

MOTIVATION AND TEACHERS' PERFORMANCE:  
A CASE STUDY OF SELECTED URBAN DISTRICT  
HIGH PUBLIC SECONDARY SCHOOLS  
IN ZANZIBAR. TANZANIA

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A Thesis

Presented to the School of  
Post graduate Studies and Research  
Kampala International University  
Kampala, Uganda

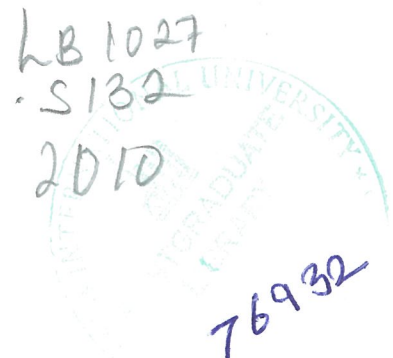
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In Partial Fulfillment of the Requirements for the Degree  
of Master of Arts in Human Resource Management

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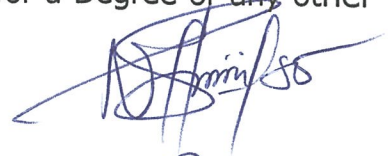
By:  
Noah Saleh Said

September, 2010



### DECLARATION A

"This thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of learning.



NOAH JALEH JAID

Name and Signature of Candidate

Wednesday 7<sup>th</sup> Sept, 2010

Date

## DECLARATION B

"I confirm that the work reported in the thesis was carried out by the candidate under my supervision."

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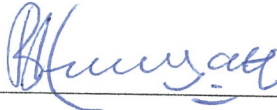


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### APPROVAL SHEET

This Thesis entitled "Motivation and Teachers' Performance" is prepared and submitted by Noah Saleh Said in partial fulfillment of the requirements for the Degree of Master of Human Resource Management has been examined and approved by the panel on oral examination with a grade of PASSED.

Dr. S. KINYATA



Name and Signature of the Chairman



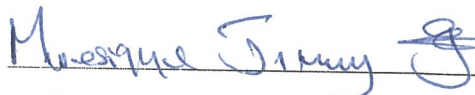
Name and Signature of the Supervisor.



Name and signature of Panelist



Name and signature of Panelist



Name and signature of Panelist

Date of Comprehensive Examination:

13/9/2010

Grade

Name and Signature of Director, SPGSR.

Name and Signature of DVC, SPGSR.

### **DEDICATION**

To all the teachers who laid the foundation of who I am today. My ten-year experience in teaching career, made me realize how tough it was to mould me academically. I love you all and May The Almighty God award you the status you deserve in Eternity.

## **ACKNOWLEDGEMENT**

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I am also indebted to my lectures, Faculty of Business Studies, with special mention to Dr. Josephat K. Bosire, (the Dean), Dr. Canene and Dr. Victoria Rusoke for their special inputs. I am again appreciative to the MoEVT for financial support despite the budgetary constraints, ZATU officials for their constructive discussions, teachers and students of the selected schools where the study was undergone. I also sincerely thank my course mates at KIU and room mates at Kansanga Executive Hostels for their constructive cooperation throughout the course.

Back to my family, my deep heart felt gratitude go to my beloved parents, uncles, in-laws, brothers, sisters, my wife SALMA and our beloved daughter SAUDA. Though you missed me, you were all instrumental during my two year struggle abroad.

May The Almighty Allah bless and make all of us enjoy the fruits of this study, however, any error that avails, be entirely to my own responsibility.

### **ABSTRACT**

The study focused on "Motivation and teachers' performance; taking the case study in UDHPSS, with three objectives. Assessing the contribution of working environment on teachers' performance, assessing how remunerations affect teachers' performance, and investigating the contribution of appreciations and promotions on teachers' performance in UDHPSS. The identified problem was lack of motivation to teachers in UDZHPSS.

The researcher used books, journals, magazines, newspapers, reports and first hand information from experts which were relating to motivation and performance of teachers as sources of information.

The research design was descriptive survey. The target population was 1100, the sample size was 288. A simple random sampling was used for 224 students, and 60 subject teachers out of 72. Also purposive sampling was used for 4 Head teachers and data were collected through interviews and questionnaires.

The findings indicated that motivation to teachers was highly ignored; this resulted poor performance in UDHPSS. The researcher concluded that since teachers play a significant role in every angle of development, they should be motivated so as to perform as expected. He recommended that the MoEVT should green teachers' remunerations, improve work environments and cement relationship and communication among educational stakeholders for teachers' better performance.

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## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Background of the study**

Teachers are among the most important professionals who deserve high motivation and special respect. They have a responsibility of modeling and shaping the students at every corner of life aspects. Aggarwal, (1995) denotes that the teacher plays a role of an independent variable while students are dependent variables.

Education For All (EFA) goals direct nations to enhance teachers' status, morale and professionalism, as they are essential players in promoting quality of education, they should be respected and adequately remunerated to motivate them and become determinants of higher achievement.

In many developing countries teachers have been slightly motivated, (Olouch, 2005). This case has been also taking place in Tanzania and Zanzibar in particular. Teachers in Zanzibar Higher Public Secondary Schools (ZHPSS) have been failing to satisfy the needs of the society academically. Teachers have been committed victims to whom they are blamed by their ministry and the entire society for poor performance in ZHPSS.

The Minister for Education and Vocational Training in Zanzibar had been quoted by Sadala, (2007) denoting that poor performance by ZHPSS has been attributed to teachers who spend more time on part time jobs and lessons. Most of the teachers teach in more than one school to increase their income. Some of the teachers fail to perform their duties diligently due to stressful tuitions undertaken for personal gain.

Since before Zanzibar Revolution of 1964, teachers seemed to enjoy their jobs, and hence, they were well motivated so as to serve the needs of the rulers. Ivans, (2006), denotes that during missionaries and colonial days; teachers were highly respected, earned good income, smart, self respected and models. Things have now changed. Economically, teachers are not better than others. Today teachers are neither model nor given social prestige they deserve.

Teachers have become victims in every corner of life; they are disappointed and not economical stable. They are normally ignored in budget. Good governmental budgets are placed to unimportant sectors in development.

Teachers have been crying for the increase of their salary, good arrangement for pension, insurance, the up to date bus fare, vacation pay and some other privileges. They need as well to be appreciated, granted fair loans, better settlement and respect from their students and the entire society. This educational calamity has forced the researcher to assess the effects of motivation and teachers' performance, and put it open to the stake holders so as to be worked out immediately, and let each one be responsible.

### **Statement of the problem**

Most ZHPSS have been experiencing dissatisfactory performance. As a result, they have been appearing nearly the bottom most positions from the rates of the National Examination Council of Tanzania (NECTA). Sadala, (2007) and This Day, (2009).

In many reports, this episode has been attached with the case of teachers' poor performance (Ndawi, 2006). This problem of performance of teachers if not checked will result into undesirable outcomes, such as poor performance of

students, poor quality of graduates and so the nation may fail to develop. Where as there are many factors contributed to the existence of this problem, example poor quality of teachers, poor work environment among others, the researcher assumed that poor motivation is paramount.

### **Purpose of the study**

The study purported to investigate and assess the effects of motivation on teachers' performance in UDHPSS.

### **Research Objectives**

- i) To assess the contribution of working environment on teachers' performance in UDHPSS.
- ii) To assess how remunerations affect teachers' performance in UDHPSS.
- iii) To investigate the contribution of appreciation and promotion on teachers' performance in UDHPSS.

### **Research Questions**

The research sought answers from the following questions;

- i) What is the relation ship between working environment and teachers' performance in UDHPSS?
- ii) Do the given remunerations affect teachers' performance in UDHPSS?
- iii) Do appreciations and promotions of teachers contribute to teachers' performance in UDHPSS?

### **Scope of the study**

The study was conducted in the Urban District (UD) in Zanzibar town. The UD is one among ten districts in Zanzibar, borders with Western District in all parts except on the west, where there is Indian Ocean. All Higher Public Secondary

Schools (HPSS) in Unguja Island, with more than four years, facing national examinations are found in the Urban West Region where the UD is within, and that was the reason for its selection for the study. The study respectively investigated the Tanzania National Examination Results (TNER) and reports of four years from 2005/06-2008/09, and the impact of work environment, remunerations, appreciations and promotions on performance of teachers.

### **Significance of the study**

This study was undertaken to assess the effects of motivation and teachers' performance in UDHPSS. The results will provide the Ministry of Education and Vocational Training (MoEVT) with imperial data as regards the nature and intensity of the challenges facing teachers and students in Zanzibar. The report is expected to be the real teachers' voice to their Ministry, society, including students, educational stakeholders and policy makers.

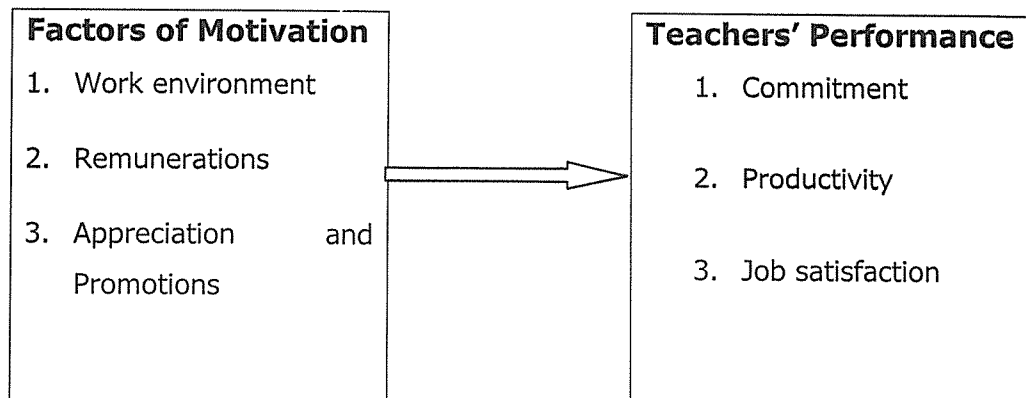
The results will help the researcher as the one who is pursuing Human Resource Management (HRM). Motivating employees is one among the important portions to be worked out. The researcher will also gain a lot of knowledge and experience in data collection and reporting in the future research and consulting endeavors. Also they will stimulate Zanzibar Teachers' Union (ZATU), as a spokes mouth of teachers in Zanzibar to emphasize on motivating teachers as a pertaining factor to better teachers' performance. The results may be also useful to other public institutions which have entire interest in educational improvement in Zanzibar.



## Conceptual frame work

Independent Variables (IVs)

Dependent Variables (DVs)



Source; Author, (2010).

The independent variables in this study were conceptualized as working environment, remunerations, appreciations and promotions on work done. All these factors were assumed to positively affect teachers' performance; conceptualized as commitment, productivity, and job satisfaction.

## Definition of key terms

### Motivation

Emotions or desire within a person, causing that person to act. It is the act of giving somebody a reason or incentive to do some thing.

### Work environment

The place where teachers work, including school surrounding, number of students in classes, cooperation, staff houses and so on.

### Remunerations

Total earnings that employees are given after performance of a certain job.

**Appreciations**

Special recognition given to an employee to identify the significant performance of a certain job.

**Promotions**

Change of assignment and income in a job, to a higher level in the organization.

**Job performance**

The way to which an employee does the job and judged by its effectiveness and outcomes; in a specific duration of time.

**Productivity**

A situation where teachers are fulfilling the needs of the society, reaching a maximum efficiency of success.

**Commitment**

A high intensity attachment to the organization which enables employee involvement to the organization for better productivity and performance.

**Job satisfaction**

The way to which an employee does the job and judged by its effectiveness and outcomes in a specific duration of time.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter discusses the literature related to the study of motivation and teachers' performance. It particularly focuses on determining the relationship between motivation and teachers' performance. Theoretical and empirical views are presented to show the effects of motivation in performance. Also the researcher shows how the theory applies to the case study.

#### **Theoretical Frame work**

The study is under Equity theory, derived from social scientists and introduced by Stacy Adams in 1963. The theory views motivation from the perspective of social comparison that people make. Peoples' fairness depends on their personal assessment of outcomes and inputs. Outcomes are rewards such as recognition, appreciation, promotion and pay, while inputs are contributions such as efforts, education and skills, (Gomez-mejia & Balkins 2002).

Employees have a general expectation that the outcomes or rewards they receive will be proportionate to the inputs they provide. They use others as a reference point. A comparison may be a co-worker within the work or a friend who works for a different company, (Gomez-mejia & Balkins 2002). Adams believes that a small incident of inequality becomes the "straw that broke the camel's back". (Martin & Batrol, 1998).

The inputs we consider in assessing the ratios of others may cover a broad range of variables, including educational back grounds, skills, experience, hours worked, and performance results. The outcomes might include factors as pay,

bonus, praise, parking places, office place, and furniture and work assignments. (Martin & Batrol, 1998).

Employees expect that what they give will be equivalent to what they receive, (Sherman & Bohlander, 1992). To the case of teachers of UDHPSS, expect that according to their educational level, experience, skills and performance they are expected to give, their employer would highly improve their working environment, remunerations, appreciate and promote them accordingly. This would create equity and make them be committed, productive and satisfied.

Adams suggests that maintaining employee motivation is an important priority. As a result an individual will probably attempt to maximize outcomes and resist personally costly changes in inputs. Thus the individual will be highly resistant to changing the comparison others. Managers need to implement a two way communication with subordinates as they have some idea of subordinates' equity perceptions. Secondly, managers need to establish communication to other stakeholders such as customers, peers and other individuals associated to the job, (Martin & Batrol, 1998).

Coulter and Robins, (1999) assert that when employees are treated inequitable they may firstly, distort their own, others' inputs or outcomes. Secondly, behave in some ways to induce others to change their inputs or outcomes, thirdly, behave in some ways to change their own inputs or outcomes, fourthly, choose a different comparison person, or fifthly, quit their jobs.

Noe et al, (2004) proposes that organizations can contribute to a sense of fairness by including employees in decision making about pay structure, where the Human Resource Department should prepare them to explain why the

organization pay structure, the environment and promotion of employees are designed as they are.

The strength of the theory is that, it goes beyond the individual self, and incorporates influence and comparison of other peoples' situations. It goes beyond other pioneers of work place psychology such as previous simpler theories of Maslow and Herzberg.

However, the theory has been criticized that most people have an inflated view of their own performance, and also tend to overestimate what other people are earning. Most people in other words have a sort of built-in predisposition toward viewing situation as inequitable, (Wright et al, 1997). Secondly, the theory is highly based on money as a primary motivator, which is questionable to some experts in motivation, (Sherman & Bohlander, 1992).

## **Motivation**

Motivation has been defined by different scholars and educational researchers, insisting on its importance to employees to become productive. In the teaching field, motivation acts as a specific goal directed, that predisposes a person to act in a specific goal. Motivation is thus, an inner state that energizes chains and sustains human behavior to achieve goals, (Ivancevich, 2001).

An unsatisfied need is the starting point in the process of motivation. It is the first link in the chain of events leading to a certain behavior; and leading the individual to engage in some kind of behavior to satisfy the missed needs, (Ivancevich et al, 1995).

Mathias and Jackson, (1998) define motivation as an emotion or desire within a person, causing that person to act. So, motivation is a goal directed drive and, it seldom occurs in a void. However, individual skills, personality traits and attitudes that a person brings to the job also play a large part in motivation and performance. Most managers believe that the success of any organization is determined by efforts of the people in it.

Teachers could be in need to be motivated and energized to perform and be productive. They need to build a desire to find out their goal. Job satisfaction, including environment, is always the primary motivation to teachers. So the MoEVT need to improve teachers' performance to meet the needs the society.

Luisier, (2001) proposes three important needs to employees. These are factors for higher performance; among them are motivation and resources to meet the objectives. Once teachers lack them, the performance will be poor.

Sherman and Bohlander, (1992) direct Managers that before dealing with problems of performance, and productivity, they have to understand the motivational bases of performance required to motivate employees to increase their outputs. Leaders should use a combination of strategies, rewards, and equity and involvement strategy. Also, special recognition such as special vacation given to as a reward can help much in motivating employees.

An unsatisfied need is the starting point in the process of motivation. It is the first link in the chain of events leading to behavior; and leading to the individual to engage in some kind of behavior to satisfy the needs, (Ivancevich et al, 1995). Motivation process begins with a need deficiency. If the worker feels that she is underpaid, she experiences a need for more income. In response, the

worker searches for ways to satisfy the need. He may choose an option to pursue, (Griffin, 2002).

Ryan and Cooper, (1995) states that motivated teachers lead to high students' performance. So, the ability to maintain students, the use of little time in management, participation of parents and the school environment are all crucial for success.

Linder, (1998) stresses the importance of motivated employees, since they help the organization survive and are more productive. But if they feel that they are under paid, they experience a need for more income. In turn, they search for ways to satisfy the need, and may choose an option to pursue. Ndawi, (1997) stresses that, motivation is determined in classrooms by motivated teachers who plan for teaching and put into practice, but, teachers' motivation is an ignored factor.

In a nut shell, the absence of motivation makes teachers dissatisfied. They run away and find a place to serve. A number of good and experienced teachers may shift to the places where they are highly recognized, respected and highly paid, and thus affect the overall performance.

### **Teachers' performance**

Once teachers are motivated, they highly become committed to their jobs. Commitment is a kind of high intensity attachment to the organization. It encourages employee involvement in the ways that give them control. Building commitment to employees acquire a feeling that their personal goals are congruent with the organization's goals, (Gomez-Mejia & Bohlander, 1995).

Secondly, employees tend to be satisfied. Job satisfaction means how content an individual is with the job. The happier the people are in the job the more satisfied they are said to be. [www.mayoclinic.com](http://www.mayoclinic.com). Although many issues may contribute to job dissatisfaction, several stand out in explaining why employees become less satisfied within the job. These are wage, benefits, safety, security and promotion, (Harris, 2000).

The PHSC, (2006) lists some reasons for dissatisfaction as inappropriately pay, lack of opportunity for promotion, having little or no say in decision that affect you, and fourthly, work that you feel bored or having over routine. People have aspects that drive them in a job satisfaction. The first one is "it's a job" where people focus on the financial rewards. If there is a job with more pay they go to it immediately. The second aspect is "it's a career." They are interested in advancement, climbing the career ladder and being the highly regarded professionals in the field. They are motivated by status, prestige and power that come with the job. The last aspect is "it's a calling." This aspect focuses on the job itself. They work less on the financial gain, but for the fulfillment the work brings ([www.mayoclinic.com](http://www.mayoclinic.com)).

PHSC, (2006) denotes reasons for dissatisfaction. These are, not being appropriately paid for what you do, lack of opportunity for promotion, having little or no say in decision that affect you and the work that you feel bored or having over routine.

### **Work environment and teachers' performance**

Teachers need 'healthy working environment' to perform effectively. [www.answers.com](http://www.answers.com). School buildings should be safe and attractive in overall design and functional in lay out; they should lend themselves to effective



teaching and to use for extra curricula activities, (UNESCO & ILO, 1966: 108). Authority should ensure that schools are not threatening in any way the health and safety of pupils and teachers (pp.109). Poor school buildings which are damaged with a lot of cracked walls, leaking roofs, dirty floors and lack of furniture do hardly motivate teachers and students of being attentive in classrooms, (Zanzibar Presidential Educational Committee-ZPEC, 1996).

Some teachers have to live up to 10 km away from schools, some cycle and some walk the distance. They are tired by the time they reach to school, and can not apply themselves fully. Also they can not work at home due to poor accommodation and perhaps lack of appropriate furniture, (ZPEC, 1996). This problem is being caused by lack of staff houses in most ZHPSS, (MoEVT, 2006).

In its report, the ZEDP, (2007) assured that at present there is no minimum standard for school buildings in Zanzibar. All Secondary schools should be surveyed, developed and integrated into infrastructure. These buildings discourage teachers, and thus affect their performance. It also proved that there is lack of teaching resources and security. All these factors affect performance of teachers in schools.

Classes should be such as to permit the teacher to give the pupils an individual attention; provision should also be made for small groups. For large groups, instruction should employ audio visual aids, (UNESCO & ILO, 1966: 86). ZATU officials demonstrated that in Zanzibar the average class size in ZHPSS is now ranging at 64. Ndawi, (1997) addresses the problem of overloaded periods to teachers, by saying that absenteeism affects few remained teachers with many periods and teaches more students that they can not manage. Some teachers are forced to teach subjects with no experience and specialization.

### **Remunerations and teachers' performance**

Remunerations mean earnings that include basic pay, expenses, perks, benefits, pension, commissions, overtime or bonus payments which the employee is given after performance of a certain job. These earnings are also believed to have an effect on employee performance.

Education Report Review in Uganda, (1998) as cited in Morgan, (2007), asserts that lower remunerations in most less developed countries had lowered the teachers' morale, resulting in teachers neglecting their works, and cheating. Kochar, (2000) nailed on the allowances that they entice employees to work hard and leads to high productivity. Sherman and Bohlander, (1992) insist that, the rewards are an important motivational tool for any organization; pay checks, bonuses, five year pins, certificates; special vacations are some to mention.

Davidson, (2005) says that, in most developing countries, teachers' wages were considerably below the level of necessary needs. The Minister for MoEVT was once quoted by Sadala, (2007) in "The Guardian" stating that lack of teachers in HPSS as attributed by some teachers who spend time on part time jobs outside classes. The ZEDP, (2007) states that, motivation where salary is one factor, working environment and how teachers are treated is a crucial factor. Today's housing and transport allowance does not fulfill its main objectives.

In the case of salary scale agreements, teachers are excluded in bargaining, while Section X, sub-section 116 of UNESCO and ILO, (1966) states that, teachers should be paid on the basis of salary scales established in agreement with the teachers' organization. In the sub-section 123 states; salary scales for teachers should be reviewed periodically to take into account the rise in the cost of living, increased productivity leading to higher standards of living.

Owour, (1995) as cited in Bwaisa, (2007) points that; poor performance is a result of teachers not being dedicated to their duties. They devote most of their time to their business, giving little time to students. MoEVT, (2006) pointed that; teachers' salaries are not adequate enough to attract and retain them. Some have been supplementing their salaries by engaging in tutoring after official working hours. As a result some qualified teachers opted to join private sector which offer relatively better remunerations.

Sumra, (2006) quoted the Director for Education MoEVT, stating that around 200 teachers drop from the sector every year for various reasons, including resignation. Teachers argue that their salary does not sustain a house-hold. Yet their working income may be lower when compared with other civil servants.

Bernell, (2004: iv), in MoEVT, (2005) states that teachers have no other options unless they engage in extra works. This result tiresome, which directly affects their performance, since apart from school hours, they are supposed to spend some time at home, lesson preparation and correcting students' assignments.

Furthermore, there is no regular updating of salaries, not based on market signals, inflation rates or the currency value, but on the fiscal revenue and the civil servant outcry, (ZPEC, 1996). Many teachers interviewed by Sumra, (2006) said that teaching has highly lost its prestige, assuming that their status had been washed away before the students and society due to low salary, especially in urban areas where teachers are compared to other servants.

The Policy statements on teachers' salary assert that there should be clearly defined career path for teachers based on experience, performance and training. Secondly, there shall be established body responsible for regulating

teachers' terms and conditions of services. Thirdly, there shall be established teachers' services commission and mechanism to address issues of teachers' terms and conditions in coordination with the body responsible for recruitment and deployment of teachers, but all these policy statements are not active.

The mentioned policy statements have a direct relation to the Rights of teachers as noted in UNESCO and ILO convention Article X: "Rights of Teachers". The sub section 82, states that, both salaries and working environment for teachers should be determined through the process of negotiation between teachers' organizations and the employer of teachers. The convention goes further in sub section 83, by stating that, statutory or voluntary machinery should be established where by the rights of teachers to negotiate through their organizations with their employers either public or private is assured.

Aggarwal, (2000) denotes that salary or wage is not enough for a teacher. He should be provided with co-salary pay, either directly like money or indirectly like housing, transport, insurance or otherwise to encourage performance.

However, it is important to note the relationship between pay as a reward and its impact to performance. Pay may create problems in some environments. Thus, Sherman and Bohlander, (2002) warned that before managers can address problems of organizational productivity, they must first understand the motivational bases of performance. Morgan, (2007) quotes Aswathapa, (2001) denoting that money can not motivate all people under all circumstances. It is about knowing people as individuals, accepting their individual differences and involving them to create motivational work environment.

### **Appreciations and promotions and teachers' performance**

Appreciation refers to special recognition given to an employee as to identify the significant performance in a certain given job. Appreciations are an important tool for any organization. If employees believe high performance will be appreciated they will be more likely to work and achieve it.

Sherman and Bohlander, (1992) states that organizations should place considerable emphasis on appreciations that employees perceive as desirable. Appreciations can be a simple feedback from the manager, it can appear in the form of recognition from the work done, a hand written letter of thanks, using rewards such as jewelry, crystals, certificates are some other ways of appreciating on the work done. Wright, et al (1997) adds that higher performers can be invited to lunch by managers, calls by top executives, and work place visits to encourage and appreciate them.

Promotion refers to change of assignment to a job, to a higher level in the organization. The new job normally provides an increase in pay, status, and demand more skills or carries more responsibilities. Promotion serves as a motivation for good performance, (Sherman & Bohlander, 1992).

UNESCO and ILO, (1966) Article 44, clears that promotion should be based on an objective assessment of the teachers' qualifications for the new post, by reference to strictly professional criteria laid down in consultation with teachers' organization.

In Zanzibar, there are few motivation schemes. In theory, teachers are to be promoted once in three years though it is not done. Promotion to teachers is based on seniority rather than on performance, (Sumra, 2006). The final report of Educational Policy, MoEVT, (2006) also asserted that, promotion of teachers

is not transparent, and does not follow the approved scheme of service. Also the annual salary increment is not linked to performance of teachers.

Harris, (2000) asserts that accurate promotion systems are notoriously difficult to develop because favor and politics often abound. Attempts to build objectivity into promotions, using for example, seniority as an explicit faith, may lead to promotion of less qualified individuals.

In a reality, there is no institutionalized channel of communication between MoEVT and ZATU. Again, the scheme of service implementation has been hampered by budgetary constraints. As a result, teachers are irregularly promoted except the ones advancing through qualifications, (MoEVT, 2006). It is hard and discourages the talented teachers.

Generally, there is a relation ship between motivation and performance of teachers. Individuals have needs and goals, these goals are accomplished when they feel that they are treated equitably. To teachers, what they input and the outcomes act as a very important motivation to performance. How ever, it is not necessarily that motivation leads to performance, although a person who is highly dissatisfied on the job is less likely to perform at the peak level. It may also result into defensive behavior, sabotage, absenteeism and even turn over.

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## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

In this chapter the researcher introduces the design used for this study, sampling procedures and sample size, instrument of data collection, methods of interviews and questionnaires, reliability of instruments, validity, research procedures and how data analysis was affected.

#### **Research design**

The research was basically descriptive survey, which applied interviews and questionnaires. It applied qualitative and quantitative research methods where data were presented in statistics. The rationale of the study took a qualitative category, since the researcher firstly called for hearing first hand information from ZATU officials and teachers on how they were affected by motivation; and how did this promote or demote their performance. This entailed listening to narrative and experience from teachers as well as ZATU officials.

#### **Target population**

The target population was 1100 people, comprising students, subject teachers and head teachers of four selected schools in Zanzibar. These were students in HPSS, as the ones who can evaluate teachers' commitment, productivity and satisfaction; they are also affected once teachers do not perform diligently. So they were important stake holders to the study. Subject teachers, as the ones who are affected by motivation, and head teachers, to whom had basic information of how teachers supplemented their daily activities at school key informants who send teachers' information to their employer to be worked out.

### **Sampling procedures and sample size**

The researcher applied a purposive sampling to four head teacher, since they were specifically needed to deliver data about their subject teachers within their schools; and actually focused information. A simple random sampling was applied to subject teachers in both, the interview and questionnaires. Out of 72 subject teachers, the researcher depicted 60 respondents. On the side of students, the researcher depicted 224 students, to make a minimum number of 288 respondents. Krejcie and Morgan, (1970) in Amin, (2005:454) proposed that if the total population is 1100, the sample size should be 285. (Appendix F).

**The table 3.1 showing composition of the study**

Category	Target population	Sample size	Method of selection	Actual respondents	
				Questionnaires	Interview
Students	1024	224	Simple random sampling	223	Nil
Subject teachers	72	60	Simple random sampling	58	51
H/teachers	4	04	Purposive sampling	Nil	4

Source; Field data,(2010)

### **Data collection**

The study relied on primary and secondary sources to accomplish the need of the study. Teachers and students of four selected UDHPSS provided the primary data, through responding to the questionnaire and interviews. Secondary data were obtained from libraries and different files. They helped to promote and foster deeper discussion during the interview in primary data collection.



### **Instrument of data collection**

Data was collected through written structured questionnaires and hand delivered to the respondents. They were filled out and handled directly to the researcher. The researcher asked the participants to show their level of satisfaction by circling on either strongly agree, agree, neutral, disagree or strongly disagree; This was applied to students and subject teachers.

The second way was through interview to subject teachers and head teachers of four selected UDHPSS. The researcher used a tape recorder to save time and encourage attentive listening. The interview gave extensive scope of enquiry, and more information in a greater depth was obtained. The interviewer asked for further clarification where required. The interview and recording process as well gave pace to the researcher to collect supplementary information about the respondents' personal characteristics and environment which was often interpreting results.

### **Validity of the materials**

Content validity Index (CVI) was calculated by Rev. Dr. Chandy, M. N the program chair, School of Post Graduate Studies and Research. The following were the results;

$$\frac{\text{Total number of relevant questions}}{\text{Total number of questions}} \times 100$$

Questionnaires for students

$$\frac{\text{Relevant number of questions}}{\text{Total number of questions}} \times 100 = \frac{10}{11} \times 100 = \text{CVI} = 0.9 \text{ Valid.}$$

Questionnaires for subject teachers

$$\frac{\text{Relevant number of questions} \times 100}{\text{Total number of questions}} = \frac{9 \times 100}{11} = \text{CVI} = 0.81 \text{ Valid.}$$

Interview guide for subject teachers

$$\frac{\text{Relevant questions for the study}}{\text{Total number of questions}} = \frac{8 \times 100}{9} = \text{CVI} = 0.88 \text{ Valid.}$$

Interview guide for Head Teachers

$$\frac{\text{Relevant number of questions} \times 100}{\text{Total number of questions}} = \frac{9 \times 100}{11} = \text{CVI} = 0.81 \text{ Valid.}$$

There fore the total validity of categories of questions was 0.85, which was proved valid to be conducted in the study, and valid according to Amin, (2005).

### **Reliability**

To establish the reliability of the questionnaires, the researcher used a pre and post-test. The researcher adopted a number of 20 students, and 20 teachers to check whether same results were to be gotten when the instruments would be used with different respondents. Also to ensure how constant the respondents were from their given answers. It was found that 0.79, for students and 0.86 for teachers, was a minimum value and suitable according to Amin, (2005). A post-test was conducted after two weeks using the same respondents in the same school, and obtained equivalent results, showing that it was reliable.

### **Research procedures**

The researcher first applied for a letter of introduction from the office of the administrator, School of Post Graduate Studies and Research of Kampala International University. The letter was presented to the Principal Secretary,

MoEVT, in Zanzibar, to be allowed to carry out the study in the selected schools. Then the researcher visited the selected schools so as to sensitize the respondents and appointments. Then, selection for pre and post test was undertaken, being followed by the selection of study respondents.

The data were collected using the developed and tested instruments. The researcher was the key administer in questionnaires and interviews. All the procedures were undergone during morning and afternoon sessions as school hours of respondents were engaged in.

### **Data analysis**

When the questionnaires were filled by respondents, the researcher collected them and checked them up for correctness before analysis. This enabled the researcher to get them back to the respondents to ensure easy and accuracy analysis. Then the researcher employed descriptive statistical tools to analyze the data in tables of frequency distribution and percentage of each category.

### **Limitations of the study**

The study did not consider the problems associated with teachers' performance such as students' ability in learning, poverty, teachers' academic ability on teaching and possible problems associated with school administration and policies under MoEVT.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATIONS OF DATA**

#### **Introduction**

This chapter presents data from the field, using questionnaires and interview guides, analyzes and interprets them. In this chapter more effort has been put to interpret the raw data collected in relation to the objectives and the research questions as set for the study.

#### **Analysis of the response rate**

The study composed of 42 questions, applied to students, subject teachers and head teachers of four selected UDHPSS of Zanzibar. A number of 224 students were given the questionnaires and 223, equivalent to 99.5% were collected. A total of 58 questionnaires equivalent to 96.6%, were collected out of 60 from subject teachers. Also the study conducted interviews to subject teachers and head teachers. A total of 51 out of 60 subject teachers equivalent to 85% were interviewed and all four head teachers were available for the interview. The summary is shown in table 3.1.

#### **Analysis of the back ground information**

##### **Students' profile**

Students from four selected UDHPSS were randomly selected, 56 students from each school with equal number in gender. The researcher used lottery system where he designed 56 numbered pieces of papers among many, in each school, bearing in mind the gender balance and equal representatives from Form five and Form six students. Those who got them were selected for the study and were given eleven questions to evaluate their teachers' commitment,

productivity and job satisfaction. All questions tended to show how far teachers are motivated in accomplishing their duties.

### Subject teachers' profile

**Table 4.1 Demographic table showing age and gender of teachers**

Age group	Male Teachers	Female teachers	Total frequency	Class mark(x)	Frequency mean	male	female
20-29	8	8	16	24.5	392	196	196
30-39	14	10	24	34.5	828	510	345
40-49	12	3	15	44.5	667.5	534	133.5
50-60	3	0	3	54.5	163.5	163.5	0
Total	37	21	58	158.0	2051	1403.5	674.5

Source; Field data, (2010).

The study shows that the mean age for subject teachers is 35.3 years. The males are ranging in 38 years while female teachers range in 32 years. The findings signify that they are still young and energetic enough to perform well their duties.

**Table 4.2 showing educational levels of male and female teachers**

Educational level	Frequencies		Percentage
	Male	female	
Diploma level	2	1	5
Degree level	32	20	90
Masters level	3	0	5
Total	37	21	100

Source; Field data, (2010).

On the side of knowledge required to the teachers of HPSS, the study shows that there are highly qualified teachers at this level. The required and minimum qualification of high school teachers is Degree holders, (MoEVT, 2006). The study has found that 90% of the teachers are Degree holders, 5% are Master holders other 5% are Diploma holders. The results define that educational levels of teachers are good. This could not be the reason for their poor performance.

**Table 4.3 showing teaching experience of male and female teachers**

Experience	Male	Female	Total	Class mark	fm	Male	Female
0-2 years	4	6	10	1	10	4	6
3-5 years	2	3	5	4	20	8	12
6-8 years	8	2	10	7	70	56	14
9-11 years	11	4	15	10	150	110	40
12-14 years	12	6	18	13	234	156	78
Total	37	21	58	35	484	334	150

Source; Field data, (2010).

Table 4.3 shows that teachers in four selected UDHPSS fall at 8.3 years of experience of teaching in high schools. Male teachers are much more experienced (9 years) compared to female teachers (7.3 years). Simply, lack of experience to teachers could not be the reason for their poor performance.

### **Description of the dependent variable**

The dependent variable in this study is performance of teachers, broke into productivity, job satisfaction and commitment of teachers. Each of this was scaled using five Likert scales as further described below:

### **Description of teachers' productivity**

The first category of dependent variable was teachers' productivity. Teachers' productivity was measured through students, using five questions in the questionnaire. Each question was Likert scaled between one and five, where 1=strongly agree, 2=agree, 3=neutral, 4=disagree and 5=strongly disagree. The responses on teachers' productivity were summarized using descriptive statistics showing means and standard deviation as shown in the table 4.4 below.

**Table 4.4 Means and standard deviation showing rates on teachers' productivity**

<b>Indicator of teachers' performance</b>	<b>Mean</b>	<b>Standard Deviation</b>
Teachers use teaching and learning materials during their lessons	3.30	1.309
Teachers deal with both group and individual students in class.	3.14	1.154
I am satisfied academically from the way they teach	3.15	1.277
Teachers have preferable routines at school.	2.87	1.300
The number of teachers in my subject combination is enough.	2.78	1.291

Source: Field data, (2010)

The means in table 4.4 suggest that, students were neutral on all the items in table 4.4 (mean= 3), which stand for 'neutral' on the Likert scale. This implies that teachers' productivity is fair. For example, on the question of whether teachers use teaching/ learning materials during lessons, most students were neutral (mean= 3.30). On whether students are satisfied with the way teachers

teach, most of them were again neutral (mean= 3.15) and so on. To get a summary picture on how teachers were rated on their productivity, an average index was computed from all the means of the five items in table 4.4, which came out to have a mean of 3.05, confirming that most students rated their teachers' productivity as neutral (mean= 3, which falls under neutral on the Likert scale).

### **Description of teachers' commitment**

The second measure of teachers' performance was teachers' commitment. Teachers' level of commitment was measured using three questions in the questionnaire, with each Likert scaled between one and five, where 1= strongly agree, 2=agree, 3=neutral, 4=disagree and 5=strongly disagree. The responses on teachers' commitment were summarized using descriptive statistics showing means and standard deviation as shown in the table 4.5 below.

**Table 4.5 Means and standard deviation showing rates on teachers' commitment**

Indicator of teachers' performance	Mean	Standard Deviation
We are given enough assignments and they are marked.	3.22	1.412
Some of our teachers have tuition classes during or after school hours.	2.50	1.143
Teachers encourage and help students to work hard in their studies.	3.14	1.206
	<b>2.95</b>	<b>0.920</b>

Source: Field data (2010).



The means in table 4.5 suggest that, students were again almost neutral on all items (mean=3), which stand for 'neutral' on the Likert scale. This implies that teachers' commitment is fair. For example, on the question whether students are given enough assignments and they are marked, most students were neutral (mean=3.22). On whether some teachers have tuition classes during or after school hours, most of them were again neutral (mean=2.5) and so on.

To get a summary picture on how teachers were rated on their commitment, an average index was computed from all the means of the three items in table 4.5, which come out to have a mean of 2.95, confirming that mostly, teachers' commitment was rated as neutral (mean=3, which falls under neutral on the Likert scale).

### **Description of teachers' job satisfaction**

The third category of dependent variable was teachers' job satisfaction. Teachers' job satisfaction was measured through students using two questions in the questionnaire. Each question was Likert scaled between one and five, where 1= strongly agree, 2= agree, 3= neutral, 4= disagree and 5= strongly disagree. The responses on teachers' job satisfaction were summarized using descriptive statistics showing means and standard deviation as shown in the table 4.6 below.

**Table 4.6 Means and standard deviation showing rates on teachers' job satisfaction**

Indicator of teachers' performance	Mean	Standard Deviation
Teachers at my school are happier with their job	3.45	1.062
Teachers help students free of charge in extra time when needed.	4.03	2.63
	<b>3.72</b>	<b>1.846</b>

Source: Field data (2010)

The means in table 4.6 suggest that, students were again almost neutral on one item and disagreed on the other item. The items in table 4.6 (mean= 3.7), which stand for 'disagree' on the Likert scale. This implies that teachers are dissatisfied with their job. For example, on the question on whether teachers are happier with their job (mean= 3.45). On whether some teachers help students free of charge in extra time when needed (mean= 4.03).

To get a summary picture on how teachers were rated on their job satisfaction, an average index was computed from all the means of the three items in table 4.6, which come out to have a mean of 3.7, confirming that most students rated their teachers' job satisfaction as not good (mean= 3.7, which falls under disagree on the Likert scale).

### **Description of the independent variables**

The independent variable in this study was teachers' motivation, broke into work environment, remunerations and appreciations and promotions of teachers. Each of these was measured using quantitative and qualitative items

in the questionnaires and interview. The questionnaires were scaled using Likert scales as described below;

### **Description of work environment**

The first category of independent variable was work environment. Work environment was measured using five items in the subject teachers' questionnaire. Each item was Likert scaled between one and five, where 1=strongly agree, 2=agree, 3=disagree and 5=strongly disagree. Subject teachers' responses on their work environment were summarized using descriptive statistics showing means and standard deviations as shown in table 4.7 below;

**Table 4.7 Means and standard deviation on how teachers rated their work environment**

<b>Work environment</b>	Mean	Standard Deviation
There is a relationship between work environment and performance.	2.42	1.284
Teachers are in good relation with students' parents.	4.12	1.900
I go to teach while well prepared and equipped with teaching materials.	3.69	1.063
The school I teach has staff houses to serve long distant teachers.	3.66	1.018
I normally cover the whole syllabus to my students.	2.63	1.370
	<b>2.9903</b>	<b>1.05893</b>

Source: Field data, (2010).

The means in table 4.7, suggest that teachers were neutral on the Likert scale. This implies that, teachers rated their work environment as fair. For example on the relationship between work environment and performance, teachers agreed (mean=2.42). When they were tipped on their preparation and the use of teaching equipments, they disagreed (mean=3.6). On the issue of syllabus coverage, teachers were neutral (mean=2.63), and so on.

When head and subject teachers were interviewed, majority elaborated that their work environment affects their performance in a number of ways. They mentioned big number of students in classes, lack of teaching materials, and poor cooperation with the entire society. They also do not like their school buildings because some are cracked and not safe. Other facilities such as laboratories and libraries include outdated materials. In this way they are poorly motivated and hence, disappointed.

To make a summary on how work environment is related to teachers' performance, an average index was calculated from all the means of the five items in table 4.7, which resulted to have a mean of 2.9903. This mean confirms that, most teachers rated their work environment as neutral (which falls under 'neutral' in the Likert scale).

### **Description of teachers' remunerations**

The second category of the independent variable was remunerations, measured using three items in the questionnaire. Each item was Likert scaled between one and five, where 1=strongly agree, 2=agree, 3=disagree and 5=strongly disagree. Subject teachers' responses on their remunerations were summarized using descriptive statistics showing means and standard deviations as shown in table 4.9 below:

**Table 4.8 Means and standard deviation on how teachers rated their remunerations**

<b>Indicator of Remunerations</b>	<b>Mean</b>	<b>Standard Deviation</b>
The monthly salary satisfies my basic needs. (Food, clothing and shelter).	2.42	1.284
Teachers are paid in overtime duties.	3.08	1.231
One among the criteria of pay increase is teachers' performance	3.02	1.145
	<b>2.8670</b>	<b>1.08452</b>

Source: Field data, (2010)

The means in table 4.8, suggest that teachers were neutral on the Likert scale. This implies that, teachers rated their remunerations as fair. For example on the whether they are paid in overtime duties, teachers were neutral (mean=3.08), When they were tipped whether the monthly salary satisfy their basic needs, they agreed (mean=2.42). Again, they were neutral when asked whether one among the criteria of pay increase is teachers' performance (mean=3.02).

When teachers were interviewed, the majority said that they like their job but disappointed with the given remunerations. The salary and other incentives such as transport, house rent, overtime and medical to name some are totally poor. Some teachers have been reported to moonlight, having extra classes and doing minor petty businesses out side to supplement their income. Some teachers come tired due to several reasons including not having time to rest. From this point, they affect their punctuality in schools as well as dissatisfying the academic needs of their students.

Also, highly qualified teachers run away to Tanzania Mainland and to private schools where they are better remunerated, or even change their fields when they go for further studies, taking fields with better remunerations.

To make a summary on how remunerations is related to teachers' performance, an average index was calculated from all the means of the five items in table 4.8, which resulted to have a mean of 2.8670. This mean confirms that, most teachers rated their work environment as neutral (which falls under 'neutral' in the Likert scale).

### **Description of appreciations and promotions of teachers**

The third indicator of the independent variable was appreciations and promotions, measured using three items in the questionnaire. Each item was Likert scaled between one and five, where 1=strongly agree, 2=agree, 3=disagree and 5=strongly disagree. Subject teachers' responses on their appreciations and promotions were summarized using descriptive statistics showing means and standard deviations as shown in table 4.9.

**Table 4.9 Mean and standard deviation on how teachers rated their appreciations and promotions**

<b>Indicator of Appreciation and promotions</b>	<b>Mean</b>	<b>Standard Deviation</b>
The management recognizes teachers who performed well	2.62	1.356
The change of assignment to higher level depends on performance.	2.43	1.284
Teachers' promotions and appreciations are done transparently.	3.05	1.226
	<b>2.6983</b>	<b>1.14842</b>

Source: Field data, (2010)

The means in table 4.9, suggest that teachers were neutral on the Likert scale. This implies that, teachers rated their appreciations and promotions as fair. For example, when teachers were asked on whether the management recognizes teachers who perform well, teachers were neutral (mean=2.62), When they were asked on whether change of assignment to higher level depends on performance, they agreed (mean= 2.43). Again, they were neutral when were asked whether appreciations and promotions of teachers are done transparently (mean=3.05).

In the interview as well, subject teachers claimed that promotions in UDHPSS are not done properly. The only open promotion is that of improvement in education, where salary scales are also changed, however, with no distinct changes. Promotions are not based on an objective assessment as there is no close relationship between MoEVT and ZATU. The promotion at school level apart from Head and Deputy Head teachers are not paid. In most cases,

experience and seniority have a great impact in promotion. Also teachers with new higher qualifications (upgrades) are promoted to another scale of salary.

On the side of appreciation, teachers are appreciated during annual graduations for those who performed better, awarded and certified by the school. The ministry appreciates them on a special Teachers' Day, though only few teachers are appointed.

To make a summary on how appreciations and promotions are related to teachers' performance, an average index was calculated from all the means of the five items in table 4.9, which resulted to have a mean of 2.6983. This mean confirms that, most teachers rated their work environment as neutral (which falls under 'fair' in the Likert scale).

### **The relationship between motivation and teachers' performance in UDHPSS**

The purpose of the study was to describe the relationship between motivation and performance of teachers in UDHPSS. Motivation was categorized in work environment, remunerations and appreciations and promotions of teachers.

### **The relationship between work environment and teachers' performance**

The first objective of this study was to assess the contribution of work environment on teachers' performance in UDHPSS. The PLCC was used to test the relationship between the first two variables, namely; work environment and teachers' performance. The results are shown in table 4.10 below.



**Table 4.10 Pearson's Linear Correlation Coefficient results relating work environment factors and Teachers' performance**

Variable (indices)	Mean	Standard Deviation	r. value	Significance
PERFORMANCE	3.2714	1.05661	0.752	0.000
ENVIRONMENT	2.9903	1.05893		

Source: Field data, (2010)

The r value in table 4.10, indicate a positive significance relationship between work environment and teachers' performance in UDHPSS. ( $r=0.752$  while  $sign=0.000$ ). This leads to a conclusion that work environment significantly influences teachers' performance in UDHPSS, at 0.05 level of significance.

#### **The relationship between remunerations and teachers' performance**

The second objective of this study was to assess how remunerations affect teachers' performance in UDHPSS. The PLCC was used to test the relationship between two variables, namely; remunerations and teachers' performance. The results are shown in table 4.11 below;

**Table 4.11 Pearson's Linear Correlation Coefficient results correlating Remuneration factors and Teachers' performance**

Variable (indices)	Mean	Standard Deviation	r value	Significance
PERFORMANCE	3.2714	1.05661	0.785	0.000
REMUNERATION	2.8670	1.08452		

Source: Field data, (2010)

The r value in table 4.11, indicate a positive significance relationship between remunerations and teachers' performance in UDHPSS. ( $r=0.785$  while  $\text{sign}=0.000$ ). This leads to a conclusion that remunerations significantly influence teachers' performance in UDHPSS at 0.000 level of significance.

#### **The relationship between appreciations and promotions and teachers' performance in UDHPSS**

The third objective in this study was to investigate the contribution of appreciations and promotions on teachers' performance in UDHPSS. The PLCC was used to test the relationship between two variables, namely; appreciations and promotions and teachers' performance. The results are shown in table 4.12.

**Table 4.12 Pearson's Linear Correlation Coefficient results correlating Appreciation and promotion factors on Teachers' performance**

Variable (indices)	Mean	Standard Deviation	r value	Significance
PERFORMANCE	3.2714	1.05661	0.892	0.000
APPRECIATION AND PROMOTION	2.6983	1.14842		

Source: Field data, (2010)

The r value in table 4.12, indicate a positive significance relationship between appreciations and promotions and teachers' performance in UDHPSS. ( $r=0.892$  while  $\text{significance}=0.000$ ). This leads to a conclusion that remunerations significantly influence teachers' performance in UDHPSS.

**Table 4.13 Pearson's Linear Correlation Coefficient results correlating motivation factors and Teachers' performance**

Variable (indices)	Mean	Standard Deviation	r value	Significance
PERFORMANCE	3.2714	1.05661	0.835	0.000
MOTIVATION	2.8667	1.06533		

Source: Field data, (2010)

When motivation was tested, it was found that the overall mean was 3.2714, and when performance was tested the results were 2.8667. From this test, the two variables are highly positively related and correlated ( $r=0.835$ ) and a strong level of significance (0.000) between motivation and teachers' performance in UDHPSS.

From respondents' views, there is a close relationship between motivation and performance of teachers. Motivation is always a catalyst to performance. Listening and working out teachers' demands can make them be motivated, likewise, ignoring their demands, de motivate. From respondents' point of view, areas such as teachers' working environment, remunerations, appreciations and promotions need to be restructured, to motivate them perform their duties effectively.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Introduction**

This chapter presents the summary of findings, conclusion and Recommendations of the results from chapter four as related to the views of scholars in the literature reviews and in the back ground of the study. The summary and discussion given in this chapter aims to answer the research questions. The conclusions reached, are based on the discussion of the findings. The recommendations are made from the conclusion. The areas for further research have been explored emanating from the questions in the entire study.

#### **Summary of findings**

The study investigated if motivation affects teachers' performance in UDHPSS. The first objective was to asses the contribution of working environment on teachers' performance. Secondly, was to asses how remunerations affect teachers' performance in UDHPSS, and lastly, to investigate the contribution of appreciations and promotions on work done to teachers' performance in UDHPSS.

The findings indicated fair teachers' performance (mean index=3) and motivation (mean index=3). The findings using PLCC indicated positive significant relationship between (i) Work environment and teachers' performance, (r value =0.752; significance=0.000), (ii) Remunerations and teachers' performance; (r value =0.785; significance=0.000). (iii) Appreciations and promotions and teachers' performance; (r value =0.892; significance=0.000).

## **Conclusions**

This study assessed the effects of motivation on teachers' performance in UDHPSS. It intended to investigate and assess if motivation of teachers was a real cause that made them perform poorly, hence, resulting to failure of UDHPSS students in their national examinations. This was in relation that, in each academic year, dissatisfactory students' results have been putting teachers in a very disgusting situation. The society and the MoEVT have been claiming that teachers are not satisfied, committed and productive.

The study established that teachers have really been failing to accomplish their responsibilities diligently, and that is why teachers have been experiencing poor performance. Their work environment as well is not healthy enough to make teachers comfortable to accomplish teaching. The buildings are too old, some cracked, and classes are full of students and no staff houses at all. Cooperation with the entire society is also poor, especially parents.

The above findings are supported by Adams, in equity theory, that a small incident becomes the "straw that broke the camel's back", (Martin & Batrol, 1998). Also, the ZPEC, (1996) warned the MoEVT that poor school environment do hardly motivate teachers and students in their performance. The ILO and UNESCO, (1996: 86) stated that classes should be such to permit the teacher to give pupils an individual attention. In other related report submitted to the MoEVT, by Sumra, (2006) stated that at present there is no minimum standard of school buildings in Zanzibar.

Teachers in UDHPSS are not proud of their remunerations. Incentives, disturbance pay, bonus, leave pay to mention some are poor, ignored or given very late, although there are established conventions that they are supposed to

be awarded. So, they find themselves striving for more income rather than dealing with students' success.

The above findings are supported by a number of reports, conventions and motivation scholars. The Section X, sub section 116 of ILO and UNESCO (1966), states that teachers should be paid on the basis of salary scales established in agreement with their organization, and in the sub-section 123, it states that salary scales should be reviewed periodically. In Zanzibar, there is no agreement between ZATU and MoEVT, updating of salaries for teachers is not based on market signals, (ZPEC, 1996). Ivans, (2006; 76) asserted that teachers need to be motivated with 'big salaries'.

The appreciations and promotion as well demote them, especially, when comparing with other workers with the same qualifications as theirs, working in other public offices within the same government. As the system is flatter as denoted above, it becomes hard to promote teachers.

The findings of the current study, ZATU officials and views of other scholars in related findings, have made clear that appreciations and promotions are out of the International conventions which insist on criteria to be laid down in consultation with teachers' union (ILO & UNESCO, 1966). Dessler, (1998) states that many employers still depend on informal system that promotion decisions are made by key managers. Sumra, (2006) denotes that promotion in Zanzibar does not follow the approved schemes of services and performance, while the MoEVT, (2006), Snell and Bohlander, (1998) assert that most of the teachers are not promoted except for those advancing through qualifications.

In view of these findings, the study concludes that, development of any nation lies on how the nation values education, which is hidden in brains of teachers. Education plays a key role in every sector of eradicating poverty and ignorance. These enemies can not be well tackled unless teachers are well equipped and motivated. Teachers must feel that they are valued so as to value their job. A better way to start with, is treating teachers favorably and be willing to work out the existing international conventions on access to education, and ensure the budget of this sector is favorably polished to make teachers shine, hence, result what the society expect them to.

### **Recommendations**

From the findings and conclusions, the researcher recommends that modern higher schools, well equipped and with minimum number of students and teachers in classes should be built. They should have staff houses to accommodate teachers near the environment they are working and the old ones should be reappeared. Through this way, teachers may be motivated with their work environment.

Secondly, the MoEVT should immediately respond to teachers' demands specifically, restructuring and greening their remunerations. Poor remunerations force teachers to compare with relative others. Once they feel that they are inequitable treated, run away to the places where they can be well treated.

Thirdly, the MoEVT should cement the weakened cooperation among all educational stakeholders and establish an official network of communication with ZATU, establish a teacher service commission and let it work independently to strengthen better ways of promoting and appreciating teachers. This will also

enhance working out other teachers' problems. It should be remembered that performance of teachers depends on teamwork and supportive strategies.

### **Areas for further studies**

The teacher/parent relationship and students' educational well-being in Zanzibar secondary schools.

Impacts of Educational policy differences between Tanzania Mainland and Zanzibar and teachers' performance in Zanzibar.

Attitudes of Higher Secondary School Teachers towards ZATU missions.



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**KAMPALA  
INTERNATIONAL UNIVERSITY**

P.O.BOX 20000  
KAMPALA- UGANDA.  
TEL:-041-266813

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**OFFICE OF THE DEPUTY DIRECTOR  
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH**

December 8, 2009

**To: The Principal Secretary,  
Ministry of Education,  
Zanzibar.**

Dear Sir/Madam,

**RE: INTRODUCTION FOR SAID NOAH SALEH**

This is to inform you that the above named is our registered student (MHR/10032/81/DF) in the School of Post Graduate Studies pursuing a Master of Arts in Human resource Management (MA HRM).

He is completing his one year of taught Modules and is also working on thesis entitled **"The Effects of Motivation on Teacher's Performance in Public Higher Secondary Schools in Zanzibar"**.

Any assistance rendered to his regarding Research, will be highly appreciated.

Yours faithfully,



Dr/ Kepha Natolooka

**DEPUTY DIRECTOR-SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH**

Cc: Head Teachers  
Tumekuja Secondary School  
Kiponda Secondary School  
Benbela Secondary School  
Hamamni Secondary School

## APPENDIX II. RESEARCH INSTRUMENTS

### QUESTIONNAIRE FOR STUDENTS

Dear student, you are kindly invited to participate in the Academic study titled "Motivation and teachers' Performance". Please give constructive evaluation of your teachers. Your information is confidential. The researcher is SAID, Noah Saleh, a student from Kampala International University.

#### A. Students' Demography

Please tick appropriately in the space provided below.

GENDER:            Male       .....       Female       .....  
CLASS :            Form V .....       Form VI       .....  
SCHOOL:           (name it).....

#### B. Teachers' commitment, job satisfaction and productivity.

Please circle the letter that represents your degree of satisfaction.

1=strongly agree, 2=agree, 3=Neutral, 4=disagree, 5=strongly disagree.

1. Teachers use teaching and learning materials during their lessons

1            2            3            4            5

2. Teachers deal with both group and individual students in class.

1            2            3            4            5

3. Teachers have preferable routines at school.

1            2            3            4            5

4. We are given enough assignments and they are marked.

1            2            3            4            5

5. The number of teachers in my subject combination is enough.

1            2            3            4            5

6. Teachers at my school are happier with their job

1            2            3            4            5

7. Some of our teachers have tuition classes during or after school hours.

1            2            3            4            5

8. Teachers help students free of charge in extra time when needed.

1            2            3            4            5

9. Teachers encourage and help students to work hard in their studies.

1            2            3            4            5

10. I am satisfied academically from the way they teach.

1            2            3            4            5

**Your cooperation is highly appreciated**

## II. QUESTIONNAIRES FOR SUBJECT TEACHERS

Dear Teachers, kindly, you are invited to help the researcher by responding to the questionnaires on the theme 'Motivation and teachers' performance in Zanzibar Higher Public Secondary Schools'. It is an Academic research. The information given is confidential. The researcher is SAID, Noah Saleh, a student from Kampala International University.

### Personal Information.

Please tick the appropriate choice in the box provided below.

a) Gender                      Male   ☐                      female   ☐

b) Age of the respondent 20-29   ☐                      30-39   ☐

40-49   ☐                      50- 60   ☐

Others specify.....

School (name it).....

c) Higher educational qualifications

Certificate   ☐                      Diploma   ☐

B.A/BSc   ☐                      M.A/MSc   ☐

Others specify.....

d) Teaching experience   0-2 years   ☐                      3-5 years   ☐

6-8 years   ☐                      9-11 years   ☐

12-14years   ☐

Others specify.....



## **Motivation**

### **A. Work environment and teachers' performance.**

Please circle the letter that represents your degree of satisfaction.

1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree.

1. There is a relationship between work environment and performance.

1            2            3            4            5

2. Teachers are in good relation with students' parents.

1            2            3            4            5

3. I go to teach while well prepared and equipped with teaching materials.

1            2            3            4            5

4. The school I teach has staff houses to serve long distant teachers.

1            2            3            4            5

5. I normally cover the whole syllabus to my students.

1            2            3            4            5

### **B. Remuneration and teachers' performance.**

6. The monthly salary satisfies my basic needs. (Food, clothing and shelter).

1            2            3            4            5

7. Teachers are paid in overtime duties.

1            2            3            4            5

8. One among the criteria of pay increase is teachers' performance.

1            2            3            4            5

### **C. Appreciation and promotions and teachers' performance.**

9. The management recognizes teachers who performed well.

1            2            3            4            5

10. The change of assignment to higher level depends on performance.

1            2            3            4            5

11. Teachers' promotions and appreciations are done transparently.

1            2            3            4            5

**Thank you very much.**

### **III. INTERVIEW GUIDE FOR SUBJECT TEACHERS.**

#### **A. Work environment and teachers' performance.**

1. Is there a relationship between work environment and performance of teachers? (Give reasons of your response).
2. Does your school environment affect your performance?  
(The place where the school is, classes, buildings etc.)
3. How does the management support you in teaching materials?  
(Teaching/learning resources, reference books, etc.)

#### **B. Remunerations and teachers' performance.**

4. Is the current given salary cultivating your morale in performance?
5. Are you still enjoying working in ZHPSS? Give reasons of your response.
6. If you are to propose your salary as a HPSS teacher what would you say?
7. Are you given other paying apart your basic salary?  
If yes, are you satisfied, and what are they?

#### **C. Appreciations and Promotions and teachers' performance.**

8. Are you satisfied with the way promotion is done to teachers of ZHPSS?  
If not, how does this affect you?
9. How are teachers appreciated to motivate them performing diligently?

**Your cooperation is highly appreciated.**

#### **IV. INTERVIEW GUIDE FOR HEAD TEACHERS.**

##### **A. Work environment and teachers' performance.**

1. How can you state the relationship between work environment and teachers' performance at your school?
2. Are there enough facilities to enhance good teaching/ learning process at your school? (Library, laboratories, and teaching materials).
3. Does the school environment support teaching/ learning process?  
(Cooperation, number of teachers, buildings and staff houses etc.)
4. Are there teachers living far from school? If YES, how do they afford their transport?

##### **B. Remunerations and teachers' performance.**

5. How are teachers satisfied with the given remunerations?  
(Basic pay, benefits, commissions, overtime etc.)
6. Is there any established teachers' service commission?
7. Are there co-salary pay (Housing, transport, insurance etc)?
8. Are teachers engaged in part time jobs during or after school hours?

##### **C. Appreciations and promotion and teachers' performance.**

9. Is promotion based on objective assessment of teachers?
10. Is the change to a new assignment based on increase of salary?
11. How are teachers promoted to new scales of salary?
12. Teachers are to be promoted after each three years. Is it applied?

**Thank you in advance**

### **Age of male and female teachers as calculated in table 4.1**

f = frequency

$$X = \text{class mark} = \frac{\text{lower class boundary} + \text{upper class boundary}}{2}$$

$$\text{Total} = \text{mean (age)} \quad X = \frac{\sum f x}{\sum f} = \frac{2051}{58} = \underline{35.3 \text{ years}}$$

$$\text{Mean age for male teachers} = \frac{\sum f x}{\sum f (m)} = \frac{1403}{37} = \underline{38 \text{ years}}$$

$$\text{Mean age for female teachers} = \frac{\sum f x}{\sum f (f)} = \frac{674}{21} = \underline{32 \text{ years}}$$

### **Teaching experience of teachers as calculated in table 4.3**


$$\text{Mean experience for teachers} = \frac{\sum fm}{\sum f} = \frac{584}{58} = 8.3 \text{ years}$$

$$\text{Male teachers experience average} = \frac{\sum fm}{\sum f} = \frac{334}{37} = 9 \text{ years}$$

$$\text{Female teachers experience average} = \frac{\sum fm}{\sum f} = \frac{150}{21} = 7 \text{ years}$$

### APPENDIX III TIME FRAME

RESEARCHER'S ACTIVITIES	TIME TO BE SPENT IN TERMS OF WEEKS															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Literature search, primary research and talk to experts.	■	■	■													
Develop and make pilot study, interview format and continue literature search.				■												
Analyze, pilot, review the interview and asking for comments.					■											
Going for research field and collect data from the field.						■	■	■								
Categorize interviews, Questionnaires and organizing data.									■							
Data input and analysis.										■	■	■				
Report write-up.													■	■	■	
Submission and preparation for oral presentation.																■

KEY:  Time to be consumed in the study.

**APPENDIX IV: BUDGETING.**

<b>ITEM</b>	<b>QUANTITY</b>	<b>COST T. SH.</b>
Ream of papers	01(A4)	7000X1= 7000/-
Flash diskette	01 (4GB)	50,000/-
Tape recorder	01	30,000/-
Printing questionnaires	06	700X6=4200/-
Trips from home to the field	30 days	1000X30= 30,000/-
Food during research	24 days	6000X24=144,000
Photocopying and scanning	-	50,000/-
Phone and internet services	10 days	2000X 10= 20,000/-
Report printing and binding	5 copies	5X30,000=150,000/-
Miscellaneous expenses	-	100,000/-
<b>TOTAL</b>		<b>5,85,200/-</b>

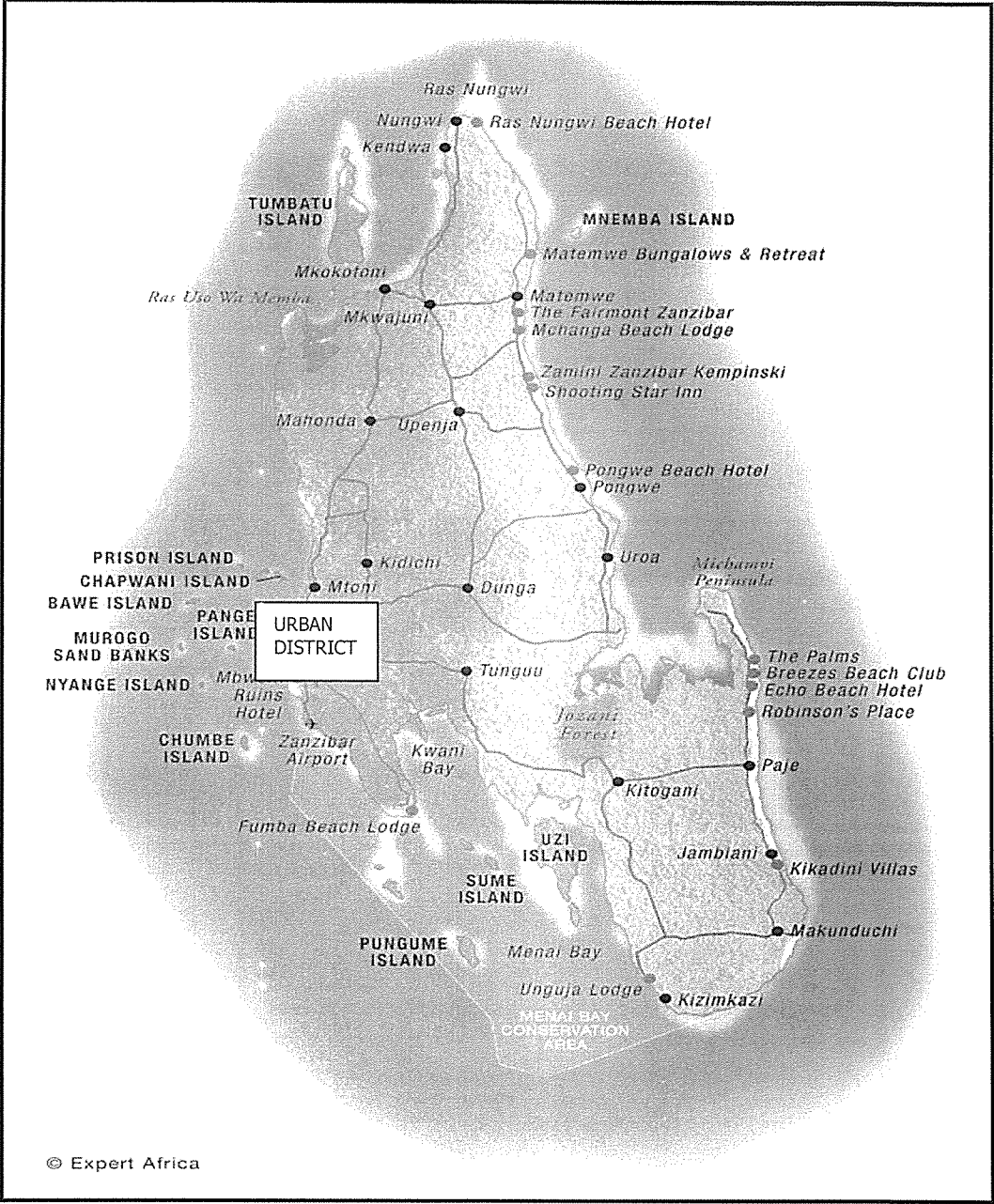
# **APPENDIX V: KREJCIE & MORGAN (1970): SAMPLE SIZE (S)**

## **REQUIRED FOR THE GIVEN POPULATION SIZE (N).**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	22	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	90000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Source: Amin, (2005:454): Krejcie & Morgan (1970), determining sample size for research activities.

**APPENDIX VI: UNGUJA ISLAND SHOWING THE AREA OF THE STUDY.**



**KEY**



URBAN DISTRICT



## APPENDIX VII: TNER OF FOUR UDHPS FROM 2005/6 – 2008/9

### 2005/ 06

SCHOOL	DIV. 1	DIV. 2	DIV. 3	DIV. 4	TOTAL	POSITON IN TZ
BENBELLA	13	44	42	4	103	82/192
KIPONDA	25	31	27	04	87	51/192
HAMAMNI	9	22	44	10	85	129/192
TUMEKUJA	24	60	73	13	170	86/192

### 2006/07

SCHOOL	DIV.1	DIV.2	DIV.3	DIV.4	FAIL	POSITION IN TZ
BENBELLA	3	15	57	70	42	210/230
KIPONDA	2	10	50	34	9	168/230
HAMAMNI	1	11	63	97	64	226/230
TUMEKUJA	3	11	45	48	13	197/230

### 2007/08

SCHOOL	DIV.1	DIV.2	DIV.3	DIV.4	FAIL	POSITION IN TZ
BENBELLA	1	11	54	66	27	248/264
KIPONDA	3	13	42	29	10	208/264
HAMAMNI	2	17	71	69	51	251/264
TUMEKUJA	-	11	42	65	26	249/264

### 2008/09

SCHOOL	DIV. 1	DIV.2	DIV.3	DIV.4	FAIL	POSITION IN TZ
BENBELLA	3	22	111	33	24	270/302
KIPONDA	1	11	54	24	14	283/302
HAMAMNI	2	28	108	44	14	266/302
TUMEKUJA	1	4	92	59	37	296/302

Source; Department of curriculum development Zanzibar.

### **RESEARCHER'S CURRICULUM VITAE**

SUR NAME: SAID  
OTHER NAMES: NOAH SALEH  
DATE AND PLACE OF BIRTH: 5<sup>th</sup> November 1973, Zanzibar  
PERMANENT ADDRESS: Mtofaani, Zanzibar.  
TELEPHONE: +255777474484 / +255788750114  
E-MAIL: kungubeznz@yahoo.com  
NATIONALITY: Tanzanian  
MARITAL STATUS: Married (One child)

### **EDUCATIONAL BACK GROUND**

#### **Primary Education**

YEAR	SCHOOL	LEVEL
1980 - 1988	Mwera Primary School	Primary Education

#### **Secondary Education**

YEAR	SCHOOL	LEVEL
1989 - 1991	Mwera Sec. School	Form III
1992 - 1993	Lumumba Sec. School (Private candidate)	O' level
1994 - 1996	Lumumba Sec. School (Private candidate)	A' level

#### **College and Universities**

YEAR	INSTITUTION	AWARD
1994 - 1996	Institute of Kiswahili and Foreign Languages, Zanzibar (IKFL)	Certificate in Education with Language Studies.
1996 - 1998	Institute of Kiswahili and Foreign Languages, Zanzibar (IKFL)	Diploma in Education with Language Studies.
2002 - 2005	The State University of Zanzibar	BA (Ed).
2008 -2010	Kampala International University	MA HRM.

#### **SHORT COURSES:**

1. Students' Leadership skills in Higher Ed. Institutions, College of Education, June 2004.
2. Customer Care Relationship & Management (A.P.C, Makerere University, May 2009).
3. Behavior in Organizations; Perspective in Individual level, KIU, September 2009.
4. Peace & Conflict Resolution Management (A.P.I, Makerere University, April 2010).
5. Effective Capacity Building for Sustainability, Fund Raising & Proposal Write up (KIU, 2010).
6. Routine HIV/AIDS Prevention Strategies, Counseling & Testing (Global Health Initiative, Ministry of Health Uganda & Makerere University, September 2010).

**EXPERIENCE:** Teaching at Mwera (1998-02) and Tumekuja Sec. School (2005-08)

**LANGUAGES:** Fluent in Kiswahili, English, and French.

**INTERESTS:** Catching up burning issues through media, jogging and football.