

## **A Comparative Study of Teachers' Motivation on Work Performance in Selected Public and Private Secondary Schools in Kilimanjaro Region, Tanzania**

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### **ABSTRACT**

*The objective of this study was to do a comparative study of teachers' motivation and work performance in selected public and private secondary schools in Kilimanjaro region in Tanzania.*

*One hundred secondary school teachers from Kilimanjaro region in Tanzania participated in the study. Non probability sampling procedure specifically purposive sampling, i.e. heterogeneous one involving selected public and private secondary schools from Kilimanjaro region was applied where the researcher targeted the schools believed to be reliable for the study.*

*From descriptive statistical analysis, the results reveal major motivating factors that impact teachers' work performance like the provision of attractive salary, means of transport, appreciation for teachers' work performance, timely promotion and the provision of leave for short/long term training which ultimately affect their professional growth, among many. The study therefore indicated that there is a significant relationship between teachers' motivation and their work performance in the surveyed secondary schools.*

*The statistical testing of the hypothesis resulted to non-rejection of the hypothesis and concludes that there is no difference between public and private teachers' motivation and work performance between private and public schools based on the data collected at 95% confidence interval.*

*It is recommended that the Ministry for Education and Vocational Training should review the educational and vocational policy to ensure that major de-motivating factors for teachers' work performance are addressed, and that other educational stakeholders should get it clearly that they have a role to play in motivating teachers for better work performance, just to mention a few.*

### **INTRODUCTION**

#### **Background of the Study**

Motivation and performance are very important factors in terms of organizational success and achievements although from situation to situation, the level of motivation differs within an individual (Robbins, 2009). For example, in the United Kingdom teachers' motivation and/or satisfaction are found to be related with high level of professional autonomy, an intellectual challenge, feeling of benefiting the society, enjoying good relations with others, and spending sufficient time working with children while dissatisfaction is related to work overload, poor pay, and how teachers are recognized by the society (Spear, 2000).

Teachers are an important instrument in education. They are pivotal beings on which the educational process hangs provided that they determine the quality of instructional delivery as well

as the quality of education when one addresses issues such as quality assurance, quality delivery (teaching), quality context and quality learning outcomes (Onucha, 2002). Due to the fact that teachers are an important factor in determining quality of education that children receive, as such; the government and the school management have a responsibility to ensure that teachers perform to the best of their abilities. To do this, (UNESCO, 2006) suggests that the government and the school management must pay attention to a number of factors that would in turn affect teachers' motivation on their work performance, which is why assessing teachers' motivation and work performance in Tanzania by surveying the selected secondary schools from Kilimanjaro region was central to this study.

In Tanzania, younger-qualified teachers are generally less satisfied than their older counterparts who still take teaching as a privilege (Bennell & Akyeampong, 2007) and that these younger qualified teachers are heavily concentrated in urban areas.

Teachers, especially in public secondary schools, are less paid and the payment process is sometime delayed. Their educational and training needs are neglected, and they are mired in bureaucracies that support neither their effective performance nor their career progression in their jobs (Bennell & Akyeampong, 2007).

Moreover, a close examination of the various past and present education reform programmes pioneered by the Ministry of Education and Vocational Training in Tanzania shows, among other issues, a very little focus on teachers as an important factor in transforming the education system, particularly when it comes to improving their welfare and professionalism. For example, of the 39 priority programme areas in the Secondary Education Development Programme II, only two of these are distantly focused on improving teachers' welfare and professionalism (MOEVT, 2010).

Not only those, but also the consequences of low teachers' commitment is far reaching and are clearly reflected in poor students' academic performance in national examinations. Teachers' low commitment to the teaching profession partly explains the high attrition rate that has been established among teachers in Tanzania and other sub-Saharan African countries (Teachers for EFA, 2010).

Due to the fact that teachers' motivation is fragile and declining mostly in developing countries including Tanzania in aspects like poor absolute value of teachers' salaries as a significant factor influencing their performance. The significance of motivating teachers on their jobs is important due to the fact that employees' performance level never exceeds 50% of an individual capacity to perform particularly when not in fact motivated (Finer, 2000).

On the other hand in most developing countries, teachers' working conditions and environment are not supportive and thus lower their motivation and commitment to teach. In South Asia (India, Pakistan, Bangladesh, Nepal) teachers' responsibility in schools is very low due to the politicization of the teaching profession. This low accountability by teachers in school matters has also a disastrous effect on other aspects of job motivation, including job promotion, school management, deployment and recruitment (Bennell, 2004)

### **Significance of the Study**

This study provides relevant information about what really motivate teachers as they work so that the government and other stakeholders invest whatever necessary to make teachers perform to the best of their abilities.

Individual students would experience the real taste of education from those motivated teachers who are determined to give their all for the career. Through this kind of education the nation would have the very skilful individuals who can really cope with the ever-changing world, decreased dependency on the government for employment and such things at individual level.

Following unlimited investment in education through motivated teachers, children will get the best from every single teacher which in turn transforms the educational sector in the country for our social, political, cultural and most importantly, economic growth.

## **LITERATURE REVIEW**

### **Theoretical Literature**

This study was based on expectancy theory of motivation by Victor. H. Vroom of 1964 in giving an abstract construction on employees' motivation on their work performance. This theory states that people will be motivated because they believe that their decision will lead to their desired outcome (Redmond, 2013). This theory proposes that work motivation is dependent upon the perceived association between performance and outcomes and individuals modify their behavior based on their calculation of anticipated outcomes. Teachers would put much or less effort depending on what they expect to be the outcomes of the whole process because the expectancy theory of motivation is best described as a process theory as it emphasizes employees' perceptions of the environment and subsequent interactions arising as a consequence of personal expectations (Redmond, 2013).

Also the theory suggests that employees will be motivated if there is a positive correlation between efforts and performance, bearing in mind that better performance will result in a desirable reward and that the reward will satisfy an important need. For instance, teachers need to clearly identify their better work performance as a result of hard working which will result into issues of promotion, money incentives, appraisal, recognition and such things and that whatever rewards will satisfy their needs as employees with their ranks, experiences, academic qualifications and working environments.

Vroom's Expectancy Theory is based on three components, which are:

Firstly, expectancy with the basic assumption in the belief that higher or increased effort will yield better performance (Redmond, 2010). People's beliefs can vary greatly meaning that while one person perceives his/her efforts to lead to a great accomplishment, another person may believe the same effort will not lead to much accomplishment at all. This difference in perceptions is due to two factors which are ability and interest (Redmond, 2010). Lack of ability or interest will decrease a person's expectancy. It means that with proper training and a high interest level, teachers will have an increased level of expectancy. Employers, for example, need to keep this in mind as they create ideas to motivate their teachers because by encouraging teachers and building self-efficacy, managers and supervisors can increase their expectancy.

Teachers need conditions that enhance expectancy which include having the correct resources available like teaching materials, facilities like well constructed classrooms, laboratory equipment and well equipped computer rooms, the required skills set for the job at hand in subject specializations and having the necessary support from their employers as well as the supervisors to get the job done correctly.

Secondly, instrumentality which can be described as the thought that if an employee performs well; a valued outcome will come to him/her. Some things that help instrumentality are having a clear understanding of the relationship between performance and the outcomes, having trust and respect

for people who make the decisions on who gets what reward, and seeing transparency in the process of who gets what reward (Scholl, 2002). An example of instrumentality of expectancy theory would be, if I complete more work than anyone else, will I get a promotion before they do? The variables affecting instrumentality are trust (in leaders), control, and policies i.e. how formalized are rewards' systems in written policies? (Scholl, 2002). Something is considered to be instrumental if it is conditional upon something else, or is believed to directly result into a particular outcome (Redmond, 2010). Remembering the influential element of perceptions and beliefs, what people believe to be an outcome may not be the actual outcome resulting from their performance. If people do not see a connection between their performance level and a possible outcome, they are less likely to be motivated (Redmond, 2010). Teachers will get motivated if they are made to understand the relationship of their devotion to perform with the outcomes, meaning that if they perform poorly the outcomes will be poor as well and vice versa and that the whole process of rewarding them should be made transparent so that they would have a realization of the fact that whatever comes to them as rewards results from their performance level and not the other way round because when an ambiguous reward structure is in place or where a workplace lacks specific rules and policies, employees/teachers have few clues as to what acceptable behavior is and will find it difficult to ascertain what rewards they may obtain for their efforts.

The third component of expectancy theory is valence which refers to the beliefs about outcome desirability (Redmond, 2010). There are individual differences in the level of value associated with any specific outcome. For instance, a bonus may not increase motivation for an employee who is motivated by formal recognition or by increased status such as promotion. Valence can be thought of as the pressure or importance that a person puts on an expected outcome. Importantly is to note that valence is not the actual level of satisfaction that an individual employee receives from an outcome, but rather it is the expected satisfaction he/she receives from a particular outcome (Redmond, 2010). The value employees place on an expected outcome or reward is directly related to who they are, their needs, goals and values/preferences. For example this could include things such as paid time off, extra cash bonuses or raises. As there are individual differences in employees, teachers are not far from the same fact. Some of them may value motivation differently based on individual teachers' perception. For example some may feel motivated through promotion, other through appraisal, recognition, money incentives or even having the job done. Questions like do I want a bigger raise? Is it worth the extra effort? Do I want a promotion? are simply common among teachers. Motivation for teachers should therefore consider those individual differences attached to the value of the outcome for continual better work performance.

Therefore, considering the fact that expectancy includes effort, instrumentality involves performance and valence is based on rewards, teachers' motivation should cut across all these components that form a motivational force which will make them work to the best of their abilities in order to realize the instructional as well as national educational objectives.

### **Empirical Literature**

(Keisa, 2009) a study in Sweden which reported that professional development was a way to help teachers cope more effectively to maintain quality amidst higher demands in a rapidly changing educational environment and better manage the negative aspects of their practices by identifying their strengths and how to use them more effectively. (Bjekic, 2010) further added that in analysing teachers' continual professional development, their improvement means the development of three fundamental professional competencies which are education competencies, programmed-subject competencies and communication competencies. All these teachers' activities and teaching

processes are determined by teachers' work motivation that drives them into professional development desires. Also, professional identity pertains to how teachers see themselves as teachers based on their interpretation of their continuing interaction with their context (Kelchtermans, 2009). It is argued here that this interaction manifests itself in teachers' job satisfaction, occupational commitment, self-efficacy and change in level of motivation. Good performance depends on whether staffs are able to do things, or whether they are willing to do things meaning that the level of performance depends on the level of motivation that stimulates teachers to work and carry out the necessary tasks to achieve the educational goals. Knowing what to do, how to do, where to do and when to do would help teachers achieve the stated objectives and even go beyond them.

Additionally, Ofoegbu (2004) examined teacher's motivation in association with salary in Nigeria. The study focused on finding out if teacher motivation would subsequently translate to classroom effectiveness and school improvement in Nigeria. With the use of questionnaires and interviews, Ofoegbu's findings confirmed 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 favourable working environment were provided.

## **RESEARCH METHODOLOGY**

### **Research Design**

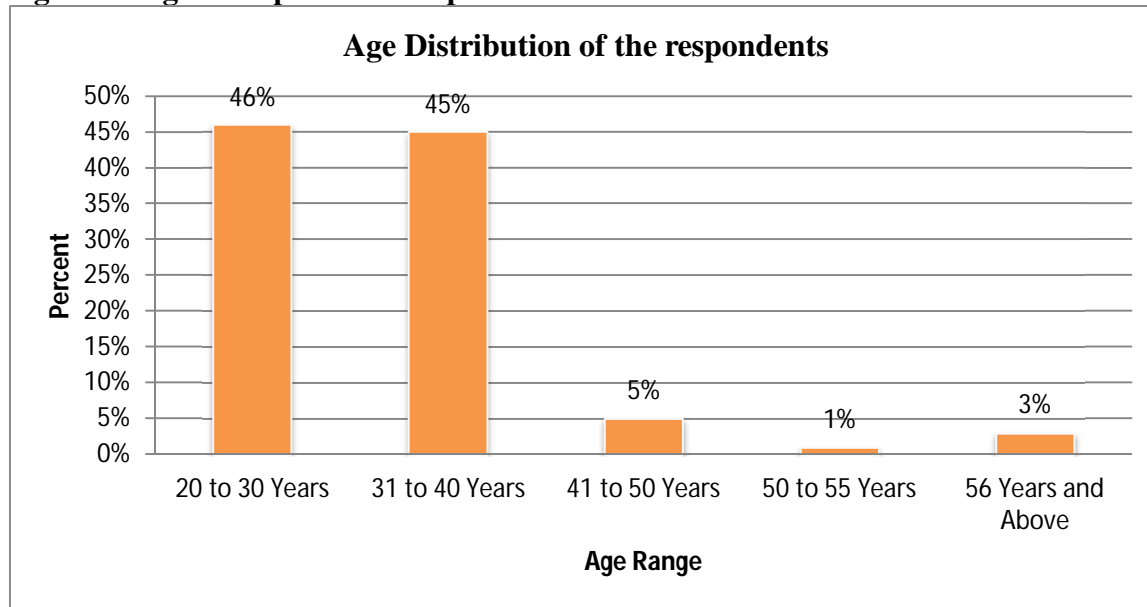
This study based on quantitative design which was a comparative study where the researcher selected a sample of subjects and administered questionnaire to collect data. This design helped the researcher to describe respondents' attitudes, beliefs or opinions about the research topic so that information about a large number of people (professional employed teachers) could be inferred from the responses obtained from a smaller group of respondents (the sample). It was a survey research that used scientific sampling and questionnaire design to measure characteristics of the population with statistical precision. It sought to provide answers to such questions as how many people feel a certain way and how often do they do certain behaviour.

The researcher used non-probability sampling procedure specifically purposive sampling i.e. heterogeneous one, involving selected private and public secondary schools from Kilimanjaro region. In this sample method, the researcher purposely targeted the schools believed to be reliable for the study. The power of purposive sampling lied in selecting information and rich cases for in depth analysis related to the central issues being studied as far as quantitative research is concerned. Random sampling was done on the selection of respondents before the questionnaires were distributed. The sampling was proportional where sample included secondary school teachers in selected schools from Kilimanjaro region, and the sample size was 100 teachers, 50 from public schools and 50 from private schools.

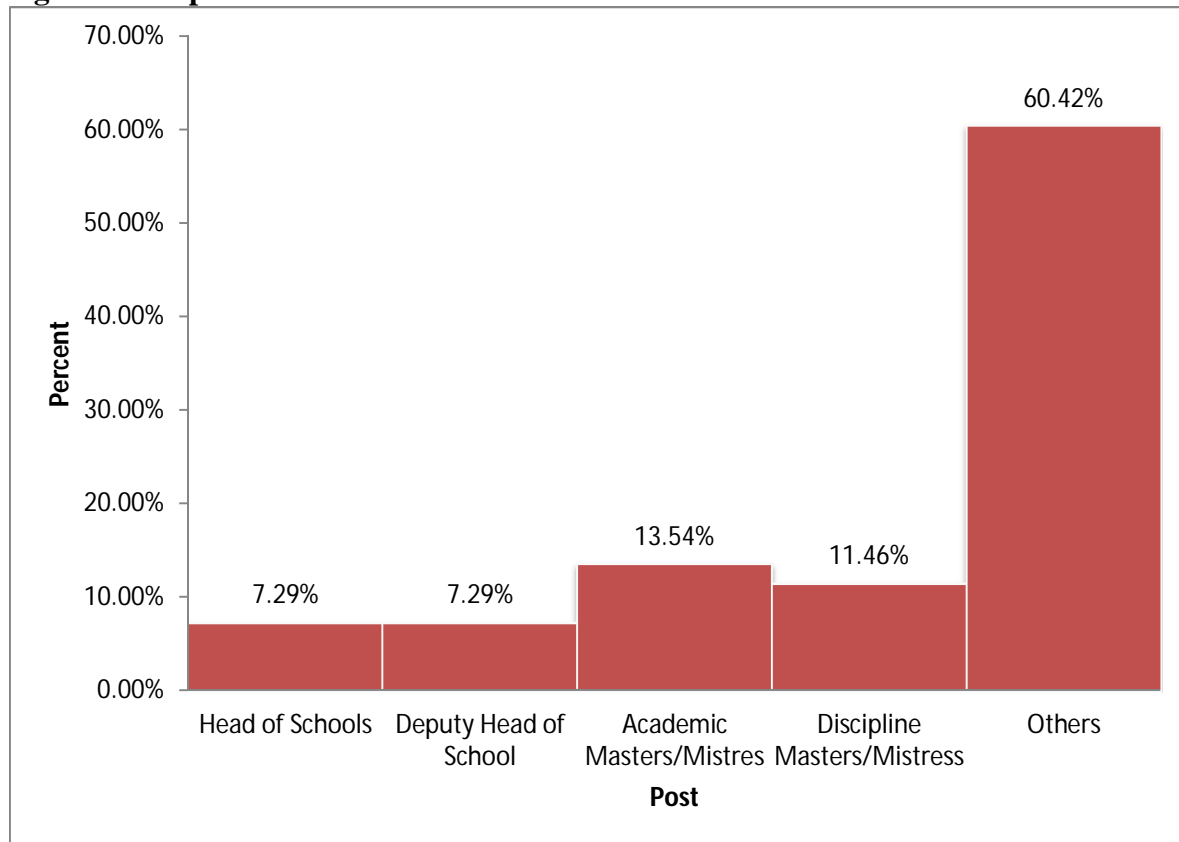
## **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

### **Demographic Information of Respondents**

As stated earlier the study included a sample of 100 teachers who were conveniently selected and filled the questionnaires on the day of their school visit. Out of 100 teachers, 50 per cent were female while the other 50 per cent were male (Figure 1)

**Figure 1: Age Groups of the Respondents**

The respondents were asked to indicate their posts. Five categories were predetermined including Heads of schools, Deputy Heads of schools, Academic Master/Mistress, Discipline Master/Mistress and others. It was established that 7.29% (n=7) were Heads of schools, 7.29% (n=7) were Deputy Heads of schools, 13.54% (n=13) were Academic Masters/Mistresses and 11.46% (n=11) were Discipline Master/Mistress. Larger portion, which comprised of 60.42% (n=58) were in the group of others for regular/normal teachers (Figure 2).

**Figure 2: Respondents' Posts**

### **Motivational Factors that Affect Teachers' Work Performance**

This section presents the complementary set of information from teachers' responses on the motivational factors that affect teachers' performance. This part also addresses the objective one of the study that requires identifying the motivational factors that affect teachers' work performance. These are the factors, which were predefined, and they may affect them in performing their duties, which in turn will impact their work performance. As indicated earlier, the study involved 100 teachers from the schools under study. It should be noted that the questionnaire contained major items, which were relevant in gauging the key factors for teachers' motivations.

This section was intended to answer the research question: What are the motivational factors that affect teachers' work performance?

In the analysis of the responses, the frequency and percentage were used to measure the statistical significance of the distributions of responses to items used to investigate motivational factors that motivate teachers and hence improve their work performance



**Table 1: Teachers' Motivational Factors**

Variable	Responses (%)		
	Yes	No	Total
Better salaries that match teachers' academic qualifications.	76	12	88
Monetary rewards for good students' academic performance.	74	8	82
Availability of quality teaching/learning facilities like better housing, quality transport networks and teaching/learning materials.	80	10	90
Opportunities to professional development including attending professional seminars, workshops or leaving for further studies.	67	19	86
Timely promotions.	75	10	85

From Table 1 above on basic statistics, a binary scale was applied in measuring the responses from the respondents. Yes (=1) was assigned to a variable if a respondent agreed and No (=2) if the respondent disagreed with the related measure of motivational factors.

Based on the above scale it can be seen that the teachers strongly agreed on the motivation factors based on the provided scale. Teachers strongly agreed on availability of quality teaching/learning facilities like better housing, quality transport networks. The items happened to have 80% of respondents agreeing on the matter. 10% disagreed on the same and 10% did not indicate the response.

This is in agreement with similar studies pointing poor teaching and learning facilities as a major contributing factor to poor quality of education, in our case the poor students' academic performance. (Caprara, 2006) commented that it is better to foster teachers' motivation as one of the measure to address the problem of deteriorating quality of education.

The above findings go in hand with similar studies done including (Frase, 1989) who found that two set of factors that affected teachers' ability to perform effectively were work context factors such as the teaching environment and work content factor such as teaching.

In general, it implies that teachers agree to the fact that their motivation will increase and ultimately impact their work performance for the sake of students' academic success and the educational sector as a whole.

Better salaries had happened to be the second highly rated motivational factor that is considered by teachers to have the impact on their work performance. The item had happened to have 76% of respondents agreeing that better salary that matches teachers' academic qualifications have an impact on their motivation and hence work performance.

Empirically, in Tanzania the salary scale for teachers is quiet low compared to other professionals. According to "Nyarakaza Maendeleo ya Utumishi" for the year 2009 as compiled by Public Service Management Library the salary is lower than those of Health, Judicial and Agriculture and Livestock. Table.2 below portrays the reality of salary scale for teachers as compared to other professionals with similar education qualification.



**Table 2: Basic Salary for Teachers as Compared to other Professionals**

Profession	Certificate	Diploma	Degree
Teachers	244,400	325,700	469,200
Health	472,00	682,000	802,200
Judicial	630,000	871,500	1,166,000
Agriculture and Livestock	959,400	1,133,600	1,334,00

Source: “Nyaraka za Maendeleo ya Utumishi” for the year 2009, as compiled by Public Service Management Library.

From the above table, the monetary reward had happened to be highly rated by the respondents. The variable had happened to attract over 75% of participants who agreed that it motivates teachers in their endeavour.

The finding is in agreement to that made by Robbins and Judge (2009) who examined recognition and reward as something that motivate employees including teachers. They argued that nothing makes an educator feel more welcomed and needed quite like a reward or gift. Teachers who have been on the job for many years need to be motivated by reward. This is also in line with findings by Frase, (1992) which offered a reason to explain why external rewards are insufficient to sustain teacher motivation. There is overwhelming research evidence that alludes to the fact that individuals enter the educational field to help young people learn and their most gratifying reward is to accomplish this goal.

The teachers also considered provision of professional development opportunities as a motivating factor. It was mentioned that this could be in the form of workshop/seminars or accord the teachers long leave with payment to attend the long-term training. Other studies argue that administrators must create the opportunities for teachers to attend in service training in areas they found interesting and it will motivate them to continue learning and teaching.

Teacher mentoring programs was a supportive way that helped reduced teacher attrition and increased teacher retention (Ingersoll & Kralik, 2004). They suggested that conducive addition of programs of this magnitude helped new teachers adapt to a school culture and learning environment.

Other motivational factors as pointed by respondents from private schools include quality of food for staff and availability of health services, participate in decision making process, payment of extra hours, promotion of good relationship between teachers and school administrators and parents; provision of soft loans and improvement of working environment.

From public schools the following were recommended as a way to motivate teachers; provision of enough teachers, improve relationship between teachers and parents, convene parents meetings, fairness in appointment system, participation in syllabi development or review, collaboration and cooperation among teachers, extra time payment and provision of soft conditioned loans.

The five items used to measure the relationship between the predetermined variables were established as a way to gauge if there exist relationships among the variables themselves.

The inter-correlation matrices of the measured variables are presented in Table 3 below. The results in the table shows that the most strongly correlated variables are as bolded and yellow highlighted. The most correlated variables include the salary, monetary rewards and facilities. So, the overall findings provide evidence of significant correlation between teachers' motivation and the above-mentioned variables as measured from the teachers' perspective. The above five variables were found to have a correlation with the teachers' work performance as they are considered to be independent variables.

**Table 3: Inter-Correlation Matrix of Motivational Factors**

	<b>Salary</b>	<b>Monetary Reward</b>	<b>Facilities</b>	<b>Professional Development</b>	<b>Timely Promotion</b>
<b>Salary</b>	1.000				
<b>Monetary Reward</b>	<b>0.547</b>	1.000			
<b>Facilities</b>	<b>0.594</b>	<b>0.450</b>	1.000		
<b>Professional Development</b>	0.292	<b>0.409</b>	0.344	1.000	
<b>Timely Promotion</b>	0.360	<b>0.385</b>	0.325	0.393	1.000

### **The Relationship between Motivational Factors and Teachers' Work Performance**

A Likert scale of 5 levels was used to assess the relationship between teachers' motivation and their work performance in selected secondary schools from Kilimanjaro region including Siha Secondary School, Kilingi Secondary School, Hai Day Secondary School, St. Dorcas Seminary, Moshi Technical Secondary School, St. Marygoreth Secondary School, Mbokomu Secondary School, Uchira Secondary School, Vudoi Secondary School and Green Bird Secondary School. A scale of 1 was assigned strongly disagree, 2 for disagree, 3 for undecided, 4 for agree and 5 for strongly agree. Participants were asked to rate the five factors in relationship to their work performance as pointed by the Table 4 below.

The table present statistical percentages of counting for the given scale. It can be established that over 83% (i.e. 31%+52%) of participants agreed that the better salaries make teachers work to the best of their abilities. 78% of participants indicated that monetary rewards for best academic performance increase teachers' commitment to work. The housing facility was also identified to be one of the factors that can improve the work performance of teachers. It was supported by over 75% of participants. Provision of quality transport services to teachers to enable them arrive to their office at convenient times was also identified as a factor to improve the work performance of teachers, the factor turned out to be supported by over 72% of participants. Availability of quality teaching and learning facilities was also established to be the factor that improves the work performance of teachers. It turned out to be supported by over 90% of teachers.

The promotion aspect was not skipped as one of the factor that improves the work performance of teachers. It was supported by over 84% of participants that it improves their work performance.

**Table 4: Relationship between Motivational Factors and Work Performance**

Factor	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I. Better salaries make teachers work to the best of their abilities	6	6	4	31	52
II. Monetary rewards for good students' academic performance increase teachers' commitment to work	2	8	11	35	41
III. Housing facilities make teachers comfortable as they prepare lessons	7	5	11	29	46
IV. Quality of transport networks leads to timely arrival of teachers to their work stations	6	8	12	31	41
V. Availability of quality teaching/learning material makes teachers more effective on teaching	4	2	3	24	66
VI. Timely promotions bring about the feeling of recognition	4	3	5	21	63

**Table 5: Analysis of Variance (One-Way)****Summary**

Groups	Sample size	Sum	Mean	Variance
q21betersalary	99.00	414.	4.18182	1.33395
q22monetaryrewards	97.00	396.	4.08247	1.05563
q23housingfacilities	98.00	396.	4.04082	1.44162
q24qualitytransport	98.00	387.	3.94898	1.43036
q25qualitymaterials	99.00	443.	4.47475	0.92538
q26timelypromotion	96.00	424.	4.41667	1.04561

**ANOVA**

Source of Variation	SS	df	MS	F	p-level	F crit
Between Groups	21.96101	5.00	4.3922	3.64205	0.00298	2.22953
Within Groups	700.66931	581.00	1.20597			
Total	722.63032	586.00				

The statistics in Table 5 above indicates that teachers strongly agree that timely promotions bring about the feeling of recognition, and availability of quality teaching and learning materials makes teachers more effective on teaching. The results are similar to the results obtained on the percentage of rating of likert measurements. In general, the results of the mean had happened to have the rating of about 4 indicating that participants agree with the predetermined relationship between motivational factors and work performance of schools in Kilimanjaro Region.

However, analysis of variance was generated to test if there is a significance statistical difference with the two groups on the relationship between motivational factors on work performance as rated by private and secondary schools teachers.

Assumptions were made in applying the one way analysis of variance; the observations were obtained independently and randomly from the population of participants in our case teachers in secondary schools in Kilimanjaro; the second assumption was that the population at each factor level is approximately normally distributed; thirdly, the normal population has a common variance. The One Way Analysis was used to obtain the variances statistics between and within the groups. Between the two groups, the F happened to have the value 3.6420 and F Critical had happened to have the value 2.22953. The p value of the statistics between the groups resulted to 0.00298 which is less than the 5% level of significance.

The value of F statistics indicate that the calculated statistics is greater than the critical F value, therefore, we reject the hypothesis that there is not statistical differences on perception of motivational factors and work performance as rated by both private and public teachers for schools under investigation. It can be concluded that the two groups perceived the motivational factors and work performance as the same.

The same results is obtained by looking at the p-value statistics which had happened to be less than the 5% and thus indicate that there is not significance difference for the responses provided by the teachers in private and those of public as far as motivational factors and work performance is concerned.

### **The Existing Differences between Public and Private Schools in Motivation and Work Performance**

To investigate the existing differences for the identified variables, respondents were asked to give their ratings on the factors of motivation to improve their work performance. Table 6 below indicates the statistical variation on the identified variables. It was expected that they would equally rate the given phenomenon as the study picked the same number of public schools to those of private. Categorically, from table 6 below it can be seen that the number of teachers who said YES for salary satisfaction in private school is 21, greater than the number of teachers in public school who rated as YES which was 12. In other words majority of teachers in private schools support the idea that salary as a motivating factor for work performance is satisfactory. On the other hand, those who rated NO in public schools are many compared to those in private school. It implies that teachers in private secondary schools are better paid than those in public ones and therefore more motivated to work.

The monetary rewards was also rated by 44 out of 77 (33+44) participants in total to be one of the factors to improve their work performance. The number comprised of 23 and 21 from private and public schools respectively. Although teachers from both sectors agreed that monetary rewards for students' better academic performance are satisfactory, i.e. 23 for private school teachers and 21 for public ones, there is still a greater support from private schools as compared to those of public schools which makes a difference because private schools are market oriented and that better performance from both teachers and students ensures their marketability.

The difference can be noted from public to private schools in terms of teachers' permission rate for professional development. It is without doubt that teachers in public schools are given permission to attend long and short-term trainings. The case is different from teachers working private schools. 21

teachers from public schools against 8 teachers from private schools indicated that they are given permission for further studies or professional development. It is due to the fact that the government continues paying those public secondary school teachers whenever they rightly go for further studies and even covers their tuition fee, while the employers for private secondary schools do not do the same thing for their teachers and if they do, it remains a rare case.

The issue of availability of teaching and learning facilities was one of the interesting findings where the majority (n=44 out of 66) in private schools support the idea that the facilities are available. The facilities considered include better houses for teachers, good working environment and teaching/learning materials. The number of teachers (n=22) support the idea in public schools is almost half of those in private schools, which means that situation in public schools, is not compared to those in private schools. The situation is largely due to the fact that private schools are believed to be competitive in nature as well as market oriented. Therefore they are established in a manner that all the necessary facilities are available so as to attract human resources as well as enough students to guarantee their survival.

**Table 6: Comparisons of Motivational Factors for Public and Private Schools**

FACTORS	PUBLIC SCHOOLS		PRIVATE SCHOOLS		TOTAL	
	YES	NO	YES	NO	YES	NO
I) Teachers are satisfied with their salary scales	12	22	21	19	33	41
II) Monetary rewards for better students' academic performance are satisfactory	21	14	23	19	44	33
III) Teachers' permission rate for further studies (professional development) is satisfactory	21	11	8	35	29	46
IV) There is availability of teaching/learning facilities like better housing, working environment and teaching/learning materials	22	14	44	4	66	18

This section was also required to test the hypothesis that:

There is no significant difference between public and private teachers' motivation and work performance in selected secondary schools from Kilimanjaro Region.

**Table 7: Analysis of Variance (One-Way)**

**Summary**

Groups	Sample size	Sum	Mean	Variance
q31teacher are satisfied	74.00	115.	1.554	0.25
q32teachers' rewards	77.00	110.	1.429	0.248
q33teacher permission	75.00	121.	1.613	0.24
q34availabilityofteachingfacilities	85.00	201.	2.365	112.663

**ANOVA**

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p-level</i>	<i>F crit</i>
Between Groups	44.291	3.00	14.764	0.476	0.699	2.634
Within Groups	9,518.622	307.00	31.005			
<i>Total</i>	9,562.913	310.00				

From the statistical analysis of variance given in Table 7 above it was established that the F statistics value of 0.476 and the (F Critical) is 2.634. Since the calculated F statistic is less than F critical value, therefore, we do not reject the above hypothesis and conclude that there is a statistical significant difference between the ratings given by the teachers in public school to those of private schools. By a simple looking at the above data it can be seen there is a difference between the ratings given by teachers from the two categories but at 95% confidence interval we cannot conclude that the ratings provided by teachers in public are far different from those provided

## **SUMMARY OF FINDINGS, AND RECOMMENDATIONS**

### **Summary of Major Findings**

Descriptive statistical analysis revealed the major motivating factors that if employed can impact teachers' work performance. These include provision of attractive salary, provision of means of transport, appreciation of teachers' performance, timely promotion, and provision of leave for long/short term training, which will ultimately help in professional growth and its associated benefits. In other similar studies conducted it has been also revealed that provision of a reasonable salary to teachers have significantly contributed to motivating teachers which ultimately increased academic performance.

Furthermore, following the significance of the factors and recent strikes mobilized by teachers all over the country, the researcher interested to investigate the salary scale and comparison to other professionals across the country. Empirically, the study found that teachers earn low salary as compared to other professionals including health, judicial, agriculture and livestock. Through empirical review of secondary data it has been established that teachers earn about half of other personnel with the same qualification.

Furthermore, statistical analysis and specifically use of likert-type and binary scale and F Distribution established that there is a strong relationship between the above-identified factors that affect teachers' motivation and its impact to work performance in secondary schools with reference to schools from Kilimanjaro Region.

Other major factors considered to impact the teachers' performance were recognized to be lack of necessary facilities like books, laboratories and insufficient number of teachers in each subject, quality of food for teachers and health services, giving teachers opportunity to participate in decision making, participatory process in amending the curricula and inefficient school management.

From the assessment and review on government contribution towards motivating teachers it has been established that the government had been developing the infrastructure for the education system in the country. The Region had made effort in improving the teaching and learning environment in secondary schools. The efforts made had impact to teachers and significantly contribute to their work performance. Through the empirical study conducted it has been revealed that the government efforts in putting up new or improving the existing infrastructure has been

declining from year to year. This has resulted to impact on academic performance to most of students and de-motivation to teachers. The number of teachers' houses has tremendously impacted teachers. Laboratories in many public schools are inadequate and impacted poor performance in sciences subjects in particular.

Generally, despite the fact that the government is directly and largely responsible for the prosperity of public secondary schools in the context of teachers' motivation, teachers themselves should make up their minds and step up before asking for extrinsic motivations because unless they are ready to work, the government may provide everything which may turn into a wastage of resources.

### **Recommendations**

1. Despite the remarkable efforts by the government to improve the education system, still teachers are not motivated to the extent that it impacts their work performance including academic activities at different levels. For the regional level where this study was based, it has been identified that the same effort has been declining from year to year. The government is therefore recommended to rethink initiatives stipulated in SEDP phase two to ensure that factors impacting overall quality of education are clearly addressed.
2. The Ministry of Education and Vocational Training should review the education and training policy to ensure the major factors de-motivating teachers are well addressed. The major identified factors include in-house training, reward of teachers who perform well, providing the basic facilities like housing and some benefits to teachers.
3. Educational stakeholders including companies, private and public enterprises and individuals also have great role to play in motivating teachers. They can do this by awarding short/long term training scholarships, donating educational equipment in the form of residential houses, books, laboratory equipment, sports equipment and the likes.
4. The Ministry and other obliged authorities should rethink on the existing salary disparities between teaching professionals and the rest. There exists salary difference between public and private owned schools as investigated. This has been a major de-motivating in this study and other consulted reports and related studies.
5. The government has planned for SEDP phase one. It is good to note that the expansion of service providers like schools was achieved to large extent. However teacher's motivating factors have not been considered so far. Teachers have been complaining about the little salary. It is argued that the government should have plans like SEDP but geared towards motivating teachers. In the past teachers were sponsored by the government for further studies but recently this is no longer the case. Completely cancellation of the benefits and scholarships has de motivated most of the teachers. Few who manage to pay for tuition fees decide to change their career progression.



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