However, due to cultural influence, the sequence is sometimes interfered. In reality, the phenomena of multiple motivation exists and is important in understanding human behaviour that is, a human being can be motivated by more than one need in the hierarchy at the same time (Gupta, 1990). Physiological needs mean basic and essential needs for survival of the teacher such as food, clothes, houses etc. Thus for such needs to be fulfilled by teachers the need for sufficient salaries and bonuses is vital. The physiological needs, as Maslow (1954) says, are the starting point for motivation and they are called Motivational drives.

Security or safety needs are the ones which ensure protection of the teachers. In this aspect; safety, stability and absence of pain, threat and /or illness are all security needs. If these needs go unsatisfied, may cause the teacher to be pre occupied with how to satisfy them. If teachers are motivated primarily by security needs, they value their job as the defence against the loss of basic needs satisfaction (Belkin and Nass, 1984). Thus to motivate teachers in this aspect there is a need to focus on fair rules, regulations, job security and fringe benefits.

Moreover, affiliation needs imply the needs for friendship, love and a feeling of belongingness (Sagimo, 2002). They arise after physiological and security needs have been fulfilled. Educational officers can satisfy these needs by being more supportive, emphasizing employee acceptance by co-teachers, extracurricular activities as well as group norms.

Esteem needs as Gupta (1990) reveals comprises of both personal feeling of achievement and self-worth and recognition or respect from others. 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 (Ngirwa, 2006). Finally, self-actualization needs imply self-fulfillment. Teachers who strive for self-actualization experience acceptance of themselves and others and increased problem –solving ability. To motivate such a teacher, one needs to involve him/herself to make special assignments that capitalize on one’s unique skills or provide leeway to teachers groups in planning and implementing work procedures (Belkin and Nass, 1984).

2.2.1.2 Achievement Motivation Theory

The theory states that people are motivated according to the strength of their desire either to perform in terms of a standard of excellence or to succeed in competitive situation. The pioneer of this theory is David McClelland, hence from that theory Sagimo (2002) notes that people have three particularly important needs which include; the need for achievement, affiliation and power. When a need is strong in a person, its effects will be to motivate the person to engage in behaviours to satisfy the need (McClelland, 1976). In this study, the theory is helpful in determining whether the promotion of teachers has motivational effects to enhance teacher's professional efficiency.

2.2.1.3 Motivator – Hygiene Theory

According to Herzberg *et al*, (1959), the theory has two unique features. First, the theory stresses that some job factors lead to satisfaction where as others can only prevent dissatisfaction. Second, it states that job satisfaction and dissatisfaction do not exist on a single continuum. The theory as Hellriegel *et al* (1988) reveals gives two sets of factors which determine job satisfaction. The factors are; motivators and hygiene. The motivator factors include work itself, recognition, advancement and responsibility. They are associated with an individual's positive feelings about the job and are related to the content of the job itself. The positive feelings are associated with individual's experiences of achievement, recognition and responsibility in the post. The second set of factors which are hygiene factors includes policy and administration, technical supervision, salary, working conditions and interpersonal relations (Sagimo, 2002). The hygiene factors are associated with individual negative

feelings about the job and are related to the content or environment in which the job is performed. The hygiene factors are extrinsic or external factor to the job; where as the motivators are intrinsic or internal factors directly related to the job (Marsden, 2004). However, Maslow's hierarchy of needs theory will guide this study because to motivate a teacher, emphasize on public rewards and recognition for teachers' services is vital and teachers who strive for self-actualization experience acceptance of themselves and others and increase problem solving ability.

2.2.2 Quality of life and standard of living

The term quality of life (QOL) references the general well-being of individuals and societies. The term is used in a wide range of contexts, including the fields of international development, healthcare, and politics (Cella and Tulskey, 1993). Quality of life should not be confused with the concept of standard of living, which is based primarily on income. Instead, standard indicators of the quality of life include not only wealth and employment, but also the built environment, physical and mental health, education, recreation and leisure time, and social belonging.

Standard of living generally refers to the level of wealth, comfort, material goods and necessities available to a certain socio-economic class, in a certain geographic area. An evaluation of standard of living commonly includes the following factors: income, quality and availability of employment, class disparity, poverty rate, quality and affordability of housing, affordable access to quality health care quality and availability of education, life expectancy, incidence of disease, cost of goods and services to mention a few (Ventegodt *et al*, 2002).

The main difference between standard of living and quality of life is that the former is more objective, while the latter is more subjective (Ventegodt, 2003). Standard of living factors such as gross domestic product, poverty rate and environmental quality, can all be measured and defined with numbers, while quality of life factors like equal protection of the law, freedom from discrimination and freedom of religion, are more difficult to measure and are particularly qualitative. Both indicators are flawed, but they can help us get a general picture of what life is like in a particular location at a particular time (Cella and Tulskey, 1993). Quality of life (QOL) means a good life. A good life is the same as living a life with a high quality. All great religions and philosophies have a notion of a good life ranging from saying that a good life is attained by practical codes of conduct to requests to engage in a certain positive attitude to life or to search into the depths of your own being. Notions about a good life are closely linked to the culture of which you are a part (Ventegodt, 2003).

These notions can then be divided into three loosely separate groups, each concerned with an aspect of a good life (Marsden, 2004): (1) the subjective quality of life is how good a life each individual feels he or she has. Each individual personally evaluates how he or she views things and his or her feelings and notions. Whether an individual is content with life and happy are aspects that reflect the subjective quality of life; (2) the existential quality of life means how good one's life is at a deeper level. It is assumed that the individual has a deeper nature that deserves to be respected and that the individual can live in harmony with. We might think that a number of needs in our biological nature have to be fulfilled, that these factors —

such as conditions of growth— must be optimized, or that we must all live life in accordance with certain spiritual and religious ideals laid down by the nature of our being and (3) the objective quality of life means how one's life is perceived by the outside world. This view is influenced by the culture in which people live. The objective quality of life reveals itself in a person's ability to adapt to the values of a culture and tells us little about that person's life. Examples may be social status or the status symbols one should have to be a good member of that culture (Objective is used here in the sense of non-subjective or objective facts. Non-subjective is concerned with the external and easily established conditions of life that many observers can rate identically) (Ventegodt *et al*, 2003).

2.2.3 The Integrative Theory of the Quality of Life

This theory focuses on the way in which people can attain their wellbeing through day to day undertakings in order to satisfy their needs (Ventegodt *et al*, 2002).

2.1.3.1 Well Being

The most natural aspect of the subjective quality of life is well being. The quality of life is seen here in terms of an assessment of one's own quality of life (Ventegodt *et al*, 2002). When we meet other people, we always say, "How are you?" or "How is life?" We are thus asking that person to give us an evaluation of their quality of life. Such questions do not require a lengthy explanation of matters of life, merely a spontaneous assessment of life in general. If, however, we are asked how content we are with life or how happy we are, these questions are assessed differently to such a question as "How are things?" Such questions are much more complex. In other

words, satisfaction with life and happiness are deeper dimensions that are not as straightforward as well being.

In addition, the question about well being is followed by an explanation for example, if we are told that things are not going well, what was just said may typically be extended, as follows: "Things are not going too well at work (home);" "My health is not what it used to be." This means that well being is closely linked to how things function in an objective world and with the external factors of life. When we speak about feeling good, we do not generally embark on a lengthy discussion of the meaning of life and the deep, existential issues and aspirations we all harbour. Well being is thus something else and more superficial than meaning in life, fulfillment of needs, and self realization (Cella and Tulskey, 1993).

Most people tell a lot of people that they feel good, yet only to a very few do people dare open up and take stock of the meaning of our lives. We have a surface we open up to everybody and a hidden depth to which very few people have access, often not even our conscious selves. The spontaneous self-experienced quality of life might seem such a natural thing that it may be the reason why it has not given cause to serious investigation, let alone reflection (Ventegodt *et al*, 2002).

2.1.3.2 Satisfaction in Life

When people are asked whether they are satisfied with life, they often say that something or other is amiss. People are usually less satisfied with life than their state of well being would indicate. People tend to feel good, but are not very satisfied, just

satisfied. In retrospect, there is always something to be dissatisfied or disgruntled about (Ventegodt *et al*, 2003). Being satisfied means feeling that life is the way it should be. When one's expectations, needs, and desires in life are being met by the surrounding world, one is satisfied. Satisfaction is a mental state: a cognitive entity. This symmetry and concord can come about in two ways: either we try to change the external world so that it matches our dreams or we give up our dreams because they are unrealistic, and adapt them to the world as it is, thus creating concord between the external world and our dreams. Both approaches generate the same satisfaction. However, these two strategies of life generate entirely different lives: one life meets with one's dreams and the other life is lived in resignation; but both lives will be satisfactory. Thus, satisfaction does not necessarily involve realizing life potential, fulfillment of needs, or the ability to function well in life objectively (Cella and Tulskey, 1993).

A person who has lived a difficult life, such as prostitution, chronic illness, or poverty, always seems to be satisfied with his or her life because of gradual adaptation through resignation. One can be satisfied with life yet feel bad inside. The process of adapting to one's environment may lead to an individual letting him- or herself down by compromising the deep dreams of a good life (Ventegodt *et al*, 2003).

The person may not be unhappy with life but deep down considers it meaningless. Satisfaction with life is thus not the same as experiencing meaning in life. It is very common to be satisfied yet not happy. There are classical types of satisfaction

theories. One of these is called preference theory. It is typically formulated in such a way that a good life lies in seeing one's wishes come true (Ventegodt *et al*, 2003). "Seeing" because it is not enough that one's wishes be fulfilled. One has to experience that they actually are. This theory leaves the individual free to make his or her choice. One may, for instance, choose to collect stamps or good friends. The quality of life is based on whether one gets what one wants. In relation to this, the World Health Organization (WHO) (2007) has defined health broadly as a state of complete physical, mental, and social well being. By stressing well being, that is, the experience of feeling good, the WHO is in accordance with the other theories in these groups. The theory does not distinguish between constructive and (for example, self-) destructive needs. For example, the wish to die or to hurt or harm others increases the quality of life when it is realized.

Preference theories are a subgroup to the gap theories, which are found in a multitude of forms. Some include time, others the realization of life potential here and now in time and space, etc. They aim to find harmony in what you want life to be and how you think it is. The smaller the gap between them, the greater one's satisfaction, and hence, according to certain theories, the greater the quality of life (Paul and Conroy, 2000). The majority of quality-of-life theories focus on satisfaction. The concept is fairly easy to deal with and, as a cognitive concept, lends itself well to intellectual thought and rumination. Researchers and philosophers prefer it to more emotionally and intuitively attained concepts. The problem of using (life) satisfaction as the only measure of the quality of life is that a good life is more than merely being satisfied: happiness, meaning in life, fulfilling one's needs, etc (Ventegodt *et al*, 2002).

2.1.3.3 Happiness

Most people use this word with caution, because it has special significance. They use it with respect. Being happy is not just being cheerful and content. It is a special feeling that is precious and very desirable, but hard to attain. Happiness is something deep in the individual that involves a special balance or symmetry. Happiness is intoxication; a rare sweetness of life, when tiny bubbles sparkle. It is best described in metaphors, preferably by poets (Cella and Tulskey, 1993). Happiness is closely associated with the body, but is not limited to it. It comprises an individual's whole existence and is signified by a certain intensity of an experience, which is also the case with unhappiness. The intensity of the experience is a dimension that does not separate happiness from more superficial aspects of the quality of life such as being satisfied with life and well being. Many people link the concept of happiness with human nature: happiness comes to people who live in extraordinary harmony with his or her nature. Nevertheless, not many people believe that happiness is achieved by merely adapting to one's culture and related factors (Ventegodt *et al*, 2003). In other words, happiness requires individuals not to resign too much but fight for what, deep down, is important to them. Typically, happiness is associated with non-rational dimensions, such as love, close ties with nature, etc., but not with money, state of health, and other objective factors. Happiness is found in classical philosophy and religious concepts, and it has inspired humanity broadly (Ventegodt *et al*, 2002).

2.1.3.4 Meaning in Life

Meaning in life is a very important concept and is seldom used. We only speak of the meaning of life with our most intimate friends and relatives, if at all. People who

seek meaning in life are often catapulted into a confusing situation, where the value of all aspects of life is viewed quite differently. Are relations with my friends or partner as meaningful as they ought to be? Am I doing the right thing in life? Have I got the right job? Am I using my talents in the right way? Are my beliefs in life really correct? A search for meaning in life involves an acceptance of the meaninglessness and meaningfulness of life and an obligation towards oneself to make amends for what is meaningless (Cella and Tulskey, 1993). In this way, the question of meaning in life becomes deeply personal and very few people attempt to answer it because, by doing so, we risk our security in everyday life. The problem of having a meaning in life is that it can be lost. One way of expressing it is that we become lost in ourselves; we do not live in accordance with our deepest self. Deep down, life feels empty.

Perhaps we do not want to get up in the morning. Or we may contemplate suicide. Meaninglessness seems to be a frequent reason why about 1,400 people commit suicide in Denmark per year. The meaning of life is the theme of classical religion, and the world religions can be seen as theories on the meaning of life. For instance, the classical goal of Hinduism is to attain the experience of unity with the world, *tat tvam asi* – (you are it) and the highest meaning in life. In Buddhism, the highest goal is emptiness or nirvana, which centers on being at one with the deepest meaning in the world (Marsden, 2004). Many Native American tribes see it as their ultimate goal to find their own wholeness. In Christianity, the message of the love of God leads to the central meaning in life. The depths of our being, the distance between the surface and the deeper layers, leaves ample room for what we term life lies. They hide the

depth of our existence. In our culture we collectively have one set of life lies that make meaning in life in its deepest sense a taboo. A theory for the meaning of life is the life mission theory (Ventegodt *et al*, 2003).

2.3 Teachers Motivation Factors

Teachers play a very important role in the learning process of students who idealize teachers and try to copy them (Ngirwa, 2006). The motivation of teacher is, therefore, very important as it directly affects the students. The motivation of teachers is affected by many factors. Amongst those factors a few are as: a) Personal/social factors, b) Classroom environment, c) Socio economic status, d) Student's behavior, e) Examination stress, f) Rewards/incentives, g) Self confidence/personality of teacher etc. (Oluoch, 2006). Galabawa (2004) pointed out the workload and challenges as among teachers' motivations as teachers feel there is nothing there for them; they have to work in the classroom under difficult conditions, then of course teachers will be attracted to leave. However, expanding access to education for all, as many countries are attempting, increases the workload and challenges faced by teachers (Mutahaba, 2011).

Education for all, combined with population growth, often requires remote deployment of teachers, large class sizes, multiple teaching shifts, or multiple grade levels within a single class (Oluoch, 2006). Michaelowa (2002) finds that these challenges are negatively correlated with teacher job satisfaction and positively correlated to absenteeism in Africa. Furthermore, due to political influence and irrational policies, it is the least qualified teachers who are most often sent to the

most challenging and neediest schools – frequently those located in rural areas. In addition, safety and cultural traditions can severely undermine the motivation of female teachers to work on rural or remote areas (Bennell and Akyeampong, 2007).

On the other hand Mosha (2004) pointed out recognition and prestige as among teachers motivation factors as teaching is a noble profession: as soon as you launch yourself into it, you gain a lot. In many developing countries teaching has historically enjoyed a large degree of prestige. Today, however, many teachers feel the respect for their profession is decreasing – in the eyes of students, parents, government, and the larger society (Mutahaba, 2011). Low salaries play a role, but so does the assignment of administrative or menial tasks; lower standards of teaching; increasing demands on schools from communities; and the creation of large groups of unqualified or even female teachers (Bennell and Akyeampong, 2007). On the other side, the status of volunteer or community teachers appears to motivate those types of teachers to perform more so than formal or civil-servant teachers (Michaelowa, 2002).

Oluoch (2006) stated that career development motivates teachers as while teachers may dislike external controls on their teaching decisions and behaviour, nearly all teachers appreciate external professional support. To improve teacher motivation, Bennell and Akyeampong (2007) highlight the need for more attractive career structures and more opportunities for teacher professional development. In-service training in particular can increase teacher morale, especially when combined with mentoring and observation, and lead to improved student outcomes (Ginsburg,

2009). Teachers do appear to be confident in their own abilities (Bennell and Akyeampong, 2007), but feel they need the external support, tools, and training to allow them to excel in their work, and opportunity to progress up the career ladder. Professional development also enhances teacher motivation through an important and related channel: observed student achievement (Mendez, 2011).

Learning materials and facilities are crucial to teaching and learning as a small number of textbooks and other learning materials are spread thin over many students, while physical infrastructure is poorly constructed or maintained (Komba, 2007). In Africa, Michaelowa (2002) finds that adequate provision of textbooks can improve teacher job satisfaction and increase student test scores. In fact, she concludes that textbooks are the single most important determinant of whether or not a teacher desired to transfer schools, a proxy for job satisfaction. In Ethiopia, teachers are demotivated by the fact that the school syllabus assumes that teachers have access to learning materials when in reality such materials are scarce (Mendez, 2011).

2.4 Professional Efficiency in Mvomero District

The success of the education system depends on having an operation process that is reliable and fit to satisfy quality demands of its teachers (Galabawa, 2004). Unfortunately, some teachers have crossed over to the civil service and private sector where the terms of service are clear and more attractive. Teachers are the key factor in school organization and the development of any country depends on their work; every country needs educated citizens (Oluoch, 2006). Career choice is the identification of a suitable job by an individual. For most people, it is a lifelong

process of engaging in the world of work through choosing among employment opportunities available to them. Studies on how individuals select careers demonstrate that many individuals find themselves in occupations not really knowing why they were propelled in that particular direction (Komba, 2007).

Teacher motivation naturally has to do with teachers' attitude to work. In Mvomero District, teachers are motivated to enable students pass their examinations whereby those who score higher are given prizes. This applies to both teachers and students with A's and B's scores (Mvomero District council report, 2012). This has to do with teachers desire to participate in the pedagogical processes within the working environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or noninvolvement in academic and non-academic activities, which operate in their working places (Mutahaba, 2011).

The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the school (Mendez, 2011). The teacher commands and transmits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He/she makes diagnosis of student's feelings and attitudes

inferred by their behaviour and response in the classroom environment thereby enhancing efficiency (Ngirwa, 2006).

2.5 Review of Empirical Literature

Different literatures have discussed motivational factors affecting teachers' professional efficiency. The work done by Carnoy (1999), Davidson (2004), Mosha (2004), Galabawa (2006), Mulkeen (2005) and Komba (2007) are examples of such literatures. Davidson (2004) in his study revealed that teachers' work loads have been high due to shortage of teachers especially in rural areas. As such, teachers are demotivated by the situation hence decrease in their professional efficiency. To support the research of Haki Elimu (2010) the target of one teacher per 40 students has not been attained as recent researches (Galabawa, 2011, and Mutahaba, 2011) found that some schools have only one teacher. The reasons of having one teacher included the availability of inadequate teaching facilities, poor working environment, non-participation among teachers and parents in the area as well as the inability of government to provide incentives to teachers in remote areas. The study (Haki Elimu, 2010) recommended the enhancement of adequate supply of teaching materials as well as provision of hardship allowances to teachers. However, these studies could not analyse how salaries given to teachers would influence professional efficiency of teachers.

Mosha (2004) in his study observed that, there have been factors that have great impact on teachers' professional efficiency in Tanzania. For example, despite the salaries being low in quantities, the same salaries are often paid especially for

teachers working in remote areas. The teachers in rural areas have to travel a long distance to headquarters of districts to search for salaries which cost them time and money. Again, it was found that according to URT (2011) the basic salary scale for teachers in secondary school is 370,000/= for a diploma holder and 532,000/= for a degree holder. These amounts are not adequate to meet daily life needs for teachers. On top of that, it was found that the newly recruited teachers may take up to a year waiting for their salaries and other benefits due to bureaucratic procedures of establishing and validating records (Haki Elimu, 2010). Teachers however, well prepared and developed will not effectively execute their professional efficiency diligently if their salaries and other benefits are not given on time and if they can not meet their basic needs such as food, houses and medication. The recommendation made was to enhance procedures inhibiting the access of salaries when a teacher is recruited and raise the salaries according to the needs of the time. Moreover, his study could not investigate the extent to which promotion opportunities may enhance teachers' professional efficiency.

Mulkeen (2005) in his study provided factors that affect teachers' professional efficiency such as teachers' school environment including the absence of classrooms, staff houses, playground, students' desks, electricity and others which are important for teaching and learning process. For teaching process to be effective there should be adequate classrooms equipped with facilities like furniture's, books and teaching aids. It was found that lack of staff houses, water shortages and lack of social services such as medical and communication, especially in rural areas affected teachers' professional efficiency. The recommendations made were to make sure that

inefficiencies envisaged need to be solved for the facilitation of teaching learning. However, his study did not assess the impact of reward system on teachers' professional efficiency.

Manogi *et al* (2006) in their study identified how employee's promotion practices would be done focusing on; a) openness which allows both employee and employer to discuss and agree on the organisational and individual objectives to be achieved during the year. This provides an opportunity for the supervisor and employee to discuss and agree on measures to improve weaknesses so as to prepare the employee for future organizational responsibilities and guiding career decision in organisations which would be the basis for promotion; b) participation which involves employees in the process of setting objectives, performance targets and criteria as well as determining, assessing and recording performance to be judged during promotion; c) accountability in which individual employees are required to sign annual performance agreements and account for performance against agreed targets and resources allocated for each activity; d) ownership which shows the linkage between individual objectives and the overall organizational objectives in a given period. This helps the employee to understand, own the role and contribute in creating commitment in achieving organizational goals; e) opportunity to appeal needed in case of disagreement of evaluation scores between individual employee and immediate supervisor.

On the other hand, a study done by Marsden (2004) on the performance management systems to accelerate promotion activities in public organisations ought to be

predictable, effective and efficient to enable planning, implementation, monitoring, evaluation and reporting validity in the public services. The overall objectives put forward for these interventions were to: (i) provide quality public service to the public; (ii) improve performance of public service institutions; (iii) improve accountability and responsiveness; (iv) ensure effective and efficient use of public resources; and, (v) provide standards for providing comparisons and benchmarking within the public service institutions as well as other public service institutions for continuous improvement. To Mutahaba's (2011) view, these would serve the organisation if employees are responsive and able to forecast for the betterment of the organisation and people at large. However, their studies could not find out the extent to which working and living environment affect teachers' professional efficiency.

2.6 Research Gap

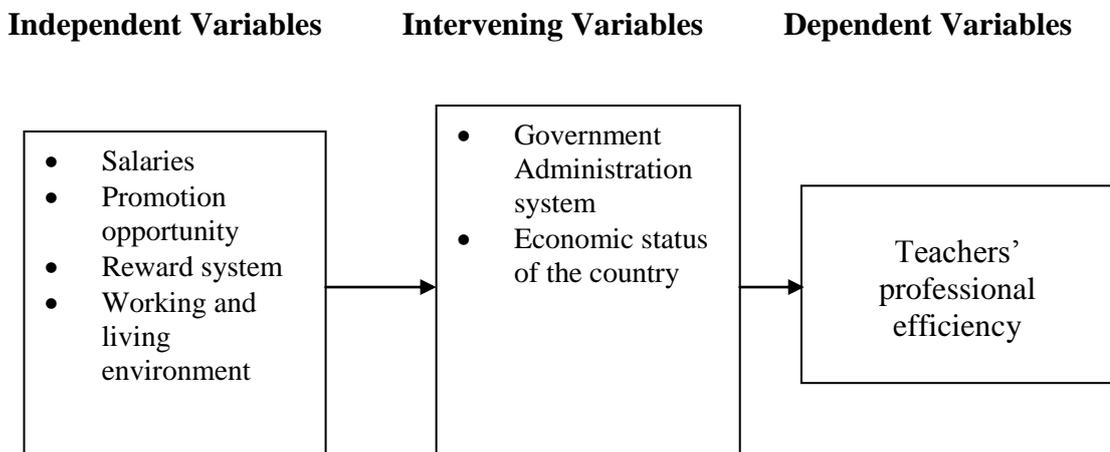
Teachers play a very important role in the learning process of students who idealize teachers and try to copy them (Ngirwa, 2006). Studies have revealed that the motivation of a teacher is very important as it directly affects the students. Therefore, scholars emphasize that educational officers can satisfy these (teachers') needs by being more supportive, emphasizing employee acceptance by co-teachers, extracurricular activities as well as group norms. Moreover, most of reports have pointed out the de-motivation of teachers as a major contributory factor to the abysmally poor learning achievements of primary and secondary students (Bennell and Mukyanuzi, 2005). Teachers however, well prepared and developed will not effectively execute their professional efficiency diligently if their needs such as

salaries and other benefits are not given on time and if they can not meet their basic needs such as food, houses and medication. This is the gap needed to be filled by the study in order to let teachers get satisfied of their profession.

2.6 Conceptual Framework

The conceptual framework of this study demonstrates a set of relationship among the variables which are independent variables, intervening variables and dependent variables. In this context, intervening and independent variables influence dependent variables.

Figure 2.2: Conceptual Framework



Source: Adopted from Mulungu (2012), p 34

The conceptual framework of this study is built on the work of Tuckman (1978) as modified by Mulungu (2012) in which teachers' professional efficiency can be affected by the government administration system and economic status of the country

that may lead to reduced or little salaries, slow pace for promotion opportunity and reward system as well as inability to enhance the working and living environment for teachers. These factors in turn affect teachers' professional efficiency in secondary schools as the nature of promotions from one level to another that has implications in salary increase along with other incentives have greater impact on motivation of teachers. Therefore, the enhancement of these issues provides the room for teachers to execute their daily duties more professionally.

CHAPTER THREE

3.0 MATERIALS AND METHODS

3.1 Introduction

This chapter presented the materials and methods used to assess the motivational factors affecting teachers' professional efficiency in Mvomero district. It covers the research design, location of the study, target population, sample size, sampling procedures, data collection methods, reliability and validity of data, data analysis procedures and ethical considerations.

3.2 Research Design

Case study research design was used in this investigation because of time and cost considerations. This involves collecting empirical data, generally from only one or a small number of cases. It usually provides rich details about those cases of a predominantly qualitative nature (Bryman, 2004). The research design utilized exploratory and inductive approaches to seek for new insight by asking questions and assessing the phenomena in a new light.

3.3 Location of the Study

This study was conducted in Mvomero District Council in Morogoro Region, Tanzania. Mvomero district was purposively selected based on the prominence of inadequate motivations to secondary school teachers. Despite Mvomero district doing its best to facilitate teachers' professional efficiency by enhancing motivation, there have been shortcomings that many teachers have been inadequately motivated. It is from this background that this study aimed at assessing motivational factors

affecting teachers' professional efficiency in public secondary schools in Mvomero district.

Mvomero district is one of the 6 districts of Morogoro region of Tanzania. It is bordered to the North by Tanga Region, to the East by Coast Region, to the South by Morogoro Rural district and to the West by Kilosa district. According to 2012 Tanzania National Census the population of Mvomero district was having 312,109 people out of which 154,843 are men and 157,266 are women. The economic activities in the district include: commerce, agriculture small scale production and service provision. It is administratively divided into 23 wards namely; Bunduki, Dakawa, Diongoya, Doma, Hembeti, Kanga, Kibati, Kikeo, Langali, Kinda, Luale, Mgeta, Nyandira, Pemba, Maskati, Melela, Mhonda, Mlali, Mtibwa, Mvomero, Mzumbe, Sungaji and Tchenzema. The district has a total of 24 secondary schools out of which, 22 are public (Government) secondary schools and the rest are private secondary schools. The District secondary schools have a total 475 teachers whereby 254 are male and 221 female teachers. The seven (7) selected secondary schools included; Nassoro Seif, Diongoya, Melela, Lusanga, Kipera, Murad Saddiq and Mongola. The area was selected basing on its convenience to obtain the required data in the district (See the map of Mvomero District in Appendix 1).

3.4 Target Population

The population of the study is defined as the target group to be studied in a particular place (Krishnaswami, 2002). Some literatures argue that a research population is generally a large collection of individuals or objects that is the main focus of the

scientific query also known as a well defined collection of individuals or objects known to have similar characteristics. In this study, the target population comprised of all secondary school teachers, heads of secondary schools and district secondary school education officer (DSSEO).

3.5 Sample Size

The sample size of 120 respondents was selected from 22 secondary schools. These were randomly and purposively selected comprising of (1) DSSEO, (7) headmasters/ministresses and teachers (112). However, Cooper and Schindler (2008) argue that for any valid and reliable study to be carried, its sample shouldn't be less than 15% of its population. As it stands, the sample size is 25.2% of the population; hence fulfilling their argumentation. Table 3.1 shows the distribution of respondents.

Table 3 1: Distribution of respondents

S/N	Category	Population	Sample size	Method employed
1	District Secondary School Education Officer	1	1	Purposive sampling
2	Heads of secondary schools	22	7	Purposive sampling
3	Teachers	443	112	Random sampling
	Total	476	120	

Source: Researcher data (2014)

3.6 Sampling Procedures

The study used two sampling procedures namely; simple random and purposive sampling.

3.6.1 Simple Random Sampling

This method was utilized as each respondent had the same and independent chance

of being selected. To obtain respondents simple random sampling procedure was used as follows. A complete list from the teachers was obtained. Every teacher was given a unique number and the lottery technique of simple random sampling was used. Every name as well as its serial number was written on a piece of paper. All the pieces of paper were mixed and the numbers of pieces of paper corresponding to the numbers of predetermined samples were picked randomly. Lastly, the teachers whose names appeared on the picked pieces of paper were requested to appear for the purpose of answering the questionnaire.

3.6.2 Purposive Sampling

This method was used as it is a non-random sampling procedure in which personal experience of the respondent regarding motivational factors affecting teachers' professional efficiency was considered to be key derived from the position one held or the roles s/he played in relation to a particular activity (Ball, 1981). Thus respondents were selected purposively in order to attain the study objectives. These included; DSSEO and heads of schools.

3.7 Data collection Methods

Primary and secondary data collection methods were used to get information from respondents and other sources.

3.7.1 Primary Data Collection Methods

Primary data collection method was used by the researcher to collect data from the field whereby interviews and questionnaires were employed.

3.7.1.1 Interviews

The interviews to the DSSEO and headmasters/ministresses were employed in order to solicit information regarding motivational factors affecting teachers' professional efficiency in Mvomero district. The interview tool unveiled from these respondents views/opinions regarding the matter (Appendix 3). Yin (2003) affirms that the interview tool is very important source of getting information and it is helpful in handling case study related matters as the research design indicates.

3.7.1.2 Questionnaires

Questionnaires were used to obtain information from teachers in order to unveil the current situation regarding motivation factors affecting them for their professional efficiency. These questionnaires complemented and supplemented information obtained under interview and documentary review (See Appendix 2). The reason was to obtain consistency of responses to the questions asked in repeated measurements (Carmines and Zeller, 1979)

3.8 Secondary data collection methods

Different documents were used in order to access accurate and reliable data. Documents comprised of personal profiles, guidelines and directives (on motivation aspects), policies and regulations (regarding teachers service schemes), books and journals (used as literatures).

3.9 Reliability and validity of data

3.6.1 Reliability

Pilot study was carried out at Sungaji and Melela secondary school to test the

questionnaires in the area for their reliability; afterwards corrections were done in order to obtain reliable data for the research. The collected data were verified by experts (in education matters) experienced in research for their reliability. This allowed the researcher to study the properties of measurement scales and the items that made them. Since the reliability of data goes with the accuracy or precision of a measuring instrument, in this research study, reliability was concerned with the questionnaires' consistency of responses to the questions asked in repeated measurements (Maurer, 2004).

3.9.1 Validity

Validity is defined as the instrument's ability to measure exactly what concept it is supposed to measure. The researcher in order to validate the data and instruments (questionnaires) used in the research, asked the experts to recommend on their representativeness and suitability. Besides, he allowed suggestions to be made to the structure of these questionnaires. These helped the researcher to establish content validity as argued by Bryman (2004).

3.10 Data Analysis Procedures

Data collected were analysed both qualitatively and quantitatively. These were summarized, coded and analyzed by Statistical Package for Social Science (SPSS). Qualitative data from interviews were analyzed using content analysis focusing observer's impression. Content analysis involved recording the verbal discussions with respondents which was followed by breaking the recorded information into meaningful smallest units of information, subjects and tendencies and presented them

as text. However, coding which is an interpretive technique that seeks to both organize the data and provide a means to introduce the interpretations of it into certain quantitative methods was employed along with Hermeneutical Analysis which served on interpreting the meaning of the context.

The collected data from the field were prepared through coding and editing of the data. This involved checking of data collection forms for omission, legibility and consistency as well as discarding the incomplete responses which had missing data. Thereafter, identified potential errors in data collection were discussed for their implications. This method was used for coding both words and phrases depending on respondents' responses. That allowed open ended questions to be analyzed systematically while data being entered into a user friendly and retrievable database. Quantitative data were analysed by using descriptive statistics whereby frequency distribution and percentages were obtained to describe major variables found in conceptual framework.

3.11 Ethical Considerations

In order to ensure ethical conduct in the study all respondents were informed about the study in order to have willingness to cooperate. The information to be provided by respondents was treated as confidential and for academic purposes only. This enabled respondents to cooperate with minimum risk. Other ethical considerations included; briefing the respondents as to the purpose of the research, their relevance in the research process and expectations from them. Again plagiarism, fabrication of data was avoided, privacy was maintained and anonymity of respondents was ensured.

CHAPTER FOUR

4.0 PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents and discusses the findings arising from the assessment of motivational factors affecting teachers' professional efficiency in public secondary schools in Mvomero District. It is presented and discussed under four parts; the first part focuses the analyses on how salaries influence professional efficiency of teachers; the second part investigates the extent to which promotion opportunities enhance teachers' professional efficiency; the third part assesses the impact of reward system on teachers' professional efficiency and; the fourth part finds out the extent to which working and living environment affect teachers' professional efficiency.

4.2 How Salaries Influence Professional Efficiency of Teachers

The first objective of this study was to analyse how salaries influence professional efficiency of teachers. The questionnaires were distributed and the respondents were interviewed so as to obtain information on how salaries influence professional efficiency for teachers. The respondents were asked questions to identify the issues related to the matter which enabled the analysis in terms of agreement or disagreement (Yes or No). Table 4.1 summarises the information.

The results in Table 4.1 indicate that the majority of respondents were in agreement with the influence of salaries on professional efficiency of teachers; while the minority of respondents disagreed as indicated in the table.

Table 4.1: How Salaries Influence Professional Efficiency of Teachers

Influence	N =120			
	Yes		No	
	Number	%	Number	%
Teachers are dissatisfied with salaries given as don't meet their life expenses	108	90	12	10
Delays of salaries de-motivate teachers	102	85	18	15
Salaries paid to teachers are little compared to that payable to other employees from different disciplines of equivalent qualification	114	95	06	05
Salaries payable to teachers are unworthy of services rendered as teachers' output out weight the payment they receive	96	80	24	20
Increments in salaries for teachers take long time to be implemented	102	85	18	15

Source: Research Data (2014)

Specifically, the results in Table 4.1 indicate that 80% of respondents argued that salaries payable to teachers are unworthy of services rendered as teachers' output out weight the payment they receive. It was envisaged that teachers with diploma level receive not more than Tsh 340,000/= while those with degree level receiving not more that Tsh 550,000/= after tax and other deductions something that renders them to have difficulties in accommodating basic and family related expenditures. If teachers were to be paid the salary that could meet their monthly expenses and remain with something to save, it would have enabled them to have a psychological comfort that may render concentration for teaching. One of the respondents stated;

“My salary after deductions does not exceed Tanzanian shillings (Tsh) 400,000/= of which I have to utilize for housing rent, transport, meals, education of my children etc something that is inadequate. What I normally do is to raise income from tuition

among students to fill the gap although with difficulties. Sometimes students are unable to pay as their parents are poor”.

The statement above is in line with Mulungu (2012) affirmation that for a long time, teachers have been lowly paid and what they receive at the end of the month does not meet the monthly expenditure something that demoralizes them and render others to chronic absenteeism by engaging in other business or agricultural related activities instead of teaching.

Moreover, 85% of respondents reported that although the salaries paid are little, delays of salaries de-motivate teachers and increments in salaries for teachers take long time to be implemented. It was observed that delays of salaries are associated with the local government inability to fulfill its obligations while the negligence among education officers necessitating the misplacement of documents to support teachers for their promotion in order to have increments in salaries. One of the respondents argued that;

“The April, 2014 salary (not mentioning other months) was delayed for almost a week something that made those who render services (rendering food stuffs and other basic needs) to teachers to start mistrusting them. Thus, that mistrust has put teachers in a hard time when in need”.

However, the other respondent reported that; *“I was upgraded to a rank of senior education officer, but the salary paid to me for almost three years remained the same despite the rank I attained. It was rectified after claiming it for sometime. Although I*

was entitled for arrears for that period, the arrears had never been paid. This demoralizes me and others of my type”.

Likewise, 90% of respondents reported that teachers are dissatisfied with salaries given as don't meet their life expenses something that affects their professional efficiency. This is supported by Mosha (2004) that salary paid to teachers is very small and teachers especially in remote areas have to travel a long distance to headquarters to search for salaries which cost their time and money. Again, 95% of respondents reported that salary paid to teachers is small compared to that payable to other employees from different disciplines of equivalent qualification. It was observed that teachers' salary scales are different from other disciplines. One of the respondents stated that;

“I get little salary when compared with other employees of the same level of education in disciplines such as medical officers, forestry, agriculture and others. Although, we all have degree level of education, my colleagues receive more than I do. This kind of segregation needs to be ended as to let each government employee receive the same amount regardless of ones occupation. What should be observed is the level of education, one has. It is surprising however, that a diploma level in medical affairs receives a good amount than a degree holder in education”.

In general, the results show that the salary has influenced teachers negatively as they seem to be unworthy of services rendered do not meet their monthly expenses and remain with something to save, there is no equity regarding salaries paid to other

government employees of the same education level as teachers (e.g. a diploma holder in education receives small salary compared to the one holding a diploma in accountancy or forestry from the same government).

4.3 Extent to which Promotion Opportunities Enhance Teachers' Professional Efficiency

The second objective of the study was to investigate the extent to which promotion opportunities enhance teachers' professional efficiency. In lieu of this the questionnaires were distributed and respondents were interviewed which enabled the analysis to be done. Table 4.2 provides the information. The results in Table 4.2 indicate that the majority of respondents were in agreement with the extent to which promotion opportunities enhance teachers' professional efficiency in one way or another; while the minority of respondents disagreed as indicated in the table.

Specifically, the results in Table 4.2 indicate that 80% of respondents argued that promotion opportunities are available from merit perspective but take too long to adjust payments for the grade attained. This is in line with Manogi *et al* (2006) who report that, promotion practices have to focus on openness, participation, accountability, ownership and opportunity to appeal in case of disagreement of evaluation that enforce promotion. It was observed that the question of merit has sometimes relied on nepotism and favouritism. Moreover, 85% of respondents reported that promotion opportunities are available as per age qualification determined by the date of birth shown either in birth certificate or any other document relevant and legally acceptable as those senior get promoted as the result

of experience; thus enhancing professional efficiency. In addition, 87% of respondents were in opinion that promotion opportunities are available in lieu of professional competency determined by the skill level of that profession because the more competent and hardworking an employee is the more the opportunity for promotion.

Table 4.2: Extent of Promotion Opportunities

Extent	N = 120			
	Agree		Disagree	
	Number	%	Number	%
Promotion opportunities are available as per academic qualification determined by a certain level of education required in the post concerned as indicated in the relevant scheme of service	109	91	11	09
Promotion opportunities are available in lieu of professional competency determined by the skill level of that profession	105	87	15	13
Promotion opportunities are available as per age qualification determined by the date of birth shown either in birth certificate or any other document relevant and legally acceptable	102	85	18	15
Promotion opportunities are available in lieu of ones good character and integrity by his appearance, interaction with other people, the manner he conducts himself, the manner he expresses himself and his track record	108	90	12	10
Promotion opportunities are available as per experience determined by length of time he/she has served in the same post or equivalent post	114	95	06	05
Promotion opportunities are available from merit perspective but take too long to adjust payments for the grade attained	96	80	24	20
Promotion opportunities are available but lack or misplacement of documents due to negligence of officers lead to not effecting promotion among teachers for a long time	110	92	10	08

Source: Research Data (2014)

On the other hand, 90% of respondents reported that promotion opportunities are available in lieu of one's good character and integrity by his appearance, interaction with other people, the manner he/she conducts him/herself, the manner he/she expresses him/herself and his/her track record. This has to do more on employees' integrity and better performance. Likewise, 91% of respondents argued that promotion opportunities are available as per academic qualification determined by a certain level of education required in the post concerned as indicated in the relevant scheme of service as supported by Marsden (2004). Yet, it was observed that unsystematic criteria favoured by nepotism among employees hinder the success of employee something that leads to complaints, thus diminishing teachers' professional efficiency.

Furthermore, 92% of respondents argued that promotion opportunities are available but misplacement of documents due to negligence of officers lead to not effecting promotion among teachers for a long time. However, 95% of respondents were in opinion that promotion opportunities are available as per experience determined by length of time he/she has served in the same post or equivalent post something that motivates experienced workers and enhances teachers' professional efficiency. This argument is supported by Bana (2009) as a key promotion criterion.

In general, the results show that promotion opportunities are available from merit perspective but take too long to adjust payments for the grade attained. Likewise, age qualification determined by the date of birth as the result of experience and professional competency determined by the skill level of that profession along with

the hardworking of an employee paves the opportunity for promotion hence enhancement of teachers' professional efficiency. Moreover, ones good character and integrity by his appearance, interaction with other people, academic qualification determined by a certain level of education required in the post concerned as indicated in the relevant scheme of service necessitated promotion. Furthermore, experience determined by length of time an employee has served in the same post or equivalent post motivated experienced workers for professional efficiency. However, promotion opportunities were available but lack or misplacement of documents due to negligence of officers lead to not effecting promotion among teachers for a long time.

4.4 Impact of Reward System on Teachers' Professional Efficiency

The third objective was to assess the impact of reward system on teachers' professional efficiency. Questionnaires and interview schedule were used to answer the third question. Table 4.3 shows the results. The results in Table 4.3 indicate that the majority of respondents were in agreement with what impacted reward system on teachers' professional efficiency in one way or another; while the minority of respondents being in disagreement as indicated.

Specifically, the results in Table 4.3 indicate that 80% of respondents reported that lazy or non performing teachers are warned and sometimes demoted as a sign for un-fulfilment of obligations. This observation seems to torture teachers psychologically but has been an instrument towards awakening bad performers. This is in line with Mutahaba (2011) who insisted that, teachers who become lazy need to be reinforced

by providing him/her with adequate punishment.

Table 4.3: Impact of Reward System

Influence	N = 120			
	Yes		No	
	Number	%	Number	%
Hardworking teachers are provided with prizes for their work done something that enhances performance	102	85	18	15
Lazy or non performing teachers are warned and sometimes demoted as a sign for non-fulfilment of obligations	96	80	24	20
Extra duty payments have been given rarely along with favouritism something that demoralizes teachers' efficiency	110	92	10	08

Source: Research Data (2014)

One of the respondents had the following to state; *“Our headmaster was demoted to a normal teacher after the form four national examination results of 2011. The results were poor to the extent of having only two students with division three, five with division four and one hundred and twenty one failing. He was called to give the reasons as to why that mass failure occurred but could not provide relevant answers. In lieu of that, the committee decided to demote him and a transfer followed”*.

Moreover, 85% of respondents reported that hardworking teachers are provided with prizes for their work done something that enhances performance. The prizes include cash and non-cash (e.g. provision of certificate of recognition, sectoral round table

congratulations, sugar, clothes etc) hence inculcating a spirit of hard working by enhancing efficiency. One of respondents remarked the following in lieu of prizes given to teachers as well as students.

“My subject was among the subjects passed by students last year (2013). The school provides prizes only for “As” and “Bs”. Ten students got “A” while forty students got “B”. The prize for “A” is Tsh 10,000/= and Tsh 5,000/= both for a teacher and student. I was able to accumulate a total of Tsh 300,000/= something that raised the morale to put more efforts and enhance teaching and learning”.

Furthermore, 92% of respondents reported that extra duty payments are given rarely along with favouritism something that demoralizes teachers' efficiency. It is known that a teacher performs his/her duties for more than twelve hours a day - at school teaching and at home preparing lessons and correcting exams - something that needs to be considered as something to do with hardship/responsibility allowance as other employees are treated (e.g. those working as accountants). It was observed that, there some who get provided with that incentive but, some don't. In lieu of that, demoralization of teachers' efforts to enhance efficiency become vivid as supported by Manogi *et al* (2006)

In general, the results show that lazy or non performing teachers are warned and sometimes demoted as a sign for un-fulfilment of obligations. This observation seemed to torture teachers psychologically but was an instrument towards awakening bad performers. However, hardworking teachers were provided with prizes for their

work done something that enhanced performance with prizes including cash and non-cash. Moreover, extra duty payments seemed to be given rarely along with favouritism something that demoralized teachers' professional efficiency.

4.5 Extent to which Working and Living Environment Affect Teachers' Professional Efficiency

The last objective of the study was to find out the extent to which working and living environment affect teachers' professional efficiency. The researcher focused on physical and human resources that need to be available for the facilitation of teaching learning. Thus, opinions were given as Table 4.4 shows.

Table 4.4: Extent of Working and Living Environment

Extent of environment	N = 120			
	Yes		No	
	Number	%	Number	%
There have been inadequate teaching and learning facilities	103	86	17	14
There have been inadequate classrooms, desks, tables, playgrounds etc	98	82	22	18
There have been students overcrowding something that makes teaching and learning to be difficulty	102	85	18	15
There have been no libraries and laboratories for references and performing practical	110	92	10	08
There have been inadequate science teachers something that render students miss those essential subjects	114	95	06	05
There have been few or no houses for teaching and non-teaching staff	98	82	22	18
There have been inadequate funds from the government to run the school something that necessitated the introduction of community financing which is inadequately funded by parents	104	87	16	13

Source: Research Data (2014)

The results in Table 4.4 indicate that the majority of respondents were in agreement with the extent to which working and living environment affect teachers' professional efficiency; while the minority of respondents being in disagreement as indicated in the table.

Specifically, the results in Table 4.4 indicate that 82% of respondents argued that there have been few or no houses for teaching and non-teaching staff as well as inadequate classrooms, desks, tables, playgrounds etc. and where available, do not match the requirements of a fully furnished school something that affects teachers' professional efficiency. Again, 85% of respondents argued that there have been students overcrowding resulting into teaching-learning difficulty. The class size of students in secondary schools was supposed to range from 45 to 50 students. With the increasing number of students in secondary school ranging from 60 to 70 students which is not normal causes teachers attend students with difficulties; hence poor performance. This was reported by one of the respondents that;

“In a school I teach, a class has a number of 70 to 90 students with A and B streams. I teach 40 periods a week (something that is above the average of 28 periods a week). With that good number of students, I am unable to follow each student's work”.

It is reported that when a class size increases, the teachers become unable to facilitate teaching-learning as each students' strengths and weakness need to be known and accommodated by the teacher. Likewise, 86% of respondents reported that there has

been inadequate teaching and learning facilities something that contributed to poor performance among students.

In addition, 87% of respondents argued that there have been inadequate funds from the government to run the school something that necessitated the introduction of community financing which is inadequately funded by parents who live in abject poverty. This supports an argument by Galabawa (2006) that students tend to improve performance by increasing their study efforts if students themselves and/ their parents contribute towards the cost of education. What were observed by the researcher were the incomplete buildings to some schools. However, it is stated clearly that according to MMES strategy each student has to be funded by the government with Tsh 25,000/= but surprisingly, what could reach the school does not exceed the average of Tsh 1,500/= for every student (Haki Elimu-Brief, 2013/14). However, 92% of respondents reported that there have been no libraries and laboratories for references to perform practical and sometimes the availability of insufficient books in the school libraries which deprive students' ability to make references and research on matters taught rendering students' inability to opt for science related subjects. Finally, 95% of respondents argued that there have been inadequate science teachers something that render students miss those essential science subjects.

In general, the results show that there have been few or no houses for teaching and non-teaching staff, inadequate classrooms, desks, tables, playgrounds etc. and where available, do not match the requirements of a fully furnished school. Students

overcrowding was envisaged resulting into teaching-learning difficulty because the class size should range from 45 to 50 students but, with the increasing number of students ranging from 60 to 70 students which is not normal causes teachers attend students with difficulties; hence poor performance. Moreover, the inadequate funds from the government to run the schools necessitated the introduction of community financing which was also inadequately funded by parents who live in abject poverty. Likewise, there have been no libraries and laboratories for references to perform practicals as well as inadequate science teachers something that render students miss those essential science subjects. However, promotional opportunities that do not go hand in hand with procedures and schemes of services as well as working and living environment rendered teachers to live a hard life that needs to be improved and enable the facilitation of teachers' professional efficiency.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of findings, conclusion and recommendations, policy implications and a need for further research. It starts with the summary of findings; follows conclusion, recommendations for policy implications and a need for further research are given.

5.2 Summary of the Findings

The study assessed the motivational factors affecting teachers' professional efficiency in public secondary schools in Mvomero District whereby respondents reported that the salary paid was small while delays in paying salary de-motivated teachers. Promotion opportunities were available but misplacement of documents due to negligence of officers led promotions to take a long time. In addition, extra duty payments seemed to be given rarely with favouritism; something that demoralized teachers while the inadequate funds from the government to run the schools necessitated the introduction of community financing; something that was inadequately funded by parents. In order to improve the quality of education, there is a dire need to focus on the teacher motivation, which in return may provide quality education.

5.3 Conclusion

Based on the empirical findings regarding the objectives of the study it is concluded that motivational factors influencing public secondary school teachers included

promotion opportunities, salary, interpersonal relationships and good working conditions. On the other hand factors such as poor pay and delayed promotion opportunities contribute to job dissatisfaction as most of the teachers were not satisfied with their salaries something that affected their teaching. Thus, educational leaders need to take immediate actions pertaining to the improvement of teachers' motivation as the teacher's salary should be increased to be commensurate to the teachers' needs and inflation. Promotional procedures should be improved for secondary school teachers basing on both academic and professional qualification. Teachers in secondary schools should be provided with good well furnished houses to enable them do their work comfortably while the house allowance for teachers in hardship areas increased. The study validates the existing literature regarding public secondary school teachers' motivational factors that affect them and generates new insights in this field that helps to supplement the knowledge of different stakeholders in general and researchers in particular.

5.4 Recommendations

5.4.1 Action

In light of the above findings, the following are the recommendations;

- a) It is recommended that decent salary need to be paid equitably according to education level while eliminating unnecessary delays.
- b) It is recommended that promotions need to be carried out without favouritism in order to enhance teachers' professional efficiency.
- c) It is recommended that, the enhancement of the reward system is vital when focusing the realities teachers face.

- d) The government should fulfill its commitment in collaboration with other stakeholders in order to facilitate teaching-learning

5.4.2 Policy Implication

There is a need for revising a national policy for enhancing salaries, promotion practices, rewarding system and teaching-learning environment for both teachers and students in Mvomero district

5.4.3 Further Research

The study assessed the motivational factors affecting teachers' professional efficiency in Mvomero district council. It is advised that further studies be done on the following issues.

- i) The strategies for minimizing teachers' promotion complaints in Mvomero district.
- ii) Commitment of stakeholders on the challenges regarding working and living environment of secondary school teachers in Mvomero district.

REFERENCES

- Aaronson D, Barrow, L., and Sander, W. (2007). “Teachers and Students Achievement in the Chicago Public High Schools”, *Journal of Labour Economics*, Vol 25, No. 1, pp 95-135.
- Bennell, P. (2004). *Teacher Motivation and Incentives in Sub-Saharan Africa and Asia: Knowledge and Skills for Development*. Macmillan. Brighton.
- Bennell, P. and Mukyanuzi, F. (2005). *Is There a Teacher Motivation Crisis in Tanzania?* Knowledge and Skills for Development. Macmillan. Brighton
- Bernhardt, D and Scones, D. (1993). “Promotion, Turnover, and Pre-emptive Wage Offers.” *American Economic Review*, Vol. 83, No. 4, pp 771-791.
- Bryman, A. (2004). *Social Research Methods (Second Edition)*. Oxford University Press, Oxford.
- Carmichael, Lorne (1983). “Firm-specific Human Capital and Promotion Ladders.” Bell.
- Carmines, B and Zeller, A. (1979). *Primary and Secondary data collection methods*. Mcmillan. New York.
- Carnoy, M. (1999). *Globalization and Educational Reforms; What Planner Need to Know*. UWESCO. Paris.
- Cella, D.F. and Tulskey, D.S. (1993) Quality of life in cancer: definition, purpose, and method of measurement. *Cancer Invest.* 11(3), pp 327–336.
- Conley, S. and Odden, A. (1995). ‘Linking teacher compensation to teacher career development’, *Educational Evaluation and Policy Analysis*, 17: pp 219-237.
- Cook, M. (1991). *10-Minute Guide to Motivating People*. Alpha Book Publishers, New Jersey.

- Cooper, J and Schindler, M. (2008). *Perfect Sample Size in Research*. Macmillan, New Jersey.
- Davidson, E.G (2004). The Progress of Primary Education Development Plan (PEDP).
- Deci, E. L., Koestner, R., and Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), pp 627–668.
- Duncan, K. D.(1980). *Change in Working Life*, John Willey and Sons, Helm Ltd.
- Facione, P. A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction*. Millbrae, CA: The California Academic Press.
- Fundi, V. (2009). *Problem in Allocation of Teachers to Public Secondary Schools in Galabawa*, C .J. C. (2004). Enhancing Efficiency, Quality and Relevance in an Educational System. A Kenya case study. *Paper in Education and Development*. No 24, p 86-108.
- Haki Elimu, (2010). Restoring Teacher Dignity. Learner Outcomes, *TDMS*, and the 2010/11 budget. Volume 1, pp1-30.
- Hanusheki, E.A.(2003). “The Failure of Input-based Schooling Policies” *The Economic Journal*. Vol. 113, pp 64-98.
- Hellriegel, D, Slocum, J, W; and Woodman, R. W.(1988). *Orgazational Behaviour*; 5 Ed. West Publishing Company. New York
- in Tanzania: *Working Paper 4*, Dar Es-salaam. vol.2, pp 1-16.
- Jackson C.M (1997). Assisting marginal Teachers: A Training Model. Principal. pp 28-29.

- Johnson, B (2000) "HRM in Tanzania," in K. Kamoche, Y. Debrah, F. Horwitz and G. Nkombo M (eds.) *Managing human resources in Africa*. Routledge. London
- Journal of Economics*, Vol. 14, pp 251-258.
- Kasirye, I. (2009). Determinations of Learning Achievements in Uganda; *Economic Policy Research Centre*. Uganda.
- Komba, W. L. M (2007). Teacher Professional Development in Tanzania: Perception and Practices. *Paper in Education and Development*. No. 27, pp 1-27.
- Komba, W.L.M., and Nkumbi, E. (2008). Teacher professional Development in Tanzania: Perceptions and Practices. *Journal of International Cooperation in Education* Vol.11 No .3, pp 67 -83.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. Wiley Eastern. New Delhi,
- Leedy, P. (1980). *Practical Research: Planning and Design*. Macmillan. New York
- Lema, V. (2004). Teacher Factors that Lead to Pupil Motivations not Learning in Tanzania Primary Schools. *Journal of the Open University of Tanzania*, pp 36 – 50.
- Manogi, R, Marchant, T and Bygbjerg, I (2006). Improving motivation among primary health care workers in Tanzania. A Health work perspective. *Human Resource Health*, vol 4, p 6
- Marsden, D. (2004) “The role of performance-related pay in renegotiating the “effort bargain”: the case of the British public service”, *Industrial and Labour Relations Review*, Vol. 57, No. 3, pp 350-370.

- Maslow, A.H. (1954). *Motivation and Personality*. 3rd Ed. Harper and Row, Publisher, Inc. New York.
- Mendez, G. (2011). Interview by Jarret Guajardo. Lead Senior Specialist for Education (April 19, 2011).
- Michaelowa, K. (2002). Teacher Job Satisfaction, Student Achievement, and the Cost of Primary Education in Francophone Sub-Saharan Africa. *Discussion Paper* 188, Hamburg Institute of International Economics, 2002.
- Mosha H.J. (2004). New Directions in Teacher Education for Quality Improvement in Africa. *Paper in Education and Development*, No. 24, pp 45- 68.
- Mosha, H.J. (2006). Planning Education Systems for Excellency. E & D Ltd. Dar es Salaam
- Mulkeen, A and Chen, D.(2008). Teachers for Rural Schools Experiences in Lesotho, Malawi, Mozambique, Tanzania and Uganda. Washington DC. World Bank.
- Mulkeen, A. (2005). Teachers for Rural Schools: Addis Ababa: Africa Region World Bank.
- Mulungu, N. (2012). *A Study on Working Conditions that Affect Teachers Professional Development in Rural Based Primary schools in Tanzania; The case of Mbozi District (Unpublished MA Ed. dissertation)*, University of Dar-es-Salaam.
- Mutahaba, G (2011) *Report on the Adoption and use of Performance Management Systems including measurement, monitoring and evaluation in Africa*. Nov-Dec, p 57.

- Naoum, S, G. (1998). *Dissertation Research and Writing for Construction Students*. Real Educational and professional Publishing Ltd. Oxford.
- Oluoch, E.T. (2006). Policy Choice in Secondary Education in Africa: Challenges Seen from Different Perspectives in an African Country. A case study of Tanzania Mainland as Seen by Tanzania Teachers. Union (T.T.U). *Volve Nasen Culture and Conference Hotel*, pp 1-21; Oslo: World Bank.
- Paul B. and D. Conroy, (2000). *Microfinance Phenomenon, The Foundation for Development Cooperation*. Brisbane, Australia. Retrieved December 15, 2012 from <http://www.action.org/microjoel.html>
- Pintrich, P. R and DeGroot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), pp 33–40.
- Reimers, E, V.(2003). Teachers Professional Development: An *International Review of the Literature*. UNESCO. Paris
- Robbins, S.P.(1990). *Organizational Behaviour*. Private Ltd. New Delhi
- Rodgers-Jenkinson, F and Chapman, D.W (1990). Teachers Job Satisfaction of elementary Jamaican Teachers. *International Review of Education*, 36 (3): pp 299-313.
- Russell, J., and Russell, L. (2011). *The Next Level of Performance Management*. T + D, 64, (4), pp 42-48.
- Sagimo, P.O.(2002). *Management Dynamics: Towards Efficiency, Effectiveness Competence and Productivity*; East African Educational Publishers. Nairobi,

- Schunk, D. H. (1983). Ability versus effort attribution feedback: Differential effects on self-efficacy and achievement. *Journal of Educational Psychology*, Schunk. 75, pp 848–856.
- Sumra, S. (2004). *The living and working conditions of teachers in Tanzania: A research report*. Dar es Salaam: Haki Elimu and the Tanzania Teachers Union. Available at: www.hakielimu.org/Living_work_cond.pdf.
Tanzania (Unpublished M.A. Education Dissertation). University of Dar es –Salaam.
- URT (1995). *Education and Training policy*. Dar-es-salaam: Ministry of Education and Culture
- URT (2003). *The Public Service Regulations, 2003*: Dar-es-salaam: Government printer.
- URT (2005). *Plans, Programmers and Project*: Ministry of Education and Vocational Training :Dar-es-salaam.
- Ventegodt, S. (2003) The life mission theory: a theory for a consciousness-based medicine. *International Journal of Adolescence and Medical Health* 15(1), pp 89–91.
- Ventegodt, S., Lindholt, J.S., and Henneberg, E. (2002) Development and validation of QOL5 for clinical databases. A short, global and generic questionnaire based on an integrated theory of the quality of life. *Europe Journal of Surgeon*. 168, pp 107–113.
- VSO (2002). *What makes teachers tick? A policy research report on teachers' motivation in developing countries*. London, England: VSO. Available at:

www.vso.org.uk/Images/position_papers_what_makes_teachers_tick_tcm8-2981.pdf

Yin, R.K. (2003). *Case Study Research: Design and Method: Applied Social Research Methods*, Vol.5: Sage Publications Ltd.
York, USA. p.122.

APPENDIX 2: Questionnaires for Teachers

Topic: Determination of Motivation factors affecting secondary school Teachers' Professional efficiency in Mvomero District.

Section A: Background Information

Name of School.....gender.....

Date.....

1. What is your highest academic qualification?

Bachelors Degree() Masters Degree ()

Any other (specify)_____

2. Age Bracket 18-25 years () 26-35 years () 36-45 years () 46-55 years () Above 55 years ()

3. How long have you been in the teaching profession? Less than two years () 2-5 Years () 6-10years() 11-15 years() Over 15 years()

4. For how long have you taught in your current school?

5. Indicate the category to which your school belongs

(a) Mixed Day school (b) Mixed Day Boarding School

(c) Boys Day School (d) Boys Boarding School

(e) Girls Day School (f) Girls Boarding School

Section B: Questions for Salary Scale

6. Are you satisfied with your current salary as a Teacher? Yes () No ()

If no explain why.....

.....

7. Teacher's salaries are usually paid on time?

Strongly disagree () Disagree () Not sure () Agree () Strongly agree ()

8. Scale of salary to Teachers is it relevant to other professionals?

Yes () No ().

9. Are there any changes in salary after a Teacher being promoted?

Yes () No ()

If yes, it takes how long for new salary.....

.....

10. The pay given to Teachers is worth the services they render?

Yes () No ()

If no why.....

.....

11. Teachers output outweigh the pay they receive in terms of salary

Yes () No ()

If no why.....

.....

Section C: Questions Promotion Opportunity to Teachers

12. Have you ever attend any in-service training organized for Teachers

Yes () No ()

If your answer is yes, did the training affect your motivation to teach?

Yes () No ()

Briefly explain your answer?

.....
.....

13. What about the opportunities for continuing professional development?

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

14. Have you promoted to hold any position in your working environment?

Yes() No()

If no why?
.....

15. As Teacher, are you promoted in time/

Yes() No()

If no why?.....
.....

16. Are you perceived fairness in Teachers promotion system?

Yes() No()

17. Teachers are promoted on the basis of their qualifications and performance?

Yes() No()

If no why?.....
.....

Section D: Question on Rewards System to Teacher

18. The following are some statement on the reward systems schools affecting Teacher motivation. Please indicate the extent of your agreement with each statement in relation to your school. 1-Strongly Agree 2-Agree 3-Neither agree nor disagree 4-Disagree 5-Strongly Disagree.

Statement	1	2	3	4	5
Hard working Teachers are encouraged by giving them presents					
Teachers who get low pay with regard to their inputs normally get de-motivated affecting their performance					

19. What are other ways in which rewards systems for Teachers affect their motivation?

.....

.....

20. Do you receive any non-monetary benefits (such as free or subsidized housing)?

Yes/No If yes, specify.....

.....

21. Is there any rewards to Teachers after the student's performance become high?

Yes () No ()

If no why.....

.....

22. Is there any payment for extra duties?

Yes() No()

If no why.....

.....

Section E: Living and Working Environment

23. Is the school environment under which you work as a Teacher satisfactory?

Yes() No()

Briefly explain your answer?.....
.....
.....

24. The following are some ways in which work environment influences work motivation. Please indicate the extent to which each of the statement has affected Teacher motivation in your School?

1-Very large extent 2-Large extent 3-Moderate extent 4-Small extent 5-No extent at all

25. The working environment at this school is adequate

Strongly disagree() Disagree Not sure() Agree Strongly()

26. Are you satisfied with working conditions, School environment(compound, classrooms, furniture, toilets, staffroom, housing teaching and learning materials)

.....
.....

APPENDIX 3: Interview Guide for DSSEO and Headmasters/Ministresses

1. For how long have you served as a school

Headmasters?.....

2. Are you satisfied with you work as a school

Headmasters?.....

Yes() No() briefly explain your answer?

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

3. In what ways does job satisfaction effect Teachers professional efficiency?

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

4. How does Teacher promotion opportunities affecting their professional efficiency?

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

5. How does rewards system effect Teachers' professional efficiency?

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

6. How does work environment affect Teachers professional efficiency?

7. What would you recommend to be done by the following categories of people in improving Teacher professional efficiency?

8. Did you teach in any school before your current position?

9. Are there any significant differences between public and private Education Officers? Yes () No ()

If no, why.....
.....

10. Do the teachers at the schools you supervise feel the same as other workers do?

Yes () No ()

If no, why.....
.....

11. How many teachers in the school are highly motivated..... (b) Just OK.....

(c) Poorly motivated.....

12. Among teachers who are poorly motivated, how does this affect their behaviour and performance?

.....
.....

13. How many teachers left this school during the last school year?

Transfers..... Promotion..... Study leave..... Resignation.....

Retirement..... Death..... Medical retirement.....