



Motivating Factors Influencing Public Primary School Teachers' Performance in Tanzania: A Case of Mbogwe District

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Abstracts: *The study investigated motivating factors that influence teachers' performance in public primary schools following the implementation of the newly introduced policy of fee free education. The study was guided by Maslow theory of motivation which is usually known for its five fundamental needs of a person: physiological, security, affiliation, esteem, and self-actualization. The study adopted descriptive research design, employing a quantitative approach supported by qualitative approach. A total sample of 120 respondents participated in the study, of whom 20 respondents were head teachers and 100 respondents were ordinary teachers. The sample was obtained through simple random sampling and purposive sampling. The study found that motivating factors tend to influence teachers' commitment to their teaching and learning processes, therefore promoting students' academic performance. Thus, teachers' positive motivation improves students academic performance and vice versa. Based on the study findings, the study recommends that the government should improve the working conditions for teachers in public primary schools through the following: improve working conditions by building more teachers' houses with availability of services such as electricity and water, increasing teachers' salaries and annual increments, timely teachers' promotion, building of laboratories with equipment as well as provision of mobile laboratories to enhance effective teaching and learning process, improving classrooms conditions and teaching facilities to facilitate easy teaching-learning process and laying down primary school education policies that enhance teachers' motivation.*

Keywords: *Teachers' motivation, Motivating factors, Remuneration factors, Working condition*

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1. Introduction

The Tanzanian government has been introducing various policies that aim at promoting the quality of education in the country; one of the policies is the current Education and Training Policy (ETP) of 2014. The implementation of this policy aims to mitigate various challenges including teachers' low morale due to poor motivation (remuneration) and poor working conditions. However, Mashala (2019) noted that the implementation of ETP of 2014 has paid much attention to students' enrolment and the construction of infrastructure, while teachers have a

lot of issues to be dealt with including salary increments and promotions. These situations add much pain to teachers' and de-motivate them as instead of getting relief from good packages, they are denied some of their benefits they had before. Teachers' motivation is very essential as it directly promotes students' academic performance (Alarm, 2011; Mkumbo, 2013). There is a strong correlation between teachers' efficacy and students' performance (Marques, 2010; Marwa, 2017; Mustafa & Othman, 2010). Motivated teachers are likely to put more efforts towards achieving the goals set by their schools because they will be happy to contribute their best in a school that cares about their needs.

According to Maningu (2017), motivation plays a vital role in the organization as it increases the employees' production enhancing the goals to be achieved in an efficient way. This means that low motivation of teachers affects their performance, which in turn affects the students' academic performance. Bakahwemama (2010) examined the levels of motivation among secondary school teachers and found that there was massive turnover of teachers in secondary schools leaving their teaching profession particularly for the experienced teachers due to lack of motivation. Lack of teachers' motivation result in an increase of teachers' absenteeism which leads to teachers' turnover (Mdeme, 2014; Basil, 2013). Therefore, motivating teachers appropriately will not only positively affect teachers' efficacy but also increase the quality of education to the students they teach (Belle, 2007; Davidson, 2006; Mayaru, 2015; and UNESCO, 2006).

2. Literature Review

Teachers' motivation challenges emerged in the mid of the 1980s when the government started to implement Structural Adjustment Programmes (SAPs) conditional ties from the World Bank and IMF for its economic recovery (Vavrus, 2005). One of the conditional ties imposed was the reduction in public spending on social services, including education at all levels (Utne, 2006). Prior to the implementation of SAPs conditional ties, teachers were paid salaries, leave allowances, transport allowances, rent allowances, and teaching allowances. The reduction of public social services affected teachers' motivations as various allowances were no longer provided (Utne, 2006) hence teachers were forced to depend solely on their salary (Mdeme, 2014; Moses, 2017) and therefore engaging in other economic activities paying little attention to their teaching careers (Moses, 2017). Various theories explain the importance of motivation including the Maslow's theory of motivation which is usually known for its five fundamental needs of a person, which are physiological, security, affiliation, esteem, and self-actualization (Maslow, 1943). On the other hand Frederick Herzberg a motivational psychologist established another theory regarding the importance and satisfaction of numerous human needs, as well as how people seek these needs (Gawel, 1997). The theories can be applicable for teachers by understanding their physiological needs that may include payments, benefits, security, health and medical facility, accommodation and transportation, and comfortable working environment.

Some governmental measures and methods have been implemented to address the problems of teacher motivation and education in the country; for example, the government implemented Salary/Pay Reform in 1999,

2005, and 2010 with the goal of boosting pay among the civil servants (Lambert, 2004; Mutahaba, 2005). It was thought that a raise in pay would result in better performance in the education sector. The Teacher Development and Management Strategy (TDMS) was created in 2007 to give a comprehensive, holistic, and all-encompassing strategy to address issues such as teacher training and recruitment, deployment, and motivation, among others (URT, 2008). Furthermore, in 1997, the Education Sector Development Programme (ESDP) was created, as well as the Secondary Education Development Plan (SEDP) for the years 2004–2009 and the Primary Education Development Plan (PEDP) for the years 2001–2006, 2007–2011, all with the goal of improving the education sector in Tanzania by increasing access, improving equity, and improving the quality of schools (URT, 2008).

Despite governmental initiatives to address some of the teachers' issues, allegations of poor working conditions in public primary schools still persist. The poor living and working conditions for public primary school teachers have over time seriously eroded many teachers' motivation to carry out their teaching and non-teaching roles in an unacceptable manner (Maningu, 2017; Mayaru, 2015; Mdeme, 2014). The situation has worsened particularly during the enforcement of fee free education where massive students were enrolled in public primary schools hence a necessity to conduct this study. The study therefore investigated the influence of public primary school teachers' motivation on students' academic performance in Mbogwe district primary schools by identifying the factors that influence teachers' performance in public primary schools. The study was conducted in the public primary schools because the fee free policy caused the rapid increase of students' admission in the schools.

3. Methodology

3.1. Research Approaches

The study employed both quantitative and qualitative research approaches. The researcher used quantitative approach as the main research approach in investigating the motivating factors which tend to influence teachers' commitment to their teaching and learning processes, this assisted the researcher to present their perspective about motivating factors.

3.2 Research Design

The study used descriptive research design where data were analysed by means of descriptive statistics such as tables, frequencies and percentages. The design allows

the collection of data on more than one case at one point at a time. Descriptive survey research design presents an opportunity to fuse both quantitative and qualitative data as a means to reconstruct the "what is" of a topic. Trochim, (2006) states that, a descriptive survey design is a very valuable tool for assessing opinions and trends. The main purpose of a descriptive survey design is to obtain information from a defined set of people so as to generalize the sample results to the population. A research design is the arrangement of the conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose in procedure (Kumar, 2011).

3.3 Area of the Study

Mbogwe district was selected because the district is performing poorly in primary school level as compared to other districts in Geita region. Although Geita region has been improving in primary school national examination results, a declining performance was observed in Mbogwe district council the district being the last in 2018 (The National Examination Council Report, 2018). The data demonstrates that there is a problem in the teaching and learning process particularly in Mbogwe district that could be attributed to low teachers' motivation.

3.4 Sample and Sampling Techniques

A total sample of 120 respondents participated in the study, of whom 20 respondents were head teachers who were purposively selected and 100 were ordinary teachers who were randomly selected. The total number of respondents was anticipated to cover at least quarter of all teachers in the population. A random and purposive sampling method was used in order to provide rich

insights. Teachers teaching each class were recruited to avoid the biasness of getting teachers teaching one level only. On the other hand at least one teacher from each department was randomly selected in order to get a reasonable representation from all departments.

3.5 Data Collection Tools

The study comprised both primary and secondary data, employing questionnaires and observation guides as primary data collection methods and documentary review as secondary data collection method. The questionnaires with Likert scale questions were administered to 120 teachers of the selected 12 secondary schools where in each school 10 teachers were randomly selected.

3.6 Data Analysis

Quantitative data relating to teachers motivating factors including working condition factors and remuneration factors were tested for normality summarized and presented using descriptive statistics. Data from observation were transcribed verbatim after ensuring that sufficient information has been achieved through observation guide.

4. Results and Discussion

4.1 Demographic Information of the Respondents

Table 1 presents the personal information of the respondents such as gender, education level, and age.

Table 1: Demographic Information of the Respondents (n=120)

Category	Frequency	Percentages (%)
Gender		
Head Teacher	20	17
Class Teacher	64	53
Ordinary Teacher	36	30
Total	120	100
Educational level		
Certificate	74	62
Diploma	42	35
Degree	4	3
Total	120	100
Age		
25-30 years	40	34
31-35 years	34	28
36-40 years +	23	19
41 years +	23	19
Total	120	100
Working experience		
1-5 years	27	22
6-10 years	38	32
11-15 years +	31	26
16 years +	24	20
Total	120	100

Table 1 show that 17% (20) of respondents were head teachers, while 53% (64) of respondents were classroom teachers and 30% (36) of respondents were ordinary teachers. 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.

Also, table 1 indicates that most of the respondents 62% (74) had a certificate in education; this was followed by 35% (42) of respondents who had a diploma in education, and 3% (4) of respondents with a bachelor's degree. This implies that 100% (120) of the respondents who participated in this study had the necessary academic qualifications to be employed in the teaching profession and had varying levels of educational qualification. Therefore, from the data above it is envisaged that the respondents were expected to understand the influence of teachers' motivation on students' academic improvement.

Moreover, the findings from table 1 show that majority of the respondents 34% (40) were between 25-30 years of age; this was closely followed by 28% (34) of respondents whose age group was 31-35 years, while 19% (23) of respondents were between 36-40 years, and another 19% (23) of respondents were 40 years and above. The findings show that majority of the

respondents, 34% (40), were 25-30 years old. This indicates that a good number of teachers who took part in this study were experienced enough to be able to understand the influence of motivation on students' academic improvement.

Furthermore, the findings from table 1 revealed that majority of teachers had experience of 6-10 years, with 32% (38). This was followed by 26% (31) of teachers who had experience of 10-15 years; while 22% (27) of teachers had experience of 1-5 years, and 20% (24) of teachers had experience of 16 years and above. The findings showed that a good number of teachers who took part in this study have taught for a period of more than 6 years, and they are assumed to have enough good experience to understand the influence of teachers' motivation on students' academic improvement.

4.2. Working Condition Factors that Influence Teachers' Motivation

The presentation of this section shows the factors influencing teachers' motivation on students' academic performance in public primary schools. For the purpose of quantitative responses, these factors were placed under two categories, namely: working conditions and remuneration factors. Table 2 shows the distribution summary of respondents' views on the working conditions factors that influence teachers' motivation.

Table 2: The Summary of Participants' Responses to Working Condition Factors that Influence Teachers' Performance (n=120)

Working Condition Factors	Response		Total
	Agree	Disagree	
Clear job description to the teachers	88 (73%)	32 (27%)	120 (100%)
Provision of meals at school	101 (84%)	19 (16%)	120 (100%)
Availability of accommodation for teachers at school	114 (95%)	6 (5%)	120 (100%)
The school provides adequate teaching and learning resources	108 (90%)	12 (10%)	120 (100%)
The academic performance of students is well organised and enhanced	105 (87.5%)	15 (12.5%)	120 (100%)
The school is located within the teachers' reach with flexible work schedules	61 (51%)	59 (49%)	120 (100%)
There is a positive school culture that enhance collective leadership style	90 (75%)	30 (25%)	120 (100%)
The government educational policies allows teachers to do their job effectively	100 (83%)	20 (17%)	120 (100%)
Presence of well organised extracurricular activities	99 (82.5%)	21 (17.5%)	120 (100%)
There is inter and intra relationship in work place	92 (77%)	28 (23%)	120 (100%)
There are professional development and job advancement opportunities	70 (58%)	50 (42%)	120 (100%)

Source: Field Data, 2021

Findings in Table 2 revealed that all the sub-items scored highly due to their significant role in motivating teachers in their work. The sub-items on the availability of accommodation for teachers at school (95%); provision of adequate teaching and learning resources (90%); the academic performance of students has improved (87.5%); the provision of meals at school (84%); the government policy system allows teachers to do their job effectively (83%); the presence of extracurricular activities (82%); there is inter and intra-relationship in the workplace (77%); there is a positive school culture (75%), indicated their significance in motivating teachers in this study by their high agreed scores. Moreover, the sub-items of clear job description for the teachers (73%); opportunities for workshops organized within and outside the school (58%); and the location of the school within the teachers' reach (50%); were also important to teachers' motivation as respondents rated them above 50%. The findings are similar to the study of Janes and Rudd, (2018) which views motivation as a process-based that involves the ability to motivate followers to recognize their ability to successfully influence others as well as to motivate followers to work toward a common or good academic performance of students.

Findings show that there are several working conditions that influence teacher's motivation. These factors include: availability of accommodation for teachers at

school; provision of adequate teaching and learning resources; and provision of meals at school. Also, the government's policy system can have an impact on allowing teachers to do their job effectively. Among other factors, the presences of extracurricular activities and of intra-relationships in the workplace were indicated to be significant factors in motivating teachers. This study concurs with Rugarabamu (2018) and Musili (2015), whose studies demonstrated that conducive working conditions motivate teachers to perform better, hence promoting students' academic performance. However, working conditions for teachers in public primary schools in Mbogwe district were not promising as findings from observation indicated that there is a great shortage of teachers' houses and most of the available houses have dilapidated structures. In addition, the observation indicated that only few schools managed to provide meals to the teachers whereas the available teaching and learning materials were not sufficient.

Based on sub-items of working conditions factors, findings revealed that the working conditions factors in public primary schools have a great influence on students' academic performance. The findings are similar to Moses (2017) and Mark (2015) who found that working conditions factors have the greatest influence on teachers' motivation. However, this study identified that the newly introduced policy of fee free education in the

country did not go hand in hand with the improvement of teachers' working conditions.

4.3. Remuneration Factors that Influence Teachers' Motivation

Respondents were also asked about the remuneration factors that motivate teachers. Table 3 shows a summary of the distribution of respondents' views on the remuneration factors that influence teachers' motivation.

Table 3: The Summary of the Participants' Responses to the Remuneration Factors that Influence Teachers' Performance (n=120)

Remuneration factors	Agree	Disagree	Total
The amount of salary is commensurate with the workload	8 (7%)	112 (93%)	120 (100%)
The monthly salary payments are timely	120 (100%)	0 (0%)	120 (100%)
The allowances are adequate	18 (15%)	102 (85%)	120 (100%)
The pension scheme in place offers good expectations upon retirement	72 (60%)	48 (40%)	120 (100%)
The promotion is an opportunity open to all equally	12 (10%)	108 (90%)	120 (100%)
Extra duty allowances are on time	7 (6%)	113 (94%)	120 (100%)
It is possible to get advance payment from the school in case I have a financial problem	0 (0%)	120 (100%)	120 (100%)
The school organizes end of year come together party	67 (56%)	53 (44%)	120 (100%)
Teachers who perform well are recognized and appreciated	43 (36%)	77 (64%)	120 (100%)

Source: Field Data, 2021

The findings from Table 3 show that majority of the teachers who participated in the study agreed that the following sub-items influence teachers' performance: the monthly payments should be on time (100%); the pension scheme in place should offer good expectations upon retirement (60%) and the school should organize an end of year come-together party (56%). However, some respondents disagreed on the following sub-items: it is possible to get advance payment from the school (100%); extra duty allowances should be on time (94%); the amount of salary was commensurate with the workload (93%); promotion is an opportunity open to all equally (90%); allowances should be adequate (85%); and teachers who perform well should be rewarded (64%). This indicated that teachers who took part in this study disagreed with these sub-items thus; these situations seem to demotivate teachers. Based on sub items of remuneration factors, findings reveal that the remuneration factors in public primary schools have a great influence on teachers' performance as well as students' academic performance. This view is supported by Maningu (2017), and Abazaolu and Aztekin (2016), whose studies demonstrated that teachers would be

adequately motivated if they had their salaries regularly paid.

However, respondents disagreed with getting motivation benefits such as getting advance payment, getting extra duty allowance on time, receiving a salary that is commensurate with the workload, promotion being available as an opportunity open to all, and allowances being adequate and rewarding of teacher's performance. Such findings indicate a gap in teachers' motivation, which can in turn have an impact on students' performance. The findings are similar to Moses (2017) and Arain et al. (2014) who found that teachers are dissatisfied as a result of the working conditions and due to high cost of living they engage in other economic activities during class hours in order to earn extra income. Also the findings from the observation revealed that teachers' workload was high in twelve schools where the workload was 27-40 periods per week, which would cause teachers' dissatisfaction and influence negatively on students' academic performance. The findings are supported by Baruth (2009), whose studies show that teacher's salary (remuneration) has a positive effect on students' performance. In a related study, Gitonga (2012)

found that motivated teachers teach more effectively in the classroom than those teachers who are not motivated at all. Likewise, Nyamubi (2017) and Livingstone (2009) found that students' academic performance depends on teachers' monetary rewards and other rewards and that there is a significant relationship between monetary and non-monetary rewards on students' academic performance. Teachers were satisfied with both monetary and non-monetary incentives, such as community support.

5. Conclusion and Recommendations

5.1. Conclusion

The study concluded that teachers' motivation influences the teachers' performance hence better students' academic performance. The availability of teachers' better houses and provision of meals at schools, the provision of adequate teaching and learning resources, and adequate infrastructural facilities are the working conditions that teachers consider most important towards their level of motivation. These factors motivate teachers to put more effort into the teaching and learning process, thereby improving the academic performance of students. Improvement of salary and wages, improvement of teaching and learning environments, the creation of

professional development opportunities, the development of convenient promotion policies, and recognition and reward for good work are important remuneration factors that promote teachers' motivation hence influencing teachers' performance towards improving students' academic performance.

5.2. Recommendations

Based on findings of the current study, the following recommendations are in order:

1. The government, through the implementation of ETP (2014), should not only focus on students' enrolment but should also improve teachers' salaries and annual increments to motivate teachers, as it was revealed that teachers' timely promotion was the burning issue among teachers.
2. The government should restore the suspended teaching allowances and incentives, which were highly motivating to teachers in previous years.
3. The government should provide opportunities for professional development, develop national award programmes based on performance, and lay down educational policies that incorporate enhancement of quality education as well as motivation of teachers for the better students' academic performance.

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