THE INFLUENCE OF MOTIVATION ON JOB PERFORMANCE AMONG PRIMARY SCHOOL TEACHERS IN PUBLIC SCHOOLS: THE CASE OF KONGWA DISTRICT COUNCIL

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CERTIFICATION

The undersigned certifies that he has read and here by recommends for examination a Dissertation entitled "The Influence of Motivation on Job Performance Among Primary School Teachers in Public Schools: The Case of Kongwa District Council" in partial fulfillment of the requirement for the award of the degree of Master in Human Resource Management of the Open University of Tanzania

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DECLARATION

I Bahati Ramadhani Mohamed hereby declare that this dissertation is my own original work to the best of my knowledge and that it is submitted to the open University of Tanzania in poetical fulfillment for the award of masters degree in Human Resources Management .The same has not been presented nor shall it be presented for any other award in any university or institution of higher learning.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my beloved daughter late Jennah Bahati my late father Ramadhani Mohamed Abdallah and my mother Anna Abdallah during my education pursuit.

This dedication is also extended to my lovely wife Safina Msuwakollo for her encouragement and support during my study.

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My late daughter Jennah deserve my special honor for her patience for her patience during my long absence from home. Also special thanks should go to my lovely wife Safina Msuwakollo for supportive and encouraging advice and managing our family during period but also for giving me the requisite peace of mind and inspiration which enabled me to accomplish this work.

ABSTRACT

The study attempts to review the influence of motivation on job performance among primary school teacher in public school targeted Kongwa district council Dodoma, Tanzania .The objective of the study is to investigate the influence of motivation on job performance among primary school teacher in public schools. The research collected primary data by using a questionnaire and observation .The data has been analyzed by using statistical package for in table which enabled the researcher to make a logical and valid conclusion. The population studied included teachers from various schools selected who were needed in order to make it meaningful for the benefit of all professionals in management. The study has identified various factors that motivation influence job performance. Those factors have been identified from employee's responses towards study question.Where as factors are availability of relevant syllabus,housing facilities and the amount paid as other allowances in a month contribute to better performance or underperformance of employees.Thus the study has come up with the finding that the influence motivation of job performance. The main findings shows that teachers performance might be affected by other social and external variable factors such as employers' irresponsibility which in turn is the undesirable results of students in national exams done. Conclusively, teachers' performance did not mainly depend on motivation and in constant the study confirm the theory of Self Determination Test that the social environment can foster or hinder the core sell's natural inclination to fully actualize one's potential. It was found that there was a weak positive and significant correlation between satisfaction with provision of motivational factors and teacher's job performance.

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LIST OF ABBREVIATAION AND ACRONYMS

BFFM   Bendel Feed and Floor Mill

MA   Managerial Accountants

OER   Open Education Resource

PE   Performance Evaluation

SPSS   Statistical Package for Social Science

TTU   Tanzania Teacher Union

UPE   Unversal Primary Education

URT   United Republic of Tanzania

WB   World Bank

CHAPTER ONE

1.0 BACKGROUND TO THE PROBLEM

This was a study about the influence of motivation on job performance among primary school teachers in public schools. The study was motivated by the fact that public servants have been blamed for job underperformance. To make the study specific, in recent years teachers have been a focus of blame by many stakeholders in the country with regard to job underperformance leading to massive failures of students in public schools (Magina, 2010). This chapter introduces the problem under investigation and the theoretical blueprint under which the ideas of the study were developed. The chapter is organised under sub titles such as background to the problem, statement of the problem, objectives of the study and research questions.

1.1   Background to the Problem

It is quite clear that there are growing concerns that teachers in Tanzania are de-motivated, which is reflected in deteriorating teaching performance and learning outcomes (Magina, 2010). Before proceeding with a detailed discussion of the problem it sounds natural to make the concept of teachers' job performance clear. Schofield (1981), Shulman (1987) and Ball (1991), have defined the concept of teacher's job performance in terms of subject-matter knowledge possessed.

According to these authors, subject-matter knowledge is considered as a measurable performance indicator for assessing teachers' job performance. In the past decade, teacher's subject-matter knowledge was measured by the scores achieved on standardized tests, by the number of academic modules they taught and by the

number of subjects taught in the school (Ball, 1991; Shulman, 1987). In reaction to the aforementioned definition, Even (1993) argues that subject matter knowledge is not sufficient evaluation measure of teacher's job performance, but rather it should be supplemented by pedagogical content knowledge. However, Ball (1991) and Magina (2010) argued that even these two variables are not sufficient to measure teacher's job performance because the knowledge of both subject matter and pedagogy should be accompanied by ethical knowledge and actions.

In addition, even the knowledge of both subject matter and pedagogical content are not sufficient if they are not reflected in ones behavior. The researcher in the present work agree with Ball (1991) and Magina (2010) and thus, teacher's job performance in the present study involves the knowledge of subject matter, pedagogy and ethical behavior in one' job.

1.2   Teachers' Job Underperformance in Tanzania

Teachers' job underperformance in Tanzania may be evidenced by two indices, namely; an increase of illiteracy among primary school pupils and increasing number of disciplinary cases among teachers. Statistics show that there has been an increase rather than decrease of illiteracy rate in recent years. For example, the illiteracy rate rose from 10% in 1987 to 30.6% in the year 2011 (URT, 2012). Furthermore, statistics indicate that in 2012 a total number of 5,200 primary school leavers who were admitted to secondary schools could not read and write for instance there were 63 students in 2011 and 78 students in 2013,source KDC. Table 1 show the number of disciplinary cases among teachers in a vivid way.

Table 1.1: The Number of Disciplinary Cases and Dismissals by Sex

Year	2005			2006			2007			2008			2009		
Number of	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
disciplinar y cases	61	178	**239**	55	170	**225**	111	222	**333**	49	139	**188**	101	175	**276**
Dismissed Teachers	56	164	**220**	49	94	**143**	61	129	**190**	45	50	**95**	76	86	**162**
Percentage	91	92	**92**	89	55	**64.4**	54	58	**57.1**	91	35	**50.5**	75	49	**58.6**

Source: Magina (2010)

From Table 1, despite the decreasing number of teachers dismissed from 92% to 50.5% in 2005 and 2008; the increase was evident again in 2009 to 58.6%, and remained higher above 50% for all the years in the mentioned period. This means that more than 50% of teachers who were accused of several unethical cases were proved guilty. This is a sign of teachers' job underperformance. Teachers' job underperformance is a problem deserving investigation because if left to proceed not only will it result to academic underperformance of the students but also to inefficiency and ineffectiveness of public services in all other public sector since all other professions depend on the perfect foundation laid by the hands of the teachers (Gupta,1990). The main question is therefore, what are the influences of human performance in general and teachers' job performance in particular; and specifically in Tanzania?

Generally, human performance has been explained by several theories such as the McGregor's Theory X and Theory Y of Motivation (1960), the Maslow's Hierarchy of Needs Theory (1962), and the Self-Determination Theory (Hodgins and Knee,

2002). All these theories put forward the role of motivation in enhancing human's job performance. From the theories much has been learned including categorization of motivation being intrinsic motivation extrinsic motivation. Though the Self-Determination Theory (Hodgins and Knee, 2002) places much emphasis on the role of intrinsic motivation over extrinsic motivation in enhancing job performance, it also tells the existence of lack of motivation and its influence on job performance.

In there have been some cries and incidences that indicate the possibility of lack of motivation. For example, The teachers' Trade Union (TTU)'s report to the Members of Parliament 2009, reveals that teachers' performance has been affected by lack of housing services, lack of teaching allowances, delay of teachers' salaries, delay of salary scales adjustment after teachers' promotion, delay of medical allowances, leave and study allowances, and transfer allowances (Oluoch, 2009). In addition, Lewin (2003) remarked that unproportional student - teacher ratio in secondary schools was a challenge to teachers' job performance. It is quite clear that there are growing concerns that teachers in Tanzania, as in other developing countries, are increasingly de-motivated, which is reflected in deteriorating teaching performance and learning outcomes.

The 1995 Education and Training Policy (ETP) noted that in Tanzania, teachers experienced low and irregular salary payments, lack of proper housing, inadequate teaching facilities, low status and limited opportunities for professional development' (ETP,1995). Poor incentives also mean that far too few qualified and experienced teachers want to work in schools in rural areas where the large majority

of the population and the poor live and where secondary school enrolment and completion rates are relatively low.

Another issue surrounding teachers' performance in Tanzania is recruitment of under qualified individuals in the teaching profession. Omari (1995) argued that while in some countries the good performers in schools were being encouraged to join teaching, Tanzania encouraged failures, thus perpetuating a vicious circle of both students' academic and teachers' underperformance. Though these issues have been associated with teachers' job underperformance, it is not clear as to what extent they contribute to such underperformance. There was need therefore, to have in place a systematic and scrutinized study on various factors associated with teacher underperformance in this country. This study was a response to that deliberation.

1.3   Statement of the Problem

Teachers' job performance is among very important public services provided in Tanzania that has recently been blamed by many education stakeholders in the country. Generally, Theories such as McGregor's Theory X and Theory Y of Motivation (1960), the Maslow's Hierarchy of Needs Theory (1962), and the Self-Determination Theory (Hodgins and Knee, 2002) have explained human job performance as being determined by motivational factors purposely intended to raise human performance.

On one hand, teachers through their Union have been clear that there is a lack of motivational variable they need as part of their job and rights as well. On the other hand it has not been scientifically tested as to whether such motivational factors like

in-service training, teacher-student ratio, housing, and grade promotion influence teacher's job performance. it is time then an empirical study needed to be in place to see what is the role of motivation in the job performance among teachers. Therefore, this study intended to investigate the influence of motivational factors on job performance among primary school teachers.

1.4 The Purpose of the Study

The purpose of this study is to investigate the influence of motivation on job performance among primary school teachers in public schools.

1.4.1 Specific Objectives

1. To identify whether motivational factors such as in-service training, housing provision, timely promotion and reasonable teacher-student ratio are available to teachers.

2. To determine the relationship between some selected motivational factors and job performance

3. To analyse the relationship between satisfaction with provision of motivational factors and job performance

1.4.2 Research Questions

On the basis of the statement of the problem and objectives, the research questions that guided this study are:

1. Are motivational factors such as in-service training, housing provision, timely promotion and reasonable teacher-student ratio available to teachers?

2. What is the relationship between some selected motivational factors and job performance?

3. What is the relationship between satisfaction with provision of motivational factors and job performance?

1.5   The Conceptual Framework for the Study

The conceptual framework for this study is given in figure 1 and it has three general variables namely; independent, mediating and outcome variables. The framework provides the shape of the entire current study. The independent variables are motivational factors and the level at which teachers are satisfied by the motivational factors provided to them. These independent variables are assumed to have an influence on teachers' job performance, which is in this model the dependent variable.

Lastly, the arrows show that there are interrelationships that exist among the variables rather than causal relationship.

Independent Variable

- Motivational factors
- Satisfaction with provision of motivational factors

Intervening Variable

- Teacher's educational level and qualification
- Teaching experience

Dependent Variables

- Teacher's job performance
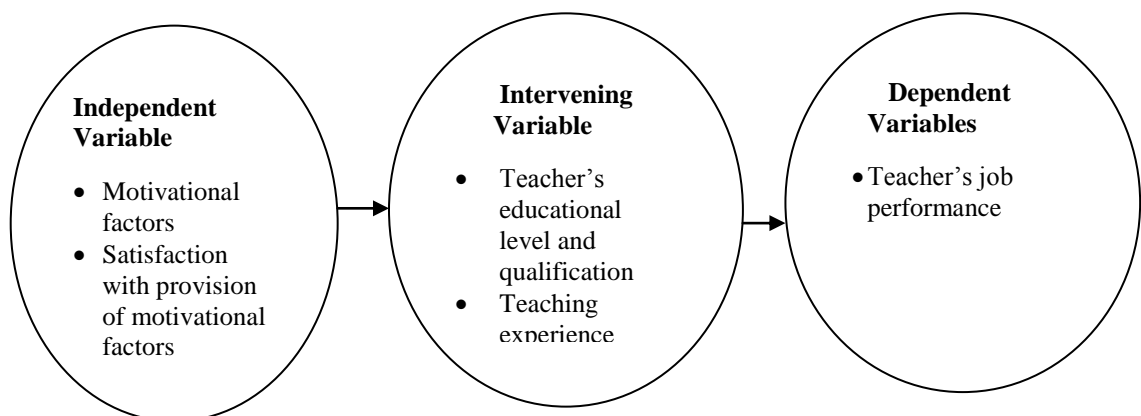
Figure 1.1: Conceptual Model for the Study

Source: From researcher, 2013

Figure 1 shows the relationship between the independent variables (which are the motivational factors and satisfaction with the provisional of motivational factors intervening by variable factors towards the dependent variables. This implies that if teacher's are motivated, there will be desired outcome (which is the teacher's job performance).

Again, the teacher's job performance depend on the intervening variables which are the teachers educational level and qualification and teaching experience) but the desired outcome depend on working environment and harmonized employer-teacher's relationship.

1.6 Worthiness of the Problem

The findings of this study are useful to the management of Kongwa District Council as the main motivating team, other heads of departments as well as external users in managing human resources specifically by using appropriate motivation procedures.

The research is also to create foot steps to potential researchers who are interested to undertake research on the same discipline. The study also adds knowledge to the researcher, enabling the accomplishment of master' degree program. Thus, the study has contribution to the existing body of knowledge.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.0 Introduction

This study investigated the relationship between teachers' self ego systems and teachers' performance. This chapter reviews the relevant literature on which the study is based. The literature review includes: theoretical review, summary of theoretical review, empirical review and the summary of the empirical review.

2.1.0 Theoretical Review

In general, some traditions in psychology, which took a stand on the self as a phenomenon, have been reviewed. The instances are: psychoanalysis, social cognitive psychology, and organism humanistic psychology. In addition, the McGregor's Theory X and Theory Y of motivation have been highlighted as a relevant review of this topic.

2.1.1 Freudian Psychoanalysis (1914)

This theory pointed out the nature of dynamics in the process of ego development. The author's initial idea was that the ideal self (conscious) arises from the regression toward narcissism in order to protect the infant's perception of omnipotence from the frustrations and limitations of the external world. Freud (1922) further developed this notion by introducing the mastery principle: an urge to master one's inner and outer reality. This led to the development of the well-known structural theory of the id, ego and super-ego (Freud, 1923). Freud theorized that ego stands between drives, moral demands, and reality, and its function is to harmonize the three. It was important to position this study in the theoretical explanations of job performance.

The Freudian Psychoanalysis theory was considered relevant in this study due to its role in explaining the nature of human personality as related to job performance. According to the theory, Id is one of the human personality structures, which works with pleasure principle. The Id is always demanding to have human needs such as food, sleep, shelter, sex, and every luxurious life one could think of. Thus, in this study, motivational factors such as salary, housing, in-service training, promotion and reasonable teacher-student ratio; were positioned to be analogous to the needs that Id is always demanding in order to comfortably carry out daily activities in life including job performance.

2.1.2 Social Cognitive Psychology

It departed from the Freudian drive model on one hand, by explaining ego development in terms of interpersonal relationships that are established with significant others (Kohut, 1971). According to this theoretical perspective, one possesses an urgent need to communicate with the external world in order to satisfy one's elementary needs. There is no self at the infant stage, but non-traumatic frustrations due to failures in parental care boost the child to develop a core self in which the inner structures act to protect the initial narcissistic equilibrium.

The child's core self results from the merging of the narcissistic omnipotent 'grandiose self' and the internalized parental figure as an idealized parental image (ibid). The internalization of the parent-object also leads to the creation of a parent-self-object that modifies the grandiosity of the infant's self into a more realistic and healthy personality. This modified grandiose self remains in personality, supplying it with energy, ambition, and self-esteem.

2.1.3 The Organismic-Humanistic

This approach conceptualized the self as a major dynamic force that unifies the personality in a single, coherent, and highly organized system. This approach rests on works from many authors, such as (Maslow, 1962 and Rogers, 1961). The core idea is that the self acts consistently from inherited and early developed structures, which in turn set up goals toward their own actualization.

The core self, which incorporates some basic active mechanisms, also includes more complex dispositions with self-developing programs and self-actualizing energy. Generally speaking, this organismic position resolves the famous determinism controversy in psychology in favour of the latter. Human beings are believed to have a strong tendency to exercise their free will by making choices and decisions that shape their ongoing and future actions. By comparison with social cognitive approaches that promote self as a concept and as an object perceived by oneself or by others, organismic models view selfhood as an active system whose function is to process experience and regulate behaviour. That is, self is construed as an agent, not as an object (Ryan et al. 1997).

2.1.4   The McGregor's Theory X and Theory Y of Motivation (1960)

The theory addressed why humans behaved the way they did. Theory X, the traditional view, posed that humans were basically lazy, lacked ambition, disliked responsibility, preferred to be led, and were passive to organizational goals. The average human was a person who disliked and avoided work and saw it as punishment. If one were to achieve lower-level need satisfaction under these

conditions, organizational goals would suffer since the satisfaction of certain needs was not, in view of McGregor, motivators of behaviour.

On the other hand, theory Y held the opposing view. It contended that humans were not lazy, they liked to work, accepted responsibility, were ambitious, desired and wanted to help reach organizational goals, and when given chance they would be committed. The central principle that guided Theory Y was that of integration. In effect, it was up to management to create conditions that were conducive to productive work and achieve organizational goals. The organization would suffer if the goals and needs of both the company and the individuals were not met. Theory Y integration model demanded that both the organization's and individual's needs be recognized. This could be achieved through a collaborative approach where all members of the organization shared in the resulting rewards.

2.1.5   Self-Determination Theory

Self-determination theory suggests that human beings possess an inherited organismic core self, which comprised of a main motivation apparatus and cognitive developmental dispositions (Hodgins and Knee, 2002). The developmental process is initiated by three basic psychological needs: relatedness, competence, and autonomy. However, the social environment can foster or hinder the core self's natural inclination to fully actualize its potential. The actual self can develop and operate in circumstances that either facilitate or prevent the actualization of the core self by fostering or precluding the fulfilment of any or all of the three main psychological needs. (ibid), pointed out that support from the social environment affects the nature of ego-functioning by making it more or less open to life experiences, and more or

less self-determined in the regulation of behaviour. Supportive social contexts provide conditions for the self to develop an experiential openness and to exercise behaviour regulation autonomously. The quality of ego functioning then becomes dependent on how successfully the system integrates with external and internal experiences into its existing structures, and how adaptive these structures are when faced with incoming novelties.

Differential scenarios during development are theorized to yield three broad types of ego-systems that vary according to the level of integration of actual cognitive and affective structures with the self's overarching needs and values. These three ego-systems include the integrated self, the ego-invested self, and the impersonal self (ibid). The *integrated self* describes the harmonious self-system of individuals who have received the social support required to fully satisfy all three basic psychological needs.

According to Hodgins and Knee (2002), individuals learn to value who they really are, and place importance on their authentic inner impulses. They develop unconditional self-worth. They are intrinsically motivated toward most of their actions. Compared to other types of ego functioning, their perception is more objective and more accurate. These individuals enjoy social contacts and they are spontaneous in their reactions. This self system is open to change and novelties, and willing to explore and experience inner and outer reality. Integrated self refers to identification with the values and meanings of the activity to the extent that it becomes fully internalized and autonomous (Ryan & Deci, 2000).

The *ego-invested self,* alternatively, develops when an individual experiences a lack of autonomy support during childhood (Hodgins & Knee, 2002). When this occurs, internalized social pressures and constraints are likely to lead to the development of a sense of self-worth based on a constructed (false) self-image that is contingent on social approval. As a result, such individuals are predominantly energized by extrinsic goals such as money, power, and popularity. They behave rigidly, perceive reality selectively, are eager to earn approval for their actions, and need recognition for their achievements. Striving for self-promotion in such way is a fruitless task, since it involves the actualization of imposed, rather than authentic qualities. This kind of success is therefore not conducive to a fulfilling sense of self-worth.

Finally, the *impersonal self* represents the lowest level of self-integration. This type of self is the product of a development in which the three basic psychological needs have gone critically unmet (Hodgins & Knee, 2002). Here, vitality is low, and indicates a general absence of motivation. Such individuals experience a lack of intention to act, and if they do act, their intention is to finish that action as quickly as possible. Individuals with an impersonal self may be easily aroused, overwhelmed by information, and flooded by negative thoughts and feelings. Consequently, such people tend to withdraw from novel experiences, adhering to routines and repetitive activities, and engaging in social auto-isolation, in order to placate an unstable subsistence.

Impersonal orientation is the tendency to experience desired outcomes as unattainable and to display little sense of intentionality. Although impersonal orientation is a "motivational state," it is characterized by a sense of inefficacy and

poor functioning. Salient impersonal orientation would result in a readiness to perceive cues to failure, and a consequent lack of the effort and constructive responses that could promote success. Empirically, impersonal orientation relates to self-derogation, social anxiety, and external locus of control (Deci & Ryan, 1985).

Shortly, a theoretical review made on the relationship between self ego systems and teachers' performance has established valuable lessons that informed this study. In the first place, though there were some mismatches on some central ideas in the theories, the underlying principle was that the theories were not contradictory but rather complementing one another with an attempt to improve teachers' performance. Secondly, as other workers, teachers have needs and thus, expectations that the employer should provide to improve their daily performance. In addition, teachers are not mere recipient of external forces, but rather active and can exercise free will in working, so as to achieve the employer's goals. Ideally, in one hand, it is the integration between teachers and their employer that will ensure teachers' better performance and ultimately students' academic performance. On the other hand, if teachers and their employers are not harmoniously working, it is likely that there will be poor teacher/students performance.

2.2 Empirical Review

Under this section a review was made basing on the empirical studies related to the topic. The review was made under subtitles: Ego-systems and Teachers' Performance, and Employer's Responsibility and Teacher's Performance. Several studies conducted during the 1990's revealed specific manifestations of these three

ego-systems as hereunder discussed: Related reviews on the relationship between ego systems and teachers' performance includes the following subtopic: integrated self and teacher performance, ego invested self and teachers' performance, impersonal self, teacher' performance and employers' responsibility and teachers' performance.

2.2.1 Ego Invested Self and Teachers Performance

Oluseyi and Ayo (2009) investigated the influence of work motivation, leadership effectiveness and time management on employees' performance in some selected industries in Ibadan, Oyo State Nigeria. 300 participants were selected through stratified random sampling from the population of staff of the organizations. The study employed expost facto design; data were collected through Work Motivation Behaviour Profile (α = 0.89). The findings revealed that work motivation, leadership effectiveness and time management accounted for 27.2% variance in employees' performance ($R2$ adjusted = 0.272). Each of the determinant variables contributed to employees' performance. In terms of magnitude of the contribution, work motivation had a unique contribution of (β□= 0.289, t = 5.42, P < 0.05) to the employees' performance.

However, Augustine, et al. (2008) investigated the impact of ego invested self like provision of medical facilities on productivities in Bendel Feed and Flour Mill (BFFM) limited, EWU. The authors studied a sample of 250 workers; in an attempt to test the hypothesis that there would be no significant relationship between provision of medical facilities among workers of Bendel Feed and Mill (BFFM)

EWU. Their results indicated that when the variables statistically tested, they failed to explain productivity in BFFM, WEM. Statistically the findings were 0.116 of variation in productivity; which implied that the provision of medical facilities for workers insignificantly influenced productivity

The Report on the Education Sector Towards 2000 documented that 'since 1962, different teachers schemes of service have not reflected the reality due recognition of the heavy demands of society upon teachers nor the crucial contribution of the latter in moulding the future citizens of society. This attitude has greatly discouraged academically able young men and women from enrolling in teacher training courses. (World Bank, 1990).

Many dedicated teachers have gone to more caring employers'. In a similar vein,the1990 World Bank report on teachers' conditions of service concluded that 'in the absence of incentives to perform better, many teachers are currently providing much less and lower quality education than they are capable of. The teachers' de-motivation is a major contributory factor for the abysmally poor learning achievements of primary and secondary students' (World Bank, 1990). This study explored to what extent this statement was true in Tanzanian educational context.

2.2.1.1 Ego – Invested Self and Teacher Performance in Tanzania

Sumra (2004) conducted a study on living and working condition among teachers in Tanzania. The research investigated the living and working conditions of primary school teachers in terms of housing, the adequacy of school and classroom facilities, workload, salaries and out of school income. Further, it explored teachers' attitudes

toward the teaching profession and the reasons for joining and staying in teaching. The study was aimed at finding the teachers' own perception about their working and living conditions.

The research was carried out in seven districts in the country - one from each of the seven educational zones in the country. The districts were selected purposely selected to reflect teachers' views from different socio-cultural working environments. Ilala municipality was included to reflect the complexities of a large metropolitan area in the country.the city of Mwanza and Moshi municipalities represented other large urban centres in the country. Manyoni, Kibondo, Ludewa and Lindi Rural represented the rural areas of Tanzania, each with distinct characteristics. Lindi Rural represented the coastal culture, where initiation rituals such as jando and unyago still impacted in education. Manyoni lied in the drier central part of Tanzania where cattle herding is an important economic activity, therefore it was also selected.

In each district, three primary and two secondary schools were selected. Of the three primary schools, one was at the district headquarters, one a short distance away, and the third some distance away. The aim was to ensure that the research captured the teachers' problems in different locations within a district. In each primary school, three teachers were selected, taking into account gender representation and qualifications. In each district, one private and one state secondary school was selected. Two teachers were interviewed in each, based on gender and qualification criteria. In all, 74 primary school teachers were interviewed. Majority 39 (52.7%) were female, and also majority, 45 (60.8%) were grade A and only 3 (4.2%) were

diploma holders.

The average age of the sample was 41.6 years. The age profile of the teaching force reflected not only the supply of teachers and the renewal of the teaching force, but also provided a proxy for teaching experience. If the estimated age at which teachers entered teaching was 25, then this reflected an average experience of nearly 15 years. The age structures of grade A and grade B/C were significantly different. The average age of Grade A was 36.2 years while that of Grade B/C was significantly higher 50.1 years. Most of the Grade B/C teachers were those employed under the Universal Primary Education (UPE) programme of the late 1970s and were being expected to retire within the next decade. Grade B/C teachers formed nearly half of the teaching force, which meant that within the next decade half of the teaching force would be replaced with younger, less experienced, but better qualified teachers.

As the data were analysed and interpreted the general study findings showed that, the teachers' status and working conditions of teachers did not reflect the importance of their role and the expectations of national stakeholders. The Author quotes the voice of three respondents to represent the views of the rest as follows:

> *'As far as I can remember, I had always wanted to be a teacher. As a child I used to pretend that I was a teacher. When I was at Ugweno, there was this Centre where they used to gather orphans from the village and teach them. Although I was not an orphan I used to join them. After class, I would get some children and teach them and prepare "uji" for them, (Male, Graduate, Secondary school teacher, Mwanza Municipality).*

In areas where education is not valued and socio-economic development is slow, some regarded teachers the agent of the community charge. The point was well captured by the following quotation:

I decided to become a teacher because I was concerned about my community. Where I come from, not many are educated. In my village there were not many who had education beyond the primary level. Even when pupils were selected for secondary schools, parents refused to send them to school. I wanted to show my community that it is through education we can improve our life. I think I have succeeded in doing that. Many parents are now sending their children to secondary schools. I was also influenced by one of my former teacher. I used to admire the way he taught and helped us. He encouraged me to become a teacher, (Female, Grade A, Manyoni).

A number of teachers said that they took up teaching, as it was difficult to find another job.

I ended up becoming a teacher, but wanted to work in a bank. Now I am too old to change the profession. Teachers are not valued in society because of their economic condition. Most of our pupils come from families that are much better off than us teachers and so we are not respected, (Female, Grade A, Ilala).

Though Sumra (2004) analysis was commendable as he identified the problems teachers were facing in Tanzania, the author did not statistically establish the relationship between such problems and teachers' performance. Thus, study worked on that gap.

2.2.2 Integrated Self and Teacher Performance

Black and Deci (2000) found that internal needs satisfaction moderated the relationship between external needs satisfaction and academic outcomes in an undergraduate organic chemistry class. The study hypothesized that domain-specific external needs satisfaction would predict interest/enjoyment, effort/importance and value/usefulness in the corresponding domain. Further, it hypothesized that general needs satisfaction in graduate school would predict self-assessment of academic performance, vitality, and subjective well-being. Additionally, it was hypothesized that internal needs satisfaction would moderate these relationships. The study findings indicated that, in general, satisfaction of one or more basic needs significantly predicted positive outcome in graduate school.

Yakub, (2008) conducted a study on job motivation and job performance. A total of 82 recipients for excellent service from one of the higher education institutions were given instruments on job motivation and job performance. The objectives of the study were to (a) determine their job motivation and job performance, (b) identify the factors related to job motivation, (c) compare job motivation according to gender and work category of respondents, and (d) explain job performance in terms of job motivation. The results showed that the overall job motivation was moderate, while job performance was high. In addition, there was no correlation between job motivation and job performance.

Sergiovanni (1992, 1998) developed a framework for understanding teacher motivation that synthesizes theories of extrinsic, intrinsic and moral motivation into three categories with corresponding "rules." While Sergiovanni makes the point that

all three dimensions motivate (the work gets done), his framework supports the conclusions of Herzberg, Deci, Etzioni, and others that only the intrinsic satisfaction and work moral significantly motivate outstanding performance.

2.2.3 Impersonal Self and Teachers' Performance

Aldenderfer & Blashfield (1984) found that pupils in high motivated group had significantly higher introjections, identified regulation and intrinsic motivation, and significantly lower external regulation and impersonal self than those in the lowly motivated group at ($p < .001$).

The lowly motivated group also had significantly higher external regulation and impersonal self and lower identified regulation and intrinsic motivation compared to the moderately motivated group at ($p < .001$). Pupils in the highly motivated cluster had significantly higher incremental beliefs compared to the two other profile groups at ($p < .001$). In terms of entity beliefs, it was found that there were no significant differences between the lowly motivated and highly motivated clusters but the moderately motivated cluster had significantly lower entity beliefs. The results of the ANOVA showed that the highly motivated group reported significantly higher physical activity participation compared to the other two groups at ($p < .001$). The moderately motivated group was more likely to participate in physical activity compared to the lowly motivated cluster at ($p < .001$).

2.2.4 Employers' Responsibilities and Teachers' Performance

2.2.4.1 In-Service Training and Teacher Performance

This is the type of training which an officer or staff undertakes while still in the

employment of an establishment institution. It is intended to update the officer's activities at all levels. William (1984) and O' Donnell and Garavan (1997) remark that in- service training is necessary in such dynamic field like education in a developing country. They went further by saying that it should be regarded as supplementary to rather than substitute for the formal study program. This is particularly so when the formal training given becomes outdated. It is usually impossible to learn all essential techniques required during the pre-services or inductory-training period.

Alman (2006) conducted a study on the effects of in-service training programs and teacher performance as self perceived on the basis of gender, location, teaching experience, level of certification and service after training in two variables i.e motivational techniques and subject matter knowledge. The design of the study was quantitative. The population of the study was the trained classroom teachers of Hyderabad District. The sample of 300 teachers was selected by using random selection procedures. Survey research was used to determine the comparative effects of in-service training on the performance of randomly selected teachers in the application region. A survey instrument was designed to measure the teachers' effectiveness.

The responses from the survey were statistically analyzed .The means and standard deviations were obtained from each of the instrument item. The t tests were used to test the twelve hypotheses, which were designed to guide the study. The .05 rejection level was used for all the hypotheses tests. It was concluded that: (1) Teacher training had significant effect on the female teachers' classroom performance and

they were better in teaching motivational techniques (2) Classroom performance as an art became more effective with the passing of time and experience. Teacher content knowledge like science had certain principles and time factor did not make any difference in those principles, (3) Teacher in-service training had much influence on the teachers' content knowledge performance.

The effectiveness that teacher gained by virtue of training remained with them for a short time. After some years they forgot many principles and practices which they learned during their training period, (4) Teachers with high academic qualifications performed well in teacher content knowledge and motivational techniques

Akinyele (2007) in the article "The Impacts of Nigerian Training Programmes on Employees Performance" found out whether staff training had any implication in job performance, behaviour, attitudes, skills, knowledge and achievement of the goals business organization goals in Nigeria. The sample size was determined on the basis of three staff categories namely: general staff, senior staff and management staff. Chi-square was used to test the postulated hypothesis. The study showed that effective training lead to acquisition of skills and knowledge required for employee's effective job performance. It was also revealed that training had a high positive impact on the employees and that reduced the nature of job hazards accomplishing of corporate objectives.

Andrews (2000) in the study "Governance and Accountability: Improving the Effectiveness of University-Provided Teacher In-service", assessed effectiveness of in-service program provided to university teacher. Using Integrated Inquiry, data

were obtained from expert practitioners delivering courses for a faculty of education during a summer session. Results indicated that the current system was an appropriate organizational model for teachers professional development. The curricula were regularly updated, professors and course instructors collaborated in course development; and teachers engaged in experiential activities and reflection that effectively integrated theory and practice. Racial, cultural, and gender issues were addressed, although additional training in these areas was required and support materials were needed. Concerns were raised about the scarce resources allocated by the university to teacher development and the limited role of faculty in the teachers' professional development.

Fan (2002) reported that Fifty-nine primary mathematics teachers of three intakes participated in in-service training in alternative assessment newly offered at a university in Singapore. A study, action research in nature, was undertaken to examine the effects of in-service training and investigated on the relevant issues in promoting teachers' use of alternative assessment in classrooms. Data were mainly collected through questionnaire surveys, the participants' work on an authentic alternative assessment task, and field training notes. The results indicated that systematic training in alternative assessment was highly needed for school teachers, and in-service training was an effective way to promote their professional growth in the area, especially through integrating authentic alternative assessment tasks into actual classroom teaching as part of training. In addition, the study revealed that the school curriculum did not well reflect the new development of assessment and therefore there was need to integrate the concept and content of alternative

assessment into school curriculum to facilitate teachers' classroom use of alternative assessment.

2.2.4.2 In-service Training and Teacher Performance in Tanzania

Komba et al (2007) conducted a study focused on and critically analyzing perceptions and practice of Teacher Professional Development by head teachers, primary school teachers, ward education coordinators, district education officers, school inspectors, and members of the school committee in six districts. A total of 186 respondents were purposively sampled and reached. Data on the nature, importance, organization, motivation, adequacy of and support for teacher professional development were gathered using questionnaires, interviews and observation checklist. Qualitative responses were coded, categorized and analyzed into themes. Quantitative data were analyzed using frequencies and percentages. Majority 110 (61.2%) respondents perceived teacher professional development as being important because it improved the teacher professionally, academically and technically. However, most respondents thought it was inadequately supported and motivated. At all levels (national, district, ward and school levels), teacher professional development was poorly coordinated and rarely budgeted for.

The findings indicated a conception and practice of teacher professional development which combined both the raising of teacher academic qualifications and professional growth. The study was a significant contribution to the understanding of teacher professional development in developing countries contexts where general pedagogical knowledge took precedence over the teacher's knowledge of the subject matter.

2.2.5   Housing and Teachers' Performance

Bennell (2003) citing an example in Ghana stated that housing was a major issue for nearly all teachers which lowered their self-esteem and was generally de-motivating. It was worth suggestive that time series data was needed that can track changes in working and living conditions. In Ghana, the percentage of teachers who were housed increased from 5 percent in 1988 to 30 per cent in 2003.

2.2.5.1 Housing and Teacher Performance in Tanzania

Mensah et al. (2008) conducted a study on building an effective 'Open Education Resource' (OER) Environment for Teacher Education in Sub-Saharan Africa. The study drew on three main sources of information, namely action research in a small sample of primary schools, interviews with key stakeholders, and all relevant documentation and available statistics. A representative group of 10 government-funded primary schools were surveyed in two locations- an urban district (Temeke in Dar es Salaam Region) and a rural district (Muleba in Kagera Region). An interview and questionnaire design was used in the study.

The findings basing on teachers' houses showed that housing conditions for primary school teachers were generally poor. The scarcity of 'decent accommodation' was a constant refrain of nearly all reports, both official and by independent researchers. Almost all teacher interviewees and head teachers at the survey schools commented on the lack of decent housing. Only 2 percent of teachers in the schools had houses (Muleba 3.4 percent, Temeke 1.7 percent). Most inspector reports also highlight teacher complaints about the housing conditions.

The government made various commitments to improve teacher's housing during the 1990s. Most notably, the high profile report on the Education Sector Towards 2000 stated that 'efforts would be made to ensure that all schools and colleges had, in their vicinity, the adequate number of teachers' quarters by 2000 and that all teachers would have suitable housing accommodation' (URT, 1997). Despite these commitments, very little progress has been made to improve the housing situation. However, the overall share of primary school teachers who could be housed only increased from 24 to 27 percent. In other words, most teachers still have to find their own accommodation. Though the study was crucial to understand on housing facility at the primary level, it did not go further as to link the problem with teachers' performance.

2.2.6 Salary Arrear Claims and Teachers' Performance

The most developed research area on what motivates teachers focused on recruitment and leaving decisions. Hanushek et al. (1999) examined the results of tests teachers take on leaving teacher training to assess whether higher paying school districts get better recruits (including both those entering the profession and those changing the job). It was found that the districts that paid higher wages did get teachers with higher test scores. But once a district fixed effect was included, no significant relationship was found: in other words, the association was not a function of higher wages but of other features of the district.

An interview-based study conducted in various US school districts found that enduring schemes of performance related pay were not believed to have been designed to, nor had they had the effect of, altering teaching quality (Murnane and

Cohen, 1986). Rather, the schemes enabled districts and schools to meet other goals, for example allowing teachers with spare time to increase their income, supporting them, encouraging dialogue between them and administrators about issues relating to quality, and building community support for additional funding since schools used evidence that performance was being taken into account to win support for additional funding.

2.2.6.1 Salary Claims and Teacher Performance in Tanzania

Mbwambo (2005) conducted a qualitative research on teachers' motivation and student academic performance in secondary schools in Tanzania. The main purpose was to examine the effects of teachers' motivation and academic performance in secondary schools. The methodology used was the mixture of interview, unstructured observation documentary analysis and focused group discussion.

The study was conducted in the coast region in which population of 128 teachers and 1748 students were studied. The findings showed that, teachers' low salaries affected students' performance. They said that it was tiresome for them to work in two schools because they had to teach more than thirty periods per week. The situation affected their work performance, hence students performance. The author concluded that many teachers were not satisfied with the salaries relative to work they did.

2.2.7   Grade Promotion and Teachers' Performance

Marco et al. (2005) on their paper "The Effects of Performance Measurement and Compensation on Motivation: Stipulated that transparent and controllable

promotional opportunities increased the prospect of enjoyable future tasks and thereby intrinsic motivation, which lead to improved individual performance at work.

Phelan and Lin (2001) conducted a study on Promotion Systems and Organizational Performance: A Contingency Model used entire sample of 48,000 problems studied. The study explored the organizational impact of a variety of important promotion systems commonly practiced in organizations including up-or-out systems, absolute merit-based systems, relative merit-based systems, and seniority-based systems. Through the computer simulation of organizations in a distributed decision making setting, the results indicated that there was a relationship between grade promotion and job performance though the effectiveness of any promotion system depended on a range of factors including the nature of the task environment, the design of the organizational structure, the frequency of monitoring, the criteria of performance, and the transferability of task knowledge.

Hunton (2002) conducted a study on the relationship between promotion and performance of managerial accounting. Using survey, interview, and archival data, he investigated two questions related to Managerial Accountants' (MA) performance evaluations (PE) and promotion to see whether there was positive relationship serial dependencies) in promotions. The survey data (n = 101) suggested that lower- and higher-ranking MA had differing performance perceptions and promotion processes. For example, lower-ranking MA generally believed in the existence of fast-track promotions while higher-ranking MA did not.

The twenty years of archival PE and promotion data (1976-1995) from 5,899 managerial accountants employed at 2,525 companies in three industries (publishing, paper, and chemical) did not support the existence of fast-track promotions; instead, the archival data suggested a negative correlation between the seniors promotion and time of managers promotion. In addition, the data suggest that standards comparisons largely influence the seniors on promotions, while within-rank comparisons largely influence the seniors promotions.

Evidence indicates that lower-ranking managers possess higher levels of technical knowledge, while higher-ranking managers have higher levels of industry and tacit managerial knowledge. However, a rank-based success criterion does not necessitate rank-dependent success. For example, high innate ability may create the capacity to learn many new skills (including the skills needed at the next rank). If accurate, then performance and promotions would positively be correlated across ranks despite criteria differences in success between ranks.

The reviewed literatures have indicated the universal explanation of self based motivation in relation to environmental influence. The research on self has been focusing on these variables at a universal level as well, and at different contexts elsewhere outside Tanzania. More specifically, no study was found to have used the constructs of the theory of self determination with an attempt to explain teachers' performance in Tanzania. This implied that using the research findings done in other countries with different cultures and working environment would lead to making irrelevant decisions in Tanzania. This gap was a motivation to conducting this study in Tanzania.

Hence, the independent variables for instance motivational factors (such as in-service training, housing allowance, timely promotion and absence of salary arrears claims) and satisfaction with provision of motivational factors are crucial for teacher's job performance in primary schools though they all depend with working environment.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter discusses the methodology which covers the research design (qualitative and quantitative) and procedures that were employed in collecting the data for the study. It gives a brief explanation on the research approach, area of study, the target population, sample of the study and sampling techniques, data collection methods and data analysis procedures, validity and reliability as well as ethical considerations.

3.1 Research Design

A research design is a plan indicating the systematic arrangement and strategies of how the study is being conducted in order to answer the research question (Gall et al., 1996). The present study adopted a quantitative approach and specifically a case study design to obtain the necessary data for the study. The approach was used because data analysis used numbers such as the presentation respondents' ages and years of experience.

3.1.1 Research Instruments

Data were collected using a questionnaire designed by the researcher to obtain relevant information matching the demands of the research questions guiding the study. The questionnaire included the questions seeking for teachers' experience, in-service training attendance, housing provision, promotion from one grade to another, and teacher-student ratio. The questionnaire also included a scale seeking to measure the level of satisfaction with the provision of motivational factors to the teachers.

The second instrument was an observational schedule designed to check teachers' job performance in the classroom and during preparation. This is a teacher's performance Evaluation Checklist adopted from Magina (2010). The instruments are found in the Appendix.

3.2   Selection of the Study Area

The study was cted at Kongwa District in Dodoma Region. The district was purposely selected because it is accessible to the researcher for data collection thus, could provide an opportunity to conduct research while working given, the philosophy of the Open University of Tanzania.

3.3 Target Population of the Study

The target population for this study was all primary school teachers in Kongwa district whose total number is estimated being 27 primary schools with 271 teachers.

3.4   Sample and Sampling Technique

3.4.1   Sample Size

A sample is a small proportion of the population which is selected for observation, interviewing, and completion of questionnaires. Patton (2001) holds that sample size must be selected to fit the purpose of the study, available resources, type of instruments, questions to be asked and constraints being faced. A sample was selected to represent the population since it is not easy to study the whole population. The study involved six schools. The total sample of the study had 100 respondents. Teachers were intentionally involved because they directly facilitate the process of teaching and learning. They are directly affected by a number of teachers in their

working stations so it is important to get their views on the problem in question.

3.5   Validity and Reliability

Validity is the extent to which findings of the study make sense, or represent an authentic portrait of what the study is looking at (Miles & Huberman, 1994). The instruments of this study were translated from English to Kiswahili to allow respondents provide the intended information. This is because respondents were able to express well in Kiswahili than in English. The construct validity was further cheked by making a back translation from Kiswahili to English by Kiswahili experts from BAKITA in order to make sure no any original meaning was lost in the process of translation. This procedure is supported by Keya et al., (1989).

On the other hand, reliability refers to whether the process of the study is consistent or stable overtime and across researchers (Miles and Huberman, 1994). To ensure the study reliability, the research instruments were first well prepared, edited to crosscheck ambiguous words and sentences, and then piloted to ensure internal consistency. The internal consistency of the instruments was checked by calculating a Cronbach alpha coefficient. The teacher motivation scale reached a Cronbach alpha of $\alpha = 0.76$, while the teacher performance evaluation scale reached a Cronbach alpha of $\alpha = 0.80$. These were considered very good internal consistency measures.

3.7   Data Analysis Procedures

Kothari (2004) defines data analysis as a process that implies editing, coding, classifying and tabulation of collected data. In this study, both qualitative and

quantitative research approaches to data analysis were employed. The data were coded and entered in the computer ready for analysis through the use of the Statistical Package for Social Sciences (SPSS) program. Specific statistics used were independent-samples t-test, Pearson Moment Correlation Coefficients and logistic regression analysis.

3.8   Ethical Considerations

Ethics is related to moral principles, and the guiding conduct which is held by a group or even a profession (Wellington, 2000). In this study, ethical issues were addressed by getting research clearance to carry out this study from the coordinator of the course and the supervisor at the Open University of Tanzania. The clearance helped the researcher to obtain permission from the Regional Administrative Secretary (RAS) in Dodoma region.

The researcher then worked with the Dodoma Regional Education Officer (REO), the Kongwa District Education Officer (DEO); head teachers and teachers of the six selected primary schools; all of whom provided permission to collect data in specific schools. The informed consent of the individual teachers who were the respondents was sought and respondents were assured for both confidentiality and careful use of the information provided for the purpose of this study and not otherwise. All the Information and other identities of the subjects were treated confidential and no information was exposed to any other source without the consent of the respondents.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

This chapter presents and interprets original and first hand data found from the fieldwork. The data are presented in the tables basing on the three specific questions that guided the study. However, before embarking to directly answering the questions the chapter presents descriptive statistics indicating direct responses to the scales used to collect information. The chapter thus is organized in subtitles such as characteristics of respondents, motivational factors provision, respondents' satisfaction with provision of motivational factors, teachers' job performance evaluation, the relationship between motivational factors provision and teachers' job performance, and the relationship between respondents' satisfaction with provision of motivational factors and their job performance.

4.1   Characteristics of the Respondents

This study mainly focused on the primary school teachers to obtain the intended information. Thus, in interpreting the findings throughout this study, the term 'respondents' has been used to refer to 100 primary school teachers as respondents. These were teachers whose teaching experience ranged between 1 and 32 years of work (Mean = 4.33, S.D. = 4.38). Table 4.1 shows their education levels and teaching qualifications.

Table 4.1 indicates that most respondents held Grade A level (69%) followed by diploma level (29%) while very few had PGDE (2%) and no other qualifications (0%).

Table 4.1: Respondents' Education Levels and Teaching Qualifications

Education level	Frequency	Percentage	Teaching qualification	Frequency	Percentage
Form four	69	69.0	Grade A	69	69.0
Form six	29	29.0	Diploma	29	29.0
University	0	0.0	PGDE	2	2.0
			Degree	0	0.0
			Others		0.0

4.2 Provision of Motivational Factors

The first objective of the study sought to check the provision of some selected motivational factors such as in-service training, housing provision, timely promotion and reasonable teacher-student ratio available to teachers. Table 4.2 presents the results.

Table 4.2: Provision of Motivational Factors

Motivational factor	Level	Frequency	Percentage
In-service training attendance	Yes	38	38.0
	No	62	62.0
Housing provision	Yes	17	17.0
	No	83	83.0
Arrears claims	Yes	84	84.0
	No	16	16.0
Timely promoted	Yes	39	39.0
	No	61	61.0

Source: From researcher, 2012

Results in Table 4.3 indicates that provision of the studied motivational factors was relatively not such much good. Most respondents reported arrears claims and housing provision being the leading challenges among the motivational factors that were expected (84% and 83% respectively).

4.3 Respondents' Satisfaction with Provision of Motivational Factors

Table 4.3: Respondents' Satisfaction with Provision of Motivational Factors

Provision of Motivational factors	Responses on the level of satisfaction											
	Not Applicable		Completely not satisfied		Not satisfied		Neutral		Satisfied		Very much satisfied	
	f	%	f	%	f	%	f	%	f	%	f	%
The amount of work paid in a month	3	3	47	47.0	43	43.0	6	6.0	1	1.0	-	-
The amount paid as responsibility allowance in a month	80	80.0	13	13.0	4	4.0	2	2.0	1	1.0	-	-
The amount paid as house allowance in a month	89	89.0	7	7.0	2	2.0	-	-	2	2.0	-	-
The amount paid in as other allowances in a month	80	80.0	13	13.0	6	6.0	-	-	1	1.0	-	-
The physical working conditions (Heating, lighting, office furniture and working tools e.g. computers and internet)	64	64.0	17	17.0	13	13.0	-	-	4	4.0	-	-
My recognition in the work I do	5	5.0	5	5.0	4	4.0	2	2.0	66	66.0	18	18.0
The opportunity for advancement in this position	15	15.0	7	7.0	12	12.0	7	7.0	16	16.0	43	43.0
The extent to which my professional is recognized	13	13.0	5	5.0	9	9.0	4	4.0	54	54.0	15	15.0
The extent of mutual agreements between management and other staffs	3	3.0	4	4.0	8	8.0	32	32.0	47	47.0	5	5.0

Provision of Motivational factors	Responses on the level of satisfaction											
	Not Applicable		Completely not satisfied		Not satisfied		Neutral		Satisfied		Very much satisfied	
	f	%	f	%	f	%	f	%	f	%	f	%
Interpersonal relation between employees	17	17.0	1	1.0	12	12.0	15	15.0	48	48.0	7	7.0
The extent of my involvement in important organizational decision	67	67.0	5	5.0	16	16.0	4	4.0	7	7.0	1	1.0
The organization support (in case of death, injuries, transfer and others)	4	4.0	1	1.0	6	6.0	9	9.0	16	16.0	64	64.0

Results in Table 4.3 show respondents' level of satisfaction with provision of motivational factors. The scale had six choices ranging from '' very much satisfied to not applicable''. Most respondents (about 80%) said that they were less satisfied with motivational factors towards their job par ticularly in items such as ''*The amount paid as responsibility allowance in a month (80%), The amount paid as house allowance in a month (89%) and The amount paid in as other allowances in a month (80%)''*. However, most respondents were highly satisfied with some items like '*My recognition in the work I do (66%), the extent to which my professional is recognized' (54%)* and *'the organization support in case of death, injuries, transfer and others (64%).*

4.4   Observed Teachers' Job Performance

Table 4.4: Observed Teachers' Job Performance

Job Performance	Observed Job Performance									
	Very poor		Poor		Average		Good		Excellent	
	f	%	F	%	f	%	f	%	f	%
Availability of relevant syllabus	1	1.0	4	4.0	65	65.0	25	25.0	5	5.0
Is it analyzed and used in scheme of work preparations	-	-	-	-	13	13.0	32	32.0	55	55.0
Do teacher complete his/her teaching in time	-	-	3	3.0	29	29.0	47	47.0	21	21.0
The teacher uses participatory method	-	-	1	1.0	14	14.0	19	19.0	66	66.0
The teacher uses relevant examples in learning production	-	-	1	1.0	12	12.0	24	24.0	63	63.0
The teacher uses varieties of methods in teaching	-	-	1	1.0	13	13.0	33	33.0	53	53.0
The teacher allows students to discuss in the classroom	-	-	2	2.0	19	19.0	68	68.0	11	11.0
Is the implementation reached 100% comparing to all topics	-	-	19	19.0	46	46.0	32	32.0	3	3.0
The scheme work is used effectively	-	-	1	1.0	9	9.0	65	65.0	25	25.0
The teacher has a culture of preparing the schemes of work	-	-	1	1.0	14	14.0	22	22.0	63	63.0
The teacher has a culture of preparing the lesson plan	-	-	-	-	10	10.0	35	35.0	55	55.0
The lesson plan is well prepared	-	-	-	-	13	13.0	58	58.0	29	29.0
Specific objectives are measurable			3	3.0	8	8.0	61	61.0	28	28.0
Records are kept for future purposes	1	1.0	-	-	15	15.0	25	25.0	59	59.0
The class journal is signed after teaching			2	2.0	12	12.0	25	25.0	61	61.0
The teacher uses teaching / learning aids	3	3.0	-	-	27	27.0	66	66.0	4	4.0
The teacher creates his/her own teaching /learning aids	3	3.0	-	-	32	32.0	63	63.0	2	2.0
Teaching /learning aids are used properly when teaching	11	11.0	3	3.0	31	31.0	49	49.0	6	6.0
Schemes and lesson plans depend on school environments	39	39.0	11	11.0	10	10.0	33	33.0	7	7.0
Number of questions (not less than 05 questions) are given to students in each period	5	5.0	5	5.0	40	40.0	34	34.0	16	16.0
The teacher provides 04 tests (both for midterm and annual examination	-	-	3	3.0	14	14.0	34	34.0	49	49.0
The questions consider all three domains (cognitive, psychomotor and affective domain)	-	-	1	1.0	13	13.0	32	32.0	54	54.0
The questions consider six level of cognitive domain	-	-	-	-	8	8.0	33	33.0	59	59.0
The teacher has a culture of conducting remedial teaching for slow learners	2	2.0	2	2.0	20	20.0	56	56.0	19	19.0

Source: From researcher, 2013

Table 4.4 indicates that most respondents (about 65%) agreed that they were well performing their job as in items such as '*The teacher allows students to discuss in the classroom (68%), The teacher uses participatory method (66%), The teacher uses teaching / learning aids (66%)''.* On the other hand, a few of them (1%) reported that they were poorly performing their job particularly in terms '' *Availability of relevant syllabus and Records are kept for future purposes (1% respectively)''.* The results mean that there was a higher level of teachers' job performance in their institutions in spite of some obstacles they reported.

4.5 Motivational Factors and Teachers' Job Performance

An independent-samples t-test was conducted to compare differences between motivational factors (In-service training, Provision of Houses and Promotion*),* and teachers' job performance.

Table 4.5: Motivational Factors and Teachers' Job Performance

Variable	Level	N	M	SD	t-test				
					T	df	p-value (2-tailed)	Mean Difference	Eta square
In-service training	*Yes*	*38*	*95.84*	*8.401*	*-.210*	*95*	*.834*	*-.368*	
	No	*62*	*96.21*	*8.585*					
Provision of Houses	*Yes*	*17*	*93.12*	*7.991*	*-1.572*	*95*	*.119*	*-3.541*	
	No	*82*	*96.66*	*8.541*					
Promotion	*Yes*	*39*	*95.97*	*7.527*	*-.071*	*95*	*.943*	*-.126*	
	No	*60*	*96.10*	*9.163*					

Source: From researcher, 2013

Table 4.5 indicates that there was no significant difference between those who attended in-service training and those who did not, those who were given houses by their employers and the ones who were not, those who had been promoted from one grade to another and those who had not (M= *95.84*, SD = *8.401*; M= *96.21*, SD=*8.585*; t (98) = *-.210 p = .834:* M= *93.12*, SD = *7.991*; M= *96.66*, SD= *8.541*; t (97) = *-1.572, p = .119* and M= *95.97*, SD = *7.527*; M= *96.10*, SD= *9.163*; t (97) = *-.071, p = .943* respectively) in job performance. This might be interpreted that some variables such as in-service training, provision of houses and promotion from one grade to another did not influence respondents' job performance.

4.6 Satisfaction with Provision of Motivational Factors and Teachers' Job Performance

The third question guiding this study sought to explore the relationship between respondents' satisfaction with provision of motivational factors and the respondents' job performance. This was achieved by performing a Pearson Moment Correlation Coefficient (r). Table 4.5 reveals the results.

Results in Table 4.6 indicate that there was a very weak positive and insignificant correlation ($r = .007$; n = 100. $p < .94$) between Satisfaction with Provision of Motivational Factors and teachers' job performance. This means that the lower one was satisfied with the provision of motivational factors the lower was one's job performance. However, though it was above .00 the r = 0.007 is almost negligible to be interpreted as a positive relationship, but rather one could comment the absence of the relationship between these two variables. This means that what happens as a relationship between these variables does not emanate from any systematic pattern

but rather the role of chance.

Table 4.6: Satisfaction with Provision of Motivational Factors and Teachers' Job Performance

S/N		Descriptive statistics			Correlations (r)			
	Variables	N	M	SD	1	2	3	4
1	Your teaching experience in years	100	4.33	4.376	1			
2	Student-teacher ratio	100	61.23	31.984	-.032	1		
3	Total Motivation	99	36.73	4.812	-.063	.061	1	
4	Total Teacher Performance	100	96.07	8.475	-.047	.135	.007	1

4.6 Discussion of the Findings

These findings are similar to some studies in the past (Sergiovanni, 1992, 1998; Knee, 1996; Zuckerman, 1998; and Yakuub, 2007) who all found on relationship between job performance and work motivation. On the other hand they contradict findings by Magina (2010) who found positive but weak correlation (r = .073, n = 78, p = 0.304) between job performance and motivation among secondary school teachers; and Black and Deci (2000) who found the relationship between the same variables among undergraduate students. However, the differences may be attributed to some methodological issues. For example, the nature of the sample seems to be difference between the study by

Black and Deci (2000) and the present study; that is, undergraduate students versus primary school teachers in rural district of Kongwa. On the other hand, though the nature of the sample in the study by Magina (2010) was comprised of the secondary schools' teachers, who are not very much difference from the primary school teachers since they are all teachers, it seems, the results by Magina were not also significant. The results were very weak and insignificant, implying that the findings could be attributed to the role chance.

Generally, these results confirmed some aspects of the Self Determination Theory (SDT); specifically where it states that the social environment can foster or hinder the core self's natural inclination to fully actualize his or her potential. The actual self can develop and operate in circumstances that either facilitate or prevent the actualization of the core self by fostering or precluding the fulfilment of any or all of the three main psychological needs. Hodgins and Knee (2002), argued that support from the social environment affected the nature of ego-functioning by making it more or less open to life experiences, and more or less self-determined in the regulation of behaviour.

Supporting this theoretical argument, Deci and Ryan (2001); and Cameron et al. (2001) conducted a study in developed countries to examine the effects of performance-contingent rewards on an employee's integrated self. These types of rewards were so controlling as the rewards were directly associated with employee's task performance. In that respect, performance-contingent rewards undermine integrated self. However, if the reward given to the employee conveys that the employee has performed on a truly outstanding level, the

reward would serve to solidify employee's sense of competence and decrease the negative effect on that employee's intrinsic motivation.

These findings are indicative that teachers' motivation in the studied sample, might have been affected by other social and external variables such as employers' irresponsibility. This suggests that before saying a last word on this particular topic, more studies need to be conducted in other parts of the country with large samples and both urban and rural coverage to search for more evidence in this kind of relationship.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS, AND RECOMENATIONS

This study examined the influence of motivation on job performance among primary school teachers in public schools. In this chapter, the summary, conclusions and recommendations for education stakeholders and future researchers are provided.

5.1   The Summary of the Study

This study was about the influence of motivation on job performance among primary school teachers in public schools. Three questions were asked towards achieving this purpose. The questions were: Are motivational factors such as in-service training, housing provision, timely promotion and reasonable teacher-student ratio available to teachers?; What is the relationship between some selected motivational factors and job performance?; and What is the relationship between satisfaction with provision of motivational factors and job performance?

Data were collected using a questionnaire which included the questions seeking for teachers' experience, in-service training attendance, housing provision, promotion from one grade to another, and teacher-student ratio. The questionnaire also included a scale seeking to measure the level of satisfaction with the provision of motivational factors to the teachers. The second instrument was an observational schedule designed to check teachers' job performance in the classroom and during preparation adopted from Magina (2010). The target population was all primary school teachers in Kongwa district estimated being 27 primary schools with 271 teachers. The sample used in the study reached 100 respondents.

The first question asked whether motivational factors such as in-service training, housing provision, timely promotion and reasonable teacher-student ratio were available to teachers. It was found that provision of the studied motivational factors was relatively not such much good. Most respondents reported arrears claims and housing provision being the leading challenges among the motivational factors that were expected.

The second question asked whether the relationship existed between some selected motivational factors and job performance. It was found that there was no significant difference between those who attended in-service training and those who did not, those who were given houses by their employers and the ones who were not, those who had been promoted from one grade to another and those who had not (M= *95.84*, SD = *8.401*; M= *96.21*, SD=*8.585*; t (98) = *-.210 p = .834:* M= *93.12*, SD = *7.991*; M= *96.66*, SD= *8.541*; t (97) = *-1.572, p = .119* and M= *95.97*, SD = *7.527*; M= *96.10*, SD= *9.163*; t (97) = *-.071, p = .943* respectively) in job performance.

The third question asked whether the relationship existed between satisfaction with provision of motivational factors and job performance. It was found that there was a very weak positive and insignificant correlation (*r* = .007; n = 100. *p* <.94) between Satisfaction with Provision of Motivational Factors and teachers' job performance.

5.2 Conclusion

From these findings therefore, it was concluded that there was no statistically significant relationship between motivational factors and teachers' job performance due to the variables used in the study. This implies that teachers' performance did

not mainly depend on motivation. In constant, the study confirmed the theory of Self Determination (SDT) that the social environment can foster or hinder the core self's natural inclination to fully actualize one's potential. This means that the performance of teachers is influenced by many other factors like that need to investigate further.

5.3 Recommendations

No statistical evidences indicated a relationship between teachers' motivation and their job performance in this study. However, in the first question it was found that provision of the studied motivational factors was relatively not such much good. Most respondents reported arrears claims and housing provision being the leading challenges among the motivational factors that were expected. It is therefore recommended that the Ministry of education and vocational training timely pay the arrears and provide for the housing allowances to make teachers comfortably continue working.

It was also found that there was a very weak positive and insignificant correlation between satisfaction with provision of motivational factors and teachers' job performance. Given the fact that these findings are contradicting some past studies the same way they support others, it seems, more studies are required in this area to improve the instruments for capturing the construct of motivation as well as the concept of job performance to bring consistency of the scientific findings.

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APPENDICES

Appendix A: Teachers Performance Evaluation Scale (TPES)

Questionnaire: Motivation and Public Service Provision

A: Introduction and Purpose

I am BAHATI MOHAMED, a student in MASTRES IN HUMAN RESOURCES MANAGEMENT) in the OPEN UVERSITY of TANZANIA. I am currently doing research paper, which is intended to explore how various problems faced by teachers may be associated with teaching performance, and thus affect students' learning. The findings are expected to improve the relationship between teachers and their employers, the way teachers teach, and the way students learn. I am kindly requesting for your cooperation in filling in this questionnaire to accomplish the purpose of this study. I would like to assure you that information you provide will remain confidential be used only for the purpose of this study.

Part A: Personal Information and Employer's Responsibility

Your name...

Sex: Male [　　　]   Female [　　　]

Name of school..

Age.............. years

Please, provide your honest answer in the questions below, as per instructions under each question

   1. Your salary scale: TGTS..

   2. Your education level (Tick in the relevant box):

      ➢ Form four   [　　　]

➢ Form six ☐

➢ University ☐

3. Your teaching qualification

➢ Grade 'A' ☐

➢ Diploma ☐

➢ PGDE ☐

➢ Degree: BA-Education ☐   BSc Education ☐   BED ☐

 Other (specify)..

4. Your teaching experience: .... years

5. Since your employment, have you ever attended any in-service training?

Yes ☐   No ☐

6. If yes, how many times? ....

7. Does your employer owe you any arrears? Yes ☐   No ☐

8. If yes, what are the arrears for? ☐

➢ Unpaid salaries ☐

➢ Transfer ☐

➢ Teaching allowances ☐

➢ Hardship allowances ☐

➢ Others (specify)..

9. In average, how many students do you attend (student-teacher ratio)?

....

10. Has your employer provided a house for you?

Yes ☐   No ☐

11. Have you been timely promoted from one grade to the other?

Yes ☐   No ☐

12. If no, specify that you should be promoted from grade ....to ....and

grade...................... to.........................

13. From your personal experience, what are the impacts of such delayed grade

promotion on your teaching performance? List in the space below:

1.   ....

2.   ....

3.   ....

Scale III Personal Assessment

Below is some statements that are related to your daily responsibility as a teacher.

Please rate yourself honestly by putting a tick in the box against the option that

closely describes your views regarding the statement.

1. I explain lessons clearly:

Excellent	Good	Average	Poor	Very poor
☐	☐	☐	☐	☐

2. I constantly attend classes without being absent unjustifiably or making up

missed classes.

Always	Often	Sporadically	Never
☐	☐	☐	☐

3 I am concerned that students learn

Excellent	Good	Average	Poor	Very poor
☐	☐	☐	☐	☐

4. I contribute to making the subject interesting

Excellent	Good	Average	Poor	Very poor
☐	☐	☐	☐	☐

5. My classes are well prepared

Excellent	Good	Average	Poor	Very poor
☐	☐	☐	☐	☐

6. I have presented the program and work plan of the subject to students

Excellent	Good	Average	Poor	Very poor
☐	☐	☐	☐	☐

7. I have disclosed the criteria and evaluation activities of the subject I teach

Excellent	Good	Average	Poor	Very poor
☐	☐	☐	☐	☐

8. I do project a receptive attitude toward questions or suggestion questions by

students

Excellent	Good	Average	Poor	Very poor
☐	☐	☐	☐	☐

9. I encourage students to participate in class

Excellent	Good	Average	Poor	Very poor
☐	☐	☐	☐	☐

10. I do describe concepts adequately by using examples, and exercises

Excellent	Good	Average	Poor	Very poor
☐	☐	☐	☐	☐

11. I use teaching aids to clarify the concepts of the subject

Excellent	Good	Average	Poor	Very poor
☐	☐	☐	☐	☐

12. In general, my work is:

Excellent   Good   Average   Poor   Very poor

☐   ☐   ☐   ☐   ☐

13. What means do you use to announce the activities related to the subject?

Written document   Oral information   Blackboard   Notice board   Combined

☐   ☐   ☐   ☐   ☐

Other (specify)   ....

14. If the course was not completed, do you furnish the material not covered?

Yes ☐   No ☐

15. In your opinion, how much does the lack of completion of the topics affect your

  students?

  a)   In academic development

      Negatively ☐   Little ☐   None ☐

  b)   In other subsequent subjects

      Negatively ☐   Little ☐   None ☐

16. From your experience, what reasons contribute in weakening your teaching

  performance? List them in the space below:

  1. ....

  2. ....

  3. ....

  4. ....

Motivational factors that affect provision of public service

  01. (i) Are you satisfied with your job

a) Yes

b) No   (   )

ii) If no above why

…………………………………………………………………………

02. Does your organization motivate its staffs?

a) Yes

b) No   (   )

03. How many people you have heard /saw motivated in you work organization

in the last 3 years?

a) Less than 5 staff

b) Between 5 and 10 staffs

c) Between 5 and 15 staffs

d) Between 15 and 20 staffs   (   )

e) Between 20 and 25 staffs

f) More than 25 staffs

04. What factor do you think contribute to staff motivation?

a) Better paid salary

b) Good working condition

c) Management recognition to staff individually   (   )

d) Opportunities to cases development

e) Others

05. To what extent motivation influence provision of better public service in year

organization?

a) To some extent

b) To large extent

c) To very large extent   (   )

d) Not applicable

06. It is believed that public services a poorly delivered compared to private

ones, on your   opinions is it true?

a) To some extent

b) To large extent

c) To very large extent   (   )

d) Not applicable

Other factor for provision of public services

07. The leadership style used in organization is a motivation toward provision of

public services

a) To some extent

b) To large extent

c) To a very large extent   (   )

d) Not applicable

08. Are you satisfied with working tools and working environment?

a) Yes

b) No   (   )

If no above, what do u think need to be improved……………………

09. The effects of fulfilled expectations that you had before you joined KDC and that when you joined organization is what cause better provision of public services?

a) To some extent

b) To large extent

c) To a very large extent   (   )

d) Not applicable

10. Some of the employee performed poor because of the position they hold is not utilized effectively by organization?

a) To some extent

b) To large extent

c) To very large extent   (   )

d) Not applicable

16 (i) Do you think motivation is done fairy to all employees gender-wise?

a) Yes

b) No   (   )

ii) If no why

…………………………………………………………………………………

17.Please rank each of the motivational factors below in accordance to your level of motivation by writing the number of the specific item in the column provided (use tick to indicate your position in the columns provided).

1=Very much   2= Satisfied   3=Neutral

4=Not satisfied   5= completely not satisfied   6= Not applicable

Criteria	1	2	3	4	5	6
The amount of work paid in a month						
The amount paid as responsibility allowance in a month						
The amount paid as house allowance in a month						
The amount paid in as other allowances in a month						
The physical working conditions (Heating, lighting, office furniture and working tools e.g. computers and internet)						
My recognition in the work I do						
The opportunity for advancement in this position						
The extent to which my professional is recognized						
The extent of mutual agreements between management and other staffs						
Interpersonal relation between employees						
The extent of my involvement in important organizational decision						
The organization support (incase of death, injuries, transfer and others)						

Thank you for participating in this stage of the study!

Scale II: Teacher Performance Evaluation Scale by Students (TPES)

- Name of the teacher evaluated: ....
- Teacher's sex (tick)   Male   [ ]   Female   [ ]
- Academic subject taught by the teacher: ....
- Class: ....

PART A:

1: Student's identification

> Sex: Male

  Female

> Age .... years

PART B

Choose the Option that Reflects the Teaching Responsibility of the Teacher

2: The teacher explains clearly:

Excellent   Good   Average   Poor   Very poor

3: The teacher comes to class without being absent unjustifiably or making up missed classes.

Excellent   Good   Average   poor   Very poor

4: The teacher is concerned that students learn

Excellent   Good   Average   Poor   Very poor

5: The teacher contributes to making the subject interesting

Excellent   Good   Average   Poor   Very poor

6: The teacher's classes are well prepared

Excellent   Good   Average   Poor   Very poor

7. The teacher has presented the program and work plan of the subject to students

Excellent　　　Good　　　Average　　　Poor　　　Very poor

☐　　　　☐　　　　☐　　　　☐　　　　☐

8. The teacher has disclosed the criteria and evaluation activities of the subject taught

Excellent　　　Good　　　Average　　　Poor　　　Very poor

☐　　　　☐　　　　☐　　　　☐　　　　☐

9. The teacher projects a receptive attitude toward questions or suggestion questions by

   students

Excellent　　　Good　　　Average　　　Poor　　　Very poor

☐　　　　☐　　　　☐　　　　☐　　　　☐

10. The teacher encourages students to participate in class

Excellent　　　Good　　　Average　　　Poor　　　Very poor

☐　　　　☐　　　　☐　　　　☐　　　　☐

11. The teacher describes concepts adequately by using examples, and exercises

Excellent　　　Good　　　Average　　　Poor　　　Very poor

☐　　　　☐　　　　☐　　　　☐　　　　☐

13. The teacher uses teaching aids to clarify the concepts of the subject

Excellent　　　Good　　　Average　　　Poor　　　Very poor

☐　　　　☐　　　　☐　　　　☐　　　　☐

12. In general the teacher's work is:

Excellent　　　Good　　　Average　　　Poor　　　Very poor

☐　　　　☐　　　　☐　　　　☐　　　　☐

13. What means does the teacher use to announce the activities related to the subject?

Written document   Oral information   Blackboard   Notice board   Combined

☐   ☐   ☐   ☐   ☐

Other (specify)

☐   ....

14. If the course was not completed, does the teacher furnish the material not completed?

Yes ☐   No ☐

15. In your opinion, how much does the lack of completion of the topics affect you?

    c)   In academic development

          Negatively ☐   Little ☐   None ☐

    d)   In other subsequent subjects

          Negatively ☐   Little ☐   None ☐

Scale III: The meanings of the numbers:

4=	excellent
3=	good
2=	average
1=	poor
0	Very poor

Teachers' performance Evaluation Checklist (TPECL) by the Researcher

Curriculum Implementation

Statement	GRADE				
Availability of relevant syllabus	0	1	2	3	4
Is it analysed and used in scheme of work preparations					
Do teacher complete his/her teaching in time					
The teacher uses participatory method					
The teacher uses relevant examples in learning production					
The teacher uses varieties of methods in teaching					
The teacher allows students to discuss in the classroom					
Is the implementation reached 100% comparing to all topics needed to be taught in the subject up the day of inspection					
The scheme work is used effectively					
The teacher has a culture of preparing the schemes of work					
The teacher has a culture of preparing the lesson plan					
The lesson plan is well prepared					
Specific objectives are measurable					
Records are kept for future purposes					
The class journal is signed after teaching					
The teacher uses teaching / learning aids					
The teacher creates his/her own teaching /learning aids					
Teaching /learning aids are used properly when teaching					
Schemes and lesson plans depend on school environments					
Schemes and lesson plans depend on school environments					
Number of questions (not less than 05 questions) are given to students in					

Statement	GRADE				
each period					
The teacher provides 04 tests (both for midterm and annual examination					
The questions consider all three domains (cognitive, psychomotor and affective domain)					
The questions consider six level of cognitive domain					
The teacher has a culture of conducting remedial teaching for slow learners					

Vielelezo ii: Tathmini ya viwango vya matokeo ya waalimu (TVMW).

Maswali: Uhamasishaji na utoaji wa huduma za Serikali .

A. Utangulizi na Dhumuni

Mimi BAHATI MOHAMED, mwanachuo katika chuo kikuu HURIA CHA TANZANIA. Ambaye ninachukua shahada yangu ya pili ya utawala wa Rasilimali watu, Kwasasa ninafanya utafiti, ambao dhumuni lake ni kuonyesha namna ambavyo matatizo tofauti tofauti yanayowakumba waalimu kutokana na taaluma yao ya kufundisha, na namna ambavyo hali hiyo inawaathiri wanafunzi wanapokuwa mafunzoni. Matokeo ya utafiti huu ni matarajio ya kuinua mahusiano baina ya waalimu na mwajiri wao na jinsi ambavyo wanafunzi wanajifunza. Ninaomba ushirikiano wenu wa hali na mali katika kujibu maswali kwa ufasaha ili kuweza kufikia lengo la utafiti huu. Ninapenda kuwahakikishia kuwa taarifa zote mtakazozitoa zitabaki kuwa siri na zitatumika kwa madhumuni ya utafiti huu tu.

SEHEMU A: Taarifa binafsi na wajibu wa mwajiri

Jina lako………………………………………….

Njinsia M/ume ☐ M/mke ☐

Jina la shule ………………………………………..

Umri miaka ………………………………………

Tafadhali toa taarifa na maelezo sahihi katika maswali yafuatayo:-

1. Kiwango cha mshahara wake TGTS………………….

2. Kiwango chako cha elimu (weka alama katika chumba sahihi)

➤ Kidato cha nne ☐

➤ Kidato cha sita ☐

➤ Chuo kikuu ☐

3. Vigezo vyako vya kufundisha

➤ Daraja A

➤ Diploma ☐

➤ Ngazi ya pili ya diploma ya elimu ☐(PGDE) ☐

➤ Shahda: Shahada ya elimu☐ elimu BE ☐

mengineyo (fafanua)…..

4. Uzoefu wako katika kufundisha miaka ………………………

5. Tangu umeajiriwa umewahi kuhudhuria huduma yoyote ya mafunzo ya muda mfupi

Ndio ☐ hapana ☐

6. Kama ndio, mara ngapi?...................

7. Je mwajiri wako unamdai malipo yoyote: Ndio ☐ Hapana ☐

8. Kama ndio, ni malipo yanini?

➤ Mishahara ambayo haijalipwa ☐

➤ Uhamisho ☐

➤ Mapunjo ya ufundishaji ☐

➤ Mapunjo ya malipo ya ziada ☐

Mengineyo (fafanua)……………………..

9. Kwa wastani unafundisha wanafunzi wangapi(Mwanafunzi–Mwalimu kiwango)?

…………………………………………………………………………………

10. Mwajiri wako amekupa nyumba?

Ndio ☐   Hapana ☐

11. Umewahi kuteuliwa mara kadhaa kutoka daraja moja mpaka daraja lingine?

Ndio ☐   Hapana ☐

12. Kama haujawahi, fafanua namna ambayo unahitaji kuteuliwa kutoka daraja ………….mpaka ………….na daraja …………….mpaka …………..

13. Kutokana na uwezo wako binafi, ni nini madhara ya kucheleweshwa kwa uteuliwaji katika uwezo wako wa kufundisha elezea hapo chini

   1. …………………………….

   2. …………………………….

   3. ……………………………

Kipimo III Upimaji Binafsi

Yafuatayo ni baadhi ya maelezo ambayo yanahusiana na uwajibikaji wa kila siku ukiwa kama mwalimu. Tafadhali weka alama ndani ya boksi kulingana na kipengele ambacho kinaendana na vigezo vyako dhidi ya maelezo yaliyo tolewa.

1.Ninatoa mafunzo vizuri

Vizuri sana ☐   Vizuri wastani ☐   Vibaya ☐   Vibaya sana ☐

2.Mara zote ninahudhuria darasani bila utoro usiokuwa na tija au kutohudhuria darasani bila sababu za msingi.

Mara zote ☐   Mara kwa mara ☐   Kwa muda ☐   Haijawai kutokea

3.Ninajali kwamba wanafunzi wanapaswa kujifunza

Vizuri sana ☐   Vizuri wastani ☐   Vibaya ☐   Vibaya sana ☐

4.Nachangia kulifanya somo livutie

Vizuri sana ☐   Vizuri wastani ☐   Vibaya ☐   Vibaya sana ☐

5.Madarasa yangu yameandaliwa vizuri

Vizuri sana ☐   Vizuri wastani ☐   Vibaya ☐   Vibaya sana ☐

6.Nimetoa mafunzo na mpangilio wa kazi masomo kwa wanafunzi

Vizuri sana ☐   Vizuri wastani ☐   Vibaya ☐   Vibaya sana ☐

7.Nimeonesha namna ya ninavyozingatia vigezo na tathmini za shughuli za masomo

ninayofundisha

Vizuri sana ☐   Vizuri wastani ☐   Vibaya ☐   Vibaya sana ☐

8.Ninaonesha muonekano chanya kulingana na maswali au inapekezo ya maswali ya

wanafunzi.

Vizuri sana ☐   Vizuri wastani ☐   Vibaya ☐   Vibaya sana ☐

9.Naawaamasisha wanafunzi kutoa michango yao darasani

Vizuri sana ☐   Vizuri wastani ☐   Vibaya ☐   Vibaya sana ☐

10. Ninatoa maelekezo ya kina dhidi ya somo husika kwa kutumia mifano na kutoa

mazoezi darasani

Vizuri sana ☐   Vizuri wastani ☐   Vibaya ☐   Vibaya sana ☐

11. Ninatumia muongozo wa ufundishaji ili kuweza kufafanua kwa ufasaha maana halisi ya

somo.

Vizuri sana ☐ Vizuri wastani ☐   Vibaya ☐   Vibaya sana ☐

12. Kwa ujumla kazi yangu ni ,

Nzuri sana   Nzuri wastani   Mbaya   Mbaya sana

☐   ☐   ☐   ☐

13. Unatumia njia gani kutangaza shughuli zinazofanana na somo husika

Nyaraka ya maandishi   Taarifa ya mdomo   Ubao   Ubao wa matangazo   Vyote

☐   ☐   ☐   ☐   ☐

14. Kama kazi haijamalizika kwa wakati uliopwangwa,Je unamalizia vipengele ambavyo

havijaisha?   ☐

Ndio ☐   Hapana

15. Kwa mtazamo wako, ni kwa kiasi gani kutokumalizika kwa mada somo kuna wathiri

wanafunzi

(a) Katika maendeleo ya elimu

Inaathiri   ☐   kidogo   ☐   Hapana   ☐

(b) Katika masomo mengineyo

16. Kulingana na muda ambao umefanya kazi ya ufundishaji / ualimu ni sababu gani

zinachangia kurudisha nyuma uwezo wako na kufundisha elezea hapa chini

1……………………………………………………………………………………

2……………………………………………………………………………………

3…………………………………………………………………..……………….

Sababu za uhamsishaji zinazo athiri utoaji wa huduma za serikali

01. (i) Unaridhika na kazi yako

(a)Ndio

(b) Hapana

(ii) Kama hapana kwanini

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

02. Je shirika lako lina hamasisha wafanyakazi

(a)Ndio   (b) hapana

03. Ni watu wangapi umesikia au kuwaona ambao wamewahi kukuhamasisha wewe

katika shirika lako la kazi ndani ya miaka 3 iliyopita

(a)Chini ya wafanyakazi 5

(b) Kati ya wafanyakazi 5 na 10

(c)Kati ya wafanyakazi 5 na 15

(d) Kati ya wafanyakazi 15 na 20

(e)Kati ya wafanyakazi 20 na 25

(f) Kati ya 25 zaidi ya wafanyakazi 25

04. Unadhani ni sababu gani zinachangia katika kuhamasisha wafanyakazi

(a)Malipo mazuri ya mshahara

(b) Mazingira mazuri ya kufanya kazi

(c)Utawala mzuri kwa kila mfanyakazi

(d) Kupewa nafasi katika hatua za kimaendeleo

(e)Mengineyo

05. Kwa kiwango gani uhamasishaji unachangia utoaji wa huduma bora katika jamii kwa muda wa mwaka mmoja katika shirika

(a) Kwa kiwango Fulani

(b) Kwa kiwango kikubwa

(c) Kwa kiwango zaidi

(d) Hakuna chochote

06. Inaaminika kuwa utoaji wa huduma za serikali ni mbaya ukilinganisha na huduma binafsi kwa maoni yako je ni kweli

(a) ……………(b)………………(c)……………………..(d)………….

Sababu nyingine zitolewazo na huduma za kijamii

07. Aina ya uongozi inayotumika katika shirika lako je inachangia kutoa huduma za kijamii

(a) ……………(b)………………(c)……………………..(d)………….

08. Unaridhishwa na vitendea kazi na mazingira unayofanyia kazi

(a) Ndio

(b) Hapana

Kama hapana , unadhani nini kinahitajika katika uboreshaji

09. Matokeo ya matarajio uliyokuwa nayo kabla ya kujiunga KDC na yale ambayo uliiunga katika shirika ndio ambayo yamesababisha utoaji mzuri wa huduma za kijamii.

(a)…………………..(b)……………………(c)…………………….(d)……………

10. Baadhi ya wafanyakazi, wanafanya kazi vibaya kulingana na nafasi walizo nazo hazileti manufaa katika shirika

(a)………………………..(b)……………………(c)…………………….(d)………

11. (i) Unadhani uhamasishaji unafanywa nzuri kwa wafanyakzi wote katika suala la jinsia

(a) Ndio

(b) Hapana

(ii) kama hapana kwanini……………………………….

12. Tafadhali onyesha sababu ya uhamasishaji hapo chini kutokana na kiwango chako cha uhamasishaji kwa kuandika namba ya kila kipengele katika chumba ambacho kimewekwa (tumia alama (V) kuonyesha nafsi yako aktika vyumba vilivyooneshwa

(1) Vizuri sana (2) Inaridhisha (3) Kawaida (4) hairidhishi (5) Hairidhishi kabisa (6) Hakuna chochote

Kigezo	1	2	3	4	5	6
Kiwango cha kazi kinacholipwa kwa mwezi						
Nyrngeza ya malipo ya kiwango cha uwajibikaji kwa mwezi						
Kiwango cha malipo ya nyumba kwa mwezi						
Kiwango cha malipo mengineyo kwa mwezi						
Mazingira ya kazi (joto, mwanga, fanicha za ofisini na vitendea kazi mfano , Tehama , Mtandao						
Kutambua kazi ninayoifanya						
Nafasi ya kupanda daraja						
Matarajio ya makubaliano kati ya utawala na wafanyakazi wengine						
Mahusiano ya ndani kati ya wafanyakazi						
Shirika linajali (kama kuna kifo,kuumia , kuhamishwa na mengineyo						

Asante kwa kushirikiana nami katika hatua hii ya utafiti

Kipimo Ii: Tathimini ya viwango vya walimu kwa kipimo cha wanafunzi (TPES)

i. Jina   la   Mwalimu   aliyetathiminiwa

…………………………………………..

ii. Jinsia ya Mwalimu (Weka alama [____]   M[____]   M/mume

iii. Jina la somo analofundisha Mwalimu …………………………………………

iv. Darasa …………………………………………

SEHEMU A:

1. Utambulisho wa Manafunzi

   ➤ Jinsia M/Mke [ ]

      Mume [ ]

   ➤ Umri miaka …………………

SEHEMU B:

Chagua shemu ambayo inahusu uwajibikaji na Mwalimu katika kufundisha

2. Ninatoa mafunzo vizuri

Vizuri sana [____]   vizuri v[__]ni   v[__]a   viba y[__]na

3. Mara zote ninahudhuria darasani bila utro usiokuwa na tija au kutohudhuria

darasani bila sababu za msingi.

Vizuri sana [____]   vizuri w[__]i   [____]vibaya

   vibaya sana

2. Ninajali kwamba wanafunzi wanaposwa kujifunza

Vizuri sana [____]   vizuri v[__]ni   v[__]a   vibaya sana

3. Nachangia kulifanya somo livutie

Vizuri sana ☐   vizuri wastani ☐   vibaya ☐   vibaya sana

    4.Madarasa yangu yameandaliwa vizuri

Vizuri sana   ☐   vizuri wastani ☐   vibaya ☐   vibaya sana

☐

    5.Nimetoa mafunzo na mpangilio wa kazi masomo kwa wanafunzi

    Vizuri sana ☐   vizuri wastani ☐   vibaya ☐   vibaya sana

    6.Nimeonesha namna ya ninavyozingatia vigezo na tathmini za shughuli za masomo

ninayofundisha

    Vizuri sana ☐   vizuri wastani ☐   vibaya ☐   vibaya sana

    7.Ninaonesha muonekano chanya kulingana na maswali au inapekezo ya maswali ya

wanafunzi.

    Vizuri sana   ☐   vizuri wastani   vibaya   vibaya sana

    8.Naawaamasisha wanafunzi kutoa michango yao darasani

    Vizuri sana ☐   vizuri wastani ☐   vibaya ☐   vibaya sana

    9.Ninatoa maelekezo ya kina dhidi ya somo husika kwa kutumia mifano na kutoa

mazoezi darasani

    Vizuri sana ☐   vizuri wastani ☐   vibaya ☐   vibaya sana

    10.Ninatumia muongozo wa ufundishaji ili kuweza kufafanua kwa ufasaha maana halisi

ya somo.

    Vizuri sana ☐ vizuri wastani ☐   vibaya ☐   vibaya sana

    11.Kwa ujumla kazi yangu ni ,

    Vizuri sana ☐   vizuri wastani ☐   vibaya ☐   vibaya sana

    12.Utatumia njia gani kutangaza shughuli zinazofanana na somo husika

Nyaraka ya maandishi   taarifa ya mdomo   ubao
☐   ☐   ☐

Ubao wa matangazo   ☐   vyote

13.Kama kazi haijiha kwa wakati uliopwangwa , Je unamalizia vipengele ambavyo havijaisha

Ndio ☐   hapana   ☐

14. Kwa mtazamo wako, ni kwa kiasi gani kutokumalizika kwa mada somo kuna wathiri wanafunzi

(c) Katika maendeleo ya elimu

Inahaathiri ☐ kidogo ☐ haikuwa ☐

(d) Katika masomo mengineyo

15.Kulingana na muda ambao umefanya kazi ya ufundishaji / ualimu ni sababu gani zinachangia kurudisha nyuma uwezo wako na kufundisha elezea hapa chini

1……………………………………………………………

2…………………………………………………………..

3…………………………………………………………..

Kipimo III: Tafsiri ya namba

4	Vizuri sana
3	Viziri
2	Kiasi
1	Vibay
0	Vibaya sana

Kipimo kwa walimu kunakofanywa na mtafiti

Maelezo	Kipimo				
Upatikanaji wa silabasi husika					
Utayarishaji bora wa mpango kazi					
Mwalimu anamaliza kazi zake kwa wakati					
Mwalimu anatayarisha mpango kazi wake kabla					
Mwalimu anatumia mifano husika katika kufundisha					
Mwalimu anaruhusu wanafunzui kujadili madarasani					
Je,malengo ya mpango kazi yanafikiwa kwa 100% mpaka katika siku za ukaguzi					
Mpango kazi unatumika ipasavyo					
Walimu wana utamaduni wa kutayarisha mpango					

kazi					
Masomo hutayarishwa kwa wakati					
Malengo maalumu hupimwa kwa wakati					
Kumbukumbu hutunzwa kwa matumizi ya baadae					
Mahudhurio husainiwa kila baada ya ufundishaji					
Walimu hutumia vitendea kazi visaidizi wakati wa ufundishaji					
Walimu hutumia vitendea kazi visaidizi vyao wenyewe wakati wa ufundishani					
Vitendea kazi visaidizi hutumika ipasavyo					
Ufundishaji hutegemea mazingira ya kazi					
Maswali (yasiyipungua 50) hupewa wanafunzi kila wakati					
Walimu hutoa mitihani ya vipimo kwa kila likizo fupi na ndefu					
Walimu wana utaratibu wa kurudia kufundisha wanafunzi wanaojifunza taratibu					