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Effectiveness of Teacher Motivation in Influencing Pupils' Performance in Standard Seven National Examinations in Public and Private Primary Schools

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Abstract:

This study examined the effectiveness of teacher motivation in influencing pupils' performance in Standard Seven National Examinations in public and private primary schools in Tarime District Council, Mara Region Tanzania. The aim of the study was to investigate the extent to which teacher motivation influences academic performance of pupils at the primary school level. The study employed quantitative approach where by cross sectional survey design was used. A total number of 213 respondents were involved in the study. The researchers used stratified random sampling technique to select 88 teachers and 110 pupils. All the 11 head teachers from the selected primary schools and all the 4 school quality assurance officers from the District were involved in the study by virtue of their positions. Data collection instruments were questionnaires, structured interview schedule and document analysis guide. Descriptive and inferential statistical procedures were used to analyse the data. The hypotheses were tested using the Spearman's rank correlation coefficient as well as Independent T- test. The study found out that, there is a positive relationship between levels of teachers' motivation and pupils' performance in both public and private schools. Thus, when levels of teacher motivation are low, the performance of pupils was also found to be low. Similarly, when levels of teacher motivation are high, the performance of pupils was also found to be high. The study further found out that there is a significant difference in the levels of teachers' motivation between public and private primary schools in Tarime District Council. The study concluded that, teachers in private primary schools are far more satisfied with their working conditions than teachers in public primary schools. The study recommended that, employers in both public (government) and private schools should improve the intrinsic and extrinsic motivation of teachers so as to have good pupils' performance in Primary School Leaving Examinations (PSLE).

Keywords: Teacher motivation and pupils' performance in PSLE

1. Introduction

Teachers have the core responsibility of teaching and nurturing the academic progress of the pupils. They play a critical role in determining the academic achievement of the pupils through their instructional function. Teacher motivation is thus an essential component for enhancing their job performance. Betaman (2006) as cited by Oko (2014) describes teacher motivation as the force that energizes, directs and sustains teacher learner efforts. A teacher who is motivated helps learners to acquire more favourable disposition towards school in general and learning in particular. Effectiveness of Teacher motivation has been viewed by different scholars to have positive influence on students' academic performance. For instance, Wallace (2011) as cited by Molokomphale and Mhlauli (2014), teachers are regarded as the essential catalysts for school improvement. They are the driving force and main resource in the development and academic growth of students as they are sources of knowledge and agents of change. They further insist that, teachers use several techniques to assist students improve in their academic achievement. These include; evaluating, assessing and providing for students with special needs. Moreover, teachers are evaluators at classroom level for quality standard. They attend to students' work during lessons, provide tutorials, mark students' homework and give feedback. If a disability is identified in a student, a teacher will work around the clock to assist the child to build confidence and recommend a remedy. This builds students' competence and their academic performance improves. In addition, teachers evaluate the curriculum materials and education programmes initiatives that are in place for their suitability or students learning.

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfilment Nzabihimana (2010). On the other hand, Massawe (2011) draws attention to factors that affect learning outcomes which include learners' background, inadequate teaching and learning resources. Thus, strategies to increase teacher motivation and capabilities are central to any systematic attempt

to improve learning outcomes. According to Baker and Bettinger (2010) a motivated teacher influences the student to learn. Therefore, teacher motivation provides teachers with the desire to teach their students well.

The government of Tanzania has tried to set various strategies to ensure quality education is provided to pupils in public primary schools. This include, establishment of primary education development programme (PEDP) since 2001-2005. The (PEDP) programme sought to achieve four main short-term objectives namely; enrolment, expansion, quality improvement, capacity building and strengthening institutional arrangements (URT, 2006). The government through the ministry of education further ordered districts to set weekly and monthly examinations to assess students' performance and progress in public schools in its grand project of Big Results Now (BRN). In order to ensure quality in education, the government of has further intensified public schools inspection through the quality assurance officers.

According to HakiElimu (2011) there are several ways that can be used to measure the quality of education provided in the country and two of these are critical and used in many countries. The two critical ways include; looking at students' development of basic skills, namely, reading, writing and arithmetic and the second one is by measuring the quality of education focusing on performance in public examinations. Public examinations are a powerful indicator of standards of education in country. Examination results are used to make judgments about individual pupils and institutions. In Tanzania, National Examinations have been used as a measure of standard education and it is organized and administered by the National Examinations Council of Tanzania (NECTA). Despite of the government's initiative to minimize failures and raise the performance of pupils' through various strategies the performance in public primary schools has continued to be low.

Public primary schools have not been performing well countrywide. As per the examination results announced by NECTA from 2012 to 2015. From the statistics, public primary schools in Tanzania have been performing low as compared to private primary schools in Primary School Leaving Examinations (PSLE). As per the available statistics, private schools have managed to take the first ten positions for the different years; whereas, the last ten positions have been taken by public primary schools. Thus performance in public primary schools is low countrywide. Moreover, studies by HakiElimu (2011) revealed that 5,000 pupils in public primary schools completed standard seven without knowing how to read and write in both Kiswahili and English countrywide.

Tarime District the area where this study was conducted has not been exceptional. Pupils' performance in public primary schools has equally been low compared to private primary schools as per statistics of 2012 – 2015 provided by Tarime District DEO'S Examination office (2015). For instance in 2012, out of 6,821 pupils who sat for PSLE only 2,891 (42.3%) of the pupils passed the exam. This indicates that 3,930 (57.7%) of the pupils who sat for the exam failed. Similarly, out of the 7,474 pupils who sat for PSLE in 2013 only 2,294 (30.7%) of pupils passed the exam while 5,180 (69.3%) failed the examination. Likewise, in 2014 out of 7,290 pupils who sat for PSLE in public primary schools only 3,291 (44.7%) of the students passed the examination while 4,029 (55.3%) of the pupils failed the examination. In the year 2015, out of 4,252 pupils who sat for the national examination 2,920 passed the examination equals to 68.7% this pass rate indicates that 1,332 pupils who completed class seven in the year 2015 failed the examination from public primary schools in Tarime District equals to 31.3%. This denotes that majority of pupils' who sat for PSLE for the mentioned years from public primary schools could not secure a chance in secondary schools.

On the other hand, private primary schools, in Tarime District according to Tarime District DEO'S Examination office (2015); have been performing well as per the statistics of 2012 to 2015. Pupils from private primary schools have been performing well in PSLE in Tarime District. All the pupils who sat for PSLE in year 2012, 2013 and 2015 passed very well. A slight drop in performance was witnessed in 2014 whereby out of the 164 pupils who sat for national examination 160 (96.6%) passed. Only four (2.4%) pupils failed. Generally, the performance in private primary schools has been good over years.

From the statistics, it is clear that private primary schools are performing better than the public primary schools in Tarime District. A scenario of this kind has raised concerns to educational stakeholders as to what could be the cause of the poor performance in public primary schools in Tarime District. There could be many reasons that may have contributed to this problem. However, the actual cause for the low performance could not have been determined without carrying out a study in the area. For the purpose of this study, attention was given to effectiveness of teacher motivation in influencing pupils' performance in primary school leaving examinations in public and private primary schools in Tarime District Council, Tanzania. The researchers believed that by investigating the effectiveness of teacher motivation in influencing pupils' performance in primary school leaving examinations would be able to identify the real cause of the low performance in public primary schools in Tarime District, Tanzania.

2. Statement of the Problem

Teacher motivation is a significant element in improving pupil's academic achievement. Hence, teaching and learning process cannot take place effectively without having teachers who are competent and motivated with their work. Public primary schools in Tarime District Council have been performing low in PSLE as compared to the private primary schools in the same District. Several studies have been conducted in relation to teacher motivation and students' academic performance. For instance studies by Ngimbudzi (2009), Massawe (2011), HakiElimu (2011), Livingstone (2011), Nadim (2012), Gitonga (2012), Nyakundi (2013), Nyipir (2014), Imo (2015) among others have revealed that, there is a significant relationship between monetary and non- monetary rewards on students' academic performance; there is a significant relationship between job satisfaction and intrinsic motivational factors; motivation of teachers increase students' performance in examinations conducive working condition was a critical motivation factor that improves the teachers' motivation thus influencing students' academic performance; and in adequate teaching and learning resources. However, most of the revealed studies were conducted outside Tanzania where levels of teacher

motivation could be different from the area of study. Further, from the reviewed studies, the effectiveness of teacher motivation on students' academic performance has not been adequately addressed. This study therefore, investigated the effectiveness of teacher motivation in influencing pupils' performance in PSLE in Tarime District Council, Tanzania to ascertain whether a relationship exists.

3. Research Questions

The study was guided by the following research questions

- To what extent are teachers committed to their job responsibilities in public and private primary schools in Tarime District Council?
- What is the relationship between levels of teachers' motivation and pupils' performance in public and private primary schools in Tarime District Council?
- What challenges do head teachers face in relation to teachers' motivation in Tarime District Council?
- What do you think could be the solutions to these challenges facing head teachers in Tarime District Council?
- The following Hypotheses
- H_{A1} There is a significant relationship between levels of teachers' motivation and pupils' performance in standard seven national examinations in public primary schools in Tarime District, Council.
- H_{A2} There is a significant relationship between levels of teachers' motivation and pupils' performance in standard seven national examinations in private primary schools in Tarime District, Council.
- H_{A3} There is a significant difference in the levels of teachers' motivation between private primary schools and public primary schools in Tarime District, Council.

4. Significance of the Study

The study is important for the following reasons:

The findings of the study will help the Ministry of Education to know the factors affecting teacher motivation which consequently affects the pupils' performance in national examinations. It is anticipated that the knowledge derived from this study will help school management committees to identify areas to pay attention to in teacher motivation. Therefore, come up with strategies of improving teacher motivation in their respective schools. Furthermore, the knowledge obtained from the study will add information to the existing knowledge on teacher motivation and its influence on pupils' academic performance. Hence creating a data bank for further research.

5. Scope and Delimitation of the study

The study was conducted in Tarime District Council which is in Mara Region, Tanzania. Tarime District may be viewed as one among many similar districts in Tanzania whose academic performance has remained low.

6. Literature Review

Various studies have been reviewed on teacher motivation and students' academic performance. Among the studies are as follows: Ngimbudzi (2009) conducted a study on the Job Satisfaction among Secondary school Teachers in Njombe District. The study employed quantitative research method. A self-developed survey was administered to a convenience sample of 162 secondary school teachers from 13 out of 55 registered secondary schools in Njombe District, Iringa Region. The study findings shows that job satisfaction is a multidimensional phenomenon and thus administrators need to pay attention to multiple factors if they are to make teachers happy with their job.

Livingstone (2011) conducted a study to investigate whether the perceived teacher's motivation has an effect on students' academic performance in selected Advanced level secondary schools in Masaka District in Uganda. The objectives of the study were to investigate the effect of teachers' monetary rewards on students' academic performance at Advanced level, the effect of teachers' non-monetary rewards on students' academic performance and the relationship between monetary and non-monetary rewards on students' academic performance at an Advanced level. The study revealed that there is a significant relationship between monetary and non-monetary rewards on students' academic performance.

HakiElimu (2011) conducted a study on Teachers' motivation and commitment to teach and their implication on quality education in Tanzania. The research population comprised 303 secondary school teachers from six regions namely; Coast, Mbeya, Kigoma, Singida, Dodoma and Mtwara. The study was qualitative in nature and focus group discussion were used to collect information from teachers. The findings of this study revealed that teachers' commitment to teaching profession is devastatingly low especially in public schools.

Nadim (2012) conducted a study on effects of motivational factors on teachers' job satisfaction in Public sector colleges in Pakistan. A sample of 500 teachers of public sector was selected through simple random sampling. The study design was descriptive. Data were collected using questionnaire. The study findings showed that, there is a significant relationship between job satisfaction and intrinsic motivational factors.

Gitonga (2012) carried out a study on the influence of teachers' motivation on students' performance in Kenya Certificate of Secondary Education (KCSE) in public secondary schools in Imenti South District of Kenya. The researcher adopted a descriptive survey design and targeted a population of 587 respondents. The researcher used stratified random sampling procedure in selecting schools as well as 100 respondents. Self-administered questionnaires were used by the researcher to collect data from the respondents (teachers). The study found that conducive working condition was a critical motivation factor that improves the teachers' motivation thus influencing students' academic performance.

Nyakundi (2012) carried a study on factors affecting teacher motivation in public secondary schools in Thika West District, in Kenya. A descriptive research design was used for the study. The study targeted 126 respondents; 112 teachers and 14 principals. Simple random sampling technique was used to select teachers while purposive sampling technique was used to select the principals. The study found that, job satisfaction affects employee motivation.

Kipsang and Onyango (2013) conducted a study on the role of Teacher motivation on student's Examination performance at secondary school level in Kericho District Kenya. The purpose of the study was to determine if there is a direct correlation between teacher motivation and students' examination performance at secondary school level in Kenya. The study adopted a descriptive survey design. Purposive sampling was used to select principals/schools while simple random sampling was used to pick teachers from the sampled schools. The findings of the study were that motivation of teachers increase students' performance in examinations.

Akpan (2013) conducted a study to examine the influence of motivation of teachers and their incentives on students' academic performance in Ikot Local Government Area of Akwalbom State Nigeria. The findings revealed that teachers, who are motivated, teach effectively in classroom than those teachers who were not motivated at all.

Nyipir (2014) conducted a study on Factors Affecting the Performance of pupils in primary schools in Paidha Town Council, in Uganda. A sample of 404 respondents was formed. Data were collected using questionnaire. The study employed quantitative and qualitative approaches with cross sectional survey design. The results revealed that there was a positive relationship between the level of education of parents and pupils performance. Imo (2015) conducted a study to examine the Influence of Motivation of Teachers and their incentives on students' Academic Performance in Ikot Local Government Area of Akwalbom State Nigeria. A descriptive research design was conducted and a simple random sampling technique was used to select one hundred and fifty (150) respondents of which thirty (30) were selected from each of the (5) schools chosen for the study. The instrument for data collection was questionnaire. The findings revealed that teachers, who are motivated, teach effectively in classroom than those teachers who were not motivated at all.

Based on the samples of reviewed empirical studies on teacher motivation various gaps of knowledge were identified. Most of the studies embarked on some aspects of teacher motivation. However, these studies did not address the two variables adequately namely, teacher motivation and pupils' performance. The literatures surveyed show that little has been done in terms of area of the study on the teacher motivation in primary schools in Tanzania. Therefore, this study aimed at bridging the knowledge gap that existed in order to examine the effectiveness of teacher motivation in influencing pupils' performance in Standard Seven National Examinations in public and private primary schools in Tarime District Council.

7. Methodology

Cross sectional survey design was used. The cross sectional survey design was preferred for it allows large amount of data to be collected within a short period of time. The design allowed the researchers to examine the characteristics of a sample such as the attitude, preference and interests. Furthermore, cross-sectional survey design allows generalisation of findings to the wider population. The study was conducted in 11 primary schools of which 7 were public schools and 4 were private schools in Tarime District Council. 11 head teachers, 88 teachers, 110 pupils and 4 school quality assurance officers formed the sample for the study.

8. Data Collection Instruments

The researchers used questionnaires, structured interview schedule and document analysis schedule to collect data from the participants.

9. Findings

The study was guided by four research questions and three hypotheses.

- Research Question 1: The Extent to which teachers are committed to their Job Responsibilities in public Primary schools in Tarime District Council.

The first research question sought information on the extent to which teachers were committed to their job responsibilities. Information was obtained from pupils, teachers and head teachers from both public and private primary schools. The following sub-sections presents the findings.

9.1. Pupils' Responses on Teachers' Commitment to their Responsibilities in Public Primary Schools

The researchers sought information from standard seven pupils on the extent to which their teachers are committed to their job responsibilities. It was important to collect information from standard seven pupils since they are directly involved in teaching and learning process. Thus, were thought to have useable information on the real situation since they had stayed in their respective schools with their respective teachers' longer than other classes. Table 1 presents the findings.

Statements	A		D		UN		Mean
	f	%	f	%	f	%	
1. Teachers always start classes on time	21	30	49	70	-	-	1.70
2. Teachers make themselves available to pupils outside class time	16	23	49	77	-	-	1.77
3. Teachers teach all the lessons allocated in the timetable	19	27	51	73	-	-	1.73
4. Teachers compensate for the Periods which were not taught	7	10	63	90	-	-	1.90
5. Teachers mark pupils' work and give feedback on our progress on Time	21	30	49	70	-	-	1.70
6. Teachers set time to assist us when we Perform poorly	19	27	51	73	-	-	1.73
7. Teachers cover all topics in the syllabus before we sit for the final Exams	20	29	50	71	-	-	1.71
8. Teachers employ variety of teaching and Learning activities	18	26	52	74	-	-	1.74
9. Teachers reward good when we perform better in Classroom	25	36	45	64	-	-	1.64
Overall Mean Score							1.6

Table 1: Pupils' Responses on Teachers' Commitment to their Responsibilities in Public Primary Schools

Findings in Table 1 shows that 90% of pupils reported that their teachers do not compensate for the periods which were not taught in the normal class hours. This would mean once a period is not taught, the knowledge and skills that were to be imparted to pupils are not given. This could lead to pupils' poor performance in national examination. From the findings it was revealed that, teachers do not start classes on time, do not teach all the periods allocated to them in the time table, and do not make themselves available to pupils outside class time as reported by 70%, 73% and 77% of the pupils respectively. This would suggest that there is no clinical supervision which goes on in public primary schools. Close supervision by head teachers in public schools would ensure that all periods are taught. For instance, ensuring the signing of classroom journals after a period has been taught.

Moreover, from the findings it was clear that, teachers were not marking pupils' work and were not giving them feedback on time and were not covering all the topics in the syllabus before pupils sat for their final examinations as reported by 70% and 71% pupils respectively. The findings suggest that pupils sat for their final examination without good preparations thus, ending up performing poorly in PSLE.

The researchers sought to establish the extent to which teachers in public primary schools were committed to their job responsibilities. This was measured by calculating the overall mean score from the pupils' responses. The criteria used to measure the extent of teachers' commitment was 1 = very low, 2 = lowly committed, 3 = moderately committed, 4 = committed and 5 = highly committed. Thus, the overall mean score of 1.6 meant teachers' commitment to their job responsibilities in public primary schools was low.

Thus, the overall mean score of 1.6 meant that, teachers' commitment to their job responsibilities in public schools was low. This would mean pupils were not satisfied with the manner in which teachers were rendering services to them. Similarly, the researchers sought to establish the level of teachers' commitment to their job responsibility. The information was obtained from the teachers. Table 2 presents the findings.

Statements	SA		A		UN		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
1. I always start class on time	4	7	24	43	8	14	16	29	4	7	3.14
2. I make myself available to My pupils outside class time	10	18	20	36	2	4	22	39	2	4	3.25
3. I teach all the lessons allocated to me in the time table	4	7	18	32	16	29	18	32	-	-	3.14
4. I compensate for the periods which were not taught	2	4	24	43	10	18	18	32	2	4	3.11
5. I mark pupils' work and give feedback on pupils progress on time	6	11	18	32	4	7	28	50	-	-	3.39
6. I set time to assist pupils who perform poorly to help them improve	2	4	14	25	4	7	34	61	2	4	2.64
7. I cover all topics in the syllabus before pupils sit for their final exams	4	7	4	7	14	25	34	61	-	-	2.6
8. I employ variety of teaching and learning activities	4	7	6	11	10	18	34	61	2	4	2.57
9. I reward good performance in my classroom	-	-	12	21	10	18	30	54	4	7	2.54
Overall Mean Score											2.61

Table 2: Teachers' Commitment to their Job Responsibilities in Public Primary Schools

The findings in Table 2 shows that, 61% of the teachers in public schools do not cover all topics in the syllabus before pupils sit for their final examinations. Thus force pupils to sit for their final exams and attempt questions they have never been taught. This could contribute to their low performance.

From the findings, 61% of the respondents reported that, they don't use a variety of teaching and learning activities. This implies that there is mismatch of pupils' learning style and teacher teaching style. This would lead to under-performance of pupils in their examinations. Moreover, the findings, 61% of the teachers agreed that, they don't set time to assist low performing pupils in order to improve. This would disadvantage some pupils bearing in mind that the levels of understanding differs from one pupil to another. Some pupils are fast learners while others are slow learners. The slow learners should also be reached out to in order to assist them to perform better. If teachers in public primary schools have no time to help pupils then the performance will continue to be low.

On the other hand the findings in Table 2 shows that 50% of the teachers disagreed that they mark pupils work and give Feedback on pupils' progress on Time. This implies that teachers in public schools have large number of pupils in one class of which it is difficult to handle and mark their work on time. From the table it is also evident that 39% of the respondents indicated that they don't make themselves available to pupils outside class time. These findings could suggest that, some teachers were not committed to their work. This finding concurs with the responses from the head teachers' during one on one interview whereby 71.4% of the head teachers reported that some teachers were not committed to their job responsibilities. The findings further revealed that, 32% of teachers don't teach all the periods allocated to them in the time table. The findings are in line with Mkumbo (2012), who found that, teachers' commitment to teach is devastatingly low. The percentage of teachers who are not committed could mean possibly they are not motivated enough to teach.

The extent to which teachers were committed to their job responsibilities in public primary schools was measured by looking at the overall mean score. The criteria used to measure the extent of teachers' commitment was 1 = very low, 2 = lowly committed, 3 = moderately committed, 4 = committed and 5 = highly committed. Thus, the overall mean score of 2.61 meant teachers' commitment to their job responsibilities in public primary schools was low.

The researchers equally sought information from the head teachers on the extent to which teachers in their respective schools were committed to their responsibilities in public primary schools. From the findings, 71.4% of the head teachers reported that some teachers were not committed to their job responsibilities. The responses from the head teachers would suggest that, teachers' commitment to their job responsibilities in public schools was low.

9.2. Pupils' Responses on Teachers' Commitment to their Responsibilities in Private Primary Schools

The researchers further sought information from pupils from the selected private primary schools on the extent to which their teachers are committed to their job responsibilities. Table 3 summarises the pupils' responses on their teachers' commitments.

Statements	A		D		UN		Mean
	f	%	f	%	f	%	
1. Teachers always start classes on time	33	82	7	18	-	-	1.18
2. Teachers make themselves available to pupils outside class time	37	93	3	7	-	-	1.08
3. Teachers teach all the lessons allocated to them in the timetable	40	100	-	-	-	-	1.00
4. Teachers compensate for the periods which were not taught	30	75	10	25	-	-	1.25
5. Teachers mark pupils' work and give feedback on our progress on time	36	90	4	10	-	-	1.10
6. Teachers set time to assist us when we Perform poorly	33	83	7	17	-	-	1.18
7. Teachers cover all topics in the syllabus Before we sit for the final Exams	33	83	7	17	-	-	1.18
8. Teachers employ variety of teaching and Learning activities	34	85	6	15	-	-	1.18
9. Teachers reward good Performers	33	82	7	18	-	-	1.18
Overall Mean Score							2.18

Table 3: Pupils' Responses on Teachers' Commitment to their Responsibilities in Private Schools

Findings in Table 3 shows that, teachers from the private schools always availed themselves to pupils outside class time, start classes on time and compensate for the lost periods as reported by 93%, 82% 75% of the students respectively. The findings suggest that teachers were ready to assist pupils regardless of time and place to ensure pupils are well informed about what was taught in classrooms. Consequently, pupils got all the content in the syllabi thus, easy for them to pass the national examinations. The findings concur with the responses from the head teachers that their teachers set time to assist pupils who perform poorly in the examinations and were starting classes on time. From the findings, teachers from private schools are highly motivated which in turn influences pupils' performance in the District. Moreover, 82% of the pupils reported that their teachers reward them in case they perform well in classroom. This implies that pupils are motivated to work hard hence good academic performance. Whereas 85% of the pupils reported that their teachers employ variety of teaching and learning activities in classrooms. This indicates that pupils participated fully in the lessons and hence acquire knowledge and skills that enable them pass in the national examinations. Commenting on the same, 75% of head teachers reported that teachers are committed to their job responsibilities in various ways which include: punctuality in coming to school, preparation of schemes of work, lesson plans as well as lesson notes on time.

The researchers further were interested in establishing the extent to which teachers were committed to their responsibilities in private primary schools. Table 4 summarises the findings.

Statements	SA		A		UN		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
1. I always start class on time	14	44	18	56	-	-	-	-	-	-	4.44
2. I make myself available to my pupils outside class time	10	31	18	56	-	-	2	6	2	6	4.00
3. I teach all the lesson allocated to me in the time table	12	38	20	62	-	-	-	-	-	-	4.38
4. I compensate for the periods which were not taught	4	13	26	81	-	-	2	6	-	-	4.00
5. I mark pupils work and give feedback on pupils progress on time	8	25	22	69	-	-	2	6	-	-	4.13
6. I set time to assist pupils who Perform poorly to help them Improve	12	38	20	62	-	-	-	-	-	-	4.38
7. In cover all topics in the syllabus before pupils sit for their final exams	12	38	20	62	-	-	-	-	-	-	4.38
8. I employ variety of teaching and Learning activities	10	31	22	69	-	-	-	-	-	-	4.31
9. I reward good performance in my classroom	10	31	22	69	-	-	-	-	-	-	4.31
Overall mean score Overall Mean											4.25

Table 4: Extent to Which Teachers Are Committed to Their Responsibilities in Private Primary Schools

Findings in Table 4 indicate that teachers from private schools started classes on time as planned, taught all the lessons as allocated to them in the timetable, compensate for the periods which were not taught during the normal class due to unexpected interruptions, set time to assist pupils who perform poorly to help them improve, marked pupils work and give feedback on pupils' progress on time. The findings indicates that teachers in private schools are committed to fulfilling their responsibilities and thus leading to pupils' good performance in PSLE. Furthermore, all the teachers reported that they employ variety of teaching and learning activities like group work, pair work as well as individual work. These findings are in line with head teachers' responses during interview. The head teachers reported that, 75% of teachers in private schools are committed to their job responsibilities.

The extent to which teachers were committed to their job responsibilities was measured by looking at the overall mean score which was 4.25. Thus, the overall mean score of 4.25 meant that, teachers were committed to their job responsibilities.

9.2.1. Research Question 2

The relationship between levels of teachers' motivation and pupils' performance in public and private primary schools in Tarime District Council. The second research question sought to establish whether a relationship exist between teacher motivation and students' academic performance. In order to establish the nature of the relationship null hypotheses were tested.

Before testing the hypotheses, the researchers calculated the mean scores of levels of teacher motivation independently, as well as means scores for pupils' academic performance for both categories were obtained. The following sub-sections presents the findings.

9.3. Pupils' academic Performances

This section presents information about pupils' academic performance in standard seven from 2012-2015, tables 5 summarise the performances of PSLE results in grades from 2012-2015 for both public and private schools in Tarime District Council cumulatively.

Variables	A	B	C	D
Average	100%	98.5%	96%	99%
Grades	A	A	A	A
Year	2012-2015	2012-2015	2012-2015	2012-2015

Table 5: Summarizes the Performance of PSLE Results for Private Schools

Variables	E	F	G	H	I	J	K
Average	15.25%	64.25%	61.5%	50%	60%	55.75%	51.25%
Grades	C	B	B	C	C	C	C
Year	2012-15	2012-15	2014-15	2012-15	2012-15	2012-15	2012-15

Table 6: Summarises the Average Performance of PSLE Results for Public Schools

Findings in Table 5 shows that in 2012-2015, all private primary schools scored an average of grade 'A' in PSLE. While Table 6 shows that, only two public primary schools, scored an average of grade 'B'. Table 6, further shows that, five schools from public primary schools scored C average. From the findings, it is clear that public primary schools did not perform well as compared to private schools. Low average score would mean fewer access of pupils to form one. The results from public primary schools are not impressive. From the findings, majority of pupils from public primary schools are not able to join form one.

Generally, from PSLE results of 2012-2015, it is clear that very few pupils performed well from public schools. Majority got lower marks less than hundred which is the minimum pass mark for form one entry. Pupils are considered successful if they get more than a hundred marks. Thus, if the scores are lower than a hundred, the pupil cannot have access to secondary schools.

9.4. Pupils Performances in the Four Selected Private Primary Schools (2012-2015)

The researchers sought to establish pupils' performance in the sampled private primary schools. Table 7 presents the findings.

Schools	2012	2013	2014	2015
A	100	100	100	100
B	98	97	100	99
C	96	97	99	100
D	97	99	100	100

Table 7: Standard Seven Examination Performance in the Selected Private Primary Schools

Findings in Table 7 shows that all private schools which participated in the study had good performance from 2012 to 2015 as indicated by means of 96 % average and above. From the findings, it is clear that private school teachers are motivated to work effectively.

Similarly, Table 8 presents Mean scores for levels of teacher motivation in private schools and the mean scores for pupils' performance in (PSLE 2012-2015).

Mean Scores in Schools				
Variables	A	B	C	D
Levels of teacher motivation	3.8	3.7	3.7	3.8
Pupils' average performance	100%	98.5%	96%	99%

Table 8: Levels of Teacher Motivation and Pupils average Performance

The findings in Table 8 suggest a relationship between the levels of teachers' motivation in private schools and the mean scores for pupils' performance. In order to determine the nature of the relationship the a null hypothesis 1 was tested using correlation as applied in the statistical package for social sciences (SPSS version 21.0) as long as the hypothesis involved test of relationships; the researcher adopted Spearman Product Moment Correlation.

9.4.1. Null Hypothesis 1

There is no significant relationship between levels of teachers' motivation and pupils' performance in private primary schools.

9.4.2. Decision Rule

The Hypotheses were tested at 0.05 significance level, thus if $P < 0.05$ we reject the null hypothesis and if $P \geq 0.05$ we accept the null hypothesis.

Teacher Motivation				Pupils' Academic Performance
Spearman's rho	Teacher motivation	Correlation Coefficient	1.000	.589
		Sig.(2- tailed)	.	.016
		N	04	04
	Pupils' academic performance	Correlation coefficient	.589	1.000
		Sig. (2- tailed)	.016	
		N	04	04

Table 9: The Relationship between Levels of Teachers' Motivation and Pupils Performance in Private Schools

The findings in Table 9, indicate that there is a positive correlation coefficient of $(r) = 0.589$ which indicates a positive relationship between levels of teachers' motivation and pupil' performance, in private primary schools. In the same table the significance value of 0.016 which is less than 0.05 level of significance was obtained. This means the null

hypothesis is rejected. This implies that there is a positive relationship between levels of teachers' motivation and pupils' performance in private primary schools.

9.5. Standard Seven Performances in Public Schools 2012-2015

The researchers similarly obtained information on pupils' performance in the selected public primary schools. Table 10 presents the findings.

Schools	2012	2013	2014	2015
E	57	45	60	67
F	61	70	65	61
G	57	58	61	70
H	42	53	44	61
I	61	63	54	62
J	45	59	62	57
K	51	49	44	61

Table 10: Pupils Performance in Public Primary School Examination from the Year 2012-2015

The findings show that almost all schools did not perform well in examinations from 2012 to 2015 because most schools were rated at grade C, and a few schools scored B. From the performance, it is easily conclude that public school teachers are not motivated to work effectively.

Mean Scores in Schools							
Variables	E	F	G	H	I	J	K
Levels of teacher motivation	3.0	3.25	3.04	2.7	3.1	2.8	2.8
Pupils' average performance	57.25%	64.25%	61.5%	50%	60%	55.75%	51.25%

Table 11: Levels of Teacher Motivation in Public Primary Schools and the Mean Scores for Pupils' Performance in (PSLE 2012- 2015)

The findings in Table 11 shows a relationship between the levels of teachers' motivation in public schools and the mean score for pupil performance. In order to determine the nature of the relationship the null hypothesis 2 was tested using spearman product moment correlation.

9.5.1. Null Hypothesis 2

There is no significant relationship between levels of teachers' motivation and pupils' performance in public primary schools. The Hypothesis was tested at 0.05 significance level, thus if $P < 0.05$ we reject the null hypothesis and if $P \geq 0.05$ we accept the null hypothesis

Teacher Motivation				Pupils' Academic Performance
Spearman's rho	Teacher motivation	Correlation Coefficient	1.000	.566
		Sig.(2- tailed)	.	.002
		N	07	.07
	Pupils' academic performance	Correlation coefficient	.566	1.000
		Sig. (2- tailed)	.002	
		N	07	07

Table 12: Relationship between Levels of Teachers' Motivation and Pupils' Performance in Public Primary Schools

The findings in Table 12 indicate that, there is a positive correlation coefficient of $(r) = 0.566$ which indicates a positive relationship between levels of teachers' motivation and pupils' performance, in public primary schools in the same table the significance value of 0.002 was observed which is less than 0.05 level of significance, that means the null hypothesis is rejected. This implies that there is a positive relationship between levels of teachers' motivation and pupils' performance in public schools.

Levels of teacher motivation can determine the performance of pupils in National examinations. Therefore, if teachers are satisfied they become more effective in teaching and ready to help pupils improve their performance. Thus, the poor academic performance in Tarime District Council could be associated with the low levels of teachers' motivation. The researchers were also interested in determining whether there was a significance differences in the level of teachers motivation between private primary schools and public primary schools, by using the independent t-test. The following hypothesis was tested.

9.5.2. Null Hypothesis 3

There is no significance between levels of teachers' motivation in private and public primary schools.

9.5.3. Decision Rule

The Hypothesis was tested at 0.05 significance level, thus if $P < 0.05$ we reject the null hypothesis and if $P \geq 0.05$ we accept the null hypothesis.

9.5.4. Assumptions

- Interval or ratio scale of measurement. (approximately interval)
- Random sampling from a defined population
- Samples are independent; no overlap between group members
- Scores are normally distributed in the population
- Population variances are equal

Teacher Motivation	Frequency	df	Mean	Standard Deviation	t	Sig
Private schools	32	31	3.82	0.801	0.853	0.037
Public schools	56	55	2.14	1.044		

Table 13: Summary of the T-Test Results for the Relationship between Teacher Motivation and School Type

The findings in Table 13 show that there is a significant difference in the levels of teacher motivation between private and public primary schools. This is proved by the Means differences in the levels of teachers' motivation between private schools and public primary schools and the significance value of 0.037, which is less than the level of significance (alpha) 0.05, thus the null hypothesis, is rejected. This implies that there is a significant difference between levels of teacher motivation in public primary schools and private primary schools in Tarime District Council.

9.6. Challenges Head Teachers Face in Motivating Teachers

- Research Question 3: Challenges Head teachers face in motivating teachers.

Research question three, sought information about challenges facing head teachers towards teacher motivation. The research question was answered by teachers and head teachers in public and private schools their responses are summarized in tables 24 and 25.

Variables	Teachers		Head teachers	
	f	%	f	%
Lack of funds	24	42	5	71.4
Lack of cooperation between the head teacher and teachers	16	29	2	28.6
Lack of management skills	16	29	-	-

Table 14: Responses of Teachers and Head Teachers in Public Schools on the Challenges Facing Head Teachers in Motivating Teachers

Findings in table 14 show that 42% of teachers reported that the main challenge facing head teachers in public schools is lack of funds to run school activities. Commenting on the same, 71.4% of the head teachers identified lack of funds is a real challenge in running school activities such as buying teaching and learning materials. This could be the reason for teachers' low motivation. This findings are in line with Massawe (2011) who concluded that, lack learning materials definitely leads to low motivation. 29% of the respondents reported that lack of cooperation between the head teachers and teachers as a challenge that head teachers face. The challenge of poor cooperation was also pointed out by 28.6% of head teachers during one on one interview. If head teachers look down upon teachers this can create a gap between them and their teachers as a result lowering teacher's motivation. Poor leadership styles was among the challenges head teachers face that hinder teacher motivation as reported by 29% of teachers. This would mean some teachers are not satisfied with the leadership styles of their head teachers something that can contribute to their low motivation. The findings are in line with Gopal (2014), different leadership style factors, will have different impact on employees' motivation components. Moreover, Gopal insisted that, leaders should encourage employees to push the bar and challenge themselves with roles which utilize the full potential, talent and creativity. This would align employees to the organizational vision and make them more confident and eager to perform to the organizational vision and make them more confident and eager to perform the allocated tasks.

The findings suggest that, many head teachers from public primary schools in the District have the tendency of not motivating their teachers either intrinsically or extrinsically. Consequently, this may have resulted in de-motivated teachers, who according to HakiElimu (2011), perform up to a certain level considered satisfactory, but make little or no effort to exceed this level. Perhaps, this may be one of the main de-motivating factors which may be causing comparatively poor performance of pupils in PSLE in the District. This also explains why there are a big number of teachers in public schools, who deal with their personal business during working hours in the District.

Variables	Teachers		Head teachers	
	f	%	f	%
Lack of fund	22	68	3	75
Lack of cooperation between the head teacher and teachers	4	13	1	25
Lack of management skills	6	29	-	-

Table 15: Responses of Teachers and Head Teachers in Private Schools on Challenges Facing Head Teachers in Motivating Teachers

From the findings, 68% of the teachers reported that the main challenge facing head teachers in motivating teachers is lack of funds that could be used to motivate them. The challenge of shortage of funds was also reported by 75% of head teachers as head teachers in private schools. Head teachers in private owned by schools are not allowed to manage funds. Furthermore, 13% of the respondents reported that lack of cooperation between the head teachers and teachers to be a challenge facing head teachers. Similar feelings were expressed by 25% of the head teachers during interview when they lamented that they lacked cooperation from their teachers.

From the findings, 19% of the respondents were not satisfied with leadership styles of their head teachers. This could contribute to their low motivation. The findings are in line with Gopal (2014), different leadership style factors, will have different impact on employees' motivation components. Moreover, Gopal insisted that, leaders should encourage employees to push the bar and challenge themselves with roles which utilize the full potential, talent and creativity. This would align employees to the organizational vision and make them more confident and eager to perform to the organizational vision and make them more confident and eager to perform the allocated tasks.

9.6. Solutions to the Challenges Head Teachers Face in Public Schools

Research Question 4: solutions to the challenges head teachers face when dealing with motivation. The researchers sought information on the measures which can be used to improve teacher motivation. The question was answered by teachers, head teachers and school quality assurance officers. The results are presented in Table 16.

Variables	Teachers		Head Teachers		School Quality Assurance Officers	
	f	%	f	%	f	%
Promote self-reliance projects in schools	18	32	7	100	4	100
The government should set budget for motivating teachers.	38	68	7	100	4	100

Table 16: Solutions for the Challenges Facing Head Teachers in Public Schools in Relation to Teacher Motivation

Findings in table 16 show that 68% of the teachers suggested that head teachers and management should set budget for motivating teachers. This will help in tackling the problem of motivating teachers for instance buying teaching and learning materials and rewarding teachers who show good performance. This suggestion was equally supported by the school quality assurance officers who participated in the study. On the other hand 32% of the teachers suggested schools should have self-reliance projects to generate extra funds for schools which can be used to motivate teachers. The suggestion was also supported by all the head teachers and all the school quality assurance officers who participated in the study. The funds from the income generating projects could substitute the meagre funds given by the government.

Variables	Teachers		Head Teachers		School Quality Assurance Officers	
	f	%	f	%	f	%
Promote self-reliance projects in schools	6	19	-	-	4	100
The government should set budget for motivating teachers	26	81	4	100	4	100

Table 17: Solutions to the Challenges Faced by Head Teachers in Private Schools

Findings in Table 17 show that, 81% of the teachers suggested that there should be budget allocation for motivating teachers. This suggestion supported school quality assurance officers and all the head teachers in private schools. From the findings, 19% of the teachers suggested schools to promote self-reliance projects. The suggestion was also supported by all the head teachers in the respective schools.

10. Conclusions of the Study

Based on the findings it was concluded that, teachers in private schools are far more satisfied with the working conditions in their schools than teachers in public schools. The study found out that, there is a positive relationship between levels of teachers' motivation and pupils' performance in both public and private schools. When levels of teacher motivation are low, the performance of pupils was also found to be low. Similarly, when levels of teacher motivation are

high, the performance of pupils was also found to be high. The study further found out that there is a significant difference in the levels of teachers' motivation between public and private primary schools in Tarime District Council. The study concluded that, teachers in private primary schools are far more satisfied with their working conditions than teachers in public primary schools. The study recommended that, employers in both public (government) and private schools should improve the intrinsic and extrinsic motivation of teachers so as to have good pupils' performance in Primary School Leaving Examinations (PSLE).

There are challenges which affect levels of teachers' motivation in both categories such as; inadequate teaching and learning materials, lack of funds to motivate teachers, lack of cooperation between the head teacher and teachers and lack of management skills. In order to address the challenges emerging from levels of teachers' motivation as well as pupils' poor performance in PSLE there is a need for the government as well as owners of private schools to make sure that, teachers' salaries are re-structured to be attractive enough to motivate and energize teachers to perform their work effectively. Public and private school owners should come up with mechanisms that ensure adequate supply of teaching learning resources. Money should be set aside in the school budget for procurement of teaching and learning resources. Additionally, professional development for teachers should be given priorities by owners of schools in both categories so as to improve teachers' knowledge and skills. By so doing, teachers will be able to handle various challenges emanate from syllabi.

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