

# Investigation of Key Extrinsic Motivational Sources among Teachers during Teaching Process for Secondary School in Morogoro Municipality

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**Abstract:** *This study aimed to investigate key extrinsic motivational sources among teachers during teaching process for secondary school in Morogoro Municipality. The study used cross-sectional research design and quantitative research approach. The sample size of this study was 60 from four secondary schools in Morogoro Municipality. The study used stratified random sampling technique in selection of respondents. Primary data were collected through questionnaire methods while secondary data were selected by using documentary reviews. Descriptive statistics involved cross-tabulation and chi-square testing were used in analyzing quantitative data. The study's findings challenge the traditional belief that financial and non-financial incentives are primary drivers of improved teaching, as experienced teachers perceived them as less influential. The study also underscored the need for a more holistic approach to teacher motivation, encompassing both financial and non-financial incentives, and called for further in-depth investigations to better understand the multifaceted nature of teacher motivation and enhance teaching outcomes in secondary education.*

**Keywords:** Extrinsic Motivational Sources, Teaching Process and Secondary School

## 1. Introduction

Education is a cornerstone of any society, serving as the bedrock upon which future generations are built (Boyer, 2016). In this educational landscape, teachers are the architects, nurturing and shaping the minds of the students who will one day inherit the world. The impact of teachers on the lives of their students cannot be overstated, and their role in the classroom is paramount. In secondary schools, the quality of education provided is heavily reliant on the motivation and dedication of these educators (Mark, 2015). Without motivated and committed teachers, the foundation of a strong educational system becomes shaky, potentially affecting the trajectory of a nation's future.

Teacher motivation is a complex phenomenon (Giertz, 2016). It is a delicate interplay of intrinsic and extrinsic factors that influence the commitment and enthusiasm teachers bring to their work. Intrinsic motivation, stemming from a genuine passion for teaching and the desire to make a positive difference in the lives of their students, is undoubtedly a powerful driving force for educators (Valerio, 2012). It fuels their creativity, resilience, and a deep sense of purpose, which, in turn, has a direct impact on the quality of education they provide.

However, intrinsic motivation alone may not be sufficient to sustain a teacher's commitment over time (Aytaç, 2021). This is where extrinsic motivational sources come into play. Extrinsic factors, such as financial rewards, professional recognition, job security, and support from school administration, provide crucial incentives for teachers (Daffa, 2018). They serve as external motivators that can significantly impact a teacher's job satisfaction, work engagement, and overall effectiveness in the classroom. Financial stability, for instance, can alleviate some of the economic stressors that might otherwise distract a teacher from their primary duty of educating students. Professional

recognition and the support of school administrators can boost a teacher's self-esteem and sense of belonging, further enhancing their motivation to excel in their roles (Johnson, 2017).

Understanding the key extrinsic motivational sources that influence teachers in secondary schools is not only important but imperative (Sumbizi & Kyando, 2020). Educational policymakers and school administrators must grasp the significance of these external motivators to devise strategies and policies that can enhance teacher motivation. By doing so, they can ensure that teachers are adequately motivated and committed to their profession, ultimately leading to an improvement in the quality of education and a positive learning environment for students.

Despite the pivotal role teachers play in the education system, there is a growing concern about teacher motivation and its impact on the quality of education (Johnson, 2017). This study endeavors to delve into the key extrinsic motivational sources that influence teachers during their work in secondary schools. By examining and understanding these external motivators, we aim to shed light on the dynamics that drive teacher motivation and, in turn, impact the quality of education. This study is essential not only for educational policymakers and administrators but also for society as a whole, as it paves the way for informed decisions and policies that can empower teachers and foster an environment conducive to effective teaching and learning.

## 2. Research Methodology

This section outlines the research methodology that guided the study. The study used cross-sectional research design and quantitative research approach. The sample size of this study was 60 from four secondary schools in Morogoro Municipality. The study used stratified random sampling

technique in selection of respondents. Primary data were collected through questionnaire methods while secondary data were selected by using documentary reviews. Descriptive statistics involved cross-tabulation and chi-square testing were used in analyzing quantitative data.

### 3. Research Finding and Discussions

Findings and discussions on key extrinsic motivational sources among teachers during teaching process for

secondary school in Morogoro Municipality are presented below.

#### 3.1 Engage [Financial and Non-Financial Sources]

##### 3.1.1 Descriptive Analysis

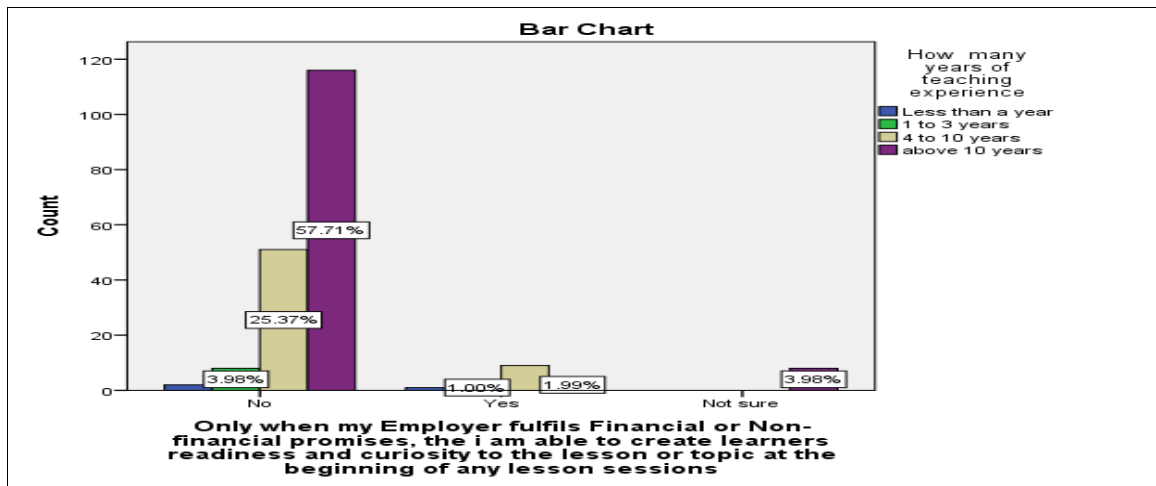


Figure 3.1: Financial and Non-Financial Sources  
Sources: Field Data (2023)

Referring to Figure 2.1, it becomes evident that individuals with greater teaching experience have a higher perception of both financial and non-financial sources of extrinsic motivation when compared to those in different age groups. This divergence in perception, which acknowledges the presence of extrinsic motivation sources that encompass financial as well as non-financial aspects to enhance the teaching process, cannot be solely explained by a frequency analysis. To elucidate this further, a hypothesis test was conducted to examine the relationship between experience and awareness of extrinsic motivation sources, including awareness of the availability of financial and non-financial sources that contribute to the enhancement of the teaching process.

##### 3.1.2 Testing of Hypothesis

H<sub>0</sub>: There is significant relationship between financial and non-financial sources and teaching process.

H<sub>1</sub>: There is no significant relationship between financial and non-financial sources and teaching process.

Table 3.1: Chi-Square Results

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	70.59 <sup>a</sup>	12	0.00
Likelihood Ratio	49.988	12	0.00
Linear-by-Linear Association	28.247	1	0.00
N of Valid Cases	201		
a. 14 cells (70.0%) have expected count less than 5. The minimum expected count is .10.			

Sources: Field Data (2023)

The chi-square statistics results presented in Table 3.1 yielded an asymptotic p-value of less than 0.05. These findings lead to the rejection of the null hypothesis, consequently supporting the acceptance of the alternative hypothesis. This suggests that the presence of financial and non-financial sources does not appear to have a substantial and statistically significant impact on the teaching process. These results challenge the notion that these extrinsic motivational factors play a significant role in enhancing teaching outcomes.

#### 3.2 Explain [Motivational Schemes]

##### 3.2.1 Descriptive Analysis

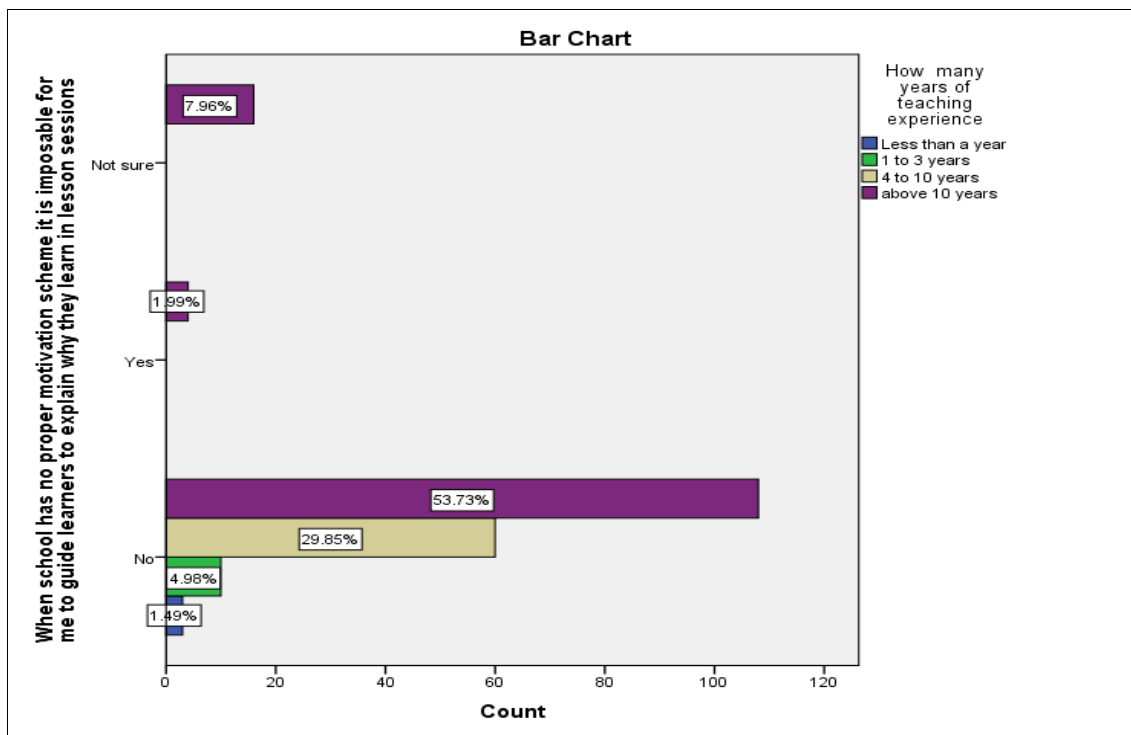


Figure 3.2: Motivational Schemes

Sources: Field Data (2023)

Based on the data presented in Figure 3.2, it is evident that teachers with greater teaching experience exhibited varying opinions regarding the impact of motivational schemes as extrinsic motivation sources on their ability to guide students in explaining their learning during lesson sessions, compared to teachers in different experience groups. The data suggests that the influence of motivational schemes in this regard is a matter of disagreement among educators with varying levels of experience, highlighting a need for further investigation into the complexities of extrinsic motivational factors in teaching and student engagement.

### 3.2.2 Testing of Hypothesis

H<sub>0</sub>: There is significant relationship between motivational schemes and teaching process.

H<sub>1</sub>: There is no significant relationship between motivational schemes and teaching process.

Table 3.2: Chi-Square Results

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	72.09	12	0.00
Likelihood Ratio	68.89	12	0.00
Linear-by-Linear Association	14.27	1	0.00
N of Valid Cases	201		

Sources: Field Data (2023)

The results from the chi-square statistical analysis in Table 3.2 revealed a p-value below the 0.05 significance threshold. This outcome prompts the rejection of the null hypothesis in favor of the alternative hypothesis, indicating that the motivational strategies under investigation do not exert a statistically significant influence on the teaching process. These findings cast doubt on the widely held belief that these specific motivational strategies significantly enhance teaching outcomes, underscoring the need for a more nuanced understanding of their effectiveness in educational contexts.

### 3.3 Explore [Teaching Allowances]

#### 3.3.1 Descriptive Analysis

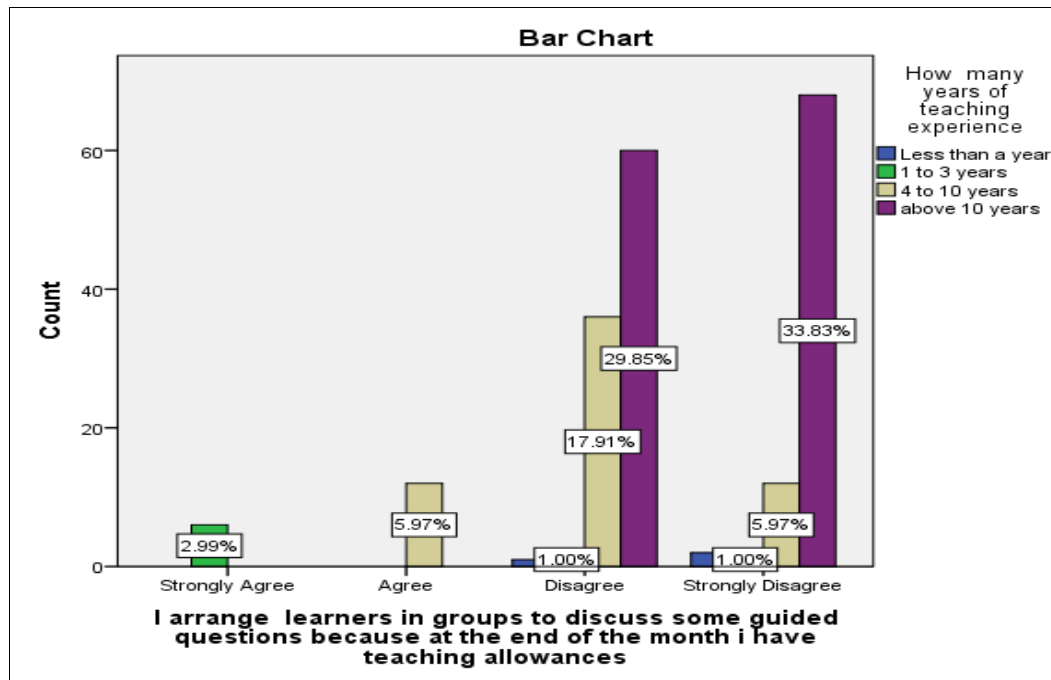


Figure 3.3: Teaching Allowance

Sources: Field Data (2023)

The findings depicted in Figure 3.3 indicate that teachers who possess greater teaching experience, specifically those with four years or more to their name, held a reduced perception of teaching allowances as a motivating factor for improving the teaching process, in comparison to individuals in the lower experience categories. This suggests that, as educators gain more experience, other motivating factors may play a more significant role in enhancing the teaching process than monetary incentives.

3.3.3 Testing of Hypothesis

H<sub>0</sub>: There is significant relationship between teaching allowances and teaching process.

H<sub>1</sub>: There is no significant relationship between teaching allowances and teaching process.

Table 3.3: Chi-Square Results

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	158.578 <sup>a</sup>	9	0.00
Likelihood Ratio	82.776	9	0.00
Linear-by-Linear Association	41.270	1	0.00
N of Valid Cases	201		

a. 11 cells (68.8%) have expected count less than 5. The minimum expected count is .09.

Sources: Field Data (2023)

The findings obtained through the chi-square statistical analysis in Table 3.3 unveiled a p-value that falls below the conventional 0.05 significance level. As a result, the null hypothesis is refuted in support of the alternative hypothesis. These results imply that the examined teaching allowances do not wield a statistically significant impact on the teaching process. This suggests that other factors, beyond the financial incentives under scrutiny, are likely more influential in shaping the teaching experience and outcomes.

4. Conclusion and Recommendations

The findings revealed that experienced teachers perceived both financial and non-financial sources as less influential in enhancing the teaching process compared to their less-experienced counterparts. This challenges the conventional belief that financial and non-financial incentives are primary drivers of teaching improvements. Furthermore, the study examined motivational schemes and teaching allowances, with results indicating that neither had a statistically significant impact on the teaching process, emphasizing the need for a more holistic approach to teacher motivation.

In light of these findings, it is recommended that educational institutions and policymakers adopt a comprehensive approach to teacher motivation, recognizing the complex nature of motivating factors. This approach should encompass both financial and non-financial incentives and prioritize a more nuanced understanding of teacher motivation. Future research should study deeper into the complexities of teacher motivation to better serve the diverse needs and experiences of educators, ultimately enhancing teaching outcomes in secondary education.

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