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Original Article

Influence of Motivation on Teachers' Job Performance in Meru District Council, Arusha Region

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Keywords:

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The study explored the influence of motivation on public secondary school teachers' job performance. The study was prompted by the fact that similar studies concentrated on motivation to teachers in different geographical location and/or different countries with education structure and education policy different from the one applicable in Tanzania thus, the existing geographical gap needs to be filled. While Arumeru District consists of two District Councils, namely Arusha District Council and Meru District Council, the study was conducted in Meru District Council, owning a number of secondary schools compared to the other District Councils. This eases accessibility and time-saving in visiting respondents while the researcher continues with other official matters. A case study design was used, and a qualitative approach was employed whereby data were analysed using thematic analysis. Interview, Focus Group Discussion (FGD), and observation methods of data collection were used for the purpose of this study. A total of 111 respondents were involved: 100 teachers, 10 heads of schools, and 1 District Education Officer from Meru District Council. The study concluded the influences of motivation on teachers' job performance are the use of extra time for students, preventing conflict among employees, creating a mindset settled and employing a variety of methods to facilitate teaching and learning processes. The study recommended that good cooperation between staff and employers should be established and maintained strongly in order to allow public secondary schools to air their views to their employers and the employer to discover problems and challenges facing secondary school teachers. In addition, public secondary school teachers should be given allowances as a way of motivating them to improve their teaching performance.

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INTRODUCTION

Motivation guides people’s actions and behaviours towards the achievement of some goals in work and other contexts (Analoui, 2020). Attempts to improve performance in schools will never succeed if teachers’ motivation is ignored. If employees in an organisation are intrinsically and extrinsically motivated, they will render services to the employer and customers very efficiently and effectively (Practices, 2020). Teachers’ motivation, both intrinsic and extrinsic, has become an important ingredient in imparting knowledge and skills to learners. Intrinsic motivation, derived from within the person or from the activity itself, positively affects behaviour, performance, and well-being at the workplace (Filgona *et al.*, 2020). Extrinsic motivation, on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige and positive evaluations, among others. In contrast to extrinsic motivation, intrinsic motivation is said to exist when behaviour is performed for its own sake rather than to obtain material or social reinforcement (Maslow, 1943). Teachers motivated with their jobs are productive ones; if teachers are content with their jobs, they will develop and maintain a high level of job performance as it is commonly acknowledged that teachers’ instructional ability has a significant impact on students’ learning and academic accomplishment (Sirait *et al.*, 2022). A teacher’s job performance is the achievement of the work done and achieved by the Teacher which illustrates how a teacher performs his or her duties in the learning process, namely preparing lesson plans, conducting learning activities, and carrying out assessments and evaluations to mention a few (Russamsi *et al.*, 2020; Farezhena and Wijayaningsih, 2022).

According to Herzberg (1968), satisfaction and dissatisfaction are produced by different factors. People are satisfied with their work by factors related to the content of that work. Those factors are called intrinsic motivators and contain achievement, recognition, interesting work, responsibility, advancement, and growth. Factors that make people unhappy with their work are called dissatisfiers or hygiene factors. Herzberg found the following dissatisfactions: company policy, supervision, working conditions, interpersonal relationships, salary, status, and security. What makes them different from motivators is the fact that they are not related to the content of the work but to the context of the job (Herzberg, 1968). According to the National Centre for Education Statistics Report (1997) in the United States of America on job satisfaction among Americas’ teachers private school teachers tend to be more satisfied than public school teachers as they receive a great deal of parental support. In public schools, it states younger and less experienced teachers have higher levels of satisfaction than older and more experienced teachers.

Statement of Problem

Despite the efforts made by the Secondary Education Development Programme II (SEDP II) from 2010 to 2015 as a continuation of SEDP I, which was implemented between 2004 and 2009, building on the national goals of secondary education provision to improve access with equity, quality, management, and delivery of secondary education in Tanzania. The Program was most successful in improving access and equity, particularly in Meru District Council, where the number of secondary schools has increased to 45 public secondary schools to serve different underserved communities, and so has the number of enrollees. Despite these successes, there have been a number of challenges, including

poor performance in public secondary education, particularly in National Form IV examinations, with most students getting marginal passes of Division IV or failing completely. Furthermore, there have been deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work) and general poor job performance. Employees' absenteeism is unacceptable in schools as it contributes to the low academic performance of students.

Furthermore, seeing a massive movement of teachers from the teaching profession to other professions after some years of teaching, underground strikes and complaints to force the existing government to increase salaries and promote them on time prompted the researcher to conduct this study based on the influence of motivation on teachers' job performance in Meru District Council. However, this study examined how motivation influences teachers' job performance.

Objectives of the Study

The general objective of this study was to investigate the influence of motivations on teachers' job performance. Specifically, the current study sought to assess the effect of motivation on public secondary school teachers on their teaching performance.

Research Question

The research question guiding the study was, what are the effects of motivation to public secondary school teachers on job performance?

Significance of the Study

This study intends to provide information that will be helpful to researchers, educators, curriculum developers, parents, and policymakers in motivating teachers. Curriculum developers will be aware of teachers' interest in job performance and teachers' challenges in actual teaching. Educators will be informed about teachers' needs and additional information related to teaching and teachers' motivation. The study will also enable teachers to air their views to the education stakeholders, politicians and parents, which may

motivate teachers to work efficiently. By doing so, parents and the community at large will know how to cooperate with teachers and their active involvement in investing in the education of their children. This study also increases the researcher's knowledge and skills in motivation in administering educational matters in any institution. Furthermore, the study will also be a good reference for any researcher interested in studying motivation in teachers' job performance.

LITERATURE REVIEW

This study was guided by Herzberg's Two Factor Theory of motivation which proposes that a workplace motivation factor can be divided into two categories namely hygiene factors (job context) and motivators (job content). The Theory highlights that supervisors and/or managers must address both hygiene factors and motivators to effectively motivate employee. Herzberg theory fits this study as it suggests what the employees can do best once motivated and vice versa. According to the theory, motivators which include but not limited to recognition, achievements, quality of interpersonal relationships, are directly contributing to increased job satisfaction, innate drive to excel at work among employees, more engaged and committed employees to their tasks, encourage creativity and innovation, increased employee morale and long term job performance. On the other hand hygiene factors including but not limited to salary, working condition, job security prevent job dissatisfaction and create a baseline for a positive work environment (Herzberg, 1968).

Literature shows motivation can influence workers to seek to attain the set institutional goals at a workplace. Motivation arouses interest in working and stimulates actions towards a particular objective where previously there was little or no attention to that goal (Lesmana and Damanik, 2022). Motivation energises and accelerates the behaviour of workers or learners to perform well (Aggarwal, 2006). Therefore, motivation leads to attention in performing a task. The quality of education doesn't only depend on the school environment, managerial functions or

education policies but also on the extent to which teachers are motivated and satisfied at the workplace (Alie *et al.*, 2022).

The study on the effects of motivation on job performance in public and private schools of Peshawar City in the Province of Khyber Pakhtunkhwa, as studied by Inayatullah and Jehangir (2012), found that motivation increases the morale of teachers in demonstrating their talents in teaching and learning process thus, goals can be achieved in an efficient way. Middlewood *et al.* (2010) suggest for high performance to be achieved, workers need to have been satisfied with a job.

Mustafa and Othman (2020), in their study on the perception of high school teachers about the effects of motivation on their performance at work, found that the greater the level of motivation, the higher the Teacher's job performance, and the organisation can use the human resources in an appropriate way and employee will work willingly themselves. The behaviour of employees in any organisation can be changed through motivation. If in schools the teachers do not have sufficient motivation, then they are less competent, which directly influences the students and the education system.

Hoskilius *et al.* (2023) examined that satisfaction is another very important thing in terms of motivation, so teachers, when satisfied with their job, organisation environment, salaries, and rewards, then automatically get motivated and show their best efforts towards their job performance. Inayatullah and Jehangir (2012) focused on the role of teachers in providing good quality education in primary schools through motivation and suggested that the organisational culture affects the performance of teachers positively or negatively. He found when organisations do not create a proper culture, employees, or teachers will feel stressed, and their performance will not meet the set standards due to bad communication between employer and employees.

Aacha (2020), in her study on motivation and the performance of primary school teachers in Uganda, found that in order to improve teacher motivation and performance at work, the study recommended an increase in the salary of primary teachers to match the increased cost of living index, provision of accommodation to teachers, strengthening of supervision as well as instituting awards for good performance, among others.

The study by Adelabu (2018) in Nigeria found that, Teacher's motivation is very poor and teachers are not performing well in their duties. The reason behind the poor motivation of teachers is that they have low salaries as compared to other professionals, poor work environment, no decision-making authority and also not given an opportunity to develop their careers. Motivation in education can have several effects on how students learn and their behaviour towards the subject matter. Motivation of teachers and students in the teaching and learning process can direct behaviour towards particular goals, lead to increased effort and energy, enhance cognitive processing, increase initiation of and persistence in activities, determine what consequences are reinforcing, and it can also lead to improved performance (Filgona *et al.*, 2020).

Alhassan (2020) is of the view that motivated teachers always look for better ways to do their teaching job. They are more quality-oriented and are more productive. Therefore, motivated teachers are devoted to giving their best to achieve the maximum output (qualitative education). Motivation can be in the form of regular payment of salary, fringe benefits, such as allowance, bonus on the job training, promotion of the teachers, provision of a good working environment, maintaining a high degree of relationship and improving the teachers' general well-being. Hence, any teacher who enjoys the above-named items is bound to give his best in discharging his duty because he would derive satisfaction from being a teacher. In the educational sector, motivation plays a great role. When teachers are motivated, this will lead to good performance and high productivity to the

sustaining of national growth and development and also the welfare of its citizens at large.

Curcuruto *et al.* (2020) explored that the performance of an individual is determined by three factors, i.e. motivation, work environment and ability to do work. Inayatullah and Jehangir (2012) examined that the workplace environment impacts employee morale, productivity, and job performance both positively and negatively. If the workplace environment is not liked by the employees they get demotivated, and their performance is also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision-making opportunities affect employees severely. People working in such an environment are not satisfied. They feel stress on themselves, and it impacts an employee's job performance.

Makia (2016), in her study in Singida Municipal Council, Tanzania, found that the quality of education depends primarily on the way schools are managed more than the abundance of available resources. Makia states that a lack of leadership knowledge to motivate teachers would lead to poor job performance despite the availability of all relevant resources required to make students perform well in their examinations. According to Opoku (2020), attempts to improve performance in schools will never succeed if teachers' motivation is ignored. Opoku examined that motivated teachers in a school will render services to the employer and students very efficiently and effectively.

From the viewpoint, similar studies above concentrated on motivation to teachers in different geographical location and/or different countries with education structure and education policy different from the one applicable in Tanzania thus, the existing contextual gap needs to be filled as little is known in Arusha, particularly in Meru District, about the influence of motivation towards teachers' job performance.

RESEARCH METHODOLOGY

The Study Area

The study was conducted in the Meru District Council in the Arusha Region. Meru District Council is the leading District in Arusha Region with 75 secondary schools, 30 being privately owned secondary schools and 45 government-owned secondary schools (Checklist) As Singleton and Straits (2010) noted, a relevant study field is one that the researcher is interested in, is easily able to access, and permits the creation of an initial rapport with the respondents, with respect to such idea the researcher purposively decided to conduct this study in Meru District Council not only due to plenty of respondents but also because of the place with which he is very familiar in terms of accessibility and accommodation for the entire research period.

Research Design

A case study research design was used in this study as it helps to organise social data for the purpose of viewing social reality. Moreover, case study research design allows the researcher to retain the holistic and meaningful characteristics of teachers' job performance at school in real life. This study applied a qualitative approach because it sought to get detailed information from respondents, and a conclusion was then given accordingly.

Target Population and Sample Size

The target population in this research were teachers working in public secondary schools in Meru District Council. From 45 secondary schools, Cochran (1977) sample size reduction formula was employed whereby 21 schools were involved in this study for in-depth analysis. From such secondary schools, 100 teaching staff and 10 heads of school participated in giving data of the study to the saturation point and the District Educational Officer (DEO) was also involved in the study as an administrator.

Sampling Techniques

Systematic sampling, purposive sampling and simple random sampling techniques were employed in selecting samples used in this study. In many cases, purposive sampling is used in order to access ‘knowledgeable people’, i.e. those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks, expertise, or experience (Cohen *et al.*, 2007). In this technique, heads of schools together with DEO were selected because of their in-depth knowledge on supervising and employees’ motivation. By systematic sampling technique, teaching staff were selected randomly in given schools because of their availability. This was done by requesting the list of all teachers in each school. Thereafter, the researcher picked every *n*th teacher to get the required from the list of a particular school.

The process of simple random sampling was involved in determining the schools to be investigated by writing all names of secondary schools on pieces of paper that were folded, put in a container, and mixed up together. One paper was picked at random without replacement. The names of the first twenty one schools on the picked papers were the ones included in the study.

Data Collection Methods

The researcher used interviews, Focus Group Discussion (FGD) and observation methods for data collection whereby semi-structured interview questions were used to all respondents, including the head of schools and DEO, to get their views on the matter of motivation for teachers’ job performance. Williman (2010) proposes that semi-structured interviews enable objectivity in defined answers while including more open-ended questions for issues to be explored. FGD was applied to teaching staff from each secondary school by discussing the questions prepared under the guidance of experts. A checklist for observation was prepared, and among other things, the researcher was of the opinion to see available teaching and learning materials, teachers and heads of school offices, classroom

environment, and teachers’ mood at work, to mention a few.

Data Analysis, Interpretation and Presentation

Data from semi-structured interviews and observation were organised according to themes identified from research questions and analysed using thematic analysis. Thus, the analysis focused on themes per the teachers’ responses to the given research questions. However, some data related to demographic details were quantified for the sake of this study’s quality.

Validity and Reliability

The instruments were developed under the close guidance of peer reviewers to ensure validity. After designing the tools, questions were pre-tested with some teachers of two nearby, privately owned secondary schools. Their input helped identify ambiguous questions in the instruments and realign them to the objectives. Also, comments from the peer reviewers were of the utmost help in refining the instruments. The best way to increase reliability in this study was through the use of multiple instruments as sources of data. These instruments were tested by other researchers who paid special attention to the wording of the questions and coding.

Ethical Considerations

Ethical issues were taken into consideration, including protocol entry for gaining access to secondary schools and the potential DEO through seeking official permission. Additionally, all respondents were assured that the shared information would not in any way be used contrary to the purposes of this study. Every Teacher was assured of justice, respect, honesty, and confidentiality. The confidentiality of the information was maintained to ensure the safety of the informants.

FINDINGS AND DISCUSSION

The Influence of Motivation on Public Secondary School Teachers’ Performance

The findings from respondents support Herzberg Two Factor theory as respondents reveal how

motivation (hygiene factors and motivators) create a positive working environment that goes beyond the absence of problems to actively fostering factors that stimulate employee motivation and job satisfaction. Once motivated, secondary school teachers perform their duties accordingly. Respondents explain a lot of things teachers used to do once motivated as follows:

Adopting Variety of Teaching and Learning Methods for Understanding

Respondents said that, once motivated, they use a variety of teaching and learning methods to ensure students grasp the contents. These include but are not limited to role play, jig-saw methods, and group discussion. They highly use a participatory approach and related techniques for easy understanding in and outside of the classroom. One head of school had this to say,

Teaching involves many activities, once a teacher is motivated, he/she can employ whatever methodology to ensure students grasp the content.

The DEO commented that when teachers are motivated, they employ their talents to change students' behaviours. The findings are in line with Alhassan (2020), who commented that motivated teachers always look for better ways to do their teaching job; they are usually quality-oriented and productive. In seeking quality of their job performance, motivated teachers seem to use several teaching and learning techniques to fit individual student understanding and attain the intended learning specific objectives as per lesson plan.

Appreciate the Job and Being Interested in it.

Respondents have shown that motivated teachers do appreciate and develop an interest in their job. Teachers, through motivation work heartedly and feel more loyal to work than otherwise. DEO said some teachers have low morale to work hard due to delaying arrears, increments and the like, which are beyond our office to solve as such payments are from the treasurer and not the district council. Gaihre *et al.* (2022) suggested that when teachers

are motivated, they love their teaching profession, and they teach effectively in a bid to assist students in performing well academically. One of the teachers said:

I used to be very interested in my work once the head of school recognised my efforts in the performance of my subject on the National Examination results. Surprisingly, when I was appointed to attend the marking of the National Examination for nearly a month, I appreciated the boss seeing what I was doing and seeing that my teaching job pays a lot because by being back, I managed to roof my newly built house, of which I am living now.

Encouraging Students

Respondents have said when motivated, they no longer harass students. They said sometimes they harass students because they think of the unpaid arrears, increments and the like, thus no time to consider some other aspects needed by students, such as guidance and counselling. One of the heads of schools said some students are harassed not because of what they did wrongly but because of teachers' unsettled minds.

One of the respondents said,

I feel excited when the management gives us Sh10 000 as a token when a student scores an A in my subject. It really makes me devise a means of making students enjoy my lesson. I always do everything in my capacity to ensure that every year, at least 20 students score 'A' in geography. It was unfortunate that during last year's form four national examination results, only 7 students had A in my subject. I normally encourage my students to score good grades,

Filgona *et al.* (2020) suggest that motivating learners to learn is pertinent to curriculum implementation and an influential factor in the teaching and learning situations. They commented that learning success depends on whether or not the learners are motivated. Teachers seem to motivate students once they feel motivated at

work; thus, demotivated teachers hardly motivate their students.

Use of Extra Time for Students

Once motivated, teachers use their extra time for students' affairs to make sure that they understand and perform well in their studies. Thus, motivation is crucial for teachers to use their available time for students more than for other personal tasks. Bakhada (2010) states that a motivated teacher will be a good manager of his/her time, students, and work for each individual student.

A teacher from FGD said,

When given a school house, I found myself having time for remedial sessions with my students in evening hours, and once they were ready, I used to meet with them even on weekends free of charge, knowing I would do my best to see good results in their final National Examinations (Teacher X, 2022; Meru).

The European Education and Culture Executive Agency (2022) report suggests time is a crucial aspect for learning to take place. Being motivated, teachers said to devote their extra time as instructional time allocated alone does not fit the lower achiever to attain the intended objectives. Studies (Nyimbudzi, 2019; Shann, 2021) show teachers' commitment and effectiveness solely depend on motivation, morale and job satisfaction.

Preventing Conflict Among Employees

Respondents commented that motivation prevents conflicts among themselves as some are not fulfilling their tasks, running to other personal affairs thereafter, and coming into conflict with academic and class teachers due to unattained goals. Motivation, therefore, influences teachers to fulfil their responsibilities harmoniously. One of the teachers said:

Being given agricultural areas by the head of the school has reduced the frequent fights between employees because we have more

responsibilities to do. With farming and breeding here, I get green vegetables, eggs, and food to take care of my family and reduce the cost of living, especially if you consider the low income of our teaching job.

In his article on causes and implications of organisational school conflict, Grammatikopoulos (2022) commented that in whatever organisation, conflicts are inevitable as stakeholders interact thus, they are part of organisational life. However, conflicts should be managed and prevented where necessary to avoid some negative implications, which always surpass the positive ones. It is for this reason heads of schools give equally some available schools' resources to staff in preventing some conflicts and thereby motivating the staff.

Mind Settled

Respondents urged that motivation makes their mind settled apart from thinking about how to pay house rents and school fees for their children and overcoming other living costs because the unpaid arrears and increments could, if paid in time, cover all these expenses.

One of the teachers from FGD said:

I saw that my mental health was very good when I was given my salary arrears because I was not even able to borrow, and I have no one to borrow from. And God is good; I was promoted the same year that Her Excellency Dr. Samia Suluhu Hassan, President of the United Republic of Tanzania, came to power. So, at least now that the income has improved, even though the demands have increased, I have been able to pay my debts and open my business. Now, I am working very quietly.

Uka and Prendi (2021) study on motivation as an indicator of performance and productivity from the employees' perspective commented that motivation plays a crucial role in employees' performance. Although institutional objectives must precede those of employees, employers should know employees have different perspectives, needs, and desires to be met for good

performance and productivity; thus, whatever possible motivation to meet either physiological needs, safety needs, social needs, esteem needs to mention some according to Maslow's pyramid is crucial for employees.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The current study shows teachers' commitment and effectiveness solely depend on motivation, morale, and job happiness. According to the study, once public secondary school teachers get motivated, they are likely to develop a passion for using a variety of teaching and learning methods in a fresh bid to ensure efficiency in their jobs. Thus, teachers' motivation is not only important to teachers themselves as civil servants, educational managers, leaders, and employers but also to students.

Recommendations

Based on the given conclusion, the following recommendations were made:

- Good cooperation between staff and employers should be established and maintained in order to allow public secondary schools to air their views to their employers and the employer to discover problems and challenges facing secondary school teachers.
- Training, seminars, and workshops should be provided to teachers so as to make them aware and willing to perform their jobs.
- Transport and house allowances should be provided to the Teacher as a way to motivate and enable teachers to perform their teaching activities easily.
- The government should ensure arrears and increments of public secondary school teachers are paid on time.

Recommendations for Further Studies

Grounded on the conclusion of the study, the research acclaims the following for further investigations:

- The recent study has covered only a few public secondary schools in the Meru district council. Thus, similar studies should be conducted in other districts and regions of Tanzania so as to inquire into the same issue for better generalisation.
- What influence do intrinsic rewards have on Teacher's job performance in public secondary schools in Tanzania?

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