

**ASSESSMENT OF THE RELATIONSHIP BETWEEN MOTIVATION
AND PERFORMANCE OF PUBLIC SECONDARY SCHOOL
TEACHERS
A CASE OF MOROGORO MUNICIPALITY**

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PERFORMANCE OF PUBLIC SECONDARY SCHOOL TEACHERS
A CASE OF MOROGORO MUNICIPALITY**

**By
Eugen Ludovick**

**A Dissertation Submitted to the School of Public Administration and Management
in Partial Fulfillment of the Requirements for the Award of a Degree of Master of
Science in Human Resource Management (MScHRM) of
Mzumbe University
2015**

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation titled; **Assessment of the Relationship between Motivation and Performance of Public Secondary School teachers: A case of Morogoro Municipality** in partial fulfillment of the requirements for the award of a Degree of Master of Science in Human Resource Management of Mzumbe university.

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DECLARATION

I, **Eugen Ludovick**, Declare that this research report is my own original work and that it has not been presented to any other university for a similar or any other degree award.

Signature.....

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DEDICATION

This work is dedicated to my wife Pricilla Augustine, my parents Mr and Mrs Ludovick Felix Mtoshu, brothers, sisters and my beloved children David and Precious.

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I am grateful to the Almighty God who gave me the opportunity, ability and strength to do this work. The success of this study would not have been possible without the contribution from various individuals and organizations. I find myself indebted to many individuals who motivated and assisted me in developing this dissertation. The list must begin with Dr. Raphael Habi who was my major supervisor. He encouraged and supported me throughout from the initial stage of the proposal, writing initial report drafts to finally producing this dissertation. He was always there with his constructive, criticism and support, shared with me the anxiety and the burden of reading all the earlier drafts of this dissertation.

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LIST OF ABBREVIATIONS

DED	-	District Executive Director
ILO	-	International Labour Organization
MOEVT	-	Ministry of Education and Vocation Training
MRCO	-	Morogoro Region Commissioner's Office
MSEAO	-	Municipal Secondary Education Academic Officer
MSEO	-	Municipal Secondary Education Officer
SACCOS	-	Saving and Credit Co-operative Society
SEDP	-	Secondary Education Development Plan
UNDP	-	United Nations Development Programme

ABSTRACT

Motivation is the great observable fact that drives employees toward better performance. If employees are well motivated, it is believed that their morale to work can be raised and hence their performance can be improved. It is considered as managerial measure in stirring up employee's better performance. In Tanzania, many organizations use various ways most of them being monetary ways to ensure that employees demonstrate better performance.

In the context of teaching career, the situation is different simply because most of the planned motivation measures are still in papers since there is no much effort which has been done to ensure proper implementation of motivation strategies to teachers especially public secondary school teachers. Many education stakeholders argue about poor performance of public secondary school teachers due to poor motivation. This is what calls for the need to undertake this study to assess the relationship between motivation and performance of public secondary school teachers.

The study assessed the relationship between motivation and performance of public secondary school teachers using Morogoro Municipality as the case study. The research design used was the case study. The study used both qualitative and quantitative methods. A sample of 130 respondents was selected for the study. Data were collected through questionnaire, interview and through documentary method.

The general finding of this study revealed that, motivation to public secondary school teachers is poor. Also the performance of public secondary school teachers is poor and this indicated that there is a great relationship between poor motivation and poor performance which is demonstrated by public secondary school teachers.

Based on the findings of this study, it was recommended that the authorities that deal with public secondary school teachers to ensure that all means of motivation (both financial and non-financial) to teachers should be managed and provided to teachers effectively to raise their morale and improve their performance.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.0 Introduction

The research was about “Assessment of the relationship between Motivation and Performance of Public Secondary School teachers”. Morogoro Municipality was used as a case study. The study concentrated on assessment of motivation factors/aspects in relation to teaching career if at all they have a great impact on increasing the morale of Public Secondary School teachers in their day to day teaching activities in such a way that their performance will be raised. Chapter one will provide the background of the study, statement of the problem, research objectives both general and specific, research questions, significance of the study, limitations of the study and definitions of terms.

1.1 Background of the study

The motivation to work depends essentially on what the worker expects to get out of it. Whether or not employee will put much effort into work depends on the extrinsic rewards offered by management and on how intrinsically satisfying the task is to him or her (Webber, 1979).

Green, Adam & Ebert (1985), states that the process of motivation begins with the individual's intention to behave in a certain way or to perform at a certain level, and involves the interactions between intentions, perceptions and the work environment. One of the most important factors in determining an individual's behavior (and thus, his or her performance) is the performance goal that the person holds. Moreover, Green, Adam & Ebert (1985), argues that good performance in an organization influences the outcome of a person.

In the real world approach, statements and questions such as the following are often expressed by managers: Our employees are just not motivated. Half the problems we have are due to lack of personal motivation.

How do I motivate my employee?. In the global context, the problem of motivation is not a recent development. Research conducted by William James in the late 1800s indicated the importance of motivation. James found that hourly employees could keep their jobs by using approximately 20 to 30 percent of their ability. He also found that highly motivated employees will work at approximately 80 to 90 percent of their ability. Highly motivated employees can bring about substantial increases in performance (Ghillyer, 2009).

Organizations are concerned with having productive, committed and enthusiastic workers for excellent organizational performance. To achieve this, firms have to put motivation at the centre of their operations. In Africa and particularly everywhere there are many cases of de-motivated and frustrated workers including teachers, de-motivated employees do not only harm the firm's performance but their lives as well both career wise and physically (Mukokoma, 2008).

According to Bennell & Akyeampong (2007), the most critical finding that emerges from African context is that very sizeable proportions of public secondary school teachers, particularly in sub-Saharan Africa, have low levels of job satisfaction and are poorly motivated. Many tens of millions of children are, therefore, not being taught properly and are not receiving even a minimally acceptable education. Generally, this indicates poor performance of teachers. The unavoidable conclusion is that most schooling systems are faced with what amounts to a teacher motivation crisis, which has far reaching implications for the Millennium Development Goals especially in education. Furthermore Bennell & Akyeampong (2007) assert that over one-third of all the secondary school teachers at the survey in African countries indicated that teachers at their school are 'poorly' or 'very poorly' motivated. Motivation levels appear to be chronically low in Ghana and Zambia.

The survey results in the study conducted in Nigeria revealed that secondary school teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance (Ololube, 2006).

According to Bennel (2004), work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks which comprise the so called performance. The received knowledge among professional psychologists is that 'pay on its own does not boost motivation'. However, financial motives are likely to be dominant among teachers in developing countries where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for 'higher-order' needs, which are the basis of true job satisfaction and performance, to be realized. Furthermore, Bennel (2004) explains that there is a wide range of views about public secondary school teacher motivation in Africa 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 African countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. Consequently, standards of professional conduct and performance are low. The excessive politicization of public education has had a profound impact on levels of accountability in many education systems, which has, in turn, seriously affected teacher commitment and motivation. The poor and declining quality of public education has led to growing numbers of parents sending their children to non-state schools.

In the context of Tanzania, there are various factors which explain about motivation and performance of public secondary school teachers. According to Massawe (2011), promotion criteria are also still based largely on qualifications and years of service. Consequently, both right teachers and those who do not deserve to be promoted get promoted together.

All these bring about poor performance of teachers due to lack of motivation. Furthermore, secondary school teachers are seriously underpaid (pay packages are very low) and thus, more than anything else is the key factor undermining teacher morale and motivation. On the other hand, a teacher may be highly committed to the attainment of the school's learning goals, but he/she may lack the necessary competencies to teach effectively, which ultimately becomes demoralizing and de-motivating. This indicates low level of in-service training to public secondary school teachers.

Generally, Teacher motivation depends critically on effective management, particularly at the government and school level. Most of public secondary schools in Tanzania do not have effective management. Massawe (2011) argues more that, if systems and structures set up to manage and support public secondary school teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. All the country case studies in Tanzania conclude that poor teacher motivation and inadequate incentives have far-reaching adverse impacts on the behaviour and overall performance of public secondary school teachers. Morogoro Municipality being the part of Tanzania is not exempted from all these situations facing public secondary school teachers.

1.2 Statement of the problem

The performance of public secondary school teachers in Tanzania has become recently a focus of all education stakeholders and politicians due to unstable and increasing poor outstanding performance of many schools. Generally the attention has been put to output which is the performance of students without firstly assessing the motivation criteria or aspects which are required to be entitled to teachers so that their performance can be increased.

According to MOEVT (2010), the Secondary Education Development Programme II (SEDP II, 2010-2015), put efforts to improve working environment by building residential houses for teachers and supply of teaching and learning facilities.

Also the effort was made to retain adequate numbers of high quality teachers through incentive (motivation) systems so as to increase their morale and performance but still the

working environment in most of public secondary school teachers in Tanzania is very poor. Despite all these government efforts, still performance is low particularly for public secondary school teachers. Generally, the standard of professional conduct is low to many teachers. Mkumbo (2012) argued that commitment of teachers is devastatingly low. Generally, there is poor preparation of teaching materials especially lesson notes, lesson plan and scheme of work. Furthermore, the practice of continuous pupil assessment is very poor. On the other hand, teacher absenteeism and late coming to work is high and rising. All these reveal general poor professional performance.

Lugenge (2010) argues that some leaders do not appreciate the fact that employees have to be motivated so that they can perform high so as the goals and objectives of the organization are achieved. This is obviously common in Tanzanian context especially in education sector particularly in Secondary education where public secondary school teachers lack or have little motivation toward their performance. Morogoro municipality being the case is not exempted from this situation since it has many Secondary schools where teachers are treated the same. Therefore the study intended to assess the relationship between motivation and performance of public secondary school teachers.

1.3 Research objectives

1.3.1 General objective

The objective of this research was to assess the relationship between motivation and performance of public secondary school teachers by taking Morogoro Municipality as a case study.

1.3.2 Specific objectives of the Research

- To find out specific motivation factors/aspects that can increase morale and performance of public secondary school teachers to perform their daily teaching activities.
- To find out level of performance in various aspects related to teaching activities.
- To find out whether motivation to Secondary school teachers alone can improve their performance.

1.4 Research questions

The research focused to answer the following questions;

- What are the motivation factors/aspects which can increase morale and performance of public secondary school teachers to perform their daily teaching activities better?
- What is the level of performance of teachers in various aspects like preparation of teaching activities, attendance to school and coverage of the syllabus?
- Can motivation alone improve performance of public secondary school teachers in performing their daily activities at school?

1.5 Significance of the study

Generally, the discovery of the relationship between motivation and performance of public secondary school teachers will add knowledge to the society on the following aspects:-

The study will help to understand if at all there is a relationship or link between motivation for public Secondary school teachers and their performance.

Furthermore, the study will raise awareness to individuals, society and government on the importance of motivating Public Secondary school teachers.

On the other hand, the study will enable government to be sure if poor performance of public secondary school teachers is because of poor motivation for them.

Also the study will help to link the motivation factors/aspects for teachers with the policy makers.

The study also will be used as literature review to individuals who will be interested to deal with this field of study.

Lastly, the study will serve as a partial fulfillment for the award of Master of Science degree in Human Resource Management of Mzumbe University.

1.6 Limitations of the study

When conducting this research the researcher encountered some challenges which include the following:

- Some of the officials who were supposed to be interviewed did not appear during the appointment date due to official responsibilities and therefore researcher was supposed to attend to this officers for several time so as to make sure that interview was conducted as planned.
- Some respondents were reluctant to fill and return questionnaire at the right time and this brought about delay in analyzing and presenting data at the arranged time.
- Since the research work needs funds, researcher encountered financial problems which made it difficult to carry out the study.

1.7 Definition of terms

1.7.1 Motivation

The term motivation can be traced to the Latin word *movere*, which means “to move”. Generally, motivation is a process that starts with a physiological or psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive (Luthans, 2007). On the other hand, motivation can be defined as the internal process leading to behaviour to satisfy needs (Lussier, 2008).

1.7.2 Intrinsic motivation

According to Armstrong (2009), intrinsic motivation is the type of motivation which arises from the self-generated factors that influence people’s behaviour. It is not created by external incentives. It can take the form of motivation by the work itself when individuals feel that their work is important, interesting and challenging and provides them with a reasonable degree of autonomy (freedom to act), opportunities to achieve and advance and scope to use and develop their skills and abilities.

1.7.3 Extrinsic motivation

This is the type of motivation which is related to ‘tangible’ rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible rewards are often determined at the organizational level and may be largely outside the control of individual managers (Mullins, 2010).

1.7.4 Work motivation

Venkatesh & Jyothi (2006) explain work motivation as anything that makes people prefer working rather than not working. People prefer to work when the outcomes they expect to attain from working are more positive than that they expect to attain from not working. Generally, those outcomes which people expect to attain from working are the ones termed as work motivation.

1.7.5 Incentive

Incentive refers to something which is introduced in work environment to encourage workers to accomplish their personal goals (Pattanayak, 2006).

1.7.6 Incentive scheme

Is a plan or program designed to encourage people to do more of something than they could reasonably be expected to do.

That ‘something’ could be anything including a greater volume of output, fewer defects, greater sales level, higher profits, improvement in share price, and so on (Martin, 2009).

1.7.7 Performance

Performance refers to the level of achievement by an individual, measured against what they would be expected to achieve (Martin, 2009).

1.7.8 Job performance

According to DeSenzo & Robbins (2008), job performance in its simplistic way, can be defined as the determination by the level and interaction between an individual's ability to perform a certain task and motivation.

Therefore, Job performance = Ability + Motivation + Environmental factors

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature related to the study of relationship between motivation and performance of public secondary school teachers in Tanzania. With a view to understand the state of knowledge concerned with the problem under investigation, the review of the literature covers basic theories and empirical studies.

2.1 Theoretical framework

There are many competing theories that attempt to explain the nature of motivation. These theories may be at least partially true and help to explain the behavior of certain people at certain time. The issue of motivation is often most acute for younger people starting on their career, for people at mid-career positions or for those who find limited opportunities for promotion or further advancement. For employers there may be difficulties in motivating staff both in the longer term and in the short run. It is because of the complexity of motivation and the fact that there is no ready-made solution or single answer to what motivates people to work well that the different theories are important to managers (Mullins, 2010).

Furthermore, Mullins (2010), explains that motivation theories are divided into two contrasting factors approaches: content theories and process theories.

2.1.1 Content theories of Motivation

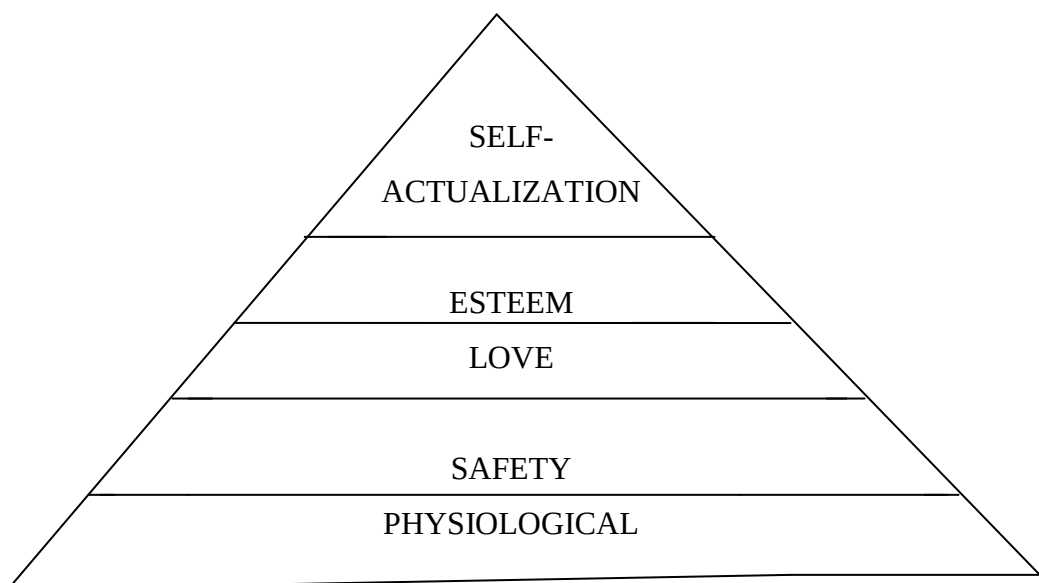
According to Mullins (2010), Content theories attempt to explain those specific things that actually motivate the individual at work. These theories are concerned with identifying people's needs and their relative strengths, and the goals they pursue in order to satisfy these needs. Content theories place emphasis on the nature of needs and what motivates. These theories include the following:

2.1.1.1 Maslow's Hierarchy of Needs Theory

As it is explained by DeCenzo & Robbins (2008), Maslow's hierarchy of needs is the theory which was proposed by Abraham Maslow in 1954. He hypothesized that within every human being there exists a hierarchy of five needs. These needs are:

- Physiological: includes hunger, thirst, shelter, sex and other bodily needs.
- Safety: includes security and protection from physical and emotional harm.
- Love: includes affection, belongingness, acceptance and friendship.
- Esteem: includes internal esteem factors such as self-respect, autonomy, achievement and external esteem factors such as status, recognition and attention.
- Self-actualization: the drive to become what one is capable of becoming includes growth, achieving one's potential and self fulfillment

Figure 2.1 Maslow hierarchy of need modal



Source: Mullins (2010)

As each of these needs becomes substantially satisfied, the next need becomes dominant. From the standpoint of motivation, the theory would say that although no need is ever fully gratified, a substantially satisfied need no longer motivates.

Maslow separated the five needs into higher and lower levels. Physiological, safety and love needs were described as lower-order needs, while esteem and self actualization as higher-order needs. The differentiation between the two orders was made on the premise that higher-order needs are satisfied internally, whereas lower-order needs are predominantly satisfied externally (by such things as money wages, union contracts, tenure and pleasant working conditions).

In a real working environment, Maslow's hierarchy of needs are important in an organization since Managers are suppose to make sure that needs such as workers health, security and safety at work place, the sense of belongingness to the organization through recognition have to given priority so as workers can feel motivated in such a way that their working morale and performance will be raised.

In the context of teaching career, Hierarchy of needs theory can be applied since most of teachers are appointed to remote areas where there are no residential houses and also the working environment is not conducive. Also recognition and appreciation for teachers from both the employer and the community is low and these have lowered morale for teachers.

2.1.1.2 Theory X and Y

According to Riggs (1985), theory X and Y was developed by Douglas McGregor. The theory explains distinction between management policies based on control over the physical needs of workers and policies aspiring to serve mental needs. In theory X, the assumption was made on the individuals (worker) that they are inherently dislike work and they will resort to all kinds of self-serving and disruptive to avoid it. Also, since employees cannot be trusted to do the work expected, most of them must be strictly watched, controlled, and threatened with punishment if the desired work is to be accomplished.

Strict controls and threats produce desired results because most employees actually appreciate rigid leadership that lets them avoid job responsibilities.

Theory Y assumes that employees do not inherently dislike work. They are anxious to use their abilities if given fair opportunity. Employees do not need to be supervised closely or threatened with punishment in order to get work done properly. They will direct themselves towards self accepted goals that can produce the desired work.

Generally, theory X and Y is related to the study of relationship between motivation and performance in the following ways: Theory X applies to those teachers who are lazy and dislike to work, so the supervisors who include heads of school, school inspector and education officers have to use punishment, disciplinary measures and close supervision in order to influence those teachers to perform their job in the required manner. On the other hand, theory Y explains about those teachers who does not require close control or strict supervision because they like to work (they are intrinsically motivated) and they are self satisfied and committed to their daily activities at school.

2.1.1.3 Herzberg's Motivator-Hygiene Theory

According to Herzberg's motivator hygiene theory, people have two sets of needs or requirements: motivator needs and hygiene needs. Motivator needs are related to the nature of the work itself and how challenging it is. Outcomes such as interesting work, autonomy, responsibility, being able to grow and develop on the job, and a sense of accomplishment and achievement, help to satisfy motivator needs. To have a highly motivated and satisfied workforce, Herzberg suggested, managers should take steps to ensure that employees motivator needs are being met.

Hygiene needs are related to the physical psychological context in which the work is performed. Hygiene needs are satisfied by outcomes such as pleasant and comfortable working conditions, pay, job security, good relationship with coworkers and effective supervision.

According to Herzberg, when hygiene needs are not met, workers are dissatisfied, and when are met, workers are not dissatisfied (Jones & George, 2009).

Hygiene theory is applicable in this study simply because in a school like an organization, achievement, recognition, promotion and advancement can be applied and celebrated by teachers. On the other hand, dissatisfiers like disciplinary measures and transfer to remote areas can be applied to answerable teachers. Through applying hygiene theory, fair treatment of teachers can be achieved.

2.1.2 Process Theories of Motivation

Mullins (2010) explains that Process theories attempt to identify the relationship among the dynamic variables that make up motivation. These theories are concerned more with how behaviour is initiated, directed and sustained. Process theories place emphasis on the actual process of motivation. Process theories include the following:

2.1.2.1 Expectancy theory

Expectancy theory is a cognitive process theory of motivation that is based on the idea that people believe there are relationships between the effort they put forth at work, the performance they achieve from that effort, and the rewards they receive from their effort and performance. In other words, people will be motivated if they believe that strong effort will lead to good performance and good performance will lead to desired rewards. Victor Vroom (1964) was the first to develop an expectancy theory with direct application to work settings, which was later expanded and refined by Porter and Lawler (1968) and others (Pinder, 1987).

Expectancy theory is based on four assumptions (Vroom, 1964). One assumption is that people join organizations with expectations about their needs, motivations, and past experiences. These influence how individuals react to the organization. A second assumption is that an individual's behavior is a result of conscious choice. That is, people are free to choose those behaviors suggested by their own expectancy calculations.

A third assumption is that people want different things from the organization (e.g., good salary, job security, advancement, and challenge). A fourth assumption is that people will choose among alternatives so as to optimize outcomes for them personally.

The expectancy theory based on these assumptions has three key elements: expectancy, instrumentality, and valence. A person is motivated to the degree that he or she believes that (a) effort will lead to acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), and (c) the value of the rewards is highly positive (valence) (Lunenburg, 2011).

Expectancy theory provides guidelines to the study of relationship between motivation and performance of public secondary school teachers on types of incentives that if they are provided to public secondary school teachers they can make their course of action (performance) to be improved.

2.1.2.2 Equity theory

Equity is the theory that attempts to explain relational satisfaction in terms of perception of fair/unfair distributions of resources within interpersonal relationship. It was developed by John Stacey Adams in 1963. According to equity theory, employees tend to seek to maintain equity between the input that they bring to job and the outcomes that they receive from it against the perceived inputs and outcomes of others.

According to Steers & Porter, (1987), individuals weigh their inputs and outcomes by their importance to the individual. Summary evaluation of inputs and outcomes are developed by separately summing the weighted inputs and weighted outcomes. In the summation process, inputs and outcomes are treated as independent even though they may be highly related. The ratio of an individual's outcomes to inputs is compared to the ratio of outcomes to inputs of another individual or group. The important consideration at this point is that person evaluates his or her outcomes and inputs by comparing them with those of others. Equity is said to exist whenever the ratio of person's outcomes to inputs is equal to the ratio of other's outcomes and inputs.

In the context of the study of the relationship between motivation and performance of public secondary school teachers, Equity theory is applied simply because it helps to give the impression of being on the perceptions of respondents (teachers) on the subject of fairness of the incentives they receive.

2.1.2.3 Goal Theory

As it is explained by Mullins (2010), Goal theory is based mainly on the work of Locke. The basic premise of goal theory is that people's goals or intentions play an important part in determining behaviour. Locke accepts the importance of perceived value, as indicated in expectancy theories of motivation, and suggests that these values give rise to the experience of emotions and desires. People strive to achieve goals in order to satisfy their emotions and desires. Goals guide people's responses and actions. Goals direct work behaviour and performance and lead to certain consequences or feedback. Locke subsequently pointed out that 'goal-setting' is more appropriately viewed as a motivational technique rather than as a formal theory of motivation.

Goal-setting and performance

The combination of goal difficulty and the extent of the person's commitment to achieving the goal regulate the level of effort expended. People with specific quantitative goals, such as a defined level of performance or a given deadline for completion of a task, will perform better than people with no set goal or only a vague goal such as 'do the best you can'. People who have difficult goals will perform better than people with easier goals. These are referred to as 'stretch goals' which are ambitious, highly targeted opportunities for breakthrough improvements in performance. These goals should stem from critical success indicators and come from deep discussions within the company, and from collaboration within and across task forces, and lead to the development of activities and tactics to achieve the goals. People lacking positive motivation at work may also help gain improved results and a better sense of achievement by setting themselves specific goals and identifying tasks directly related to their work and measurable targets of time and performance.

Practical implications for the manager

Goal theory has a number of practical implications for the manager:

- Individuals lacking in motivation often do not have clear goals. Specific performance goals should systematically be identified and set in order to direct behaviour and maintain motivation.

- Goals should be set at a challenging but realistic level. Difficult goals lead to higher performance. However, if goals are set at too high a level or are regarded as impossible to achieve, this can lead to stress and performance will suffer, especially over a longer period.
- Complete, accurate and timely feedback and knowledge of results is usually associated with high performance. Feedback provides a means of checking progress on goal attainment and forms the basis for any revision of goals.
- Goals can be determined either by a superior or by individuals themselves. Goals set by other people are more likely to be accepted when there is participation. Employee participation in the setting of goals may lead to higher performance.

The relevance of this theory to the study of relationship between motivation and performance of public secondary school teachers is that where teachers agrees with school management or local authority management on level of performance through performance agreements. For example where teachers agrees with the employer that on attaining goals, the employer will give rewards in terms of bonus or salary increments or consideration on modifying the motivation scheme.

2.2.1 Job motivation and performance of Secondary School teachers

Generally, is a great relationship between employee's motivation and their performance. When employees perceive incentives as imbalance they reduce their contribution (perform poorly) towards organization success (Mponezya, 2007). This indicates that, public secondary school teachers like any other employees can achieve high performance if they are provided with effective motivation packages.

According to the study conducted by UNDP (2014) on motivation to public service officials it was mentioned that intrinsic and extrinsic motivations when combined together can produce optimal employee's performance. Teachers like any other employees have to be provided with both intrinsic and extrinsic motivations so as to improve their performance. Samky (2008) on the motivation and goal achievement asserts that employees can achieve organizational goals if they are well motivated.

In organizational psychology, it is frequently expressed that job performance is a function of ability, motivation and environment.

According to Shaari, Yaakub & Hashim (2002) good performance among employees in an organization has many implications such as high motivation among employees, outstanding ability, good organizational climate and infrastructure. Job motivation is important to the effectiveness of an organization. In an educational organization, job motivation would produce a teacher with high vitality. This refers to the positive quality of producing good products. An individual who is highly achievement motivated would tend to be very conscientious in his or her work and tend to be more responsible that will bring about superior performance.

2.2.2 Motivation to teachers

Manongi (2006) on improving motivation among workers, remarked that financial and non financial motivation has a great impact on increasing work morale and performance among worker in a particular institution. This implies to public secondary school teachers who claim to be provided with poor financial motivations as compared to employees in other public sectors. This has brought a great impact on their performance. This is in line with Bennel (2000) who indicated that teachers often lack a strong long-term commitment to teaching and they are paid considerably less than the mainstream professions. Andrew (2005) asserts that high degree of inequity in the incentives provided, create classes, unfairness and job dissatisfaction among employees. Public secondary school teachers are left behind in terms of incentives when compared with other public sector employees.

Furthermore, Mkumbo (2012) shows that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside school) 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 extracurricular activities and teaching preparation. Dobre (2013) on the employee's motivation and organizational performance revealed that

factors like empowerment and recognition increases employee's motivation. If recognition is considered to teachers, their morale to work will be raised and this will bring about positive impact on their performance.

2.2.3 Job satisfaction

Job satisfaction on the other hand can promote employee's performance. According to Mclellands (1996), satisfaction is the degree to which employees have a positive orientation towards employment by the organization. If this is assured, employee's morale can be raised and bring about improved performance. Various dimensions of facets like work supervision, pay and promotion are commonly used to ensure that employees are satisfied with jobs. On the other hand, dissatisfied employees will of course have a negative effective orientation towards institution.

Bame (1975) indicated that a high job satisfaction score shows that the individual worker (teacher) likes his work and to some extent, may have achieved the goal or aim he sets for himself when taking up the job, which in turn, may indicate that, he is prepared and eventually his or her job performance is improved. On the other hand, the investigations measured job satisfaction and correlated the scores with motivation and commitment rate that brought about low performance of job, even though some dissatisfied teachers may be compelled to remain in their job, others may leave for either the search of greener pastures. A better basis for predicting an individual's decision whether to be committed or not to his/her job seems to be a simultaneous measurement of his job satisfaction or dissatisfaction and of his perceived availability of other job alternatives.

2.2.4 Incentive packages

In the study on teacher motivation and incentive packages in low income developing countries in Africa including Tanzania, Mensah (2011) found that despite the importance of material and psychological needs like job satisfaction, pay and benefits, professional staff and attrition, there is very limited superior quality published information available. It was concluded that more research in teacher motivation and incentives is urgently needed to improve the commitment level of teachers.

A comparative study by Mutagwa (1990) on workers incentives in Tanzania, indicated that there is a problem of lack of incentives among workers in Tanzania especially those working in public sectors including public secondary school teachers. The findings pointed out that problem of workers lack of incentives is caused by lack of proper identification of worker's needs and low level of workers participation in the formulation of motivation programmes. Incentives help employees to reduce or eliminate emotional and job stress and lead to goal directed activities. Therefore when teachers especially public secondary school teachers are provided with proper incentive packages it can help to raise their working morale and finally their work performance can be improved.

2.2.5 Occupational status of teachers

Occupational status depends on the community valuing of the capability, responsibility and overall contribution of a particular professional to individual and community wellbeing. Hargreaves et al (2006), asserts that the rating of status of teachers is consistently lower over many years as compared to other professions.

2.2.6 Promotion

Hafiza, et al (2011) declares that promotion as one of the motivation factor that when is provided to employees it can arise their commitment. On the other hand, Robbins (2001) indicated that promotions create the opportunity for personal growth, increased level of commitment, performance and increase on social standing.

Teachers should be promoted with regard to their performance in the manner that will make them to be more committed to work. This will make their general performance to increase. Good managers recognize people by doing things that acknowledge their accomplishments. Fair chances of promotion according to employee's ability and skills make employees more loyal to their work and this can bring about better performance (Deeprase, 1994).

2.2.7 Salaries, Wages and Fringe benefits

Massawe (2011) and Seppala (1998), revealed that for the effective work performance, teachers salary should be raised. When all these are considered and provided effectively

to responsible employees, they can help to raise their morale and commitment that will result into improved performance. It is also important to ensure that the prevailing pay in other institution or education establishments is taken into consideration in determining the pay structure of their institution.

2.2.8 Teacher's recognition and commitment

According to Andrew & Kent (2007), commitment of teachers like other employees is based on rewards and recognition. This is supported by Lawler (2003) who asserts that prosperity and survival of the organizations depends on how human resources are treated. It means that teachers in a school as an organization should be treated well in such a way that they can feel recognized and this will foster them to show high performance. Mensah (2011), revealed that organizations can avoid teacher's low performance by rewarding top performers. Meaningful rewards and recognition that are achievable have the greatest impact on high commitment of teachers which can result into high performance.

2.3 Job performance

Agarwala (2009) states that performance implies what an employee does or does not do on the job. It is considered as superior performance when an employee performs all activities as it was expected by management. Poor performance is when an employee performs unsatisfactorily. Employee's performance can be determined through assessing the quantity and quality of output in relation to their daily activities. Performance means both behavior and outcomes or results (Brumbach, 1998). It is a combination of things. It means doing a job effectively and efficiently with a minimum degree of employee-related disruptions. This is when employees are performing well and when they are productive (DeCenzo, 2002).

As it is explained by DeCenzo & Robbins (2008), employee's job performance refers to the interaction between an individual's ability and motivation. Ability refers to an individual's capacity to perform the various tasks in a job (Robbins & Judge, 2008). It is a current assessment of what one can do.

Managers are less interested in whether people differ in terms of their abilities and more interested in knowing how people differ in abilities and using that knowledge to increase the likelihood that an employee will perform his or her job well. Proper selection is not enough in achieving good productive employees. An organization can hire individuals with extraordinary competence and develop their abilities but still it is not assured if they can perform satisfactorily. An important thing that is missing is motivation. Employees have to be motivated so as their potential can be activated. DeCenzo & Robbins (2008) explain more that employees who are motivated exert a greater effort to perform better than those who are not motivated. Therefore, apart from ability and environmental factors, performance can also be determined by how an employee is motivated.

Environmental factors can also determine the level of performance of an individual. Generally, conducive environment encourages superior employee's performance. In the context of teaching career, if the school is located in an area with enough social services and it has all necessary teaching facilities, this can foster good performance to teachers. Khan & Ch (2013) specify that most of teachers who are facing different problems like accommodation, shortage of teaching aids, shortage of study materials and transport demonstrate unsatisfactory performance in their daily activities at school. This has been argued by Sahebzadeh et al (2013) that the use of facilities available in the school environment has significant and positive impact on the performance of teachers. If all necessary facilities are available at school, it can bring about superior performance of teachers.

2.3.1 Performance measures

According to Torrington et al (2011), performance can be assessed by establishing a framework in which employee's performance in various activities is directed, monitored and refined. For example, performance of teachers can be assessed by considering the level of accomplishment of different activities at school. These include preparation of scheme of work, lesson plan and lesson notes. Also the coverage of required number of topics and number of periods attended per week can be considered.

Performance measure is treated as dealing with results that can be qualified providing data after the event (Armstrong & Baron, 2002). Measures are agreed when objectives are set. The important thing is not only to define what is to be achieved, but how the concerned knows that it has been achieved. Performance measures should provide evidence of whether or not the intended results have been achieved and the context to which the job holders have produced the results. This will be the basis for generating feedback information for use not only by managers but also by individuals to monitor their own performance (Armstrong, 2001). In the case of public secondary school teachers, a feedback of their performance is provided by school inspectors in each year when inspection is done. This is when teachers understand their level of performance and take corrective measures.

2.4 Empirical Studies

With regard to the research conducted by UdDin (2012), the aim of the study was to examine the factors affecting motivational level of teachers at secondary schools level in Kohat city. The research involved secondary school teachers in Kohat city. The findings of the study revealed that rewards and incentives, self confidence, economic status of teachers and financial incentives more affect the performance of teachers while socio-status of teacher, examination stress and teaching as first choice of teacher less affect the performance of teachers. It was concluded that attractive salary package boost the teacher performance so that the salary must be competitive to other government departments, provision of attractive salary package for yearly based revised and first step should be taken by district education office to understand teacher's problems and satisfaction level.

On the other hand, Mkumbo (2012) conducted a research that aimed to examine teacher's commitment to, and experiences of the teaching profession in Tanzania. The study was conducted in six regions in Tanzania namely Coast, Mbeya, Kigoma, Singida, Dodoma and Mtwara. Teachers from six schools in each selected region were involved in the study. The findings indicated that the teacher's commitment to the teaching profession is extraordinarily low. This has affected directly their performance. Teachers highlighted poor working environment and poor government and community attitudes towards the teaching profession as the main de-motivating factors for teaching profession.

It was concluded that the government of Tanzania and other stakeholders should improve teacher's working environment, including provision of housing facilities and social welfare services.

Shaari, Yaakub & Hashim (2002) conducted a research on job motivation and performance of secondary school teachers. The aim of the study was to determine the job motivation and performance of secondary school teachers, to compare job motivation according to job performance of secondary school teachers and to compare teaching performance according to the job performance of secondary school teachers. The research was conducted in Kedah Malaysia and involved 245 secondary school teachers throughout Kedah. According to the findings it was proved that job motivation of many of teachers was high. They possessed the preferred personality in a working organization. It was concluded that job motivation will generate a teacher with high strength. Through motivation, teachers will be more committed to their teaching activities and this will bring about improved performance.

Another research was conducted by Mensah (2011) on the motivation and job commitment among teachers. The research was conducted in Ashanti region of Ghana aiming to examine the motivational level of senior high school teachers in Ashanti region of Ghana and how it affects their performance and commitment. The study involved teachers in four public senior high schools in the Ashanti region. With regard to the findings it was indicated that the overall motivational level of teachers in the four selected senior high schools was high and larger number of teachers are satisfied with their job and the Ghana education service. The level of motivation and satisfaction of teachers have a positive effect on their job commitment and since majority of them were committed to their job. The findings revealed more that the source of high motivation of teachers includes opportunities to use special abilities, secure future and chance to earn attractive money. It was concluded that conditions of service of senior high school teachers should be improved through increase in salaries, free accommodation and medical care and scholarships for teachers. Improved pension packages, improvement of National teacher award system, timely promotion and subsidized electricity were also recommended.

Furthermore, Ngimbudzi (2009) conducted a research on job satisfaction among secondary school teachers. The aim of the study was to examine the factors that are associated with teacher's job satisfaction. It determined the kind of factors or facets which teachers are satisfied with. The research was conducted in Njombe district in Tanzania and involved 162 teachers from government (public), community-government and non-government (private) secondary schools in Njombe district. The findings of the research indicate that secondary school teachers in Njombe district are satisfied with social benefits, meaningfulness of the job and support from the administrators. However teachers are less satisfied with the aspects in the job characteristics dimension. Furthermore, it was revealed that teachers differed significantly in job satisfaction in relation to gender, age, type of school and school location. Those who were in private schools were satisfied and motivated more compared to their counterparts. It was also revealed that there is a statistically significant relationship between job satisfaction and the five job dimensions: job characteristics, social benefits, meaningfulness of the job, support from the administrators and intention to remain in the job. It was concluded that Tanzanian government and non-government school owners and administrators need to pay special attention to the improvement of the job characteristics dimensions (pay, fringe benefits, bonuses, promotions opportunities, promotion process and procedures, in-service training, professional growth and appreciation).

2.5 Research gap

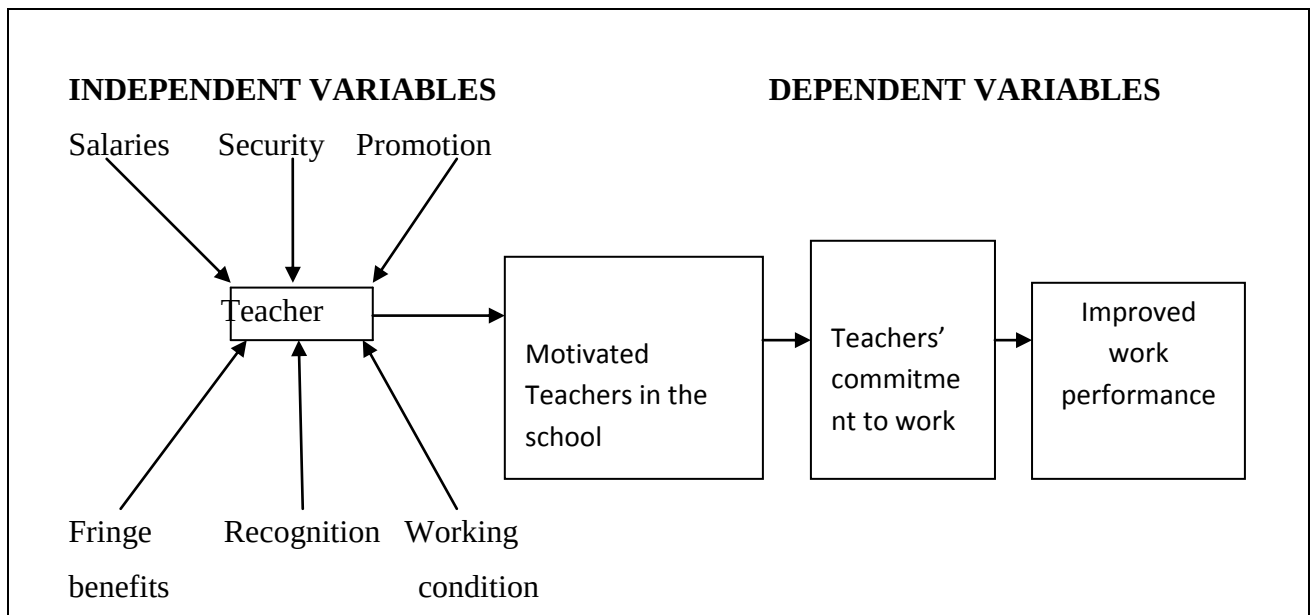
After passing through various literature concerning the relationship between motivation and performance of teachers, it has been discovered that, despite many researches which have been done concerning motivation and performance of teachers, still there is a need for more investigation since many researchs have investigated about primary school teachers, some have discussed about motivation and performance by combining together both private and public secondary school teachers but very few have investigated about only public secondary school teachers and most of them were conducted in other regions rather than East Africa. Therefore there is a need to conduct more research about motivation and performance of public secondary school teachers particularly in developing countries like Tanzania.

Therefore the study aimed to assess the relationship between motivation and performance of public secondary school teachers in Tanzania by taking Morogoro Municipality as the case study.

2.6 Conceptual framework

Motivation factors/aspects include Salary, working conditions, fringe benefits, promotion, recognition, security, training and development. These factors are appropriate for employee's performance in any organization (Lugenge, 2010). When these factors are considered more and be used as the way to motivate teachers particularly public secondary school teachers, they will bring about increase in their working performance. These factors will be used in the study of relationship between motivation and performance of public secondary schools at Morogoro municipality. Figure 1.2 below indicates the relationship between motivation factors as independent variables and work performance as dependent variable.

Figure 2.2: Conceptual Framework for Motivating factors and work performance relationship



Source: Designed and compiled by Researcher (2014)

The above model shows that improved work performance depends on how employees are committed to work and commitment depends on the extent to which employees are motivated. On the other hand, if provision of motivation to employees is poor, they will be de-motivated that will lower their commitment and obviously it can result into poor performance. Motivation is of different factors or aspects which include salary, working conditions, fringe benefits, promotion, recognition and job security.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the method, procedures and technique that were employed in fulfilling the requirement of the study. The research design, sampling design and procedures are described in this chapter. The chapter also describes data collection strategies and instrumentation without leaving aside the data analysis techniques that were employed.

3.1 Research design

According to Kothari (2004), a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data. On the other hand, Mason & Bramble (1989) define research design as a plan of how the research is going to be carried out.

In this study, Case study research design was applied because it was difficult for the researcher to study all public secondary school teachers in Tanzania because the time and the resources available to conduct the research were limited. Furthermore, a case study research design was applied because it allows a researcher to carry out an in-depth observation of a situation or an institution (Kothari, 2004).

3.2 Area of the Study

The Study was carried out at Morogoro Municipality. The choice of the area is based on the knowledge that: -

- Morogoro municipality being an urban area was assumed to have public secondary school teachers who are more motivated and show high performance since many teachers prefer to work in urban areas.

- According to MRCO-Report (2014), the number of public secondary school teachers in Morogoro Municipal is high compared to other districts in Morogoro region. It has 1129 teachers who are working in Public secondary schools.

Table 3.1 Number of secondary school teachers in Morogoro Region

District council	Number of teachers		
	Science and Mathematics	Arts	Total
Kilombero	201	673	874
Kilosa	129	670	799
Morogoro rural	127	441	568
Morogoro municipality	279	850	1129
Ulanga	106	320	426
Mvomero	147	521	668
Gairo	49	184	233

Source: MRCO-Report, 2014.

3.3 Study population

The target population for the study of relationship between motivation and performance of public secondary school teachers was public secondary school teachers in Morogoro municipality, Morogoro Municipal Secondary education officer, Morogoro Municipal Secondary education academic officer, Secondary school inspectors and heads of public secondary schools in Morogoro municipality.

3.4 Sample size

A sample of 130 respondents was selected from the target population. This includes 120 public secondary school teachers, 6 heads of secondary schools, 2 secondary school inspectors, 1 municipal secondary education officer and 1 municipal secondary education academic officer.

Sanders et al (2007) argues that a sample size of 30 or more will usually result into a sampling distribution that is very close to the normal distribution and the larger the absolute size of a sample the closer its distribution will be to the normal. Table 3.1 presents the sample size description.

Table 3.2. Sample size description

Category of respondent	Total population	Sample size
Public secondary school teachers (unit of analysis)	1129	120
Heads of public secondary schools (key informants)	23	6
Secondary school inspectors (key informants)	15	2
Municipal secondary education officer (key informant)	1	1
Municipal secondary education academic officer (key informant)	1	1
Total	1141	130

Source: Researcher's sampling scheme

3.5 Sampling techniques

Sampling technique is the way through which individuals who have to be used in the study are selected from the entire population. Bulmer & Warwick (1983) argues that sampling technique refers to the selections of individuals (or other units) who are to be those studied in a particular investigation. In this study the sampling techniques described the selection of schools that participated in the study as well as respondents. This is presented in the subsequent sections.

3.5.1 Selection of schools

The sample was obtained from 6 public secondary schools in Morogoro Municipality. A list of all public secondary schools in Morogoro municipality was obtained from Municipal Education Office and used as the sampling frame. Purposive sampling was used to select schools for study. With regard to purposive sampling, each school was chosen in accordance to its geographical location so as to facilitate the inclusion of large area of Morogoro municipality in the study.

Out of the 23 public secondary schools in Morogoro municipality, 6 public secondary schools were studied to attain balanced representation in the sample. Table 3.2 below presents the selected schools and their geographical location.

Table 3.3. Selected schools and their geographical location

Name of School	Geographical location
Mafiga Secondary School	Morogoro Municipal centre
Mgulasi Secondary School	Morogoro Municipal centre
Nane nane Secondary School	Morogoro Municipal East
Sua Secondary School	Morogoro Municipal West
Bungo Dimwe Secondary School	Morogoro Municipal North
Kihonda Secondary School	Morogoro Municipal South

Source: Morogoro Municipal council, 2014.

3.5.2 Selection of respondents

Purposive sampling was used in order to include in the study the Municipal secondary education officer and secondary education academic officer. Also it was used to obtain 2 high officials from eastern zone secondary school inspectorate office. Furthermore, purposive sampling was used to obtain 6 heads of school from 6 selected secondary schools. The choice of the technique is based on the knowledge that education officers, academic officers, secondary school inspectors and heads of school have more experience in dealing with matters related to secondary school teacher's motivation and performance.

Simple randomly sampling was used to obtain sample from public secondary school teachers. The choice of this technique is based on the fact that all public secondary school teachers share various experiences related to their motivation and performance. Therefore all public secondary school teachers had an equal chance to be included in the sample.

The process of simple random sampling involved writing all names of teachers in each school on pieces of paper that was folded put in a container and mixed up together. One paper was picked at random without replacement.

The name of a teacher on the picked paper was the one to be included in the study. The process of picking was done until the exact number of teacher's respondents that is 120 was obtained from 6 selected schools. Specific attention was paid in order to make sure that both sexes are included in the study sample.

Overall, 130 respondents participated in the study. This includes 120 public secondary school teachers; 6 heads of schools; 2 secondary school inspectors; 1 municipal secondary education officer and 1 municipal secondary education academic officer.

3.6 Methods of Data collection

The study based on the collection of both primary and secondary data. Primary data were collected through Questionnaires and Interview. Documentary sources were used to obtain secondary data.

3.6.1 Primary data

3.6.1.1 Questionnaire method

Questionnaire was the major instrument that was used in data collection. Both closed and open ended questionnaire was used in data collection process. Questionnaires were used to collect data from public secondary school teachers because they cover a large part of respondents. Questionnaires allowed respondents to select questions and also to have opportunity to express themselves in all matters related to relationship between Motivation and Performance of Public Secondary school teachers.

3.6.1.2 Interview method

The interview method was used to collect data from Municipal secondary education officer, municipal secondary education academic officer, heads of selected 6 public secondary schools and 2 eastern zone secondary school inspectors. The interview guide was prepared to guide researcher in collecting data from specific respondents. \

The interview method was used in order to give respondents a wide range to explain about matters concerning motivation and performance of public secondary schools teachers since the respondents concerned have more information because they are mainly dealing with matters related to secondary school teachers.

3.6.2 Secondary data

3.6.2.1 Documentary method

Secondary data was obtained through documentary method as the data seems to be relevant to the study. The documentary sources included relevant books, journals, articles, related research reports and official documents.

3.6.3 Data analysis

The analysis of data was done by using Statistical Package for Social Science (SPSS). The analysis was done quantitatively and qualitatively. The Quantitative data analysis included tabulation and percentage. On the other side qualitative data analysis included Explanation building and Comparison of data and information.

3.6.4 Ethical Consideration

A letter from Mzumbe University was presented to the heads of secondary schools seeking permission to collect data from teachers in their schools. This permission was granted and data collection proceeded accordingly.

Information was first provided to the respondents about the purpose of the study. Then they were asked if they were ready or not. It was when they accepted to participate that they were involved in the investigation.

The researcher observed the principles of informal consent, confidentiality and the right to remain anonymous. Confidentiality was preserved by the researcher ensuring that the information that was presented to be sensitive was carefully kept and far from observation of unauthorized person. Furthermore, data were restricted by numbers rather than names.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents research findings. It covers presentation of the results data obtained in the field with respect to motivation and performance of public secondary school teachers in Morogoro municipality. The presentation covers basic characteristics of respondent's items of sex, working experience, working position and level of education. Also it will cover financial and non financial motivations given to public secondary school teachers, status of both financial and non financial motivations given to public secondary school teachers, number of days spent by teachers at school, number of hours spent by teachers at school, level of preparation of scheme of work, lesson plan and lesson notes and influence of motivation on job performance to public secondary school teachers.

4.1 Characteristics of respondents

This part presents the respondents in terms of their sex, working experience, level of education and working position. The percentages were based on the total number of respondents. The researcher decided to use this background information of respondents because some of characteristics for example working experience, level of education and working position can influence an individual to provide viable information on the motivation and performance of public secondary school teachers.

4.1.1 Sex

The general observation of this study shows that Sex composition of the 120 respondents were as follows; Female were 67 (56%), while male were 53 (44%) of the total respondents. The researcher included this demographic factor in order to get clear information from both sexes on the relationship between motivation and performance of public secondary school teachers.

The findings shows that female make great composition of teachers than male in Morogoro municipality and this indicates that more female teachers are appointed to urban schools than their counter part.

Table 4.1 Sex of the respondents

Sex	Frequency	Percentage (%)
Male	53	44
Female	67	56
Total	120	100

Source: Field data, 2014

4.1.2 Working experience

Work experience is the period that a person has been working or worked in a particular field. Working experience was included in the questionnaire so as to know whether it has an influence on individual's motivation and performance at work place. The findings reveals that respondents with 0-2 years of working experience were 64 (53%), those with 3-6 years of working experience were 45 which corresponds to 38% while those with 7 and above years of working experience were 11 which is equivalent to 9%.

Table 4.2 Respondent's level of education

Years	Frequency	Percentage (%)
0-2 years	64	53
3-6 years	45	38
7 and above years	11	9
Total	120	100

Source: Field data, 2014

4.1.3 Level of education

The level of education of respondents in this study was as follows: 28 respondents which is equivalent to 23% had a diploma while 92 respondents which correspond to 77% were bachelor degree holders. During an interview with Morogoro Municipal secondary education officer, he commented that:

Table 4.3 Level of education

Level of education	Frequency	Percentage (%)
Diploma	28	23
Degree	92	77
Total	120	100

Source: Field data, 2014

The researcher decided to include level of education of teachers as it has great impact on teacher's motivation and performance.

4.1.4 Respondents working positions

The findings as presented in table 4.4 below shows that, 110 respondents which is equivalent to 92% were normal teachers without any department to supervise. On the other hand, 2 respondents which is 2% were second masters while 4 (3%) of the respondents were discipline masters. The academic masters were 2 that correspond to 1% of the respondents while 2 (2%) were class teachers.

Table 4.4. Respondent's working positions

Respondent's working position	Frequency	Percentage (%)
Normal teacher	110	92
Second masters	2	2
Discipline masters	4	3
Academic masters	2	1
Class teachers	2	2
Total	120	100

Source: Field data, 2014

4.2 Motivation to Public Secondary School Teachers

4.2.1 Non financial motivations given to public secondary school teachers

Respondents (teachers) were required to point out non financial motivations which are given to public secondary school teachers. The findings are as presented in Table 4.5 below, where 11 respondents which is 9% of all respondents mentioned recognition as non financial motivation given to public secondary school teachers.

On the other hand, 18 (14%) of all respondents picked appreciation as non financial motivation to public secondary school teachers while 27 (23%) mentioned promotion as non financial motivation. 48 respondents which is equivalent to 40% of all respondents mentioned job security as the non financial motivation given to public secondary school teachers while 1 (1%) mentioned fringe benefits. 7 respondents which is 6% of all respondents mentioned good supervision while 8 (7%) of all respondents mentioned good working condition as the non financial factor of motivation which motivates them.

Table 4.5 Non-financial motivations

Non-financial motivation	Frequency	Percentage (%)
Recognition	11	9
Appreciation	18	14
Promotion	27	23
Job security	48	40
Fringe benefits	1	1
Good supervision	7	6
Working condition	8	7
Total	120	100

Source: Field data, 2014

The detailed analysis of each factor of non financial motivation is discussed in subsequent sections.

4.2.2 Status of non financial motivations given to public secondary school teachers

4.2.2.1 Recognition

The findings as presented in Table 4.6 below shows that, 19 respondents (teachers) which is equivalent to 15.8% of all respondents said that recognition is not applicable to teachers. It means that teachers are not recognized in any way. On the other hand, 38 (31.7%) respondents commented that recognition to teachers is very low while 30 respondents that equal 25% of all respondents remarked recognition to teachers as low. Furthermore 27 (22.5%) of all respondents ranked recognition status to teachers as medium while 3 respondents which is equivalent to 2.5% of all respondents ranked the status of recognition to teachers as low which is the same as 3 (2.5%) of all respondents who ranked the status of recognition to teachers as very low.

Table 4.6 Status of recognition to teachers

Status	Frequency	Percentage (%)
Not applicable	19	15.8
Very low	38	31.7
Low	30	25.0
Medium	27	22.5
High	3	2.5
Very high	3	2.5
Total	120	100

Source: Field data, 2014

4.2.2.2 Appreciation

Findings from table 4.7 below revealed that 22 (18.3%) of the total respondents (teachers) stated that appreciation as one of the non financial motivation is not applicable to teachers. It means most of these teachers have never been appreciated in any way during their daily teaching activities. On the other hand, 36 respondents that equals to 30.0% ranked appreciation as very low to teachers while 35 (29.2%) ranked appreciation as one of non financial motivation to be low. 21 (17.5%) of the total respondents ranked appreciation as medium to public secondary school teachers. Furthermore, 5 (4.2%) of the total respondents ranked appreciation to teachers as high while 1 respondent which is equivalent to 0.8% ranked appreciation as very high to public secondary school teachers.

Table 4.7. Status of appreciation to teachers

Status	Frequency	Percentage (%)
Not applicable	22	18.3
Very low	36	30.0
Low	35	29.2
Medium	21	17.5
High	5	4.2
Very high	1	0.8
Total	120	100

Source: Field data, 2014

4.2.2.3 Promotion

Respondents (teachers) were required to rank the status of promotion basing on how they perceive it. The findings are as presented in Table 4.8 below where 13 (10.8%) of all respondents remarked that promotion is not applicable to teachers while 25 respondents which corresponds to 20.8% ranked promotion to teachers as very low. On the other

hand, 41 (34.2%) of the total respondents ranked promotion to be low to teachers whereas 31 (25.8%) of the respondents ranked promotion to be medium to public secondary school teachers. Furthermore, 7 respondents which corresponds to 5.8% of the total respondents ranked promotion to teachers as high while 3 (2.5%) of the respondents ranked promotion as very high to public secondary school teachers.

Table 4.8 Status of promotion to teachers

Status	Frequency	Percentage (%)
Not applicable	13	10.8
Very low	25	20.8
Low	41	34.2
Medium	31	25.8
High	7	5.8
Very high	3	2.5
Total	120	100

Source: Field data, 2014

4.2.2.4 Job security

Respondents were required to rank the status of job security and the findings which is revealed in table 4.9 below shows that 8 (6.7%) of the respondents commented that job security is not applicable to public secondary school teachers. 22 respondents which corresponds to 18% of the total respondents ranked the status of job security to teachers as very low while 21 (17.5%) of all respondents remarked job security to teachers as low. On the other hand, 23 respondents which is equivalent to 19.2% of the total respondents ranked job security to teachers to be medium while 35 (29.2%) of the respondents ranked the status of job security to teachers as high. Furthermore, 11 (9.2%) of all respondents ranked the status of job security being very high to public secondary school teachers.

Table 4.9. Status of job security to teachers

Status	Frequency	Percentage (%)
Not applicable	8	6.7
Very low	22	18.3
Low	21	17.5
Medium	23	19.2
High	35	29.2
Very high	11	9.2
Total	120	100

Source: Field data, 2014

4.2.2.5 Non-Monetary Fringe benefits

Respondents (teachers) were required to rank the status of fringe benefits to public secondary school teachers and the following were the responses: 57 (47.5%) of all respondents remarked fringe benefits as not applicable to teachers while 31 respondents which corresponds to 25.8% of all respondents ranked the status of fringe benefits to teachers as very low. On the other hand, 28 (23.3%) of the respondents ranked fringe benefits to teachers as low where as 2 respondents which is equivalent to 1.7% of the total respondents ranked the status of fringe benefits to teachers as medium. Furthermore, 1 (0.8%) of the respondents ranked the status of fringe benefits as high which is the same as 1 (0.8%) respondent who remarked it as very high.

Table 4.10 Status of non-monetary fringe benefits to teachers

Status	Frequency	Percentage (%)
Not applicable	57	47.5
Very low	31	25.8
Low	28	23.3
Medium	2	1.7
High	1	0.8
Very high	1	0.8
Total	120	100

Source: Field data, 2014

4.2.2.6 Good supervision

Respondents were required to rank the status of supervision to public secondary school teachers. Table 4.11 below shows that 14 (11.7%) of all respondents remarked that good supervision is not applicable to public secondary school teachers while 38 respondents which corresponds to 31.7% of the total respondents ranked the status of good supervision to teachers as very low. Furthermore, 30 (25.0%) of all respondents ranked the status of good supervision as low where as 27 respondents which is equivalent to 22.5% of the total respondents ranked it as medium. 8 (6.7%) of the respondents ranked the status of good supervision as high while 3 respondents which is equivalent to 2.5% of all respondents ranked it as very high.

Table 4.11 Status of good supervision to teachers

Status	Frequency	Percentage (%)
Not applicable	14	11.7
Very low	38	31.7
Low	30	25.0
Medium	27	22.5
High	8	6.7
Very high	3	2.5
Total	120	100

Source: Field data, 2014

4.2.2.7 Working conditions

Respondents (teachers) were required to rank the status of working conditions (environment). The findings from table 4.12 below reveals that 7 (5.8%) of all respondents remarked that good working condition (environment) is not applicable to public secondary school teachers. On the other hand, 50 respondents which corresponds to 41.7% of the total respondents ranked the status of working conditions to teachers as very low while 30 (25.0%) of the respondents ranked it as low. Furthermore, 29 (24.2%) of all respondents ranked the working conditions for public secondary school teachers as medium where as 4 respondents (teachers) which corresponds to 3.3% of all respondents remarked the status of working conditions as high. Generally, there were no respondents who ranked teachers working conditions as very high.

Table 4.12 Status of working conditions

Status	Frequency	Percentage (%)
Not applicable	7	5.8
Very low	50	41.7
Low	30	25.0
Medium	29	24.2
High	4	3.3
Total	120	100

Source: Field data, 2014

4.2.3 Financial motivations given to public secondary school teachers

Respondents (teachers) were required to point out financial motivations which are given to public secondary school teachers. The findings as presented in Table 4.13 reveals that 62 (51.7%) of all respondents pointed out increase in salary as the financial motivation given to public secondary school teachers while 36 respondents which corresponds to

30.0% of the total population picked paid annual leave as the financial motivation given to public secondary school teachers. On the other hand, 16 (13.3%) of the respondents remarked access to loans at low interest as the financial motivation to teachers where as 4 respondents which is 3.3% of all respondents pointed out housing allowance as financial motivation given to public secondary school teachers. Furthermore, 2 (1.7%) chose acting allowance as the financial motivation to public secondary school teachers.

Table 4.13 Financial motivations given to public secondary school teachers

Financial motivation	Frequency	Percentage (%)
Increase in salary	62	51.7
Paid annual leave	36	30.0
Access to loans at low interest	16	13.3
Housing allowance	4	3.3
Acting allowance	2	1.7
Total	120	100.0

Source: Field data, 2014

The detailed analysis of each factor of financial motivation is discussed in subsequent sections.

4.2.3.1 Increase in salary

Respondents (teachers) were required to rank the status of increase in salary to public secondary school teachers. The finding as indicated in the table 4.14 below shows that, 3 (2.5%) of all respondents remarked that increase in salary is not applicable to public secondary school teachers. 47 respondents which corresponds to 39.2% of the total respondents ranked increase in salary to be very low to public secondary school teachers while 31 (25.8%) of all respondents said that increase in salary to teachers is low. On the other hand, 32 (26.7%) of the respondents revealed that increase in salary to public secondary school teachers is medium where as 5 respondents which is equivalent to 4.2% of all respondents remarked increase in salary to be high. Furthermore, 2 (1.7%) of the respondents ranked increase in salary to public secondary school teachers as very high.

Table 4.14 Increase in salary to teachers

Increase in salary	Frequency	Percentage (%)
Not applicable	3	2.5
Very low	47	39.2
Low	31	25.8
Medium	32	26.7
High	5	4.2
Very high	2	1.7
Total	120	100.0

Source: Field data, 2014

4.2.3.2 Paid annual leave

Data from table 4.15 below revealed that 12 (10.0%) of all respondents revealed that annual leave is not applicable to public secondary school teachers while 41 respondents (teachers) that corresponds to 34.2% of the total respondents ranked the status of annual leave to teachers as very low. On the other hand, 34 (28.3%) of the respondents said that paid annual leave to public secondary school teachers is low while 24 (20.0%) of all respondents remarked paid annual leave to teachers as medium. 9 respondents which is equivalent to 7.5% of all respondents said that paid annual leave to public secondary school teachers is high.

Table 4.15 Paid annual leave to teachers

Paid annual leave	Frequency	Percentage (%)
Not applicable	12	10.0
Very low	41	34.2
Low	34	28.3
Medium	24	20.0
High	9	7.5
Total	120	100.0

Source: Field data, 2014

4.2.3.3 Access to loans at low interest

Respondents (teachers) were required to rank the status of access to loans as one of the financial motivation to teachers. Data from table 4.16 below revealed that 9 (7.5%) of the total respondents remarked that access to loans at low interest is not applicable to teachers while 40 respondents that corresponds to 33.3% of the total respondents said that access to loans at low interest to teachers is very low.

On the other hand, 28 (23.3%) of the respondents revealed that the status of access to loans at low interest to teachers is low where as 24 (20.0%) of respondents shows that the status of access to loans to teachers is medium. 14 (11.5%) of the respondents commented that the status of access to loans to teachers is high while 5 (4.0%) said that the status of access to loans to teachers is very high.

Table 4.16 Access to loans at low interest to teachers

Access to loans at low interest	Frequency	Percentage (%)
Not applicable	9	7.5
Very low	40	33.3
Low	28	23.3
Medium	24	20.0
High	14	11.7
Very high	5	4
Total	120	100

Source: Field data, 2014

4.2.3.4 Housing allowance

Respondents (teachers) were required to rank the status of housing allowance as one of the financial motivation to public secondary school teachers. Table 4.17 below reveals that 72 (60.2%) of the total respondents remarked that housing allowance is not applicable to public secondary school teachers. On the other hand, 28 respondents that corresponds to 23.3% of all respondents said that the status of housing allowance to public secondary school teachers is very low while 15 (12.5%) ranked the status of housing allowance to public secondary school teachers as low. Furthermore, the table shows that 2 (1.6%) of the respondents said that the status of housing allowance to teachers is medium while the same number of respondents that is 2 (1.6%) remarked the status of housing allowance to be high. 1 respondent that is 0.8% of all respondents ranked the status of housing allowance as very high to public secondary school teachers.

Table 4.17 Status of housing allowance to teachers

Housing allowance	Frequency	Percentage (%)
Not applicable	72	60.2
Very low	28	23.3
Low	15	12.5
Medium	2	1.6
High	2	1.6
Very high	1	0.5
Total	120	100

Source: Field data, 2014

4.2.3.5 Acting allowance

Respondents (teachers) were required to rank the status of acting allowance paid to members who are appointed to hold high position at school. Data from table 4.18 below reveals that 96 (80.0%) of the total respondents pointed out that acting allowance is not applicable to public secondary school teachers. On the other hand, the remaining of the respondents that is 24 (20.0%) ranked the status of acting allowance to secondary school teachers as very low.

Generally, there were no respondents who ranked in low, medium, high or very high in all of the attempts. These findings reveal that acting allowance is not applicable in public secondary schools.

Table 4.18 Status of acting allowance to teachers

Acting allowance	Frequency	Percentage (%)
Not applicable	96	80.0
Very low	24	20.0
Total	120	100.0

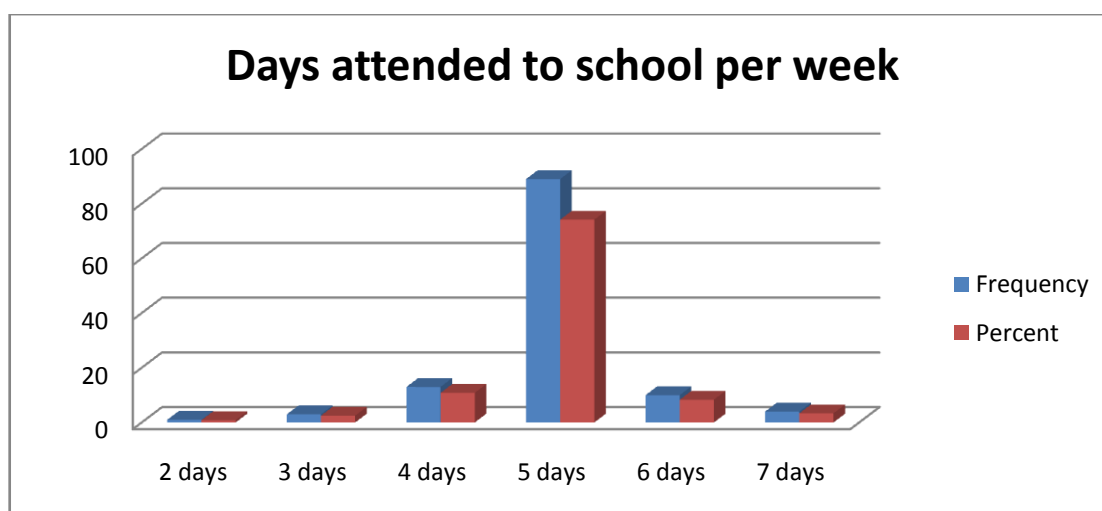
Source: Field data, 2014

4.3 Performance of Public Secondary School Teachers

4.3.1 Number of days attended by teachers to school per week

Respondents were required in one of the questionnaire items to tick the number of days that they attend to school per week. Figure 4.1 below reveals that 1 (1%) of all respondents pointed out that they attend to school for 2 days per week whereas 3 respondents that corresponds to 3% of the total respondents agreed that they stay to school for 3 days per week. On the other hand, 13 (11%) of the respondents showed that they stay to school for only 4 days per week while 89 (74%) of the total respondents noted that they stay to school for 5 days per week. Furthermore, 10 (8%) of the respondents mentioned 3 days which they attended to school per week while 4 respondents that equals to 3% of all respondents indicated that they stay to school for 7 days.

Figure 4.1 Number of days attended by teachers to school per week



Source: Field data, 2014

4.3.2 Hours spent by teachers at school per day

Respondents (teachers) were required to indicate number of hour that they spend at school per day. Table 4.19 below reveals that 2 (1.7%) of the respondents stay at school for only 4 hour per day while 7 (5.8%) of the total respondents noted that they stay at school for 5 hour per day. On the other hand, 54 (45.0%) of all respondents indicated that they spend 6 hours at school per day whereas 35 (29.2%) of the respondents agreed that they spend 7 hours at school per day. Furthermore, 16 respondents that corresponds to 13.3% of all respondents pointed out that they stay at school for 8 hour per day while 9 (5.0%) noted that they spend 9 hour at school per day.

Table 4.19 Hours spent by teachers at school per day

Hours spent by teachers at school per day	Frequency	Percentage (%)
4 hours	2	1.7
5 hours	7	5.8
6 hours	54	45.0
7 hours	35	29.2
8 hours	16	13.3
9hours	6	5.0
Total	120	100

Source: Field data, 2014

4.3.3 Number of periods per teacher per week

Respondents (teachers) were required to tick in an appropriate place with regard to the indicated number of periods. Table 4.20 below shows that 36 (30.0%) of the respondents indicated that they have 4-8 periods per week while 40 respondents that corresponds to 33.3% of all respondents revealed that they had 9-15 periods per week. Furthermore, 16 (13.3%) of the respondents pointed out that they had 16-20 number of periods per week whereas 28 (23.3%) of the total respondents noted that they have 21 and above number of periods per week.

Table 4.20 Number of periods per teacher per week

Periods	Frequency	Percentage (%)
4-8	36	30.0
9-15	40	33.3
16-20	16	13.3
21 and above	28	23.3
Total	120	100

Source: Field data, 2014

4.3.4 Actual number of periods always attended by a teacher per week

The aim of this questionnaire item was to discover the number of periods always attended by a teacher out of those which he/she is supposed to cover per week. Table 4.21 below reveals that 63 (52.5%) of all respondents pointed out that they attend only 4-8 periods per week while 31 respondents that corresponds to 25.8% indicated that they attend 9-15 periods per week. On the other hand 16 (13.3%) of all respondents revealed that the number of periods they attend per week is 16-20 whereas, 10 (8.3%) of the total respondents showed that they attend 21 and above number of periods per week.

Table 4.21. Actual number of periods always attended by a teacher per week

Periods	Frequency	Percentage (%)
4-8	63	52.5
9-15	31	25.8
16-20	16	13.3
21 and above	10	8.3
Total	120	100

Source: Field data, 2014

4.3.5 Level of preparation of scheme of work, lesson plan and lesson notes

4.3.5.1 Level of preparation of scheme of work

Respondents (teachers) were required to point out by ranking their level of preparation of scheme of work either low, medium, high or not at all. The findings in table 4.22 below revealed that 36 (30%) of all respondents pointed out that their level of preparation of scheme of work is low while 79 respondents that corresponds to 65.8% of the total respondents noted that the preparation of scheme of work for them is medium. On the other hand, 5 (4.5%) of the respondents indicated that they prepare scheme of work at high level.

Table 4.22 Level of preparation of scheme of work

Level of preparation	Frequency	Percentage (%)
Low	36	30
Medium	79	65.8
High	5	4.2
Total	120	100

Source: Field data, 2014

4.3.5.2 Level of preparation of lesson plan

The findings in table 4.23 below indicates that 1 (0.8%) of the respondents pointed out that they don't prepare lesson plan at all while 58 respondents that equals to 48.3% of the total respondents indicated that their level of preparation of lesson plan is low. On the other hand, 51 (42.5%) of all respondents agreed that they prepare lesson plan at the medium level. 10 (8.3%) of the respondents said that they prepare lesson plan at high level.

Table 4.23 Level of preparation of lesson plan

Level of preparation	Frequency	Percentage (%)
Not at all	1	0.8
Low	58	48.3
Medium	51	42.5
High	10	8.3
Total	120	100

Source: Field data, 2014

4.3.5.3 Level of preparation of lesson notes

The findings obtained are revealed in table 4.24 below that 3 (2.5%) of all respondents indicated that they don't prepare lesson notes at all whereas 29 respondents that corresponds to 24.2% of the total respondents pointed out that their preparation of lesson note is low. Furthermore, 81 (67.5%) of the respondents agreed that they prepare lesson note at medium level while 7 (5.8%) said that they prepare lesson notes at high level.

Table 4.24 Level of preparation of lesson notes

Level of preparation	Frequency	Percentage (%)
Not at all	3	2.5
Low	29	24.2
Medium	81	67.5
High	7	5.8
Total	120	100

Source: Field data, 2014

4.4 Influence of Motivation on Job Performance

The findings in table 4.25 below shows that 69 (57.5%) of the respondents agreed by saying YES that motivations (both financial and non financial) helps in stimulating work morale and hence improve work performance whereas 36 (30.0%) of the total respondents disagreed by saying NO that, motivations does not simulate work morale and bring about improved work performance.

On the other hand, 15 (12.5%) of the respondents pointed out that they DON'T KNOW whether motivations (both financial and non financial) helps in stimulating work morale and hence improve work performance.

Table 4.25 Influence of motivation on job performance

Do motivations stimulate work morale and improve work performance?	Frequency	Percentage (%)
Yes	69	57.5
No	36	30.0
I don't know	15	12.5
Total	120	100

Source: Field data, 2014

4.5 Opinions on the influence of motivation on teacher's job performance

Respondents were required in one of the questionnaire's items to give their opinions by either strongly agree, agree, being neutral, disagree or strongly disagree on influence of financial and non financial motivations they receive in relation to their job performance.

4.5.1 Influence of financial motivation on teachers job performance

The findings in table 4.26 below shows that 8 (6.6%) of the respondents strongly agreed that financial motivations received by teachers increase their job performance while 16 (13.3%) agreed that financial motivation they receive increase their job performance. 23 (19.2%) were neutral whereas 32 (26.7%) of the respondents disagreed on the statement that financial motivation they receive increase their job performance. 41 (34.2%) of all respondents were strongly disagreed on the statement that financial motivation they receive increase their job performance.

Table 4.26 Financial motivation received by teachers increase their job performance

Financial motivation received by teachers increase their job performance	Frequency	Percentage (%)
Strong agree	8	6.6
Agree	16	13.3
Neutral	23	19.2
Disagree	32	26.7
Strong disagree	41	34.2
Total	120	100

Source: Field data, 2014

4.5.2 Influence of non-financial motivation on teachers job performance

The findings in table 4.27 below shows that 9 (7.5%) of the respondents strongly agreed that non financial motivations they receive increase their job performance while 13 (10.8%) agreed that non financial motivation they receive increase their job performance. On the other hand, 11 (9.2%) were neutral concerning the influence of non financial motivation on their job performance whereas 51 (42.5%) of the respondents disagreed on the statement that non financial motivation they receive increase their job performance. 36 (30.0%) of all respondents were strongly disagreed on the statement that non financial motivation they receive increase their job performance.

Table 4.27 Non-financial motivation received by teachers increase their job performance

Non-financial motivations received by teachers increase their job performance	Frequency	Percentage (%)
Strong agree	9	7.5
Agree	13	10.8
Neutral	11	9.2
Disagree	51	42.5
Strong disagree	36	30.0
Total	120	100

Source: Field data, 2014

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter presents a discussion of research findings with regard to motivation and performance of public secondary school teachers in Morogoro municipality so as to make meaningful understanding leading to clear assessment of the relationship between motivation and performance.

5.1 Respondents working positions

The study covered almost all departments of the school since most of them are supervised by teachers who are the main target of the study. Working positions that were involved include second masters/mistress, academic masters/mistress, discipline masters/mistress and class teachers. It was necessary to include working positions of the respondents in the study simply because, when teachers are given positions to supervise certain departments in the school, it has a great impact on their performance and motivation. These findings agree with that of Hossain & Hossain (2012) who pointed out that, senior working positions make employees be satisfied and motivated that can lead into improved work performance. Being a supervisor in a certain department puts a teacher into a senior position compared to other teachers. This can make a teacher more satisfied and committed to work. During interview, heads of selected public secondary schools had the following comments:

“...supervising some of the departments in the school, gives chance for teachers to get different training concerning those departments. Also some of the departments for example academic department are given operation funds therefore a teacher as the head of particular department can earn some allowances when there is a certain task to be performed for example preparation of exams. All these can make a teacher feel motivated and hence improve his/her work performance. But the challenge is that the number of teachers is high while departments are very few therefore many teachers remain as normal teachers without being appointed to supervise any of the department”.

5.2 Motivation to Public Secondary School Teachers

The study intended to find out status of motivations given to public secondary school teachers. These motivations were categorized into non financial and financial motivations. Respondents (teachers) were required to rank the status of each of non financial and financial motivation with regard to how they perceive them in their working environment.

5.2.1 Status of non financial motivations given to public secondary school teachers

5.2.1.1 Recognition

The findings presented in chapter four indicates that large number of respondents considered recognition as not applicable, very low and low to public secondary school teachers. Probably this is because teachers and the teaching profession as a whole is not much given recognition by the community like other professions. This study is in line with that of Bennel (2000) who found teaching as the employment of last resort among university graduates to the extent that its recognition has been considerably low. This is so noticeable because only 2.5% of all respondents indicated recognition as either high or very high. The implication of these findings in relation to motivation and performance is that recognition to teachers as the motivation factor is very low in average and this has lowered morale of public secondary school teachers to the extent that their performance has been negatively affected.

During an interview, some teachers commented that teachers are more de-motivated due to lack of recognition simply because many people and the community as whole take teaching profession as the profession for failure students. When recognition status to teachers is high, it can motivate teachers and finally bring about improvement of work performance as indicated in conceptual framework. On the other hand, when is low it can lead into poor performance of teachers.

These findings are supported by those of Dobre (2013) who found that recognition is very important factor in increasing employee's morale and hence improve their performance.

5.2.1.2 Promotion

Respondents (teachers) were required to rank the status of promotion basing on how they perceive it. The findings presented in chapter four above shows that to large extent, promotion to public secondary school teachers is not promising. This might be due to manager's failure to consider the importance of promoting public sector employees including teachers. These findings agree with Deespore (1994) and Robbins (2001) who pointed out that when there is effective accomplishment of goals, fair chances of promotion should be given to employees. Teachers like any other employees should be promoted with regard to their performance in the manner that will raise their morale and commitment to work. On the other hand, the findings reveals that only 3 (2.5%) of the respondents agreed that promotion is high to public secondary school teachers. This reveals that there are some few teachers who used to be promoted in one way or another. These findings imply that promotion strategies to teachers are very poor because many teachers are not promoted and if they are promoted, the promotion is not timely. The same results were obtained by Massawe (2011) who agreed that promotion to public secondary school teachers is very low and teachers are not timely promoted. Furthermore, both right teachers to be promoted and those who do not deserve promotion are promoted together. All these situations have made many public secondary school teachers become de-motivated, the situation which has affected their general performance.

5.2.1.3 Job security

According to the data presented in chapter four, respondents (teachers) seem to have an average high job security. Large number of respondents ranked job security as medium, high and very high. This implies that more than half of the respondents are satisfied with the job security available to public secondary school teachers especially in urban areas. The same results were obtained by Hossain & Hossain (2012) who agrees that job security is highly a motivating factor for employees and it brings about job satisfaction. This situation might be one of the reasons as to why there is large number of teachers working in urban areas. In an in depth interview with some of the respondents concerning job security to teachers, they had the following general comments to make:

“...job security is regarded by many teachers as high because being a teacher in an urban area where the number of teachers in a school is high, gives an opportunity to teachers to be free in doing various matters out of their normal activities. For example, many teachers used to come to school during the time when they have periods only and the gap is not easily noticed due to high number teachers at school. Also, when the school is closed for the long vacation, the teacher may leave for two to three weeks regardless it is his/her leave period. On the other hand, a teacher is able to hand over his/her responsibilities to his/her fellow teacher and leave the school without an employer’s permission. All these are done without notifying an employer and when an employer recognizes this kind of irregularities, only minor disciplinary measures are taken to responsible teachers and it is very difficult and rare to dismiss a teacher from job due to this kind of misconducts”.

All these reveal a sense of high job security to public secondary school teachers. Due to all these reasons, it seems that many teachers feel proud and satisfied to work in urban areas because of high job security. The findings coincide with those of Maslow (1943) who noted that sense of security is one of factors that can be used to motivate employees. As far as schools as organizations are concerned these factors includes the need for safe job and job security.

5.2.1.4 Non-Monetary Fringe benefits

Respondents (teachers) were required to rank the status of non-monetary fringe benefits to public secondary school teachers. The findings presented in chapter four indicates that 57 (47.5%) of all respondents specify that non monetary fringe benefits is not applicable to public secondary school teachers. This finding implies that there is very large number of teachers who have never received any fringe benefit. In average, non monetary fringe benefits to public secondary school teachers is very low.

This might be one of the reasons as to why their performance is low simply because fringe benefits as motivation factor, if available can raise employee’s working morale and bring about improved work performance. These findings agree with that of Hafiza, et al (2011) who indicated that fringe benefits have positive and significant impact on employee’s motivation and performance. If effectively considered, it can lead into improved work performance.

To have evidence on this, the researcher conducted an interview with Morogoro Municipal Secondary Education officer concerning non-monetary fringe benefits to public secondary school teachers and he had the following to comment:

“....our teachers do not receive any fringe benefits since we are not receiving any fund from the central government for such purpose. The municipal has no plan to provide fringe benefits to teachers since they are large in number compared to actual municipal revenue”.

Probably, lack of fringe benefits as the motivation factor has lowered commitment of teachers to extent that has affected their performance. This study is in line with that of Mensah (2001) who recommended that fringe benefits if effectively provided to teachers can encourage them and finally their commitment and performance will be improved.

5.2.1.5 Working conditions

The findings reveal the status of working condition to public secondary school teachers as either not applicable, very low or low. This entail that in average, the working condition in many public secondary schools is very poor. Poor working condition might be one of the factors that have affected negatively the performance of teachers. This is in line with Barne (1988) who indicated that poor working conditions as a result of shortage of facilities leads to inefficient and ineffective performance of teachers. Many heads of schools whom were interviewed said that poor working conditions (environment) is one of the problems which face many public secondary schools. If the working environment could be improved, at least teachers could be motivated to some extent.

The findings correspond with those of Adelabu (2005) who found that teachers are demotivated and dissatisfied due to poor working environment. Many public secondary schools lack important facilities like staff rooms, toilets, water etc. To support this, the headmistress from Nane nane secondary school had the following comments to make:

“... many teachers are discouraged to stay for a long time at school compounds due to absence of staff toilets. This situation has made our teachers share the same toilet with students. Due to this, teachers feel not motivated and this can affect their teaching morale which can bring about poor working performance”.

The findings agrees with Herzberg (1959) who pointed out that working environment which is among hygiene factors is one of the incentives that employee expect an organizations to satisfy and if they do not then they can lead to dissatisfaction and demotivation. Furthermore, the findings coincide with those of Sahebzadeh et al (2013) who pointed out that the environment with all required facilities has significant and positive impact on the performance of teachers.

5.2.2 Status of financial motivations given to public secondary school teachers

Respondents (teachers) were required to rank the status of each of financial motivation with regard to how they perceive them in their working environment.

5.2.2.1 Increase in salary

Respondents (teachers) were required to rank the status of increase in salary to public secondary school teachers. The findings reveal that there is an increase in salary to public secondary school teachers but it is very low in average. Many respondents ranked the increase in salary as very low medium and low. Generally, the salary increase to public secondary school teachers is not satisfying. This might be due to little salary increments as compared to inflation and life standards. These findings are supported by Seppala (1998) who pointed out that the salary increase which is implemented in local government authorities where teachers are employed are still below subsistence level. Furthermore, Massawe (2011) argues that public secondary school teachers are seriously underpaid (pay packages are very low). This agrees with Bennel (2000), who indicated that teachers are paid low compared to other professions like doctors. The findings also coincide with those of Inayatulah & Jehangir (2013) who found that teachers are demotivated and dissatisfied due to poor salary conditions.

5.2.2.2 Paid annual leave

The findings indicate that about 41 (34.2%) of all respondents considers annual leave to public secondary school teachers as very low. This reveals that many teachers are not effectively given paid annual leaves as one of the right of employee.

This implies that motivation of teachers has been lowered due to poor consideration of annual leave as one of motivation factors. Probably, if annual leave could be effectively considered, the performance of many public secondary school teachers could be raised. This findings corresponds with those of ILO (2004) which explains that providing annual leave to employees can enhance their motivation. During an interview with Morogoro Municipal secondary education academic officer (MSEAO), she had the following comments:

“....teachers are entitled to get paid annual leave for every after two years but the problem is that the number of teachers is high compared to funds which are prepared to pay for annual leaves therefore few teachers are paid at the right time. Many teachers are allowed to take their leave without payment but they are told to claim so as to be paid when funds are available”.

These findings coincides with those of Haki Elimu (2005) which found that annual leave to teachers especially public school teachers is poorly managed and that has contributed to low morale and lack of commitment that has brought about poor performance.

5.2.2.3 Housing allowance

Housing allowance as one of the financial motivation to public secondary school teachers was ranked. The findings show that to high extent, housing allowance is not applicable to public secondary school teachers.

This might be due to the government campaign to built teachers houses in each public secondary school although the campaign has benefited very few schools. Many teachers are left with no houses therefore they rent houses in their own expenses since there is no housing allowance provided to them. To some extent, this has affected their commitment to work. This findings coincide with Nagash., et al (2014) who pointed out that a well designed system of providing housing allowance can greatly enhance morale, improve overall performance and contribute to the organization success. During an interview with Municipal Secondary Education Officer (MSEO), he had the following comments to make:

“....the government does not provide housing allowance to public secondary school teachers instead it is pushing its efforts to make sure that teacher’s houses are built in

each secondary school although the attention has been directed much in rural areas. Most of schools in urban areas like Morogoro municipal have a great problem of teacher's residential houses. Only what they can do is to rent houses in their own expenses since houses for rent are available".

The findings are supported by Khan & Ch (2013) who found out that many teachers are facing accommodation problems that affected their performance.

5.3 Performance of Public Secondary School Teachers

The study intended to assess the performance of public secondary school teachers by considering various aspects in their daily responsibilities at school whether or not they are performed in an effective manner. The assessment was done by considering number of days attended to school by the teacher, number of hour do the teacher stay at school, total number of periods a teacher is supposed to cover per week and the actual number of periods covered by a teacher per a week. Also the assessment was done on the level of preparation of scheme of work, lesson plan and lesson notes.

5.3.1 Hours spent by teachers at school per day

Respondents (teachers) were required to indicate number of hours that they spend at school per day. According to public service code of conduct, a civil servant is required to spend about 8 working hours per day but the findings reveals that most of teachers spend about 6 hours per day. This might be due to tendency of many teachers to engage in other personal activities during working hours. The same results were obtained by Mensah (2011) who noted that less time is dedicated in teaching by public secondary school teachers during working hours. During interview with some of teachers from selected six public secondary schools, they had the following comments concerning hours spent by teachers at school per day:

"....the number of hours spent by teachers at school depends on the number of periods he/she has per day and his/her relationship with the head of school and other teachers. Teachers may have periods but they hand them over to their friendly teachers and leave the school at any time. On the other hand, due to good relationship with head of school, a teacher may leave the school at any time and carry on with personal responsibilities by just informing the head of school".

In addition, two teachers from Bungo Dimwe Secondary school said that, many teachers who are working in urban areas do not spend many hour at school because they engage themselves with different business for example “Boda Boda” and running retail shops. They use different means to run their business during working hours without being noticed by the employer and always this have been due to poor paying package which is not enough to fulfill their family needs. This is in line with ILO (2004) which reveals that motivation reduces absenteeism. These findings corresponds with that of Mkumbo (2012) who found that public secondary school teacher’s absenteeism, late coming to work and leaving before time is high and rising.

5.3.2 Actual number of periods always attended by a teacher per week

The findings as presented in chapter four indicates that many teachers attend fewer periods compared to actual number of periods they suppose to cover. 52.5% of all respondents attend less than 8 periods per week. This implies that many teachers are not committed to perform their normal teaching activities. Perhaps they always perform extracurricular activities. Sometimes other teachers engage in unnecessary activities during working hours.

These findings coincides with those of Mkumbo (2012) who argued that commitment of teachers in various matters which a teacher is suppose to do is devastatingly low. These aspects include commitment in preparation of teaching and attending periods in the class.

5.3.3 Level of preparation of scheme of work, lesson plan and lesson notes

The study intended to assess levels at which public secondary school teachers prepare lesson plan, lesson notes and scheme of work since these are instruments which a teacher is supposed to prepare so as to have effective teaching activities at school. Scheme of work have to be prepared each term while lesson notes and lesson plan should be prepared every time when a teacher is having a period.

The analysis show that more than $\frac{3}{4}$ of public secondary school teachers in Morogoro municipality prepare scheme of work in an unsatisfactory level. This is so noticeable

because only 5 (4.2%) of the respondents indicated that they prepare scheme of work at high level. The findings imply that many teachers used to teach without having prior preparation of scheme of work which guides them with regard to the syllabus. This can be due to poor influence of motivation to enhance performance of teachers in making important teaching preparations. These findings agree with that of Inayatullah & Jehangir (2013) who found that incentives as the motivation factor not only influence teachers in teaching but also in doing necessary teaching preparations. During interview, the heads of 6 selected public secondary schools had the following comments to make:

“....many teachers dislike preparing scheme of work although it is an important tool in teaching activities in secondary school. The major reason for not preparing scheme of work is that it consumes a lot of time in preparation and teachers argue that if the government wants all teachers to make preparation of this, at least allowances should be given to teachers since they utilize most of their time at home to prepare those scheme of work”.

This study agrees with that of Bennel (2004) who mentioned that teacher's preparation of matters like scheme of work is weak due to ineffective incentives and sanctions.

On the other hand, lesson plan is the plan of actions which is prepared by a teacher before entering the class. It enables the teacher to have a clear sequence in teaching from the beginning to the end of the period. The findings show that the average level of preparation of lesson plan is low. This entails that there are very few public secondary school teachers who prepare lesson plan at high level. This might be due to lack of motives to prepare lesson plan because they are supposed to be prepared all the time when a teacher wants to attend teaching session. This agrees with Massawe (2011) who argues that without proper consideration to teacher's motivation, teaching will be ineffective because of poor teacher's commitment in preparing fundamental materials including lesson plan. During interview, some of public secondary school teachers were asked about their views concerning preparation of lesson plan and they had the following to say:

“...it is a very hard task to prepare lesson plans since it is required that a teacher should prepare lesson plan for each period he/she is supposed to teach. If a teacher decides to prepare all required lesson plans, it is either he/she dedicates all of his/her time at home in making preparation or he/she will consume most of the time required for teaching in

preparing lesson plans therefore it is better to teach without using lesson plan. Teachers should be given extra duty allowance to compensate time used in preparations”.

In case of lesson notes, the findings in chapter four shows the minimum preparation by teachers. Only 7 (5.8%) of all respondents ranked the preparation of lesson notes as high. This implies that teachers insist students to find their own notes concerning subjects. These results agree with those of Mensah (2011) who noted that less time is devoted by public secondary school teachers on teaching preparations. These include preparation of lesson notes and other important materials needed during teaching. Some teachers from selected schools had the following comments to make concerning preparation of lesson notes:

“....many books which are nowadays used, are more simplified to the extent that there is no need for the teacher to prepare lesson notes, instead a teacher may ask students to read and construct their own notes from the book”.

The general observation concerning preparation of scheme of work, lesson plan and lesson notes by public secondary school teachers, as revealed from the findings shows that the average level of preparation is low. These findings coincide with those of Mkumbo (2012) who indicated that public secondary school teachers show poor preparation of teaching materials like scheme of work, lesson plan and lesson notes.

5.4 Influence of Motivation on Job Performance

The study intended to assess the general influence of motivation on job performance. It aimed at discovering whether motivations alone both financial and non financial can help in stimulating work morale and hence improve work performance.

Generally, it seems that if motivations both financial and non-financial are provided effectively to public secondary school teachers, their morale will be raised and this will bring about improved work performance. The same results were obtained by Chikole (2008), who concluded that employee’s motivation is among the important aspects towards morale building which increases workers commitment and their performance.

During an interview with heads of selected public secondary school teachers, most of them had the following general comments to make concerning influence of motivation on job performance:

“...motivations both financial and non financial can help in stimulating work morale and improve work performance to workers when they are provided effectively. Some other public sector cadres provide incentives to their employee so as to motivate them and raise their work morale and performance. On the side of teaching career, the situation is different simply because teachers do not receive any allowance from the government. They receive only monthly salary that is not enough to support their daily life. If government decides to provide motivation packages to teachers, the morale of teaching will be raised and performance will be improved”.

These findings coincide with those of Bennel (2004) who noted that motivation to public secondary school teachers in Africa especially in South Saharan countries is very poor to the extent that it affects the performance of teachers.

The Eastern Zonal Secondary School Inspector officers had the following comments to make concerning efforts taken by government to improve public secondary school teacher's motivation:

“...government has so far ensured that staff quarters are available near the secondary schools so that teachers are accommodated. This practice is made mainly in rural areas in order to retain teachers. Salaries are paid on time and teachers are able to get loans through SACCOS. Also DED(s) have been directed that new employed teachers should be paid subsistence allowance of 14 days. Also teachers are given opportunities to join higher learning institutions for further studies. The only problem with teachers is that they don't receive any allowance therefore each and everything they do depends on the monthly salary therefore it becomes difficult for them to afford all life expenses. Although there is a little increase in salary, but inflation reduces the value for money”.

This study is in line with Mensah (2011) which shows that high proportions of teachers working in public secondary schools are poorly motivated due to poor incentives.

In a general perspective concerning both financial and non-financial motivation, the findings remarked that public secondary school teachers are poorly motivated both financially and non-financially. This is supported by Inayatullah & Jehangir (2013) who found that teacher's motivation is very poor and teachers are also dissatisfied with their working environment and salary.

On the other hand, the study conducted by Massawe (2011) revealed that systems and structures set up to manage and support public secondary school teachers are dysfunctional. Due to this, teachers have become less motivated and they are likely to lose their sense of professional responsibility and commitment. All these circumstances have resulted into poor performance of public secondary school teachers.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.0 Introduction

This chapter summarizes the purpose of the study and the findings. Also it concludes the study and ends by providing recommendations for governmental measures and areas for further research.

6.1 Summary of the findings

The study intended to assess the relationship between motivation and performance of public secondary school teachers in six selected public secondary schools at Morogoro municipality. The objectives of research was to find out specific motivation factors/aspects that can increase morale and performance of public secondary school teachers to perform their daily teaching activities, to find out level of performance in various aspects related to teaching activities, and to find out whether motivation to public secondary school teachers alone can improve their performance.

One hundred and thirty respondents (130) of both sexes participated in the study. The research design used was case study and both qualitative and quantitative research approach were adopted. Furthermore the data collection techniques included questionnaire, interview and documentary.

The study indicated that the motivations which are provided to public secondary school teachers are very poor and sometimes other motivations are not provided at all to teachers. Also the performance of public secondary school teachers was proved to be poor. Teachers do not attend the school in all of the required days of the week and if they attend, they don't stay at working station for all required hours a day. On the other hand, their daily responsibilities at school are not performed in an effective and satisfying manner.

The results of the research have shown that there is a direct relationship between motivation and performance of public secondary school teachers. It was revealed that public secondary school teachers have been receiving poor motivations to the extent that have affected their performance. The performance has been poor due to poor motivations.

It means that poor motivation = poor performance of public secondary school teachers.

Also the findings have revealed that if motivations both financial and non financial are provided effectively to public secondary school teachers, it will help in stimulating their work morale and hence improve their work performance. That means, provision of motivation can bring about improved work performance.

6.2 Conclusion

The purpose of the study was to assess the relationship between motivation and performance of public secondary school teachers. The purpose was achieved in the manner that all objectives and the research questions were undoubtedly on the light of findings obtained and analyzed in chapter four.

However, through findings it is discovered that, motivations which are provided to public secondary school teachers are poor and not satisfying. Generally, public secondary school teachers are not satisfied with the motivations which are provided by the government.

On the other hand, it has been indicated that lack of effective motivation is the one which affects the performance of public secondary school teachers to the great extent. Poor performance of public secondary school teachers is due to poor motivation given to them.

6.3 Recommendations for governmental measures

On the light of the findings of this study, it is recommended that:

- Working conditions to teachers should be improved in such a way that teachers can feel the sense of staying at the working station and perform their daily responsibilities in an effective and efficient manner. Also, adequate teaching facilities should be available at school.

- Promotion to public secondary school teachers should be more considered and provided to teachers at the right time.
- The government should make sure that teachers are treated the same as other government employees by ensuring that incentives which are provided to other cadres should also be provided to teachers and these include overtime allowance, hardship allowance, housing allowance and teaching allowance.
- Finally, the government should make sure that all motivational packages which have been demanded by teachers for many years should be provided to them. These packages include hardship allowance, teaching allowance and extra duty or over time allowance.

6.4 Recommendations for further research

It is recommended that further research to be conducted on the following areas:

- Since the purpose of this study was general by including many motivational packages, further research should be conducted by assessing specific motivation aspect to teachers especially, pay package, promotion and fringe benefits.
- Also the research can be done on the assessment of the measures taken by government to improve motivation to public secondary school teachers.
- Furthermore, the study can be done on the performance of public secondary school teachers with regard to performance of students in examinations.
- Finally, the research should be done on the assessment of the public schools working environment.

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APPENDICES

Appendix I

Questionnaire for public secondary school teachers

The aim of this questionnaire is to collect information that will be used to assess the relationship between motivation and performance of public secondary school teachers in Morogoro Municipality. All the information will be confidential and used for research purpose only.

Section 1: Background information

1.Respondent position.....

2. Gender. Please put a tick.

1	Male	
2	Female	

3. Name of school.....

4. Highest level of Education. Please put a tick.

1	Certificate	
2	Diploma	
3	Degree	
4	Masters	
5	PhD	

5. For how long have you been working with this school?.....Years.

Section 2: Motivation to public secondary school teachers in Morogoro Municipality

1. Which kind of motivations given to public secondary school teachers in Morogoro municipality among the following? (please tick at the dot)

NON FINANCIAL

MOTIVATION

(a).....Recognition

(b).....Appreciation

(c).....Promotion

interest

(d).....Job Security

(e).....Fringe benefits

(f).....Good supervision

(g).....Working condition

(h).....Membership to social security funds eg PSPF, LAPF etc.

(i).....Medical cover eg NHIF

(j).....Career development eg Training

(k)Others (mention).....

FINANCIAL MOTIVATION

(a)..... Increase in salary

(b).....Paid annual leave

(c).....Facilitate access to loans at low

(d).....Housing allowance

(e).....Acting allowance

(f)Others (mention).....

2. How do you rank the status of motivation you have mentioned in 8 above? Please tick in an appropriate position.

N a	MOTIVATION	NOT APPL ICAB LE	VER Y LOW	LOW	MED IUM	HIG H	VERY HIGH
1	Recognition						
2	Appreciation						
3	Promotion						
4	Job security						
5	Fringe benefits						
6	Good supervision						
7	Working condition						
8	Membership to social security funds						
9	Medical cover eg. NHIF						
10	Career development						
11	Increase in salary						
12	Paid annual leave						
13	Access to loans						
14	Housing allowance						
15	Acting allowance payable to members appointed to act at higher position						
16	Others (mention)....						

3. Does the key motivators you ticked above help in stimulating work morale and hence improve performance?

Yes	
No	
I don't know	

Section 3: Performance to public secondary school teachers at Morogoro Municipality

4. How many days do you always attend to school per a week?. Please put a tick in an appropriate place.

1 day	2 days	3 days	4 days	5 days	6 days	7 days

5. For how many hours do you always stay at school per day? Please put a tick in an appropriate place.

1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	9 hour	More than 9 hours

6. What can you say about your attendance with regard to motivation? Explain please.....

7. How do you rank your level of preparation of scheme of work, lesson plan and lesson notes? Please tick in an appropriate position.

SCHEME OF WORK				LESSON PLAN				LESSON NOTES			
No t at all	Lo w	Mediu m	Hig h	No t at all	Lo w	Mediu m	Hig h	No t at all	Lo w	Mediu m	Hig h

8. What is your opinion on the influence of motivation on the level of preparation of scheme of work, lesson plan and lesson notes you have tick in No 10 above. Explain please

9. How many periods do you have per a week?.....periods.
10. How many periods do you always attend per a week?.....periods.
11. How many topics are you suppose to cover in one term according to the syllabus?.....topics.
12. How many topics do you always cover in one term?.....topics.
13. What is your opinion on the influence of motivation on your job performance?
Please put a tick in an appropriate position.

Statement	Strong Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strong Disagree (SD)
Financial motivations I receive increase my job performance					
Financial motivations provided in public schools lead to poor performance of teachers					
The non financial motivations I receive do not Influence my job performance					
Non financial motivations increase teachers performance					
The government motivates us to increase performance					

14. What can you say about your performance with regard to motivation? Explain please.....
.....
15. What do you think can be done to improve performance of public secondary school teachers with regard to motivation?.....
.....

THANK YOU IN ADVANCE

Appendix II

Interview Guide for Heads of Public Secondary Schools in Morogoro Municipality

What do you know about motivation?

1. What do you know about performance?
2. How working experience, level of education and work position influence motivation and performance of public secondary school teachers
3. Can appreciation influence performance of public secondary school teachers?
4. How working condition affects performance of teachers?
5. What can you say about number of hours spent by teachers at school?
6. What can you comment on the level of preparation of scheme of work, lesson plan and lesson notes by the teachers?
7. Generally, what can you say about influence of motivation on performance of public secondary school teachers?
8. What do you think can be done to improve performance of public secondary school teachers in Morogoro Municipality?

Appendix III

Interview Guide for Morogoro Municipal Secondary Education Officer

1. Why there is high number of teachers in Morogoro Municipal?
2. What can you say about housing allowance to public secondary school teachers
3. Is there fringe benefits provided to public secondary school teachers in Morogoro Municipal?
4. What is your opinion on the level of education of teachers in relation to motivation and performance?

Appendix IV

Interview Guide for Eastern zone Secondary school inspectors

1. What do you know about motivation?
2. What do you know about performance?
3. What efforts have been taken by government to ensure that there is proper provision of motivation to public secondary school teachers?

Appendix V

Interview Guide for Morogoro Municipal Secondary Education Academic Officer

1. What do you know about motivation?
2. What do you know about performance?
3. How annual leave as one of the motivation is provided to public secondary school teachers in Morogoro Municipal?