

## **Role of Reward System on Teacher Motivation in Public Secondary Schools in Ilala Municipality**

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### ***ABSTRACT***

*This study sought to link performance, the level of teachers' motivation and the reward systems existing in public secondary schools in Ilala Municipality. The study involved a total of 397 respondents including teachers, quality assurers, and heads of schools as key respondents to whom questionnaires and interviews were administered (only 20 participants were involved in the interview out of 397). Data collected were analyzed using descriptive statistics. The study findings revealed that there was no relationship between the level of teachers' motivation and the reward systems existing in public secondary schools. While the reward system such as timely salary payment, the existence of timely rewarding system with clear performance standards set for rewarding, and existence of fair opportunities for professional development among teachers are linked to performance. However, findings further revealed that the majority of teachers were demotivated by factors such as lack of transport, office space, housing facilities, poor working conditions, such as, shortage of classrooms, which resulted into having packed classrooms. Other factors include unclear reward system and low salaries compared to other professions. It is recommended that rewarding systems should be clear and communicated to teachers. Ilala Municipality should ensure the availability of teachers houses in school proximity, adopting clear guidelines for rewarding teachers, ensure that teachers are paid reasonable salaries, improving teacher working environment such as ensuring availability of teaching resources in schools. It is also recommended that, future research should be expanded to other regions of Tanzania; and includes more variable; such as issues of workload, stress and stress management and mental health towards employees' performance. The analysis techniques also should include multilevel analysis as it is expected to have groups and nested data. To conclude, the government should improve teaching and learning environment.*

**Keywords:** *Motivation, work performance, rewarding systems, working condition.*

## **INTRODUCTION**

Teachers are responsible for structuring an effective classroom climate for effective learning to take place. Teachers become pivotal in enhancing human potential through effective teaching. It has been argued that it is necessary for all employees in the organization to do willingly more than their duties to increase the impact in their profession (Terz & Kurt, 2005). Raising qualified community members who can enhance the achievement of the 2030 agenda for sustainable development and Tanzania development vision of 2025 is only possible when there are highly motivated teachers (Sulak, 2012). Marques (2010) argued that motivation, satisfaction, and performance are interdependent. Kivaze (2000) noted that the indicators of motivation are higher performance including lower absenteeism, low turnover intentions, satisfaction, and performance.

Indeed, lack of job satisfaction among teachers' results in absenteeism from school, aggressive behavior towards colleagues and learners, early exit from the teaching profession, and psychological withdrawal from work. These tendencies, in turn, do lower teachers' work performance. Individual performance can be defined as a function of the ability and the willingness of the worker to perform the job (Ngumi, 2005). In this respect, motivation has been argued that it guides people's actions and behaviors toward achievement of certain life goals (Analoui, 2000). Motivation can be conceptualized as both positive and negative attitudes toward what one is doing at the workplace. Motivation is often categorized into intrinsic and extrinsic (Sansone & Harackiewicz, 2000). Motivation as an incentive has a substantial contribution to the effectiveness of teachers and on the performance of learners (Enderlin-Lampe, 1997).

The recent finding in cognitive neuroscience indicates that, there is a clear connection between the learning outcomes and the way teachers approach their teaching. Studies have also shown that rewards such as money enhance learning (Murayama & Kitagami, 2014); and good working environment motivate people to work hard (Raziq & Maulabakhsh, 2015). On this basis, the key argument by educationists remains, what is the role of motivation in education (Howard-Jones & Jay, 2016); such as the role to initiate, guide, and maintain goal-oriented behavior towards

assignments regardless of obstacles (Baumeister & Voh, 2004).

For example, the report by Dar es Salaam City Council (2004) indicates that in Ilala Municipality, teachers were not comfortable with their working conditions. The report associated this situation with very low teacher-house ratios compared to the actual number of teachers, poor physical infrastructure, and the large number of pupils in the classroom resulting into poor performance. Based on this background, the study intends to find out how different rewarding systems influence motivation among public secondary school teachers in Ilala Municipality; and hence improve their work performance. The embodiment of quality in educational programs can hardly be attained without considering improving the welfare of teachers' - that is motivation.

- i) This study is in line with Tanzania Educational Policy which provides for the motivation of teachers as means to the provision of quality education (MOEC, 1995). The goal to attain quality education will not be achieved if all stakeholders and policy makers now and in the future do not pay attention to teacher-job satisfaction. It is therefore important to investigate how rewarding systems affect level of motivation among teachers in public secondary school in Ilala Municipality. The study has two objectives as follows: To examine the role of reward systems designed to motivate teachers and its effect on performance in public secondary school in Ilala Municipality ii) To explore the current state of teacher's motivation in public secondary schools in Ilala Municipality.

## **METHODOLOGY**

The study employed mixed research approach and was conducted in Ilala Municipality. Stratified random sampling design was used to select quality assurance officers, headmasters/mistresses and other teachers in public secondary schools in Ilala Municipality to take part in the study. A total of 397 respondents were involved and data were collected through questionnaires and interviews. Confidentiality was taken care of by protecting and concealing the respondents' identities to avoid being victims of the information supplied in the field. Additionally, the data collected were meant for research purpose only and not otherwise. Interview data were subjected to content analysis. Raw data from the field were tape recorded, thereafter; they were transcribed from the verbatim to text. Thereafter, the transcribed texts were read repeatedly and themes

and subthemes were extracted. Therefore, themes and subthemes were carefully examined and organised through a constant comparison between two independent coders; and themes were interpreted in a meaningful way before actual data presentation.

Quantitative data were first subjected to coding before inputting into Statistical Package for Social Science (SPSS) 21.0. Second, data were cleaned in order to identify incomplete responses, unengaged responses, missing values, or unreasonable data so as to improve the quality of data. After data cleaning, the data were re-coded and analyzed using SPSS. Mainly, descriptive statistics as a technique for data analysis was employed; that is frequency and percentages were used. Additionally, both qualitative and quantitative data were merged during the data presentation stage.

## **FINDINGS AND DISCUSSION**

The study was primarily conducted to identify level of teachers' motivation and rewarding systems in public secondary schools in Ilala Municipality. Specifically, the study sought to explore the existing status of public secondary school teachers work motivation and examine the influence of reward system on teacher's motivation in public secondary schools in Ilala Municipality.

### **Demographic information of the respondents**

Demographic details of the respondents comprise information about gender and age of individual respondents. These details were obtained from the tools where respondents were requested to fill their gender and age using age groups provided.

The tools indicated that out of 397 respondents who filled out the questionnaires and some of them (20 interviewees) took part in the interviews 104(26%) were males and the remaining 293(74%) were females. In terms of the ages, the data revealed that 120 (30%) respondents were between 41-50 years old while 183(46%) respondents were between 31-40 years old, 82(20%) respondents were above 51 years old, and 12(3%) respondents were between 21-30 years. The age gap among the respondents clearly shows a balanced combination of the people who took part in the study. The data reveal that the ages of the respondents were crosscutting in that each age group had representatives. Comparing the older and young respondents, the data revealed a striking balance between the respondents of age group between 41 and 51 and

above (50%) and those who are below 41(59%) which means that the findings would include the opinions of the respondents from all age groups.

### **The reward system on teacher motivation in public secondary schools**

The first objective sought to examine the reward system on teacher motivation in public secondary schools in Ilala municipality. The objective looked at how teachers regard reward as a motivation to enhance their performance at work. Information was collected using questionnaires which had 9 items. The questionnaires were filled out by 397 respondents. There were three items to be responded to; they concerned timely payment of salary that link to performance, the existence of timely rewarding system with clear performance standards for rewarding, and existence of fair opportunities for professional development among teachers. The respondents were asked to complete the questionnaires indicating the influence of reward system on teacher motivation in public secondary schools by using three-point likert scale and their responses were recorded as follows.

### **Timely payment of salary that link to performance**

The findings indicate that 128(33%) respondents strongly Disagreed and 105(26%) Disagreed with the statement that, there is a timely payment of the salary which link to teacher performance in secondary schools in Ilala municipality. However, 48(12%) respondents were Undecided; 46(11%) Agreed and 70(18%) respondents strongly agreed with the statement respectively. The results are summarized in Table underneath.

### **Timely payment of Salary that link to performance**

Level of Agreeing	Frequency	Percentage
Strongly Agree	70	18
Agree	46	11
Undecided	48	12
Disagree	105	26
Strongly Disagree	128	33
<b>Total</b>	<b>397</b>	<b>100</b>

For the most of the interviewees who agreed that there is timely salary payment narrated that, though there was timely payment of salaries, the payment was not linked to their performance. One interviewee had the following to say.

“Teaching is a full-time job and teachers are expected to work extra hours to support students learning; this means that teachers have no other source

of income to sustain their living except the monthly salary. There is no one at school or higher administration that cares about how many hours teachers spend after normal working hours to mark students' work, setting examinations, and preparing for the next day lessons. Unlike other professions where they get overtime whenever they work beyond normal working hours, it is completely different for teachers whose workloads and performances don't correspond with their salaries." (Interview, Teacher at School A, 2021)

A quality assurer officer had the following to say regarding the link between teachers' payment and performance.

"So far we do not have clear guiding procedures to pay teachers as per their performances. Salary scales are determined by fixed criteria which include qualifications, experience, additional roles to mention few. However, in my job I have witnessed teachers who work extra mile to support students or school systems but they get no recognition in terms of payment. It is well known that teaching job is different from other professions where an employee can count down what has been achieved at the end of working hours. For teachers it is very difficult even to count the number of hours as a result they do not get paid according to their performance but ends up getting their monthly payment while they might have done double work. It can be one of the motivating factors if teachers are paid according to their performance." (Interview, Quality Assurer Officer, 2021).

### **Timely rewarding system with clear performance standards for rewarding**

The item was designed to find out if teachers understood the standards and guidelines used to reward them. The item also aimed at finding if the processes and guidelines for rewarding were clear and made open to all teachers. The findings indicate that 120(30%) respondents Strongly Disagreed and 121(30%) respondents Disagreed with the statement that there is "timely rewarding system with clear performance standards for rewarding teachers in schools". On the other hand, 40(10%) respondents were Undecided while 86(22%) agreed and 30(10%) respondents Strongly Agreed with the statement. The data is summarized in Table 1.

**Table 1: Timely rewarding with clear performance standards**

Level of Agreeing	Frequency	Percentage
Strongly Agree	30	8
Agree	86	22
Undecided	40	10
Disagree	121	30
Strongly Disagree	120	30
<b>Total</b>	<b>397</b>	<b>100</b>

The summary on the table indicates that recognition and rewards for good performance have a consequence. That is, they motivate high performance among the teachers. The recognition and rewards, therefore, are crucial ingredients in schools because they make teachers increase efforts (anticipatory function) and motivate them to work hard. Discussion and interviews with teachers, heads of schools, and quality assurers it was evident that once teachers are rewarded on time they tend to motivate other teachers to work hard anticipating to be rewarded. According to the interviews, the timely rewarding of teachers who work hard will have spill-over effect on students whose performance will equally improve. Some of the interviewees had the following to say regarding the existence of timely rewarding systems.

“Rewarding is felt when it is administered promptly after doing something good and it makes the doer feel appreciated and works harder. However, if the reward is given without transparency and clear standards and guidelines, it sends a negative message to other employees and creates anarchy. This has been a tendency in our school where everyone believes that to get rewarded you must be in good relation with the school leadership team, otherwise you won’t be rewarded regardless whatever good you do.” (Interview, Teacher at School D, 2021)

One head of school who believes in rewarding teachers had the following to say:

“I have a small team of committed teachers in my school who are the role models to others in the way they work to perform their duties from classroom teaching to extra curricula activities and supporting school in field trips. I feel that they need to be motivated in order to remain motivated and motivate others to work hard. However, I cannot do that regularly because of bureaucracy – I have to ask for approval to spend the money which takes time. This distorts the entire purpose of rewards, and sometimes teachers might have forgotten the original purpose of the rewards when the rewards are given.” (Interview, Head of School C, 2021)

Another head of school shared the following experience.

“I often see most of my teachers working very hard and attending extra-curricular activities when their allowances and other incentives are given on time. The situation changes and become very relaxing when they have no clue or if they are not informed of any kind of rewards associated with a certain work to be done. Sometimes when the monthly salary is not paid on time we face challenges in attendance and punctuality with certain

teachers. This affects school-plans and the coverage of the schemes of work.” (Interview, Head of School A, 2021)

Another teacher mentioned the following.

“I have worked in this school over the past seventeen years with clean record from attendance to performance of my students in national examinations. However, I have never been rewarded even with an appreciation letter but I have witnessed many other teachers who have been rewarded for doing things which I believe are far below what I have done. For this reason, rewarding to me reflects relationship with the school leadership and not performance.” (Interview, Teacher at School A, 2021).

### **Existence of fair opportunity for professional development among teachers**

The researcher sought to find whether or not there was equitable distribution of opportunities for teacher professional development and upgrading. The findings indicate that 146(37%) respondents Strongly Disagreed and 140(35%) respondents disagreed with the statement that there is existence of fair opportunity for professional development among teachers. The data also show that 40(10%) respondents were Undecided while 45(11%) respondents Strongly Agreed and 27(11%) respondents Agreed with the statement. Data is summarized in Table underneath.

#### **Fair Opportunity to Professional Development and Upgrading**

Level of Agreeing	Frequency	Percentage
Strongly Agree	27	7
Agree	45	11
Undecided	40	10
Disagree	140	35
Strongly Disagree	146	37
<b>Total</b>	<b>397</b>	<b>100</b>

The summary from the results indicates that teachers are not aware of the criteria used to be selected to attend professional development training. Many teachers felt that it was under the mandate of the heads of schools and school management to decide who, when, and where to attend the training when opportunities showed up.

One teacher had the following comment on the opportunities for professional development.

“I have worked in this school for the past fifteen years without getting a single opportunity to attend professional development seminar or workshop while other teachers have attended several trainings. I find this very demotivating as I believe that there is no clear policy and fairness in deciding who should attend the training at what time.” (Interview, Teacher at School E, 2021)

Another senior teacher from another school said the following.

“I had to use a different route to get an opportunity for professional development, that is, in-service training. I contacted my colleagues who influenced in the school management to nominate me. Otherwise, I had tried the same over the past six years in vain. This was my proof that without influence, teachers in my school cannot get opportunities for professional development.” (Interview, Teacher at School B, 2021)

On the same note the head of school E had the following to say.

“In my school, teachers fight for opportunities for professional development every year. However, these opportunities are limited in terms of numbers and budget. In the last academic year, if I had allowance in the budget I could send three members of the school’s academic team to attend training on educational counseling, but due to budget constraints, I managed to send only one teacher. The process of selecting one person to represent the school was tough but as the head of school I had to take decision which the other two teachers did not receive very well. This is one example of the situation I face as the head of the school when dealing with a limited budget.” (Interview, Head of School E, 2021)

The above findings indicate that the high proportion of teachers, heads of schools and quality assurance officers agree that the presence of clear and transparent rewarding systems in schools would motivate teachers and hence could be one of the factors to improve school academic performance. However, at the moment there is no any clear rewarding system in schools; and this, invariably has negative impact on teacher performance.

These findings are supported by empirical studies from different scholars in the literature. Tomlinson (2000) points out that putting in place performance-oriented culture and salary paid to teachers are decisive factors of motivation. Ahmad and Shezad’s (2011) study on the impact of promotion on performance evaluation practices of secondary school teachers revealed that promotion had a strong and positive impact on the

performance of teachers. Shakir (2013) conducted research on the impact of reward on the performance of teachers in the secondary schools and concluded that most of the principals of the schools are not interested in the professional growth of the teachers. This decreases the motivation level among teachers. Teachers are satisfied with the extrinsic rewards such as pay, bonuses, and allowances provided from the organizations. The school principals and the government administrators should look into the area of teacher motivation if they are aiming at improving student and school academic performance.

### **State of Teacher Motivation in Public Secondary Schools**

The second objective sought to find the levels of satisfaction among the head of school and other teachers in public secondary schools in Ilala Municipality. The object reads, ‘to explore the current state of motivation of the teachers in public secondary schools in Ilala Municipality’. Respondents were asked to respond to four questions in the questionnaire. Teachers were asked to rank their satisfaction levels using five-point Likert scales 1-5 where 1 = Highly Dissatisfied, 2 = Dissatisfied, 3 = Uncertain, 4 = Satisfied, 5 = Highly satisfied (See Appendix 1). Questionnaires were distributed to a total of 450 respondents and 400(89%) questionnaires were returned. 397 questionnaires were found useful for data analysis.

The data indicate that the majority of respondents 248(62%) were not satisfied, sixty-two 62(16%) respondents were very satisfied, while 87(22%) respondents were generally satisfied with the level of motivation in public secondary schools they were teaching. This scenario is summarized in Table 2.

**Table 2: State of Teachers motivation**

<b>Level of Motivation</b>	<b>Frequency</b>	<b>Percentage</b>
Highly Satisfied	62	16%
Moderately Satisfied	87	22%
Unsatisfied	248	62%
<b>Total</b>	<b>397</b>	<b>100%</b>

Source: Field Data

Satisfaction in this context means the state of motivation. It then follows that if a respondent indicates she/he is satisfied it automatically means that she or he is motivated to work. According to this analogy, the

majority of the respondents in this study indicate a serious lack of motivation in their work places.

The researcher wanted to know if the state of motivation had some contributions to employee performance. The interview was conducted to a total of 20 respondents. The interviewees were heads of schools and teachers. All interviewees indicated that the level of motivation contributes to their performance at work. The interviewees said that they would be motivated if the process of rewarding employees was well instituted and observed. They also revealed that motivation was not necessarily in terms of money but included creating conducive working environment, appraisal system, recognition for the works well done, and opportunities to take part in decision making bodies.

To gather more information on the level of teacher's motivation, two sub questions were given to each respondent. First, how does salary affect the motivation level of teachers in school? Out of 20 interviewees 16(80%) indicated that level of motivation among teachers is been affected by the amount salary paid, 2(10%) of the interviewees said there was no connection between teacher's salary and their level of motivation while 2(10%) were not very sure if the teacher's level of motivation was the result of the amount of salary paid or not.

Second, does the motivation level of teachers contribute into the way they prepare their lessons?

All 20 respondents agreed that it is one of the expectations that all teachers prepare their lessons before entering the classroom and there is standard lesson plan to be used for by all teachers for daily planning. However, from the responses in this sub question, 18(90%) of the interviewees said that teacher's motivation level affects the way they prepare their lessons while 2(10%) were not sure if there was connection between teachers' motivation and lesson preparation.

Some respondents had more to say during the interviews on the level of teacher's motivation in public secondary schools in Ilala Municipality; One teacher had this to say regarding his level of satisfaction with the paid salary;

“Besides teaching I do small business to supplement my family needs and meet the living costs, so I don't go to school one or two days in a week to

take care of my business and sometimes I look for excuses to leave school early because I don't think teaching work will help me to meet my expectations in life." (Interview, Teacher at School A, 2021)

Another teacher who spoke on the working conditions as one factor to motivate teachers said the following.

"I teach mathematics in three different classes every day for eighty minutes. In each class there are more than eighty students. I find myself very exhausted by the end of the day so I don't have time to mark or prepare for the next day lessons. I feel that the school administration has ignored me and do not feel that I deserve any kind of special consideration in terms of incentives. Therefore, I am organizing tuition after school hours to get extra income." (Interview, Teacher at School B, 2021).

Another teacher mentioned that after working so hard she felt unrecognized. In her responses she had this to say regarding her motivation level:

"I have been a teacher for the past ten years now and throughout my time I have been working so hard to see that my students and school achieve the best in education. However, I have realized that no one values my hard work and I feel not valued. I have trained my students to represent school in various competitions and emerge winners but there has been no recognition from my employer. I think it is the high time for me to do only what I am supposed to do and stop torturing myself for no reason." (Interview, Teacher at School C, 2021)

Another teacher had the following to say regarding the working conditions.

"In my school, teachers are sharing office spaces, were forty-seven teachers and in the staffroom, we hardly have twenty tables and thirty-five chairs which are in good working conditions. Teachers don't have permanent working spaces sometimes we are forced to work in classrooms with students. I am a form two and four mathematics teachers, but I don't have a permanent office to keep things or even mark students' assignments. Thus, I am not motivated when I fail to perform my daily duties effectively and see my students' performance decline." (Interview, Teacher at School C, 2021).

Responses from teachers indicate that they are not satisfied and motivated in their profession. The absence of reward systems and poor working conditions which would boost morale to work hard and achieve the set

goals, makes teachers desperate, they lose interest with their work and as a result there is poor performance at work.

### **Factors causing the existing level of teachers' motivation**

Factors for causing the present state of motivation among teachers in public secondary schools in Ilala Municipality were collected through 10 questionnaire items. Teachers were asked to rank the factors using a five-point Likert scale - 1 = Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4 = Agree, and 5 = Strongly Agree. The aim was to examine to what extent the identified factors caused dissatisfaction among teachers. The items focused on geographical location, teacher accommodation, availability of teaching resources, availability of extra-curricular resources, and relationship among teachers and students. The findings are presented hereunder.

### **Geographical location and accommodation for Teachers**

The researcher wanted to collect views of the respondents about how distance from school and the status of accommodation available for teachers caused dissatisfaction; hence demotivated teachers. Under this item most teachers responded that they lived very far from schools and the conditions of their accommodation were not good. The findings from the questionnaire indicates that 203(51%) of all the respondents strongly disagree with the statement that geographical location of the school and accommodation motivates them to work hard. This was followed by another big number of 105(26%) of the respondents who disagreed. Whereas only 32(8%) and 35(9%) of the respondents strongly agreed and agreed with the same statement respectively. Table underneath summarizes the findings explained above.

### **Geographical location and accommodation for Teachers**

Level of Agreeing	Frequency	Percentage
Strongly agree	32	8
Agree	35	9
Undecided	22	6
Disagree	105	26
Strongly Disagree	203	51
<b>Total</b>	<b>397</b>	<b>100</b>

Moreover, using interviews the researcher sought to get more information about distance and accommodation in relation to teacher motivation. Findings from the interview indicate that distance from school is a

problem as teachers live far from schools and use two to three commuter buses from home to reach school. Some heads of schools indicated that some teachers were forced not to come to work occasionally because they lack bus fares. The situation becomes worse during rainy seasons because due to geographical locations most rivers get flooded, roads are not passable so there is breakdown in means of transportation so some teachers cannot reach the schools. In school A one teacher had this to say.

“I live more than 25 kilometers from school. Coming to school I have to connect two to three commuter buses. It is not that I like living that far, it is because of the affordability. I cannot rent a house near the school because the rent is very high.” (Interview, Teacher at School A, 2021)

One head of school added on above findings by indicating how weather interferes with their presence in school. He had this to say:

“I face lots of absenteeism from teachers and students during rain seasons. Some of teachers reports to work very late due to transport challenges from their homes and at the same time they request to leave early for them to get transport because many roads are flooded and get closed”. Last year two of my teachers were involved in the accident while crossing the river with running water luckily they were saved.” (Interview, Head of School B, 2021).

Another teacher on the same question stated.

“I spend three hours on the road while going home. And in the morning, I have to leave my house at 4:30am in order to report at school at 7:30am. Otherwise I will be late. During rainy season I spend more time which affects my concentration and leave me without time to plan or mark my students’ exercise books after work.” (Interview, Teacher at School C, 2021).

### **Availability of teaching and extra-curricular resources**

Under this item the researcher wanted to collect views on the availability of resources for teaching and extra-curricular activities in schools as one of the motivating factors. The interviewees were asked to respond to the sub question “Teachers get enough teaching resources in their subject areas and extra-curricular activities”. The purpose of this sub question was to learn whether or not availability of resources both curricular and extracurricular was a motivating factor to teachers. Findings from this item indicate that 111(28%) respondents Strongly Disagreed with the statement that teachers get enough resources for teaching and extra-

curricular activities. On the other has 107(27%) respondents Strongly Agreed that teachers get enough teaching resources and extra curriculum activities. Data for this item is summarized in Table 3.

**Table 3: Availability of teaching and extra-curricular resources**

Level of agreeing	Frequency	Percentage
Strongly agree	107	27
Agree	85	21
Undecided	23	6
Disagree	71	18
Strongly Disagree	111	28
<b>Total</b>	<b>397</b>	<b>100</b>

Teachers who were involved in responding this item were those teaching sports and non-sports subjects. Their responses show disappointment that they had no adequate resources to perform their duties effectively. In one school, a sports teacher said they had no proper pitches for sports except football. And even the existing football pitch did not meet the standards. In another school, one sports teacher said that they had been asking for sports resources for the past three years but received none. The teacher said the following:

“Whenever we ask for sports equipment for proper training of our students in different sports, the head master’s response has been ‘there is no enough money and the school main focus in the budget is towards equipping the academic departments with academic resources.’ He keeps on saying the budget for sports department will be met next year. Sports are not the priority.” (Interview, Teacher at School B, 2021)

One head of school had the following to say on the availability of teaching resources.

“For the last two years the number of students enrolled in my school has been increasing by 40 and 60 respectively while there have been no corresponding efforts to increase teaching resources to meet the demands in classrooms. As a result, there is a great shortage of resources ranging from the library books to science laboratories equipment and sports gears.” (Interview, Head of School F, 2021)

Science teachers in many schools complained about lack of required equipment to conduct demonstrations and practical sessions in science subjects. Most of these teachers indicated that they were getting

disappointed because resources like guide books for practical and testing chemicals were not supplied as per the needs. The head of science department and a physics teacher in one school had the following to say on availability of resources to conduct practicals for science subjects.

“Our students are not doing electricity practical sessions for the past two years due to the lack of equipments in the physics lab. In some occasions we have been borrowing few types of equipment which are used for demonstrations due to the class size. This affects learning and discourages them from taking science subjects in general.” (Interview, Teacher at School C, 2021)

### **Interpersonal relationship among teachers and school administration**

The item on the relationship between staff members themselves and school administration sought to find out whether or not the relationship between the members of staff and heads of school was a motivating factor. The success of any school depends much on the team work and collaboration between teachers and the administration in such a manner that good relationship and collaboration among teachers and administration bring about effective teaching and learning.

The findings indicate that 101(25%) respondents Strongly Disagreed and 96(24%) respondents disagreed with the statement that there is a positive interpersonal relationship among teachers and the heads of school. At the same time 43(11%) of respondents were undecided and the rest 88(22%) and 69(18%) agree and strongly disagree with the statement respectively.

**Table 4: Interpersonal relationship among teachers and school administration**

Level of Agreeing	Frequency	Percentages
Strongly Agree	69	18
Agree	88	22
Undecided	43	11
Disagree	96	24
Strongly Disagree	101	25
<b>Total</b>	<b>397</b>	<b>100</b>

From the summary most teachers agreed that there is a good relationship among the teachers themselves. However, the relationship between the teachers and the school administration and quality assurer office is not good. The main reason behind poor relationship between teachers and the heads of schools was that teachers had problems with promotions,

performance requirements from heads of schools and quality assurers, and the high teacher-students ratio amidst limited teaching resources. One teacher said the following during interview.

“I feel that the school head and quality assurer officers don’t have hearts or blood flowing in their bodies. I was assigned to teach Geography from one to three; each class had four streams having 60 to 70 students. Literally, I was teaching approximately 800 students. Given the circumstances, I failed to mark all the assignments I gave students as required by the head of school. Surprisingly, instead of finding some assistance to me, the head of school issued me a strong warning letter without considering the situation at hand.” (Interview, Teacher at School D, 2021)

In a nutshell, the findings in this section reveal that most teachers face similar challenges with regards to their work leading to dissatisfaction. Issues such as travelling long distances to and from work, geographical location of schools affected by weather (e.g. during the rainy season), and poor relationship among teachers and between teachers and school administrations were common factors which militate against motivation. The observation that one school head and the quality assurers conspired against one teacher is worth noting since it affects motivation.

The findings in this section concur with other scholars like Bennell and Mukyanuzi (2005) who found that ‘unattractive’ location of schools is a factor affecting student performance in secondary schools. Another study by James et al. (2006) in Nigeria revealed that government schools had large class sizes, inadequate infrastructure and teaching-learning materials all leading to dissatisfaction to teachers. Findings are also consistent with Lewis (1995) who found that the work and living environments for many teachers in Sub-Saharan Africa are poor and tend to lower self-esteem and demotivate teachers.

## **RECOMMENDATIONS**

This study was carried out in public secondary schools in Ilala Municipality to determine the role of reward systems on teachers’ motivation. The researcher makes the following recommendations to Ilala Municipality and other decision-making organs in the government of United Republic of Tanzania.

There is a need for immediate action to work on addressing issue of

teachers' motivation in the public secondary schools in Ilala Municipality. There should be clear guidelines to recognize and reward teachers who perform exceptionally well in their areas of teaching or responsibilities. Teacher should be paid reasonable salaries comparable to other professions with same qualifications and responsibilities. Teachers should be provided with good working environment including technology and other resources necessary for ensuring proper teaching. Teachers should be thoroughly trained in colleges of education and universities to prepare them to perform their work effectively. Head of schools should arrange for regular in-house training sessions for teachers in order to improve their job performance. There should be regular opportunities for professional development programmes for teachers. Heads of schools should device clear guidelines to ensure that teachers attend such programmes in turn.

## **RECOMMENDATIONS**

This study was carried out in public secondary schools in Ilala Municipality only. It is suggested to broaden the research to investigate the same in other Municipalities in Dar es Salaam City; and probably draw other regional authorities in Tanzania. Moreover, the study focused only on rewards and motivation, and they were liked to performance of employees and students. Future study should also focus on factors behind performance; that is issues of leadership behaviours and employee's wellbeing. Particularly, to cover issues of workload, stress and stress management and mental health towards employees' performance.

## **CONCLUSION**

This study has investigated the role of reward system on teacher motivation in public secondary schools in Ilala Municipality. Respondents interviewed and those who filled out questionnaires reveals that low salary which teachers receive for their work, poor working environment, lack of clear rewarding systems, unavailability of houses, distance from school to their homes; are among other factors, adversely affect their motivation to work hence affect their performance. Other factors which were mentioned to mitigate teacher motivation to work include imbalances in allocating opportunities for professional development (short courses, seminars, and workshops), inadequate resources to teach and lack of office spaces. The findings of this study may help alleviate the issues identified in order to revamp the ailing situation regarding the motivation of teachers in public secondary schools in Ilala Municipality.

The study has indicated that the findings are not isolated cases but, by and large, concur with other epistemological studies carried out elsewhere.

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