# CHAPTER FOUR

## Data analysis, interpretation and discussion

### 4.1 Introduction

This chapter gives a detailed analysis of the research findings on the motivational strategies used by heads of schools in enhancing teachers’ motivation in secondary schools in Musoma municipal, Mara Region. Data were collected by using questionnaire and interview methods. Data analysis, interpretation and discussion were developed out from the question through which the researcher aimed at finding what are motivational strategies used by heads of schools in enhancing teachers’ motivation. Data were collected from two secondary schools namely Mwembeni and Nyamiongo secondary school in Musoma municipal.

### 4.2 Respondents background

The information captured in this section consisted of the name of the current school for both teachers and head of schools, region, district, date and gender of the respondents. The researcher used a sample of 42 respondents which included 21 teachers and 19 (one) head of school in both two schools which brings the total of 42 respondents.

Table1: Profile of the respondents

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SCHOOL | TEACHERS | | HEAD OF SCHOOL | | TOTAL |
|  | M | F | M | F |  |
| Mwembeni | 14 | 6 | 1 | - | 21 |
| Nyamiongo | 12 | 8 | - | 1 | 21 |
|  |  |  |  | TOTAL | 42 |

Source; field data,2019

From table one above the researcher used forty-two respondents from both schools where each school had 21 respondents. Mwembeni secondary school is a private school and Nyamiongo secondary school is a government school. The researcher aimed to use both public and private schools to get accurate data.

### 4.3 Assessing teachers’ motivation

This section presents and discusses the analysis of the data obtained in an attempt to address three research questions of this study. The analysis starts with the first research question to the last.

**4.3.1 The extent of teachers’ motivation**

The first research question of this study was to identify motivational strategies used by head of schools. The analysis of this first research objective and question teachers were asked if they acquire motivational strategies and if they are comfortable with how they are motivated. Borrowing a leaf from the Likert’s scales, the degrees of assessment were

comfortable and not comfortable. The analysis of responses is presented below.

**Table 2: Responses on the number of teachers’ satisfaction and dissatisfaction with motivational strategies implemented by heads of schools**

|  |  |  |  |
| --- | --- | --- | --- |
| **Motivational strategies** | **Satisfied** | **Dissatisfied** | **Total** |
| Recognition | **2** | **1** | **3** |
| Increase of salary | **4** | **2** | **6** |
| Encouragement | **17** | **2** | **19** |
| Certificates rewards | **3** | **1** | **4** |
| Subjects seminars | **1** | **-** | **1** |
| Work promotion | **1** | **-** | **1** |
| Money for high performances | **5** | **1** | **6** |
| TOTAL | **33** | **7** | **40** |

**Source; field data 2019**

**4.4 Assessing how motivational strategies lead to academic achievement**

From both quantitative and qualitative findings, it is apparent that appreciating teachers motivates them to work harder and commit more quality time in teaching, influencing students’ performance in their national examinations. The findings indicate that appreciating teachers through various forms, such as offering them gifts and rewards, giving praises and commendations for the work well done and promoting or effecting job advancement to teachers motivates them, resulting to better content delivery and improved students’ performance. The findings from teachers and head teachers attest to the fact that showing appreciation to teachers enhances their efficiency and quality of teaching and learning. This also denotes that promotions create job satisfaction, self-assurance and organizational commitment for more desirable outcomes in students’ academic performance. The fact that teachers begin to feel the sense of approval makes them to commit to institutional goals resulting to improved quality in teaching and ultimately enhanced students’ performance.

**4.5 Assessing the challenges facing implementation of motivational strategies**

The respondents from these schools were asked to identify challenges facing in implementation of motivational strategies both teachers and heads of schools. Some of the challenges are money is not enough to be distributed where necessary to teachers, teachers miss the seminars which are given out as motivation, conflict between teachers because there are some teachers who get motivation frequently so, it brings sense of conflict to them

Also there is high demand of motivation from teachers. All these challenges face implementation of motivational strategies.

**4.6 Summary of the chapter**

The chapter has presented the findings of the study which was organized around three specific objectives as indicated in chapter one. The findings revealed that there are importances of motivational strategies from heads of schools to teachers but there are some challenges when implementing.

# chapter five

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

This chapter explains the summary, conclusion, recommendations and the extent to which the researcher objectives have been achieved. The study focused on the Motivational strategies used by heads of schools in enhancing teachers’ motivation in secondary schools.

**5.2 Summary of the findings**