FACTORS INFLUENCING TEACHERS' MOTIVATION AND JOB PERFORMANCE IN KIBAHA DISTRICT, TANZANIA

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DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN OPEN AND DISTANCE LEARNING OF THE OPEN UNIVERSITY OF TANZANIA

2015

CERTIFICATION

I the undersigned certify that I have read and hereby recommend for acceptance by the Open University of Tanzania the dissertation entitled: *Factors Influencing Teachers' Motivation and Job Performance in Kibaha district, Tanzania* in partial fulfillment of the requirements for the degree of Master of Education in Open and Distance Learning of Open University of Tanzania.

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DECLARATION

I, Agnes Mark, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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ACKNOWLEDGEMENTS

ABSTRACT

The general objective of this study was to identify factors influencing teachers' motivation and job performance in public secondary schools in Kibaha District. Specifically, the study sought to identify factors of motivation that can lead to teacher's job satisfaction and dissatisfaction in public secondary schools, assess factors of motivation that are available at good performing schools and that are not available at poor performing schools and to document suggestions for improving teacher's job satisfaction and performance. The study employed a descriptive survey research design. Research techniques employed were interview and questionnaire. The sample consisted of thirty nine respondents with thirty two questionnaire respondents randomly selected from selected secondary schools and seven interview respondents purposively selected from the District education office, CWT District office, TSD office and head of schools from selected secondary schools. Quantitative data were analyzed descriptive statistics such as tables, frequencies and percentages while the qualitative responses were coded, categorized and analyzed into themes. There was also the use of respondents' direct quotes. The findings of the study show that motivation of teachers in Kibaha District was affected by factors such as poor working conditions, low salary/pay, unfavorable policies on education, delays in promotions and community's negative perception towards teaching. Based on the findings, the study recommends inter alia that the government should improve teachers' compensation and pay as well as improve working conditions. The government should also review policies on secondary education for example by making teachers participate and have a say on matters regarding the management and the delivery of secondary education including teachers personal development .

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LIST OF ABBREVIATIONS

BEST   Basic Education Statistics in Tanzania

CWT   Chama Cha Walimu Tanzania

HIV/AIDS   Human Immune-Deficiency Viruses/Acquired Immune Deficiency

                Syndrome

MOEC   Ministry Of Education and Culture

SPSS   Statistical Package for Social Science

TDMS   Teacher Development and Management Strategy

TGTS   Tanzania Government Teachers Scale

TSD   Teachers Service Department

TSR   Teachers Student Ratio

URT   United Republic of Tanzania

USA   United State of America

VSO   Voluntary Service Overseas

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, statement of the problem, general research objective, specific objectives, significance of the study, scope, limitations of the study and conceptual framework.

1.2 Background of the Study

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Mertler, 1992). However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment.

Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Teachers' management is most crucial at the school level, where the importance of teachers' work and their competence in performing it are crucially influenced by the quality of both internal and external supervision.

Education in Tanzania is at a critical juncture: a potential crisis in the teaching

profession threatens the ability of the Ministry of Education and Vocational Training to reach its targets to expand and improve education. The teaching force, specifically public secondary schools, is demoralized and fractured. Teachers, especially in public secondary schools, are frequently paid little and late, their educational and training needs are neglected, and they are mired in bureaucracies that support neither their effective performance nor their career progression in their jobs (Bennell and Akyeampong). Teachers, previously benefitting from considerable public respect and reasonable financial reward, feel that their status is in decline. As a result, the teaching profession in Tanzania is characterized by high attrition rates, constant turnover, lack of confidence and varying levels of professional commitment.

Effectiveness is the "what of change" while improvement is the "how of change"(Stoll and Fink 1996). Teacher motivation, therefore, is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services.

Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity or duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is pre-eminent in influencing a person's behavior. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for

teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement (O'neil, 1995).

In recent years there has been increasing concern on increasing enrolments in secondary education. There has been a mushroom construction of secondary schools and few classes to cater for the government policy of building at least one school in every ward (Ministry of Education and Culture, 1995). As a result of these initiatives, teachers' workloads and class sizes have increased enormously. The situation can be illustrated by table 1.

Table 1.1: Teacher Student Ratio 2009-2013

	2009	**2010**	**2011**	**2012**	**2013**
Teaching staff in Government Secondary schools	33,954	40,517	52,146	65,086	73,407
Teacher: Student ratio	1:49	1:46	1:38	1:31	1:26

Source: Basic Education Statistics in Tanzania (BEST) 2013

The government target was to have a Teacher Student Ratio (TSR) of 1:30 in secondary schools by 2009. However, the growth of enrollment kept on increasing and levels of teacher availability were considered to meet the teacher student ratio increment.

Motivation could therefore be viewed as any force that would reduce tension, stress, worries and frustration arising from a problematic situation in a person's life. Where such incidence of tension, stress and worries are traceable to a work situation it might

be referred to as negative organizational motivation. Teacher motivation could therefore be referred to as those factors that operate within the school system which if not made available to the teacher could hamper performance, cause stress, discontentment and frustration all of which would subsequently reduce classroom effectiveness and student quality output.

This implies that teacher motivation includes factors that cause, channel, sustain and influence teachers' behavior towards high management and academic achievement standards in schools.

1.3   Statement of the Problem.

Teacher motivation is a major determinant of job performance in secondary schools. In Zimbabwe, Gullatt and Bennet (1995) argued that the need for motivated teachers is reaching —crisis proportions in today's technological society undergoing fundamental changes. They add that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it.

The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. According to Jackson (1997), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups

because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

Performance of a given school depends more on the teacher's effort and if that a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching. Rodgers Jenkinson and Chapman (1990) found that over a sustained period of time, the loss of experienced teachers hurts the quality of instruction and drives up the costs of recruiting and training new teachers. This study aimed at finding out which factors are influencing teachers' motivation and job performance in public secondary schools in Kibaha District.

1.4   Research Objectives

1.3.1 General Objective

The aim of this study was to investigate factors influencing teachers' motivation and job performance in Public Secondary Schools in Kibaha District.

1.3.2 Specific Objectives

i)   To identify factors of motivation that can lead to teacher's job satisfaction in public secondary schools.

ii)   To identify factors of motivation that can lead to teacher's job dissatisfaction in public secondary schools.

iii) To assess factors of motivation that are available at good performing schools.

iv)   To assess factors of motivation that are not available at poor performing schools

v)   To document suggestions for improving teacher's job satisfaction and performance.

1.5   Research Questions

i)   Which factors of motivation can lead to teacher's job satisfactions in public secondary schools?

ii) Which factors of motivation can lead to teacher's job dissatisfaction in public secondary schools?

iii) Which factors of motivation are available at good performing schools?

iv) Which factors of motivation are not available at poor performing schools?

v) What are the teacher's suggestions for improving their job satisfaction and performance?

1.6   Significance of the Study

The study findings will:

i)   Provide recommendations on teachers' incentives and motivation whereby teachers will be able to perform their responsibilities well and the job performance will be higher.

ii) Identify key areas and issues in the area of teachers' motivation which need further follow up and by doing so, teachers' motivation problems will be solved and they will be satisfied and perform their duty well.

iii) Provide a framework for organizing and conducting research related to teachers' motivation in Public Secondary Schools which will benefit the District by finding out what motivate teachers and try to solve their problems.

1.7 Scope of the Study

This study was conducted in Kibaha district in Coastal Region. It focused on exploring the influence of teachers' motivation and job performance in selected secondary schools of Kibaha district, Coastal Region.

Regarding its content scope, the study investigated factors influencing teachers' motivation and job performance in public secondary schools. Indicators of intrinsic motivation assessed by the study included work promotion, recognition, work itself and training and development. On the other hand, extrinsic motivation included salary, working conditions, attitudes towards teaching professional, management and administration of teachers, interpersonal relations among others.

1.8 Limitation of the Study

On conducting research the researcher faced different problems such as time constraints. For instance, a researcher collected data when schools were closed so it was very difficult to finish on time due to the fact that most of teachers were on leave. The permit was issued 29th May 2015 and the permit from Kibaha District Council was issued 8th June 2015 whereby schools were already closed from 6th June 2015.

Besides, the time of collecting data to interviewee was limited and the deadline was 30th June. Due to this researcher asks those who were still marking examinations and writing students reports to participate. Not only were those, but also some of the respondents unwilling to give clear answers about the problem.

1.9   Conceptual Framework

Figure.1.1. summarizes the relationship between the dependent variable, which is teachers' motivation, and the independent variable that is, teacher's satisfaction and job performance.

INDEPENDENT VARIABLES	INTERVENING VARIABLES	DEPENDENT VARIABLES
• MOTIVATION • EXTRINSIC MOTIVATION: • Salary • Free meals • Allowances • Accommodation • Transport and medical allowances • INTRINSIC MOTIVATION: • Job satisfaction • Teaching enjoyment • Career achievement • Competition • Recognition • Job flexibility • Promotion • Control over people.	• Good human resource management, • Availability of instructional materials • Physical infrastructure • School Supervision	• JOB PERFORMANCE • Teacher Performance: • Preparation of lesson notes, • Regular and early reporting, • Attending school functions and meetings • Supervision of school activities • Participation in extra-curricular activities, • Adequate teaching preparation (schemes of work, lesson plans), • Regular pupil assessment

Figure 1.1: Conceptual framework

Source*: Based on Hertzberg's (1966) two factor theory*

Figure 1.1, describes motivation as being ―intrinsic‖ or ―extrinsic‖ in nature. Intrinsic motivation of teachers involves job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and , control over others. Extrinsic motivation of teachers on the other hand, involves included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

Both intrinsic and extrinsic motivations lead to high teacher performance when the moderating variables (good human resource management, availability of instructional materials, supervision and physical infrastructure) are in place. The descriptors of teacher performance include regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

1.10 Operational Definition of Terms

Motivation- Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something. Work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks [Bennell and Akyeampong, (2007)].

Reward System- This is the compensation given to teachers for the services they render in terms of salary and incentives.

Incentive- This is something that motivates or encourages an individual to perform or to do something or work harder.

Job Satisfaction- is "a positive feeling about one's job resulting from an evaluation of its characteristics" (Robbins & Judge, 2008).

Job Dissatisfaction- refers to the degree to which employees dislike their works (Spector, 1997).

1.11 Summary of the chapter and overview of the study

The chapter outlines the introduction, background of the study, statement of the problem, research objective, research question, significance of the study, scope of the study, conceptual framework, and limitations of the study and definition of terms.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter focuses first on the relevance of certain theories of employees' motivation in Tanzania with the review of related literature and studies. It then reviews a selection of previous research on teacher motivation and related themes in Tanzania.

2.2   Empirical Literature Review

2.2.1 Teachers Motivation towards Job Satisfaction

In formulating the employee grade and the corresponding salaries structure the first thing is to evaluate jobs and arrange them relative to each other in relation to complexity and skills required to perform them. This will result in what we can call job titles which later can be translated into grades with salary. The second step is to associate grades with points and the size of grades will depend on the size of organization and how diversified is its activities. Teachers continue to work after normal hours in the education system of Tanzania. Besides, a teacher has to attend to other emergencies in the school where such extra time is not considered for incentives or other motivation package. There is a tendency of heads of school to encourage teachers to stay in school to make correction and to prepare for the coming day lesson.

In other situations teachers are asked to use weekends and after school hours of profession development but there is no motivation for them. This will lead to

discouragement of other people from joining this field due to dissatisfaction of motivation. (Babyegeya, E. (2007).

Due to absence of motivation many teachers have been forced to supplement their meager income by offering private lesson or running their own business (Unicef 1999: 39).

As teachers associated with other business for earning high income apart from teaching and learning shows they are not satisfied with their payment in the government. Teachers from rural and urban areas talk about their salaries as being too meager. Those surveyed in 2003/04 generally agreed a salary of Tsh 100,000 per month was the minimum required to lead a basic existence with Tsh 400,000 per month an adequate salary to lead an appropriate life style. The teacher pay scale at that time ranged from 70,000 to 120,000 per month (Sumra 2004 b).

However the payment for teachers dissatisfy them since it fail their expectation and their needs. Therefore teachers need motivation as stimuli to reinforce them in teaching profession.

2.2.2 Goals for Motivation

A fourth area of Motivation and Goal Setting Theory focuses on the use of goals for motivation. Locke (1976) argues that employee motivation is likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback. This argument raises important issues for educational system of Tanzania, in which teachers are often left to guess at what their professional goals

should be, or have goals imposed on them without consideration of their views. Even where goals have been specified, feedback to teachers may be limited by infrequent contact with supervisors.

Work motivation has a collective, as well as an individual dimension, which is explored by "equity theories" (see Wilson and Rosenfeld, 1990:69). Teachers compare their own efforts and rewards with those of peers. The peers in question may be in other occupations as well as within the teaching profession. Such comparisons are likely to influence teachers' perceptions of their own status and are just as relevant to motivation in Tanzania as in industrialized countries.

Patterns of motivation may be expected to depend on teachers' personal characteristics and perceptions of their role, as well as the circumstances of their work. Williams (1998) mentions research evidence that teacher attrition (i.e. individual decisions to leave the profession permanently) is negatively related to age and positively related to intellectual capacity and educational attainment. One cannot assume that teachers' motivation, even if it is related to attrition, necessarily has the same set of relationships. Murnane (1987), with reference to the USA, suggests that some degree-holders are attracted to teaching as a medium-term occupation rather than a permanent career. However, teachers' age and qualifications are treated as potentially important factors in this study.

Teachers' perceptions of their role are discussed by Jessop and Penny (1998), in a qualitative study of primary school teachers in rural South Africa and Gambia. They

identify two distinct "frames of understanding" about teaching, described as "instrumental" and "relational," which affect the way teachers discuss job satisfaction and motivation. The individual teachers studied are classified according to whether they lean towards one frame or the other. The authors find that instrumental teachers, who see education mainly as a technical process, are more likely to show concern about the inadequacy of physical resources for learning, support from inspectors and extrinsic incentives. Relational teachers, however, see education mainly as a moral activity and are motivated mainly by a nurturing relationship with students. The typical complaints of this group are not mentioned and one is left to assume that they complain less. The authors argue that neither group perceives "ownership" of the curriculum as a goal. From the perspective of Maslow, however, this is not surprising if the teachers are poorly paid and little respected by their supervisors. The categories developed by Jessop and Penny can be compared with those of researchers in other settings, such as the "student-oriented," "subject-oriented" and "benefits-oriented" categories used by Griffiths, Gottman and McFarland (1965).

2.2.3 Problems of Teacher's Motivation

According to Cole (2004), motivation is the term used to describe those processes both instinctive and rationale, by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger human behavior. Bateman and Snell (2007) also define motivation as the forces that energize, direct, and sustain a persons' effort. All behavior, except involuntary reflexes like (eye blinks) which have little to do with management, is motivated. A high motivated person will work

hard toward achieving performance goal. With adequate ability and understanding of the job, such a person will be highly productive. According to sociologists, current school environments are a reward-scarce setting for professional work and often seem to work against teachers' best efforts to grow professionally and improve student learning (Peterson 1995). Frase (1992), shows that many good teachers leave teaching in the first three years because they lack motivation. A motivated teacher is one who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice.

In developed countries, pay incentives have been found to be generally ineffective in increasing teacher motivation. Teacher motivation is based on intrinsic factors and that true job satisfaction is based on higher order needs (Sylvia and Hutchinson, 1994). Offering additional extrinsic motivation has even been found to undermine the intrinsic motivation of teachers (Deci et al, 1999). Spear et al (2000) highlights the wide range of factors that influence teachers' job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction of teachers was working with children whereas job dissatisfaction was primarily attributed to work overload, poor pay, and perceptions of how teachers are viewed by society.

Research on teacher motivation in Sub-Saharan Africa and Asia by Bennell and Akyeampong (2007) show that teachers' in many countries in Sub-Saharan Africa are being asked to change radically teaching practices at a time when the majority of them are increasingly de-motivated. The study shows that the major problems of

poor motivation includes teacher deployment, teacher turnover which results to high attrition rate, that is occupational attrition (teachers leaving the profession to take up other jobs) and teacher absenteeism. Also turnover rates were very significant, particularly in rural areas, due to limited employment and further study opportunities, poor working and living conditions, and the low quality of schooling available for teachers' own children. Where teachers and the education system are poorly managed, this will have a negative impact on teachers' morale and motivation.

Bennell, and Akyeampong (2007), and VSO (2002), in the report on "What makes Teacher Tick?" They reported that, high attrition rates, constant teacher turnover, lack of confidence and varying levels of professional commitment are the result of poor motivation to teachers. Also VSO (2005) reports that job satisfaction among teachers in developing countries result in high attrition rates.

Adelabu (2005), in Teacher Motivation and Incentives in Nigeria finds that poor teacher motivation results to poor teacher morale and low level of commitment to work.

Moleni and Ndalama (2004) in the study on Teacher Absenteeism and Attrition in Malawi noted that absenteeism and attrition were largely influenced by teacher motivational factors with low salaries and poor working conditions coming out strongly as underlying causes of absenteeism and attrition. The study summarizes that poor teacher motivation result to an increase teacher absenteeism, high teacher turnover and professional misconduct which have affected performance and threaten to affect the achievement of quality education in Malawi.

Bennell and Makyunuzi (2005) researched on "Is There a Teacher Motivation Crisis in Tanzania?" indicate that, teacher absenteeism, turnover, misconduct are the result of poor motivated teacher. The study explains that demoralized teachers are likely to find another occupation, be absent or late at work, and not do what is expected of them in their class in order to meet the learning needs of their pupils. MOEC (2003 and 2004); Davidson (2004 and 2005); Sumra (2004) and HakiElimu (2005) show that in Tanzania, strong evidence exists that the vast majority of teachers are unhappy with their salaries, housing arrangements, benefits, workload, and status within their communities. These poor living and working conditions have, over time, seriously eroded many teachers' motivation to carry out their teaching and nonteaching roles in an acceptable manner.

2.3 The Theoretical Literature

2.3.1 Maslow's Hierarchy of Needs Theory

This study first, adopts motivation theories such as those of Maslow (1943), Hertzberg (1966), Vroom (1964) and Locke (1976).

Yet the central tenet of Maslow's " hierarchy of need theory," that individuals' motivation by higher-order needs increases to the extent that their more basic needs are satisfied, has an intuitive appeal in Tanzania, with their great inequalities of income and working conditions.

It is understandable, for example, if teachers who suffer from an extreme scarcity of materials are not much motivated by involvement in curriculum development. It is

also to be expected that the fine-tuning of pay to individual teacher performance, tasks or skills, which has received so much attention recently in the USA and England (see Chamberlin, Wragg, Haynes and Wragg, 2002; Conley and Odden, 1995), will not be seen as a major issue where teachers feel that they do not earn a "living wage." Maslow's ideas, although they have received only limited empirical support (Hoy and Miskel, 1991:172-173), are a useful source of interpretation for the present research.

2.3.2 Motivation- Hygiene Theory

Although influenced by Maslow, Hertzberg's (1966) "motivation-hygiene theory" argues that factors intrinsic to work, such as achievement and responsibility, have more potential for a positive effect on motivation, while extrinsic factors such as pay, managerial policy and working conditions have more potential for a negative effect if they are "sub-standard." This theory would appear to be more relevant to educational systems in which resources and expertise are abundant than to ones in which both elements tend to be scarce. The researcher expects that, in the latter situation, improvements in pay or managerial policy could be important positive motivators. Nevertheless, he expects that teachers in developing Tanzania, as in richer countries (see Jacobson, 1995), are likely to be motivated by a mixture of intrinsic and extrinsic factors.

2.3.3 Expectancy Theory

With reference to specific incentives, Vroom's (1964) "expectancy theory" is relevant to developing countries because of its recognition that the links between

effort and reward may be very tenuous. Improved pay for senior posts, for example, may not motivate eligible teachers if they have no confidence in the system of assessment and selection for such posts.

Advantage of this theory to teachers'.

- It is based on self-interest individual who wants to achieve maximum satisfaction and who wants to minimize dissatisfaction.

- This theory stress upon the expectation and perception.

- It emphasize on reward or pay offs.

Hence this theory build the expectation of job performance to teachers since it facilitate reward in working place for instance in schools.

2.3.4 Policy Research

A study of wider scope which has important implications for the present reports is the "policy research" by Voluntary Service Overseas (VSO) on teacher motivation in developing countries, based on findings from Malawi, Zambia and Papua New Guinea. It focuses on factors in four areas: the conditions of employment of teachers, their situation as educators, their relationship with the local community, and their voice in educational policy. The report shows a plethora of negative factors in all these areas and not many redeeming features in the educational systems concerned.

Teacher motivation is said to be "at best fragile and at worst severely deteriorating" in these countries. Of particular concern is, firstly, the evidence from VSO about poor management at all levels, from the ministry of education to the school, and,

secondly, teachers' perception that the decline in their pay had adversely affected their status both nationally and locally. Other specific problems that are highlighted include delayed payment, housing shortages, insufficient upgrading opportunities, and lack of learning materials, decline of inspectorate services and insufficient involvement of teachers' representatives in policy making. Since Tanzania is geographically close to Malawi and Zambia and shares with Papua New Guinea some problems of poverty, the VSO study is a useful source of comparative material for this report.

New Guinea, the VSO study reports the problem of the high cost of living for teachers in remote areas, which also affects Tanzania. The last allegation serves to remind us that the factors, which adversely affect teacher motivation, may also result in teacher misconduct. Using evidence mainly from Sub-Saharan Africa, Davies (1993) explores the ramifications of "teacher deviance" in situations of poverty and in societies with strong traditions of patronage and male dominance. Perceptions and reports of teacher behavior are relevant to this study as possible effects of the level of motivation.

While much of the VSO evidence, and that of Davies, is qualitative and anecdotal, a study of teacher stress by Gorrell and Dharmadasa (1989) provides controlled, empirical findings about certain factors that may be important "de-motivators" for teachers in Tanzania. It shows that overcrowded classrooms, absent students and lack of teachers' texts can be very stressful factors, especially for the less experienced teachers. They related closely to another source of stress: the pressure to produce

examination passes. Barrett's (2005) research on primary school teachers in Tanzania shows that they, as "second parents," have a great concern about whether their students will qualify for higher level of education.

An additional de-motivating factor in Sub-Saharan Africa is the HIV/AIDS epidemic, partly because of its effects on students through their home environments and partly because of its effect on teachers themselves. But reliable, empirical findings about the latter are generally lacking. Bennell's (2003) review of the evidence refutes the notion that teachers themselves are a "high-risk group" in relation to the epidemic.

Tanzania's Education Sector Strategic Plan for 2005-15 assumes that there is a high rate of teacher attrition and attributes this partly to HIV/AIDS. It reports estimates, based on an impact assessment study of 2003, that HIV prevalence among teachers and will peak at 25-30 per cent in 2015 (Ministry of Education and Culture, 2005a:100). However the researcher thinks that the estimates of infection among teachers generally may be too high.

In addition to HIV/AIDS, the Strategic Plan identifies "unattractive working conditions" and "lack of a clear career structure" as causes of high attrition and, by implication, low motivation, among teachers (Ministry of Education and Culture, 2005:46, 99). But it is not clear that these views, however plausible, are based on any systematic evidence. Although significant research exists on teacher attrition at the secondary level in Tanzania, the researcher is not aware of any published research specifically on teacher motivation at the primary or secondary levels in this country.

This review will end on a positive note by mentioning a study of incentives for teachers in Botswana (Mautle and Weeks, 1994). This considers a variety of possible incentives in the areas of motivation and working conditions and reports those adopted by the Government of Botswana in the late twentieth century. Although Botswana enjoys a much stronger financial position than Tanzania, the study is a useful source on options that a government could consider.

2.3.5 Simple motivation model

Williams and Knick (2008) argues that motivation works are actually complex. However in a simple model of motivation, people have certain needs that motivate them to perform specific behavior for which they receive reward that feedback and satisfy the original need as shown below.

Feedback
Reward informs you whether behavior worked and should be used again.

Unfulfilled
Desire is created to fulfil need as for food safety recognition.

Rewards
Two typrs of rewards satisfy needs extrinsic or intrinsic.

Motivation
You search for ways to satisfy the need.

Behaviours
Choose a type of behavior, you think might satisfy the need.
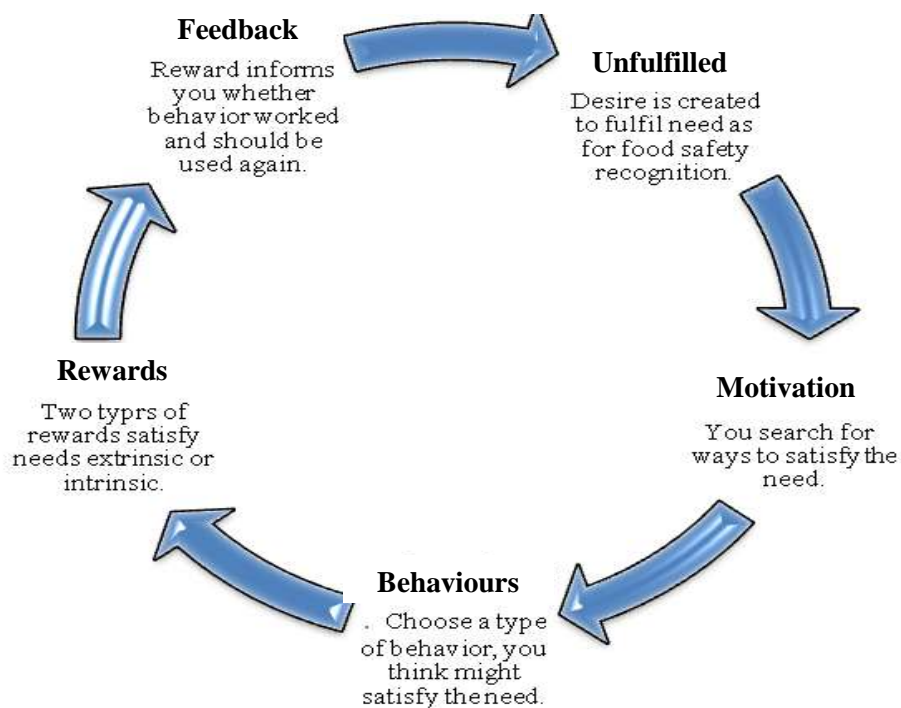
Figure 2.1: Simple Motivation Model

For example, you find you are hungry (need) which impels you to seek food (motive) you make a sandwich and eat it (behavior) which provide satisfaction (reward) and inform you (feedback loop) that sandwiches will reduce hunger and should be used in the future .Or as an hourly worker you desire more money (need), which impels you (motivate you) to work more hours (behavior) which provide you with money (reward) and informs you (feedback) that working more hours will fulfill your need for more money in the future.

Knick and William (2008) portray that manager should motivate employees to stay in an organization by providing a supportive working environment. In school setting, Feedback: Reward informs you whether behavior worked and should be used again. Managers should consider intrinsic and extrinsic motivation to teachers so as to retain them.

2.4   Relationship of Literature Review to the Study

The literature reviews above relate to the study in a sense that, government should motivate public secondary schools teachers and need to set strong strategies of motivating teachers in their schools. This can enhance teachers to be satisfied. Strong educational management requires a though knowledge and application of motivation and job satisfaction (Okumbe 1999).

Motivation and payment to teachers play a vital role for good performance of students since by motivating teachers giving more credit commitment for teachers in teaching and learning process for students' hence good performance in schools. So

review express the importance of motivating teachers in different sphere in terms of good working conditions, good salaries and materials which can support them in the work. Motivation should be regarded as important for effective in teaching and learning process.

2.5   The Knowledge Gap / the literature Gap

Empirical review indicates that the vast majority of literature in motivation for teachers has been written in developed countries. There is the need in the available literature for similar research in developing countries as well (Garrett, 1999).

Since teachers are the most important input in education process in any education system the availability and quality of teaching force is an indication of quality of education in that system. In education system in Tanzania teachers faced different problems at work in terms of living condition (lack of proper houses for teachers) teaching and learning materials such as text books, supplementary books, few researchers had conducted researches of perception on teachers regarding motivation. The rationale behind the choice of Kibaha District is the fact that, there are very few, if any, researches done on the related topic in the area.

2.6   Summary of the Chapter and Overview of the Study

The researcher reviewed different literature pertaining to the factors influencing teachers' motivation and job performance. On the effect of job satisfaction on teacher motivation, it was found that; salary, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself affect job performance among employees. Regarding the effect of reward system on teacher

motivation, it was found that appreciation from the boss, pay, bonuses, fringe benefits, and promotions affect teacher motivation. On the work situational factors, it was found that work place arrangement and availability of teaching and learning resources affect teacher's motivation. This study is therefore aimed at findings out other factors influencing teachers' motivation and job performance in public secondary schools in Kibaha District.

CHAPTER THREE

5.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter is concerned with methodological procedures through which the data relevant to the research problem was collected. It includes the description of research design, study area, target population, sample and sampling procedures. Furthermore, instruments for data collection and data analysis procedures are presented.

3.2 Research Approach

The research used mixed method approach since it associates with both quantitative and qualitative approach in the process of data collection, analysis and presentation (Punch,(2009). Mixed methods research is a methodology for conducting research that involves collecting, analyzing, and integrating (or mixing) quantitative and qualitative research (and data) in a single study or a longitudinal program of inquiry. The purpose of this form of research is that both qualitative and quantitative research, in combination, provides a better understanding of a research problem or issue than either research approach alone.

The researcher based knowledge claims on mixed method (e.g. consequence-oriented, problem-centered, and pluralistic). It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information.

3.3   Research Design

This study used descriptive survey design. The main advantage of this type of design is that it enables the researcher to assess the situation within the study area at the time of the study. The researcher therefore used the design to assess the factors influencing teacher motivation and job performance in public secondary schools in Kibaha District. According to Cooper (1996), a descriptive study is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study. Thus, the researcher deemed the design appropriate for the study as it allows investigation of how different factors affect teacher motivation in the area of study.

3.4   Research Area/ Location

The study was carried out in Kibaha district, Pwani region – Tanzania. Kibaha is one of 6 districts of Pwani region. The district has 8 public secondary schools which are Kilangalanga, Ruvu station, Kwala, Magindu, Rafsanjan (Soga), DossaAzizi, Mihande and Visiga (source: District education office department). The rationale behind the choice is the fact that, there are very few, if any, researches done on the related topic in the area.

3.5   Targeted Population

Population refers to the entire group of people, event or things of interest that the researcher wished to investigate, it forms a base from which the sample or subjects of the study will be drawn Bryman (2004). The target population of this study includes selected public secondary schools in Kibaha District in Pwani region Tanzania.

3.6   Sampling Techniques

According to Kothari (2004) sampling is the selection of some parts of an aggregate or totality of what the population is made. Sampling is one of the best systematic techniques of choosing a group of individuals, which is small enough for convenient data collection and large enough to be true representative of the population from which it has been selected. It is concerned with the selection of the subset of individual from within a population to estimate characteristics of the whole population.

The three main advantages of sampling are that the cost is lower, data collection is factor and since the data set is smaller it is possible to ensure homogeneity and to improve the accuracy and quality of the data (Creswell, 2008). The study involves probability and non-probability sampling to ensure that critical data obtained in the study.

3.6.1 Simple Random Sampling Techniques

The researcher had employed simple random sampling to select 08 teachers from each selected public secondary schools in Kibaha District. The Random Sampling was conducted in such a way that each had equal chance of being selected, and each choice had independent of any other choice.

The researcher had used the lottery techniques to all teachers in selected schools, whereby identical cards of the same sizes were labeled number one to eight and other cards are plain. They had been folded, damped in a container by the researcher and thoroughly mixed and selection was done by each of the teacher picking an item one

at a time, after the picking, those who have cards with number one to eight participated in the research.

3.6.2 Purposive Sampling Techniques

The study used purposive sampling. Purposive sampling is a non-probability form of sampling where by researcher purposely targeted a group of people believed to provide valid data for the study (Tromp and Kombo 2006). Since a researcher selected participants with an aim of developing understanding of the area of investigation, the participants through purposive sampling were 04 head of schools, 01 officer of Teachers Service Department Kibaha, 01 officer of Chama cha Walimu Tanzania (CWT) Kibaha and 01 District education officer.

3.6.3 Sample Size

Sample size is the number of items to be selected from the population to constitute a sample. The target group must be of an optimum size that should neither be excessively large nor too small (Kothari, 2004). The larger sample gives accurate information of the respondent but if the sample is too small the researcher could not obtain accuracy information.

There are eight (08) Government Secondary Schools in Kibaha District but the research conducted based on only four (04) of them. On selection of schools researcher cross check the form four examination results and randomly pick two good performed schools and two poor performed schools. The schools involved in the study are Kilangalanga Secondary School, Rafsanjan (Soga) Secondary School, Dossa Azizi Secondary School and Mihande Secondary School.

Table 3.1: The sample Size of the Study

Informants	No of Participants
District Educational Officer	01
Heads of Schools	04
Teachers	32
Officer of TSD	01
Officer of CWT	01
TOTAL	39

Source: Field Data, 2015

3.7   Data Collection Instruments

Research methods may be understood as all those methods that are used by the researcher in conduction of research (Kothari, 2004). Research instruments were questionnaires, interview and documentary review.

3.7.1 Questionnaires

The study used self-administered questionnaires which were administered to public secondary school teachers. Questionnaires are advantageous in terms of economy, lack of interviewer bias, and the possibility of anonymity (Kidler, 1981). The questions were both close-ended and open-ended in order to increase validity of the responses. From this method, researcher got answers for question two and three which is about factors of motivation available at good and bad performing schools.

3.7.2 Unstructured interview

The study used unstructured interviews to get the information from heads of secondary schools, and district educational officer, general secretary of Teacher's Service Department and chairperson of Chama cha Walimu Tanzania Kibaha. This involved face to face in-depth interview. Guiding questions based on research

objectives were prepared in advance. The unstructured interview schedule gave an opportunity to explore required information.

3.7.3 Documentary Review

Documentary method is the research method of sourcing suitable external resources for the use of studying specific topic. It is the method of collecting reference material that is relevant to the dissertation and may come in many different forms, formats and from many different sources (Scott, 2006). Researcher used form four national exams results for all schools which had been researched; the aim is to get details about school national examination results.

3.8   Validity

According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the selected respondents, the data obtained should be a true reflection of the variables under study. Views from my supervisor were used to check on the content validity of the instruments.

3.8.1 Piloting

The instruments of the study were tested in one school which did not participate in the actual study. The piloting was to ensure clarity of the final instruments for the actual data collection. Furthermore, expert opinion from my supervisors helped to check on the content validity of the instruments. The purpose of this pre-testing was

to assist in finding out any weakness that might be contained in the instruments of the study.

3.8.2 Reliability

To test on the reliability of the instruments, the researcher used split-half method. The method involves scoring two halves usually odd and even items of a test separately for category of the instruments and then calculating the correlation coefficient for the two sets of scores. The coefficient indicates the degree to which the two halves of the test provide the same results and hence describes the internal consistency of the test.

Spearman Brown Prophecy Formula below was used to test the reliability of the instruments:

<div align="center">

2 x Corr. between the Halves

1+ Corr. between the Halves

</div>

$$r = \frac{2r}{r+1}$$

Where r = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items. According to Orodho (2004) a correlation co-efficient of about 0.8 is high enough to judge the instruments as reliable for the study. The researcher therefore considered a correlation coefficient between 0.7 to 0.8 to be reliable. The researcher got a correlation coefficient of 0.76 for teachers' questionnaires and therefore considered the instruments reliable.

3.9   Data Collection Procedure

The procedure for collecting data entailed gaining access to both schools', presentation of oneself and becoming acquainted with the research subjects, the data collection procedure, the pilot study, and data collection instruments.

3.9.1 Gaining Access

The researcher negotiated permission from the principals and the Department of Education in Open University of Tanzania, also sought permission from the Regional Education Officer who introduced the researcher to District Administrative Secretary who thereafter introduced her to District Educational Officer. The District Educational Officer introduced the researcher to the head teachers. The head teachers also introduced the researcher to the teachers. Arrangements had made with research participants whereupon time schedules drawn and agreed upon. The sampled participants consulted individually by the researcher at their respective areas to ask their permission and agreed on the time of their choice.

3.9.2 Becoming Acquainted: The Initial Relationship

Since the researcher was not a member of the schools, she created a relaxed atmosphere. The explanation of the research's purpose and getting permission from participants and also informed them that their participation was voluntary and the collected information would be strictly confidential is important. The researcher assured them that aim of this study was to investigate factors influencing teachers' motivation and student' performance in Public Secondary Schools in Kibaha District and not otherwise.

3.10 Data Analysis

Primary data from the field was edited to eliminate errors made by respondents. Coding was done to translate question responses into specific categories. Coding was expected to organize and reduce research data into manageable summaries. Quantitative data was analyzed using descriptive statistics while content analysis techniques were used to analyze qualitative data collected using interview schedules. Statistical Package for Social Sciences (SPSS) version 16.0 was used to analyze the quantitative data. Descriptive statistics such as frequencies and percentages were used to describe the data. The analyzed data were presented in form of tables, pie-charts and bar-graphs where applicable.

3.11 Ethical Considerations

At the onset of data collection, the researcher sought permission of the Regional Education Officer who introduced the researcher to District Administrative Secretary who thereafter introduced her to District Educational Officer. The District Educational Officer introduced the researcher to the head teachers. The head teachers also introduced the researcher to the teachers. In addition, each questionnaire contains an opening introductory letter requesting for the respondents cooperation in providing the required information for the study.

The respondents were assured of confidentiality of the information which they provided and that the study findings were used for academic purposes only. Respondents were further assured of their personal protection and that they had authority to refuse or accept to be interviewed.

3.12 Summary of the Chapter

This chapter outlined the research methodology for the study. The pilot study highlighted gaps; there was a need to rephrase the question before the actual interviewing could start and also include other participants who could assist in providing answers to the question as some of the factors that contribute towards poor performance at the researched schools. The qualitative research approach allowed the researcher to access information that affects performance at school. Some of the issues that were not related to the research question but were relevant to the problem of poor performance also cropped up. The researcher was therefore satisfied that the necessary data was collected through individual face-to-face interviews, observations, and document analysis, which highlighted critical issues that were not envisaged.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1   Introduction

This chapter presents and discusses the results of the analysis of the data obtained from the field. The study was primarily conducted to identify factors influencing teachers' motivation and students' performance. Specifically, the study was conducted to address five research objectives; the first objective was to identify factors of motivation that can lead to teachers' job satisfaction in public secondary school, the second objective was to identify factors of motivation that can lead to teachers' job dissatisfaction in public secondary school, the third specific objective was to assess factors of motivation that are available at good performing school, the fourth objective was to assess factors of motivation that are not available at poor performing school and the fifth objective was to document suggestions for improving teachers' job satisfaction. The results obtained from the analysis of the collected data are presented below. Socio-economic characteristics of the respondents are presented first.

4.2   Socio-economic Characteristics of the Respondents

This section presents findings on the characteristics of respondents such as sex, age, respondents' education level and the length of service. These characteristics were important in explaining respondents' opinions with regards to teachers' motivation.

4.2.1 Distribution of Female and Male Leadership Position

The head of schools were interviewed. It turned out that 03(75%) of head of schools

were male while 01(25%) were female. These are represented in figure 4.1.
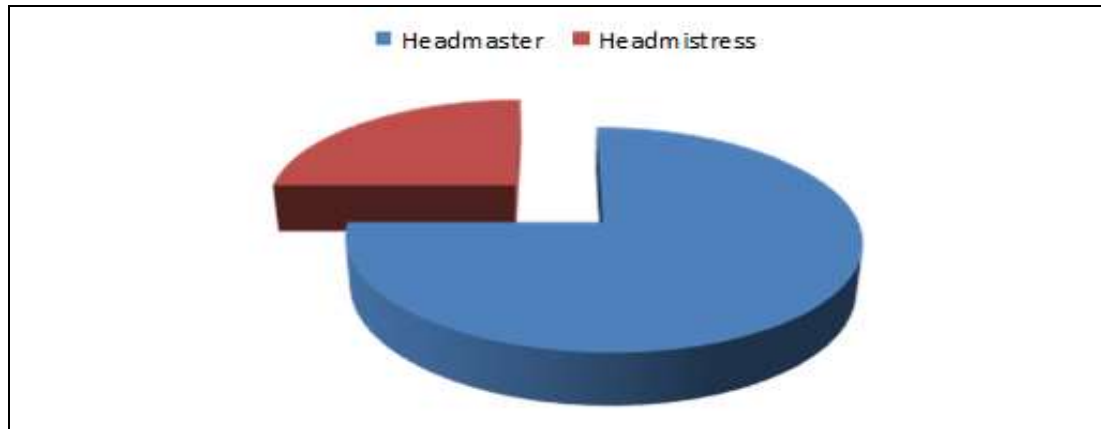
Figure 4.1: Distribution of Male and Female Leadership Position

Source: Kilangalanga, Rafsanjani (Soga), Mihande& Dossa Azizi Secondary Schools

(2015)

4.2.2 Distribution of the Respondents by Gender

The respondents were first asked to indicate their gender. It turned out that 18(58%)

of the teachers were male while 13(42%) were female. Research by Davidson et al.

(2005) showed that female-male composition of teaching and senior posts is not new:

the majority of teachers in England are women yet relatively there are a greater

proportion of male teachers in senior positions. From the findings of the study, it can

be said that there are many male teachers in public secondary schools in Kibaha

District. These are as presented in Table 4.1.

Table 4.1: Frequency and Percentage Distribution of teachers' by Gender

Gender	Frequency	Percentage
Male	18	58
Female	13	42
Total	**31**	**100**

Source: Kilangalanga, Rafsanjani (Soga), Mihande& Dossa Azizi Secondary Schools
(2015)

4.2.3 Distribution of Teachers by Age Bracket

The respondents were asked to indicate their age brackets. These are as presented in

Table 4.2.

Table 4.2: Frequency and Percentage Distribution of Teachers' by Age Bracket

Age bracket	Frequency	Percentage
21-30 years	17	55
31-40 years	11	36
41-50 years	03	09
Total	**31**	**100**

Source: Kilangalanga, Rafsanjani (Soga), Mihande& Dossa Azizi Secondary Schools

(2015)

Table 4.2 Shows that 03(09%) were between 41-50, 11(36%) were between 31-40

years and 17(55%) were between 21-30 years. This means that there are relatively

few experienced teachers who can serve as mentors and provide professional support

and leadership thus motivating teachers. A study in Tanzania by Bennell and

Mukyanuzi (2005) on teacher motivation crisis, they found that individual teacher

characteristics can also adversely impact on motivation levels. They added that age

profile of teachers has become younger in many countries due to the rapid expansion

of primary and, more recently, secondary school enrolments and/or higher rates of

teacher attrition.

4.2.4 Distribution of Teachers by Highest Academic Qualifications

Teacher respondents were asked to indicate their highest academic qualifications. It

turned out that 26(84%) of the respondents had Bachelors Degree in education. The

study also found that 5(16%) had Diploma in education. From the findings of the study, it can be said that teachers in public secondary schools in Kibaha District were qualified. These are as presented in Figure 4.
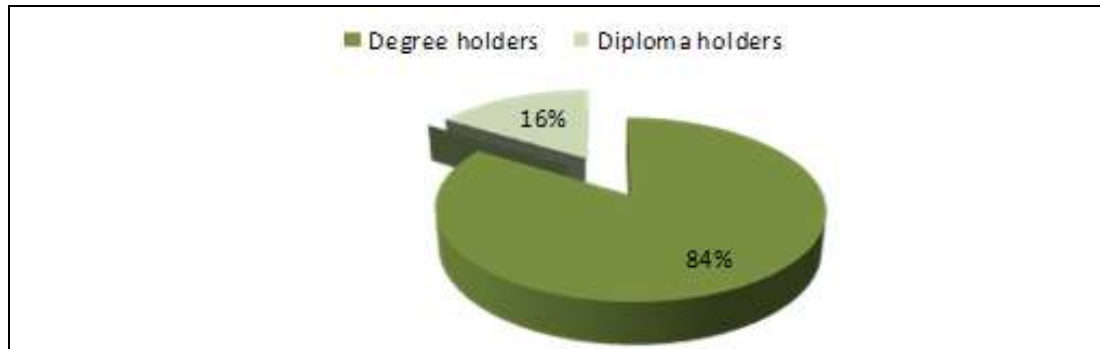
Figure 4.2: Distribution of teachers by Highest Academic Qualification

Source: Kilangalanga, Rafsanjan (Soga), Mihande& Dossa Azizi Secondary Schools (2015)

4.2.5 Distribution of Teachers by Teaching Experience

Teachers were asked to indicate the period for which they had taught in school. It turned out that 04(13%) of the respondents indicated that they had taught for a period between 11 and more years, 06(19%) of the respondents had taught for a period between 6-10 years, 09(29%) had taught for a period between 3-5 years and that 12(39%) had taught for a period between 2 and less years. From the findings of the study, it can be said that majority of teachers interviewed had taught for a short period of time, they may not be dissatisfied with their jobs due to stress but by other factors which was the interest of this study. The findings of the study are supported by Nagy and Davis (1985) who found that motivation reduce with years of experience thus teachers with more experienced tends to be more motivated and

satisfied than the youth who are less experienced. Esther and Marjon (2008) did a study in Netherlands on motivation to become a teacher and its relationships with teaching self-efficacy, professional commitment and perceptions of the learning environment. They found that teachers' ratings of the academic assessment during their training related significantly to teachers' motivation based on prior learning and teaching experiences and teachers' motivations based on teaching as a fallback career. These are as presented in Figure 4.3.
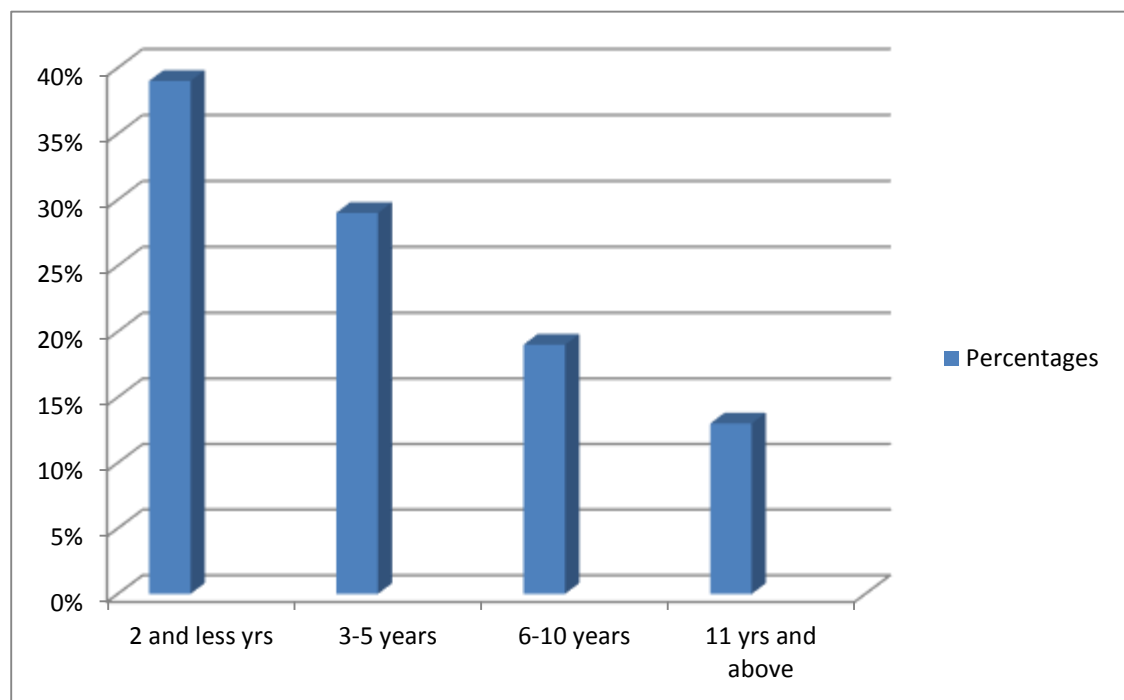
Figure 4.3: Distributions of Teachers by Teaching Experience

Source: Kilangalanga, Rafsanjani (Soga), Mihande & Dossa Azizi Secondary Schools (2015)

4.3 Factors Influencing Teachers' Motivation and Job performance

This section presents and discusses the analysis of the data obtained in an attempt to address five research objectives of this study.

4.3.1 Job Satisfaction among Teachers

Teachers were asked to indicate whether they were satisfied with their current pay as a teacher. The study found that 04(14%) of the respondents indicated that they were satisfied with their current pay while 25(86%) indicated that they were not satisfied with their current pay as teachers. The findings of the study were as presented in Figure 4.4
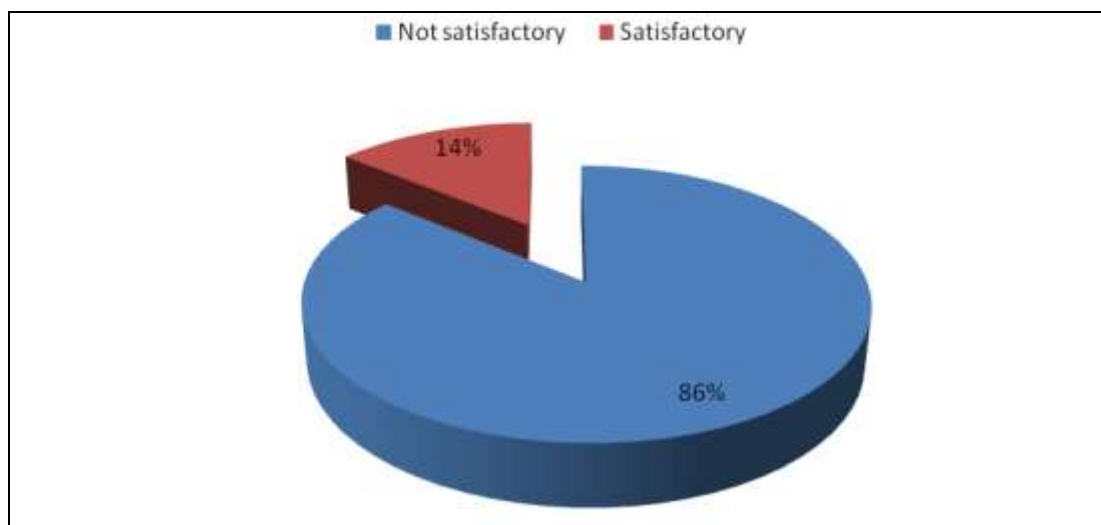
Figure 4.4: Satisfaction with Current Pay among Teachers

Source: Kilangalanga, Rafsanjani (Soga), Mihande & Dossa Azizi Secondary Schools (2015)

This indicates that the reward to teachers is not effective. Carraher et al (2006) advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employees organization must make such policies and procedures and formulate such reward system under those policies and procedures which increase employee satisfaction and motivation. From the findings

of the study, it can be said that the reward system affects motivation of teachers in public secondary schools in Kibaha District.

4.3.2 Attendance of In-service Training

Respondents were asked to indicate whether they had attended the in-service training organized for teachers. Only 09(31%) of the respondents indicated that they had attended in-service training organized for teachers while 20(69%) indicated that they had not attended such trainings. From the findings of the study, it can be said that most of the teachers in public secondary schools in Kibaha District had not attended trainings organized for teachers. The findings of the study were as presented in Figure 4.5.
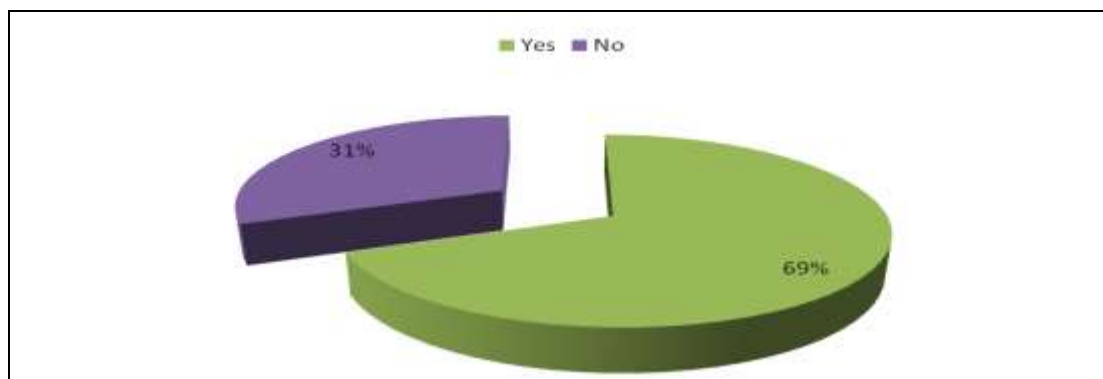
Figure 4.5: Attendance of in-service Training

Source: Kilangalanga, Rafsanjani (Soga), Mihande& Dossa Azizi Secondary Schools (2015)

4.3.3 Effect of In-service Training of Teacher Motivation

Respondents were asked to indicate whether the trainings affected their motivation. The findings of the study were as presented in Table 4.3.

Table 4.3: Effect of In-service Training of Teacher Motivation

Effect of training on teachers motivation	Frequency	Percentage
Yes	08	28
No	21	72
Total	29	100

Source: Kilangalanga, Rafsanjani (Soga), Mihande& Dossa Azizi Secondary Schools

(2015)

The findings on Table 4.3 shows that that 08(28%) were of the view that the trainings affected their motivation while 21(72%) indicated that the trainings did not affect their motivation. From the findings of the study, it can be said that teacher training did not affect their motivation. The findings are in contradiction with the findings of a study done by Burke (1995) who found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favorably, and had less of intent to quit.

The respondents were further asked to explain how the trainings affected their motivation. The following were the explanations given: Those who had attended the trainings on special education programs organized by Ministry of Education and Vocational Training were motivated in that their attitude towards teaching changed and they could handle the students better, trainings on better teaching methods helped in curriculum delivery which improved the performance of students thus motivating teachers and that it gave the teachers opportunity to become better equipped and competent.

In an interview with the head of the schools on the effect of teacher training and development on their motivation, they mentioned that training improves teachers' confidence and knowledge which helps them in implementing curriculum thus motivating them. Thus the majority (72%) indicated that training did not affect their motivation because they did not have experience with in-service training thereafter, they need trainings.

4.3.4 Satisfaction with the School Environment

Respondents were asked to indicate whether they were satisfied with the school environment in which they worked. The study found that 07(24%) of the respondents indicated that they were satisfied with the environment of the schools in which they worked while 22(76%) indicated that they were not satisfied with their school environment. The findings of the study were as presented in Figure 4.6.
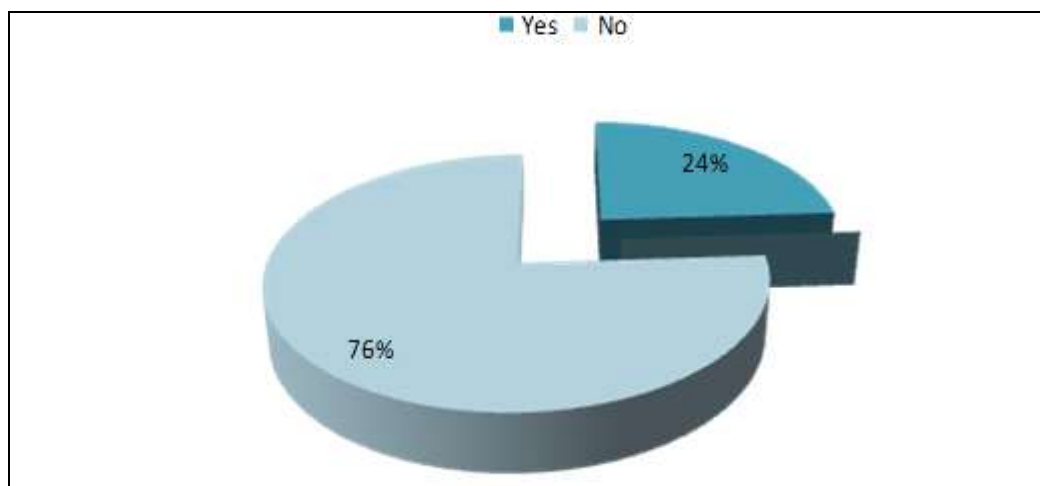
Figure 4.6: Satisfactions with the School Environment

Sources: Kilangalanga, Rafsanjani (Soga), Mihande& Dossa Azizi Secondary Schools (2015)

Teachers were further asked to give explanations for their answers. Those who indicated that they were satisfied with the school environment mentioned that there were adequate facilities and resources for teaching and learning, that the school is convenient, that the school environment is peaceful and conducive for leaning and that the leadership of the school has created a conducive environment for teachers and the staff working within the school thus motivating them to perform their duties to their abilities.

Those who indicated that the environment was not conducive mentioned that sometimes their opinions are disregarded and decisions are made to suit school leadership as opposed to those who are being led and that some leaders are over strict thus creating an environment which de-motivates teachers. From the findings of the study, it can be said that school environment affects teacher motivation.

4.3.5 Satisfaction and Dissatisfaction with Motivation Factors

The first and second objectives of this study were to identify factors of motivation that can lead to teacher's job satisfaction and dissatisfaction in Public secondary school. With respect to these objectives, the specific research questions were; which factors of motivation can lead to teacher's job satisfactions in public secondary schools? And which factors of motivation can lead to teacher's job dissatisfaction in public secondary schools? Are teachers been motivated in different aspects by the government in your district? And as Teachers Trade Union officer how are you ensure that your members are motivated? The study identified several factors, both intrinsic and extrinsic motivation. The analysis of these first and second research

objectives and questions involved assessing the extent of teachers' motivation based on the conceptual framework involving the selected independent variables, dependent variables and also intervening variables and responses were from teachers, head of schools, an officer from Teachers Service Department (TSD), and an officer from Chama cha Walimu Tanzania (CWT) (See Figure 1.1).

Consequently, teachers were asked to rate the degree to which they were satisfied or dissatisfied with the motivational factors derived from Herzberg's two factor theory. Borrowing a leaf from the Likert's scales, the degrees of assessment were highly satisfied, satisfied, dissatisfied and highly dissatisfied (See Table 4.4). The analysis of responses is presented below.

Table 4.4: Responses on the Degree of Teachers' Satisfaction and Dissatisfaction with their Job

Intrinsic factors	Satisfied	Dissatisfied	No opinion	Total
Work promotion	18(62%)	08(28%)	03(10%)	29(100%)
Recognition	22(76%)	03(10%)	04(14%)	29(100%)
Work itself	19(65%)	08(28%)	02(7%)	29(100%)
Training and development	21(73%)	05(17%)	03(10%)	29(100%)
Extrinsic factors				
Financial compensation	20(69%)	07(24%)	02(7%)	29(100%)
Working conditions	17(59%)	11(38%)	01(3%)	29(100%)
Attitudes towards teaching professional	20(69%)	06(21%)	03(10%)	29(100%)
Management and administration of teachers	19(66%)	09(31%)	01(3%)	29(100%)
Interpersonal relations	23(79%)	04(14%)	02(7%)	29(100%)
Policies on secondary education	23(79%)	04(14%)	02(7%)	29(100%)
Community's perceptions towards teaching	17(59%)	10(34%)	02(7%)	29(100%)
Teachers' welfare	17(59%)	09(31%)	03(10%)	29(100%)

Source: Kilangalanga, Rafsanjani(Soga), Mihande& Dossa Azizi Secondary Schools

(2015)

4.3.5.1 Promotion and Working Conditions

Teachers were asked to rate the extent to which they were satisfied or dissatisfied with promotion and working conditions. The findings show that twenty eight percent of respondents (28%) were dissatisfied and sixty two percent of respondents (62%) were satisfied while only ten percent (10%) had no opinion about the way they were promoted. Also, thirty eight percent of respondents (38%) replied that they were dissatisfied and fifty nine percent of respondents (59%) were satisfied with their working conditions while only three percent of respondents (3%) had no opinion about their working conditions.

With respect to promotion, aspects such as delays in promotion with untimely salary adjustments were the main concerns for teachers' dissatisfaction in their job. Also from responses given by chairperson of CWT it shows that teachers union has made various efforts to ensure that teachers are motivated by the government by presenting teachers` claims to the government, to force government to increase teachers' salaries, to solve discipline cases of teachers to concertize teachers upon their rights. Also, with regards to working conditions, aspects such poor living conditions, too much workload in terms of large class size, poor teaching facilities such as lack of enough textbooks and laboratory equipments were mentioned by respondents as things which made them dissatisfied.

With regard to the length of service, the findings reveal that there were only three teachers with more than ten years of service who were more dissatisfied compared to the fourteen respondents who were of less than five years length of service.

Thus, it can be concluded from the findings that teachers were dissatisfied with promotion and working conditions and that young teachers were more dissatisfied compared to the older ones. One can argue that the more the longer the teachers stays in the teaching profession, the more they get accustomed to their job environment and thus less likely to exhibit higher degree of dissatisfaction. The older the teachers are likely to have higher salaries compared to the young ones who join the profession with so many aspirations including to quickly become financially better.

4.3.5.2 Financial Compensation and Recognition

Teachers were asked to rate the extent to which they were satisfied or dissatisfied with financial compensation and recognition. Based on the questionnaire responses, twenty four percent of teachers (24%) replied that they were dissatisfied while sixty nine percent of teachers (69%) were satisfied and seven percent (7%) had no opinion on the financial compensation as motivating factor. Also, with regard to recognition, ten percent of respondents (10%) replied that they were dissatisfied while seventy six percent of respondents (76%) were satisfied and fourteen percent (14%) had no opinion. Thus, the findings show that majority of respondents were of the view that financial compensation and recognitions were factors that affected their satisfaction.

Some of the issues mentioned for dissatisfaction with financial compensation and recognition were such as; low salary that did not carter for life expenses, unpaid salary arrears accumulated for long-time, lack of teaching and other allowances such as housing and transport allowances, and lack of recognition by their employees.

Respondents' perceptions were different in terms of the level of education. It was found that fourteen respondents with bachelor degree in teaching were more satisfied about the financial compensation compared to five respondents who had diploma in education. This suggests that teachers with low levels of education were less satisfied compared with teachers with higher levels of education qualifications. The possible explanation of this may be variation in terms of financial compensation which is determined by the teachers' education qualifications and seniority whereby teachers with bachelor's degrees have their salaries far higher than teachers with diploma certificate in teaching. These findings are also consistent with the findings by Davidson (2006) which mentions low salary and lack of recognition of contributions of workers as among the key factors that demotivated employees in organizations.

4.3.5.3 Community's Perception towards Teaching Profession

Findings show that 34% of teachers involved in the study felt that the community despises the teaching profession while 59% believed the community had positive view of the teaching profession. Respondents argued that it is depressing that a lot of people look at teachers as losers; clinging to a low status job that does not pay well and that teachers lack a good social standing because they are not only poorly paid but also lack high status things such as good houses, cars and businesses.

According to the respondents, such negative stereotyping made them find the teaching job highly frustrating and demotivating. Indeed it has been a commonplace opinion that teaching job is the last resort that people resort to when they have poor grades to proceed with higher education or pursue careers that demand high pass

marks and grades. This analysis is consistent with the findings by VSO (2002) report on teachers motivation in developing countries which was conducted in three case-study countries namely Zambia, Malawi and Papua New Guinea. The study found inter alia that the community did not value teachers as other professions; it had no respect to teachers, a situation that teachers associate with their poor remuneration compared with other professions; this lowers their morale to teach.

However, literature (Davidson, 2006) shows that teachers play great role in providing quality education in any place. To what extent this will be realized will depend on among other issues the way the community does perceive the profession in that particular community. The way the community does support, abuse or underrate the profession will to a large extent affect teacher's status and consequently affect their motivation to perform.

4.3.5.4 Training and Development

This factor was used to assess the extent to which teachers were satisfied or dissatisfied with the way they are provided with opportunities for further training and development. Based on the questionnaire responses, 17% of respondents indicated that they were dissatisfied while 73% respondents were satisfied with the training and development as motivational factor and 10% had no opinion. Thus, it can be concluded that majority of respondents were satisfied with training and development. The respondents who are dissatisfied claimed that they were hardly provided with opportunities for further training even when they had applied for further training at their own expenses.

4.3.5.5 Management and Administration of Teachers

This factor was used to assess the extent to which teachers were satisfied or dissatisfied with the management and administration of their job. Based on the findings, 31% of respondents replied that they were dissatisfied while 66% of respondents were satisfied with management and administration and six 3% of respondents had no opinion. Those dissatisfied referred to autocratic style of leadership used by school heads and other higher education authorities and also lack of involvement of teachers in decision making.

The literature for instance Forsyth (2000) shows that the kind of management styles employed in an organization may certainly affect the ease with which employees may be motivated or demotivated in organization.

4.3.5.6 Policies on Secondary Education and the Work itself

These factors were used to assess the extent to which teachers were satisfied or dissatisfied with the policies on secondary education and the teaching job. The findings show that four respondents (14%) replied that they were dissatisfied while twenty three respondents (79%) were satisfied and two respondents (7%) had no opinion about the policies on secondary education.

The major dissatisfying issues mentioned with regard to policies were: teachers were not consulted in education policy making, students enrolment has tended to be supply-led for no consideration is made to available infrastructure including teachers and lack of policy intent to develop teachers.

Regarding respondents' perception on the work itself, the findings show that nineteen respondents (65%) were satisfied and eight respondents (28%) replied that they were dissatisfied while two (7%) had no opinion. From this finding one can argue that teaching profession is not considered to be a problem to teachers. With respect to the age of respondents, those satisfied were mostly teachers who were younger compared to the elder teachers.

The possible explanation of this finding could be that when joining the teaching profession, young teachers are likely to have high morale in their jobs for they are new to the profession compared to the long standing teachers who may be used to the 'nuts and bolts' of the job. Teachers with longer working experience may have become content with their job or frustrated with lack of improvements in the education sector promised by the government.

The following are the responses from an officer of TSD and an officer of CWT, who were interviewed by the researcher in relation to objectives one and two which aimed to identify factors of motivation that can lead to teachers' job satisfaction and dissatisfaction in public secondary schools. From interview an officer of TSD viewed that teachers at Kibaha district are motivated through the provisional of various seminars, and in service training as well as government is still looking for more motivation so stimuli them in different aspects. Due to this level of motivation provided by the government shows government is aware with the importance of motivation to teachers as it has positive contribution in fulfilling teachers' responsibilities.

Also from responses given by an officer of CWT it shows that teachers union has made various efforts to ensure that teachers are motivated by the government by presenting teachers` claims to the government, to force government to increase teachers' salaries, to solve discipline cases of teachers to made them conscious upon their rights.

These findings corroborate a study on teachers' motivation in Tanzania and other sub-Saharan Africa conducted by Masawe (2011). The study found that a sizeable proportions of teachers in the public schools have low levels of job satisfaction and are poorly motivated, citing policy environment, job promotion, opportunities, pay, society's low perception on teaching profession as the reasons for the case.

Essentially, the findings have confirmed that both intrinsic and extrinsic factors motivate (if provided) or demotivated (if not provided) employees to perform their jobs. In this regard, the findings have shown that intrinsic factors such as a sense of achievement, recognition, growth and a sense of responsibility and career advancement do motivate teachers to perform their teaching job. Similarly, findings have shown that extrinsic factors such as working conditions, financial compensation and rules and regulations and also policies at work do also impact on the employees' motivation positively if they are favorable and negatively if they are not favorable.

However, this study and findings challenge Herzberg's suggestion that a reduction of intrinsic factors or job satisfiers such as recognition, growth and career advancement will not lead to reduced motivation. On the contrary the study has shown that

teachers equally cared for both intrinsic and extrinsic motivators. A lesson from this study therefore is that managers or schools heads and authorities responsible for managing secondary education including the central government via the Ministry of Education and Vocational Training should be mindful of the importance of both intrinsic and extrinsic motivators for teachers in secondary schools.

Generally from these findings as given out by the respondents in relation to objectives number one and two shows that teachers motivation is important so as to increase performance of the responsibilities in their job.

4.4   Performance of Teachers
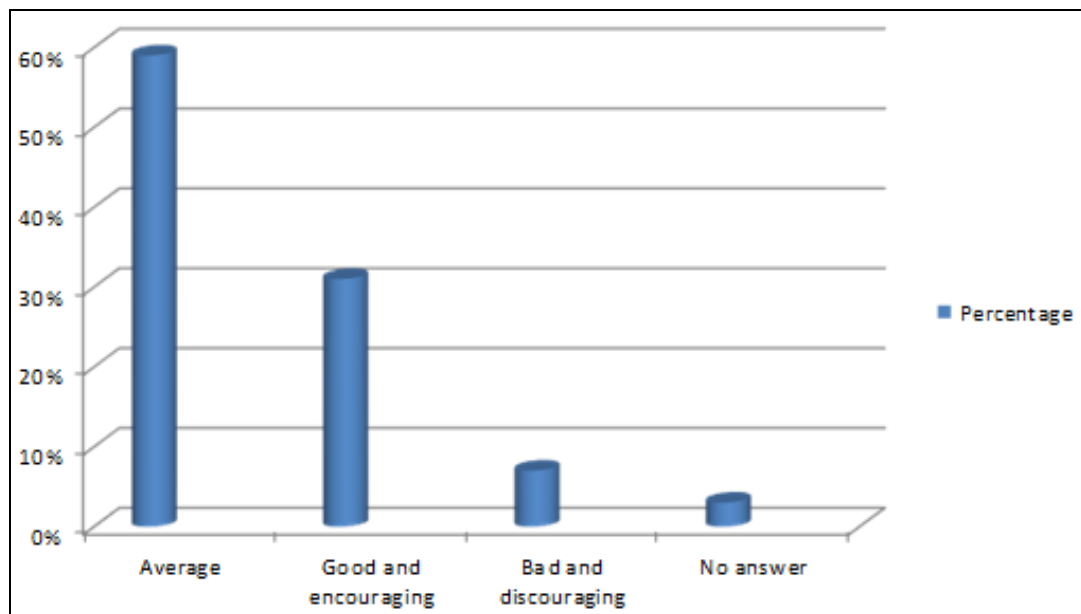
Figure 4.7: Performance of teachers

Source: Kilangalanga, Rafsanjani (Soga), Mihande& Dossa Azizi Secondary Schools (2015)

Respondents were asked to rate performance of teachers in their schools. The study found that 09(31%) of the respondents rated that performances of teachers' are good

and encouraging while 17(59%) rated that performances of teachers' are average and 02(7%) rated that the performances are bad and discouraging while 01(3%) of respondent did not have anything to say about it. From the findings of the study, it can be said that most of the teachers in public secondary schools in Kibaha District their performances are rated average. The findings of the study were as presented in Figure 4.7.

4.4.1 Factors of Motivation that are Available at Good and Poor Performing Public Secondary Schools

The third and fourth research objectives of this study were to asses factors of motivation that are available at good and poor performing public secondary schools.

Table 4.5:   Factors of Motivation That Are Available At Good and Poor Performing Schools

		Good performing schools		Poor performing schools	
	Factors	**Available**	**Not**	**Available**	**Not**
1	Job security	9 (60%)	6 (40%)	9 (64%)	5(36%)
2	Work itself	8 (53%)	7 (47%)	11 (79%)	3(41%)
3	Good working conditions	9 (60%)	6 (40%)	10 (71%)	4(29%)
4	Achievements lead to job satisfaction	14 (93%)	1 (7%)	14 (100%)	
5	Recognition by management	11 (73%)	4 (27%)	13 (93%)	1(3%)
6	Standard of excellence	8 (53%)	7 (47%)	9 (64%)	5(36%)
7	Respect with teaching profession	13 (87%)	2 (13%)	11 (79%)	3(21%)
8	Taking new challenges	12 (80%)	3 (20%)	12 (86%)	2(14%)
9	Good pay	6 (40%)	9 (60%)	6 (43%)	8(57%)
10	Fringe benefits	10 (67%)	5 (33%)	5 (36%)	9(64%)
11	Available training opportunity	15 (100%)		13 (93%)	1(3%)
12	Good interpersonal relationship	12 (80%)	3 (20%)	11 (79%)	3(21%)
13	Available promotion opportunity	8 (53%)	7 (47%)	11 (79%)	3(21%)

Source: Kilangalanga, Rafsanjani(Soga), Mihande& Dossa Azizi Secondary Schools

(2015)

The accompanying research questions were which factors of motivation are available at good performing schools? And which factors of motivation are not available at poor performing schools? To address these research questions, teachers were given questionnaires and the analyses are in table 4.4 above.

4.4.1.1 Assessment of Motivation Factors that are available at Good Performing Secondary Schools

Various motivational factors were found to be available at good performing public secondary schools in Kibaha district. To achieve this objective, the respondents were provided with a list of possible factors that influence their job satisfaction. Table 4.4summarize and present their responses. The results in table 4.4 indicate that 07(47%) of the teachers are dissatisfied with the process of promotion opportunities. In addition, 09 (60%) of the teachers expressed disagreement with the statement that they received good pay, while 08(53%) and 06(60%) seemed to be satisfied with the statements: achievement leads to job satisfaction and that they experience good interpersonal relationships majority of the teachers 14(93%), and 12(80%) while 01(7%) and 03(20%) disagreed with the statements respectively.

Furthermore, 09(60%) expressed their satisfaction with job security while 06(40%) disagreed to this statement. Accordingly, 07(47%) are not satisfied with standards of excellence but 08(53%) satisfied. Concerning available promotion opportunities 08(53%) were in agreement while 07(47%) disagreed with the statement. In rank ten 05(33%), five04 (27%) and twelve 03(20%) teachers showed less satisfaction in areas of recognition, responsibility and fringe benefits with 10 (67%), 11(73%), and

12(80%) respectively agreeing with the statements. However, 13(53%) seemed to enjoy their work, and12(80%) expressed agreement with the statement that taking new challenges leads to job satisfaction compared to 03(20%) who did not agree with the statements.

Respondents in good performing schools agreed that there are many motivation factors available at their schools. They agreed that there is security in their job, they love their work, what their schools achieved made them satisfied, management recognition and standard of excellence made them satisfied, society and other people surrounds them respect their work, them taking new challenges and try to fix problems facing their career made them satisfied, and fringe benefits, good interpersonal relationship, and availability of promotions opportunities are things which motivated them.

4.4.1.2 Assessment of Motivation Factors that are Not Available at Poor Performing Secondary Schools

Some of motivational factors were found not to be available at poor performing public secondary schools in Kibaha district. To achieve this objective, the respondents were provided with a list of possible factors that influence their job satisfaction. Table 4.4 summarize and present their responses. The results in table 4.4 indicate that 03(21%) of the teachers are dissatisfied with the process of promotion opportunities. In addition, 08 (57%) of the teachers expressed disagreement with the statement that they received good pay, while 11(79%) and 06(43%) seemed to be satisfied with the statements: achievement leads to job satisfaction 14(100%) agreed

with statement and that they experience good interpersonal relationships majority of the teachers 11(79%) agreed while 03(21%) disagreed with the statement respectively.

Furthermore, 09(64%) expressed their satisfaction with job security while 05(36%) disagreed to this statement. Accordingly, 05(36%) are not satisfied with standards of excellence but 09(64%) satisfied. Concerning available promotion opportunities 11(79%) were in agreement while 03(21%) disagreed with the statement. In rank ten 09(64%), five 01(3%) and twelve 03(21%) teachers showed less satisfaction in areas of recognition, responsibility and fringe benefits with 05(36%), 13(93%), and 11(79%) respectively agreeing with the statements. However, 11(79%) seemed to enjoy their work, and 12(86%) expressed agreement with the statement that taking new challenges leads to job satisfaction compared to 02(14%) who did not agree with the statements.

Respondents in poor performing schools agreed that there are many motivation factors available at their schools. They agreed that there is security in their job, they love their work, what their schools achieved made them satisfied, management recognition and standard of excellence made them satisfied, society and other people surrounds them respect their work, them taking new challenges and try to fix problems facing their career made them satisfied, good interpersonal relationship, and availability of promotions opportunities are things which motivated them but what demotivated them is that they are not paid well thus they did not manage to satisfy their basic needs which is the most motivation factor and also they claimed

that no got fringe benefits in their schools which demoralized them and made them not to perform well.

4.5   Suggestions for Improving Teachers' Job Satisfaction

Information's of this objective was obtained through four questions: What can be done to improve teachers' motivation towards academic excellence? What further action needed to improve teachers' motivation made by Ministry of Education and Vocational Training? And what would you recommend to be done by school management and teachers in improving teachers' motivation? The following below are the responses from teachers, head of schools and an officer of Teachers Service Department and an officer of CWT. The questionnaire and interviewees responses were as follows:

4.5.1 Teachers' Should be Involved in Decision Making

The respondents suggested that teachers should take part in any decision made upon them. This suggestion was presented by teachers and an officer of CWT suggested that once teachers are involved in any decision made upon them could be as the stimuli to motivate them.

This presented suggestion shows that once educational administrators involve teachers in different decision making, teachers can develop a sense of accountability then co-operate as team work in schools to perform better educational matters.

4.5.2 Teachers Problems should be solved in Time

Suggestions presented by teachers, head teachers, an officer of CWT and an officer

of Teachers Service Department claims that teachers problem should be solved in time. By this suggestions shows that teachers problems are denied by the government that means are not solved in appropriate time therefore government is requested to solve teachers' problems and other motivation should be provided to teachers so as to motivate them.

4.5.3 Frequent Workshops, Trainings and Seminars Should be Provided to Teachers

Continuous updating of teachers is most required so as to equip teachers with ability to cope with daily academic changes. This suggestion was presented by teachers, head teachers, an officer of CWT and an officer of Teachers Service Department. They believed that by giving frequent workshops, trainings and seminars to teachers the sense of inferiority will be abandoned.

In an interview with one of the heads of the selected schools, the following was said:

> *In deed the government has done a lot to address teachers' demands though at slow pace. For example, as you can see (pointing to the unfinished building) houses are built there; soon teachers will get a good place to stay for free. We don't have water here but the Government has built us some tanks for harvesting rain water.* (Interview held with one of head of school).

This quote gives a message that there are some efforts made by the government and that the government has good intentions to address teachers' demands for their upkeep through motivation, only that the efforts are very slow as compared to the number of the schools with their corresponding teachers; in other words, the scarcity of resources to carter for all these teachers needs is what seems to be a major challenge for this case.

Again, the same was true to another District's officer when asked on the same question in an interview; he had this to say:

> *The government deserves praise for the efforts it has been making with regards to teachers problems. You are a witness that some of the teachers' claims such as unpaid salary areas have been worked on I am told, and the salary is going to increase very soon at the end of this month (end of July). The District's Councils all over the country are provided with some capitation from the Central Government just for the improvements of schools' conditions, building houses and other education facilities improvement services. Are all these worthless?* (Interview held with District Officer)

As a way also to reduce teachers' problems and motivate them to perform, the government also sought to increase teachers' salaries in every year as one of the strategy for poverty reduction in Tanzania (URT, 2000). Another officer of district when interviewed about whether there are any efforts made by the government to address teachers' problems had said that:

> *Whoever does not see all these efforts the government is doing must be unkind and against to the government. Houses are built all over places for teachers though they are not currently enough. It is because of our low economic ability that the exercise is going at slow pace, and mind you this country is large, but slowly, it will reach a time when you will never hear the problem of lack of houses for teachers.* (Interview held with District Officer).

A review of the government documents showed that there are some government's efforts to address teachers' problems. For example, the government's decisions to put in place TDMS which aimed at among other issues to address the existing demand for teachers, while attempting to address challenges related to quality, including teachers' professionalism, management and motivation (URT, 2008).

It was clearly articulated in the Education Sector Development Program that the Government had intended to initiate classroom programme that would provide

enough classroom facilities (URT, 2001). Also, it was explained under the Development Plan Framework that teachers' houses would also be built, especially in rural and remote areas of the country. All these are efforts by the government to address teachers' problems. Thus, it can be concluded that some efforts are being made by the government to address teachers' problems in an attempt to improve teachers' conditions and consequently improving education quality.

Generally; teaching as any other profession need much consideration and care therefore Government should set an strategy that teachers should be provided with frequently updating to cope daily academic changes Therefore by regarding the findings as given out by the respondents of this study still shows the emphasis on teachers motivation. The respondents believed that once teachers in public secondary schools are motivated in several ways the academic development of learners could advance because teachers will be willing and responsible to help their students as well as they will be proud of their job. All of this will bring revolution in educational sector.

4.6   Summary of the Chapter

In this chapter the researcher summarized the findings of the study in terms of factors Influencing teachers motivation and poor performance in public secondary schools where five research objectives were discussed.; the first objective was to identify factors of motivation that can lead to teachers' job satisfaction in public secondary school, the second objective was to identify factors of motivation that can lead to teachers' job dissatisfaction in public secondary school, the third specific objective

was to assess factors of motivation that are available at good performing school, the fourth objective was to assess factors of motivation that are not available at poor performing school and the fifth objective was to document suggestions for improving teachers' job satisfaction.

The researcher therefore concluded that the research question was answered and the objective of this study was achieved.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

The purpose of the study was to determine factors influencing teachers' motivation and students' performance in public secondary schools in Kibaha District. The study was guided by the following objectives: To identify factors of motivation that can lead to teacher's job satisfaction in public secondary schools, to identify factors of motivation that can lead to teacher's job dissatisfaction in public secondary schools, to assess factors of motivation that are available at good performing schools, to assess factors of motivation that are not available at poor performing schools and to document suggestions for improving teacher's job satisfaction and performance.

5.2   Summary of the Study

This study was about factors motivating secondary school teachers in the selected public secondary schools in Kibaha District. Specifically the study aimed at: identifying factors of motivation that can lead to teacher's job satisfaction in public secondary schools, identifying factors of motivation that can lead to teacher's job dissatisfaction in public secondary schools, assessing factors of motivation that are available at good performing schools, assessing factors of motivation that are not available at poor performing schools and documenting suggestions for improving teacher's job satisfaction and performance.

A review of literature on factors influencing teachers' motivation and job performance has been presented in chapter two with the following aspects considered

as important for the topic: Teachers motivation towards job satisfaction, goals for motivation, and problems of teacher's motivation and theories of motivation has been presented.

Descriptive survey design was used, employing both primary and secondary techniques of data collection during the study in order to answer the following research questions:

Which factors of motivation can lead to teacher's job satisfactions in public secondary schools?, Which factors of motivation can lead to teacher's job dissatisfaction in public secondary schools?, Which factors of motivation are available at good performing schools?, Which factors of motivation are not available at poor performing schools?, What are the teacher's suggestions for improving their job satisfaction and performance?

Thus, to answer the above research questions, data were collected and analyzed by using various statistical techniques such as percentages and frequency distribution. The qualitative data were also edited, coded and arranged into themes. From the analysis of data collected, the following are the findings of the study:

Firstly, with regards to factors of motivation that can lead to teachers' job satisfaction in public secondary schools Kibaha District; the findings reveal that teachers are highly motivated to their satisfaction. The fact that there are high rates of satisfaction (above 65%) on each of the listed factors/variables (see Table 4.6),

would suggest that teachers in Kibaha District are highly motivated to their satisfaction, in other words their level of motivation is high.

With respect to the second research question of the study, according to the findings, the respondents' opinions when ranked revealed that the following factors were considered as most important for teachers' job dissatisfaction in public secondary schools Kibaha District; these were working conditions (38%), management and administration (31%), teachers welfare (31%), work promotion (28%) and community's perception towards teaching (34%).

The study in the third research question also wanted to assess factors of motivation that are available at good performing schools. In good performing schools agreed that there are many motivation factors available at their schools. They agreed that there is security in their job for (60%), they love their work for (53%), what their schools achieved made them satisfied in (90%), management recognition(73%) and standard of excellence made them satisfied in (53%), society and other people surrounds them respect their work in (87%), them taking new challenges and try to fix problems facing their career made them satisfied in (80%), and fringe benefits(67%), good interpersonal relationship(80%), and availability of promotions opportunities are things which motivated them in (53%).

The study in the fourth research question also wanted to assess factors of motivation that are not available at poor performing schools. Respondents in poor performing schools agreed that there are many motivation factors available at their schools. They agreed that there is security in their job, they love their work, what their schools

achieved made them satisfied, management recognition and standard of excellence made them satisfied, society and other people surrounds them respect their work, them taking new challenges and try to fix problems facing their career made them satisfied, good interpersonal relationship, and availability of promotions opportunities are things which motivated them but what demotivated them is that they are not paid well (57%) thus they did not manage to satisfy their basic needs which is the most motivation factor and also they claimed that no got fringe benefits in their schools (64%) which demoralized them and made them not to perform well. The study in the fifth research question wanted to document suggestions for improving teachers' job satisfaction.

The majority of the respondents suggested that there should be improvement in pay and benefits. Others suggested that working and living conditions should be improved. The rest suggested that involvement in decision making was necessary and training for teachers could motivate teachers and improving management practices could prove practical in motivating teachers. Promotion, salary increment and extra payments are suggestions presented by teachers, head teachers, an officer of CWT, and an officer of Tanzania Service Department. Teachers and an officer of CWT suggested that Teachers' should be involved in decision making. Teachers problems should be solved in time were suggestion presented by teachers, head teachers, an officer of CWT and an officer of Teachers Service Department.

The findings, from the interview conducted with the Kibaha District officials , the heads of the selected secondary schools and the review of the government documents

reveal that government has been making some efforts to address teachers demands for their upkeep; these entail building houses nearby teachers working places to reduce the problem of accommodations for teachers, improving teaching facilities such as provision of laboratories within the district, increasing salaries in almost every year and working on other unpaid salary arrears, provision and guaranteeing of loans to teachers and improving the classroom facilities. However these efforts were thought to be going at a slow pace as compared to the coverage.

A most important conclusion of this study is that the findings overwhelmingly support Herzberg's Two Factor Theory because the respondents (teachers) considered both intrinsic and extrinsic motivation as important for their job performance and wellbeing. However, the findings challenge Herzberg's suggestion that lowering intrinsic motivations would not decrease staff motivation. On the contrary, as this study confirms via questionnaire responses that teachers considered both intrinsic and extrinsic motivation as equally important in the sense that absence of any of two categories would certainly depress the teachers or lead to their job dissatisfaction and hence demotivating to perform.

5.3   Conclusion

5.3.1   Teachers Motivation towards Job Satisfaction

Based on findings in chapter four, it can be concluded that teachers in public schools are motivated but what demotivated them is that they are not paid well thus they did not manage to satisfy their basic needs which is the most motivation factor and also they claimed that no got fringe benefits in their schools which demoralized them.

This has been caused by uneffectiveness of administration system and low budget located to Ministry of education. Due to this fact government is required to ensure they set the budget which could be enough for many other activities, facilities and motivation to teachers. This could contribute much to the effectiveness and efficiency of teacher's duties and responsibilities.

5.3.2 Suggestions of Teachers for Improving Teacher's Motivation in Public Secondary School

Based on the findings from chapter four, head teachers, teachers, chairperson of CWT and General Secretary of Teachers Service Department tried to suggest the different ways in improving teacher's motivation. These respondents suggested that promotion, salary increment and extra payments should be provided to teachers. Teachers problems should be solved in time, and Teachers should be involved in decision making, so as motivate them for advancing teachers effectiveness and efficiency in completing their duties and responsibilities.

5.4 Recommendations for the Study

Based on the findings of the study and the conclusion drawn above, the study recommends the following:

5.4.1 Recommendations to the Government

i) Since the study findings reveal that working conditions have great impact on teachers' motivation, the government should continue putting more efforts on improving the working conditions by building more houses with availability of

such services as electricity and water for teachers, building laboratories with equipment and improving classrooms conditions and teaching facilities to facilitate easy teaching-learning processes.

ii) The Government should also review policies on secondary education. The policies should be well-designed and implemented to meet the demands of teachers; for example by making them participating and have a say on matters regarding themselves and provide them more opportunities for training and development teachers will likely be motivated.

iii) The findings show that poor working condition is one of the demotivating factor to teachers, most teachers would prefer to work in areas where there are availability of social services such as electricity, reliable water, and good transport which are actually essential for human life; the government should therefore provide special packages to these teachers in the remote rural areas so as to compensate for the loss of those services. In other words teachers working in rural areas should have their budget appropriately and effectively targeted with an increase of the special allowances.

iv) (iv)The government should make increase of the salaries which reflects the status of teachers and the socio-economic situation prevailing in our societies.

v) Also, with regards to the community's perception towards teaching profession, the community should provide support and care to the teachers regarding their profession; by doing this, teachers may find the profession well-motivating and most rewarding.

5.4.2 Recommendations to CWT, TSD officers and District Council in Kibaha District

i) The officers should work hand in hand with the Central government to make sure that the implementation of the government's plans and strategies towards improving teachers' conditions are made possible with the proper allocations of funds and grants to the Kibaha District.

ii) The District Council should also work hard to minimize the teachers' problems that are originating from the council itself, for example delays in sending reports on teachers' employment records to the responsible government authorities.

5.5 Suggestions for Further Research

The study identifies the following as areas for further studies:

i) The study focused on factors influencing teachers' motivation and their job performance in public secondary schools in Kibaha District. Taking Kibaha District as a case study, it would be impractical to generalize the findings to the other districts across the country because this country is very large. Thus, it would be useful if other researchers are conducted in other districts as well so as to study teachers' opinions and attitudes on what factors are considered most motivational.

ii) In addition to the above, little has been conducted in Tanzania especially with the use of qualitative research techniques to solicit information on teachers' opinions and attitudes regarding factors influencing teachers' motivation and job performance. Thus, more qualitative research is therefore recommended for future studies.

iii) The study was based on the Herzberg Two Factors Model in identifying factors influencing teachers' motivation and job performance most, thus, further studies can be conducted in an attempt to explore other additional factors that have not been identified in the model but that might also have significant impact on teachers' motivation in Tanzania.

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APPENDICES

APPENDIX I: Questionnare for Secondary School Teachers of Kibaha District

in Pwani Region

I am Mark, Agnes a student at The Open University of Tanzania taking masters degree of Education in Application, Planning and Policy Studies. I am conducting a research on factors influencing teachers' motivation and students' performance in Secondary Schools in Kibaha. Please assist me by answering the questions. The research is purely for academic purpose therefore your participation will be greater appreciated and your contribution will be treated with greater confidentiality

Instruction of Filling Questionnaire

☐ Please you are asked to give your answer honestly and as freely as possible.

☐ Where a written response is required, please write your answer clearly.

☐ Do not write your name on this questionnaire.

Section A: Personal Information

Put a tick [√] at the correct answer.

1. Sex [ ] Male [ ] Female

2. Age

21 – 30	31 – 40	41 – 50	51 – 60	61 -70

Education level

DIPLOMA	DEGREE	MASTER	PHD

3. Teaching experience

a) Less than/2 years [ ]

b) Between 3 – 5 years [ ]

c) Between 6 – 10 years [ ]

d) 11 years and above [ ]

SECTION B: Factors For Satisfaction and Dissatisfaction With Motivation.

4. Are you satisfied with your current pay as a teacher?   Yes   [   ]   No   [   ]

5. Have you ever attended any in-service training organized for teachers?

Yes [ ] No [ ]

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

Yes [ ] No [ ]

   Briefly explain your answer……………………………………………

6. Is the school environment under which you work as a teacher satisfactory?

Yes [ ] No [ ]

Briefly explain your answer…………………………………………….

7. According to your opinions and teaching experiences, how would you rate degree

of your satisfaction or dissatisfaction with the following motivational factors? Put a

tick which best fits you.

S/n	Factors	Highly satisfied	Satisfied	No opinion	Dissatisfied	Strongly dissatisfied
I	Long period of working without promotions					
Ii	Unpaid salary arrears and other forms of compensations					
Iii	Poor working					

	conditions					
Iv	Lack of recognition by employer for a job well done					
V	Negative attitudes towards professional					
Vi	Lack of training and development					
Vii	Poor management and administration of teachers					
Viii	Lack of good interpersonal relations					
Ix	Poor policies on secondary education					
X	The work itself					

8. How do you rate the performance of teachers in this school?

Good and encouraging   [   ]

Average   [   ]

Bad and discouraging   [   ]

9. For each of the following statements about factors influencing job satisfaction indicate (by ticking) the extent to which you agree them, using the following scale:

(**Strongly Agree, Agree, Not sure, Disagree and strongly disagree).**

	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
i.	Job security					
ii.	Work itself					
iii.	Good working conditions					
iv.	Achievement leads to job satisfaction					
v.	Recognition by management					
vi.	Standard of excellence					

vii.	Responsibility within teaching profession					
Viii	Taking new challenges leads to job satisfaction					
ix.	Good pay					
x.	Fringe benefits					
xi.	Available training opportunities					
Xii	Good interpersonal relationship					
Xiii	Available promotion opportunities					

13. What would you recommend to be done by the following categories of people in

improving   teacher motivation?

School

management……………………………………………………………………

………………………………………………………………………………………

Teachers…………………………………………………………………………

………………………………………………………………………………………

END

Thanks for your cooperation

APPENDIX II: Interview Guide for Educational Officer of Kibaha District

(DEO)

I am Mark Agnes, a student at The Open University of Tanzania taking masters degree of Education in Application, Planning and Policy Studies. I am conducting a research on factors influencing teacher's motivation and students' performance in selected Secondary Schools in Kibaha. Please assist me by answering the questions. The research is purely for academic purpose therefore your participation will be greater appreciated and your contribution will be treated with greater confidentiality.

1. How would you describe current levels of job satisfaction and morale for your teachers in public secondary school?

2. Are teachers been motivated in different aspects by the government in your district?

3. Are there any significance differences between male and female teachers in your district as far as teacher's motivation is concerned?

4. Are teachers been overloaded in teaching in your district?

5. What are the impacts of teacher's motivation towards job satisfaction in academic settings?

6. What further actions are needed to improve teachers' motivation by Ministry of Education and Vocational Training (MOEVT)?

APPENDIX III: **Interview Guide for Head of Schools in Kibaha Secondary School**

I am Mark Agnes, a student at The Open University of Tanzania taking masters degree of Education in Application, Planning and Policy studies. I am conducting a research on factors influencing teacher's motivation and students' performance in selected Secondary Schools in Kibaha District. Please assist me by answering the questions. The research is purely for academic purpose therefore your participation will be greater appreciated and your contribution will be treated with greater confidentiality.

(i). Sex [ ] Male [ ] Female

(ii). Teaching experience

      a) Less than 2 years [ ]

      b) Between 3 – 5 years [ ]

      c) Between 6 – 10 years [ ]

      d) 11 years and above [ ]

1. How would you describe current levels of job satisfaction and morale among your teachers in the school?

2. Are teachers in your school been motivated in different aspects by the government?

3. Are there any significance differences between male and female teachers in your schools as far as teacher's motivation is concerned?

4. Are teachers in your school overloaded in teaching?

5. What are standard periods to be taught per week by teachers?

6. What can be the impact of motivation upon your teachers in fulfilling their duties?

7. What can be done to improve teacher job satisfaction and motivation by Ministry of Education and Vocational Training?

APPENDIX IV: **Interview Guide for General Secretary of Teachers' Service Department (TSD) In Kibaha District**

I am Mark Agnes, a student at The Open University of Tanzania taking masters degree of Education in Application, Planning and Policy studies. I am conducting out the research on factors influencing teacher's motivation and students' performance in selected Secondary Schools of Kibaha. Please assist me by answering the questions. The research is purely for academic purpose therefore your participation will be greater appreciated and your contribution will be treated with greater confidentiality.

(i). Sex [ ] Male [ ] Female

(ii). Teaching experience

        a) Less than 2 years [ ]

        b) Between 3 – 5 years [ ]

        c) Between 6 – 10 years [ ]

        d) 11 years and above [ ]

1. How would you describe current levels of job satisfaction and morale among your teacher's in the school?

2. Are teachers in your district been motivated in different aspects by the government?

3. Are there any significance differences between male and female teachers in your

4. District as far as teachers motivation is concerned?

5. What can be the impact of teacher's motivation towards academic excellence?

6. What can be done to improve teacher job satisfaction and motivation by Ministry of Education and Vocational Training (MOEVT)

APPENDIX V: **Interview Guide for Chairperson of Cwt (Chama Cha Walimu Tanzania) In Kibaha District**

I am Mark Agnes, a student at The Open University of Tanzania taking masters degree of Education in Application, Planning and Policy Studies. I am conducting a research on factors influencing teacher's motivation and students' performance in selected Secondary Schools of Kibaha. Please assist me by answering the questions. The research is purely for academic purpose therefore your participation will be greater appreciated and your contribution will be treated with greater confidentiality.

(i). Sex [ ] Male [ ] Female

(ii). Teaching experience

      a) Less than 2 years [ ]

      b) Between 3 – 5 years [ ]

      c) Between 6 – 10 years [ ]

      d) 11 years and above [ ]

1. How teacher's trade unions ensure that teachers are motivated?

2. How would you describe current levels of job satisfaction and morale among your teachers in your district?

3. Are teachers in your district been motivated in different aspects by the government?

4. Are there any significance differences between male and female teachers in your district as far as teacher's motivation is concerned?

5. What are the impacts of teacher's motivation towards academic excellence?

6. What has been done to improve teacher job satisfaction and motivation by Ministry of Education and Vocational Training (MOEVT)?

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759Dar es Salaam, Tanzania,
http://www.out.ac.tz

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

29/05/2015

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE
The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Ms Mark Agnes with Reg. No: PG 201402446 who is a Master student at the Open University of Tanzania. By this letter, Ms Mark has been granted clearance to conduct research in the country. The title of the research is "**Factors influencing Teachers' Motivation and Students' Performance**" The research will be conducted in **Kibaha District**.
The period which this permission has been granted is from 01/06/2015 to 30/06/2015.

In case you need any further information, please contact:
The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof Shaban Mbogo
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

COAST REGION:
Telegrams " REGCOM COAST"
Tel.No: 023-2402287.
Fax No.
023-2402250/2402686/ 2402151
E-mail: rcoast@iwayafrica.com

REGIONAL COMMISSIONER'S OFFICE,

P.O. BOX 30080,

KIBAHA.

In reply please Quote

Ref. No: FA.221/263/01/117   2nd June, 2015

District Administrative Secretary (DAS)
P.O. Box 30054
Kibaha

Re: RESEARCH PERMIT

Reference is made vide the above caption.

This is to inform you that Ms Mark Agnes has been granted permission to conduct a research titled "Factors Influencing Teachers' Motivation and Students Performance" to be conducted in Kibaha District as partial fulfillment of her studies. The researcher is coming from the Open University of Tanzania. This permit is valid for one month (1/6/2015 -30/6/2015) any extension must be done through communication by writing.

At the end of her research she is urged to submit "exit report" for the benefit of our organization. Is the expectation of this office that you will host her accordingly.

Y. Kipengele
For Regional Administrative Secretary
Coast Region

Copy Ms. Mark Agnes -   You have to report to DAS Office
Kibaha District.

✓ The Vice Chancelor - The Open University of Tanzania

KIBAHA DISTRICT COUNCIL

Phone No.023-2402240
Fax. No.023-2402240
E-Mail:kibahadistrictcouncil@yahoo.com

P.O.BOX 30153,
KIBAHA.

Ref. No.KDC/SE/E.30/12/85   8/6/2015
The Head of School,
Kilangalanga,R/soga,Dossa Aziz and Mihande.
Kibaha District council,
P.O.BOX 30153,
KIBAHA.

RE: **RESEARCH CLEARANCE FOR MS. MARK AGNES**
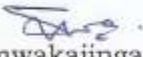
Please refer to the heading above.

The above mentioned is student of Open University of Tanzania.

Currently, she has been given a permission to conduct research , Titled :

``**Factors Influencing Teachers' Motivation and Students Performance"**
The period of which this permission has been granted is from 1 june, 2015 to
30 june ,2015.

Please provide necessary assistance so as to enable client to complete the
research study successfully.

S.O.mwakajinga
For: DISTRICT EXECUTIVE DIRECTOR ,
KIBAHA.

C.C. 1. DED-Kibaha.
         2. Education Officer
         3. Ms.Mark Agnes.

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATIVE AND LOCAL GOVERNMENT

KIBAHA DISTRICT
Te.No: 023 - 2402012
Fax No: 023 - 2402012
In reply please Quotes

District Commissioner's Office
P.O. Box 30175
KIBAHA

Ref. No. AB.120/255/01B/142

03th June, 2015

Town Director,
P. O. Box 30112,
KIBAHA.

District Executive Director,
KIBAHA.

RE: RESEARCH CLEARENCE

Reference is made to the above captioned.

I am writing to introduce to you **Ms. Mark Agnes** from Open University of Tanzania.

At the moment she has been given a permission to conduct a research titled **"Factors Influencing Teachers' Motivation and Students Performance"** to be conducted in Kibaha District".

The period of which this permission has been granted is from 1 June, 2015 to 30 June, 2015.

Please provide necessary assistance to facilitate the completion of her research.

Sozi G. Ngate
District Administrative Secretary
KIBAHA

Cop to: Ms. Mark Agnes