

**MOTIVATION AND PERFORMANCE OF SECONDARY SCHOOL
TEACHERS IN TANZANIA:
A CASE OF SELECTED SECONDARY SCHOOLS IN MZUMBE
WARD, MVOMERO DISTRICT.**

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TEACHERS IN TANZANIA:
A CASE OF SELECTED SECONDARY SCHOOLS IN MZUMBE
WARD, MVOMERO DISTRICT.**

By

Dismass Mosses Mbwana

**A Dissertation Submitted to the school of Public Administration and Management
in Partial Fulfillment of the Requirements for Award of the Masters Degree of
Public Administration (MPA) of Mzumbe University**

2015

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommended for acceptance by the Mzumbe University, a dissertation entitled, motivation and performance of secondary school teachers in Tanzania: the case of selected secondary schools in Mzumbe ward Mvomero district in partial fulfillment of the requirements for the degree of Masters of Public Administration of Mzumbe University.

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AND

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I, Dismass Mosses Mbwana, 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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DEDICATION

This work is dedicated to my beloved wife Rose D. Kitosi (mother to my three Children; Edward, Christina and Careen Dismass) and the family of Mr. and Mrs. Edward Mbwana.

ACKNOWLEDGMENT

Without the knowledge and inspirations accorded to me by the Almighty God, this dissertation could not have been written. I owe special gratitude to my supervisor Dr. Wilhelm Leonard for his supervision and patience throughout study.

I would like to thank the Head Masters of Mzumbe secondary school (Dismiss R. Njawa), Teachers at Mzumbe, at Mongola secondary schools, for their cooperation in providing the information which helped me a lot to fulfill this study. The school management team, Mr. Steven Nalaila lecturer of Mzumbe University and Mr. Matekele Associate Dean of IDS at Mzumbe University who gave me a lot of assistance in research guidance, and my students of Mzumbe secondary school HGL class 2013/14 for their help in providing information that helped me to realize my dreams.

I would also like to thank my beloved wife Rose D. Kitosi, my Father Edward Mbwana, my beloved Mother Mrs. Agnes Mbwana, my brothers Edwin Mbwana, John Mbwana, my sisters Irene Mbwana, Jennifer Mbwana, Frida Mbwana and my children, Edward, Christina and Careen for their support and devoting their precious time for me.

I thank colleagues and classmates like Silla Mazengo, Henry Mgunda, Sanga Godfrey, John Kong'oa and Deogratius Masala for their contribution towards the completion of this study.

I thank also my Head Master Dismiss R. Njawa and my employer DED Mvomero District Council, for allowing me to go for further studies. May the Almighty God reward you all in high gratitude.

ABBREVIATIONS AND ACRONYMS

BRN	-	Big Results Now
CTO	-	Contingent time off, T-Existence needs, R-Relatedness needs
WEO	-	Ward Education Officer
DEO	-	District Education Officer
G	-	Growth needs
MPA	-	Masters of Public Administration
NECTA	-	National Examination Council in Tanzania
PEDP	-	Primary education and development planning
QWL	-	Quality of work life
SEDP	-	Secondary education and development planning
SMT	-	School Management Team
TTU	-	Tanzania Teachers Union
URT	-	United Republic Of Tanzania
DEI	-	District Education Inspector
HESLB	-	Higher Education Student Loan Board
NHIF	-	National Health Insurance Fund

ABSTRACT

This study aimed at assessing the motivation and the performance of teachers in secondary schools in Mvomero district. Specifically the study focused at finding out the following guided objectives, effects of Motivation to teachers' morale to perform, effects of intrinsic motivation as well as effects of extrinsic motivation for selected secondary schools, at Mzumbe ward Mvomero District. The problem statement of this study was concerned with low and absence of commitments or rather poor performance of Secondary school Teachers in teaching in Secondary School in Tanzania. Data were collected from 110 respondents include 100 teachers , 2 Secondary School Head Masters and 6 school management team (SMT) 3 from each two selected schools which were Mzumbe and Mongola secondary school . Through then the use of questionnaires and interviews, the collected data were then analyzed by the use of Statistical Package for Social Sciences (SPSS).

Furthermore the study found that intrinsic motivation has positive effect to the performance of teachers, whereby the extrinsic motivation has positive effect to performance of teachers. The challenges facing teachers in their performance includes; low salary, lack of accommodation services, lack of incentives, delays in being promoted and lack of sufficient learning and teaching materials. Lastly the study came out with five measures that could be taken to curb the challenges, these are payment of better salary, provision of accommodation services, provision of teaching and learning materials, provision of transport and medical allowances and timely promotion to teachers.

The study suggests that the government through its organs such as the ministry of education and prime minister's office and Regional and Local Government Authority should increase the budget for secondary schools. The increased budget should improve salaries, and housing status in secondary school. And the District Executive Director should facilitate the timely promotion of teachers to encourage them stay in the teaching profession.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents all the essential build ups that necessitated the researcher to undertake this study on the motivation and performance of secondary school teachers at Mzumbe ward. The subsections introductions includes the background of the study, statement of the problem, research objectives, study questions ,significance of the study, study limitations and study delimitation , and general organization of the study.

1.2 Background of the study

Motivation

Motivation is the inner drive that pushes individual to act or perform and it is one of the most important factors that move every human being to achieve his or her goals. This includes personal as well as professional goals and targets (Baumeister &Voh, 2004). Some scholars in the field believe that if this driving force did not exist people would live in the rut of monotony and no great discoveries or interventions would have be created. Motivation therefore, may answer the question of why there is poor performance of Secondary school Teachers in Tanzania.

Motivation could be intrinsic or extrinsic. Intrinsically motivated behaviors are seen when there is no other apparent reward except the activity itself (Deci, 1975). Malone and Lapper (1987) have defined it as “What people will do without external inducement,” Examples of intrinsic motivation are hunger, a sense of duty, altruism and a desire to feel appreciated. Extrinsically motivated behaviors are those where the controlling mechanism is easily seen (Deci, 1975) Examples of extrinsic motivation are money, rules and laws, and the physical environment. Deci and Ryan (1985) state that intrinsically motivated behaviors are innate and can result in creativity, flexibility, and spontaneity while extrinsically motivated behaviors are generally done as a consequence and result in Low self-esteem and anxiety.

Management and organization psychologists have been wrestling with the question of relationship between motivation and job performance for at least 50 years. Motivation is very important for all employees; it improves efficiency and accountability of employees. Also it helps in the achievement of mission, vision and objectives in the organization and enhances performance (Dungu,2000).

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 student's achievement (Mertler, 1992). Motivation guides people's actions and behaviors toward achievement of some goals (Analoui, 2000). In work and other contexts therefore, motivation is often described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000).

Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and well being (Ryan & Deci, 2000). Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others. Since Thorndike (1911), thousands of studies, from laboratory experiments to field interventions such as the Emery Air Freight study (Hamner & Hamner, 1976), have been carried out on the behaviorist tradition of changing behavior by manipulating extrinsic contingencies.

Through the identification and change of environmental contingencies, including extrinsic reinforcements, motivation increases have been realized in work behaviors including attendance, punctuality, stock work, selling, cost reduction, work quality, productivity, sales calls, and customer service (Komaki, 1982).

In this study, intrinsic motivation of teachers was measured in terms of job satisfaction 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, was measured in terms of 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.

Teachers' job performance is a concern of everybody in the society. Oxford Advanced Learner's Dictionary defines performance as "the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation" (Hornby, 2000).

In this respect, teacher performance connotes the teacher's role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. Teacher performance in this study was measured by 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.

Teaching is a mass occupation, which accounts for one-half to two-thirds of public sector employment in most developing countries (Bennell, 2004). While other professions (engineers, medical doctors and lawyers) enjoy a high degree of self-regulation and are successful in maintaining high barriers to entry in terms of qualification requirements and registration, teachers on the other hand, tend to have weak, state-dominated professional organizations with several trade unions. In addition, public sector recruitment was frozen in many countries during the 1990s which in turn seriously constrained the growth of the number of teachers in government or government-aided schools. Although such events affected the morale of teachers to perform, detailed studies to examining the effect of motivation on performance of teachers are still scanty. Available evidence, however, reveals that the teaching force has

expanded rapidly in only a relatively few countries (most notably Bangladesh, Malawi, Ethiopia, Eritrea, Mozambique and Uganda) (Bennell, 2004).

Bennell (2004) indicates that teaching has become employment of the last resort among University graduates and secondary school leavers. About one-half of junior secondary school leavers in Malawi and Tanzania who finished school in 1990 were employed as teachers in 2001. The corresponding figure for Uganda is a staggering 81 per cent (Al-Samarrai and Bennell, 2003). Consequently, teachers often lack a strong, long term commitment to teaching as a vocation. Besides, the status and pay of primary school teachers compared to secondary school teachers is generally much lower in developing countries www.eldif.org/sulltext/dfidtea.pdf. Thus, in the absence of alternative employment opportunities, becoming a secondary school teacher is the main avenue for social and economic advancement for the most able Secondary school teachers. This has had important implications for intrinsic motivation of secondary school teachers.

The secondary school system since independence has continued to expand, through service providers such as government and the private sector who have been encouraged to open up schools. Government has recommended use of distance education and opening up learning centre's (Government working paper on Education, 2008) which have created the challenges of increased demand for education and expansion of education system. There is growing fear that perhaps the massive number of teachers without commensurate expansion in facilities, learning and teaching materials; teaching morale may have compromised the quality of education , thus teachers must rely on the government salary. The role of motivation on performance is generally ignored in Tanzania resulting into severe consequences such as labor turnover (Kumburu et al., 2012).

Rugarabam (1998) denotes that public organisation (secondary schools included) have been facing employee motivation crisis. Secondary schools in Tanzania are important tools to educate students and teachers are the one who's responsible for this task. There is high need to assess the role of motivation particularly in Secondary schools,

motivation it act as a driving force toward the performance of teachers in secondary school, but still is not given much attention as essential aspect in practice.

Thus the fact remain that the role of motivation and performance remains to be challenge in most secondary in Tanzania. The study assesses the motivation and performance of teachers in secondary school using selected Secondary School at Mzumbe ward as a case under investigation.

Thus in order to achieve the objectives and goals set, motivation to teachers are inevitable, because their performance is very important in providing quality education to students. Teachers are not satisfied with their teaching profession due to have little consideration on motivation issues in their working stations. Therefore, deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance have been observed in some secondary schools .Given such circumstances the researcher found it necessary to undertake this study and assess the role of Motivation and performance of Teachers in Secondary School at Mzumbe Ward.

1.3 Statement of the Problem

The uttermost challenges facing Secondary School is to get teachers who are willing to teach, efficient and exhibit high performance. Their performance in teaching depend much on how are they motivated in their working stations. Aspect like good working condition, payment of prolonged debts, fringe benefits like teaching allowances and bonus, recognition and career advancement opportunities, trigger needed performance since they are directly connected with motivation . It is the role of individual to ensure that motivation is much given much consideration so as to have effective performance (Armstrong, 2009). Secondary schools like any other organization which aims to provide quality education to students, needs to have motivation tools with a positively linked with the performance in order to achieve the objectives and goals set by the Ministry of Education and Vocational Training.

Thus in order to achieve the objectives and goals set, motivation to teachers are inevitable, because their performance is very important in providing quality education to students. Teachers are not satisfied, not committed, lack of seriousness, teaching with low morale, which led to provision of poor and inequality education to students, due to their teaching profession to have little consideration on motivation issues in their working stations. Therefore, deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance have been observed in some secondary schools. Given such circumstances the researcher found it necessary to undertake this study and assess the role of Motivation and performance of Teachers in selected Secondary School at Mzumbe Ward.

1.4 Research Objectives

1.4.1 General Objectives

The overall objective of this study was to assess motivation and its implication on the falling of student's performance and enforcement of teachers to teach. It indicate that teachers morale is low, thus low teachers performance .Taking into consideration that motivation raised teachers morale,the falling of performance which is due to low performance of teachers is likely to be influenced by lack of motivation, hence need to assess motivation and its implication of teachers performance of teachers in two selected secondary schools at Mzumbe ward (Mzumbe and Mongola Secondary Schools).

1.4.2 Specific Objectives

Specifically, the study aimed to achieve the following objectives

1. To find out whether motivation of teachers affect their morale to perform
2. To find out the effect of intrinsic motivation on the performance of teachers
3. To find out the effect of extrinsic motivation on the performance of teachers

1.5 Research Questions

1. Does motivation of teachers affect their morale to perform?
2. What is the effect of intrinsic motivation on performance of teachers?
3. What is the effect of extrinsic motivation on performance of teachers?

1.6 Significance of the study

This study is of importance in this era of universal primary education, especially now that Tanzania needs to motivated staff or teachers if performance is to be enhanced at this level. The study, therefore, seeks to explore possible strategies for improving school management and administration.

The study is importance to the policy makers, and secondary school administrators as it identifies major strategies to modify the behavior of teaching staff towards their job performance. It has in particular identified strategies that will help to improve teacher morale and working conditions, at the same time counteract the factors that lower the teacher's motivation.

Therefore the discoveries and finding can be used as the baseline on how to improve the performance of secondary school teachers in Tanzania and finally to serve as partial fulfillment for the award of Masters in Public Administration of Mzumbe University.

1.7 Scope of the study

Study was carried out in selected secondary schools in Mzumbe ward which include Mongola and Mzumbe Secondary schools, in Mvomero district. The schools were selected for study because of the decline in teacher performance as reported in CAG audit reports of the secondary school inspection programme for secondary school in Tanzania (URT, 2008). Regarding its content scope, the study investigated whether motivation of teachers affected their morale to perform as well as the effect of intrinsic and extrinsic motivation on the performance of teachers. Indicators of intrinsic motivation assessed by the study included job satisfaction of derived from teaching,

enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life. On the other hand, extrinsic motivation 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.

The study covered a period of 3 years (2010, 2012 and 2013) because this is the period when many complaints about teacher motivation and performance especially after the increasing and open up ward government schools in Tanzania.

1.8 Definition of Terms

The following are the Key terms used in line with this work;

Motivation: refers to an internal state that causes people to behave in a particular way to accomplish particular goals and purposes. It is possible to observe the outward manifestations of motivation but not motivation itself" (Denhardt et al, 2008).

Intrinsic motivation

Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance, and well being (Ryan & Deci, 2000). In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforces. In this study, intrinsic motivation of teachers included job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive.

Extrinsic Motivation

According to Sansone & Harackiewicz (2000), extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. In this study, extrinsic motivation of teachers 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.

Secondary school Teachers; this refers to generalization of all secondary schools teachers who are entitled to teach students in their respective working stations.

Performance; the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation (Hornby, 2000).

Teacher's performance; means that teachers 'role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers 'participation in sports, attending school assembly and guidance and counseling. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom (Bennell, 2004).

1.9 Limitations of the study

In the due to course of conducting this research, the researcher encountered some limitations as follows;

- a. The researcher faced budget constraints as estimated budget were not enough. This caused the researcher to take long time as expected and to look for additional fund to finalist the study.
- b. During the Data collection especially interview with the key informants was difficult due to tight schedule as well as other was in holiday and also majority of them refused to tape recorded. But the researcher was tolerant to schedule the appropriate and suitable time for each and opted to note down the answers on a notebook. This resulted into delay of data analysis but all the key informants' information was received.

1.10 Delimitation of the study

They focus on examining motivation and performance of teachers in secondary school and were carried out from January, 2013 to May, 2014 at Mzumbe ward

1.11 Organisation of the research

This research is divided into five chapters. Chapter one covers the introductory part, background and problem statement of the study, research objectives and questions, significance of the study. Chapter two is concerned about theoretical and empirical review. Chapter three presents research methodology such as the research design, description of the study area, target population, sample size, sampling techniques, data collection methods, measurement of variables, data analysis techniques, and reliability and validity of the data collection instruments. Chapter four is centered on the analysis and discussion of the research finding and chapter five has the summary, conclusion, recommendations and the implementation of policy.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter attempts to provide theoretical understanding and related information regarding the topic under study as elaborated by various authors. The chapter covers the concept of motivation, types of employee motivation, review of motivational theories in relation to employee's performance, motivation of teachers and performance (Intrinsic and extrinsic), and the role of motivation. It further covers literature review from earlier studies/researches, the research gap and the conceptual framework all for the purpose of undertaking this study.

2.2 The concept of Motivation

Motivation means 'to move' and is derived from the Latin word *movere*. It is "the state of an individual's perspective which represents the strength of his or her propensity to exert toward some particular behavior" [Gibson, 1980]. Luthan [1998] defines motivation as, "a process that starts with a physiological deficiency or need that activates behavior or a drive that is aimed at a goal incentive". Therefore, the key to understanding the process of motivation lies in the meaning of, and relationship among, needs, drives, and incentives.

Relative to this, Miners, Ibrahim, and Watchel [1995] state that in a system sense motivation consists of these three interacting and interdependent elements, i.e., needs, drives, and incentives. One thing these definitions have in common is the inclusion of words such as "desire", "want", "wishes", "aim", "goals", "needs", and "incentives". Motivation is an internal force which stimulates and upholds a person's more important actions. Its existence and nature is deduced from observation and experience of behavior [Terry and Kranklin 1987]. By using motivation as a tool, a manager can effectively blend organizational and individual goals. Terry and Franklin [1987] explained motivation as "the need or drive within an individual that drives

him or her toward goal-oriented action.” It helps in identifying what is done and what can be done. Scientific management assumes that an employee is an emotional being and emphasizes the importance of encouraging cohesive work groups in which each worker has a sense of belonging. It is recognized that people possess the following qualities;

- i] Potential for development,
- ii] Capacity for assuming responsibility, and
- iii] Readiness to direct behavior towards organization goals.

Motivation has been defined as the psychological process that gives behavior purpose and direction [Breitner, 1995]; a predisposition to behave in a purpose manner to achieve specific, unmet needs [Buford, Bedeian,& lindner,1995]; an internal drive to satisfy an unsatisfied need [Higgins, 1994]; and the will to achieve [Bedeian, 1993].for this proposal , motivation is operationally defined as the inner force that drives individuals to accomplish personal and organizational goals.

2.3 Types of Employee Motivation

Armstrong (2001) classifies employee into two categories, intrinsic and extrinsic motivation.

2.3.1 Extrinsic Motivation

According to Sansone & Harackiewicz (2000), extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. In this study, extrinsic motivation of teachers 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.

2.3.2 Intrinsic motivation

Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance, and well being (Ryan & Deci, 2000). In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforces. In this study, intrinsic motivation of teachers included job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life.

2.4 Review of Motivational Theories in Relation to Employee's Performance

According to Mullins (2010), motivation theories are divided into two categories; content theories and process theories of motivation. All of these theories are not for their own sake rather for steering organizational success through better performance and commitment of employees. Content theories focus on individual needs, attempting to explain factors within a person that energizes and stops behavior. Process theories are concerned more with how behavior is initiated, directed and sustained. These place emphasis on the actual process of motivation. In line of theories are analyzed ; Maslow's Hierarchy of needs Theory and Herzberg's Two –Factors Theory(content theories, and cognitive dissonance theory ,expectancy theory, social equity theory(process theory).

2.4.1 Content Theories of Motivation

Maslow's Hierarchy Needs Theory

Shortly after Fritz Roethlisberger published his 1941 book Management and Morale, outlining in detail the Hawthorn studies Abraham Maslow published "A Theory of Human Motivation" in 1943 Maslow is considered the father of needs based motivation theory and his theory is "one of the best-known and most widely cited works on motivation" (Denhardt et al.; 2008, p. 148). Maslow (Maslow, 1946) proposed a five level hierarchy of needs which he outlined as necessary for the achievement of a completely satisfied individual, or in his terms, a self actualization.

Maslow first published "Motivation and Personality," which introduced his theory about how people satisfy various personal needs in the context of their work. The close relationship existing between need and motivation has prompted many psychologists to direct their attention towards understanding the types of needs that motivate human behavior. Maslow developed one of the most useful descriptions of human needs. He proposed five levels of needs which represent the order of importance to individual. Maslow developed one of the most useful descriptions of human needs. He proposed five levels of needs which represent the order of importance to individual.

The hierarchy of needs, developed by Abraham Maslow in the 1940s, was arguably the most famous need theory – famous probably because it was so straightforward and ‘intuitively appealing to those interested in work behavior. Maslow, who labeled human being as ‘wanting animals, asserted that people have an innate’ desire to satisfy a predictable five-step hierarchy of needs. These needs at the foundation of the hierarchy The three sets of needs at the bottom of the hierarchy can be grouped as ‘deficiency needs’ which must be satisfied in order for a person to be comfortable, while the top two sets can be named ‘growth needs’ which focus on the growth of an individual. Having looked at the basic concept of Maslow’s hierarchy of needs theory we are going to examine each one of the five needs very closely.

Physiological Needs: These needs refer to the desire to fulfill physical satisfactions such as water, sleep, food, air and sex. These needs are considered the most important needs because without them, human being cannot survive. No other needs would be of any importance if physiological needs have not been satisfied

Safety Needs: Maslow’s theory states that human beings strive to meet these needs once the physiological needs are satisfied. It is about individual safety-being away from evils and threats. It is also believed most modern employees are able to fulfill these needs through earning an income or depending on unemployment benefits. Maslow’s asserts that individuals who have ‘prolonged deprivation of physiological and safety needs’ may become ‘seriously maladjusted’ people.

Love/Belongingness Needs: Once the physiological and safety needs are satisfied, human beings tend to focus on the needs for love and affection. People endeavor to obtain a sense of belonging with others. This category of needs is a very powerful motivation of human behavior.

Esteem Needs: A person who wishes to be a highly valued individual in the society always desires for high self-esteem. This self-esteem needs derive from self respect, which in turn comes from being accepted and respected by the society. It is essential for those who are considered the people to help achieve an organization's target objectives to be able to fulfill this category of needs. Once again, according to Maslow, esteem needs to be met for an individual to move to higher-level needs.

Self Actualization Needs: The fifth and final category at the top of Maslow's hierarchy of needs is the needs for self actualization. This means 'realizing our full potential and becoming all that we can be. In other words, it involves to the need to become more and more what we are, and to become everything that we are capable of becoming, which makes self-actualization an open-ended category. Achieving all of the above characteristics is almost an impossible task. After all it is still debatable whether an organization should have more or fewer self-actualized managers. On the one hand, this type of managers will play an important role in breaking barriers to creativity and providing new initiatives as to where the organization should be heading.

Herzberg's Two factors Theory

Herzberg (1968), influenced by both Maslow and McGregor, posited his own theory of motivation called the motivation-hygiene theory. In this, describes two dimensions of conditions: motivators and hygiene factors. Motivators, a kin to Maslow's higher-level needs, are what lead to job satisfaction and are associated with the nature of the work itself; achievement, recognition, responsibility and growth. Motivators are intrinsic factors which lead to job satisfaction on the other, hygiene factors, associated with Maslow's lower-level needs do not lead necessarily to motivation or satisfaction but rather are extrinsic and simply reduce job dissatisfaction. Examples of hygiene factors

include: company policy and administration, supervision, relationships with supervisors, and work conditions.

So for instance, a worker can have a high salary (extrinsic hygiene factor) and great work conditions, leaving her not dissatisfied. However, if her work is not rewarding and she does not feel challenged in the tasks she does, then she may not be very satisfied and thus not motivation in her work.

Herzberg's theory is very relevant to this research. It constitutes a good framework on the role of motivation on teacher's performance. Herzberg points out what really motivate employees are recognition, career advancement, and sense of responsibility and feelings of achievement. These have power to motivate employees to higher level of performance if satisfactory realized. Also, factors like working condition and monetary incentives just prevent job dissatisfaction but do not necessary motivate people.

2.4.2 Process theories of Motivation

While content theories focused on the needs that all individuals share, process theories focus on the cognitive differences between individuals.

Theory of cognitive dissonance

While not exactly a direct motivation theory in the contexts of work or organizations, Feasting's (1957) theory of cognitive dissonance says that a person feels discomfort holding two contradictory ideas, beliefs, beliefs, or feeling simultaneously, This motivates the individual to, "try to reduce dissonance and achieve consonance" while also trying to, "actively avoid situations and information which would likely increase the dissonance" (Festinger, 1957, p.3).

The theory of cognitive dissonance can be used be as a powerful motivating force and has frequently been used in politics and public opinion (Whittaker, 1964; Regan & Kilduff, (1988) and has been likened to other human need states (Festinger, 1964).

Expectancy theory

Shortly after Festinger, Victor Vroom (1964) wrote about what has become known as expectancy theory. According to Vroom, individuals are constantly trying predicting the future; we create probable futures for ourselves about events and strive to meet them. Yet before acting, we internally calculate the value of the reward and the probability of achieving. Vroom s' theory of cognitive decision making and behavior outlines three attributes of motivation: valence, instrumentality, and expectancy. Valence is simply the strength of desire for the perceived outcome; they want of the reward, of you will. Instrumentality is the belief that by completing certain steps, the desired outcome will be achieved. Expectancy is the belief that you can actually achieve the desired outcomes. Taking all three measures into account into account leads to the level of motivation a person may experience. To put it more simply:...expectancy theory claims that people are motivated by calculating how much of it then think they will get, how likely it is that their actions will cause them to get it, and how much others in similar circumstances have received (Ott et al., 2007,p.135).

Social equity theory

Social equity theory was introduced by John S. Adams (1963) and is an extension of Festinger cognitive dissonance theory and also appears to rely on the concept of the looking-glass self (Cooley, 1983). Equity theory is based on the notion that people are most satisfied in relationships, both personal and professional (Mow day, 1991), when the “give and take” is equal. In terms of work, this can mean that a person judges equity by measuring their input to outcome ratio against that of other workers. Adams suggested that we gain our sense of equity through the process of socialization.

Thus under equity theory, perceived inequity creates tension which is proportionate to the inequity, and this tension is what serves to motivate individuals to change. Adams outlines six methods to reduce the tension of inequity: (1) altering effort, (2) altering outcomes,(3) changing how people think about effort or outcomes,(4) ” leave the field (5) try to change the outcomes for others, and (6)change the comparison standards. However, Adams cautions that ,“Not all means of reducing inequity that

have been listed will be equally satisfactory, and the adoption of some many result in very unsteady states”. In 1968, Edwin Locke proposed that the mere setting of goals as a form of motivation (Woodford et al., 1992) and tested Atkinson’s (1958) notion that performance and task difficulty were related in a curvilinear, inverse function (Locke & Latham, 2002).

Locke’s idea, a seemingly natural outgrowth of Aristotle’s telos (Barker, 1958), have been supported in a number of studies (Latham & Kaldes, 1975; Rothkopf & Rillington, 1979; Locke et al., 1990). Locke’s core principle in his goal-setting theory states that by setting moderately difficult, self-assigned, and specific goals, individuals are challenged to increase performance towards those goals. Setting goals also allows workers to judge their own performance against that needed to reach the goal. Goal setting is also an important attribute for teams. Specific and measurable performance goals in teams can solidify cohesion, increase performance, and reaffirm purpose (Katzenbach & Smith, 2003). In 1975, Taibi Kahler identified five common motivational drivers which have the potential to cause dysfunctional behaviors. These “transactional drives” are the need to: (1) Be perfect, (2) be strong, (3) hurry up, (4) please others, and (5) try hard. Kahler suggests that we are all guided to be socially functional adults through these drivers. However, when individuals focus too much on any or all of these drivers, dysfunction can set in, causing stress (Kahler, 1975).

Kahler’s drivers, in the context of work, seem to be situational dependent. Managers may be able to capitalize on the intrinsic drivers of their workers to suit the organization’s needs but they could also be used in assisting stressed workers identify the sources of their stress.

2.5 Motivation of Teachers and Performance

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job

satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. For example, Bennell (2004) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a colossal problem', which is seriously compounded by political interference.

Analoui (2000) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher -centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarizes these concerns about teachers. 'Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all' (World Bank, 2004:43).

The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehaviour could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high. As part of a study of the impact of the AIDS epidemic on education in Botswana, Malawi and Uganda, representative groups of primary and secondary school teachers were asked if they agreed with the statement that teacher morale at this school is high'. Morale in Botswana and Uganda was reasonably good whereas there appears to be more cause for concern in Malawi, especially at primary schools (see Bennell, Hyde and Swainson, 2002). Despite the reported morale, this study investigated whether motivation of teachers increase their morale to perform.

2.5.1 Intrinsic Motivation and Performance

Intrinsic rewards like recognition creates role models and communicates the standards. These constitute the great performance. Bennell (2004) noted that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid, but achieve better learning outcomes. Where private sector provision is growing rapidly with strong public approval (like in Tanzania), this is a strong intrinsic motivator to the otherwise downward pressures on teacher status.

A study of what motivates senior managers by Analoui (2000) revealed discontent with the managerial style and traditional attitudes of top management who took things for granted. Good work and high quality performance were not often recognized. The old style and culture of passive interaction still persisted especially in ministries and other government organizations where some top management was referred to as old guards who had not really changed. Lack of recognition is not always a direct consequence of the presence of old values and traditional managerial styles. Torrington et al (2002) on the other hand indicated that poor human resource management seriously de-motivates employees.

Stone (1988) also found that the job performance and intrinsic reward relationship follows the social challenge theory; employees 'performance is giving back to organizations from which they get their satisfaction. The relationship between intrinsic motives and performance is better explained by the expectancy theory espoused by Vroom found in Cole (1995). According to Vroom, perception that effort will lead to effective performance (expectancy), that performance will lead to rewards available (valence) combined to create a strong motivation for an individual to put in effort to achieve a level of performance and obtain rewards at the end.

2.5.2 Extrinsic Motivation and Performance

Okino in the New Vision newspaper (2008), According to Museveni, head teachers did not live near schools; thus spending a lot of time traveling to schools. On this note, Dungu (2000) also cited this problem of residential accommodation in some of the countries of sub Saharan Africa. He noted that many primary school teachers were given small house allowance to cater for their residential accommodation which forced them teachers to reside in poor houses. On the other hand, Farrell (1993) also observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into demotivation of teachers to effectively performs at work.

Wayne (1998) asserts that a reward in form of pay has a strong impact on the employees' performance. Bratton (2003), agree with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Armstrong (1996) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward. Kiseesi (1998), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. The researcher feels that this is recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance.

A study on difference among levels of employees in terms of rewards was researched by Maicibi (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. Maicibi (2003) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non –teaching and academic staff. Therefore, all teachers in schools need the desire to be satisfied at work and once all teachers are motivated, their performance will definitely increase and they will see a point in what they are doing, which improves the work morale of teachers.

2.6 The role of motivation

Along with perception, personality, attitudes, and learning, motivation is a very important part of understanding behavior. Luthan (1998) asserts that motivation should not be thought of as the only explanation of behavior, since it interacts with and acts in conjunction with other mediating processes and with the environment. Luthan stress that, like the other cognitive process, motivation cannot be seen is behavior, and this should not be equated with causes of behavior.

While recognizing the central role of motivation, Evans (1998) states that many recent theories of organizational behavior find it important for the field to re-emphasize behavior. Managers and management researchers have long believe that organizational goals are unattainable without the enduring commitment of members of the organizations. Motivation is a human psychological characteristic that contributes to a person's degree of commitment (Stoke, 1999).it includes the factors that cause, channel, and sustain human behavior in a particular committed direction.

Stoke, in Adeyemo (1999) goes on to say that there are basic assumptions of motivation practices by managers which must be understood. First, that motivation is commonly assumed to be a good thing. One cannot feel very good about oneself if one is not motivated.

Second, motivation is one of several factors that go into a person's performance (e.g., as a primary school teacher). Factors such as ability, resources, and conditions under which one performs are also important. Third, managers and researchers alike assume that motivation is in short supply and need of periodic replenishment. Fourth, motivation is a tool with which managers can use in organizations. If managers know what drives the people working for them, they can tailor job assignments and rewards to what makes these people "tick." Motivation can also be conceived of as whatever it takes to encourage workers to perform by fulfilling or appealing to their needs. To Olajide (2000), "it is goal-directed, and therefore cannot be outside the goals of any organization whether public, private, or non- profit".

2.7 Empirical Literature Review from Earlier studies/Researches

Teachers are thought to be the nation builders and they are always given the great importance in educated and dignified societies but in recent years stakeholders, society are complaining about the performance of teachers in secondary schools. It is generally expected that the academician who trained and expected to produce societal virtues like honesty, discipline, devotion, dignity are not committed and devoted to their job (Isaack et al,2011).

According to Kayuni and Tambulasi (2007) lack of motivation and commitment can give a negative impacts to student's learning and mostly importantly is to put the future of the students on the stake. Teacher's contribution in the human capital development and technological advancement greatly depend on their motivation and willingness for taking initiatives.

According to Nadeem et al. (2011) there are so many variables that affect the motivational level of teachers and these prolonged salary debts, teaching allowances, non-payment of pensions on time, promotions, and carrier development with others has an effect on teacher's performance. Low morale for teachers to perform is very crucial should be addressed. In order to find their appropriate solution of problem face by teachers, the first step is to identify those factors that have that have greatest impact on motivational levels, both influential and dignified profession in society and teachers are always expected to be the lifeblood of any education system.

Institutional locations, books and classrooms are meaningless and unproductive without academician. Low incentives , over teaching and working load, un-conducive class environment ,socio economic status of teachers, respect in the society, professional attitude of teachers, mental health, distance of residing area and others are the factors which affect the academician's performance negatively. A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent of 20,and it is a salient factor in some

countries. Research by Bratton (1994) indicated that motivational patterns are different among men and women in developing countries with men more concerned with extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards i.e. the satisfaction of teaching children.

Another study in Ghana also concluded that teacher morale is reasonably high (Acheampong et al, 2003). Only 13 percent of teacher respondents indicated that they did not enjoy teaching 'although nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers. Nonetheless, in another study of primary schools in Sierra Leone, primary school head teachers indicated that, if they could, they would replace less than 20 percent 19 of teachers because they are poorly motivated (Bennell et al, 2004). In the same vein, this study investigated the motivation and the performance of teachers in secondary school in Mzumbe ward.

Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, and abusive behaviour towards pupils) by school managements because it was very difficult to dismiss them and pay and promotion are largely unrelated to actual performance.

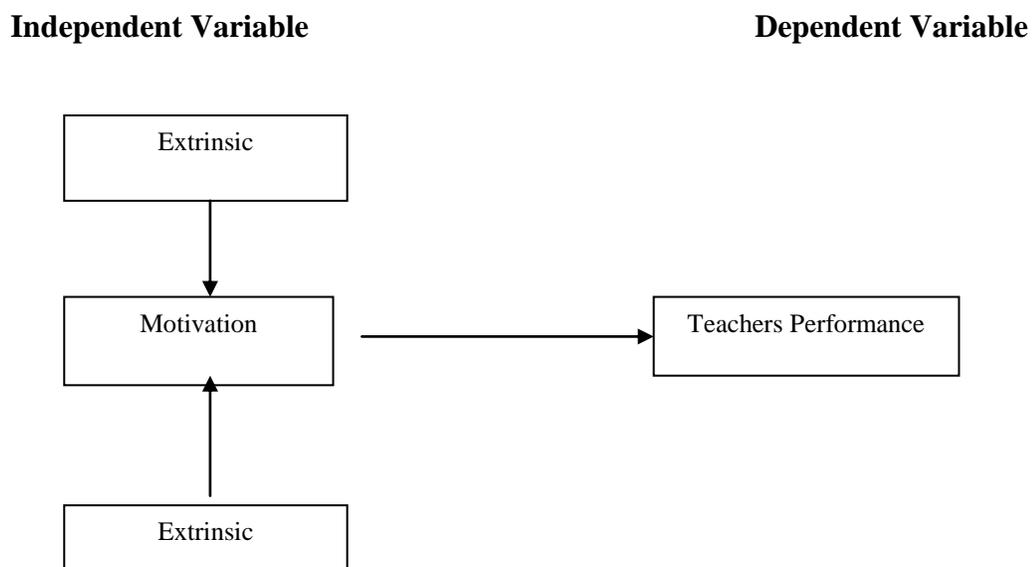
This situation was also revealed by Carron (1996) that where teacher pay is very low, there is normally de facto recognition that the labour process' in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these survival activities. More generally, there is a widespread acceptance that you get what you pay for', which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs. Corcoran et al.(2004) added that quality of teacher

and teaching is the most dominating factor that affect learning at large scale. Eton (1984) noticed that promotion, payment and salaries have a significant impact on the attitude of teachers toward their work.

2.8 Research Gap Identified

In reviewing theoretical as well as empirical literature, the researcher realized that enough has not been done in examining the role of motivation and performance of teachers. Most of the studies reviewed were concerned with employees from organization rather than teachers in secondary schools. The researchers found it of utter significance to research on the teachers and examine the crucial role of motivation and performance of teachers in secondary school. The few researches on motivation and performance of teachers were found outside Tanzania. This study shades light on the role of motivation and performance of teachers in selected secondary school at Mzumbe ward, Mvomero District in Tanzania.

Figure 2.1: Conceptual framework showing the possible effect of motivation on Teacher performance



Source: The Researcher 2014 (Based on Herzberg's theory (1996) two factor theory)

The conceptual framework of this study presents the motivational aspects and how they contribute performance of teachers. The model can answer the following questions; First, to what extent does motivation affect the morale of teachers to perform? , secondly what is the effect of intrinsic motivation on performance of teachers? And thirdly what is the effect of extrinsic motivation on performance of teachers? It is noted that the extrinsic motivational aspects like salary, allowances (teaching allowances) and good working condition of teachers once it provided it will enhance good performance of teachers with the improvement of good and quality education. As Maslow (1943) suggest for inciting a feeling of motivation that results in good performance.

Furthermore, the intrinsic motivational aspects like recognition, and career advancement once it provide by any organization cause motivation of employees to perform well. These are always to be satisfactory as Herzberg (1996) suggested for employees to be motivated to perform well. If this goes to vice versa i.e. not satisfactory by employees, then the performance will be poor. Therefore, the academic staff must perceive the intrinsic aspects provided as important and satisfactory for them in order to perform well in the spheres mentioned.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is presenting various research methods, and procedure that the researcher used during the research process. It consist of research design ,description of study area, target population, sample size ,sampling techniques, data collection methods, data analysis techniques and the reliability and validity of the data collection instruments.

3.2 Research Design

The study used a descriptive research design because of the nature of the variables that were at hand, to produce data, required for quantitative and qualitative analysis and to allow simultaneous description of views, perceptions and beliefs at any single point in time. (White, B, 2000).

3.3 Description of the Study Area

The study took place at Mzumbe ward, the purpose being assessing the role of motivation on the teacher's performance. Mzumbe ward is located in Mvomero District is about 50 kilometers from District Head quarter. The schools selected were Mzumbe and Mongola Secondary schools, the reasons that is because; First the study area had two secondary schools (Mzumbe and Mongola Secondary) that Mzumbe Secondary is a Aged / old government school which obtained direct supports from the government , furthermore this school get a lot of support and benefits from different foreign entities like Financial aids for different projects, assistance in school renovations and rehabilitations of different buildings around the school. Also different volunteers teachers from Germany, Finland, UK, as well USA come and assist in teaching as well as provide books for the school development. That this school had varieties of teachers and non-teaching staff together with the accommodations which available for the staff. While other school Mongola Secondary School it's a representatives of all ward public government school which were constructed by the efforts of the government to increase

student's enrolment in secondary school. Thus it is not have enough accommodation for teachers which enhance good teaching for students; also in this study area no single research had been conducted. Thus under this circumstances it led to the attention for the researcher to find out what is in, from this two selected schools. In which Mzumbe ward area was randomly selected as the study area in the region (see Figure 3.2 in the appendix).

3.2.1 Geographical Location

Mvomero district is among the six councils of Morogoro region. It is a new district split from the former Morogoro district. Others are the Morogoro, Kilosa, Kilombero, Ulanga, and Morogoro Municipal. The district boundaries are as follows: to the north is Handeni district, to the east is Bagamoyo district, to the south by Morogoro Municipal Council and Morogoro district, whereas to the west it is by Kilosa district council.

Mvomero district is located at North East of Morogoro region lying between 8° 00" and 10° 00" Latitudes south of equator; and lies between Longitudes 37° 00" and 28° 22" East. The district has a total area of 7,325. km². Administratively Mvomero district has is divided into 4 divisions, 17 Wards, and 101 Villages as shown by the table below.

Table 3.1: Distribution of administrative units in Mvomero district

No	Division	Wards	Villages	Hamlets
1	Mvomero	4	31	154
2	Turiani	5	27	158
3	Mgeta	4	22	156
4	Mlali	4	21	109
Total		17	101	577

Source: Mvomero district council (2002)

The 17 wards that Mvomero is divided administratively are; Bunduki, Diongoya, Doma, Hembeti, Kanga, Kibati, Kikeo, Langali, Maskati, Melela, Mhonda, Mlali, Mtibwa, Mvomero, Mzumbe, Sungaji and Tchenzema (Mvomero district profile 2006).

According to the 2002 Tanzania National Census, the population of the Mvomero district was 260,525. The indigenous people of Mvomero district and Morogoro Urban districts are mainly of Bantu origin. The tribes that dominate in each district are as follows; Mvomero: Waluguru, Wakaguru and Wakwere. Morogoro Urban: Mixed tribes reside in this district as it is highly urbanized (Morogoro regional profile, 2006).

3.2.2 Selected Secondary School Information

Background of Mzumbe Secondary school

Introduction: The Area Profile:

Mzumbe Secondary as the among of government special school in Tanzania which is found on valley of Uluguru mountain had almost of 25 kilometers away from Morogoro municipal and 50 kilometers away from Mvomero District head quarters only ,also 4 kilometers south of Iringa-Morogoro road. It is founded within the Changarawe village, in Mzumbe ward and Mlali division.

Mzumbe secondary school is performed very well compared to other government school , and this is due to the nature of the school which is special school .That majority of students are registered had special ability in their performance. Mzumbe secondary school had a total number of 60 teachers and 20 non teaching staff (which include Librarian 2, doctor 1, nurse 2, security 5 and 8 school cooks, as well as 5 Office attendants. And currently Mzumbe secondary school is the leading government school interms of high performance, high commitment of teachers, administration, and students in general. Mzumbe secondary school is driven by the school motto of ‘Determination’ as the education spirits for school performance and development.

Mongola Secondary school in Mzumbe Ward

Background Information’s of the school.

This school is among of the secondary in Mzumbe ward which a number of 30 teachers staff among of them 18 are female and 12 male. Mongola secondary is the ward school which establish in 2006 according to the Government policy of Education act which

were insisting the establishment of ward section schools in each wards in Tanzania with the aims of increase the enrollments for students and to serve education services nearby the villages. And to ensure availability of teachers and provision of good education services in each wards in Tanzania. Each service provided by the Ministry of Education together with local government efforts toward in achieving the overall objectives.

The school had different level of teachers who performed well in the school. Majority of teachers had attained a Diploma level of educational and some of them attained bachelor level of education, and few among them attained postgraduate's studies. And majority of teachers in this school had more than five years in school that made them to attain to different activities around the school. With this teaching experience made them to be considered when it comes to external government duties.

3.3 Target Population

A target population or study population as defined as by Babbie ,(2004) is a aggregation of elements from which sample is actually selected (p,1990).The study was carried out among 120 Secondary teachers from two selected schools (Mzumbe and Mongola Secondary schools), teachers considered were Bachelor, Diploma, and Masters (obtained from DEO Mvomero District) .In addition in this ward has 02 Head Masters, 20 SMT members (10 SMT members from each school), WEO (1) and DEO (1).Teachers were interviewed by asking them to answer both closed and open ended questions in our semi structured questionnaire while other respondents were interviewed.

3.4 Sample Size

In this study a total of 110 respondents was picked for the study thus 100 teachers as primary respondents whereby 60 teachers from Mzumbe as well 40 teachers from Mongola Secondary school were picked up.Teachers considered were Bachelor, Diploma, and Masters level of Education (obtained from DEO Mvomero District) , 02 Head Masters, WEO 1,DEO 1 as key informants and 06 SMT members as focus group discussion from two selected secondary school (03 SMT members from each school). Mzumbe and Mongola Secondary School).This sample size optimum and satisfied the

requirements of efficiency ,representative and reliability and flexibility (Kothari, 2004).Therefore by studying the sample ,the researcher was able to draw conclusion that generalised the entire population interest.

Table. 3: 2 Sample Size Description from Two selected Schools (Mzumbe , Mongola)

Category	Total Population	Sample Size
Secondary Teachers (Primary respndents)	120	100
Head Masters (Key Informants)	02	02
SMT members(focus group)	20	6
WEO	01	01
DEO	01	01
Total	144	110

Source from : Field Data, 2014

3.5 Sampling Techniques

The researcher under this study used purposive and simple random techniques which were easy to administer to targeted respondents so as to get the desire results.

3.5.1 Purposeful sampling

Purposive sampling technique is used to target the respondents that have pertinent information about the study in question. These respondents information is believed by researcher to be reliable for the study . The Key informants to this study were obtained using this method. These were the two Head Masters from Mzumbe and Mongola Secondary Schools, and two Education Officers (DEO and WEO). These were selected because they are main actors as far as motivation and performance of teachers is concerned. The information they had regarding the role of motivation and performance of teachers is not ignored by the researcher.

3.5.2 Stratified Sampling Technique

This technique was applied by selecting number of respondents which were required for the study. These respondents were; Teachers, School Head Masters, SMT members, , education Officers (DEO and WEO). This was considered because the researcher intended to know various views from selected groups of respondents about the general motivation for teachers in Secondary schools in the study area.

3.5.3 Simple random Sampling

The respondents in this study were teachers as primary respondents, Head Masters, Education Officers (DEO and WEO) and SMT members. Simple random sampling technique was used to select respondents in the group teachers. A total of 100 teachers (primary respondents) from two selected secondary schools in Mzumbe ward, Mvomero District who participated in the study. Their selection involved simple random sampling of the 144 target respondents. Table of Sample Size Determination suggests a minimum sample size of 100 to be selected and this was sample was used by the researcher. Specific attention was paid to inclusion of both male and female teachers in the study sample.

3.6 Data Collection

According to Gay and Mills (2005), data means the pierces of information that someone collects and use to examine his topic, hypotheses, or observations .Are basic facts, building blocks for information and knowledge. Both the use of Primary and Secondary Data methods were used by the researcher to collect qualitative and quantitative data information. Thus, different four methods were purpose used to collect data, included, questionnaire, interview, observations, and documentations.

3.6.1 Questionnaire

The researcher used questionnaire as the major primary data collection in this study. Questionnaire is referred to as a set of questions used for collecting data from

respondents in order to carry out the research. The researcher prepared 90 questionnaires for teacher's respondents to supplement the interview with the key informants and documentary review. All were written in English Language because is the medium of instruction in most secondary school. Under this questionnaire it consists of closed ended questions and additional remarks space. The entire questionnaires were structured since they followed the pattern of set objectives and subsequent research questions. The use of Likert-pint scale was used in large part of the questionnaire. The respondents were assured of their confidentiality of the information provided to the researcher that will use for academic purposely only.

The 100 questionnaire were provided to teachers is the reasons is due to impossibility of conduct interview to this large number of respondents and also their views about how motivation influence the performance of teachers in teaching ,maintained the students performance, as well as provision of quality education. Thus questionnaire was possible to be use and implemented (appendix ii). The questionnaires were both closed and open ended. The primary data was obtained directly from the teachers found in the study area.

3.6.2 Interview

An interview is a purposely interaction between two or more people focused on the trying to get information from the other person. Interview allowed researcher to get data information that they cannot acquired through observation.(Gay at al,2005).There are many different forms of interview like job interview, social work interview, appraisal interview ,phone and research interview ((Bryman & Bell,2007)).The research interview is an eminent strategy for data collection in both qualitative and quantitative .The researcher in this study used semi-structured interview in order to investigate motives and general feelings during face to face encounters while questionnaire could not. The main key informants for the interview including DEO, WEO, and Head Masters, were interviewed through series of questions which prepared by a researcher so as to identify motivation issues and teachers performance in selected secondary schools at Mzumbe ward.

3.6.2.1 Phone Interview

This is form of interview which often conducted by the employers in the initial interview round of the hiring process, in this type of interview allows an employer to screen candidates on the experience, qualifications, and salary expectations pertaining to the position and the company. The telephone interview saves time of the employer, normally use structured interview. With this form there is direct contact between the employer and employee. Telephone interview are schedule and questions are generally prepared in advance similar to the way other interview are conducted, this reflects that using telephone interview is pragmatic second choice where ,for reasons of resources (time expenses), face-to-face interviews are not possible(Gubrium and Holstein,2002).

In this aspect, the highly use of phone as another source of interview were undertaken because of the majority of respondents were away from the offices and had no enough time to fill the questionnaires in time, and also some of them were in Holiday session. That it was hard for them to be available in the offices .Phone Interview were used for some teachers and Educational officers like DEO and WEO. A list of phone interview is indicated with the inclusion of their names, titles, and their phone numbers as appendix IV.

3.6.2 Observation

The researcher also employed observation as one of the methods that helped him in collecting data. He used this method by participating in daily activities with other teachers at work stations. The reasons for applying this method is it help in the understanding of human actions and also it provide valuable data as researcher able to observe changes over time (Bell,2010).The researcher observed teachers when their teaching , how are they dealing with Students in solving discipline and academic issues. He observed that they sometimes postponed periods and just staying in the classes, teachers sometimes had large number of teaching load, good attendance of teachers during morning hours but not seen in the afternoon hours. Teachers sometimes they're not enjoying teaching due to unsatisfied working condition, also observed them in meeting to know how they react on issues of motivation. Many agree with the statement

and some comments with anger when discussing the absence of motivation issues to teachers. See Appendix for checklist of observations.

3.6.3 Documentation

Due to the nature of the study, both published and unpublished documentary was used to obtain secondary data. The institutions policies, (promotions, recruitment, and housing policies). Reports on academic performance, District Inspectorate reports, DEO reports on teachers performance. Also the departments meeting minutes, strategic plans and manuals were all visited for such purpose. More over the secondary was quite useful in helping the researcher to prepare instruments for data collections and for the extractions of the study sample; secondary data such as list of teachers, their level of education, gender, age, and length of employment were quite helpful to the study as were used as the checklist against different respondents.

3.7 Measurement of Variables

All dependent variables were discussed as shown below to enable the researcher to easily collect and analyze data.

3.7.1 Independent Variables

The independent variables in this study was the motivations issues for teachers(intrinsic and extrinsic).It was measured along with 9 dimensions of allowances(teaching allowances),satisfied salaries, promotion ,recognition, career advancements, good working condition. Key informants were interviewed to identify these aspects. Respondents had to show their stands on those aspects. The guided questionnaire had these identified by indicating to the respondents in their perception. The respondents had to respond either they strong disagreed, disagree, agree or strong agreed. Again these motivation issues were further used to know the role on performance of teachers, thus independent acted as the dependent variable of this research study and clearly presented below.

3.7.2 Dependent Variables

The dependent variable in this study was performance of teachers. This was measured along the performance indicators of teachers which include preparation of lesson notes, regular attendance of classes, good participation of extra curricula activities and regular pupil's assessments. The role of motivation aspects on these was used to see whether they incited a sense of improved performance or not. The dependent variables were measured using 4 statements items all on how motivation issues influenced their performance.

3.8 Data analysis Technique

Researcher analyzed and interpret quantitative data by using Statistical Package for Social Sciences (SPSS) program to compute the percentages, frequency and tabulation of responses and both use of quantitative and qualitative types of data. Various ways of analyzing them was employed as follows;

3.8.1 Qualitative Data analysis

The researcher makes effective editing before undergoing analysis of qualitative data. Editing was done after attend different interviews. This was very important that it give a researcher clarify different information from the respondents. The qualitative data collected were analyzed using content analysis. It is systematic technique for compressing many words text into fewer content categories based on explicit rules of coding(Stemler,2001).

3.8.2 Quantitative Data Analysis

The quantitative Data collected were analyzed using Statistical Package for Social Sciences (SPSS) program and Microsoft Excel. This is the computer software for processing which helped in computing descriptive statistics such as frequencies, and percentages. Data were interpreted, organize, summarize and put in tables. The researcher employed this method in order to minimize the number of categories of

responses received from respondents. It was quite useful in allowing the researcher to ensure the responses were appropriately classified and exhaustive as far as the problems under consideration were concerned.

3.8.3 Validity of Instruments

Validity is the extent to which the instruments used during the study measure the issues they are intended to measure (Amin, 2005). To ensure validity of instruments, the instruments were developed under close guidance of the supervisor. After the questions are designed, they were pre-tested to a tenth of the teachers in the sample. This helped to identify ambiguous questions in the instruments and be able to re-align them to the objectives.

3.9 Ethical issues

At the onset of data collection, the researcher sought permission of the District Education Officer (Appendix IV) who introduced the researcher to the head teachers and this was possible after the researcher showed the introductory letter from Mzumbe University about the permission of data collection in the area. The head teachers also introduced the researcher to the teachers as well as the SMT members. In addition, each questionnaire contained an opening introductory letter requesting for the respondents cooperation in providing the required information for the study. The respondents were further assured of confidentiality of the information provided and that the study findings were to be 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.

3.10 Validity and Reliability of the Research

The terms validity and reliability have been more prominent in quantitative research but they are also applied to qualitative research though addressed differently (Brock-Utne, 1996; Cohen et al., 2007). The term validity has been described as “construct validity”. It determines whether the research truly measures that which it was intended to measure

or how truthful the research results are. (Golafashani, 2003). Joppe, (2000) defines reliability as: “the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

In so far as the definitions of reliability and validity in research reveal two strands:- Firstly, with regards to reliability, consistency, stability and predictability (synonyms for reliability), whether the result is replicable or not. Secondly, with regards to validity, truthfulness, accuracy, authenticity, genuineness, or soundness (Synonyms for validity), whether the means of measurement are accurate and whether they are actually measuring what they are intended to measure (Salkind, 1997). Therefore, in this study validity and reliability of information was observed through triangulation of various data collection methods and pilot study.

CHAPTER FOUR

PRESENTATION OF THE RESULTS AND DISCUSSION

4.1 Introduction

The researcher had assumption that Education levels likely to affect respondents in their teaching performance. This chapter aims to present and discuss the research findings. It is in this chapter where the study gets its clear meaning as to why at the first place this study was conducted. This chapter therefore provides answers to the research objectives aimed at in this research. In a nutshell the chapter basically highlights the following key aspects of this research: the motivation aspects in each of the selected schools, the way motivation affects teachers' morale to perform in the selected schools, the effects of intrinsic motivation on teachers' performance in the schools and the effects of extrinsic motivation of teachers' performance. However the chapter, before explaining the effects of intrinsic and extrinsic motivation, will describe the extent to which each school uses these motivation aspects and the way both school management and teachers view them.

4.2 Motivation Aspects in the selected secondary schools

Motivation is part and parcel for the teachers to increase morale in their performance in their teaching. The emergence of Motivation in secondary in Tanzania had been played a great role for development of Education in most secondary school, as the case of Mzumbe ward with the preference of Mzumbe and Mongola secondary school had been observed by the researcher. Thus the emergence of two forms of motivation had been found in both schools ,whereby intrinsic motivation identified as the one of among of aspect which increase the morale of teachers to perform .Furthermore extrinsic motivation affect the performance of teachers at large , things like accommodation, recognition, allowances, as well salaries it influence a lot in the performance of teachers.

4.2.1 Extrinsic motivation in Mzumbe secondary school

- **Mzumbe Shops frames Project (Entrepreneurships opportunities)**

In this aspect it noted that majority of teachers in this school had accessibility of offering and design and open different business activities alongside the business area which were allocated by the school. Those teachers who are posted in this school had advantage of getting opportunities of opening any business which depend on the financial capacity of the teacher. And it also observed that almost 70% of teachers in this school who were posted had been staying in the school more than a Ten years .And this due to emergence of motivation which offers them to stay. Some Teachers opened business like shops, cafeteria, small markets for home materials, and other business.

- **Mzumbe Saving and credit cooperatives for Teachers. (Sacco's)**

This is the organization which design ,deciding , organizing and implemented by Mzumbe Teachers since in 1994s , which had objectives of given out credits for teachers after their saving in their Sacco's accounts. This led a lot advantages for teachers who had access to Mzumbe Sacco's. It administer by the Mzumbe Teachers who were experience enough in the issue of the Finance and organization management. Thus these leaders are committed enough to take responsibility in the organization for the teachers. This Organization helps a lot for teachers to get enough loans opportunities which depends much of the shares which members have in their accounts. There is some challenges of this Organization, which include misunderstanding among the top management of the organization (leaders) with their members , another is the rise of (Money questions) misuse of Money which were saved in the Organisation account. For instanced the allocation money for Agriculture projects for teaches in 2002 , whereby majority of teachers had missed that opportunities due to mis use of money, mis allocation of money by the administration , favoritism and individualism of the administration to their members in money spent . And it led a lot of questions of where money went? It still a problem in the entire organization that some teachers decided to withdraw and takeout all their serving from the Organization, due to delayment of credits for some members which led a lot of questions among members. Because sometimes loans requested it is not available on time.

- **Mzumbe Land opportunities as project for teachers**

And this juncture there is availability of land for teachers once teachers requested and apply. Mzumbe secondary school had a lot of empty land which is very fertile for Agriculture cultivations, and these areas available alongside of the Mzumbe School. These hectores is empty and it is very useful for agriculture activities. This land obtained trough applying to the serf reliance committee and reply back to the members. And teachers have a great chance of getting land unlike other non teaching staff.

- **Free Accommodations Opportunities**

Since it established in 1960s Mzumbe secondary school had a varieties of Accommodations which obtained after the declined of Rubber plantation in this areas along the 1950s.(As Explained in Historical background of the school).The accommodation which provided by the school are Free Houses with furniture's , and Free water supply services. The Accommodations opportunities which are available for teaches, and non teaching staff are so much satisfied and fit for staffs though it need a rehabilitations in some areas. Thus with this it count a lot for the teachers to stay in the school.

- **Salary**

Salary is a basic source of income (money) from employees. Money plays significant role in maintain one's life. The researcher through discussion with the SMT observed that, perception of many teachers is that; salary is not satisfactory. Teachers are deducted Income tax, Tanzania Teachers Union (TTU) , Higher learning Students Loan Board (HESLB), and National Health Insurance Fund (NHIF).The researcher further found out that ,these deduction are around 48% of the entire salary of teachers gets. Almost half of the salary is slashed by deductions. All of these result in a condensed net salary for an academic staff rendering the negative perception. The salary should be enough for teachers to have psychological needs e.g. food, shelter, rinks, and clothing. The low salary after deduction means the survival for teachers is threaten ,since he/she cannot have proper shelter ,food, drinks, and clothing, hence perceiving it as unsatisfactory.

- **Allowances**

Allowances as salary above , are associated with money but allowances incite a sense of recognition from the employer by employees .From the finding from figure 4.9 shows that 80 % of the respondents perceived that allowances were not enough and satisfactory or not given at all ,while 20 % of the respondents perceived that allowances is satisfied for them. And these allowances are Medical and transport allowances. The study can strongly sum up that, teachers have positive perception on various allowances that once it provided it led to high performance in teaching.

4.2.2 Intrinsic Motivation in Mzumbe Secondary School

There is no doubt that in Mzumbe there is somehow job satisfaction because teaches are motivated by provided accommodation services and some allowances once a teachers assign a certain duty to perform it might the reason behind is a aged secondary school and special government school compared to other in the region and ward.

- **Recognition**

Recognition is referred to as the act of realizing and accepting that something is true or important or it is the public respect and thanks for someone work or achievement (Longman ,2009).The study found that recognition is seriously considered as motivation tools by the Mzumbe secondary school Management. And one of the key informants said, “We write letters of appreciation to our teachers who have performed well in teaching and who able to increase the performance of school interms of subject wise. For instance our Biology and Chemistry Teacher of Form six have been recognizing by the school and the government”. The remarks show commitment in recognizing the efforts of teachers who shows high performance in teaching as well as commitment in teaching profession. The researcher observed that during the meetings the Head Master usually congratulated the promoted teacher who successfully shows high commitments in their work.

Also the researcher observed recognition by the word of mouth from school management and not teaching staff after the school performed well. They use words like “thank you”, “well done” and keep it up and often write letters and / or notes expressing their appreciation.

- **Promotion**

Promotion is a career advancement or elevation to a higher rank or position (Webster, 2014). The researcher through documentation found out that, Mzumbe and Mongola Secondary have a good promotion policy for its teacher’s staff which is well followed by management. Teachers sometimes promoted to different department if they meet the criteria of satisfactory teaching and commitment which one of them is teaching experience more than three years. Though sometime promotion taking long time in its implication.

4.3 Intrinsic Motivation in Mongola Secondary School

As had been explained by different scholars that intrinsic motivation is derived from within the person internal feelings or from the activity itself and, positively affects behavior, performance, and well being. These were job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others, teaching as one’s goal in life and usefulness to the community. And this had been observed and viewed in this school that majority of teachers are intrinsically motivated themselves in teaching though despite the absence of low or absence of motivation in the school. And also teachers are very committed in their work, high commitments in their jobs, maintained the school performance and students discipline.

- **Promotion**

The researcher through documentation found out that, Mongola Secondary have a tendency of promotion policy for its teacher’s staff which is well followed by the school management team. Teachers sometimes promoted to different department if they meet the criteria of satisfactory teaching and commitment which one of them is teaching experience more than three years. Though sometime promotion taking long time in its

implication. And this had been observed by the researcher that for instance, Mongola second Master had been promoted to become Education assistance in Agriculture department in Mvomero district.

- **Recognition**

Recognition is referred to as the act of realizing and accepting that something is true or important or it is the public respect and thanks for someone work or achievement (Longman ,2009).The study found that recognition is seriously considered as motivation tools by the Mongola secondary school Management. And one of the key informants (Head Master) said, “I have received a letter and certificate from DED for good performance of the 2013 Necta examination form Four results, because we manage to produce students to joining for Advanced Level”. Thus with this observation is clear that recognition of teachers had a great effect for the performance of teachers in this schools.

4.4 Extrinsic motivation of Mongola Secondary School

- **Salary**

Salary is a basic source of income (money) from employees. Money plays significant role in maintain one’s life. The researcher through discussion with the SMT observed that, perception of many teachers is that; salary is not satisfactory. Teachers are deducted Income tax, Tanzania Teachers Union (TTU) , Higher learning Students Loan Board (HESLB), and National Health Insurance Fund (NHIF).The researcher further found out that ,these deduction are around 48% of the entire salary of teachers gets. Almost half of the salary is slashed by deductions. All of these result in a condensed net salary for an academic staff rendering the negative perception. The salary should be enough for teachers to have psychological needs e.g. food, shelter, rinks, and clothing. The low salary after deduction means the survival for teachers is threaten ,since he/she cannot have proper shelter ,food, drinks, and clothing, hence perceiving it as unsatisfactory.

- **Allowances**

Allowances as salary above , are associated with money but allowances incite a sense of recognition from the employer by employees .From the finding from that 70 % of the

respondents perceived that allowances were not enough and satisfactory or not given at all, while 30 % of the respondents perceived that allowances is satisfied for them. And these allowances are Medical, transport allowances, seminars allowances especially for science subjects like Biology and Chemistry and teaching allowances for extra teaching hours. The study can strongly sum up that, teachers have positive perception on various allowances that once it provided it led to high performance in teaching.

- **Free Accommodations Opportunities**

Since it established by the government efforts Mongola secondary school had a limited number of Accommodations which obtained after community contribution together with the government, in order to retain teachers in the school compound. The accommodation which provided by the school are Free House which divided into rooms which afford only four (4) teachers, and little contribution of water and electricity charges depend on their uses. The Accommodations opportunities which are available for teaches, and non teaching staff are so much satisfied and fit for staffs though it need a rehabilitations in some areas. Thus with this it count a lot for the teachers to stay in the school.

- **Mongola Teachers Informal group for Saving and credit Organisation**

This is the organization which design, deciding, organizing and implemented by Mongola Teachers which formed from 2005s update which had objectives of given out credits for teachers after their saving in their Teachers Organisation account. This led a lot advantages for teachers who had access to this organisation. It administer by the Mongola Teachers who were experience enough in the issue of the Finance and organization management. Thus these leaders are committed enough to take responsibility in the organization for the teachers. This Organization helps a lot for teachers to get enough loans opportunities which depends much of the shares which members have in their accounts. There is some challenges of this Organization, which include misunderstanding among the top management of the organization (leaders) with their members, another is the rise of (Money questions) misuse of Money which were saved in the Organisation account, favoritism and individualism of the administration to their members in money spent. And it led a lot of questions of where money went? It

still a problem in the entire organization that some teachers decided to withdraw and takeout all their serving from the Organization, due to delayment of credits for some members which led a lot of questions among members. Because sometimes loans requested it is not available on time.

4.5 Effect of motivation to teachers' morale to perform

The first objective was to find out the effect of motivation to teachers' morale to perform. In order to capture this objective the researcher asked respondents to tell the extent at which they think motivation can bring about teachers' morale to perform. The findings were as follows; 68 percent of the respondents said that extent at which motivation brings about teachers' morale to perform is very high, 24 percent said it is high, 4 percent said it is very low and another 4 percent of the respondents also said it is low (see Table 4.1). These findings tell us that for the majority the extent at which motivation brings about teachers' morale to perform is very high. These findings imply that the effect of motivation to teachers' morale to perform is very positive, and for that matter motivation is part and parcel to teachers' morale to perform.

Table 4.1: Teaching morale and motivation

Responses		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high	68	68.0	68.0	68.0
	High		24.0		
	Very low	24	4.0	24.0	92.0
	Low		4.0	4.0	96.0
	Total	4		4.0	100.0
		100	100.0	100.0	

Source: Research findings, 2014

4.6 Effect of Intrinsic motivation on the performance of teachers in Mzumbe secondary school

- **Job Satisfaction on the performance of teachers**

The second objective was to find out the effect of intrinsic motivation on the performance of teachers. In order to capture this objective the researcher went through the following points; first, the researcher wanted to know whether respondents are satisfied with the teaching profession. The responses were as follows; 20 percent of the respondents said that they are satisfied with the teaching profession and 40 percent of the respondents said they are not satisfied with the teaching profession (see Table 4.2). So the findings show that to the majority of teachers are not satisfied with the teaching profession.

Table 4.2: Satisfaction with the teaching profession (N= 60)

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	20	33.3	33.3	33.3
No	40	66.6	66.6	99.9
Total	100	100.0	100.0	100

Source: Research findings, 2014

And secondly the researcher wanted to know the extent at which job satisfaction could bring about increase in teachers performance. The responses were as follows; 66.6 percent of the respondents said that extent at which job satisfaction could bring about teachers performance is very high, 16.6 percent said high, 11.6 percent said moderate extent, 3.3 percent very low extent and 1.6 percent said low extent (see Table 4.2).

These findings imply that to the majority of teachers the extent at which job satisfaction could bring about teachers performance is very high, meaning that satisfaction is part and parcel to teachers' performance.

- **Recognition of teachers and performance**

Fourthly the researcher wanted to know the extent at which recognition could improve teachers' performance. The responses were as follows; 67 percent of the 40 respondents said the extent at which recognition could bring about teachers' performance is very high, 17 percent of the 10 respondents said it is very high, 8 percent of the 5 of the respondents said it is moderate, 8 percent said it is very low and 0 percent said non (see Table 4.3). So the majority said the extent at which recognition could bring about teachers' performance is high.

Table 4.3: Recognition of teachers and teachers performance (N=60)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very high	40	67	67	67
High	10	17	17	84
Moderately	5	8	8	92
Very low	5	8	8	87.0
Low	0	0	0	100.0
Total	60	100.0	100.0	

Source: Research findings, 2014

- **Promotion of Teachers**

Fifth, the researcher wanted to know whether teachers are being promoted in time. The responses were as follows; 8 percent of the respondents agreed while 92 percent (see Table 4.4). So these findings tell us that the majority of teachers are not promoted in time.

Table 4.4: Promotion in time

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	10	17	17.0	17.0
No	50	83	83.0	100.0
Total	60	100.0	100.0	

Source: Research findings, 2014

- **Promotion**

Sixth, the researcher wanted to know whether teachers are being promoted in time. The responses were as follows; 72 percent of the respondents said that the extent at which promotion could bring about teachers’ performance is very high and 28 percent of the respondents said the extent is high (see Table 4.5). So these findings tell us promotion goes hand in hand with teachers’ performance. And for that matter timely promotion of teachers could motivate them to perform better.

Table 4.5: Promotion and teachers performance

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very high	50	83	83.0	83.0
High	10	17	17.0	100.0
Total	100	100.0	100.0	

Source: Research findings, 2014

Therefore after going through all the above mentioned points it is obvious that the effect of intrinsic motivation to the performance of teachers is very positive. Meaning that the performance of teachers is positively correlated to things like; job satisfaction, recognition and timely promotion. If these factors will be taken into the consideration then the performance of teachers will be improved.

4.7 Effect of Intrinsic motivation on the performance of teachers in Mongola secondary school

According to Ryan & Deci (2000), intrinsic motivation is derived from within the person or from the activity itself and, positively affects behavior, performance, and well being. Therefore, in order to assess intrinsic motivation among teachers and how it had affected their performance, this study investigated various indicators of intrinsic motivation. These were job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others, teaching as one’s goal in life and usefulness to the community among

others. Table 4.6 presents quantified responses from interviews with teachers regarding their level of agreement with indicators of intrinsic motivation.

Table 4.6 Effects of Intrinsic Motivation and performance of teachers (N= 40)

Intrinsic motivation among teachers	Responses Agree		Responses Disagree		Total Number
	Number	Percentage	Number	Percentage	
1.Teaching gives me a great deal of job Satisfaction and morale to perform	10	25	30	75	40
2.Teaching gives me recognition and Respect from the community and school	15	38	25	62.5	40
3.Teaching enables me to interact and develop relationship with people from many areas	30	75	10	25	40
4. Teaching is one of my goals in life	10	25	30	75	40
5. I full fill all tasks assigned by the school administration	20	50	20	50	40
6 .I prepared learning and teaching instructional materials regular	35	87.5	15	37.5	40
7. I regular maintained and maintained the school performance and students Discipline	35	87.5	5	12.5	40
8. I perform my duties even there is a delayment of salary	20	50	20	50	40
9. I attend all extra curriculum activities with cooperation with other teachers	15	37.5	25	62.5	40
10. I perform all duties and assignments without deployment	35	87.5	5	12.5	40

Source: Field Data, 2014

From the table above it shows that majority of teachers in this school are intrinsically motivated themselves to perform their duties. And this it noted in the field in how teachers perform their duties. That majority of Teachers perform well despite of not motivated enough to perform their duties and this led a lot of impact when teachers being demoralize and not given a chances to recognize for what is performing in school.

Teachers are working very hard though there are very low motivation for them, teachers Heart are very demoralized due to what the government provides for them is not satisfactory for their survival that were given low salary, no allowances, poor working condition which force them to shift to another field. , there are not given necessary services like Accommodations which force them to stay away to schools.

4.8 Effect of Extrinsic motivation on the performance of teachers in Mzumbe Secondary School

The third objective was to find out the effect of extrinsic motivation on the performance of teachers in Mzumbe secondary school. Again in order to capture this objective researcher went through a number of points as follows;

- **Increase of Salaries**

First researcher wanted to know the extent at which increase in salary may bring about teachers' performance in schools. The responses were as follows 75 percent of respondents said that the extent at which increase in salary could bring about teachers' performance is very high, 16 percent said high and 8 percent said moderate (see Figure 4.7). These findings suggest that increase in salary go hand in hand with better performance of teachers. Meaning that in order for teachers to perform better they must have better salaries.

Table 4.7 Increase of Salaries and teachers performance

Responses	Frequency (N)	Percentage (%)	Cumulative Frequency
Very High	45	75	75.0
High	15	16	91.0
Moderate	05	8	100.0
Total	60	100	

Source: Field Data,2014

- **Accommodation at School Premises**

Secondly researcher wanted to know whether respondents have got accommodation at school premises. Responses were as follows; 67 percent of respondents agreed. However the majority 33 percent of the respondents disagreed (see Figure 4.7). These findings imply that the majority of teachers do not have accommodation in school premises. Thus Mzumbe second have houses for teachers which enhance the good performance of teachers because they live inside the school Campus also this accommodation are given for free of charge. Majority of the ward secondary schools like Mongola do not have houses for teachers.(see the table 4.8)

Table 4.8: Accommodation at the school

Responses	Frequency	Percentage (%)	Cumulative Frequency
Agree	40	67	67
Disagree	20	33	100
Total	60	100	

Source: from Field data, 2014

Thirdly researcher wanted to know the extent at which provision of accommodation may improve teachers' performance. The responses were as follows; 76 percent of the respondents said the extent at which accommodation could improve the performance of teachers is very high, 5 percent said high, 6 percent said moderate, 6 percent said very low extent and 7 percent said low extent (see Figure 4.9). These findings tell us that provision of accommodation for teachers may motivate them to perform much better.

Table 4.9: Accommodation and teachers performance

Responses	Frequency	Percentage (%)	Cumulative Frequency
Very High	40	67	67
Moderate	12	20	87
low	8	13	100
Total	60	100	

Source: Field Data, 2014

- **Transport and Medical Allowances**

Fourth researcher wanted to know the extent at which provision of transport and medical allowances could improve the performance of teachers. But all most all teachers have is only the health insurance which by the way it is deducted from their salaries.

The responses were as follows; 57 percent of the respondents said that the extent at which provision of transport and medical allowances could improve the performance of teachers is very high, 23 percent said it is high, 7 percent said it is moderate, 6 percent said it is very low and 7 percent said it is low (see Table 4.10). These findings suggest that provision of transport and medical allowances could improve teachers' performance.

Table 4.10: Transport and medical allowances versus teachers performance (N= 60)

Responses	Frequency (N)	Percent	Valid Percent	Cumulative Percent
Very high	30	50	50.0	50.0
High	15	25	25.0	75.0
Moderately	5	8	8.0	83.0
Very low	7	12	12.0	95.0
Low	3	5	5.0	100.0
Total	60	100.0	100.0	

Source: Research findings, 2014

Having gone through all the above points we have seen how salary, accommodation and provision of both transport and medical allowances could bring about the performance of teachers. In that matter we say that better salary, provision of accommodation, transport and medical allowances are positively related to teachers' performance. Therefore we found that there is positive effect of extrinsic motivation on the performance of teachers.

4.9 Effect of extrinsic motivation on the performance of teachers in Mongola Secondary School

- **Extrinsic motivation**

Extrinsic Motivation are external outcomes granted to someone by other, such as money, employee benefits, promotions, recognition, issuing of accommodation services, status symbols, and praise. In other words, this kind of reward is provided by another person or by organizational system to individuals .As it observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into demotivation of teachers to effectively perform at work. And this statements were proved by the results finding in the study areas in Mongola secondary school that majority of teachers were not stay within the school compound, that hired a rooms/house which is cheap and duties to non-payment of house allowances by the government and decided to staying in the village, and hence it become so far for them to attend the lessons and school on time, as detail indicated in the table 4: 11 below;

Table .4.11.Extrinsic motivation issues in Mongola Secondary School

Extrinsic motivation among teachers/Respondents	Responses Agree		Responses Disagree		Total Number N= 40
	Number N= 40	Percentage %	Number N=40	Percentage %	
1. 1.Teachers who perform well are given prizes	20	50	20	50	40
2. The school offers financial assistance to teachers with parties	0	0	40	100	40
3. I get free meals at school	0	0	40	100	40
4. The school offers weekly duty allowances	5	12.5	35	87.5	40
5. The school provides me free accommodation	10	25	30	75	40
6. It is possible to get advance payment from the school in case I have a financial problem	2	5	38	95	40
7. Extra teaching allowances paid by the school help me to complete the syllabus	3	7.5	37	92.5	40
8. Salary payments are prompt	35	87.5	5	12.5	40
9. I am paid a salary that is enough to cater for my basic needs	15	37.5	25	62.5	40
10. Teachers are given free medical care in case of ill health	5	12.5	35	87.5	40

Source: Field Data, 2014

The findings agree with Mertler (1992) that, the work and living environment for many teachers is poor, which tends to lower self-esteem and is generally demotivating. Many schools lack basic amenities such as piped water and electricity, staff rooms and toilets. Ho It established that extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. Basing on this description, therefore, the study investigated that 75% teachers in this school received very low of some externally administered rewards (extrinsic motivators) like low salary payment, no-free provision of accommodation available only for Administrators like the house of school Head masters, No free meals, Absence of weekly duty and no payment of extra teaching allowances, low /absence of advance payments in case of financial problems due to nature of the economic situation today, conditional leave of absence and contribution of free medical care and payment. That with this teaching profession becomes so hard for them to perform effectively in classes and maintain the school performance.

4.10 The cross cutting issues arises from both schools

a) Similarities

The motivation issues which were discussed in each of the school .it shows that majority of teachers are so much intrinsically motivated them in teaching profession and this noted in the performance of teachers in each school s. That teacher are performed well like attendance in schools and classes, preparing learning and teaching instructional materials so as to ensured the education system in Tanzania as well in their school are performed with Fine colors.

But what they're doing current is very low and dissatisfied, that what needed is motivation strategies and plan which will be implemented and not just Instructed so as to increase their teaching performance , increase of the students participation and performance in their school. Tanzania governments suppose to set different strategies so as to ensure the performance of teacher's in Tanzania and in this area are developed and provision of quality of education in Tanzania are maintained. Also in the

administration system in the schools and local government are very far in motivating teachers and consideration of their values is very low despite of their daily hard working.

b) The Difference

It observed that there is a quite difference extrinsic motivation opportunities between this two schools, that Mzumbe had more extrinsic opportunities compared to Mongola secondary school in this ward. And the reasons behind of this it due to the fact that Mzumbe is Aged school, given all priorities due to the performance in Nation level, whereby Mongola is ward school which established in 2006 for the special programmes of the government, thus had less consideration on Extrinsic motivation programmes for teachers which caused total frustration for teachers in this school.

C) Education Implication

Job satisfaction any profession especially Teachers in this case are very important because it bring teachers to be very committed and responsibility in their school. Unless the teachers is not satisfied /demotivated with his jobs she/he cannot deliver the materials in hundred percent. The teacher need to be empowered by giving autonomy that it gives them sense of personal responsibility to perform their work effectively. The government and other stakeholders should ensure that the teacher's values are recognized respect and appreciate so as to increase the performance and the increase of education development in Tanzania.

Teachers with different level of education, experience should given job satisfaction/motivation differently .And it very important to identify teachers drives and their needs to channel their behavior so as to motivated them in teaching professions. Though monetary form it's a crucial role in motivating teachers I their work places but also the issues of provision of Accommodation it very important for them because she/he will be staying alongside with the school compounds.

The schools should establish formal programmes which will encourage and rise of teacher's morale to teach and enjoy the teaching professions. The recognition on from seniors also is very effective ways to motivates teachers. That the finding of the present

study provides a ways in which teachers to motivate and ensured what they're delivering is very useful in a community and Tanzanian generation.

d) The Significance of Motivation programmes for Public Secondary school teacher.

Under this research finding in developing countries in Africa as Mzumbe ward it concerned, in Mvomero District, the finding show that Teachers motivation is not considered as part of the tools things in the rise of morale and due to their 'Deadly Heart' things which will increase the morale of Teachers. Teachers are worked very hardly despite the unavailability of the motivational programmes for them in their working stations. The ward public secondary school in Tanzania had provide little motivation programmes which is not quite enough to motivate teachers in enjoying teaching profession .Thus motivation act as possible tools for the teachers which led to reduce the performance of teachers, increase of the students failure as well as decrease the quality of education system in Tanzania if not well implemented.

Basing in this description it shows that in Mzumbe ward there is minority who receive various external administered reward like, accommodation, Advance payments which is very low, non provision of medical services without charge .Also the majority were not given any externally rewards like appreciation for the hard working, recognition for their performances, payment of allowances, (duty and extra duty allowances).

4.11 Conclusion

Thus can be concluded that the majority of the teacher in this ward they did not got motivated enough to perform their work effectively because it observed that majority of them are lack of provision of Accommodation services, Non-payment of allowances as part of their motivation, but they dedicated themselves to be teachers and remain in the field despite the absence of motivation. Teachers tend to look for accommodation elsewhere in order to teach the students and develop education system in Tanzania, pay the House bills from their Salaries without given house allowances, and this led totally demotivation of teachers to work effectively and Efficiency.. And also it noted that the

majority of teachers are not given or given very small House allowance to cater for their residential accommodation which forced them to reside in poor houses. And this revealed in the study when interviewed teachers in other school in Mongola, that majority of teachers were not given even House allowance that force them to look for cheapest and house/rooms which correlated with their Salary .A situation which is frustrating teachers and demotivation them to perform their work effectively and retained their work stations.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENTATIONS

5.1 Introduction

This section concludes the main issues worth noting in this dissertation and these are basically presented as per the findings in relation to the research objectives which guided the whole study as follows:

5.2 The effect of motivation on teachers' morale to perform

Research findings revealed that teachers benefited from both monetary and non-monetary motivators. The majority of the respondents joined the teaching profession because of the personal interest they had in teaching. However, 80% of the respondents from the two selected secondary schools indicated that salary was inadequate to meet their needs with increase of the cost of living. The inadequacy of the salary earned by teachers was emphasized by one head teacher that;

“.....most teachers are not satisfied with the amount of money the government pays them. It's indeed inadequate. The cost of living has gone up and most teachers find it difficult meet daily expenses like transport, house rent, food, medical care and school fees for their family members”

As a form of motivation, therefore, salary was insufficient to motivate teachers and increase their morale to perform efficiently. Besides, non monetary motivators were available in Mzumbe and Mongola secondary but not all teachers had access to them. Despite the relatively low motivation, however, the majority of the 75 respondents indicated that their performance was good and encouraging (indicated by 60 % of the respondents), implying that the majority of the teachers performed their activities with high morale and commitment.

Basing on the findings, it is fair to conclude that the performance of teachers was good despite the fact that their motivation was inadequate. Consequently, many respondents

advocated for increase in salary and other non monetary benefits of teachers to match the increasing cost of living in Mzumbe ward, in Mvomero.

Despite this, however, the majority of the teachers performed their activities with high morale, commitment and responsibilities as evidenced from reporting early at school, regular testing and examination of pupils, high turn up of teachers in staff meetings and school occasions, efficiency at maintenance of students discipline and supervision of school activities among others.

5.2.1 The Effect of Intrinsic Motivation on the Performance of Teachers

Research findings indicated that the majority of the respondents were intrinsically motivated by the responsibilities they performed in the school. That gave them a sense of control over others, interaction and development of relationship with people from many areas, recognition and respect accorded to teachers by the community

However, the majority of them (50%) indicated that intrinsic motivation had to a small extent increased their morale to perform. However, a significant positive relationship existed between intrinsic motivation and performance of teachers implying that increase in intrinsic motivation increased the performance of teachers.

Basing on the research findings, therefore, the study concluded that the majority of the respondents had intrinsic motivation evidenced by increased recognition, job satisfaction, career development (promotion) , recognition commanding control over other people in the community, the challenging and competitive nature of the teaching profession as well as having realized their goal in life which was training the nation.

5.2.2 The Effect of Extrinsic Motivation on the Performance of Teachers

Study findings revealed that the extrinsic motivators available to teachers in selected Mzumbe wars were prompt salary payments, advance payment from the schools in case teachers had financial problems, leave of absence in case a teacher had a reason to justify it and, extra teaching allowances to teachers though it delay. On the other hand,

respondents revealed absence of the following extrinsic motivators: adequate salary, medical care, weekly duty allowances to teachers as well as accommodation.

This implies that not all extrinsic motivators were available to teachers in the schools studied in Mzumbe ward. Salary was notably the most pressing motivator that was reported to be lacking. Consequently, the majority of the respondents (60%) indicated that extrinsic motivators had effect on teacher's morale to perform; implying that inadequacy of extrinsic motivators significantly affect the morale of teachers to perform

Basing on the study findings presented in this objective, therefore, it can be concluded that not all extrinsic motivators were available to teachers in the selected secondary school in Mzumbe ward. However, the majority of them were concerned about the inadequacy of the salary to meet their basic needs. Consequently, the study found that extrinsic motivators had to effect in increasing teachers 'morale to perform.

5.3 Recommendations

Basing much of the finding and conclusion of the study, the following recommendations are made:-

- 1) The Ministry of Vocation Training and Education should be working out different incentives Packages for teachers in order to increase teacher performance and morale in Public secondary teachers. Special attention should be considered for teachers especially payments of Salaries prompt, solving of teachers problems like financial problems like in terms of their long salaries areas, increasing and changing their salary scales on time, solving different demanding debts by the government. And also the reducing/removing pay as you earn taxes payment because it led a lot of cries for teachers due to their level of their salary being very low in amount compared to the nature of the rise cost of living in Tanzania.
- 2) And also the provision of Free accommodation services like in Mzumbe secondary school , Free medical facilities without charge , Insurance, Payments

of Allowances, will make teachers to stay near with the school, will enjoy the teaching environment, and will increase teachers attendance in classes and in their working stations. And also the Educational Stake holders and communities should be put their efforts in building the Houses, motivating and respect as well as recognition of teachers in various issues. By doing so will be in position to motivate teachers in their work stations.

- 3) There should very close supervision of District Education Inspector (DEI), District Education officer (DEO) in their regular checking the performance of teachers in order to identify their problems of teachers so as to motivate them in their working places rather than punish them as threaten them in Education issues. Regular visits to the school would motivate teachers to stay in the school and early attendance in school as recommended.
- 4) Provision of Rewarding, Bonus, for the better performed teacher in order to rise the deadly heart and motivating teaching spirits which will increase performance and rise of education system in Tanzania and achievement of students, as well as recognition of best school which performed well, together with their teachers should be implemented and recognize, and appreciated.
- 5) For Teachers should put consideration that teaching profession is like other profession, there is highly need to understand the nature of our government system (top down approach) because if there is a tendency of striking, riots should done with corresponding demands. Sometimes some teachers they are not attend schools, regular absentees, and incompleteness of the syllabus but still their salary is paid on time. If there is a problem let directing to the office concerned for them and the officers concerned for teachers they should not threaten teachers, disrespect, and abusive them, treating them with manner, polite way and consider them as part of the civil servants in this nation.

5.3.1 Limitations of the study:-

The accomplishments of the Objectives in this study were not easy and simple. There were various problems that hinder in the course of the study:-

- a. The researcher faced budget constraints as estimated budget were not enough .This caused the researcher to take long time as expected and look for additional fund to finagling the study.
- b. During the data collection especially interview with the key informants was difficult due to tight schedule as well as other was in holiday and also majority of them refused tape recorded. But the researcher was tolerant to schedule the appropriate and suitable time for each and opted to note down the answers on a notebook. This resulted into delay of data analysis but still all the key informants' information was received.
- c. Some of the respondents were not cooperate enough in provide information which required in the study. The issues of delayment of returned of questionnaires, Inter – Personal hatred of providing Information which is wrong are even not included in the questionnaire. Despite of having Introduction letter by the researcher as well as confidentiality of any Information which provided but some respondents were not cooperate effectively.
- d. In Tanzania these is little or no research that had been done in this field of Public Secondary Teachers motivation issues thus there was very few literature report and which Support the findings. Despite this, the researcher depends a lot on the data which obtained in the field to solve this problem.

5.4 Areas for further Research

The results of study have noted that there is in adequate motivation for the teachers in public secondary school in Tanzania especially in Mzumbe ward which automatically decrease and demotivated teacher's morale to perform their duties and job effectively. That the study suggests different strategies that can be implemented in order to improve the performance of teachers in. The finding revealed that there is quite a need to conduct research in other demographic areas in order to correlate the finding of this area (data of this area) with others so as to know what have been collected in this area had significance toward motivation and performance of teachers.

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I am conducting a research on *Motivation and the performance of secondary school teachers in Tanzania*. The research requires conducting interviews with various stakeholders including you. The information hereby obtained is solely for academic reasons and all your responses will remain confidential. We will be extremely grateful if you agree to collaborate with me and give some time to answer a set of questions we have. The questions are designed to help us understand the impact of motivation to the performance of teachers in secondary schools. We thank you for your time and eagerly hope for your cooperation.

5. To what extent do you think your teaching morale will be improved by motivation

- i. Very high
- ii. High
- iii. Moderately
- iv. Very low
- v. Low

6. To what extent do you think increase in salary may improve teachers' performance in schools?

- i. Very high
- ii. High
- iii. Moderately
- iv. Very low
- v. Low

7. Do you get accomodation at your school premises?

- i. Yes
- ii. No

8. To what extent do you think provision of accomodation may improve teachers' performance?

- i. Very high
- ii. High
- iii. Moderately
- iv. Very low
- v. Low

9. Do you get transport and medical allowances?

- i. Yes
- ii. No

10. To what extent to you think provision of transport and medical allowances may improve teachers' performance?

- i. Very high
- ii. High
- iii. Moderately
- iv. Very low
- v. Low

11. Are satisfied with teaching profession?

- i. Yes
- ii. No

12. To what extent do you think job satisfaction may increaser teachers performance?

- i. Very high
- ii. High
- iii. Moderately
- iv. Very low
- v. Low

13. Does your school have a culture of recognizing teachers whenever they perform well?

- i. Yes
- ii. No

14. To what extent do you think recognition may improve teachers performance?

- i. Very high
- ii. High
- iii. Moderately
- iv. Very low
- v. Low

15. Are normally being promoted in time?

- i. Yes
- ii. No

16. To what extent do you think promotion may improve teachers performance?

- i. Very high
- ii. High
- iii. Moderately
- iv. Very low
- v. Low

17. To what extent do you think good human management may improve teachers performance?

- i. Very high
- ii. High
- iii. Moderately
- iv. Very low
- v. Low

18. To what extent do you think availability of learning and teaching materials may improve teachers performance?

- i. Very high
- ii. High
- iii. Moderately
- iv. Very low
- v. Low

19. To what extent do you think effective school supervision may improve teachers performance?

- i. Very high
- ii. High
- iii. Moderately
- iv. Very low

v. Low

20. What are the challenges facing secondary school teachers in your school?

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

21. What are the measures that should be taken to curb the challenges facing secondary school teachers?

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

Thank you for your time and assistance

APPENDIX II

**SAMPLE GUIDED QUESTIONNAIRE FOR SELECTED SECONDARY SCHOOL
TEACHERS IN MZUMBE WARD,**

Motivation and Performance of Teachers in Selected Secondary Schools

INTRODUCTION

• This questionnaire is solely academic in its purpose. The aim being to investigate motivation and performance of secondary school teachers at Mzumbe ward, Mvomero district. Thus impartial (objective) answers are highly recommended. All information you provide will be handled with extreme confidentiality.

1. What is your highest level of Education?

- a) Certificate
- b) Diploma
- c) Bachelor Degree
- d) Masters

2. Is there any challenges facing in your Teaching professional? If yes outline below;

- a)
- b)
- c)
- d)
- e)

3. How long have you been in this Teaching professional carrier?

- a) 1 to 3 years
- b) 4 up to 6 years
- c) 8 up to 13 years
- d) Above 20 years

4. Are you enjoying teaching in secondary schools? If Yes/No why

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

5. Are you a government OR private secondary school teacher?

.....

6. If Is there any necessary payments that have not being paid to you which makes not to enjoy teaching professional carrier. If yes give out below.

- a)
- b)
- c)
- d)

7. What makes teaching professional so hard top you?

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

8. What are the benefits that you get from this profession, if any outline below?

- i.
- ii.
- iii.

9. Are you motivated enough in your teaching profession? If Yes /No explain.

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

10. Is there any ways do you think can improve the working conditions for teachers in Secondary School in this school? Give outline below;

- i.
- ii.
- iii.
- iv.
- v.

11. Is there any challenges that facing Secondary school Teachers in Mvomero District? If yes give out below.

- i.
- ii.
- iii.
- iv.
- v.

12. What do you think can be the solution of the problems that facing Secondary School Teachers in this school?

.....

.....

.....

.....

APPENDIX III

Table 3.2: Main Occupation of the Labour Force by District in the Region, 2002

Occupation	Mvomero	Kilosa	Ulanga	Kilombero	Morogoro	Morogoro Urban	Regional Total
Legislators, Administrators and managers	273	506	142	493	268	973	2,656
Professionals	349	595	133	860	361	3,231	5,529
Tech. and Associate professionals	1,608	4,303	946	3,063	3,787	5,990	19,696
Clerks	446	514	181	790	117	2,156	4,205
Small business managers	2,201	862	341	3,249	599	1,550	8,804
Service and shop sales workers	2,155	3,126	1,023	2,892	1,147	8,227	18,573
Street vendors	1,901	10,4 54	901	4,249	2,745	9,978	30,227
Craftsmen	2,754	4,69 2	1,067	3,064	2,559	7,576	21,710
Farmers	106,808	168, 436	77,70 5	114,651	93,746	24,821	586,16 8
Livestock keepers	1,296	1,98 9	934	1,344	1,426	889	7,882
Fishermen	69	166	145	566	109	579	1,639
Plant operators and Assemblers	604	1,05 1	165	842	143	3,284	6,090

Elementary occupations	9,992	15,878	1,495	4,336	6,710	8,256	46,669
Others	417	421	177	585	784	719	3,105
Total	130,873	212,992	85,373	140,977	114,498	78,240	762,952

Source: 1. Morogoro Regional Profile, 2006

2. URT population and Housing Census: 2002

APPENDIX IV**PHONE INTERVIEW SCHEDULE**

Name of the participants	Title	Contacts phone numbers
Mr. Abdalah (Senior Academic Master Mongola)	Teacher	0716-127960
Madam. Makota (Mongola)	Teacher	0714-791823
Mlw. Sofia (Mongola)	Teacher	0715-599922
Mr. Benjamin	Teacher	0714-779266
Ward Education coordinator of Secondary school in Mzumbe	Education coordinator	0715-000523
Mr. Labacha (Second Master Mongola secondary)	Teacher	0759-983300

APPENDIX V

Respondents according to their Demographic characteristics

Variable	Categories	Frequency	Percentage
Sex	Male	59	78.8
	Female	15	21.2
		74	100
Age	Between 26-30	11	22
	Between 36-40	15	20
	Between 20-25	30	45
	Between 40-60	18	13
		74	100
Length of Employment	Between 0-5	19	50
	Above -5	40	35
	Between 10-15	15	15
		74	100
Education Level	Master Degree	7	7
	Bachelor Degree	48	65
	Diploma level	19	28
		74	100

Figure 3.1 Map of Tanzania showing Morogoro region



Figure 3.2 Map of Morogoro region showing Mvomero district



Source:<http://www.tanzania.go.tz/census/census/morogoro.htm>