

**IMPACT OF MOTIVATION ON COMMITMENT OF TEACHERS FOR
PUBLIC SECONDARY SCHOOLS IN DAR ES SALAAM: A CASE OF
KINONDONI DISTRICT**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania. A Research entitled “*The impact of motivation on commitment for public secondary school teachers in Dar Es Salaam*”: The case of Kinondoni District” in a partial fulfilment for the award of the Degree of Masters of Human Resources Management for The Open University of Tanzania.

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Date

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DECLARATION

I, Josephat Sayi Mabula, do hereby declare that this dissertation is my own work and has not been submitted to any other university for a similar degree award.

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Signature

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Date

DEDICATION

This study is dedicated to all those who have been there for my life and those who have helped me especially my beloved wife Felistor Zacharia.

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ABSTRACT

The study investigated the impact of motivation on commitment for public secondary schools in Dar es Salaam using the case of Kinondoni District. The study was essentially qualitative with some aspects of quantitative approach and it involved 54 respondents. Out of the 54, 48 correspondents were teachers, 5 headmistresses and headmasters and one District Education Officer. Empirical data was collected through questionnaires, interviews and documentary reviews. The findings indicated that motivation to teachers in Dar es Salaam has been limited to money which is given to them in form of monthly salaries only. However, the findings showed that teachers were not motivated at all. The findings have also revealed that both financial and non-financial motivations are the main factors influencing commitment of teachers for public secondary schools in Dar es Salaam. The study further revealed that there is a great relationship between low work commitment of teachers in Dar es Salaam and the poor motivation they receive. From the above findings, the study recommends that in order to raise teachers' commitment to work the Government of Tanzania, education stake holders, education policy makers and education officers should improve teachers' salaries and other compensation benefits such as teachers' housing allowances, health care for themselves and their families, and transport for teachers.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER ONE	1
1.0 INTRODUCTION	1
1.1 General Introduction	1
1.2 Background of the Study	1
1.3 Statement of the Problem	3
1.4 Objective of the Study	4
1.4.1 General Objective	4
1.5 Research Questions	5
1.6 Significance of the Study	5
1.7 Delimitation	6
1.8 Limitation of the Study	6
CHAPTER TWO	7

2.0 LITERATURE REVIEW	7
2.1 Introduction	7
2.2 Conceptual Definitions	7
2.2.1 Teacher	7
2.2.2 Teacher's Commitment	7
2.2.3 Teacher's Morale	8
2.2.4 Job Satisfaction	9
2.2.5 Motivation	9
2.2.6 Teacher's Motivation	10
2.3 Theoretical Literature Review	11
2.3.1 Herzberg Two Factor Theory	11
2.3.2 Process Theories	13
2.3.3 Reinforcement Theories	15
2.3.4 McGregor Theory 'Y'	15
2.3.5 Maslow's Hierarchy of Needs	16
2.4 Empirical Literature Review	18
2.4.1 General Literature Review	18
2.4.2 Empirical Studies in Africa	20
2.5 Policy Review	25
2.6 Research Gap	25
2.7 Conceptual Framework	26
CHAPTER THREE	29
3.0 METHODOLOGY	29
3.1 Introduction	29

3.2	Study Design.....	29
3.3	Area of Study.....	29
3.4	Study Population	30
3.5	Sample Size and Sampling Procedure.....	30
3.5.1	Sample Size	30
3.5.2	Sampling Procedure.....	31
3.6	Data Collection Methods	31
3.6.1	Primary Source	31
3.6.1.1	Questionnaire.....	31
3.6.2	Secondary Source	31
3.6.2.1	Documentary Source	32
3.7	Data Analysis Techniques	32
3.8	Data Analysis.....	32
3.8.1	Data Cleaning (Reliability and Validity of Data	32
3.8.2	Reliability	32
3.8.3	Validity	33
3.9	Scope and Limitations of the Study.....	33
3.9.1	Limitations.....	33
3.10	Results	34
CHAPTER FOUR		35
4.0 PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS		35
4.1	Introduction	35
4.2	Presentation of the Study Findings	35
4.2.1	Presentation of Respondents Gender/ Sex.....	35

4.2.2 Discussion of the Study Findings	57
CHAPTER FIVE	61
5.0 CONCLUSION AND RECOMMENDATIONS	61
5.1 Introduction	61
5.2 Conclusion.....	61
5.3 Recommendations	62
5.4 Areas for Further Studies	63
REFERENCES	64
APPENDICES	71

LIST OF TABLES

Table 4.1: Gender of the Respondents	35
Table 4.2: Respondents by Age	36
Table 4.3: Work Experience of the Respondent	37
Table 4.4: Highest Academic Qualifications	38
Table 4.5: Descriptive Statistics in Respondents Self-Rating on Financial Rewards	39
Table 4.6: Descriptive Statistics on Respondents Self Rating on Non- Financial Rewards	43
Table 4.7: Descriptive Statistics on Respondents self Rating on Teacher's Commitment to Teaching	48
Table 4.8: Descriptive Statistics in Respondents' Rating on Teachers' on Relationship Between Motivation and Commitment to Teaching	53

LIST OF FIGURES

Figure 2.1: Provides Conceptual Framework on how Variables will be Operationalised and Related to the Study	27
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LIST OF ABBREVIATIONS

DEFA	- Darker Framework for Action
EU	- European Union
HRM	- Human Resource Management
MDGs	- Millennium Development Goals
MOEC	- Ministry of Education and Culture
OCED	- Organisation for Economic Co-operation and Development
PEDP	- Primary Education Development Plan
SEDP	- Secondary Education Development Plan
SPSS	- Statistical Package for Social Sciences
TALIS	- Teaching and Learning International Survey
UNESCO	- United Nations Education Scientific and Cultural Organisation
US	- United States

CHAPTER ONE

1.0 INTRODUCTION

1.1 General Introduction

This chapter presents the background of the study and statement of the problem. It also presents researches objectives, research questions and the significance of the study.

1.2 Background of the Study

Teachers' commitment has been identified as one of the most critical factors for the future success of education and schools (Huberman, 1993). Teachers' commitment is closely connected to Teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students 'Achievement in, and attitudes toward school (Tsui and Cheng, 1999). The strength of any profession depends upon the degree of commitment of its members and teachers are no exception (Raymond, 1964).

Motivating teachers, means empowering them not only become committed for teaching but also the dominant factor for school performance. Baeza, Chesterfield, and Moreno as cited by (Mendez 2011) found that teachers' attitude is the dominant factor explaining teachers and school performance in their evaluation of a USAID basic education project in Guatemala. Motivation should always focus on individual behaviours of a teacher as the "willingness, drive or desire to engage in good teaching," (Michaelowa, 2002). Good teaching is taken to mean adherence to

professional conduct and efforts to help students learn. Thus, job satisfaction, self-efficacy, and personal achievement, are dynamic components of teacher motivation that both drive and are driven by teacher motivation in a virtuous cycle. When convinced of the effectiveness of improved teaching methods, the motivated teacher will also utilize these methods as part of her/his effort to help students learn as best as she or he knows how.

A body of literature highlights teacher motivation as critical for student learning outcomes. This reflects similar findings among assessments of the Escuela Nueva model in Colombia and Guatemala (Colbert and Mogollon, 1977). In East Africa, (Anderson, 2001) reports that teacher' motivation was a key factor in Agha Khan Foundation teacher training programmes. Using case studies of 12 African and South Asian countries, (Bennell and Akyeampong, 2007) pinpoint the commitment of teachers as one of the most important determinants of learning outcomes. Thus, in a variety of developing countries, high teacher motivation leads to positive educational outcomes.

On the other hand, low teacher motivation leads to negative educational outcomes. In the same study, (Bennell and Akyeampong, 2007) found that low motivation results in absenteeism, underutilization of class time, professional misconduct, reliance on traditional teaching practices, poor preparation, and secondary income-generating activities that distract from teaching duties. Similarly, a Volunteer Service Overseas study of teacher motivation in Zambia, Papua New Guinea, and Malawi (Steyn, G., 2002) found that low motivation results in high attrition rates, constant turnover, lack

of confidence, varying levels of professional commitment and a feeling of helplessness to improve either student outcomes or teachers' own situations.

Tanzania like other countries in the world is currently working towards improving the quality of its education so that it suits the future needs of the society and the demands of globalization (Nguni, 2005). The government of Tanzania has succeeded to make primary education universal through the implementation of the Primary Education Development Plan (PEDP) 2002 to 2006 and now it is implementing the Secondary Education Development Plan (SEDP) 2005 to 2009 that is meant to increase the accessibility of secondary education to its citizens (Oluochi, 2006).

The two programmes are geared toward implementing and attaining the Millennium Development Goals (MDGs) on education as per Dakar Framework for Action, Education for All (EFA) by 2015 (UNESCO, 2005). The implementation of the two programmes will be meaningless if Tanzania does not consider providing quality education as it is spelt out in the country's Education Policy (MOEC, 1995). The efforts to provide quality education will prove futile if all stakeholders and policy makers now and in the future do not pay attention to teachers job satisfaction. It is therefore important to investigate how motivation affects commitment of teachers for public secondary schools in Tanzania.

1.3 Statement of the Problem

Despite many efforts to train and employ by the government, still there is an increasing tendency lose of teaching interest and commitment. Teachers have had complaining to a great extent for being neglected. They have experienced low and

irregular salary payments, lack of proper housing, inadequate teaching aids, low status and limited opportunities for professional development (MoEC, 1995). Many teachers from public secondary schools leave their employment through giving notice or without giving notice due to lack of motivation and working conditions. Others exit on the event of transfer as the result of job dissatisfaction and demobilization (Thompson, 2007). Research and studies on factors contributing for poor teachers and students' performance have been adequately reported. These include shortage of teaching materials, unbearable number of students in classrooms and non-maintenance of school infrastructure. However, the impact of motivation on commitment to teaching for teachers in public secondary schools is not adequately reported. It is not known well as to how and to what extent motivational factors has contributed to teachers' commitment in public secondary schools. Hence the study on the impact of motivation on commitment for public secondary schools in Dar es Salaam was in response using the case of Kinondoni District.

1.4 Objective of the Study

1.4.1 General Objective

The general objective of the study is to investigate the impact of motivation on commitment of teachers of public Secondary Schools in Dar es Salaam.

1.4.2 Specific Objective

In order to realize the general objective, the study is based on the following specific objectives:

- (i) To identify the motivation strategies to teachers of public secondary schools in Dar es Salaam.

- (ii) To assess factors influencing commitment of teachers for public secondary schools in Dar es Salaam.
- (iii) To analyse the contribution of motivation strategies to public secondary school teachers' commitment in Dar es Salaam.
- (iv) To suggest ways of improving motivational strategies for public secondary school teachers' commitment in Dar es Salaam.

1.5 Research Questions

- (i) What are the motivation strategies to Secondary School teachers in Dar es Salaam?
- (ii) To what extent teachers of public secondary schools in Dar es Salaam are committed to Teaching job?
- (iii) Is there any relationship between motivation and commitment of teachers for public secondary school in Dar es Salaam?
- (iv) What are the recommendations for improving teachers' motivation and commitment of public secondary schools in Dar es Salaam?

1.6 Significance of the Study

The study findings may be beneficial to policymakers like members of parliament and District councilors, as they are made aware of how rewards affect teachers' job commitment, and administrators like District education officers, inspectors of schools and headmasters and headmistresses will ensure effective management of rewards to yield teachers job commitment in Dar es Salaam. Teachers will get committed to their jobs when rewards are managed well as a result of the study

findings. Future researchers may refer to the study to find out researchable areas or use it as a literature source.

1.7 Delimitation

The study assumed that teachers' commitment can only be influenced by at least fifteen motivation elements namely, salary/wages, bonuses, honorarium, overtime, passion, gratuity, allowances, praise, recognition, responsibility, promotion, accommodation, medical for self and family, transport, leave of absence and hardship allowances. The current study covered small community in Dar es Salaam region which may not necessarily be representative of all teachers all over Tanzania, thus limiting generalization of the results. The study was based on views and information from only a small sample of public secondary schools in Dar es Salaam.

1.8 Limitation of the Study

The investigation of the impact of motivation on commitment of teachers of public secondary schools involved sensitive and confidential individual issues on his or her fiducially relations with his or her employer at place of work which may have resulted in biased responses. This is because individuals may not want to tell the truth over his/her fiducially relationship with his or her employer for most people works issues and employer – employee relations has remained to be confidential. Some target respondents (teachers) did not attend the interview because they knew that researchers had nothing for the problems they face. The study concentrated mainly on motivation alone as independent variables against teachers' commitment as the dependent variable, which may have inadequately provided a clear picture of the problem.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the main parts of literature review. It contains major sections: the review of the theoretical framework and empirical studies. The former sought to establish the theoretical framework that is guiding this study; the later sought to establish the research gap that this study has filled. Moreover, the chapter provided the operational definitions as gleaned from various literatures.

2.2 Conceptual Definitions

2.2.1 Teacher

A teacher is defined as a full classroom practitioner whose main function is more instructional in approach than management, one who offers formal instruction to students and whose professional activity involves transmission of knowledge, attitudes and skills that are stipulated to students enrolled in an educational programme in school (Van Amelsvoort, Hendricks and Scheerens 2000) in this study, the term teacher has been used to mean somebody who teaches, especially as a profession and was used synonymously with the term “educator.”

2.2.2 Teacher’s Commitment

According to (Van Amelsvoort, Hendriks and Scheerens, 2000), commitment is a broader concept that emphasizes the linkage between individual and the organization and, implies motivation, agreement on goals, loyalty and effort. This seems to support (Tarr, Ciriello and Convey’s, 1993) argument that commitment is loyalty,

identification, and involvement with some appropriate object. For the purpose of this study teacher's commitment can be defined as the degree of an individual's identification with and involvement in the teaching profession, and is characterized by strong dedication to the profession, and by high personal involvement in the work. Teacher commitment correlates positively with teacher motivation and job satisfaction, (Fresko, Kfir and Nasser 1997). Teacher commitment has the strongest effect on teacher motivation and job satisfaction – the more committed teacher tends to be more motivated and satisfied (Culver, Wolfle and Cross 1990).

2.2.3 Teacher's Morale

Morale is often defined as being equivalent to job satisfaction. Thus (Guion, 1958) defines morale as 'the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his (*sic*) total work situation'.

Evans (2001) defined morale as: “..... a state of mind encompassing all the feelings determined the individual's anticipation on the extent of satisfaction of those needs which he /she perceives as significantly affecting his/her total work situation.” Building on Evans definition, (Steyn, 2002) stated that the concept of morale is an extension of motivation and high morale or motivation manifests itself in excellent performance, consistent achievement of results, co-operation in handling problems, willingness to accept responsibility and willingness to accommodate change. For the purpose of this study, morale refers to teachers' positive attitude towards their schools and profession in general and / or towards their individual needs or specific

work factors (cf Steyn 2002). Teacher's morale is influenced by both intrinsic and extrinsic factors.

2.2.4 Job Satisfaction

Job satisfaction refers to the attitudes and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006). Steyn and Van Wyk (1999) viewed job satisfaction as the feeling of pleasure resulting from a person's perceptions of his or her work. This seems to be in line with (Cano and Miller's, 1992) view of job satisfaction as a condition of commitment with one's environment, denoting a positive attitude.

More recently, (Evans, 2001:204) defined job satisfaction as “. . . a state of mind encompassing all those feelings determined by the extent to which the individual perceives his / her job related needs to be met.” As (Somech and Drach –Zahavy, 200) observed, job satisfaction relates to positive attitudes and beliefs towards several aspects of the job or profession. For the purpose of this study job satisfaction can be defined as the positive and pleasurable feelings and attitudes determined by the extent to which an individual perceives his / her profession or facts of the work as fulfilling his / her needs. It is the extent to which teachers are happy with their jobs. In this study, job satisfaction is closely related to motivation – high job satisfaction indicates high motivation.

2.2.5 Motivation

Motivation is concerned with the factors that influence people to behave in certain ways (Armstrong, 2006). It includes factors that cause, channel, and sustain human

behaviour in a particular committed direction. For the purpose of this study it is defined as a means by which organization solicit the efforts of its employees for the job done so as to attain the organizational goals. Motivation can either be intrinsic and extrinsic, depending on the type of employees, nature of the job and the working environment. In other means words, motivation is a means to reduce the gap which exists between the individual's actual state and some desired state. Motivation and commitment are closely related concepts (Van Amelsvoort, Hendriks of Sheerens 2000). The higher the teachers' motivation the more they are committed with their jobs (Davis and Wilson 2000).

2.2.6 Teacher's Motivation

The basis of teacher's motivation, according to Herzberg's two – factor theory were those intrinsic motivating factors that determined the degree of job satisfaction and job contents and extrinsic motivating factors were those that determined the degree of job satisfaction as it related to the job context (Herzeberg, as cited in, Stembridge, 1989). Teacher motivation accounted for the drive, energy, and commitment an individual had to promote teaching as professional activity with a sense of purpose and mission which was mindful of the social context in which teachers operated (Morgan *et al.*, 2007).

For the purpose of the present study, teachers' motivation refers to the stimulation of teachers by both intrinsic and extrinsic factors to greater effort, excellent performance or higher attainment in the pursuance of institutional and group goals. Highly motivated teachers have the will to perform, are actively engaged in teaching, are open to new ideas and approaches, throw themselves zealously into the

job, produce more positive results, and quality instruction, and are committed to students and change of the lifetime of their teaching careers (cf Hoy and Miskel, 1996). Thus, motivated teachers have a sense of contributing to school effectiveness and quality education.

2.3 Theoretical Literature Review

This part explains and discusses the theories, which intrinsically and extrinsically motivate and satisfy employees to become committed at work.

2.3.1 Herzberg Two Factor Theory

Herzberg, Mausner and Snyderman's (1959) two-factor theory is heavily based on need fulfilment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors. The presence of these factors according to Herzberg *et al.* does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content: Herzberg *et al.* indicated that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors

as those factors that make workers work harder. They posited that these factors are associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement.

Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals' need for advancement, growth, increased responsibility and work itself are said to be the motivating factors. Herzberg *et al.*, (1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Both hygiene factors and motivators are important but in different ways (Naylor 1999). Applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus.

In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Collinson, 1996). Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load,

adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone and Pennel, 1993).

In contrast, extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teachers' job satisfaction and effectiveness among Nigerian teachers (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. That is giving teachers greater opportunity, responsibility, authority and autonomy (Whawo, 1993). Conversely, Ukeje *et al.* (1992) are of the opinion that however highly motivated to perform a teacher may be, he or she needs to possess the necessary ability to attain the expected level of performance. Nevertheless, it is hoped that if educational administrators and education policy makers can understand teachers' job satisfaction needs, they can design a reward system both to satisfy teachers and meet the educational goals.

2.3.2 Process Theories

What all process theories have in common is an emphasis on the cognitive processes in determining employee level of motivation and need satisfaction. Equity theory matches the notions of "a fair day's work for a fair day's pay". It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg *et al.* (Naylor, 1999). Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis *et al.* 1995). As such, equity theory assumes that one important cognitive process involves people looking around and observing what

effort other people are putting into their work and what rewards follow that effort. Social comparison process is driven by our concern for fairness and equity. Research by (McKenna, 2000) and Sweeney, 1990) confirms equity theory as one of the most useful frameworks for understanding and has a role to play in the study of work motivation.

According to (Lewis *et al.*, 1995), expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The theory suggests that work motivation is determined by two factors: (1) the relationship between effort and performance and (2) the desirability of various work outcomes that are associated with different performance levels. Simply put, the theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973).

That is, employees are influenced by the expected outcomes of their behaviours and motivation at work or the perceptible link between effort and reward. The most important attribute of both types of process theory has been to draw attention to the effects of cognitive and perceptual processes on objective teachers' work conditions. It suggests that educational administrators and policy makers need to pay attention to the expectancy values that is the link between effort and teachers' needs satisfaction and job performance, determine what outcome teachers value, link the reward that teachers value to their job performance, and ensure that teachers wages and salary rates are not perceived as unfair.

2.3.3 Reinforcement Theories

Reinforcement theories relate to the idea of *operant conditioning*. They concentrate attention on the link between behaviour and consequences. Reinforcement is defined as any effect that causes behavior to be repeated or inhibited which can be positive or negative (Naylor, 1999). Skinner, (1971) carried out several studies and came up with a conditioning model which proposes that if pleasant consequences follow behaviour, the behaviour will tend to continue whereas, if unpleasant consequences follow behaviour, the behaviour tends to stop (Luthans and Kreitner, 1985).

This theory of motivation suggests that internal states of the mind such as needs are misleading, scientifically immeasurable, and in any case hypothetical. Therefore, reinforcement theory rests on two underlying assumptions: first, human behaviour is determined by the environment, and second, human behaviour is subject to observable laws and can be predicted and changed. Hence, the foundation of the reinforcement theory is the ‘law of effect’, which states that behaviour will be repeated or not depending on whether the consequences are positive or negative (Lewis *et al.*, 1995).

2.3.4 McGregor Theory ‘Y’

This theory was based on the human resource models of motivation. This model recognises that people are motivated by a complex set of variables including recognition, social needs, money, achievement as well as a lot of other factors. (Kinard, 1988 and (Robbins, 2005) have argued that the theory also recognizes individualism as it stresses on the need to let each worker use his or her personal

talents to achieve organizational goals. Thus McGregor Theory ‘Y’ came up with the following assumptions on human nature: (a) expecting physical and mental effort in work is as natural as it plays or rest; (b) external control and the threat of punishment are not the only ways to make people, work towards achieving an organization’s objectives; (c) people will exercise self – direction and self control for objectives to which they are committed; (d) commitment to objectives depends on the rewards associated with achieving them. These assumptions have two implications, as (Kinard, 1988) observes:

First, that management has the responsibility of tapping into the reservoir of creativity, hard – work and imagination. Second, the manager’s role is not to manipulate workers but rather to create an atmosphere in which workers can use their commitment and involvement to satisfy their personal needs as well as those of their organization. This research acknowledges the second implication of the theory as it explains the criteria of fairness and balance in the reward systems that can meet the needs of both the employees and the employers. However, the theory covers recognition, social needs, achievements and other variables, which are not directly related to the primary objectives of this study, specifically focuses on the impact of motivation on commitment of teachers in public secondary schools in Dar es Salaam and need to cover nakedness.

2.3.5 Maslow’s Hierarchy of Needs

The theory is based on a model of human behaviour in organizations. The Hierarchy of Needs Theory was propounded by Maslow (1954). It provides a theoretical frame

for relating motivation and teachers' job commitment. According to Maslow, human needs are in form of a hierarchy, ascending from the lowest to the highest, and when one set of needs is satisfied it ceases to be a motivator. At the base of the pyramid are the physiological needs like providing them with shelter, food, and clothes followed by security needs, social needs, self-esteem and self-actualisation at the top. In this study, it is theorised that teachers to be committed to their job, they should be motivated basing on the five levels given by Maslow. (Maicibi, 2003) stresses that the motivation theory propounded by Maslow is known as hierarchy of needs or pyramidal theory.

Human needs are in form of a hierarchy ascending from lowest to highest and concluded that when one set of needs is satisfied it ceases to be a motivator and the immediate higher set of needs which has never been a motivator then immediately becomes a motivator. Maslow believes that human beings needs start from the physiological needs and end with apex actualisation needs. Physiological needs are needs for sustaining human life itself such as need for food to eat, water to drink, place to sleep and satisfy sexual urge and need to cover nakedness. Maslow believes that until a person is able to satisfy all these needs, other needs couldn't motivate him.

The next level of needs is security needs such as needs to be free from danger or threat in sense of losing job, life and property. (Jjeffrey and Bratton, 2003) argued that the third level of needs is the social needs which are also called belongingness or affiliation needs such as need to feel accepted by the group followed by the self

esteem needs when people begin to satisfy their needs to feel good about themselves and to be recognised by others for their achievements. It is this level which produces satisfactions as power, prestige, status and self confidence. The last level according to the theory is the self -actualisation where personal fulfilment to growth and development are realised. This is the desire for a person to become what is capable of becoming and maximise his potentials. The theory relates the study variables in the way that if the teachers are rewarded they are in position to satisfy their needs from the bottom level to the highest level leading to high job commitment in public secondary schools in Dar es Salaam. Therefore, this linkage makes this study to adopt this theory to guide it.

2.4 Empirical Literature Review

2.4.1 General Literature Review

The most recent study on the teaching and learning International survey TALIS which was conducted by the (OCED, 2007). The purpose of this study was to describe the importance of certain factors in motivating teachers and making them committed. The report on a survey carried out among countries of the European Union has yielded a first database on the working conditions of teachers at lower secondary level and the learning environment of their schools was conducted . The report revealed a lack of suitable professional development activities to teachers needs.

The findings suggested that motivation on commitment of teachers in public secondary schools should be emphasized in the dimension of teachers' professional

development are very much in line with human management (HRM) and human relations development approaches. Its findings provided information related to our study on impact of motivation on commitment of teachers in public secondary schools. However, this research was done among the European Union countries of Belgium, France, Netherlands, Scotland, Sweden, Switzerland, England, Wales, German and North Ireland with high standards of living. There exists a gap as the results do not reflect the real life in the third world countries like Tanzania.

Therefore, was not used to guide this research study. Another study on motivation was conducted in Greece by (Monopolous, 2008) to investigate the relationship between work motivation and organizational performance in the extended sector, by testing empirically common elements of existing theoretical frameworks among 454 employees. The findings showed that, the public sector in Greece is more likely to provide extrinsic than extrinsic motivation, however the letter seems be related to better organizational outcomes. The study concluded that, individuals' ability and demographic characteristics are core determinants of employees' motivational preferences. Nevertheless, despite the relevance of the study, it empirically tested the relationship between intrinsic and extrinsic motivation in counties of European Union (EU) periphery and did not involve impact of motivation on commitment of teachers. This means that the results did not involve the impact of motivation on commitment of teachers. Therefore, the results cannot be taken as a generalization to include the impact of motivation on commitment of teachers in Tanzania.

Knoblock and Whittington (2003) conducted exploratory descriptive study which investigated the differences between teacher efficacy of novice teachers based on

relatively low and high levels of career commitment. The population was 91 novice teachers in their first, second, and third years of teaching in agricultural education in Ohio. The findings established that at the initial years of teaching teachers are recognized as being important to one's teaching effectiveness. Moreover, study findings revealed that 17% of new public school teachers leave the profession within the first three years and 26% were dissatisfied with teaching or entered another career and that teachers were most dissatisfied with student motivation and discipline, lack of recognition, and administrative support.

Likewise, 15% of career and technical teachers quit within their first year and more than half left the profession within six years and Secondary career and technical education teachers left the teaching profession because of job-related stress; concerns about their own safety; a perceived lack of fairness and support; inadequate facilities and materials, resources; and, time consuming tasks that were perceived as unnecessary. The study, however, was conducted in a foreign academic public institution whose conditions differ greatly from those obtaining in Tanzania.

2.4.2 Empirical Studies in Africa

The study on rewards and job commitment of primary school teachers was conducted by Sali Gerald (2011), conducted a study in Uganda on the effects of reward on job commitment of primary school teachers. The study quantitative and qualitative approaches cross-sectional and co-relational designs involving 327 teachers of whom 126 were from government schools. The study found that non – financial rewards significantly positively affect the commitment of teachers. It

concluded that managers of various schools, policy makers and other stakeholders should ensure that are rewarded through non – monetary reward, by praising, promoting, giving, teachers responsibilities, among others to realize their commitment. However, the study does not show clearly the impact of motivation on teachers in secondary schools. Since, the study context is different from the one this study has targeted.

Kusereka (2008), did a study in Zimbabwe to draw attention to the factors influencing the motivation of Zimbabwean secondary school teachers. The study found that teachers in rural secondary schools in Zimbabwe had low motivation levels and were subjected to social and professional isolation, risk to personal safety, and challenging living conditions. In addition to that teachers were exposed to political harassment and to a great deal of complaints and criticism from all parties concerned, difficult working conditions which include large class size, deteriorating or inadequate facilities, shortage of supplies and equipment, paucity of other resources need to support classroom instruction, low salary and workload. It concluded that all these have a negative effect on the motivation and job satisfaction of teachers. Despite the relevance of the study, again the study was not used owing to the adverse social, economic and political prevailing in Zimbabwe which may not be applicable in Tanzania, even though the findings can be used in comparative purpose.

2.4.3 Empirical Literature Review in Tanzania

Mkumbo (2012) conducted a study on teachers' commitment, and experiences of, the teaching profession in six regions of Tanzania namely Coast, Mbeya, Kigoma,

Singida, Dodoma and Mtwara. His study focused group discussions as research method and data collection tool. The study established that teachers' commitment to the teaching profession is devastatingly low, with the majority of teachers expressing that they did not choose teaching as their choice, but were compelled by the easiness to get the job and lack of qualifications to join other professions of their liking and choice. The study generally found that teachers underscored many negative experiences in the teaching profession, which could also be described as de-motivating factors or 'frustrating' factors namely poor working environment and negative attitude of the teaching profession (by community, students and even the Government).

The study's findings provide some useful information on the impacts of motivation on commitment of teachers since it has portrayed the teachers' attitude towards de-motivating factors which impact teachers' commitment. As the study was carried out in Tanzania upcountry regions whose contextual factors including political, economic, legal, demographic and cultural conditions are different from that of Dar es Salaam, there is a need to carry out similar study in order to come up with more relevant information to match with teachers in Dar es Salaam.

Another study on motivation was conducted by (Hakielimu, 2011) to investigate how teachers' qualifications and commitment to teach affect the quality of education and as measured by students' academic achievement. The study established that the majority of teachers cited poor qualifications and ease of securing employment as their major reasons for joining the teaching profession. The study also found that the

teachers were facing many de-motivating factors namely a poor working environment and negative attitude of the teaching profession (by community, students and even the Government). Moreover, the study was conducted in coast region, Mtwara region, Dodoma and Singida regions whose operational environment of teaching industry, especially in public secondary schools is different. Its findings will not be applicable directly to the current study on impact of motivation on commitment of teachers in public secondary schools in Dar es Salaam.

Benell and Mukyanuzi (2005) conducted a study on motivation to examine primary school teacher motivation crisis in Tanzania. In their study they discovered that teachers of primary schools in Tanzania are experiencing some de-motivating factors such as salary delay, workload, housing problem and lack of recognition from students, community and the Government. In addition to that, the study observed that job satisfaction and motivation level among primary school teachers in Tanzania are still low. However, the study centred on primary school teachers only. Its findings were not directly applicable to impact of motivation on commitment of teachers in secondary school as this study did.

Mwambo (2005) conducted a research to compare students' academic performance among public and private secondary schools in the Districts of Kibaha and Bagamoyo. In her study she discovered that low salary pay was one of the reasons for poor performance to some schools, since some teachers concentrated to their private tuitions elsewhere. The study added that factors such as poor working conditions, incompetence administration, and lack of academic follow up, lack of opportunities for advancement particularly in the event of curriculum changes adds

fuel to the already burning bush fire of poor students academic performance. She concluded that some incentives given to teachers in private secondary schools made them to work hard while late promotions in public schools undermined teachers' morale and commitment to their job. Nevertheless, despite the relevance of the study, the main focus was on the factors affecting students' academic performance, a comparative study between private and government secondary schools; while this study sought to assess the impact of motivation on commitment of teachers of public secondary schools in Dar es Salaam.

Another study conducted by (Masesa, 2004) on the factors influencing motivation in higher learning institutions; a case of University of Dar es Salaam revealed that, most of them are motivated by variables that are within themselves (intrinsic factors). Such variables are; opportunity for advancement, interesting and challenging work, job security, work independence, individual goals, job freedom to act and personal growth. Other factors were reputation of the organization, flexible working hours, job significance, and autonomy. He further added that the extrinsic factors are not main determinants of academicians to stay at University of Dar es salaam. He argued that motivation should not be viewed from institutional point of view but should be viewed from employees' side and analyzed before implementation so that employees receive it as a retention factor.

Nevertheless, despite the relevance of the study, the findings were only concerned with higher learning institutions. The study uncover whether public secondary school teachers in the same trend as university academic staffs. Thus, this study sees that, there is a study gap to be worked at on the impact of motivation on

commitment of teachers of public secondary schools in Dar es Salaam. (Muze, 1987) conducted a study investigating the problem of shortage of public secondary school teachers and its relation to job satisfaction in Dar es Salaam, Coast, Morogoro, Tanga, Arusha, Kilimanjaro, Mtwara and Singida.

The study found that majority of the trained teachers do quit their teaching profession creating significant shortage due to reasons to lack of teaching and learning facilities, and limited opportunity for professional development. He concluded that factors such as good administration and policies, good students' discipline, good salaries and allowances, were important factors for proper job execution. Also the study added that, job dissatisfaction contributed heavily to the overall shortage of teachers in public secondary schools. Although the study is relevant to this study, the study has been taken overtime hence there is a need to carryout ether similar or related study so as to come up with up-to-date information to match with the prevailing life style climate and needs of the teachers.

2.5 Policy Review

This study reflects the Tanzania education policy that is The Education and Training Policy of 1995, which states at page 31 that teachers have experienced low and irregular salary payments, lack of proper housing, inadequate teaching aids, low status and limited opportunities for professional development.

2.6 Research Gap

The empirical studies reviewed came out with the following: (OCED, 2007) conducted a study on teachers' professional development among the European

Union. The findings of the study identified that motivation on commitment of teachers need be emphasized in the dimension of teachers professional development. (Knoblock and Whittington, 2003) conducted a study in Ohio –US on differences in teacher efficacy related to career commitment of novice agriculture teachers. As these studies were conducted in developed countries, they only limited direct applicability to Tanzania whose cultural, social, economic and political context is different. On the other hand (Thompson, 2007) conducted a study in challenges facing education in East Africa and pointed out that many teachers from public secondary schools leave their employment through giving notice or without giving notice due to lack of motivation and working conditions.

Others exit on the event of transfer as the result of job dissatisfaction and demobilization. Neither Thompson’s study nor MoEC provide the impact of motivation on commitment of teachers to teaching. Therefore, this study explored about the impact of motivation on commitment for public secondary schools in Dar es Salaam to establish how motivation to teachers can be used to enhance their commitment. No study of this scope has directly been conducted in the specific region of Dar es Salaam. This is the gap that this study expected to fill.

2.7 Conceptual Framework

Teachers Commitment like other employees is dependent on motivation. Extrinsic motivators such as good pay, promotion, or career growth, recognition, good working conditions determine the level of commitment of teachers. The moderating variables like external environment, general state of economy of a country will slightly influenced the dependent and independent variables (Houleelsworth in Rees,

2004). When teachers join teaching profession, they do so with high expectations to fulfil their needs. They have preset goals. They expect to offer their expertise and in return they get compensated for their services.

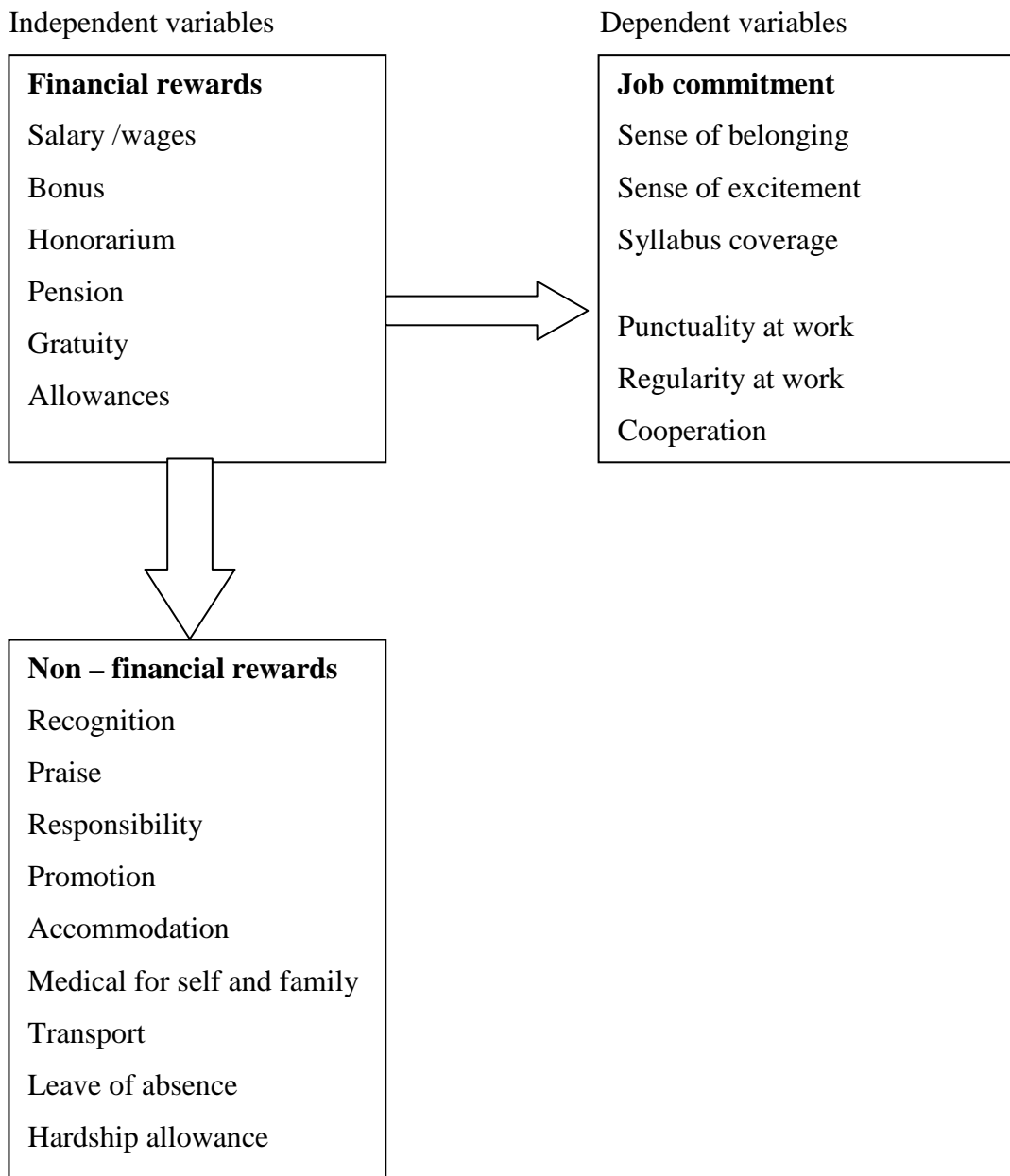


Figure 2.1: Provides Conceptual Framework on how Variables will be Operationalised and Related to the Study

Source: Field Research Data, (2013)

On the other hand, the organisation has the responsibility to meet needs of the employees in order to retain a motivated workforce. This helps to reduce accident rates, achieve high productivity, attain commitment to work and also creates high morale among others, the opposite of this happens when the workforce is demotivated, there is low productivity, high accident rates, absenteeism, high labour turnover among others. Intrinsic motivators are sources of need satisfaction, that derive from the individuals relation to the job itself and it involves job factors which are rewarded the needs of the individual to reach his aspirations and an example are achievement, recognition, responsibility and advancement (Maund, 2001).

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter identified the selected paradigm within which the study was conducted, also presented the study design, approach and strategy, area of study, participants, sampling procedures and sample frame, data collection techniques and data analysis plan.

3.2 Study Design

The study design is the conceptual structure within which the study was conducted (Kothari, 2004). This study design constituted an arrangement of conditions for the collection and analysis of data in a manner which combined the relevance of the study purpose with the economy in procedure. The target population for this study included teachers from public secondary schools in Kinondoni District, Dar es Salaam region. The case study design was employed because it allowed various methods of data collection such as interviews, questionnaires and documentary to be used. Moreover, for the case of study approach to facilitate conducting of empirical investigation of motivation on impact of commitment of teachers in public secondary schools using schools in Kinondoni District as a case study.

3.3 Area of Study

This study was conducted in Kinondoni District in Dar es Salaam. This made the study easy to obtain substantial data as the researcher had easy access to school teachers in public secondary schools, head of schools and education officers within

Kinondoni district in Dar es Salaam region, the reason why the district was preferred as the case study after realizing that many teachers in Dar es Salaam are being complained for against by various education stake holders that their commitment is low. The study wanted to determine to what extent teachers of public Secondary schools in Dar es Salaam are real not committed and establish the solution for the problem.

3.4 Study Population

Bless and Hagson –Smith (1995) defined population as the entire set of people, events or an object which is the object of research and characteristics. It is that aggregation from which the sample is actually selected (Babbie, 1989). For this study, the target population composed of teachers of different levels of education.

3.5 Sample Size and Sampling Procedure

3.5.1 Sample Size

A sample is a subset of the population and a representative sample must have properties that best represent the population so as to allow for an accurate generalization of results (Bless and Hegso –Smith, 1995). According to (Ary, Jacobs and Razavieh, 1990), the sampling process involves taking a portion of the target population, investigating this smaller, manageable group and then generalizing the findings to the larger population from which the sample was drawn.

The sample size was made up of forty eight teachers from the target population. Five headmistresses and headmasters and one district education officer were

interviewed as part of the target population. To get the sample, random sampling was used. As such the respondents were selected on the basis of random sampling.

3.5.2 Sampling Procedure

A stratified random sample of five public secondary schools was selected for the present study. In this random sampling, a population of the study was limited to five public secondary schools in Kinondoni District. The study used purposive sampling to draw the required samples from the five schools in Kinondon Districts.

3.6 Data Collection Methods

3.6.1 Primary Source

3.6.1.1 Questionnaire

Primary data was collected using self-administered questionnaires. The advantage of using this method was to ensure a wide coverage but with cost effectiveness. Disadvantages of this method was that it could have been difficult to collect correct data if the interviewer had given wrong information or had skipped some questions.

3.6.2 Secondary Source

These are sources that do not bear a direct physical relationship with the issue under study. They provide data which can not be described as original. In this study secondary data were obtained through documentary searches. The documentary searches included teachers' salary slips, and the Tanzania Education Policy. These sources are relevant to the study as they had to provide the study with feeling concerning motivation and how it affects commitment of teachers in Kinondoni District in Dar es Salaam.

3.6.2.1 Documentary Source

On the other hand, was used for secondary data collection through documentary review, books, researches of other researchers, internet, journals and reports relating to the study were consulted.

3.7 Data Analysis Techniques

Descriptive analysis was used to analyse information from primary sources. Therefore, the analysis of data in this study was based on application of frequency and descriptive statistics with the assistance of Statistical Package for social Sciences (SPSS).

3.8 Data Analysis

This analysis was used as a process and the results were represented by using tables. Data collected was processed for analysis and later analysed. Data processing was done using a computer package known as Statistical Package for Social Sciences (SPSS). Processing involved data editing to remove impurity, data were categorised by assigning codes to each item and data entry using the SPSS. Processing further involved the use of frequency tables. Actual data analysis was done basing on relative frequencies generated from frequency tables and descriptive tables.

3.8.1 Data Cleaning (Reliability and Validity of Data)

In this study, questionnaires were administered to the respondents from public secondary schools in Kinondoni District.

3.8.2 Reliability

Reliability refers to the question whether the instrument measures consistently. In the present study, the reliability of the questionnaire is the degree to which that

instrument produces equivalent results for repeated trials, and greater the consistency in the results the greater the reliability of the measuring procedures (Bless and Higson –n Smith 1995). Reliability is defined as a test to be in measuring the intended outcome. The test is reliable only if it is consistent within itself and across time. Reliability of data was tested using check questions.

3.8.3 Validity

Kothari (1990) defines validity as the most critical criterion, indicating the degree to which an instrument measures what it is supposed to measure. In other words, validity is the extent to which differences found in a measuring instrument reflect true differences among those being tested. Issues of validity were taken into account during documentary review and formulation of data collection methods. These instruments were designed to have sufficient control to ensure that ultimately the conclusions drawn and generalizations made were truly warranted by the data. Validity was also checked through the sampling technique used to collect data and response rates as well as the survey instrument, which were the questionnaires in this case.

3.9 Scope and Limitations of the Study

3.9.1 Limitations

The study was limited by time constraints associated with the academic calendars. It was conducted for only one month, which was a very short time for meaningful findings.

3.10 Results

The results from this study were based on the impact of motivation on commitment of teachers in public secondary schools from Kinondoni District in Dar es Salaam; A case of Kinondoni District.

CHAPTER FOUR

4.0 PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings of the study. It presents analysis and discusses the findings of the study in connection with the study's specific objectives. The main objective of the study was to determine the impact of motivation on commitment of teachers in public secondary schools in Dar es Salaam region: the case of Kinondoni District.

4.2 Presentation of the Study Findings

This part presents data obtained from the questionnaire administered with the respondents. It also presents data obtained from documentary review based on the research questions.

4.2.1 Presentation of Respondents Gender/ Sex

The presentation of gender was considered when designing the questionnaire and respondents were requested to indicate their genders.

Table 4.1: Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	25	52.1	52.1	52.1
	Female	23	47.9	47.9	100.0
	Total	48	100.0	100.0	

Source: Field Research Data, (2013)

According to the study in Table 4.1 most of the respondents were male with 52.1 Percent while 47.9 percent were female. The findings have noted that male teachers are more willing to work in secondary schools despite the low salaries than their counterpart female teachers. Age of the respondent was also been considered and respondents were requested to indicate their age brackets as indicated in the Table 4.2.

Table 4.2: Respondents by Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22 to 26	4	8.3	8.3	8.3
	26 to 30	13	27.1	27.1	35.4
	30 to 34	9	18.8	18.8	54.2
	34 to 38	7	14.6	14.6	68.8
	38 to 42	7	14.6	14.6	83.3
	42 to 46	5	10.4	10.4	93.8
	46 to 50	2	4.2	4.2	97.9
	50 and above	1	2.1	2.1	100.0
	Total	48	100.0	100.0	

Source: Field Research Data, (2013)

According to the study in Table 4.2, it is indicated that majority of the respondents 13 (27.1%) were between the age of 26 – 30 and 9 (18.8%) respondents are between 30 - 34 years. This implies that most teachers in Public secondary schools in Dar es Salaam region, can be committed, on their teaching job and have greater probability

of devoting much in improving work if they are properly motivated. Few of the respondents were in the age group of 46 -50 (4.2%) and only 1(2.1%) is above 50. This implies that few old teachers from Dar es Salaam public secondary schools who accept to be corresponded to since many of these old teachers are now satisfied with teaching environment and they have no hope of things changing.

Table 4.3: Work Experience of the Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 to 5	12	25.0	25.0	25.0
	5 to 9	10	20.8	20.8	45.8
	9 to 13	8	16.7	16.7	62.5
	13 to 17	5	10.4	10.4	72.9
	17 to 21	7	14.6	14.6	87.5
	21 to 25	5	10.4	10.4	97.9
	25 to 29	1	2.1	2.1	100.0
	Total	48	100.0	100.0	

Source: Field Research Data, (2013)

Table 4.3 indicates that the Dar es Salaam public secondary school comprises teachers with diverse work experience. Majority being those with teaching experience falling in the age group of 1-5, 12 (25.0%) to mean that the highest number of teachers in Dar es Salaam region have work experience of up to five years where as at the age group of 5-9 years 10 (20.8%) respondents have work experience of more than five years. This implies that public secondary schools in Dar es Salaam

region are taught by the young generation who are trainable and capable of high productivity when they are properly motivated.

Table 4.4: Highest Academic Qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	24	50.0	50.0	50.0
	Undergraduate degree	24	50.0	50.0	100.0
	Total	48	100.0	100.0	

Source: Field Research Data, (2013)

The results presented on Table 4.4 shows that 24(50.%) of the respondents in Dar Es Salaam public secondary schools are diploma holders and the same percentages of 24(50.0%) are holders of undergraduate bachelor degree. The findings indicate that all teachers in Dar es Salaam public secondary school are literate. Hence, the respondents were able to read and understand correctly the questionnaires used in this study, thus providing correct valid answers.

From Table 4.5 respondents disagreed that they get their salaries on time 24 (50.0%) compared to 09 (18.8%) who agreed. In addition they indicated that they do not receive a good salary 25 (52.1%) compared to 4 (8.3%) who agreed. Respondents strongly disagreed with item three that the salary they receive tallies with their qualification 35 (72.9%) compared to 4(8.3%). This suggests that salaries are unfair. On item four teachers showed that they are unhappy with their salary structure 23 (47.9%) compared to 4 (8.3%) who agreed suggesting that teachers' salary structure should be revised and increased.

Table 4.5: Descriptive Statistics in Respondents Self-Rating on Financial Rewards

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
I get salary on time	Strongly disagree	12	25.0	25.0	25.0	2.06	.836
	Disagree	24	50.0	50.0	75.0		
	Agree	9	18.8	18.8	93.8		
	Strongly disagree	3	6.2	6.2	100.0		
	Total	48	100.0	100.0			
I receive a good salary	Strongly disagree	25	52.1	52.1	52.1	1.56	.649
	Disagree	19	39.6	39.6	91.7		
	Agree	4	8.3	8.3	100.0		
	Total	48	100.0	100.0			
The salary I receive tallies with my qualifications	Strongly disagree	35	72.9	72.9	72.9	1.35	.635
	Disagree	9	18.8	18.8	91.7		
	Agree	4	8.3	8.3	100.0		
	Total	48	100.0	100.0			
I am happy with the salary structure	Strongly disagree	21	43.8	43.8	43.8	1.65	.635
	Disagree	23	47.9	47.9	91.7		
	Agree	4	8.3	8.3	100.0		
	Total	48	100.0	100.0			
I get a salary increment every year	Strongly disagree	21	43.8	43.8	43.8	1.90	.881
	Disagree	11	22.9	22.9	66.7		
	Agree	16	33.3	33.3	100.0		
	Total	48	100.0	100.0			

I am paid for extra responsibilities worked	Strongly disagree	25	52.1	52.1	52.1	1.56	.649
	Disagree	19	39.6	39.6	91.7		
	Agree	4	8.3	8.3	100.0		
	Total	48	100.0	100.0			
I always receive bonus from my employer	Strongly disagree	23	47.9	47.9	47.9	1.54	.544
	Disagree	24	50.0	50.0	97.9		
	Agree	1	2.1	2.1	100.0		
	Total	48	100.0	100.0			
I share the profits generated from the school projects	Strongly disagree	29	60.4	60.4	60.4	1.56	.769
	Disagree	11	22.9	22.9	83.3		
	Agree	8	16.7	16.7	100.0		
	Total	48	100.0	100.0			
Projects held in school are useful towards uplifting my welfare	Strongly disagree	31	64.6	64.6	64.6		
	Disagree	14	29.2	29.2	93.8	1.42	.613
	Agree	3	6.2	6.2	100.0		
	Total	48	100.0	100.0			
I am paid for extra time worked	Strongly disagree	29	60.4	60.4	60.4	1.46	.617
	Disagree	16	33.3	33.3	93.8		
	Agree	3	6.2	6.2	100.0		

I receive leave allowances yearly before I go on leave	Strongly disagree	23	47.9	47.9	47.9	1.67	.753
	Disagree	19	39.6	39.6	87.5		
	Agree	5	10.4	10.4	97.9		
	Strongly agree	1	2.1	2.1	100.0		
I am paid accommodation allowance every month	Total	48	100.0	100.0			
	Strongly disagreed	28	58.3	58.3	58.3	1.44	.542
	Disagree	19	39.6	39.6	97.9		
	Agree	1	2.1	2.1	100.0		
I am paid transport allowance every month	Total	48	100.0	100.0			
	Strongly disagree	32	66.7	66.7	66.7	1.38	.606
	Disagree	15	31.2	31.2	97.9		
	Strongly agree	1	2.1	2.1	100.0		
I get medical allowance from school whenever I am sick	Total	48	100.0	100.0			
	Strongly disagree	30	62.5	62.5	62.5	1.46	.651
	Disagree	14	29.2	29.2	91.7		
	Agree	4	8.3	8.3	100.0		
	Total	48	100.0	100.0			

Source: Field Research Data, (2013)

Also, teachers strongly disagreed that they get a pay increment every year 21(43.8%) compared to 16 (33.3%) who agreed suggesting that the chances for increasing teachers' salaries are small. Teachers disagreed that they always receive bonuses from

the head teachers 23 (47.9%) compared to 1 (2.1%) who agreed. Teachers strongly disagreed that they share the profits generated from the school projects 29(60.4%) compared to 8 (16.7%) who agreed, suggesting that profits generated from the school projects are meaningless to teachers. Respondents strongly disagreed that projects held at their school are useful towards uplifting their welfare 31 (64.6%) compared to 3 (6.2%) who agreed. suggesting that projects are helpless to teachers.

Additionally teachers strongly disagreed that they are paid for extra responsibilities worked for 29 (60.4%) compared to 3 (6.2%) who agreed, suggesting that they are demoralized to do such responsibilities. Teachers strongly disagreed that they get leave allowances from school before they go on leave 23(47.9%) compared to 1 (2.1%) who agreed, suggesting that they are greatly discouraged with such absence of yearly leave allowances. Teachers strongly disagreed that they are not paid accommodation allowances 28 (58.3%) compared to only 1(2.1%) who agreed, Suggesting that teachers' accommodation is ignored. Teachers further strongly disagreed that they receive transport allowances every month 32 (66.7%) where none of the respondents ever agreed on receiving transport allowance, suggesting that this might be one of the good reasons why teachers become absent some days. Finally, teachers strongly disagreed that they do not get medical allowances from school whenever they are sick 30(62.5%) compared to 4(8.3%) who agreed, suggesting that teachers' leaves are not respected.

The cumulative percentages on all questions on monetary rewards suggest that, teachers were not satisfactorily compensated. From Table 4.5, respondents showed that financial rewards were not fairly administered (most means nearing two which

corresponds to strongly disagree) suggesting that financial rewards were timely received. Respondents rated highest on the item (I get salary on time) Mean = 2.06 corresponding to disagree. Respondents rated least on their salary received tallying with their qualifications (mean = 1.35). Respondents on the qualitative items on financial rewards showed that, they are not adequately considered. They opined that financial rewards administered to them are inadequate and not prompt which lowered their job commitment more.

Table 4.6: Descriptive Statistics on Respondents Self Rating on Non- Financial Rewards

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Good work at school is always appreciated	Strongly disagree	12	25.0	25.0	25.0	1.98	.699
	Disagree	25	52.1	52.1	77.1		
	Agree	11	22.9	22.9	100.0		
	Total	48	100.0	100.0			
I work in good physical conditions at school	Strongly disagree	14	29.2	29.2	29.2	2.00	.772
	Disagree	20	41.7	41.7	70.8		
	Agree	14	29.2	29.2	100.0		
	Total	48	100.0	100.0			
My employer recognises the good work I do	Strongly disagree	11	22.9	22.9	22.9	1.92	.613
	Disagree	30	62.5	62.5	85.4		
	Agree	7	14.6	14.6	100.0		

My head of school organised appropriate gifts for the good work I do	Strongly disagree	19	39.6	39.6	39.6	1.81	.762
	Disagree	19	39.6	39.6	79.2		
	Agree	10	20.8	20.8	100.0		
	Total	48	100.0	100.0			
My presence is recognised by the head of the school and my employer	Strongly disagree	10	20.8	20.8	20.8	2.27	.792
	Disagree	15	31.2	31.2	52.1		
	Agree	23	47.9	47.9	100.0		
	Total	48	100.0	100.0			
I expect promotion at appropriate time	Strongly disagree	22	45.8	45.8	45.8	1.69	.719
	Disagree	19	39.6	39.6	85.4		
	Agree	7	14.6	14.6	100.0		
	Total	48	100.0	100.0			
Extra responsibilities I hold at school are appreciated by my employer	Strongly disagree	10	20.8	20.8	20.8	2.06	.697
	Disagree	25	52.1	52.1	72.9		
	Agree	13	27.1	27.1	100.0		
	Total	48	100.0	100.0			
My employer attends to my social and professional problems	Strongly disagree	25	52.1	52.1	52.1	1.54	.617
	Disagree	20	41.7	41.7	93.8		
	Agree	3	6.2	6.2	100.0		
	Total	48	100.0	100.0			
The school provides me with a house near it	Strongly disagree	34	70.8	70.8	70.8	1.31	.512
	Disagree	13	27.1	27.1	97.9		
	Agree	1	2.1	2.1	100.0		
	Total	48	100.0	100.0			

The school provides me with means of transport and from school every day	Strongly disagree	33	68.8	68.8	68.8	1.42	.710
	Disagree	11	22.9	22.9	91.7		
	Agree	3	6.2	6.2	97.9		
	Strongly agree	1	2.1	2.1	100.0		
	Total	48	100.0	100.0			
I get leave whenever I have a serious problem	Strongly disagree	20	41.7	41.7	41.7	2.00	.945
	Disagree	9	18.8	18.8	60.4		
	Agree	18	37.5	37.5	97.9		
	Strongly agree	1	2.1	2.1	100.0		
	Total	48	100.0	100.0			

Source: Field Research Data, (2013)

Question number one from Table 4.6 shows that respondents disagreed that they are always praised for good work they do at school 25 (52.1%) compared to 11 (22.9%) who agreed suggesting that teachers efforts are not acknowledged. Teachers on question two disagreed that they work in good working conditions 20 (41.7%) compared to 14(29.2) who agreed. They also disagreed that their school administration recognises the good work they do 30 (62.5%) compared to 7(14.6%) who agreed. This suggests that teachers' work is neglected. Teachers disagreed that head teachers appreciate good work they do with gifts 19 (39.6%) compared to 10(20.8%) who agreed suggesting that teachers' good work is not appreciated. Further, teachers agreed that their presence is recognized by the head of the school

and their employer 23(47.9) compared to 15(31.2%) who disagreed, suggesting that teachers' presence is recognized.

Moreover, teachers strongly agreed that they expect Promotion 22(45.8%) compared to 19(39.6%) who disagreed suggesting that teachers have hope of being promoted. Teachers disagreed that extra responsibilities they hold at school are appreciated by their employer 25(52.1%) compared to 13 (27.1%) who agreed. This suggests that no overtime to teachers extra responsibilities. Teachers strongly disagreed that their employer attends to their social and professional problems 25(52.1%) compared to 3(6.2%) who agreed, suggesting that teachers' social and professional problems are being deserted. Teachers strongly disagreed that the school provides them with houses near the school 34 (70.8%) compared to 1(2.1%) who agreed.

This suggests that teachers residential neglected. Teachers strongly disagreed that the school provides them transport to and from school 33 (68.8%) compared to 1 (2.1%) who agreed suggesting that when they are broke they don't go to school. Finally respondents strongly disagreed that they are given leave when faced with serious problems 20 (41.7%) compared to 1 (2.1%) who agreed. The cumulative percentages from table 4.6 therefore suggest that non-financial rewards are not considered and administered to teachers of public secondary schools in Dar es Salaam region. The cumulative percentages from Table 4.6 therefore suggest that non-financial rewards are not considered to teachers in Kinondoni District. From Table 4.6, respondents rated "Extra responsibilities I hold at school are appreciated by my employer the highest (Mean = 2.06 corresponding to disagree) and least was "The school provides

me with means a house near it mean = 1.31 corresponding to strongly disagree). Teachers on the qualitative questions about non-financial rewards showed that non-financial rewards are administered.

From Table 4.7, respondents agreed with question one that they are part and parcel of the school 21(43.8%) compared to 17 (35.4%) who disagreed, this suggests that they concentrate to work. On question two respondents agreed that they do everything whole heartedly 18 (37.5%) compared to 11 (22.9%) who disagreed. This suggests that they are committed to their job. Teachers strongly agreed that they are always at school 17 (35.4%) compared to 11 (22.9%) who disagreed suggesting teachers do teach regularly. Teachers on question four agreed that they seek permission before absence from job 20 (41.7%) compared to 9(18.8%) who disagreed. Suggesting that teachers respect authority. On question five, teachers agreed that they cooperate with the head of the school 30(62.5%) compared to 5(10.4%) who agreed suggesting that teacher relations is good.

Teachers agreed that they cooperate with other members of the school 30(62.5%) compared to 6(12.5%) who disagreed. This suggests that teachers cooperate. Respondents on question seven agreed that they give reports on time for the assignment given to them 26(54.2%) compared to 7(14.6%) who disagreed. This suggests that they respect and honour the authority. Teachers on question eight agreed that they work excitedly irrespective of compensation 15(31.2%) compared to 13(27.1%) who disagreed, suggesting that they are committed.

Table 4.7: Descriptive Statistics on Respondents self Rating on Teacher's Commitment to Teaching

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
I am part and parcel of the school	Strongly disagree	6	12.5	12.5	12.5	2.48	.825
	Disagree	17	35.4	35.4	47.9		
	Agree	21	43.8	43.8	91.7		
	Strongly agree	4	8.3	8.3	100.0		
	Total	48	100.0	100.0			
I do everything at school whole heartedly	Strongly disagree	9	18.8	18.8	18.8	2.60	1.026
	Disagree	11	22.9	22.9	41.7		
	Agree	18	37.5	37.5	79.2		
	Strongly agree	10	20.8	20.8	100.0		
I am always at school	Strongly disagree	5	10.4	10.4	10.4	2.92	1.007
	Disagree	11	22.9	22.9	33.3		
	Agree	15	31.2	31.2	64.6		
	Strongly agree	17	35.4	35.4	100.0		
I seek permission before absence from school	Strongly disagree	2	4.2	4.2	4.2	3.08	.846
	Disagree	9	18.8	18.8	22.9		
	Agree	20	41.7	41.7	64.6		
	Strongly agree	17	35.4	35.4	100.0		
	Total	48	100.0	100.0			

I cooperate with the head of the school	Strongly disagree	3	6.2	6.2	6.2	2.88	.789
	Disagree	5	10.4	10.4	16.7		
	Agree	30	62.5	62.5	79.2		
	Strongly agree	10	20.8	20.8	100.0		
I cooperate with other members of the staff at my school	Strongly disagree	4	8.3	8.3	8.3	2.88	.789
	Disagree	6	12.5	12.5	20.8		
	Agree	30	62.5	62.5	83.3		
	Strongly agree	8	16.7	16.7	100.0		
I give reports on time for the assignment given to me at school			100.0	100.0			
	Strongly disagree	5	10.4	10.4	10.4	2.88	.789
	Disagree	7	14.6	14.6	25.0		
	Agree	26	54.2	54.2	79.2		
I do work excitedly irrespective of compensation	Strongly agree	10	20.8	20.8	100.0		
	Total	48	100.0	100.0			
	Strongly disagree	8	16.7	16.7	16.7	2.65	1.041
	Disagree	13	27.1	27.1	43.8		
I accept duties assigned to me whole heartedly	Agree	15	31.2	31.2	75.0		
	Strongly agree	12	25.0	25.0	100.0		
	Strongly disagree	8	16.7	16.7	16.7	2.63	.914
	Disagree	8	16.7	16.7	33.3		
	Agree	26	54.2	54.2	87.5		

I prepare both schemes of work and lesson plans in time	Strongly agree	6	12.5	12.5	100.0		
	Total	48	100.0	100.0			
	Strongly disagree	7	14.6	14.6	14.6	2.98	1.082
	Disagree	7	14.6	14.6	29.2		
	Agree	14	29.2	29.2	58.3		
	Strongly agree	20	41.7	41.7	100.0		
	Total	48	100.0	100.0			
I always attend to my students when they need help	Strongly disagree	4	8.3	8.3	8.3	2.98	1.082
	Disagree	7	14.6	14.6	22.9		
	Agree	28	58.3	58.3	81.2		
I prepare lesson notes in time	Strongly agree	9	18.8	18.8	100.0		
	Total	48	100.0	100.0			
	Strongly disagree	4	8.3	8.3	8.3	2.85	.899
	Disagree	11	22.9	22.9	31.2		
	Agree	21	43.8	43.8	75.0		
I cover the syllabus in time	Strongly agree	12	25.0	25.0	100.0		
	Strongly Disagree	4	8.3	8.3		2.73	.844
	Disagree	13	27.1	27.1			
	Agree	23	47.9	47.9			
	Strongly agree	8	16.7	16.7			
	Total	48	100.0	100.0			

I closely supervise students and regularly mark notes of my students	Strongly Disagree	5	10.4	10.4		2.65	.785
	Disagree	11	22.9	22.9			
	Agree	28	58.3	58.3			
	Strongly agree	4	8.3	8.3			
	Total	48	100.0	100.0			
I am serious on responsibilities assigned to me	Strongly disagree	6	12.5	12.5	12.5	2.75	.887
	Disagree	8	16.7	16.7	29.2		
	Agree	26	54.2	54.2	83.3		
	Strongly agree	8	16.7	16.7	100.0		
I am concerned with students performance	Strongly disagree	5	10.4	10.4	10.4	2.83	.883
	Disagree	8	16.7	16.7	27.1		
	Agree	25	52.1	52.1	79.2		
	Strongly agree	10	20.8	20.8	100.0		
	Total	48	100.0	100.0			

Source: Field Research Data 2013

Teachers agreed that they accept duties assigned to them whole heartedly 26(54.2%) compared to 8(16.7%) who disagreed. This suggests that they are royal to the authority. Teachers strongly agreed that they prepare schemes of work and lesson plans in time 20(41.7%) compared to 7(14.6%) who disagreed. This suggests that they devote themselves to teaching as a job. However they agreed that they attend to pupils when they need help 28 (58.3%) compared to 7 (14.6%) who disagreed. This

suggests that the care for their students. Teachers further agreed that they prepare lesson plans on time 21(43.8%) compared to 11 (22.9%) who disagreed suggesting that teachers just teach with preparations. Teachers agreed that they cover the syllabus on time 23 (47.9%) compared to 13 (27.1%) who disagreed. This suggests that cover contents of the syllabus. Teachers agreed that they closely supervise students and regularly mark notes of their students 28(58.3%) compared to 11(22.9%) who disagreed. This suggests that they are serious with teaching.

Moreover, teachers agreed that they are serious with responsibilities assigned 26(54.2%) compared to 8(16.7%) who disagreed, suggesting that teachers assume assigned responsibilities and do them dedicative. Teachers agreed that they are concerned with pupils' performance 25(52.1%) compared to 8(16.7%) who disagreed. This suggests that they do monitoring and evaluation. Teachers agreed that they work with minimal supervision of the head teacher 22 (45.8%) compared to 4 (8.3%) who disagreed. This suggests that teachers know their duties. Teachers finally agreed that they attend staff meetings 30(62.5%) compared to 4(8.3%) who disagreed.

The cumulative percentages therefore suggest that teachers are committed on their job. From means in Table 4.7 respondents rated high on commitment indicating that they agreed on items of commitment. They then performed highest on item 15 (I attend staff meeting) with mean 3.21 corresponding to agree and rated lowest on item one (I am part and parcel of my school) with mean 2.48 corresponding to agree. Respondents on qualitative items on commitment showed that they are committed despite of poor pay and absence other monetary remunerations.

Table 4.8: Descriptive Statistics in Respondents' Rating on Teachers' on Relationship Between Motivation and Commitment to Teaching

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
I am unable to prepare schemes of work and lessons plans all of which are caused by poor motivation I receive	Strongly disagree	8	16.7	16.7	16.7	2.40	.893
	Disagree	18	37.5	37.5	54.2		
	Agree	17	35.4	35.4	89.6		
	Strongly agree	5	10.4	10.4	100.0		
	Total	48	100.0	100.0			
I am unable to accomplish duties assigned to me by the head of the school as a result of small income	Strongly disagree	10	20.8	20.8	20.8	2.42	.919
	Disagree	12	25.0	25.0	45.8		
	Agree	22	45.8	45.8	91.7		
	Strongly agree	4	8.3	8.3	100.0		
	Total	48	100.0	100.0			
Unable to supervise students closely and regularly mark their notes and exercises as well as always think of supplementing my poor salary	Strongly disagree	8	16.7	16.7	16.7	2.29	.824
	Disagree	21	43.8	43.8	60.4		
	Agree	16	33.3	33.3	93.8		
	Strongly agree	3	6.2	6.2	100.0		
	Total	48	100.0	100.0			
I lack initiative spirits as a result of poor recognition from students, my employer, my co-workers and society as a whole	Strongly disagree	10	20.8	20.8	20.8	2.44	.943
	Disagree	12	25.0	25.0	45.8		
	Agree	21	43.8	43.8	89.6		
	Strongly agree	5	10.4	10.4	100.0		

I am not concerned with performance since my employer is not concerned with me	Strongly disagree	12	25.0	25.0	25.0	2.35	1.000
	Disagree	13	27.1	27.1	52.1		
	Agree	17	35.4	35.4	87.5		
	Strongly agree	6	12.5	12.5	100.0		
The relationship with my head of school makes me feel unaccountable for students' achievement	Strongly disagree	8	16.7	16.7	16.7	2.44	.848
	Disagree	14	29.2	29.2	45.8		
	Agree	23	47.9	47.9	93.8		
	Strongly agree	3	6.2	6.2	100.0		
Absence of overtime, transport, housing allowances and appropriate gifts for the good work affect my teaching	Total	48	100.0	100.0			
	Strongly disagree	3	6.2	6.2	6.2	2.71	.771
	Disagree	14	29.2	29.2	35.4		
	Agree	25	52.1	52.1	87.5		
Delay and sometime absence of leave allowance make me not to seek better ways of teaching and learning	Strongly agree	6	12.5	12.5	100.0		
	Total	48	100.0	100.0			
	Strongly disagree	4	8.3	8.3	8.3	2.71	.798
	Disagree	12	25.0	25.0	33.3		
Inadequate material or equipment for my work, make me dislike teaching profession	Agree	26	54.2	54.2	87.5		
	Strongly agree	6	12.5	12.5	100.0		
	Total	48	100.0	100.0			
	Strongly disagree	3	6.2	6.2	6.2	2.85	.743
	Disagree	8	16.7	16.7	22.9		
	Agree	30	62.5	62.5	85.4		

I am discontented with physical conditions of my class room(s) and staff office	Strongly agree	7	14.6	14.6	100.0		
	Total	48	100.0	100.0			
	Disagree	8	16.7	16.7	16.7	3.15	.684
	Agree	25	52.1	52.1	68.8		
	Strongly agree	15	31.2	31.2	100.0		
I am discouraged by the curriculum	Total	48	100.0	100.0			
	Disagree	4	8.3	8.3	8.3	3.21	.582
	Agree	30	62.5	62.5	70.8		
	Strongly agree	14	29.2	29.2	100.0		
	Total	48	100.0	100.0			

Source: Field Research Data, (2013)

Question number one from Table 4.8 shows that respondents disagreed that they are unable to prepare schemes of work and lesson plans all of which are caused by poor motivation they receive 18 (37.5%) compared to 17 (35.4%) who agreed suggesting that teachers prepare both schemes of work and lesson plans. Teachers agreed that they are unable to accomplish duties assigned to them by the head of the school as a result of small income 22(45.8%) compared to 12 (25.0%) who disagreed. This suggests that small income affects teachers' duties.

On question number three respondents disagreed that they are unable to supervise students closely and regularly mark their notes and exercises as well always they think of supplementing their salaries 21 (43.8%) compared to 16 (33.3%) who agreed suggesting that teachers supervise their students closely. In addition teachers agreed

that they lack initiative spirits as a result of poor recognition from students, their employer and their co-workers and the society as a whole 21 (43.8%) compared to 12 (25.0%) who disagreed. This suggests that teachers lack initiative spirits. Moreover, respondents agreed that they are not concerned with performance since their employer is not concerned with them 17 (35.4%) compared to 13 (27.1%) who disagreed. This suggests that teachers are not concerned with students' performance.

Additionally, teachers agreed that the relationship with the head of the school make them feel unaccountable for students, achievement 23 (47.9%) compared to 14(29.2%) who disagreed suggesting that teachers have bad relations with authority. Further, teachers agreed that the absence of overtime transport, housing allowances and appropriate gifts for the good work affect their teaching 25 (52.1%) compared to 14 (29.2%)) who agreed suggesting that teachers' commitment is affected. Respondents agreed that delay and sometime absence of leave allowance make them not seek better ways of teaching and learning. This suggests that teachers are not improving their methodologies of teaching.

Respondent agreed that inadequate materials or equipment for their work make them dislike teaching profession 30 (62.5%) compared to 8 (16.7%) who agreed suggesting that teachers hate teaching. Additionally, teachers agreed that they are discontented with physical conditions of classrooms and staff office 25 (52.1%) compared to 8 (16.7%) who disagreed suggesting that teachers are discouraged with teaching environment. Finally respondents agreed that they are discouraged by the curriculum 30(62.5%) compared to 4(8.3%) who disagreed. This suggests that teachers' creativity is falling down.

4.2.2 Discussion of the Study Findings

The general objective of the study was to investigate the impact of motivation on commitment for public secondary schools in Dar es Salaam using the case of Kinondoni District. The study attempted to address four specific objectives namely; identifying the motivation strategies to teachers of public secondary schools in Dar es Salaam; assessing factors influencing commitment of teachers for public secondary schools in Dar es Salaam; analyzing the contribution of motivation strategies to public secondary school teachers' commitment in Dar es Salaam and finally suggesting ways of improving motivational strategies for public secondary school teachers' commitment in Dar es Salaam.

The study specific objective one was intended to identify the motivation strategies to teachers of public secondary schools in Dar es Salaam. Findings indicated that the only motivation strategy given to teachers of public secondary schools in Dar es Salaam is money which according to the respondents is paid to them inadequately as salary. It also found that teachers are not considered on matters of transport, housing, bonuses and profit sharing schemes.

The study specific objective two aimed at assessing factors influencing commitment of teachers for public secondary schools in Dar es Salaam. The study showed that both financial and non-financial motivation are most factors which can influence commitment of teachers for public secondary schools in Dar es Salaam. However, financial rewards studied in this study included salary and wages, bonuses, profit sharing scheme, honorarium, overtime, pension, gratuity and allowances. Armstrong, (2006) identifies that money in the form of pay or some other sort of remuneration, is

the most obvious extrinsic reward. Money provides the carrot that most people want. Because it acquires significant motivating power for it comes to symbolize so many intangible goals.

It acts as symbol in different ways for different people, and for some person at different times. Hence, if a fair monetary reward is adjusted to employee their basic needs are accessible and their level of commitment will rise. These motivate employees leading to high commitment and high performance. According to Maslow cited in (Griffin, 2004) monetary rewards in form of cash payments have got an upper hand influencing organizational commitment of employees since they can afford catering for their basic needs. Financial rewards according to (Armstrong, 2009) must be provided in relation to competence, contribution, and skill or service grade.

They may also include employee benefits expressed in monetary terms like sick pay, insurance, company cars and other “perks”. They comprise elements of remuneration additional to the various forms of cash pay. Mkumbo, (2012) empirically found that teachers salaries in Tanzania are still disappointingly low in which an average, a secondary school teacher gets less than US Dollar 400 per month. It should be noted that studies have consistently demonstrated that poor pay is the most frustrating factor for teachers in Tanzania (Bennel and Mukyaruzi, 2005).

The study specific objective three was meant to analyze the contribution of motivation strategies to public secondary schools teachers’ commitment in Dar es

Salaam. Pearson product moment correlation index indicated an insignificant correlation between financial rewards and job commitment of the said teachers. This implies that teachers' commitment was not greatly affected by financial rewards. They could carry on with work with minor financial rewards. *The study specific objective four* intended to suggest ways of improving motivational strategies for public secondary school teachers' commitment in Dar es Salaam.

Respondents suggested in order to improve motivational strategies for public secondary school teachers' commitment other strategies such as recognition, praise, responsibility, promotion, accommodation, medical for self and family, transport, leave of absence and hardship allowance should be insured to them. Person product moment Correlation Index indicated that, there is a positive correlation between non – financial rewards and job commitment of the teachers. The findings are supported by (Braton and Jeffrey, 1988) that non-financial rewards tend to attract highly qualified and competent personnel who are too committed to the achievement of organizational goals. In conclusion of the above, the researcher concludes that monetary rewards insignificantly affected teachers' job commitment in Dar es Salaam.

In addition, the findings were also in direct agreement with (Mkumbo, 2002) in his study about Teachers' Commitment to, and Experience of, the Teaching Profession in Tanzania: Findings of Focus Group Research in six region in Tanzania who established that teachers are rewarded non – financially through things like recognition, assigning them responsibilities, timely promotion, regular in – service teachers' continuous development programmes, improving teachers' professional

practice. According to (Armstrong, 2009:744) talking on the role of non-financial rewards in enhancing employees' commitment and performance on the job observed that "essentially the notion of total reward says that there is more to rewarding people than throwing money at them. Non-financial rewards can make workers more comfortable on the job. It encourages them to contribute extra effort by developing a deal that addresses a broad of issues.

Armstrong (2009) adds that creating a fun, challenging and empowered work environment in which individuals are able to use their abilities to do meaningful jobs for which they are shown appreciation is likely to be a more certain way to enhance motivation, commitment and performance. Herzberg *et al* cited in (Armstrong, 2006) supports the study finding that absence of effective reward strategy that considers hygiene factors, such as working conditions or the quality of management can influence teachers' commitment. The researcher therefore concludes that non – financial rewards positively affects with teachers job commitment in public secondary schools in Dar es Salaam.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the main conclusion and recommendations of the study. The study starts with a conclusion, followed by recommendations and finally the suggestions for further research.

5.2 Conclusion

The general objective of this study was to investigate the impact of motivation on commitment of teachers of public secondary schools in Dar es Salaam, The case of Kinondoni District. A sample of five public secondary schools in Kinondoni District was randomly selected to represent the entire population. The study was mainly qualitative with some aspects of quantitative approach and data were analysed using frequencies and descriptive analysis which were presented in tables. A total of 48 teachers were made respondents through questionnaires and interviews while 5 heads of schools and 1 education officer in Kinondoni District in Dar es Salaam region were interviewed.

The findings revealed that most public secondary schools teachers in Dar Es Salaam receive only salary as a motivation strategy. Based on the significant findings in this study, it concluded that motivation plays a potential role in enhancing commitment of teachers to teaching. Thus, teachers would like much of their efforts to be recognized, acknowledged, appreciated and full compensated. This can be done by

improving their financial rewards such teachers' salaries which many have complained to be very small, paying them overtime for extra work, bonus, pension, gratuity, honorarium allowances and considering giving teachers non –monetary rewards such as recognition, praise, responsibility, promotion, accommodation, medical for self and family, transport, leave allowance and hardship allowance. Such rewards can invigilate and encourage teachers' commitment.

5.3 Recommendations

Based on the findings of this study it has been observed that lack of motivation strategies to teachers in Dar es Salaam has greatly much teachers commitment. The findings has indicated that most public schools teachers in Dar es Salaam desired to be motivated by improving motivation strategies other than salaries which is the only motivation strategy. It is therefore recommended that teachers' salaries and wages need to be improved in order to improve their Commitment to teaching in Dar es Salam region.

In addition to that, in order to influence commitment of Public secondary schools teachers' in Dar es Salaam region the employer should first identify the needs of teachers through the Tanzania education and enforce them so that to ensure that teachers Dar es Salaam are properly motivated and made to be committed. Thus, the question of other financial rewards such as bonus, honorarium, pension, gratuity and allowances are recommended so as improve commitment of teachers in Dar es salaam. Nevertheless, since this study concentrated on the impact of motivation for public secondary school teachers, it is recommended that Ministry concern with

education, policy makers and the education officers for all levels now start to consider the application of both financial and non financial factors of motivation such as building houses for teachers, provide teachers with the means of transport or transport allowances, health allowances to teachers and their families and consider the issue of timely promotion and timely leave allowances by reducing unnecessary bureaucratic procedures.

Finally it is recommended that there is a need for improving of teachers' professional practice; need to revive in – service teachers' continuous programmes. At the moment these are rare and sporadically provided with little effect in improving teachers' professionalism (Mkumbo, 2012). There should also be regular training programmes for school leadership because studies have also revealed that many teachers in many schools are disappointed with their school administration (Mkumbo, 2011), whose issues all together tends to erode their teaching commitment and morale.

5.4 Areas for Further Studies

This study concentrated on the impact of motivation on commitment of teachers in public secondary schools in Dar es Salaam: The case study of Kinondoni District. Although the study was primarily based on financial and non-financial rewards, there are many other variables like leadership styles, appraisal mechanism, retention and communication which affect the level of teachers' commitment that need to be researched on by future researchers.

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APPENDICES

Appendix I: Questionnaires

Dear Madam/ Sir,

I am currently pursuing my masters in Business Administration at the Open University of Tanzania. As part of my studies, I am doing a research titled “Impact of motivation on commitment of teachers in public Secondary Schools in Dar Es Salaam, a case study of Kinondoni District”. I humbly request you to complete this brief questionnaire so as to facilitate research. All information will be treated with strict confidentiality and shall only be used for the purpose of this academic research. Your participation in this research will be highly appreciated.

Please tick where appropriate (✓)

PART A: BACK GROUND INFORMATION

1.0 Gender

Male	Female

2.0 Age Group

18-22 Years	22-26 Years	26-30 Years	30-34 years	34-38 years	48-42 years	42-46 years	46-50 years	50 and above

3.0 Work Experience

1-5 Years	5-9 Years	9- 13 Years	13-17 Years	17-21 years	21-25 years	25-29 years	29 and above

4.0 Your Highest Academic Qualifications

Licensed Teacher	Diploma	Undergraduate degree	Postgraduate Degree

PART B: TEACHERS' MOTIVATION

Please rate the words at your work as they apply to you.

B1: FINANCIAL REWARDS

NO	Descriptions	Strongly disagree	Disagree	Agree	Strongly agree
1	I get my salary on time				
2	A receive a good salary				
3	The salary I receive tallies with my qualifications				
4	I am happy with the salary structure				
5	I get a salary increment every year				
6	I always receive bonus from my employer				
7	I share the profits generated from the school projects				
8	Projects held in school are useful towards uplifting my welfare				
9	I am paid for extra time worked				

10	I receive leave allowances yearly before I go on leave				
11	I am paid accommodation allowance every month				
12	I am paid transport allowance every Month				
13	I get medical allowance from school whenever I am sick				

B2: NON-FINANCIAL REWARDS

NO	Descriptions	Strongly disagree	Disagree	Agree	Strongly agree
1	Good work at school is always appreciated.				
2	I work in good physical conditions at School				
3	My employer recognizes the good work I do				
4	My head of school organizes appropriate gifts for the good work I do				
5	My presence is recognized by the head of the school and my employer				
6	I expect a promotion at				

	appropriate time				
7	Extra responsibilities I hold at school are appreciated by my employer				
8	My employer attends to my social and professional problems				
9	The school provides me with a house near it				
10	The school provides me with means of transport to and from school every day				
11	I get leave whenever I have a serious problem				

PART C: TEACHERS' COMMITMENT TO TEACHING

NO	Descriptions	Strongly disagree	Disagree	Agree	Strongly agree
1	I am part and parcel of my school				
2	I do everything at school whole heartedly				
3	I am always at school				
4	I seek permission before absence from school				

5	I cooperate with the head of school				
6	I cooperate with other members of staff at my school				
7	I give reports on time for assignment given to me at School				
8	I do work excitedly irrespective of compensation				
9	I accept duties assigned to me whole heartedly				
10	I prepare both schemes of work and lesson plans in time				
11	I always attend to my students when they need help				
12	I prepare lesson notes in time				
13	I cover the syllabus in time				
14	I closely supervise students and regularly mark notes of my students				
15	I am serious on responsibilities assigned to me				
16	I am concerned with students				

	performance				
17	I work with minimal supervision from the head of school				
18	I attend staff meeting				

PART D: TEACHERS' ON RELATIONSHIP BETWEEN MOTIVATION AND COMMITMENT TO TEACHING

NO	Descriptions	Strongly disagree	Disagree	Agree	Strongly agree
1	I am unable to prepare schemes of work and lesson plans all of which are caused by poor motivation I receive				
2	I am unable to accomplish duties assigned to me by the head of the school as a result of small income.				
3	Unable to supervise students closely and regularly mark their notes and exercises as well as always think of supplementing my poor salary.				
4	I lack initiative spirits as a result of poor recognition from students, my employer, my co-workers and society as a whole				

5	I am not concerned with performance since my employer is not concerned with my life.				
6	The relationship with my head of school makes me feel unaccountable for students' achievement				
7	Absence of overtime, transport and housing allowances, and appropriate gift for the good work affect my teaching				
8	Delay and sometime absence of leave allowance make me to seek better ways of teaching and learning				
9	Inadequate material or equipment for my work, make me dislike teaching profession				
10	I am discontented with physical conditions of my class room (s) and staff office.				
11	I discouraged by the curriculum				

