



# Exploring Teachers' Motivational Factors and Their Influence on Instructional Practices in Public Primary Schools in Dodoma

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**Abstract:** Studies conducted globally have shown that motivated teachers play a crucial role in enhancing students' academic achievement, as they hold the primary responsibility for imparting knowledge and skills to learners. In one hand, when teachers are satisfied, they become more productive and can influence learners' achievement. On the other hand, when teachers are demotivated, it has a profound impact on the quality of teaching and learning, often manifesting in reduced classroom engagement, lower instructional effectiveness, and diminished commitment to professional responsibilities. This study, therefore, explored factors influencing teachers' motivation in public primary schools in Dodoma district, Dodoma region. Employing a qualitative approach, data were collected through interviews with heads of schools and teachers, and observations. The study's findings have revealed salary increase, timely payment of teachers' allowances and arrears, promotion of teachers, good working environment, and teacher recognition, were reported as factors that can influence their motivation and instructional practices. The study recommends that the government should improve teachers' working environments, increase salaries, and ensure timely payment of arrears. It also suggests regular promotions and teacher recognition to boost morale, enhance effectiveness, and improve the quality of education in public primary schools in Dodoma Region.

**Keywords:** Teachers' motivational factors, influence, primary schools, Tanzania

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## 1. Introduction

Teachers' motivation has become an important issue given that they have the responsibility to impart knowledge and skills to learners (Nkirote & Thinguri, 2020). Studies have shown that teachers' motivation in teaching is closely related affecting learners' behavior and circumstance to get exemplary learning achievements in the learning and teaching process (Osman & Warner, 2020). In one hand, it could be argued that when teachers are satisfied, they become more productive and can influence learners'

achievement. On the other hand, when teachers are demotivated, it has a profound impact on the quality of teaching and learning, often manifesting itself in reduced classroom engagement, lower instructional effectiveness, and diminished commitment to professional responsibilities (Osman & Warner, 2020).

Studies on teachers' motivation and its influence on students' learning have been conducted globally. For instance, a study carried out in the United Kingdom regarding the impact of teachers' motivation on students' academic progress revealed that inadequate motivation

among teachers led to negative consequences for the students (Fullard, 2021). This implies that, for schools to provide good academic achievements to their students, teachers' motivation should be considered as highlighted that motivated teachers can enhance students' learning.

Similarly, Shafiwu and Salakpi's (2013) study in Wa Municipality, Ghana, examined teachers' motivation and its impact on the overall performance of public basic schools. The study involved 65 teachers from 20 various public basic schools. The study findings highlighted the significant role of teachers' motivation in influencing students' academic achievement. The study revealed good salary, allowance payments and good working conditions contributed to teacher satisfaction resulting in improved students' academic achievement in public basic schools. The study demonstrates that adequate motivation of teachers in public primary schools directly enhances the effectiveness of the teaching and learning process, thereby significantly improving student learning outcomes.

Furthermore, a study by UNESCO (2017) reported that teachers in Africa, particularly those in primary schools, face challenges related to low motivation and job satisfaction. The study identified various constraints affecting teachers' motivation, including inadequate salaries, ineffective administrative supervision, limited government support, lack of teaching resources, and poor living and working conditions (UNESCO, 2017). These factors contribute to the demotivation of primary school teachers, potentially impacting their effectiveness in the classroom.

Studies conducted in Tanzania have shown that, most teachers in government schools encounter a range of demotivating factors, such as low incentives, promotion problems, unsupportive teaching environments, and delaying of salary payments (Ngonyani, 2017). These factors have negatively affected teachers' professional capacity to provide quality education to their students.

Despite numerous studies demonstrating that teachers' motivation significantly influences students' learning outcomes, many public primary schools continue to face challenges related to inadequate teacher motivation. This study aims to identify factors that contribute to teachers' motivation in public primary schools in Dodoma region.

## 1.2 Statement of the Problem

The provision of quality education worldwide necessitates the presence of well-qualified, trained, adequately remunerated, and motivated teachers (UNESCO, 2016). Despite this, global trend indicates that teacher motivation has been falling in recent years (UNESCO, 2016).

In Tanzania, most teachers in government schools encounter a range of demotivating factors. Ngonyani's (2017) study on effects of teacher's motivation on academic performance in public primary schools in Mbinga District, revealed that majority of teachers in government schools are de-motivated due to low incentives, promotion problems, unsupportive teaching environments, and delaying salary payments. Studies have shown that teachers' motivation can significantly influence students' learning. Therefore, this study advocates the necessity of motivating teachers in order to increase students' engagement and learning in public primary schools.

Moreover, Ndikumwami (2013) conducted a study in Dodoma that explored the challenges that teachers face in their teaching. The study findings revealed that teachers were faced with many challenges, including low and late salary payment, poor school environment, overpopulated classrooms, student indiscipline, accommodation issues, outdated teaching methods and a shortage of teachers. These challenges create an uncondusive learning environment that undermines students' academic performance and overall school success.

Most studies conducted in Tanzania have focused on the challenges affecting teachers' motivation and their relationship with academic performance. However, limited attention has been given to understanding teachers' own perceptions of the factors that motivate them and how these factors influence their instructional practices. Therefore, this study seeks to fill this gap by exploring teachers perceived motivational factors and their influence on instructional practices in the selected public primary schools in Dodoma.

## 2. Literature Review

This section discusses reviewed literature related to the study at hand. It discusses both empirical and theoretical literature reviews on teachers' motivational factors and their influence on instructional practices in public primary schools.

### 2.1 Empirical Literature Review

Motivation to teachers renders a significant contribution in the promotion of excellence in teaching and learning process. Motivated teachers are better positioned to inspire students to excel academically. Motivation is commonly categorized into two types: intrinsic motivation and extrinsic motivation as outlined by Robbins (2006). However, the specific focus of this study is on extrinsic motivation, which encompasses rewards within the work environment. Extrinsic motivation originates externally

and typically includes incentives such as financial rewards, social recognition, favorable working conditions, school accommodation, career advancement opportunities, and teaching and learning materials.

A research study conducted by Khanal and Phyak (2021) in Nepal delved into the various factors impacting teachers' motivation within the teaching profession. The study used a mixed method approach, and data were collected from private and public primary school teachers. The findings revealed different factors influencing teachers' motivation towards teaching profession, including salary, good working conditions, promotion, training, level of facility, pension, leadership, teaching load, political interference, regularity and discipline, teacher-parent relations and avenues for professional growth. Therefore, it could be argued that teachers require these motivational elements in their teaching profession to enhance students' learning in the public primary schools.

Similarly, a study conducted by Mboweni (2020) in Bohlabela District in Mpumalanga province in South Africa, investigated the factors influencing the morale of primary school teachers. The study's findings revealed various factors that impact teachers' morale, including favorable working conditions, competitive salaries, acknowledgment and respect for their efforts, as well as effective leadership and management. It could be argued that, when teachers are motivated by favorable working environments and good salaries, their morale is enhanced, leading to positive impacts on students' learning in schools.

Moreover, Nyambura (2013) conducted a study on factors that influence teachers' motivation in public primary schools in Kasarani District, Kenya. The study utilized a descriptive survey design and involved 107 participants, comprising 10 head teachers and 97 teachers from the ten selected schools. The study findings revealed that a significant number of teachers identified salaries and allowances as key motivators for them.

In a similar vein, Nyagaya (2015) conducted a study on factors influencing teachers' level of job satisfaction within Kayole division, Kenya. The study was conducted in 20 public primary schools, encompassing all teaching staff within these schools. The study finding revealed that remuneration, good working conditions, teachers' level of education and workload are factors that influenced the teachers' level of job satisfaction in public primary schools within Kayole Division, Kenya. This suggests that providing teachers with competitive salaries, conducive working conditions, and manageable workloads can enhance their motivation, subsequently leading to an enhancement in students' learning.

Similarly, a study by Omari and Kiwendo (2022) conducted in Mbogwe District examined the motivating factors influencing the performance of public primary school teachers in Tanzania. The study's findings revealed that increasing teachers' salaries and annual increments, timely promotion and adequate teaching and learning resources were significant motivators. These findings imply that these motivating factors play a crucial role in shaping teachers' commitment to their teaching and learning process in public primary schools.

Majura, (2023) conducted a study examining the influence of working condition in public primary school teachers in Maswa District, Tanzania. The study encompassed 144 respondents and mixed research approach was used. The research findings revealed that teachers in public primary schools work under poor conditions, including inadequate staff housing and low salaries. It is imperative to enhance teachers' motivation in public primary by improving working conditions and increasing their salary. This will motivate them and increase their efficiency.

A study by Mulaki, (2023) in Bukoba rural district examined the role of heads of primary schools in enhancing teaching motivation. The study encompassed 20 heads of schools and 80 teachers. The results indicated that heads of schools have a crucial role in enhancing motivation to teachers through good managerial in schools based on the different activities teachers perform include following school schedule, evaluating students learning activities and supervision of extra-activities in school. The study suggests that school heads in public primary schools have a positive and significant effect on teachers' motivation, as effective leadership fosters favorable working conditions that enable teachers to perform their instructional responsibilities more effectively.

In Tanzania, Moshi (2020) conducted a study on the influence of extrinsic motivation on teachers' performance in Igunga district. The study used mixed approach, and the findings revealed that teachers face extrinsic challenges, including low salary, lack of extra teaching allowances, no timely promotion and absence of increments. These findings imply that, when teachers are demotivated, it reduces their morale and efficiency. Therefore, based on the study's findings, it is important to recognize that motivating teachers and raising their morale requires the provision of adequate salaries, annual increments, extra teaching allowances, and timely promotions.

## 2.2 Theoretical Review

Herzberg's Two-Factor Theory underpinned the study. The theory was developed by Fredrick Herzberg in 1959. It is a well-known motivation theory, and it deals with two sets

of factors in deciding employee working attitudes and level of performance, named motivation and hygiene factors. Motivation factors such as achievement, growth opportunity, work itself and recognition are intrinsic factors that will increase employees' job satisfaction and aim to inspire and engage employees. According to Herzberg's theory, while employers cannot directly motivate employees, they can effectively reduce dissatisfaction through proper management. Hygiene issues such as policies, supervision, salary, interpersonal relations and working conditions are necessary for employees to maintain satisfaction in the workplace, the presence or absence of these factors can significantly impact employee motivation and engagement. Motivators on the other hand, create satisfaction by fulfilling individuals' needs and personal growth.

According to Herzberg theory motivating employees can help create a pleasant and productive workplace and increase job satisfaction and identify factors that inspire professionals to complete high-quality work. Therefore, to satisfy employees, the hygiene issues come first. Although they are not the source of satisfaction, they must be dealt with first to create an environment in which employees' satisfaction and motivation can be realized.

In this study, the Theory was applied to guide administrators and government officials in addressing factors that influence teachers' motivation. By applying this theory, education authorities can design strategies and policies that not only reduce teachers' dissatisfaction but also foster their morale and enthusiasm for effective teaching in public primary schools.

### **3. Methodology**

This section clarifies research methodology used in this study. Specifically, it included research design and sampling procedures, data collection tools, data analysis, and ethical concerns.

#### **3.1 Research Design and Sampling Procedures**

A qualitative methods approach was adopted to gain a comprehensive understanding of the factors that influence teachers' motivation and their impact on instructional practices in public primary schools. The research design was concurrent research design, which aimed at understanding or obtaining more developed understanding of the phenomena under study (Creswell, 2014).

Sample size refers to the number of respondents that have been selected from a target population for a study (Herman,

2016). By using simple random sampling 14 public primary teachers were selected from two public primary schools in Ihumwa and Mtumba wards in Dodoma District. This means that seven (7) teachers were selected from each public primary school. Simple random sampling was chosen because it gives all teachers an equal chance of being included in the study. This approach enabled the researcher to gather comprehensive information on the factors influencing teachers' motivation and their impact on instructional practices in public primary schools.

The study also used purposive sampling to select two (2) headteachers from those two schools. The headteachers were selected through purposive sampling because they were perceived to have detailed information required for the study about the motivating factors that influence teachers in schools.

#### **3.2 Data Collection Tools**

Data were collected through semi-structured interviews with both teachers and headteachers involved in the study. Observations were used to assess the adequacy of classroom facilities, availability of office spaces for teachers, teachers' houses, and overall school infrastructure, as these factors are critical in enhancing teacher motivation and improving students' learning outcomes. Observations were employed to gain valuable insight into the teachers' motivational factors and their effect on students' learning.

#### **3.3 Data Analysis**

Data were analyzed using narrative and content analysis (Creswell, 2014; Smith, 2000). Data collected from interviews were carefully listened and the key information was recorded in order to get explanation and interpretation for the findings then reported in a narrative form. Apart from interviews, data collected through observations were systematically and purposefully analyzed. This involved carefully recording specific aspects of the school environment in their natural settings to gain valuable insights into the factors motivating teachers and their influence on students' learning outcomes.

#### **3.4 Ethical Concerns**

Before data collection, the researcher secured an approval letter from the Director of Post Graduate Studies Office at St John's University of Tanzania and the City Director of Dodoma before data collection in the selected area. Informed consent was obtained from the participants after the researcher clearly explained the purpose, benefits, potential risks, and source of funding for the study, allowing them to freely decide whether to participate or

not. Confidentiality was ensured throughout data collection and writing processes.

## 4. Results and Discussion

The findings have revealed that factors such as competitive salary increase, allowance and timely payment of teachers' arrears, promotion of teachers, teachers' recognition, and good working environment, were reported by teachers as perceived motivational factors that can influence their instructional practices in schools. The following sections elaborate more.

### 4.1 Salary Increase

The study findings revealed that salary increase significantly influences teachers' motivation in public primary schools. Good salaries to teachers appeared to enable teachers to handle living costs and live comfortable life by managing their daily needs. Nevertheless, the insufficient government-provided salaries often result in teachers struggling to fulfill their needs. One of the respondents said:

*"Salaries the government pay to us are not enough, we have a lot of responsibilities to fulfill at home, such as to pay school fees for our children, buying cars for ourselves, and to build houses..."*

(interview with teacher, School A, July 2024)

The statement above implies that teachers are demotivated due to low salary from the government. Studies have highlighted that when teachers are motivated, it enhances their efficiency (Shafiwu and Salakpi's (2013). Therefore, the results call for the government to motivate teachers by increasing teachers' salaries.

During the interview with the headteachers, a consensus emerged that good salaries would enable teachers to live comfortable life and meet their daily needs at home. However, low salaries to teachers poses a significant challenge for them to meet their goals. One headteacher said:

*"Salary teachers get is not enough to sustain the needs of the family; therefore, teachers need to deal with other projects so as to meet some needs in their families".*

(Interview with headteacher, School B, July 2024)

The result of this study indicates that, increase of salaries to teachers in public primary schools enables teachers to live comfortable life and handle family needs. The study findings corroborate with that of Nyambura's (2013) study's findings which revealed a significant number of

teachers identified salaries and allowances as key motivators for them.

Furthermore, the findings above align with Herzberg two-factor theory which highlights that motivation to teachers creates satisfaction by fulfilling teachers' needs such as salary, supervision and good working conditions and create a pleasant workplace in public primary schools. Therefore, such salary increase, bonuses and rewards will facilitate the teaching process in public primary schools and improve students' learning outcomes.

### 4.2 Timely payment of teachers' allowances and arrears

The results highlighted that providing timely payment of teachers' arrears and allowances is a key factor in boosting morale and motivation among teachers in public primary schools. Some of the participants said that teachers' allowances and arrears such as leave and transfer allowances are not paid on time. One of the respondents explained that.

*"Teachers claim for timely payment of allowances and arrears; there are teachers who have been transferred from outside the district and even the Dodoma Region, up to now they have not been paid their transfer allowance, so, the government should pay teachers allowances and arrears timely."*

(Interview with teacher School B, July 2024)

Another teacher said:

*"Teachers have been transferred from secondary schools to primary schools, up to now they have not been paid disturbance money, government have to pay teachers arrears and allowances on time...."*

(Interview, teacher School A, July 2024)

The aforementioned comments suggest that demotivation and low morale to teacher participants in the examined district are confronted with the challenge of timely payment of allowances and arrears. Therefore, this circumstance hampers teachers' capacity to concentrate on teaching activities in public primary schools. These findings are consistent with research conducted by Moshi (2020) which revealed that low salary, lack of extra teaching allowances, no timely promotion and absence of increments are challenges that cause demotivation to teachers and impact their teaching activities. Herzberg's two-factor theory suggests that motivating teachers may help create a pleasant and productive workplace in public primary schools and increase job satisfaction. Therefore, it

is important to recognize that, in order to motivate teachers and boost their morale, provisions such as timely payment of teachers' allowances and arrears must be considered.

### 4.3 Promotion of Teachers

Promotion of teachers emerged as one of the key motivational factors to teachers in the studied public primary schools. During data collection, participants highlighted promotion as one of the factors that contributes to teachers' motivation in public primary schools, as elaborated;

*“Through my experience, teachers need to be promoted after every 3 years and by following increment grades scale; promotion of teachers raises teaching morale and motivate us to teach, the government need to promote teachers.....”*

(Interview with Teacher, School A, July 2024)

Teacher's statement above implies that teachers may become demotivated if they are not promoted on time. This aligns with the study by Moshi (2020) explaining that teachers face extrinsic challenges, including low salary, lack of extra teaching allowances, no timely promotion and absence of increments. It could be argued that, when teachers are demotivated, it reduces their morale and efficiency, and therefore, the government should prioritize on timely promotion of teachers.

During the interviews with headteachers, some participants expressed similar views on the importance of promoting teachers on time because promotion to teachers motivates them and it creates a desire to teach more effectively. One of the heads of schools elaborated:

*“Teachers have not been promoted for previous years now, and promotion to teachers' need to consider the increment within one scale, because promoting teachers without getting that increment in grade scale will de-motivate teachers”*

(Interview, Headteacher, School B, July 2024)

The statement above suggests that when teachers are motivated, their work morale will increase, and thus, improve students' learning outcomes. The findings agree with the study conducted by Omari and Kiwendo (2022) regarding the effect of motivational factors on the performance of public primary school teachers in Tanzania. Omari and Kiwendo's study revealed that incentives such as competitive salaries, favorable working conditions, timely promotions, and adequate teaching resources play a pivotal role in fostering teachers'

dedication to their instructional duties. Therefore, in order to improve students' learning outcomes in public primary schools, the government should prioritize investing in teachers by ensuring timely promotions aligned with the Tanzanian government's grading criteria.

### 4.4 Good Working Environment

Good working environment appeared to be one of the motivating factors to teachers in public primary schools. Research results indicate the significance of a conducive working environment in enhancing teacher motivation within public primary schools. A teacher from School B shared the following insight:

*“Working environment is still a problem in many schools especially in public schools; we have a lot of pupils with few classrooms; the working environment demoralizes teachers' motivation; we need favorable working environment....”*

(Interview with a teacher, School A, July 2024)

Similarly, during the interviews with headteachers, the consensus emerged that a good working environment is an influential factor for motivating teachers in public primary schools. They added that many schools have poor working environments, and this negatively impacts their jobs. One headteacher said:

*“We have a total of 2316 pupils and 22 classrooms; it is difficult to manage the number of students in the class; the school has 36 teachers and one staffroom which cannot accommodate the number of teachers, some teachers sit outside to perform their tasks. Therefore, there is a need to construct classrooms and staffrooms to enhance good teaching environment”*

(Interview, Headteacher, School B, July 2024)

The results of this study indicate that favorable working conditions in public primary schools play a significant role in enhancing teachers' motivation, which in turn leads to improved student learning outcomes. The present findings are consistent with prior research conducted by Mbope (2015) which identified that poor working environments in public primary schools have a detrimental effect on teachers' motivation in Ilala Municipality. Majura (2023) also discovered that teachers in public primary schools had inappropriate working conditions which includes few numbers of staff houses and low salary. Therefore, in enhancing teachers' motivation in public primary schools good working environment needs to be improved in order to motivate teachers in their instructional practices.

## 4.5 Establish Teachers' Recognition Day

Teachers' recognition was reported as one of the factors of teachers' motivation. This was reported by the heads of schools during interview. The Heads of schools said that teachers perform a lot of work, and therefore, they need to be recognized for their work and contribution in academic; this will motivate teachers and definitely raise their teaching morale. Acknowledging the significant efforts and contributions made by teachers in the academic realm is essential to boosting their morale and overall motivation levels. One participant elaborated:

*"Teachers need to be recognized due to their work, especially standard four and standard seven teachers have a lot of works to do, some of them teach extra time, there is a need to establish recognition day for teachers, teachers are also human beings, they need to be appreciated for their work...."*

(Interview, Headteacher, School, C, May 2024)

The findings provide support for the research conducted by Mbope (2015) which indicated that acknowledging teachers' efforts is crucial for improving quality teaching and learning in schools. Furthermore, these outcomes are aligned with Herzberg's theory, which emphasizes that motivating staff and recognition of teachers fostering a positive and efficient work environment and boost job contentment. This study argues that, to enhance teachers' motivation and raise their morale, it is essential to implement strategies such as recognition of teachers' contributions, provision of adequate salaries, annual salary increments, payment of extra teaching allowances, and timely promotions. These measures should be systematically encouraged to strengthen teachers' commitment and improve their performance in public primary schools.

## 5. Conclusion and Recommendations

The following section provides study's conclusion and recommendations on teachers' motivational factors and their influence in instructional practices in public primary schools in Dodoma.

### 5.1 Conclusion

This study explored teachers' motivation factors and their influence on instructional practices for improving students' learning outcomes in public primary schools in Dodoma District. The study has found factors such as salary increase, timely allowance and payment of teachers'

arrears, promotion of teachers, and good working environment perceived by teachers as motivational factors that influence their instructional practices. The study suggests that, the government should prioritize initiatives that enhance teachers' motivation. By investing in teachers, the government can significantly influence student outcomes and the overall quality of education.

### 5.2 Recommendations

Based on the study's findings, the following recommendations have been proposed:

1. The government should increase teachers' salaries and ensure timely payment of teachers' allowances and arrears to increase teachers' efficiency.
2. The government should establish professional development to teachers. Regular professional training programs should be provided to teachers. This training will motivate teachers by being promoted and enhance teachers' skills and increase job satisfaction.
3. The government should improve working environment for teachers in public primary schools; this will motivate and raise teachers' morale. Conducive learning environment increases teachers' morale and efficiency in their instructional practices, and in turn, leads to good academic outcomes to students.
4. Teachers' recognition programs should be established. Both the government and schools should implement systems that acknowledge and celebrate teachers' contributions to student success in public primary schools.

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