Influence of Teachers’ Motivation on Students’ Academic Improvement in Public Secondary Schools in Arusha District Council.

By

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DECLARATION

This dissertation is my own original work and has not been presented for any award of a degree in any other University of Institution.

Signature -----------------------------------                                    ---------------------------------

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CERTIFICATION

This dissertation has been submitted for examination with my approval as a university supervisor.

Dr. Solomon Omer Wachara (Ph.D)

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DEDICATION

This work is dedicated to my parents Paul Mosses and late Dorothea Loishooki, Don Harris and Ione Harris, Linda Lea, Members of Global Partners For Development( GPFD), Mr. Juma Sulle, Selestina Kahangwa, my husband Paul Mmbaga, my son Donald Mmbaga, my sisters and brothers and my fellow students from SAUT-Arusha Centre.
LIST OF ABBREVIATIONS/ ACRONYMS

EFA------ Education for All

GCE------ Global Campaign for Education

MOEST------ Ministry Of Education Science and Technology

NHIF------ National Health Insurance Fund

SPSS------ Statistical Package for Social Sciences

TDMS---- Teachers Development and Management System

UNESCO--- United Nations Educational Scientific and Cultural Organization

URT ----- United Republic of Tanzania

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ABSTRACT

The purpose of the study was to investigate the influence of teachers’ motivation on students’ academic improvement in public secondary schools in Arusha District Council. The study adopted a descriptive survey research. The sample of 110 respondents was obtained. Data were gathered by use of questionnaires. The analysis was done using SPSS version 20. The findings revealed that working condition factors and remuneration factors have the influence on teachers’ motivation. The findings also revealed that job satisfaction, job security, salary, promotion, attending workshops and seminars, professional development opportunity, the reward for good work and Conducive teaching and learning environment are factors that some influence teachers motivation. The findings further revealed that Low salary and wages, poor provision of incentives, lack of decision making the opportunity to teachers teaching and learning the material, overcrowded classrooms and poor perception towards teaching professions Professional development, Inconvenient promotion policy is some of the major challenges that teacher’s face and therefore de-motivates them in the profession. Finally, it was found that improvement of salary and wage, improvement of learning environment/ create a conducive environment, the creation of professional development opportunity, develop convenient promotion policies and recognition and reward for a good work are some of the possible recommendation teachers wish to get and this will motivate them. Based on the findings of the study it is recommended that the government should increase the salaries that will make teachers be able to fulfill their teaching roles. The government to reverse the removal of allowance and incentives and available them to every school so that teachers will get motivated to go the extra mile to other work. In order to improve students’ academic performance. The Government should review, redesign and implement promotion policies and opportunities for professional development so that to meet the demands of teachers’ by doing that teacher will likely be motivated and work hard. The study suggests that a study to carried out on the correlation between the teacher's job satisfaction and students academic improvement.
CHAPTER ONE
INTRODUCTION

1.0 Introduction

This chapter presents the introductory part of this study. It covers background for the study, statement of the problem, objectives of the study, research questions, and significance of the study, scope, and delimitation of the study, theoretical framework, conceptual framework and definition of the key terms

1.1 Background of the Study

According to Alarm and Farid (2011), the motivation of teachers is very important it affects the students directly. This fact is supported by Marques (2010), the study concluded that motivation, satisfaction, and performance are interdependent. Teacher efficacy affects students directly as there is a strong correlation between teacher efficacy and students’ performance hence a desired outcome by the students can occur with the help of the teacher. This means that low motivation of teachers affects his performance, which affects the students’ performance.

Teacher motivation has been a matter of great concern particularly in most parts of the developing world. United Nations Educational, Scientific and Cultural Organizations (UNESCO) (2006), Belle (2007), and Davidson (2006) argue that motivating teachers appropriately will not only positively affect teachers’ efficacy but also increase the quality of education the children receive. Davidson (2006), is the view that improving teachers’ working condition and living conditions are critical to improving teacher’s motivation. They also concluded that once these
incentives are provided, teachers will likely enjoy the greater status and have a higher level of motivations that may lead to the quality of education within the country.

Global discussions in education such as Education for All (EFA) have generally failed to recognize the pivotal role of teachers in the attainment of educational goals. Key issues of teachers’ motivation and pay are often skimmed over and at times, ignored altogether. For example, the World Bank website on effective schools and teachers identifies eight improvement domains but none of these relate centrally to teachers’ job satisfaction and motivation. World Bank Action Plan to Accelerate Progress towards EFA does not address the very low level of teacher motivation in most countries. Many reforms in most low-income developing countries seek to change fundamentally teaching practices and increase the workload for teachers while ignoring the low pay and other conditions of service. Other problems highlighted include delayed payment of salaries, housing shortages, insufficient upgrading opportunities, lack of learning materials, a decline in inspectorate services, and insufficient involvement of teacher representatives in policymaking.

A report by the Global Campaign for Education also concludes that “it is evident in the five years since the EFA goals were restated at Dakar, improving teacher motivation has still not been sufficiently prioritized as a major concern of national and international policymakers. As a result, teacher motivation and morale remain in a chronic state of decline”. The reasons identified for this decline include large classes, erosion in the quality of teacher training, the employment of para-teachers, other cost-cutting measures such as multiple shifts, and poor pay reported high teacher morale in Kenya, Uganda, and Tanzania. (GCE, 2005:1)

Dubrin (2009), argues that there is a close relationship between motivation and performance in organizations. Motivated employees are likely to increase their effort toward achieving the goals
set by their organizations because they will be happy to contribute their best in an organization that cares about their needs. This is because the highly motivated employees are likely to contribute to productivity and organizational success in general (Ajang, 2007).

Boimanda (2008), described that; it should be clearly understood that successful attainment of our educational goals to a large extent depends not only on the teachers adherence to their profession code of ethics but also to abide on the quantity and quality o teacher, good teaching and learning environment as the main outcome of the motivation as one of tenet of increasing morality of the teacher working behavior that facilitate educational goals attainment.

According to Ephrain (2008), Employees have higher expectations of how they want to be treated at work. They don't just want a job that is secure and paid well; they want a job that gives them high levels of job satisfaction - and if their present employer doesn't provide it, they will be tempted to search for one that will.

According to Armstrong (2008), motivating people is getting them to move in the direction desired in order to achieve particular results. Staff motivation is very important for any organization that seeks to improve its performance. Effective provision of motivation to teachers help to improve the student’s academic performance in the way that syllabus is covered on time, test and exercise done as arranged for revision purpose and more implementations of the subject matters.

These poor living and working conditions have over time seriously eroded many teachers motivation to carry out their teaching and non-teaching roles in an unacceptable manner. The situation in Tanzania is similar to that of the rest of East Africa and many other developing
countries including Papua New Guinea and Malawi where “it was abundantly clear that teachers” motivation is at best fragile and at worst severely deteriorating

1.2 Statement of the Problem

Motivation plays a pivotal role in the organization because it increases the productivity of employees and the goals can be achieved in an efficient way. A motivated teacher will be able to provide teaching and learning effective and efficiently. Teachers lack proper housing, inadequate teaching facilities, low status, irregular salary payments and limited opportunity for professional development (Sitta, 2006; The United Republic of Tanzania, 1995). Teachers in developing countries often work in tremendously difficult conditions, teaching huge classes with few materials for low wages (Doney and Wroe, 2006)

The absent of motivation has the negative effect of the standard of education as the students are being deprived of the needed knowledge. The Tanzanian Government Educational Report (2008), show that most of the community schools are experiencing worse performance when it comes to examination results. This could be attributed to low teacher motivation. The study aimed at investigating the influence of teacher’s motivation on student’s academic improvement in Arusha district council.

1.3 Objectives of the Study

The following objectives guided the study.

i. To identify factors influencing teacher motivation in secondary schools.

ii. To establish whether teacher’s motivation influence student’s academic improvement.
iii. To find out the challenges facing teachers motivation.

iv. To suggest remedial measures that will help to enhance teachers motivation

1.4 Research Questions

The study was guided by the following research questions;

i. What are the factors influencing teachers motivation in secondary schools?

ii. Do teacher motivations influence students’ improvement in secondary schools?

iii. What are the challenges facing teachers’ academic motivation in secondary schools?

iv. What are the possible recommendations on teachers’ motivation?

1.5 Significance of the Study

Government authorities such as the Ministry of Education, Science and Technology will find this study important in understanding teachers’ expectations so that they can institute measures to enable them to work more effectively and willingly. With the intention of improving students’ performance, the study will, therefore, guide the head teachers to be aware of and understand ways of motivating teachers who work under them. This study provides alternative solutions to factors that serve as dissatisfies and reveal effective techniques for solving motivational problems that confront teachers. The research is a guide to the policymakers and it helps for the improvement of the already set policies, towards the improvement of the performance and the betterment of the Tanzanian education system at large. The findings will be beneficial to schools
in Arusha district council and other stakeholders of education like the MOEST on issues concerning staff management skills that would lead to improvement of students’ performance. This is because the teacher factors would be reviewed in relevance to their effect on the student’s academic performance.

Also, the findings help the headteachers on matters pertaining teacher job satisfaction and motivation in order to enhance students’ academic improvement in secondary schools. This is an important step towards the improvement of the academic performance and the overall educational outcome. The findings will be by academicians and other researchers for further research on how to improve teachers’ motivation.

1.6 Scope and Delimitation of the Study

The study was conducted in Arusha District Council. This study mainly focuses on the influence of teachers’ motivation on students’ academic improvement in selected secondary schools in Arusha District. The research involves teachers in secondary schools and school heads. The researcher interested in using the named respondents because they were able to provide the needed information and they are relevant to the study. The duration of this study as from November 2016 to November 2017.

1.7 Theoretical Framework

The study was based on Herzberg two factor theory which also named as Dual - factors theory. These factors are hygiene, and motivators, intrinsic and extrinsic. The theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction (1959). It categorizes the needs of the employee into two group/ categories, one is
intrinsic and extrinsic or hygiene and motivators. According to Herzberg, all these needs are supposed to be well dressed.

This theory argued that meeting the lower-level needs (extrinsic or hygiene factors) of individuals would not motivate them to exert effort, but would only prevent them from being dissatisfied. In order to motivate employees, higher-level needs (intrinsic or motivation factors) must be supplied. The implication for organizations to use this theory is that meeting employees’ extrinsic or hygiene factors will only prevent employees from becoming actively dissatisfied but will not motivate them to contribute additional effort toward better performance. To motivate employees, organizations should focus on supplying intrinsic or motivation factors (Robbins, 2009).

The hygiene factors are referred to as the maintenance factors and comprise of the physiological, safety and love needs. These factors include; company policy and administration, technical supervision interpersonal relations with a supervisor, interpersonal relations with peers and subordinates, salary, job security, personal life, work conditions, empowerment, and status. Herzberg called these hygiene factors since they are necessary to maintain a reasonable level of satisfaction and can also cause dissatisfaction. When the hygiene factors are eliminated or remedied, people will not necessarily be motivated to do better at their jobs. To motivate your employees, you should focus on the motivation factors of satisfaction like recognition, responsibility, and achievements, advancement, the work itself, the possibility of personal growth.

**Strength of Herzberg’s Theory**
The theory is supported by considerable empirical data and is included in other research that is supportive of the original hypothesis. It recognizes the fact that motivation comes from within the individual as opposed to any external factors. Also, The Two Factor Theory provides practical solutions for organizations.

**Weaknesses of Herzberg’s Theory**

However, there are a few weaknesses in Herzberg’s Theory, one is that Herzberg did not take into account the various job factors that might cause satisfaction or dissatisfaction. Some job factor scales are not purely motivation or hygiene factors. Also, Herzberg failed to recognize the existence of substantial individual differences. Different individuals might have different needs and thus, different motivators

**Application of Herzberg Theory**

This theory was found relevant to this research study because it tries to explain the factors that motivate and demotivate teachers towards their teaching career. Thus, there are two steps to motivate employees. The first step is to eliminate job dissatisfaction and the second is to create conditions that lead to satisfaction. Poor company policies should be eliminated along with ensuring competitive wages and job security. Employees should be given opportunities for advancement, be recognized for their work and give more responsibilities to help motivate them.

Herzberg’s Theory help managers to motivate employees. By identifying the hygiene factors, managers can fulfill the basic needs of employees and remove any element of dissatisfaction. When employees have no dissatisfaction arising from the job environment, they are in a better mode to be motivated.
By applying the theory, employees can be motivated by fulfilling their esteem and self-actualization needs. This includes a sense of achievement when they have performed their jobs satisfactorily. Therefore, managers can fulfill this need by improving job content.

It helps the managers to improve job content, employees get a higher sense of achievement and work enjoyment. When employees are happy with their jobs, the general mood improves and so does productivity. Thus, the advantage of this theory is that managers are able to actually work on basic needs, once identified, and then go to more complex needs of employees. This way, employees are more satisfied with their job content and job environment. This could lead to organizational citizenship behavior and work commitment. Employees who have job satisfaction need minimal motivation from the management to actually perform well. When job satisfaction is high, employees are more willing to do more for less. This behavior is termed organizational citizenship behavior where employees indulge in discretionary job activities, which are not rewarded.

The theory suggests that the Intrinsic and Extrinsic Factors are interdependence to each other. The presence of Extrinsic Factors will only eliminate employees’ work dissatisfaction; however, it will not provide job satisfaction. Sufficient supply in Intrinsic Factor will cultivate employees’ inner growth and development that will lead to a higher productivity and performance; however, absent of this factor will only neutralize their feeling neither satisfy nor dissatisfy on their jobs. Extrinsic Factors only permit employees willingness to work while Intrinsic Factors will decide their quality of work. Organizations should modulate their operations and procedures to satisfy both intrinsic and extrinsic motivation factors of their employees.
This is in line with Robbin (2009), who argued that these two groups of Extrinsic and Intrinsic Factors are not necessary opposite with each other, as opposite of satisfaction are not dissatisfaction, but rather no satisfaction. Similarly, opposite of dissatisfaction is not satisfied, but any dissatisfaction

1.8 Conceptual Framework

The conceptual framework shows the variables to be studied and its relations, that means independent variable and dependent variable. The independent variable in this study is motivation while student performance is the dependent variable. The conceptual framework in this study is adapted from Herzberg’s theory of motivation. Herzberg (1959) identified two sets of factors that are responsible for job satisfaction. : Hygiene factors and motivators. Hygiene factors included company policy, technical supervision, salary, interpersonal relationship with the supervisors, and work conditions.

Factors are associated with job context and are necessary but not sufficient conditions for the satisfaction of workers. They are associated with decreased effort; an inclination to produce less. The motivation here is extrinsic. It comes from outside and alone it cannot make a person happy. Hygiene factors have to be there in sufficient levels of quantity and quality before an individual can start to be motivated. If they are not, there is no motivation or satisfaction that will happen.
For example, if job security is not guaranteed, no amount of motivation will work. Motivators, on the other hand, include achievement (drive to excel), recognition, work itself, responsibility and advancement. Motivators are associated with job content or what workers actually do in their work. Motivation comes in when the hygiene factors are already there. There has to be a certain amount of good administration, secure job, good working conditions and sufficient responsibility.

Fig 1.1 below is a simplified example of motivation as the independent variable while student academic and extra curricula improvement are the dependent variables.

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Intervening Variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hygiene factors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remuneration, policy, salary, job security, working conditions, supervision, empowerment</td>
<td>Professionalism</td>
<td>Students’ academic improvement</td>
</tr>
<tr>
<td></td>
<td>Integrity</td>
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<td></td>
<td>Honest</td>
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<td>Hard working</td>
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<td></td>
<td>Self drive</td>
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<td></td>
<td>Discipline</td>
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<tr>
<td></td>
<td>Improved work condition</td>
<td></td>
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<td></td>
<td>Staff development</td>
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<tr>
<td><strong>Motivator factors</strong></td>
<td></td>
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<tr>
<td>Appreciation, respected, promotion, Responsibility,</td>
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</tbody>
</table>
Example, when a teacher is empowered and she/he will work hard, improves the professionalism and then it will lead to a good academic and extracurricular improvement.

1.9 Definition of the Key Terms

**Motivation:** Refers to how teachers have a desire to perform better.

**Teacher:** Refers to a person who provides education for pupils (children) learners and students (adults)

**Students:** Refers to a learner, or someone who attends an educational institution to acquire knowledge, skills, and petition.

**Performance:** Refers to the mean score at the end of four years exams.

**Academic performance:** Excellence in all academic disciplines, in class as well as extracurricular activities.

**Satisfaction:** The degree to which teachers feel positively about various factors of their job to which when provided makes them feel that they are getting value at the school and makes them more willing to work harder.

**Secondary school:** A learning institution in the 4-2 system joined after class seven.

**Head of School:** is a person who administers the school with other teaching and non-teaching staff. Accordingly, the head of the school is regarded as the chief executive of the school, who is responsible for all that, happens in the school.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents theoretical review and a review of related literature under the following subheadings; Factors influencing teachers motivation in public secondary schools, influence of teachers’ motivation on students’ academic improvement, challenges facing teachers motivation, remedial measures that will enhance teachers motivation and Research Gap

2.1 Theoretical Review

2.1.1 Maslow's Hierarchy of Needs

In 1943, Abraham Maslow developed one of the earliest theories of human motivation, now referred to as Maslow’s Hierarchy of Needs, which states that people are motivated by unmet needs which are in a hierarchical order that prevents people from being motivated by a need area
unless all lower level needs have been met basic needs must be met before higher-level motives become active. Maslow proposed that lower needs, such as food, water, and safety must be satisfied before a sustained motivation to meet the higher needs will take effect.

According to this theory, a person has five fundamental needs: physiological, security/safety, belonging, esteem and self-actualization. The physiological needs include pay, food, shelter, clothing, education and comfortable work conditions. Maslow’s opinion is that until these needs are satisfied to a degree to maintain life, no other motivating factors can work. An individual needs to meet these general needs before they are going to set a higher goal for themselves.

Safety needs are those needs such as, need to be free from physical danger and of the fear of losing a job, property, food, and shelter. It also includes protection against any emotional harm. Belonging or social needs include the need for attention, acceptance, and friendship. Esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. They need to feel acceptance from others.

Esteem needs - a person needs to feel like they are a person of worth. They want respect, both from themselves and from others the highest level of needs. Most people do not reach self-actualization. This is when one becomes all they are capable of becoming.

Finally, Self-actualization needs, which are the highest in the level of Maslow’s need theory include: realizing one's full potential of self-development.

According to Maslow, once a need is fulfilled, it is no longer a need. It ceases to motivate employees’ behavior and they are motivated by the need at the next level up the hierarchy. While a person may temporarily skip levels without them being satisfied fully, and a single behavior
may act to satisfy more than one need, the basis of Maslow's theory is that lower-level needs must be satisfied fully before a person can maintain a focus on higher-level needs. Once the lower needs have been met, such as the need to eat and drink, then motives to develop positive relationships with others, achieve a positive self-esteem, and to strive to realize one’s full potential will seem important and become goals of the individual.

**Strength of Maslow's Hierarchy of Needs**

It recognizes and identifies the individual needs for purpose of motivating behavior. It simply makes sense that one may not be able to enjoy higher-order needs when they have no place to live and nothing to eat. While one might temporarily pursue a higher-level need, the desire for food and shelter would most assuredly become the primary focus again. Also, it teaches managers the lesson that a fulfilled need does not motivate an individual.

**Application of Maslow's Hierarchy of Needs**

In spite of the limited weakness, Maslow theory is very important and it will be applicable to the current study. This theory guides the managers in the workplace to meet those needs, and in the order, they must be met. For instance, physiological needs can be met by offering a fair competitive wage so that the employee feels comfortable that his/her basic needs will be cared for.

The theory guides the managers in the workstation to ensure that the work facility is safe so an employee may feel physically safe and that they have a fair progressive discipline policy so they feel that their job would not evaporate on a supervisor’s whim.
This theory guides the employer can encourage employees to participate on work teams and/or sponsor informal gatherings so employees may socialize to help meet their social needs. A rewards and recognition program for good performance, perfect attendance, and similar programs could help satisfy the employee’s esteem needs.

Finally, the theory help to satisfy employees’ meet self-actualization needs, companies can offer in-house development, or offer reimbursement for tuition or relevant training seminars. There are many possibilities for applying these needs to drive worker's motivation. It may not always be very clear what needs to be done, but that is why it's important for managers to understand these needs theories so that they are better able to apply them when the opportunity arises. As stated by NetMBA, “(2010). “The manager must be able to recognize the needs level at which the employee is operating, and use those needs as levers of motivation"

2.1.2 McClelland’s Theory of Needs

The McClelland’s Theory of Needs (1965) theory states that human behavior is affected by three needs - Need for Power, Achievement, and Affiliation. Need for achievement is the urge to excel, to accomplish in relation to a set of standards, to struggle to achieve success. Need for power is the desire to influence other individual’s behavior as per your wish. In other words, it is the desire to have control over others and to be influential. Need for affiliation is a need for open and sociable interpersonal relationships. In other words, it is a desire for a relationship based on cooperation and mutual understanding (McClelland 1965).

The individuals with high achievement needs are highly motivated by competing and challenging work. They look for promotional opportunities in the job. They have a strong urge for feedback on their achievement. Such individuals try to get satisfaction in performing things better. High
achievement is directly related to high performance. Individuals who are better and above average performers are highly motivated. They assume responsibility for solving the problems at work. McClelland called such individuals as gamblers as they set challenging targets for themselves and they take the deliberate risk to achieve those set targets. Such individuals look for innovative ways of performing the job. They perceive achievement of goals as a reward and value it more than a financial reward.

The individuals who are motivated by power have a strong urge to be influential and controlling. They want that their views and ideas to dominate and thus, they want to lead. Such individuals are motivated by the need for reputation and self-esteem. Individuals with greater power and authority will perform better than those possessing less power. Generally, managers with a high need for power turn out to be more efficient and successful managers. They are more determined and loyal to the organization they work for. Need for power should not always be taken negatively. It can be viewed as the need to have a positive effect on the organization and to support the organization in achieving its goals.

The individuals who are motivated by affiliation have an urge for a friendly and supportive environment. Such individuals are effective performers in a team. These people want to be liked by others. The manager’s ability to make decisions is hampered if they have a high affiliation need as they prefer to be accepted and liked by others, and this weakens their objectivity. Individuals having high affiliation needs prefer working in an environment providing greater personal interaction. Such people have a need to be in the good books of all. They generally cannot be good leaders.
Strength of McClelland's Need Theory

McClelland believed that needs were not innate but learned at a young age and could also be developed in individuals. He developed training programs for managers to increase their need for achievement. This need correlates well with positive organizational behaviors and performance. Also, McClelland offers a better mix of description and prescription enabling organizations to proactively encourage beneficial corporate behavior through both training programs and matching motivational needs with job situations.

Application of McClelland's Need Theory

In spite of the limited weakness, McClelland's Need theory is very important and it was applicable to the current study. It guides the managers to understand and being able to effectively measure Need for Power, Achievement and Affiliation characteristics in employees, employers have the opportunity to make better decisions of which type of employees to put in various positions. The theory suggests that when managers understand these needs they will be able to accurately place the right people in the right positions and would yield greater levels of motivation which, in turn, could increase productivity and reduce turnover.

When it comes to management, McClelland's theory can prove to be very beneficial. It is important to realize that teachers are motivated differently. Some teachers in schools have a high need for achievement and should be given difficult and challenging projects. These employees should be given frequent feedback. Individuals with a high need for affiliation need to work in a cooperative environment. They enjoy working in groups or team and will be very productive in those circumstances. Those teachers who have a need for power should be given the opportunity to manage others like heads of departments, discipline. In group projects, the management should deem them the leader of the group, especially with those who have a need for affiliation.
This presents a great situation that allows for two types of people to be motivated and to work together while each accomplishing their goals and fulfilling individual needs (NetMBA.com, 2007)

2.2 Empirical Studies

This section reviews some selected research work related to teachers’ motivation in globe Africa, East Africa and in Tanzania. The review is very important as noted by Tayie (2005), that it provides information about what was done in the related field, how it was done and what results were generated.

2.2.0 Factors Influencing Teachers Motivation in Public Secondary School.

Arain, Jafri, Ramzan, and Ali (2014), examined on Evaluating The Impact Of Teachers’ Remuneration on The Performance Of Students in Pakistan. The study found that teacher’s salary/ remuneration has a positive effect on students’ performance but the size of the impact is not very large. In fact, good salaries are helpful in attracting competent person towards the teaching profession and increase in the remunerations with age and experience is very helpful in retaining quality teaching staff. The study showed that there are many other tangible and intangible factors that might have an effect on the students’ performance. Likewise, teachers’ motivation, job satisfaction, the desirability of the profession, job preferences, and continuation of teaching career might be influenced by other covert and overt dynamics. These results also attested that “money is not everything” and it is not only the money that makes teachers go in the process of teaching and learning.
Allen (2014), examined on Teachers’ Perceptions of Working Conditions: The Difference between Static and Improving Schools in Kentucky. This is a quantitative study. The results indicate that teachers’ perceptions in static schools did not change significantly; however, changes in teachers’ perceptions in improving schools were statistically significant.

Loeb and E. (2000), examining the Link between Teacher Wages and Student Outcomes: The study used the cross-sectional survey as a research design. The study revealed that there is a relationship between teacher wages and student outcomes and the quality of education can be improved by raising teacher salaries. In addition, they indicate that non-wage attributes are important.

Bastian (2014), examined on Teacher Compensation and the Promotion of Highly-Effective teaching in Carolina. The findings show that financial incentives can increase individuals’ entry into and retention in the profession, both overall and in high-need schools, but there is much to learn about the optimal size of monetary awards and whether performance pay can encourage teachers to improve their effectiveness or result in higher-caliber individuals selecting and staying in the profession. Moving forward, continued experimentation and research is necessary to determine the most promising compensation practices to improve teacher performance and retention.

Hanushek and Rivkin (2007), examined on Pay, Working Conditions And Teacher Quality In Texas. They note that both wages and student characteristics affect teachers’ choices and result in a sorting of teachers across schools, but they find little evidence that teacher transitions are detrimental to student learning. The extent to which variations in salaries and working conditions translate into differences in the quality of instruction depends importantly on the effectiveness of
school personnel policies in hiring and retaining the most effective teachers and on constraints on both entry into the profession and the firing of low performers. They conclude that overall salary increases for teachers would be both expensive and ineffective. The best way to improve the quality of instruction would be to lower barriers to becoming a teacher, such as certification, and to link compensation and career advancement more closely with teachers’ ability to raise student performance.

Figlio & Kenny (2007), examined on Individual teacher incentives and student performance in United State. The study adopted the survey design. The finds show that there is the relationship between the presence of merit pay in teacher compensation and student test scores are strongest in schools that may have the least parental oversight. The association between teacher incentives and student performance could be due to better schools adopting teacher incentives or to teacher incentives eliciting more effort from teachers; it is impossible to rule out the former explanation with our cross-sectional data.”

Adelabu (2005), examined on Teacher motivation and incentives in Nigeria. The findings revealed that all educational stakeholders agree that teacher motivation depends on an array of factors such as levels of remuneration, location of the school, availability of appropriate housing opportunities for further training and conditions of service, workload, promotion and career path, student’s behavior, relationship with the community, school quality factors such as availability of teaching and learning resources.

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

A study by Musili (2015), examined the Influence of Teacher Related Factors on Students’ Performance in Kenya. The study used descriptive survey design and the stratified sample was used to select the respondents, a sample 288 respondents were used, questionnaires were used as a tool for data collection, quantitative research was used as a research approach and the study employed descriptive Statistics to analyze the data. The findings revealed that teacher job satisfaction influenced students’ performance and teachers’ motivation is a key factor influencing students’ performance.

Nyakundi (2012), looked at Factors Affecting Teacher Motivation in Public Secondary Schools in Thika West District, Kiambu County in Kenya. The study used descriptive research as a research design. The study found that job satisfaction affects employee motivation. This was evidenced by the fact that leadership and promotional opportunity elsewhere influence job satisfaction to a large extent. The study also found that perceived fairness in teacher promotion system influence job satisfaction among teachers to a small extent and that work environment/conditions influenced job satisfaction among teachers to a large extent. It was found that the reward system affects teacher motivation. On the effect of training on motivation, the study found that training affects teacher motivation.

Regarding the effect of work-situational factors on teacher motivation, the study found inadequacy of teaching and learning resources in schools de-motivates teachers. From the findings of the study, it was concluded that job satisfaction, reward systems, professional training
and development and work situational factors affect employee motivation. The study recommends that schools should ensure that the school environment is conducive for teachers to ensure their motivation and satisfaction with their jobs. This can be achieved by ensuring that there are adequate teaching and learning resources. The study finally recommends that another study is done in other districts on the effect of school leadership style on teacher motivation which was not the concern of the study.

A study by Muchiri and Kiriungi (2015), on Institutional Factors Influencing Effective Teaching of Agriculture Subject in Public Secondary Schools in Tharaka Nithi County, Kenya. The study adopted a descriptive survey design. The study used a structured questionnaire to collect data from the sampled students and teachers. The data were analyzed using descriptive statistics and inferential statistics. The findings revealed that teaching and learning resources were fairly adequate in most of the public secondary schools. The study recommended that in order to ease teacher overloading inform one and two TSC should be hired to reduce overload especially in form one and form two. This will as well minimize the workload of the teachers and therefore Improve his/her effectiveness.

Mustafa and Othman (2010), examined the effect of work motivation on teachers work performance. The study found that there is a positive relationship between motivation and working performance of teachers, the greater the level of motivation the higher will be the teacher’s job performance or if a high level of motivation is provided to teachers then their job performance will be increased.

A study by Ek & Mukuru, (2013), on Establishing the effect of motivation on organizational performance in the Public Middle-Level Technical Training Institutions in Kenya. The study
adopted a descriptive research design. The sample size was 315 targeting administrators, heads of department, teaching staff and non teaching staff. A structured questionnaire with Likert scale questions and interview were used as tools for data collection. The study found that employees are not satisfied with their pay and work environment. Limitations: the study was conducted in one county and therefore cannot be generalized to other public and private institutions. Practical implications: The practitioners and policymakers of technical institutions should use this study in developing policies and strategies to manage their human resources.

Mark (2015), examined on Factors Influencing Teachers’ Motivation and Job Performance in Kibaha District, Tanzania. The study employed a descriptive survey research design. The findings of the study show that motivation of teachers in Kibaha District was affected by factors such as poor working conditions, low salary/pay, unfavorable policies on education, delays in promotions and community’s negative perception towards teaching. Based on the findings, the study recommends inter alia that the government should improve teachers’ compensation and pay as well as improve working conditions. The government should also review policies on secondary education for example by making teachers participate and have a say on matters regarding the management and the delivery of secondary education including teachers personal development.

2.2.1 Influence of Teachers’ Motivation on Students’ Academic Improvement.

Demir (2011), conducted a study on Teachers’ Intrinsic and Extrinsic Motivation as Predictors of Student Engagement. The research uses descriptive survey, quantitative as a research method and questionnaire was used as a tool for data collection. The findings indicated that student engagement was predicted significantly by primary school teachers’ intrinsic motivation and extrinsic motivation. While teachers’ extrinsic motivation has also a direct and positive influence
on student engagement, their intrinsic motivation is the most important predictor of student engagement. Teachers’ extrinsic motivation had also strong and significant positive effects on their intrinsic motivation. Demir uses one approach on data collection questionnaire, which could not bring clear results.

A study conducted by Abazaoğlu and Aztekin (2016), on The Role of Teacher Morale and Motivation on Students' Science and Math Achievement: Findings from Singapore, Japan, Finland, and Turkey. The results showed that the teacher factor was more effective in countries with different income balance while the teacher morale and motivation generally has a positive effect. In Turkey and Singapore, teacher motivation has more effect on the academic achievement of the students. It was found that school principals express a high morale and motivation for their teachers in high performer countries. Students’ achievements were mostly affected in Turkey by teacher morale. In the light of the findings, recommendations were made to increase the sciences and mathematics achievements of students.

Hafiza, Shah, Jamsheed (2011), examined on Relationship Between Rewards And Employee’s Motivation In The Non-Profit Organizations Of Pakistan. The study used a Self-designed questionnaire as a tool for data collection. The data was analyzed using the techniques of rank correlation coefficient and multiple regression analysis. The findings revealed that there is a direct relationship between extrinsic rewards and the employee’s motivation.

Salehi, Taghavil & Yunus(2015), conducted a study on Relationship between Teachers’ Job Satisfaction and Their Attitudes towards Students’ Beliefs and Motivation in Iran. The study used questioners and interview as tools for data collection. The findings revealed that there are empirically positive significant relationships between teachers’ job satisfaction and their attitudes
toward students’ motivation and beliefs. Moreover, the interviews showed that teachers’ level of job satisfaction was high, although they are not satisfied with financial matters.

Chikungwa (2013), conducted An Evaluation of Recognition on Performance as a Motivator: A Case of Eastern Cape Higher Education Institution. The study investigates the impact of recognition on performance as a motivation strategy at an institution of higher learning in the Eastern Cape region of South Africa. The study used a cross-sectional survey design. The study also used questioners for data collection and data analysis was done using SPSS. Descriptive statistical tools were used to measure research variables. The results indicated that academic employees are most satisfied and motivated through recognition of performance and achievement.

Seniwoliba (2009), conducted a research on teacher’s motivation and job satisfaction in Senior High school in Tamale Metropolis of Ghana found that salary, work condition, incentives, medical allowance, security, recognition, advancement growth, student indiscipline, school policy, and status were the most important factors of motivation to teachers that could enhance retain or cause them to leave. The study also found that there was the general perception of inequity among teachers when they have compared themselves with their colleagues with the same qualifications, experience, and responsibilities in non-teaching organizations and therefore feel unfairly booted as professional teachers.

Cloep and Tarifa (1994), conducted a study in Alabama and reported that teachers are satisfied and motivated by collegial relationship, job autonomy, job security support and cooperation of colleagues. They further argued that status, prestige, responsive pupils and work itself are also motivated teachers.
A study by Uzonna (2013), tried to understand what prompts people, what influences them, and why they persist in particular actions. This study also intends to evaluate motivation of employees in the organization. This research work is carried out within the workforce of the Credit West Bank Cyprus; a centralized human resource department of the bank helped in conveying the questionnaire to the 13 branches of the bank, and 134 respondents were interviewed. The study found that recognition, authority, advancement and opportunities, autonomy, job security, responsibility, job title and challenging work are the most important of expected non-monetary motivation variable. The study suggests that if managers wish to be effective, they need to have at least a basic understanding of motivation and the different motivational theories that try to explain the concept of motivation. They must be able to grasp the key components of theories such as Maslow’s hierarchy of needs, and Herzberg’s two-factor theory and make an effort to truly understand their employees. It is only by grasping these concepts that they can hope to effectively bring about continual high performance in their workers.

Akpan (2013), examined The Influence of Teacher’s Motivation on Students’ Academic Performance in Ibo State Nigeria. The study uses 150 respondents, descriptive research was used as a research design, questionnaires were used as a tool for data collection, quantitative was used as a research approach and data was analyzed by using T- a test analysis. The findings revealed that teachers that are motivated to teach effectively in the classroom than those teachers who were not motivated at all.

Shafiwu and Salakpi (2013), conducted a study on Analysis of Teachers’ Motivation on the Overall Performance of Public Basic School in the WA Municipality in Ghana. The study used survey research design. The findings showed that teacher motivation affect student achievement
and motivation played a role in their student's achievement. The current study uses questioner and interview as tools for data collection.

Ali, Abdulkadir and Ali (2016), on Teacher Motivation and School Performance, the Mediating Effect of Job Satisfaction: Survey from Secondary Schools in Mogadishu. The study used a survey technique and a convenient sampling method was used to collect 80 respondents from Secondary Schools in Mogadishu. A questionnaire with eight main constructs was used. The study found that there is a significant relationship between teacher motivation, job satisfaction, and school performance. The study recommended that both extrinsic and intrinsic motivation be applied among the teaching staff in order to improve job satisfaction and school’s performance in the end.

This study by Mc, Sekakubo, Lwanga, & Ndiwalana, (2014), examined the relationship between employee motivation, job satisfaction and organizational Performance on palm oil project found in Kalangala district of Uganda. A quantitative research design incorporating in quantitative research methods such as survey and questionnaires were used to gather the data. The gathered data were analyzed using factor analysis, correlation and regression analysis. The findings reveal that there is a positive relationship between Employee Motivation and Job Satisfaction and also a positive relationship between Job Satisfaction and Organizational Performance. The Employee Motivation and Job Satisfaction were both positively related to Organizational Performance. Results indicate that if employees are well motivated through, for example, fair promotions and justifiable salary differences, they will work more towards a better performance of the organization.

Another study by Onyambu (2014), investigated on Analysis of the Effect of Teacher Motivation on Kenya Certificate of Secondary Education Performance in Kenya. The study adopted the
survey research design, 200 respondents, data were collected using questionnaire, a quantitative method was used as research approach and data analyzed using descriptive statistics. The findings revealed that inadequate motivation of teachers and consequently low performance. Studies in other levels of education may be necessary to investigate the levels of motivation and their impact on learners academic output.

Kipsang, Onyango, and Bantu (2013), conducted a study on Role of Teacher Motivation on Student’s Examination Performance at Secondary School Level in Kenya. The study adopted a descriptive survey design. The finding of the study was that motivation of teachers increases students’ performance in the examination. The study recommended that the school managers need to find ways to motivate teachers to increase their performance.

Kivaze, (2000), conducted a study on Evaluation of incentives used for Teachers in Secondary Schools in Marakwet District and their influence on performance in KCSE. In this regard, this section examines working conditions, administration, and supervision, recognition, responsibility, advancement as well as interpersonal relations as some of the motivational factors that influence teachers’ job performance.

In a related study, Gitonga (2012), conducted a research on Influence of Teacher’s Motivation on Student’s Performance in Kenya Certificate of Secondary Education. The study uses 100 respondents, descriptive survey was used as a research design, questionnaires were used as a tool for data collection, quantitative was used as a research approach and data was analyzed by using Pearson Correlation Coefficient and Linear Regression. The findings revealed that teachers that are motivated teach effectively in the classroom than those teachers who were not motivated at all.
Nsemwa, (2014), Investigated on the Influence of Teachers’ Motivation on Students Academic Performance at Secondary Schools in Tanzania. The study adopted descriptive research design Research methods and qualitative methods. The research used questionnaire and unstructured interview as a tool for data collection Data was analyzed by using the descriptive method to present the data collected i.e. without the use of numerical presentation Theoretical framework: Maslow’s hierarchy needs, learning-based theory, and social-cultural theory. Findings: The study results revealed that majority of the teachers are not satisfied with their condition of service.

2.2.2 Challenges’ Facing Teachers Motivation
Spear, Gould, and Lee (2000), looked at Who Would Be a Teacher? A Review of Factors Motivating and De-motivating Prospective and Practicing Teachers, London: on highlights the wide range of factors that influence teacher job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction of teachers is working with children whereas job dissatisfaction was primarily attributed to work overload, poor pay, and perceptions of how teachers are viewed by society.
Iliya & Ifeoma (2015), examined on Assessment of Teacher Motivation Approaches in the Less Developed Countries in Nigeria. The paper concludes that intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment as well as participatory school improvement, comprehensive staff development and supportive teacher evaluation hold great promise for improving teachers’ professional motivation. The research concluded that discovering what matters to teachers and how best to motivate them for sustained and improved performance is a complicated challenge. Extrinsic rewards that have been tried in the past have generally not produced the desired results. Research and experience show that teachers are most likely to value
intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. It should be noted that new directions in participatory school improvement, comprehensive and meaningful staff development, and supportive teacher evaluation hold great promise for improving teachers’ professional motivation.

Alam and Farid (2011), looked at factors affecting teachers motivation. The study found that most teachers experienced that they were paid less salary according to their knowledge, skills, and capabilities for doing their job. The study recommended that respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience, and skills regarding job appropriate way, for this the employee is willing to work itself. It brings employees satisfaction and the goals can be achieved on time in the organization. In this way, the efficiency increases and its cost become reduced.

A study by Dinham & Scott (2000), on moving into the third outer domain of teachers’ satisfaction. The study found that job satisfaction suggests that educators are most satisfied with teaching itself and their supervision and dissatisfied with their salary and promotional opportunities.

A study by Afful-Broni, (2012), examined the relationship between motivation and job performance of staff at the University of Mines and Technology, Tarkwa and the leadership lessons to be derived. A sample of 200 respondents comprising 40 senior members, 60 senior staff, and 100 junior staff was employed using the purposive and simple random sampling methods. The study was guided by four research questions, and a self-developed four-point Likert structured questionnaire was the main instrument used in collecting data. Data collected were analyzed with descriptive and inferential statistics. The study found a positive relationship between motivation and organizational performance. Low monthly salaries and the general lack
of motivation were the major factors that reduce morale for high performance at the University. Recommendations included the need to encourage the University Council and other stakeholders to support management in developing income-generating programs internally to help provide adequate incentives and allowances for the staff of the University.

According to Nadeem, Rana, Lone, Masqbool, Naz, and Ali (2011), social and economic conditions of teachers have an effect on their performance that is low salary, lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have a strong impact on females teachers performance. The level of motivation of teachers reduced when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers.

Alugchaab (2011), conducted a research in Ghana argued that teachers were passionate about their job but were not satisfied with what Herzberg describes as hygiene factors which include salary, fringe benefits, working conditions, status, lack of administrative support and teaching and learning materials. The study recommended that working conditions in schools should be improved; salary should be looked at holistically taken into consideration. Thus, teacher’s performance should be recognized by both government and communities where teachers work.

According to a report based on three countries, Zambia, Papua & New Guinea on valuing of teachers there is a potential crisis in the teaching profession that threatens the ability of national government to reach internationally agreed targets to expand and improve education. In many developing countries the teaching force is demoralized and fractured. The report focuses on factors in four areas conditions of the level of teachers, the situation as educators, the
relationship with their local community and their voice in educational policy. This report concludes that teachers’ poor payment adversely affects their status in the society hence poor performance.

Chimombe, (2011), conducted research on the effect of the school environment on teacher motivation and found out that poor school environment led to low motivation hence underperformance. Teachers to work better need a conducive environment in which will motivate them.

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

Baruth (2009), conducted a study on overcrowded classrooms and found that teachers are not keen to teach in poor classroom conditions such as overcrowded classrooms. This poses a major challenge for teachers and leads to stressful experiences. In conditions such as an overcrowded classroom, it is very difficult for the teacher to interact with learners as these conditions can restrict interaction.

Kadzamira and Chibwana (2000), conducted a study On Teacher Motivation and Incentives in Malawi In the Gender and Primary Schooling (GAPS) survey, it was noted that opportunities for advancement are more limited for teachers compared with similar professions within the civil service and, as a result, many teachers leave the profession to join other government departments where promotion prospects are better or engage in private business in order to supplement their income.
A study done by Kadzamira (2006), on Teacher Motivation and Incentives in Malawi, teachers are highly dissatisfied with their remuneration and other conditions of service like poor incentives and conditions of service which have resulted in low morale and thus poor performance. In Malawi absenteeism and attrition, were largely influenced by teacher motivational factors like low salaries and poor working conditions.

Bannell and Akyeampong (2007), researched on Teacher Motivation in Sub-Saharan Africa and South Asia. The study revealed that Working and living conditions have an effect on teacher morale and motivation and thus their performance. The key factors are workload, classroom conditions, management support and distance at work, housing and travel affect teachers’ morale and motivation. The high cost of travel contributes to teacher absenteeism and lateness in schools while very large class sizes are the norm for most teachers in countries such as India and Pakistan.

Fenech (2006), looked at the impact of regulatory environments on early childhood professional practice and job satisfaction reported poor work conditions, low salaries, heavy workloads, unrealistic expectations from managers, low professional status, organizational conflict, and reduced autonomy as important factors that contribute to teacher dissatisfaction.

A study by Paul and Kwame (2007), on teacher motivation in Sub-Saharan Africa and South Asia with respect to motivation patterns, it is commonly argued that working in rural schools is more difficult and thus more demotivating than in urban schools due to poor living and working conditions. In South Asia countries, it appears that teachers in rural schools do feel disadvantaged. The findings also indicate that over one-third of all the teachers in primary schools in five extended study countries indicated that teachers at their school are “poorly” or very “poorly” motivated.
Mayaru (2015), examined on The Challenges Facing the Public Primary School Teachers in Their Teaching Career in Mbogwe District, Geita Region Tanzania. The study employed qualitative design. The results showed that the poor National Health Insurance (NHIF), poor promotion management among teachers and delays of payment of the arrears and poor incentive policy and allowances were the core causes of the challenges that affect the teachers working environment in Mbogwe District. The results also showed that the teachers were paid low salaries that hindered their ability to meet the basic needs of life like food and paying rent houses. This situation influenced the teachers to do other business which affected their attention toward lesson preparations. The result furthermore showed that the teachers faced the challenge of poor health services that caused them use their own funds, as a result, their income was eroded by double contributions. Finally, they were not given rent allowance this affected their living conditions and this situation increased their transport charges. Lastly, the results showed that, improving NHIF policy to allow the teachers to access better medical services.

International Institute for Education Planning (IIEP, 2004), found that Teachers also complain about the lack of variety and role differentiation in their careers, the limited incentives for them to improve their practice and develop as professionals, and the limited linkages between their performance, teacher compensation, and teacher development.

A study by Lymo (2014), on Analysis of Teachers’ Low Payments In Tanzania: A Case Study Of Public Secondary Schools In Moshi Rural District. The study employed the qualitative research design. The study revealed that insufficient teachers’ salary and delays in payment of teachers’ allowances lead to teachers being accorded a low status. Some of the teachers engage in other economic activities during class hours in order to earn extra income. Teachers’ truancy affects instructional activities and disrupts students’ learning. Moreover, a number of teachers have
dropped from the teaching profession and opted for other good paying professionals. Hence the shortage of teachers affects students’ learning.

A study by Mbwana (2015), on Motivation and performance of secondary school teachers in Tanzania: a case of selected secondary schools in Mzumbe ward, Mvomero district. The study use of questionnaires and interviews, the collected data were then analyzed by the use of Statistical Package for Social Sciences (SPSS). The study found that intrinsic motivation has a positive effect on the performance of teachers, whereby the extrinsic motivation has a positive effect on the performance of teachers. The challenges facing teachers in their performance include; low salary, lack of accommodation services, lack of incentives, delays in being promoted and lack of sufficient learning and teaching materials. Lastly, the study came out with five measures that could be taken to curb the challenges, these are payment of better salary, provision of accommodation services, provision of teaching and learning materials, provision of transport and medical allowances and timely promotion to teachers. The study suggests that the government through its organs such as the ministry of education and prime minister’s office and Regional and Local Government Authority should increase the budget for secondary schools. The increased budget should improve salaries and housing status in secondary school. And the District Executive Director should facilitate the timely promotion of teachers to encourage them to stay in the teaching profession.

Mbope (2015), conducted a study on The Impact of Teachers’ Motivation on the Improvement of The Quality of Teaching and Learning in Public Primary Schools in Ilala District, Tanzania. The study employed descriptive research survey design. The study found that; first, the role of teachers’ help the pupils’ marks scores to be high, what factors contributed to low teachers’ morale was lack of recognition of teachers’ work, un-involvement in decision making, lack of
appreciation from educational officers and heads of schools, low salary and poor working conditions. found that; first, the role of teachers“ help the pupils“ marks scores to be high, what factors contributed to low teachers“ morale was a lack of recognition of teachers“ work, un-involvement in decision making, lack of appreciation from educational officers and heads of schools, low salary and poor working conditions. The study recommends that government should improve teaching and learn in public primary schools and pay attention to what they are doing, listen to what they say and acknowledge their effort. The current study uses questionnaires and interview as a tool for data collection.

Meela (2011), examined the Levels of Motivation among Secondary Schools Teachers in Morogoro Municipality in Tanzania. The study employed case study design as a research design. The findings revealed that there was less motivation and that there was a massive turnover of teachers in secondary schools with more experienced teachers leaving the teaching profession than newly employed teachers.

Bennell and Makyunuzi (2005), research on “Is There a Teacher Motivation Crisis in Tanzania?” The results indicated that teacher absenteeism, turnover, misconduct are the result of the poor motivated teacher. The study also shows that demoralized teachers are likely to find another occupation, be absent or late at work, and not do what is expected of them in their class in order to meet the learning needs of their pupils.

Basil (2013), conducted a study on An Analytical Study of Motivation Upon Teachers in Public Secondary Schools in Nyamagana district. Simple random sampling was used and purposive sampling. The study used Questionnaires and interview as methods of data collection. Both qualitative and quantitative approaches were used to analyze the collected data.
The study found that most of the teachers lack motivation in terms of low salaries and poor working condition. Also, the researcher found that teachers are overloaded in teaching. Moreover, the study found that motivation is important to teachers so as to increase effectiveness and efficiency in their profession. The study recommended that government should ensure that it fulfills its duty such as the provision of enough teaching and learning materials, building teachers’ houses as well as providing teaching allowances to teachers, also teachers should ensure they fulfill their duties.

A study by Komba and Nkumbi (2008), on Teacher Professional Development in Tanzania: Perceptions and Practices in Tanzania. The study used a total of 186 respondents, questionnaires, interviews and observation checklist as a for data collection. Qualitative responses were coded, categorized and analyzed into themes. Quantitative data were analyzed using frequencies and percentages. The study found that respondents perceived Teacher Professional Development as being important because it improves the teacher professionally, academically and technically. The study also found that most respondents thought it was inadequately supported and motivated. The study revealed that Teacher Professional Development was poorly coordinated and rarely budgeted for.

2.2.3 Remedial Measures That Will Enhance Teachers Motivation

Bateman (2006), noted that teacher motivation is the force that energizes, direct and sustains teacher-learner efforts; teacher motivation provides the desire in students to learn. This is because learners are encouraged to learn, to express themselves through answering questions, taking parts in both individual and group assignments; in fact get involved or committed in the learning process by acquiring ideas, skills, and concepts for total development. The study recommended that teacher should be paid salaries comparable with other professions requiring a
similar level of qualifications and responsibility, making it possible for them to live with dignity
on the salary from their work and not be forced to take on additional jobs.

Another study by Singh & Tiwari,( 2011), investigated the relationship between Motivation and
Job Satisfaction on organizational performance. The respondents were the employees of one of
the public sector giants of India. The data has been collected from 45 white color employees
(supervisors and above) of BSNL, Saharanpur. Primary data has been collected by the researcher
through two different standard structured Questionnaires based on a five-pointer Likert scale.
The results show a positive correlation between motivation and job satisfaction i.e., motivation
increases with increase in job satisfaction and vice-versa. The results of the study also indicate
that motivation remains unaffected of both ages as well as the length of the service of the
employees. It may be because of the fact that the factors responsible for motivation and
satisfaction seem to be present in the working environment of the organization.
The study also finds the relative importance of different factors that contribute to the satisfaction
of employees; Compensation Package emerged as the most important factor, whereas the Self
Actualization appears to be the least important factor.

Another study by Akhtar, Aziz, Hussain, Ali, & Salman, ( 2010), checked on the relationship
between the different factors (financial rewards, personal traits, high salary plans, job design, and
supervision) and employees motivation in Pakistan. It is the quantitative research. For the data
collection, the study used the questionnaire method and data collection concerned with the
banking sector of the Pakistan. In this paper study specified the sample size of 150 employees of
the different banks in Pakistan. For the analysis of the data used the multiple regressions in this
study. The study found that all the different variables have the positive impact on employee’s
motivation. They contribute positively towards the employee’s motivation. It concluded that these factors have positive effect on employee’s motivation

Ofoegbu (2004), examined on Teacher’s Motivation in Nigeria. The study focused on finding out if teacher motivation would subsequently translate to classroom effectiveness and school improvement in Nigeria. The study revealed that the assumption that teacher motivation would enhance classroom effectiveness and improve schools’ academic performance. The study further revealed that teachers would adequately be motivated if they would have their salaries regularly paid; if teaching and learning facilities were made available; if teachers were encouraged to attend conferences and seminars and favorable working environment provided.

A study by Shah, Rehman, Akhtar, Zafar, & Riaz,( 2012), conducted a study to know the impact of reward and recognition, satisfaction with supervision and work itself on job satisfaction. Moreover, the relationship between job satisfaction and work motivation on organizational performance was also explored with the help of responses collected from employees working in public educational institutions in Rawalpindi area. Questionnaire as research instrument was used and floated to 379 employees are various hierarchical levels. In total, 294 usable responses were received which were analyzed through SPSS 15.0. The study found that there is a significantly positive relationship between reward and recognition, satisfaction with supervision and the work itself, with job satisfaction as well as a very positive and significant relationship was also observed between job satisfaction and intrinsic motivation. Implications of the study for management and policymakers in the context of human resource practices are discussed. Limitations and guidelines for future research are also given.

A study by Oredein & Awodun(2012), investigated on Impact of Teachers’ Motivation on Science Students’ Academic Performance in Nigeria Senior Secondary Schools. The study used
descriptive survey design. The study revealed that; there was a significant relationship between regular payment of science teachers’ allowance and academic performance of science students.

In a similar study Adenyika, Asabi and Adedotun (2013), looked at Teachers’ Motivation on Students’ Performance

in Mathematics in Government Secondary Schools, Makurdi Area in Nigeria. This study adopted both descriptive research designs. The findings revealed that the condition of service of teachers, teachers’ Fringe benefit payment, and teachers’ promotion of in-service training have a direct influence on the student’s performance in mathematics.

Gohari, Kamkar, Hosseinipour, Zohoori( 2013), checked on Relationship between Rewards And Employee Performance: A Mediating Role Of Job Satisfaction. The study revealed that reward can affect job satisfaction and thereby employee performance, so this study proposes a new framework based on mediating role of job satisfaction.

Debbie (2008), contends that teachers are the most important factor in determining the quality of education that children receive. Financial motivation has become the most concern in today's organization in regard to Maslow's basic needs. Non-financial aspect only comes into subsidizing financial motivation.

According to Wart (2008), rewarding as motivational strategies is made up of tangible incentives such as promotions, increases in pay, increased discretion, superior work assignments and provision of additional responsibility. To him, a Reward does not necessarily have to be a financial one.
Re’em (2011), stressed that training plays an important role when it comes to employee’s motivation in the organization because it prevents them from failing, due to a lack of skills. Therefore, managers should offer employees with so much training in order to increase their chances of doing a successful and competent job.

Oko (2014), looked at Impact of Teacher Motivation on Academic Performance of Students in Nigeria. The findings revealed that a teacher who is motivated will put more efforts to in the classroom to pass adequate knowledge to his students in order to affect the behavior of the learner in the most desirable and positive manner. Also, the finding indicates that teacher motivation is so crucial to the academic performance of students because it explains why teachers behave the way they do it in their various schools. Thus, if a teacher shows the hunger to teacher well, then students invariably demonstrated the zeal to learn.

A study by Obicci (2015), on Influence of Total Rewards on Employee Satisfaction and Commitment in Government Organization in Agago district Uganda. The study uses primary data collected from 190 government employees. Results indicate that total reward has a positive and significant effect on employee satisfaction and commitment.

Fenech (2006), conducted a study on The Impact of regulatory environments on early childhood professional practice and job satisfaction. The study revealed that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers rates, and intention to quit, and finally employees including qualified educational staff.

Livingstone (2009), examined the perceived teachers’ motivation and its effect on students’ academic performance at A ‘level in selected secondary schools in Masaka District. The study was guided by a cross-sectional survey research design using both qualitative and quantitative
methods of data analysis. Data were collected using structured questionnaire, in-depth interview guide, field observations and focus group discussion guide District. The study revealed that students’ academic performance Advanced Level depend on teachers’ monetary rewards, rewards and that there is a significant relationship between monetary and non-monetary rewards on students’ academic performance. This study concludes that teachers motivation is instrumental in the maintenance of an outstanding student's academic performance at A-level. The study recommends that Head Teachers, Parents and Teachers Association, (P.T.A) and the Board of Governors should step up the teachers’ motivation in form of both monetary and non-monetary rewards. The Government through the ministries of Public and Finance should also espouse a higher pay to teachers especially those working in rural areas if an outstanding students’ academic performance at Advanced Level is to be achieved. The Education Service Commission should develop Promotional Scheme of Service for the teachers in the education service since there are many graduate teachers in the service, yet there are few secondary schools in the country.

URT (2000), Reported on as a way also to reduce teachers’ problems and motivate them to perform, the government also sought to increase teachers’ salaries in every year as one of the strategies for poverty reduction in Tanzania.

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

The reviewed literature (Arain, Jafri, Ramzan and Ali, 2014; Figlio and Kenny, 2007; Adelabu, 2005; Moleni, and Ndalama, 2004; and Musili, 20015) have demonstrated that teachers motivation is the key factor influencing students performance.

The absence of motivation has the negative effect of the standard of education as the students are being deprived of the needed knowledge. The Ministry of Education Report (2008), indicate that most of the community schools are experiencing worse performance when it comes to examination results. This could be attributed to low teacher motivation. The study aimed at investigating the influence of teacher’s motivation on student’s academic improvement in Arusha district council.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section presents the study research designs, the target population, sample size and sampling procedures, a description of the research instruments namely questionnaires, interview guide, and document analysis guide, procedures for determining the validity and reliability of the instruments, data collection procedures, data analysis and ethical considerations.

3.1 Research Design

Kothari (2008) defines research design as the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is the conceptual structure/plan within which research is conducted and constitutes the blueprint for collection, measurement, and analysis of data (Kothari 2008, Malhotra 2004, Cooper and Schindler 2001).

The design for this study was descriptive method design to describe the state of participant’s motivation on students’ academic improvement in Arusha District Council. This type of design usually seeks to find answers to the questions generated from the statement of the problem. According to Jackson, (2009) descriptive survey design is used in preliminary and exploratory studies to allow the researcher to gather the information, summarize, present and interpret data. Quantitative and qualitative data used so that they will complement each other, also need different, multiple perspectives or complete understanding also need to confirm the quantitative measures with qualitative experiences, also it will help to gather trend data and individual perspectives from community members. Phenomenology design allowed the researchers to hear...
the concern of interviewee when they responded to the open-ended research questions (Kothari, 2014).

Using this design the researcher attempted to find answers to questions by analyzing the variables that relate to the teacher motivation on students academic improvement in secondary schools in Arusha District Council.

3.2 Area of the Study

The study was conducted in Arusha District Council found in Arusha Tanzania. Arusha district is one of the six districts in Arusha region which is located northern part of Tanzania. Arusha district council has 27 public secondary schools. The study deal with all secondary schools in Arusha District Council. The researcher purposefully selected Arusha District Council as a sample District to represent other Districts in Tanzania

3.3 Target Population

A target population is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study (Creswell, 2012). The current study focuses mainly on teachers’ motivation on students’ academic improvement in Arusha District Council. The target population includes all public secondary school teachers( 1172 teachers) in Arusha district council and all heads of schools( 27 secondary schools). This population is considered adequate to provide key information pertinent to the objectives of the study.

3.4 Sample Size and Sampling Procedures

A sample size is a subset of the target population (Kothari 2008). That is, a sample is the total collection of elements about which inferences are to be made (Cooper & Schindler 2006).
Samples are selected because it is not possible at times to study the entire population due to various limiting factors such as time and other research resources (Mugenda; 1999).

The sample size is a small portion of the target population. Both probability and non-probability techniques were employed. In probability sampling, there is random selection of participants for the study and each respondent in the population had an equal and independent chance of being selected in the sample.

Creswell, (2012) state that when selecting participants for a study, it was important to determine the size of the sample required. Some factors that influence the size of the samples were; access, funding, the overall size of the population and the number of variables. The researcher selected a number of 110 respondents that is required to fulfill and give information about the study. This included ten (10) heads of schools from 27 and one hundred (100) secondary school teacher from 1172.

The study employed simple random sampling to teachers. In simple random sampling, the researcher selected participants (or units, such as schools) for the sample so that an individual has an equal probability of being selected from the population. The intent of simple random sampling was used to choose individuals in sampling who would be representative of the population. Any bias in the population was equally distributed among the people chosen.

Also, the study employed purposive sampling to select heads of schools. In purposive sampling the research uses expert judgment to select participants that represented the population; this was to ensure the balance of group size when multiple groups were to be selected.
3.5 Description of Research Instruments

The study employed two types of data collection techniques which are interview and questionnaire.

3.5.1 Questionnaire

A questionnaire is a data collection technique in which each person is asked to respond to the same set of questions in a predetermined order (Saunders et al 2003). The questionnaires included two types of questions. These were close-ended and a few were open-ended questions. The researcher designed questionnaires (Appendix A) which have three sections whereby Section A consist of demographic information in item 1-9, Section B consist of factors influencing teachers motivation in item 10-30, item 31-38 found out the influence of teachers motivation on students improvement, item 39-46 found out challenges facing teachers motivation and item 47-51 looked on possible solutions on teachers motivation and section C was the open-ended questions found out the alternative responses’. In the case of open-ended questions, the respondents were encouraged to express themselves more freely.

The researcher uses questionnaires to collect information from secondary schools teachers. The aim of using this method is to get a broad view of the respondents. Questionnaires help the researcher collect the bulk amount of information in a large area within a short time and with the anonymity that they offer; the respondents are encouraged to give candid responses.

3.5.2 Interview Guide

Kothari (2004) accepted that the interview method of collecting data involves the presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. In-depth interviews will be conducted to heads of secondary schools and district educational officer. This enabled the
researcher to use face to face interview or one to one interview so as to maintain eye contact, to avoid bias and also to listen respond once a question has been asked. An interview in this sense is taken to mean the conversation between two people, the interviewer and the interviewee based on a guiding set of questions aiming at obtaining specific information. It makes possible to capture what a person knows (knowledge or information), what a person likes or dislikes (values and preferences) and what a person thinks (conceptions, attitudes, and beliefs) (Cohen, Manion and Marrison, 2007).

The guiding questions of each research objective/ question were prepared in advance as indicated in the interview protocol (Appendices B). The method applied to the selected School for study, only heads of those schools. In-depth interviews were facilitated by interview research question instrument. Interview method was chosen because it is quite flexible, adaptable and can be applied to many people and information can be obtained in detail and well explained. Data which collected from interviews provided primary data for the study. This data collection instrument gave the researcher an opportunity to explore information about the research question from respondents, who otherwise would not deluge information from other data collection methods. Interviewees assured of anonymity and note taking during the interview was kept to a minimum to give respondents ample time to respond to the items.

3.6 Data Collection Procedures

Data collection refers to the gathering of information to serve or prove some facts (Kombo & Tromp, 2006). The researcher obtained an introductory letter from Directorate of the postgraduate studies St. Augustine University of Tanzania Arusha Centre which was taken to Arusha Regional Educational Officer (REO). The research clearance letter held from to Arusha
District Executive Director (DED), the DED wrote the introduction letter to heads of schools for a permit of conducting research in Arusha district secondary schools. The researcher visited the entire selected sample Schools and makes the prior arrangements with the school heads for interview and data collection. The researcher explained the purpose of the study. The researcher then presented the questionnaire to the teachers, taking the time to explain the questionnaire’s contents and suggesting the expected time of completion. At the time of collecting the questionnaire, the researcher responded to the issues that required confirmation in a face-to-face dialogue.

3.7 Content Validity

Shiundu (2005) defines validity as the degree to which the instruments logically measures the intended variable. For the purpose of this study, the researcher designed questions to probe respondents to give their views on teacher motivation and its effect on student performance.

The questionnaire instruments submitted to the supervisors who then scrutinized the details in the questionnaires gave their views that were incorporated during the pilot study. Assessing the validity and reliability of measuring instruments was integral invalidating an instrument’s usefulness (Alumran, et al., 2012).

Validity is the extent to which the instruments used during the studies to measure the issues they are intended to measure (Amin, 2005). To ensure the validity of instruments, the instruments were developed under the close guidance of the supervisor. This helped to identify ambiguous questions in the instruments and be able to re-align them to the objectives.
Validation involved the collection and analysis of data to assess the accuracy of an instrument. On this study the researcher prepared questions in questionnaire and interview that question is reliable, accuracy and appropriate to the content.

For qualitative data, the study ensured accuracy or credibility of the findings and interpretation throughout the process of data collection and analysis. Credibility refers to the confidence that placed in the truth of the research findings (Macnee and McCabe, 2008).

The determination of credibility was done by using triangulation. Triangulation was done by confirming evidence from different individuals like a headmaster, other teachers’ types of data such as the primary and secondary data and methods of data collection such as questionnaires and interview. Triangulation ensured that the study would be accurate as the information drawn from multiple sources of information.

Mugenda & Mugenda,( 2003) Validity shows how accurately the data obtained in the study represent the variables. The instrument evaluated for content validity that is the extent to which the questionnaire contents which include the use of appropriate vocabulary, sentence structure and whether the questions are suitable for the intended respondents.

According to Huck (2000), content validity is done by expert judgment. To assess the validity of instruments, the results of the pilot study was analyzed and used to modify and remove ambiguous items on the instrument used in the study.

3.8 Data Analysis Procedures
Data analysis is defined as a critical examination of the assembled and grouped data for studying the characteristics of the object under study and for determining the patterns of the relationships among the variables relating to it (Krishna, 2003).

According to Kothari (2004), the data, after being collected processed and analyzed in accordance with the outlines laid down at the time of developing the research plan. It is essential to have in place all relevant data for making contemplated comparisons and analysis. However, the analysis based on the research questions/objective, in this study, both qualitative and quantitative tools will be used to analyze and present the data from all the different population categories.

3.8.1 Quantitative Data

Descriptive statistical analysis was used based on data and information that was collected from primary and secondary sources. That is, data were edited and debugged, entered into the computer and analyzed using statistical package for social sciences (SPSS) to compute frequency distribution percentages, tabulations, and cross-tabulation of responses.

The data further was analyzed in a general way to have a summary of findings in terms of frequency distribution tables, and percentages. This enabled the researcher to draw out information about the problem being investigated and could form part of the discussion to address the researcher problem.

3.8.2 Qualitative Data

Qualitative data which was obtained from open-ended questions and in-depth interviews were coded according to the themes relevant to the study; the analysis involved identifying major
themes and the association between them. In interpreting results, the frequency with which an idea appears was interpreted as a measure of importance, attention, or emphasis.

3.9 Ethical Considerations

Ethics is a code of conduct that is going to be considered under this study. The ethical consideration represents a set of moral principles, rules, or standards governing research or researcher to interact with heterogeneous cultures. The study makes sure that it minimizes risk to the participants like stress and loss of privacy and confidentiality. The study ensured confidentiality that there was no need of writing the name of the respondents during the interview and during the discussion, to ask permission to conduct a research from authority.

The research clearance letter held from the Saint Augustine of Tanzania presented to the Arusha District Council for a research permit. Institutional consent to conduct the study in the selected schools provided by the school heads. On meeting participants, the researcher introduced herself and clarifies the purpose of the study and explains how it was conducted.

The researcher informs the respondents and interviewees well in advance that the research is for academic purposes and assured them that their confidentiality would be maintained. Thus, during the data collection, the researcher ensured ethical consideration by being responsible, respecting the disunity; privacy and welfare of all participants.

In addition, the tools of data collection were designed to avoid any personal or organization identity of the respondents. The researcher behaved objectively during data collection and analysis. The data from the research were represented as a group result rather than individual analysis.
Furthermore, the collected data represented as a group aggregates rather than individuals analysis. The researcher ensured as much as possible that there is the voluntary participation of the respondents/ interviewees and respect to the right of the individual to withdraw from questionnaire or interview process at any time. In brief, the importance of sound ethical practices was addressed in this research in order not only to protect the interest of the participants but also to allow disclosure of information to be less constrained than it might be possible in the less secure environment. Thus, by adhering to these ethical concerns, the researcher was able to obtain the needed and quality data for the study.
CHAPTER FOUR
DATA PRESENTATION

4.0 Introduction
This chapter presents the results of the analysis of the research data. The chapter is divided into sections and subsections. These include Questionnaire return rate, demographic information of the participants and the study objectives. Furthermore, the other subsections present the data as per the study objectives.

4.1 Questionnaire Return Rate
Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. In this study, questionnaires were administered to 100 teachers and all of them were returned. Thus, the return rate was 100%. The Headteachers who were interviewed were 10 and all of them participated as per the schedule.

4.2. Demographic Information of the Participants
The following sub-section presents information on the respondents’ sex, age bracket, position, department per the teaching subjects, the level of education, the period taken in their current school and teaching experience.

The respondents were asked to indicate their gender and ages in this study. Age is an important aspect of understanding issues in a more meaningful way while gender is a social factor for job allocation. Table 4.2 presents the summary of the despondencies per their gender and ages.
Table 4.1 The Summary of the Distribution of the Participants as Per Their Gender and Age.

<table>
<thead>
<tr>
<th>YEARS</th>
<th>25-30</th>
<th>31-36</th>
<th>36-40</th>
<th>41+</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>13(13%)</td>
<td>18(18%)</td>
<td>12(12%)</td>
<td>10(10%)</td>
<td>53(53%)</td>
</tr>
<tr>
<td>FEMALE</td>
<td>11(11%)</td>
<td>19(19%)</td>
<td>8(8%)</td>
<td>9(9%)</td>
<td>47(47%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24(24%)</td>
<td>37(37%)</td>
<td>20(20%)</td>
<td>19(19%)</td>
<td>100(100%)</td>
</tr>
</tbody>
</table>

The findings from Table 4.1 indicate that 53(53%) of the teachers were male while 47(47%) were female. These findings suggest that even if men slightly exceeded the number of women, both sexes were represented in the study on the almost equal measure. The ages of the majority of the respondents 37(37%) were between 31-35 years. These were closely followed by score24 (24%) age group of 25-30 years others 20(20%) were 36-40 years, 19(19%) were between 41 years and above. These results showed that the majority 37(37.0%) of the respondents are 31-35 years old. This indicates that a good number of teachers who took part in this study were mature enough and experienced and would be able to understand the influence of motivation on students academic improvement.

Table 4.2 presents the summary of the respondents on the positions held in the school by the participants.

Table 4.2 The Summary of Distribution of Respondents by Their Position (n=100)

<table>
<thead>
<tr>
<th>POSITION</th>
<th>HOD</th>
<th>C/TEACHER</th>
<th>TRAINEE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>23(23.0%)</td>
<td>76(76.0%)</td>
<td>1(1.0%)</td>
<td>100(100%)</td>
</tr>
</tbody>
</table>
The findings show that 23 (23%) of respondents were the departmental heads while 76 (76%) were classroom teachers, and 1 (10%) was a trainee teacher. This implies that most teachers who took part in this study were classroom teachers and were able to understand the influence of teachers’ motivation on students’ academic improvement.

Table 4.3 presents the summary of the distribution of the respondents’ per their departments.

**Table 4.3 The Summary of Distribution of Respondents by Their department (n=100)**

<table>
<thead>
<tr>
<th>Department</th>
<th>Language</th>
<th>Science</th>
<th>Arts</th>
<th>Business</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>36 (36.0%)</td>
<td>26 (26.0%)</td>
<td>34 (34.0%)</td>
<td>4 (4.0%)</td>
<td>100 (100%)</td>
</tr>
</tbody>
</table>

The findings indicate that 36 (36%) of respondents are in the language department, 34 (34%) in the art department, 26 (26%) are in the science department, while few 4 (4%) of respondents are in the Business department. These results observed that most teachers are attached to particular departments and mostly in Language and Arts departments and were able to understand the influence of teachers’ motivation on students’ academic improvement.

Table 4.4 presents the summary of the distribution of the respondents’ per their gender and academic qualifications.

**Table 4.4 The Summary of Distribution of Respondents by Gender and Academic Qualifications.**

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>Masters</th>
<th>Bachelor</th>
<th>Diploma</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5 (5%)</td>
<td>35 (35%)</td>
<td>13 (13%)</td>
<td>53 (53%)</td>
</tr>
<tr>
<td>Female</td>
<td>5 (5%)</td>
<td>27 (27%)</td>
<td>15 (15%)</td>
<td>47 (47%)</td>
</tr>
</tbody>
</table>
The findings from Table 4.4 indicate that 53 (53%) of the teachers were male while 47 (47%) were female. These findings suggest that even if men slightly exceeded the number of women, however, both sexes were represented in the study on the almost equal measure.

The respondents were asked to indicate their gender and academic qualifications in this study. It turned out that most of the respondents 62 (62%) had a Bachelor's Degree in education. These were followed by scores 28 (28%) who had a Diploma in education, and those scores were 10 (10%) who had a Masters Degree in education.

These results showed that majority 62 (62%) of the respondents who participated in this study have the necessary academic qualification to be employed in the teaching profession and have varying levels of educational qualification. They are expected to understand the influence of teachers’ motivation on students’ academic improvement.

Table 4.5 presents the summary of distribution of the respondents as per their period of stay in current school as well as their teaching experience in the entire career.

The respondents were asked to indicate how long they have been in their current station of work as well as their work experience in the teaching profession.

**Table 4.5 The Summary of Distribution of Respondents on Their Experience in Their Current School as Well as Their Teaching Experience in Their Entire Career (n=100)**

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>1-5 years</th>
<th>6-10 years</th>
<th>10-15 years</th>
<th>16+ years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience in the current station %</td>
<td>43 (43%)</td>
<td>39 (39%)</td>
<td>18 (18%)</td>
<td>0 (0%)</td>
<td>100 (100%)</td>
</tr>
<tr>
<td>Work Experience as a teacher %</td>
<td>27 (27%)</td>
<td>38 (38%)</td>
<td>21 (21%)</td>
<td>14 (14%)</td>
<td>100 (100%)</td>
</tr>
</tbody>
</table>
The findings from table 4.5 indicated that majority 43(43%) of teachers had experience in current and 27(27.0%) of teachers had experience in work (teaching profession) in year 1-5. These were closely followed by 39(39.0%) experience in the current station and 38(38.0%) in work experience in a group of 6-10 years. These are followed by scores 18(18.0%) experience in the current station and 21(21%) work experience in a group of 10-15 years, others were 14(14.0%) work experience of 16+. These results showed that a good number of teachers who took part in this study have taught for a period of between 6-10 years and they are assumed to have enough good experience. Thus, they are expected to understand the influence of teachers’ motivation on students’ academic improvement.

4.3 Findings on the Factors That Influence Teachers Motivation

The first objective of this study was to identify factors that influence teachers’ motivation. The presentation of this section shows the influence of teacher’s motivation on student’s academic improvement in public secondary schools. These factors were placed under two categories namely working condition and remuneration factors for the purpose of quantitative responses. The table 4.6 below shows the summary of the distribution of respondents’ views on the factors that influence teachers’ motivation.
Table 4:6 The Summary of The Participants’ Responses to Working Condition Factors that Influence Teachers’ Motivation (n=100)

<table>
<thead>
<tr>
<th>Working Condition Factors</th>
<th>Responses</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear job description to the teachers</td>
<td>78(78.0%)</td>
<td>22(22.0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>Provision of meals at school</td>
<td>71(71.0%)</td>
<td>29(29.0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>Availability of accommodation for teachers at school.</td>
<td>74(74.0%)</td>
<td>26(26.0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>The school provides adequate teaching and learning</td>
<td>88(88.0%)</td>
<td>12(12.0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The academic performance of students is improved.</td>
<td>85(85.0%)</td>
<td>15(15.0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>The school is located within the teachers reach</td>
<td>59(59.0%)</td>
<td>31(31.0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>The students entering behavior is encouraging.</td>
<td>80(80.0%)</td>
<td>20(20.0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>The government policies system allows teachers to do their job effectively.</td>
<td>82(82.0%)</td>
<td>18(18.0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>Presences of extracurricular activities</td>
<td>82(82.0%)</td>
<td>18(18.0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>There is inter and intra relationship in work place</td>
<td>82(82.0%)</td>
<td>18(18.0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>There are opportunities for workshops organized within and outside the school.</td>
<td>70(70.0%)</td>
<td>30(30.0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
</tbody>
</table>

60
The table 4.6 above shows that all the sub items scored highly due to their significant role in motivating teachers in their work. The sub-items on the school to provide adequate teaching and learning resources 88(88.0%), the academic performance of students is improved, 85(85.0%), the government policies system allows teachers to do their job effectively 82(82.0%), presences of extracurricular activities, 82(82.0%) and there is enter and intra-relationship in workplace 82(82.0%) and the students entering behavior are encouraging, 80(80.0%) indicated their significance in motivating teachers in this study by their high scores.

On sub-item of the Clear job description to the teachers, 78(78.0%), the respondents agreed that it is one of the factors that influence teachers motivation. The sub-item on the availability of accommodation for teachers at school 74(74.0%) and school and provision of meals 71(71.0%) equally scored highly due to their influence on teachers motivation. On the sub-item of opportunities for workshops organized within and outside the school 70(70.0%) were of great importance to teachers motivation. On sub-item on the location of school within the teachers reach 59(59.0%) the respondents showed their support that it motivates them.

The table 4.7 below shows a summary of the distribution of respondents’ views on the remuneration factors that influence teachers’ motivation.
### Table 4:7 The Summary of the Participants’ Responses to the remuneration factors that influence teachers’ motivation (n=100)

<table>
<thead>
<tr>
<th>Remuneration Factor</th>
<th>Responses A</th>
<th>D</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The amount of salary is commensurate with the workload.</td>
<td>18(18.0%)</td>
<td>82(82.0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>The monthly salary payments are timely.</td>
<td>100(100%)</td>
<td></td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>The allowances are adequate.</td>
<td>18(18.0%)</td>
<td>82(82.0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>The pension scheme in place offers good expectations upon retirement</td>
<td>72(72.0%)</td>
<td>28(28.0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>The promotion is opportunity open to all equally</td>
<td>68(68.0%)</td>
<td>32(32.0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>Extra duty allowances are on time</td>
<td>7(7.0%)</td>
<td>93(93.0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>It is possible to get advance payment from the school in case I have a financial problem</td>
<td>33(33.0%)</td>
<td>67(67.0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>The school organizes end of year come together party</td>
<td>67(67.0%)</td>
<td>33(33.0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>Teachers who perform well are rewarded</td>
<td>77(77.0%)</td>
<td>23(13.0%)</td>
<td>100(100.0%)</td>
</tr>
</tbody>
</table>

The table 4.7 above shows that all teachers who participated in the research study agreed that the monthly payments are on time 100(100.0%).

However the sub-item on extra duty allowances are on time 93(93.0%), the amount of salary was commensurate with the workload 82(82.0%) and the sub-item on allowances being adequate 82(82.0%) indicated that teachers who took part in this study disagreed with these sub-items and these seem to de-motivate teachers.

On the sub-item of teachers who perform well are rewarded 77(77.0%), the pension scheme in place offers good expectations upon retirement, 72 (72.0%), promotion is opportunity open to all equal teachers 68(68.0%) agreed that the promotion is opportunity open to all equally, the school
organizes the end of the year come together party it seems that 67(67.0%) indicated their significance in motivating teachers in this study by their high score.

However On the sub-item on it is possible to get advance payment from the school in case I have a financial problem, teachers 67(67.0%) showed disagreement amount teachers and it seems to de-motivate teachers.

4.6 Findings on Influence of Teachers’ Motivation on Students’ Academic Improvement

The second objective of the study was to establish whether teacher’s motivation has any influence on student’s academic improvement. To attain this objective the researcher used questionnaire. The question asked was that Doe's teacher motivations have any influence on students’ improvement in secondary schools? The responses are summarized in Table 4.8
Table 4.8 The Summary of The Participants’ Responses to the Influence of Teachers’ Motivation on Students’ Academic Improvement (n=100)

<table>
<thead>
<tr>
<th>Influence of teachers motivation</th>
<th>Responses</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>D</td>
<td>TOTAL</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>100(100.0%)</td>
<td>0(0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>Job security</td>
<td>100(100.0%)</td>
<td>0(0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td>100(100.0%)</td>
<td>0(0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>Promotion</td>
<td>100(100.0%)</td>
<td>0(0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>Attending workshops and seminars</td>
<td>100(100.0%)</td>
<td>0(0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>Professional development opportunity</td>
<td>100(100.0%)</td>
<td>0(0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>Reward for good work</td>
<td>100(100.0%)</td>
<td>0(0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td>Conducive teaching and learning</td>
<td>100(100.0%)</td>
<td>0(0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
</tbody>
</table>

The table 4.8 above shows that all teachers who participated in the research study agreed that job satisfaction 100(100.0%), job security (100.0%), salary 100(100.0%), promotion 100(100.0%), attending workshops and seminars 100(100.0%), professional development opportunity,100(100.0%), reward for good work 100(100.0%) and Conducive teaching and learning environment, 100(100.0%) are important factors that influence teachers’ motivation. This is imperative that the items be given priority in order to improve teachers’ motivation at work.

4.7 Findings on the Challenges Facing Teachers’ Motivation

The third specific objective was to find out the challenges facing teachers’ motivation in public secondary schools. Data were collected from ten selected public secondary school in Arusha District Council in Arusha Region. Table 4.9 presents the participants’ responses to the challenges facing teachers’ motivation.
## Table 4.9 The Summary of the Participants’ Responses to Challenges Facing Teachers’ Motivation

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Responses</th>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low salary and wages</td>
<td>100(100.0%)</td>
<td>0(0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>Poor provision of other incentives</td>
<td>100(100.0%)</td>
<td>0(0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>Lack of decision making opportunity for teachers</td>
<td>100(100.0%)</td>
<td>0(0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>Poor teaching and learning environment</td>
<td>100(100.0%)</td>
<td>0(0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>Overcrowded classes</td>
<td>100(100.0%)</td>
<td>0(0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>Professional development</td>
<td>96(96.0%)</td>
<td>4(4.0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>Inconvenient promotion policy</td>
<td>94(94.0%)</td>
<td>6(6.0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>Poor perception towards teaching profession</td>
<td>100(100.0%)</td>
<td>0(0%)</td>
<td>100(100.0%)</td>
</tr>
</tbody>
</table>

The table 4.9 above shows that all teachers who participated in this study agreed that Low salary and wages 100 (100%), poor provision of incentives 100(100.0%), lack of decision making opportunity to teachers teaching and learning material 100 (100%), overcrowded classrooms 100 (100%) and poor perception towards teaching professions seems to be major challenges that teachers face and de-motivate them towards students academic improvement due to their high score.

On sub items of Professional development, 96(96.0%) and Inconvenient promotion policy, 94(94.0%), It indicate that these are some of the challenges facing teachers motivation on students’ academic improving due to their high scores.

### 4.8 Findings on the Possible Recommendations on Teachers’ Motivation

The fourth objective of the study was to suggest possible recommendation that will help to enhance teachers’ motivation. To attain this objective the researcher used questionnaires and
interview. The question asked was that, are there possible recommendations on teachers’ motivation? Their Responses are summarized in Table 4.10 below

**Table 4.10 The Summary of The Participants’ Responses to the Remedial Measures on Teachers’ Motivation (n=100)**

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Responses A</th>
<th>Responses D</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement of salary and wage</td>
<td>100(100.0%)</td>
<td>100(100.0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>Improvements of teaching and learning environment/create conducive environment</td>
<td>100(100.0%)</td>
<td>100(100.0%)</td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>Creation of professional development opportunity</td>
<td>100(100.0%)</td>
<td></td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>Develop convenient promotion policies</td>
<td>100(100.0%)</td>
<td></td>
<td>100(100.0%)</td>
</tr>
<tr>
<td>Recognition and reward for a good work</td>
<td>100(100.0%)</td>
<td></td>
<td>100(100.0%)</td>
</tr>
</tbody>
</table>

The table above shows that all teachers who participated in the research study agreed that there should be improvement of salary and wage 100(100.0%), improvement of teaching and learning environment 100(100.0%), creation of professional development opportunity 100(100.0%), develop convenient promotion policies, 100(100%), recognition and reward for a good work 100 (100.0%) as important recommendation/ solution that will influence teachers’ motivation. This indicates that the sub-items on the teacher motivation be given priority in order to improve teachers’ levels of motivation at work.

**4.11 The Findings from Qualitative Findings**
This section presents the data obtained from open-ended questionnaire and interview. The participants from the current research study were asked questions which need them to give their idea and opinion on the influence of teachers’ motivation on students academic improvement. The data obtained were coded according to theme and codes and presented in the table below.

Table 4.11 presents a summary of the interviewed and open-ended responses.
<table>
<thead>
<tr>
<th>Transcripts (Verbatim Quotes)</th>
<th>Theme</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job security (HT1, HT2, HT6, HT10)</td>
<td>Security</td>
<td>S</td>
</tr>
<tr>
<td>Salary (HT3, HT5, HT6, HT7)</td>
<td>Salary</td>
<td>S</td>
</tr>
<tr>
<td>Teaching and Learning Environment (HT2, HT4, HT8)</td>
<td>Environment</td>
<td>E</td>
</tr>
<tr>
<td>Teaching and learning materials (HT4, HT5, HT9, HT10)</td>
<td>Materials</td>
<td>M</td>
</tr>
<tr>
<td>Promotion (HT6, HT7, T9)</td>
<td>Promotion</td>
<td>P</td>
</tr>
<tr>
<td>Reward (HT2, HT5, HT8)</td>
<td>Reward</td>
<td>R</td>
</tr>
<tr>
<td>Accommodations (HT5, HT7)</td>
<td>Accommodation</td>
<td>A</td>
</tr>
<tr>
<td>Workshops and seminars (HT6, HT3)</td>
<td>Seminars</td>
<td>S</td>
</tr>
<tr>
<td>Extra curricula activities (HT10)</td>
<td>Extra activities</td>
<td>EA</td>
</tr>
<tr>
<td>Clear job description (HT1, HT5, HT7)</td>
<td>Job description</td>
<td>JD</td>
</tr>
<tr>
<td>Overcrowded classes (HT1, HT2, HT3, HT4)</td>
<td>Classes</td>
<td>C</td>
</tr>
<tr>
<td>Poor provision of incentives (HT6, HT8, HT10)</td>
<td>Incentives</td>
<td>I</td>
</tr>
<tr>
<td>Low salary (HT4, HT5, HT9)</td>
<td>Low salary</td>
<td>LS</td>
</tr>
<tr>
<td>Poor perception towards teaching (HT8, HT9)</td>
<td>Poor perception</td>
<td>PP</td>
</tr>
<tr>
<td>Poor teaching and learning environment (HT1, HT4, HT6)</td>
<td>Poor environment</td>
<td>PE</td>
</tr>
<tr>
<td>Inadequate of teaching and learning resources (HT6, HT8)</td>
<td>Inadequate resources</td>
<td>IR</td>
</tr>
<tr>
<td>Increase of salary and wages (HT2, T40, HT10, T99)</td>
<td>Salary and wages</td>
<td>SW</td>
</tr>
<tr>
<td>Return the removed allowances (HT9, HT10, T55, T23)</td>
<td>Return allowances</td>
<td>RA</td>
</tr>
<tr>
<td>Construction of enough classrooms (HT8, HT9, T88, T62)</td>
<td>Enough classrooms</td>
<td>EC</td>
</tr>
<tr>
<td>Recognition and reward (HT4, HT7, T1, T5)</td>
<td>Recognition</td>
<td>R</td>
</tr>
<tr>
<td>Creation of professional development (HT7, HT9, T18, T33)</td>
<td>Professional development</td>
<td>PD</td>
</tr>
</tbody>
</table>

Table 4.11 present the qualitative findings on objective one, three and four such as what factors influence teachers motivation to enhance students academic improvement, what are the challenges facing teachers motivation and what can be done to improve teachers motivation.
CHAPTER FIVE

DISCUSSION OF THE FINDINGS, SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction
This chapter presents the discussion of the findings from the research study, summary of the findings, conclusions, recommendations, and suggestions for further studies.

5.1 Discussion of the Findings
The findings are presented according to the following objectives; to identify factors influencing of teacher motivation in secondary schools, to establish whether teacher’s motivation has any influence on student’s academic improvement, to find out the challenges facing teachers’ motivation and to suggest possible recommendation that will help to enhance teachers’ motivation.

5.1.1 Discussion of the Findings on the Factors That Influence Teachers Motivation
The first objective of this study was to identify factors that influence teachers’ motivation. Table presentation on the responses in the first objective shows that the working condition factors and remuneration factors influence teachers’ motivation on student’s academic improvement in public secondary schools.

On working condition, the sub-items of the school providing adequate teaching and learning resources (88%), academic performance of students are improved (85%), presences of extracurricular activities (82%), the government policies system allows teachers to do their job effectively (82%), there is inter and intra-relationship in the workplace (82%), students entering behavior are encouraging (80%) were found to have influence on teacher motivation. This view is supported by (Musili, 2015; Muchiri and Kiriung, 2015; Adelabu, 2005; Mustafa and Othman, 2010) whose studies demonstrated that there is a positive relationship between motivation and working performance of teachers, the greater the level of motivation the higher will be the teacher’s job performance or if a high level of motivation is provided to teachers then their job performance will be increased. Furthermore, the studies summarized that teacher job satisfaction influenced students’ performance and teachers’ motivation is a key factor influencing students’ performance. The findings illustrated that teacher motivation depends on an array of factors such as levels of remuneration, the location of the school, availability of appropriate housing opportunities for further training and conditions of service. In addition, the studies posited that workload, promotion and career path, student’s behavior, relationship with the community, school quality, and availability of teaching and learning resources have an impact on teacher motivation which influences students’ academic improvement.

On the sub-items of clear job description for teachers (78%), availability of accommodation (74%), the school provide meals (71%), opportunities for workshops organized within and
outside the school 70(70.0%), and school is located within the teachers reach 59 (59.0%) were found to be the factors that influence teacher motivation. These views are supported by Bannell and Akyeampong, 2007; Sumra, 2004 ;) whose studies illustrate that the high cost of travel contributes to teacher absenteeism and lateness in schools and teachers are dissatisfied as a result of the working condition. Being motivated increases job satisfaction.

On sub-item on payment of monthly salary are timely 94(94.0%) implies that teachers get their salary on time even if it’s low. This view is supported by Ofoegbu, 2004; Oredein & Awodun, 2012) whose studies demonstrated that teachers would adequately be motivated if they would have their salaries regularly paid; if teaching and learning facilities were made available; if teachers were encouraged to attend conferences and seminars and favorable working environment provided and there was significant relationship between regular payment of teachers’ allowance and academic performance of students.

On the remuneration factor, the sub-items on extra duty allowances being brought on time 93(93%), allowances are adequate 82 (82%), the amount of salary was commensurate with the workload 82(82%). It seems that teachers are paid low salary compared to the hard work they are doing and its importance to the benefit of the society and the Nation as well. The teachers’ workload was high and this would cause teacher dissatisfaction hence influence negatively on students’ performance. This view is supported by (Arain, Jafri, Ramzan, and Ali,2014; Loeb, 2000; Mbwana,2015;) whose studies portrays that teacher’s salary/ remuneration has a positive effect on students’ performance but the size of the impact is not very large.

Furthermore, the studies showed that there is a relationship between teacher wages and student outcomes and the quality of education can be improved by raising teacher salaries. It seems that teachers are paid low salary compared to the hard work they are doing and its importance to the
benefit of the society and the Nation as well. The teachers’ workload was high and this would cause teacher dissatisfaction hence influence negatively on students’ performance.

The study also found that teachers who perform well are rewarded 71(71%) of teachers agreed that reward motivates teachers. This implies that reward is essential in teachers’ motivation and teachers seem to be motivated when they are given the reward. The reward does not necessarily have to be money even a letter of appreciation for a good work. This view is supported by Ajila and Abiola (2004) whose stated that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the boss, autonomy, etc, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, promotions.

However, the study also found that It is possible to get advance payment from the school in case I have a financial problem 67(67%) of teachers disagreed. It seems that teachers do not get support from the school and seems to de-motivate them.

The study further found that pension scheme in place offers good expectations upon retirement 72(72.0%), promotion is an opportunity open to all equally 68(68.0%), and school organizes the end of the year come together party 67(67.0%) of teachers agreed with the factors and it seems to influence teachers motivation on students academic improvement. This view is supported by Nyakundi (2012), who asserted that job satisfaction affects employee motivation. This was evidenced by the fact that leadership and promotional opportunity elsewhere influence job satisfaction to a large extent. The study also found that perceived fairness in teacher promotion system influence job satisfaction among teachers to a small extent and that work environment/conditions influenced job satisfaction among teachers to a large extent.

The results from the interview supported the view on factors influencing teachers’ motivation on students’ academic improvement; Interviewee had this to report:
Job security, Salary, Teaching and learning Environment, Teaching and learning materials, Promotion, Reward, Accommodations, Workshops and seminars, Extracurricular activities and Clear job description) were the factors that influence teachers motivation. (HT1, HT2, HT4, HT6, HT5, HT6, HT7HT8, HT10),

The findings imply many teachers in the district (who took part in the study) feel the remuneration package that includes the amount of salary is commensurate with the workload, the allowances are adequate, extra duty allowances are on time and it is possible to get advance payments from the school in case I have financial problems are not competitive compared to the workload and other professions.

Remuneration should be utilized to energize, direct and control employee behavior (satisfaction). The system the government uses to reward employee can play an important role in the teaching profession and to obtain its objective. If teachers feel that the input is not equal to the output they become more de-motivated.

5.1.2 Findings on Influence of Teachers’ Motivation on Students’ Academic Improvement

The second objective of this study was to establish whether teacher’s motivation has any influence on student’s academic improvement. Table 4.8 presented the responses in the second objective which shows that teacher’s motivation had an influence on student's academic improvement in public secondary schools.

On sub-items of job security 100(100%), salary 100(100%), conducive teaching and learning environment 100(100%) and promotion 97 (97%) were found to have an influence on teachers motivation. This view is supported by Adenyika, Asabi, and Adedotun (2013) who argued that condition of service of teachers, teachers’ Fringe benefit payment, and teachers’ promotion of in-service training have a direct influence on the student’s performance in mathematics.
On sub-item of job satisfaction, 90(90.0%) of teachers agreed that job satisfaction has the influence on teachers motivation. It observed that job satisfaction accompanies teachers' sense of efficacy and contributes to sustaining their efforts towards pursuing students’ academic improvement. This view is related to that of Musili,2015; Nyakundi,2012; Salehi, Taghavil and Yunus,2015; Dinham and Scott, 2000; Mc, Sekakubo, Lwanga, and Ndiwalana, 2014) whose studies demonstrated that teacher job satisfaction influenced students’ performance and there are empirically positive significant relationships between teachers’ job satisfaction and their attitudes toward students’ motivation and beliefs.

On the sub-items on a professional development opportunity 90 (90.0%), the reward for good work 89 (89%) and attending workshops and seminars 89 (89.0%) were found to have the influence on teachers motivation due to their high score. This is in line with (Masawe,2011; Wart,2008; Re’em,2011; Uzonna,2013), whose studies reveals that rewarding as motivational strategies are made up of tangible incentives such as promotions, increases in pay, increased discretion, superior work assignments and provision of additional responsibility. a sizeable Proportions of teachers in the public schools have low levels of job satisfaction and are poorly motivated, citing policy environment, job promotion, opportunities, pay, and society’s low perception of the teaching profession as the reasons for the case.

Thus the studies also asserted that recognition, authority, advancement and opportunities, autonomy, job security, responsibility, job title and challenging work are the most important of expected non-monetary motivation variable and a reward does not necessarily have to be a financial one.

5.1.3 Findings on Challenges Facing Teachers’ Motivation in Public Secondary Schools.

The third objective of this study was to find out the challenges facing teachers’ motivation.
Table 4.9 presented the responses in the third objective shows that there are challenges facing teacher’s motivation.

On sub-items on poor teaching and learning environment 100(100.0%) and overcrowded classes 100 (100.0%). The conditions in which most teachers are working are daunting and very challenging. Lack of facilities such as staff rooms, classrooms, teaching and learning materials are clearly teachers de-motivating. The working environment in the majority of schools is deplorable with dilapidated school structures, insufficient teaching, and learning materials. Poor housing conditions, lack of housing, large classes, undisciplined and unruly students have all added their toll on teachers’ motivation. Teacher teaching lower classes are faced with large and unmanageable classes. Class sizes of more than 100 pupils per class are common in District. This will make teachers ask for transfers because of lack of teaching and learning materials and staff room facilities. This view is related to that of Baruth, 2009; OECD, 2007; Erjem, 2004; Chimombe, 2011; Alugehaab, 2011; and Bannell and Akyeampong, 2007) whose studies highlighted that crowded classrooms, double shift education, lack of equipment and finance, problems related to the training, economic conditions, and social status of teachers and there are more students per teacher are some of the problems of education. The studies also demonstrated that teachers were passionate about their job but were not satisfied with what Herzberg describes as hygiene factors which include salary, fringe benefits, working conditions, status, lack of administrative support and teaching and learning materials.

On sub-items of low salary and wages, 100(100.0%) of teachers agreed that low salary and wages are challenges facing teachers motivation and this seems to de-motivate teachers. This view is supported by (Waititu, 2010; Davidson, 2006; Mayaru, 2015; Lymo, 2014; Basil, 2013; Moleni and Ndalama, 2004; ) whose studies reveals that low salary is the main factor leading
teachers to leave their profession. Lack of recognition of contributions of workers as among the key factors those de-motivated employees in an organizations. revealed that insufficient teachers’ salary and delays in payment of teachers’ allowances lead to teachers being accorded a low status. Some of the teachers engage in other economic activities during class hours in order to earn extra income. The studies also found that absenteeism and attrition were largely influenced by teacher motivational factors with low salaries and poor working conditions coming out strongly as underlying causes of absenteeism and attrition. Most teachers experienced that they were paid less salary according to their knowledge, skills, and capabilities for doing their job. Lack of facilities, the status of teachers in society, teachers mental health and morale, the stress of work, relation with staff and head teachers, working environment are all those factors that have a strong impact on females teachers performance.

On sub-item on the Poor provision of other incentives 92(92.0%) of teachers agreed that poor provision of incentives is one of the challenges facing teachers motivation. This implies that teachers are not given their incentives and this seems to de-motivate teachers. This view is supported by (Lazear, 2003; Kadzamira, 2006; Bastian, 2014; Figlio & Kenny, 2007), whose studies indicated that teachers are highly dissatisfied with their remuneration and other conditions of service like poor incentives and conditions of service which have resulted in low morale and thus poor performance. Thus further the studies demonstrated that financial incentives can increase individuals’ entry into and retention in the profession, both overall and in high-need schools, but there is much to learn about the optimal size of monetary awards and whether performance pay can encourage teachers to improve their effectiveness or result in higher-caliber individuals selecting and staying in the profession.
On sub-items on the lack of decision making the opportunity to teachers 93(93.0%), poor perception towards teaching profession 90 (90.0%). It observed that teachers are not given the opportunity to contribute to decision making and planning regarding education matters. They just remain as the implementers and this seems to de-motivate teachers. This view is supported by (Yero, 2002; Mark, 2015; Spear, 2000;) ,whose studies demonstrated that teachers become frustrated by the pressures from parents due to their negative attitudes and motivation of teachers is affected by factors such as poor working conditions, low salary/pay, unfavorable policies on education, delays in promotions and community’s negative perception towards teaching. Also, the community did not value teachers as other professions; it had no respect for teachers, a situation that teachers associate with their poor remuneration compared with other professions; this lowers their morale to teach.

Thus furthermore the studies revealed that participation in decision making depicts recognition of the intellectual power and when teachers intellectual power or ability is acknowledged, they become more participative, creative and satisfied. In this way, teachers become empowered because they are offered the opportunity to exercise autonomy, responsibility, choice, and authority.

On sub-item on Inconvenient promotion policy, 83(83.0%) seems to be a challenge on teachers motivation. This is in line with (Mark, 2015; Bennell and Akyeampong, 2007; Mwangi, 2002; Masawe, 2011) whose studies demonstrated that motivation of teachers is affected by factors such as unfavorable policies on education, delays in promotions, poor working conditions, low salary/pay, community’s negative perception of the teaching profession as the reasons for the case.
On sub-item of professional development, 81(81.0%) of teachers agreed that it is one of the challenges facing teachers motivation. Professional development is a challenge towards teachers motivation because that they were hardly provided with opportunities for further training even when they had applied for further training at their own expenses. This implies that many secondary schools and head teachers in the district have not provided adequate opportunities for professional development and this may be one of the main motivation factors which may be causing comparatively poor performance of students.

Lack of continuous professional development was identified as a factor that contributes to the current levels of teacher morale and job satisfaction. In particular lack of opportunities for training and seminars (which afforded one opportunity for receiving allowances) was seen as factors affecting teacher performance. This view is supported by (Kadzamira and Chibwana, 2000; Komba and Nkumbi, 2008), whose studies demonstrated that opportunities for advancement are more limited for teachers compared with similar professions within the civil service and, as a result, many teachers leave the profession to join other government departments where promotion prospects are better or engage in private business in order to supplement their income and teacher professional development was poorly coordinated and rarely budgeted for.

The results from the interview supported the view on challenges facing teachers’ motivation on students’ academic improvement; Interviewee had this to report:

Overcrowded classes, Poor provision of incentives Low salary, Poor perception towards teaching, Poor teaching and learning environment, Inadequate of teaching and learning resources were the challenges facing teachers’ motivation. (HT1, HT2, HT3, HT4, HT6, HT8, HT10)

In identifying challenges facing teachers motivation the finding revealed that poor teaching and learning environment, overcrowded, low salary, poor provision of incentives, poor promotion
policy, professional development, poor perception towards teaching profession and inconvenient promotion policy were the challenges facing teachers’ motivation in secondary schools. These seem to be key factors that demotivate teachers and have a negative impact on teachers towards students academic improvement this make teachers lose their work morale due to their unsolved challenges. Davidson (2006), who mentioned low salary and lack of recognition of contributions of workers as among the key factors those de-motivated employees in organizations.

5.1.4 Findings on Remedial Measures on Teachers’ Motivation

The fourth objective of this study to suggest possible recommendation that will help to enhance teachers’ motivation. Table 4.10 presented the responses in the fourth objective shows the possible recommendation that will help to enhance teachers’ motivation.

On sub-item of improvement of salary and wage 97(97.0%). This view is supported by Sabutoke, 2014; Debbie, 2008; Ofoegbu, 2004; Seniwoliba, 2009), whose studies illustrate that salary, work condition, incentives, medical allowance, security, recognition, advancement growth, student indiscipline, school policy, and status were the most important factors of motivation to teachers that could enhance retain or cause them to leave. Thus furthermore the studies indicated that money is the most important factor in motivating the industrial workers to achieve high productivity, thus the establishment of incentives scheme and wages works as a means of stimulating workers to work hard to be committed and eventually to be satisfied with the motivation they get.

On sub-item on the improvement of teaching and learning materials 94(94.0%). This view is supported by Macfie, 2002; Fry, 2003), whose studies suggests that it is important for management’s effort to create a working environment where everyone is highly motivated and
feels valued. Motivation encourages teachers to work hard and makes teachers to be retained in their workplace and hence reducing the problem of shortage of teachers.

On sub-item on recognition and reward for a good work 94(94.0%). Recognition and reward play a very important role in motivating teachers. This view is supported by (Carraher, et al. 2006; Fry, 2003; and Andrew, 2004 ), whose studies advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. Intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the boss, autonomy, etc, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, promotions.

Thus furthermore the studies demonstrated that reward includes monetary (salary, bonuses) and non-monetary incentives (participation in decision-making, public recognition), is a key exchange resource that employers use to support their differentiation of employees. Students’ academic performance depends on teachers’ monetary rewards, rewards and that there is a significant relationship between monetary and non- monetary rewards on students’ academic performance.

On sub-items of the creation of professional development opportunity 92 (92.0%) and the government should develop convenient promotion policies 91(91.0%) were found to have an influence on teachers motivation. Opportunities to advanced learning and development helped teachers to learn new skills and acquire knowledge which had an effect on students“ performance. This view is supported (Schmidt, 2004; Re’em, 2011 ), whose studies suggests that satisfaction with career development positively correlated with organizational commitment and job satisfaction. The studies also illustrate that training plays an important role when it comes to employee’s motivation in the organization because it prevents them from failing, due to a lack of
skills. Therefore, managers should offer employees with so much training in order to increase their chances of doing a successful and competent job.

The results from the open-ended question and interview supported the view on possible recommendations teachers’ motivation on students’ academic improvement; Interviewee had this to report:

Increase of salary and wages, Return the removed allowances Construction of enough classrooms, Recognition and reward, Creation of professional Development (HT7, HT9, T18, T 33, HT2, T40, HT10, T99, HT9, HT10, T55, T23),

The findings revealed that the improvement of salary and wage, improve the learning environment/ create a conducive environment, recognition, and reward for a good work, the creation of professional development opportunity and development of convenient promotion policies were the possible recommendation to enhance teachers’ motivation.

5.2 Summary of the Findings

This section presents the summary of the findings of the study according to the objectives

The purpose of the study was to investigate the influence of teachers ‘motivation on students’ academic improvement in public schools in Arusha District Council. Four research objectives were formulated to guide the study. The research objective intended: To identify factors influencing of teacher motivation in secondary schools, to establish whether teacher’s motivation has any influence on student’s academic improvement, to find out the challenges facing teachers motivation, to suggest possible recommendation that will help to enhance teachers motivation.

The study also guided by four research questions namely: What are the factors influencing teachers’ motivation in secondary schools? Does teacher motivations have any influence on students’ improvement in secondary schools? What are the challenges facing teachers’
motivation in secondary schools? What are the possible recommendations on teachers’ motivation?

5.2.1 The Findings on Factors that Influence Teachers Motivation

In the first objective on working condition factor the findings revealed that the provision of adequate teaching and learning resources, adequate infrastructural facilities, the academic performance of students are improved, the government policies system allows teachers to do their job effectively, presences of extracurricular activities, there is enter and intra-relationship in workplace are the working condition factors teachers consider most towards their level of motivation, students entering behavior are encouraging, Clear job description to the teachers, availability of accommodation for teachers at school provision of meals at school, opportunities for workshops organized within and outside the school and school is located within the teachers reach are working conditions factors that influence teachers motivation on students academic improvement. Working condition factors are essential and important in the process of teaching and learning and it will influence teachers motivation hence students’ academic improvement.

5.2.2 Findings on Remuneration Factors That Influence Teacher’s Motivation

The findings revealed that monthly payments are on time, extra duty allowances are on time, teachers who perform well are rewarded, pension scheme in place offers good expectations upon retirement, promotion is an opportunity open to all equal teachers, the school organizes the end of the year come together party.

However the study found that amount of salary was commensurate with the workload, allowances are adequate, extra duty allowances and it is possible to get advance payment from the school in case I have a financial problem are some remuneration factors that seems to de-
motivate teachers motivation. Teachers feel remuneration package are not competitive compared to the workload and other professions.

5.2.3 Findings on Influence of Teachers’ Motivation on Students’ Academic Improvement

The findings revealed that job satisfaction, job security, salary, promotion, attending workshops and seminars, professional development opportunity, the reward for good work and Conducive teaching and learning environment are factors that some influence teachers motivation.

5.2.4 The Findings on Challenges facing teachers’ motivation.

The findings observed that Low salary and wages, poor provision of incentives, lack of decision making the opportunity to teachers teaching and learning the material, overcrowded classrooms and poor perception towards teaching professions Professional development, Inconvenient promotion policies are some of the major challenges that teachers face and therefore de-motivate them in the profession.

5.2.5 The Findings on Possible Recommendations on Teachers’ Motivation

The findings show that improvement of salary and wage, improvement of learning environment/ create a conducive environment, the creation of professional development opportunity, develop convenient promotion policies and recognition and reward for a good work are some of the possible recommendation teachers wish to get and this will motivate them.

5.3 Conclusion

The study concluded that the provision of adequate teaching and learning resources, adequate infrastructural facilities, the academic performance of students are improved, the government policies system allows teachers to do their job effectively, presences of extracurricular activities, there is enter and intra-relationship in workplace are the working condition factors teachers
consider most towards their level of motivation, students entering behavior are encouraging, Clear job description to the teachers, availability of accommodation for teachers at school provision of meals at school, opportunities for workshops organized within and outside the school and school is located within the teachers reach are working conditions factors that influence teachers motivation on students academic improvement.

The study also concluded that monthly payments are on time, extra duty allowances are on time, teachers who perform well are rewarded, pension scheme in place offers good expectations upon retirement, promotion is an opportunity open to all equal teachers, the school organizes the end of the year come together party.

However the study concluded that amount of salary was commensurate with the workload, allowances are adequate, extra duty allowances and it is possible to get advance payment from the school in case I have a financial problem are some remuneration factors that seems to de-motivate teachers motivation.

The study also concluded that job satisfaction, job security, salary, promotion, attending workshop and seminars, professional development opportunity, the reward for a good work and conducive teaching and learning environment has the influence on teachers motivation leading to student’s academic improvement.

Furthermore, the study concluded that low salary and wages, poor provision of incentives, lack of decision making to teachers, overcrowded classes, professional development and inconvenient promotion policy and poor perceptions’ towards teaching profession are challenges facing teachers motivation and seems to de-motivate them.
It was also concluded that improvement of salary and wages, improvement of teaching and learning environment, the creation of professional development opportunity, development of convenient promotion policies and recognition and reward for a good work were a possible recommendation that enhances teachers motivation hence students academic improvement.

5.4 Recommendations for the Study

i. It is recommended that the government should improve teachers’ pay package and work condition so that to motivate them.
ii. The government should lift the removal of allowance and incentives that were there before to make teachers get motivation.
iii. The Government should review, redesign and implement promotion policies and opportunities for professional development.
iv. With regards to the community’s perception towards teaching profession, the community should provide support and care teachers in order to motivate them.
v. The government should develop national award programs based on performance, to enable teachers to upgrade their knowledge and skills.
vi. The government should promote teacher in time and pay their debt on time after promotion. This would motivate teachers to be effective and efficient.
vii. The government should lay down policy on the motivation of teachers and students upon academic improvement.

5.5 Recommendations for Further Study

Based on the scope of the study, the following are the suggestion for the further studies;

i. A study on the effect of teachers –students’ motivation on students’ academic performance.
ii. Factors influencing job satisfaction and teachers motivation in public secondary school.
iii. The correlation between the teacher’s job satisfaction and students academic improvement.
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[www.oecd.org/edu/reviews/nationalpolicies](http://www.oecd.org/edu/reviews/nationalpolicies)
APPENDIX A
TEACHERS’ QUESTIONNAIRES

I am Dainess Paulo Mosses a master student at St Augustine University Arusha Center. I am requesting that you help in answering the questions below. This research is based on “The Influence of Teacher’s Motivation on Students’ Academic Improvement in Public Secondary Schools in Arusha District Council”.

Instructions
1. Please answer all questions by putting a “tick” (√) in the bracket and/or giving an explanation where necessary.

2. All information given will remain confidential and for anonymity, no names are required but for the ease of analysis please indicate your personal details as presented in the questionnaire.

SECTION A: Demographic information

Put a tick [√] at the correct answer.

1. Sex ( ) Male ( ) Female
2. Age (a) 25 – 30 (b) 31 – 35 (c) 36 – 40 (d) 41 and above
3. What is your position in the school?
   (a) Department teacher ( ) (b) Ordinary teacher (c) Class teacher ( ) (d) Teacher in Training ( )
4. What department do you work in?
   (a) Language (English, Kiswahili, French) ( ) (b) Science (c) ( ) Arts (History, Geography) ( )
   (d) Business (accounting, economics etc.)
   (e) Other (please specify) ______________________________
5. What is your highest level of education?
   (a) PHD ( ) (b) Masters ( ) (c) Graduate ( ) (d) Diploma ( )
6. How long have you been in this school?
   (a) 1-5 years ( ) (b) 6-10 years ( ) (c) above 10 years ( )
7. How many years of teaching experience do you have?
(A) 1-5 yrs ( ) b) 6 -10 yrs ( ) c) 11-15 yrs ( ) d) 16 yrs ( )

**SECTION B:**

For each of the following statements, please indicate (by ticking) the extent to which you agree with them, using the following scale:

- Fully Disagree (FD) = 1 points
- Disagree (D) = 2 points
- Somehow Agree (SA) = 3 points
- Agree (A) = 4 points
- Fully Agree (FA) = 5 points

<table>
<thead>
<tr>
<th>Factors that influence teachers motivation</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working condition</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8 Clear job description to the teachers.</td>
<td></td>
</tr>
<tr>
<td>9 Provision of meals at school</td>
<td></td>
</tr>
<tr>
<td>10 Availability of accommodation for teachers at school.</td>
<td></td>
</tr>
<tr>
<td>11 The school provides adequate teaching and learning Resources</td>
<td></td>
</tr>
<tr>
<td>12 The academic performance of students is improved.</td>
<td></td>
</tr>
<tr>
<td>13 The school is located within the teachers reach</td>
<td></td>
</tr>
<tr>
<td>14 The students entering behavior is encouraging.</td>
<td></td>
</tr>
<tr>
<td>15 The government policies system allows teachers to do their job effectively.</td>
<td></td>
</tr>
<tr>
<td>16 Presences of extracurricular activities.</td>
<td></td>
</tr>
<tr>
<td>17 There are enter and intra-relationship in workplace</td>
<td></td>
</tr>
<tr>
<td>18 There are opportunities for workshops organized within and outside the school.</td>
<td></td>
</tr>
<tr>
<td><strong>Remuneration factors</strong></td>
<td></td>
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<tr>
<td>-----------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>19</td>
<td>The amount of salary is commensurate with the workload.</td>
</tr>
<tr>
<td>20</td>
<td>The monthly salary payments are timely.</td>
</tr>
<tr>
<td>21</td>
<td>The allowances are adequate.</td>
</tr>
<tr>
<td>22</td>
<td>The pension scheme in place offers good expectations upon retirement</td>
</tr>
<tr>
<td>23</td>
<td>The promotion is opportunity open to all equally</td>
</tr>
<tr>
<td>24</td>
<td>Extra duty allowances are on time</td>
</tr>
<tr>
<td>25</td>
<td>It is possible to get advance payment from the school in case I have a financial problem</td>
</tr>
<tr>
<td>26</td>
<td>The school organizes end of year come together party</td>
</tr>
<tr>
<td>27</td>
<td>Teachers who perform well are rewarded</td>
</tr>
</tbody>
</table>

**Influence of teachers motivation**

| 28 | Job satisfaction                                                                      |
| 29 | Job security                                                                           |
| 30 | Salary                                                                                |
| 31 | Promotion                                                                             |
| 32 | Attending workshops and seminars                                                      |
| 33 | Profession development opportunity                                                    |
| 34 | Reward for good work                                                                  |
| 35 | Conducive teaching and learning environment                                           |

**Challenges facing teachers motivation**

<p>| 36 | Low salary and wages                                                                  |
| 37 | Poor provision of other incentives                                                    |
| 38 | Lack of decision making opportunity to teachers                                       |</p>
<table>
<thead>
<tr>
<th></th>
<th>39</th>
<th>Poor teaching and learning environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
<td>Overcrowded classes</td>
</tr>
<tr>
<td></td>
<td>41</td>
<td>Professional development</td>
</tr>
<tr>
<td></td>
<td>42</td>
<td>Inconvenient promotion policy</td>
</tr>
<tr>
<td></td>
<td>43</td>
<td>Poor perception towards teaching profession</td>
</tr>
<tr>
<td></td>
<td>44</td>
<td>Remidal measures that can enhance teachers motivation</td>
</tr>
<tr>
<td></td>
<td>45</td>
<td>Improvement of salary and wage</td>
</tr>
<tr>
<td></td>
<td>46</td>
<td>Improve the learning environment/ create conducive environment</td>
</tr>
<tr>
<td></td>
<td>47</td>
<td>Creation of professional development opportunity</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>Develop convenient promotion policies</td>
</tr>
<tr>
<td></td>
<td>49</td>
<td>Recognition and reward for a good work</td>
</tr>
</tbody>
</table>

**SECTION C**

Please answer the following question and measures to be taken to improve teachers’ motivation

49. What can be done to improve teacher motivation in public secondary school so to influence students improvements ........................................................................................................................................................................
........................................................................................................................................................................
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APPENDIX B

Interview Guide for Head of Schools in Arusha District Secondary School

1. In your opinion what factors influence teacher’s motivation to enhance students’ academic improvement in your school?

2. What are the challenges facing teachers motivation?

3. What can be done to improve teacher motivation?
THE OFFICE OF DEPUTY DIRECTOR ACADEMIC AFFAIRS
ST. AUGUSTINE UNIVERSITY OF TANZANIA
[SAUT] ARUSHA CENTRE
P. O. Box 12385, Arusha – Tanzania:
Email: dda@sautarusha.ac.tz Web: www.sautarusha.ac.tz

SAUT/FOED/RES/03/2017/05
Date: 16/03/2017

THE REGIONAL ADMINISTRATIVE SECRETARY
ARUSHA REGION

Dear Sir/Madam,

RE: PERMISSION FOR MASTERS’ STUDENTS TO ACCESS DATA FROM YOUR INSTITUTIONS.

The purpose of this letter is to introduce Miss. Moses Dainess Paulo with number SAA/MEM/53885 as a bonafide post graduate student of this university.

The said student intends to conduct her research which is a requirement for the award of the Master Degree of Arts in Education Management in this university.

I therefore, request you to assist her access the information which will form part of research work and thus, fulfill the objective of the intended study. Your permission therefore is sought to allow the student to interview and or use a questionnaire to obtain data from leaders and members of your esteemed institutions.

The Research Title: The Influence of teachers’ motivation on students’ academic improvement in public secondary schools in Arusha District Council. The period for which the research permit is being sought is from March to June, 2017. The following offices/Districts/Institutions are covered in secondary school.

For any inquiry, please contact the Deputy Director Academic Affairs +255 753 310 084 or Post Graduate Program Coordinator: +255 742 612 574.

Yours sincerely,

Dr. Omer, Solomon W. (PhD)
(Post Graduate Program Coordinator)
Ref. No. RC/AR/ED/R. 20/VOL.III/146

District Executive Director,
ARUSHA.

RE: INTRODUCTION TO MS. MOSES DAINESS PAULO

Please refer to the above subject.

I would like to introduce to you Ms. Moses Dainess Paulo award of the Master Degree of Arts in Education Management. She wants to conduct research titled. "The influence of teacher’s motivation on students’ improvement in public secondary schools in Arusha District." The research will be conducted from March to June, 2017.

Kindly, assist her with necessary cooperation.

Thanks in advance.

K. Kabeja
For: REGIONAL EDUCATION OFFICER
ARUSHA

Copy to: Ms. Moses Dainess Paulo.
HALMASHAURI YA WILAYA YA ARUSHA
(Barua zote za kiofisi zitumwe kwa Mkurugenzi Mtendaji)

Mkoa wa Arusha,
Telegram: Arusha,
Simu: 0736500476
Simu ya mkononi: Faksi: 250 3701.

Ukumbi wa Wilaya,
Halmashauri ya Wilaya,
S.L.P.2330,
ARUSHA.

Kumb.Na: MM/AR/N10/5/189

23.03.2017

Mkuu wa Shule
Shule ya Sekondari ilkiding’a, Enyoito, Ilboru, Mringa, Olmotonyi , O/Sambu
Mukulat, Lengijave, Mwandet na Kimnyak

HALMASHAURI YA WILAYA YA ARUSHA

YAH: KUMTAMBULISHA KWAKO MTAFITI NDG. MOSES DAINESS PAULO

Tafadhali husika na somo la barua hapo juu.


Katika Utumishi wa Umma.

Katonga
Maimuna Illonga
KNY: MKURUGENZI MTENDAJI (W)
HALMASHAURI WILAYA ARUSHA