

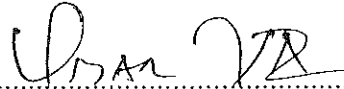
**SECONDARY SCHOOL TEACHERS' PERCEPTION OF
MOTIVATION FACTORS IN NAMPULA CITY,
MOZAMBIQUE**

OMAR OLIMPIO VICTORINO VAZ

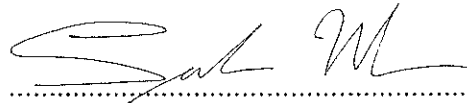
**A THESIS SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIRMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
(EDUCATIONAL MANAGEMENT)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2016**

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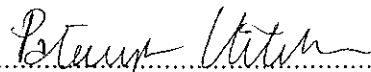
Mr. Omar Olimpio Victorino Vaz
Candidate



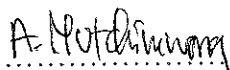
Lect. Sumalee Waiyarod,
Ed.D. (Science Education)
Major advisor



Asst. Prof. Arisara Leksansern,
Ed.D. (Educational Administration)
Co-advisor



Lect. Patreeya Kitcharoen,
Ph.D. (Health and Social Studies)
Co-advisor



Asst. Prof. Auemphorn Mutchimwong,
Ph.D. (Air Quality Assessment)
Acting Dean
Faculty of Graduate Studies
Mahidol University

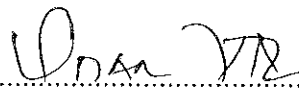


Asst. Prof. Arisara Leksansern,
Ed.D. (Educational Administration)
Program Director
Master of Education Program in
Educational Management
Faculty of Social Sciences and Humanities
Mahidol University

Thesis
entitled
**SECONDARY SCHOOL TEACHERS' PERCEPTION OF
MOTIVATION FACTORS IN NAMPULA CITY,
MOZAMBIQUE**

was submitted to the Faculty of Graduate Studies, Mahidol University
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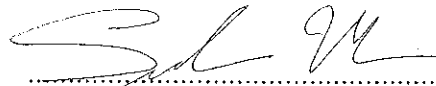
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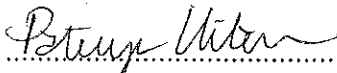
Mr. Omar Olimpιο Victorino Vaz
Candidate



Asst. Prof. Nattarat Tanathitikorn,
Ed.D. (Educational Administration)
Chair



Lect. Sumalee Waiyarod,
Ed.D. (Science Education)
Member




Lect. Pateeya Kitcharoen,
Ph.D. (Health and Social Studies)
Member



Asst. Prof. Arisara Leksansern,
Ed.D. (Educational Administration)
Member



Asst. Prof. Auemphorn Mutchimwong,
Ph.D. (Air Quality Assessment)
Acting Dean
Faculty of Graduate Studies
Mahidol University



Assoc. Prof. Luechai Sri-Ngernyuang
Ph.D. (Medical Anthropology)
Dean
Faculty of Social Sciences and Humanities
Mahidol University

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Omar Olimpio Victorino Vaz

**SECONDARY SCHOOL TEACHERS' PERCEPTION OF MOTIVATION FACTORS
IN NAMPULA CITY, MOZAMBIQUE**

OMAR OLIMPIO VICTORINO VAZ 5738588 SHEM/M

M.Ed. (EDUCATIONAL MANAGEMENT)

**THESIS ADVISORY COMMITTEE: SUMALEE WAIYAROD, Ed.D,
ARISARA LEKSANSERN, Ed.D., PATREEYA KITCHEAROEN, Ph.D.**

ABSTRACT

The purpose of this research was to study secondary school teachers' perceptions of motivation factors in Nampula city, Mozambique. This study investigated eleven factors based on the theory of employee motivation Herzberg by in 1959. The research study was carried out by using a quantitative approach. The survey design and a descriptive study were carried out by using questionnaire. The sample size of the study were 254 teachers selected from 5 secondary schools. A t-test was used to find out comparison of gender in order to determine whether there was statistical evidence that associated with mean of the population. The one-way ANOVA was used to determine significant differences among generations and teaching experiences.

The results found that the overall teachers' motivation as perceived by teachers was rated the highest level with mean score of 4.37 and the standard division of 0.81. Motivation factors were rated at the highest level with the average mean score of 4.44, while hygiene factors were also rated at highest level with the average mean score of 4.31.

Research findings indicated that there was no statistically significant between different between teachers' perception on motivation factors and personal factors at the 0.05 confident level.

Based on the findings, it is recommended that the education sector should continue with the effort of keeping the teachers' motivation factors and attainment in the education system.

**KEY WORDS: SECONDARY SCHOOL TEACHERS/TEACHERS' MOTIVATION/
TEACHERS' PERCEPTION.**

89 pages

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LIST OF ABBREVIATIONS

UNESCO	United Nations Educational, Scientific and Cultural Organization.
ESG1	General Secondary Education One
ESG2	General Secondary Education Two
ESG3	General Secondary Education Three
UNICEF	United Nations International Children's Emergency Fund
SADC	Southern African Development Community
CPLP	Community of Portuguese Speaking Countries
PRES	Designated Programmer of Economic and Social Rehabilitation
SNE	National Education System
MINED	Ministry of Education
EP1	First Level Primary Education
EP2	Second Level Primary Education
ES1	First Cycle of Secondary Education
ES2	Second Cycle of Secondary Education
SFG	School Facilities Grant
ANOVA	Analysis of Variance
SPSS	Statistical Package for the Social Sciences

CHAPTER I

INTRODUCTION

1.1 Background and rational of the Study

Especially in the recent years, with the advent of continuous innovation, educating individuals in innovative culture and to adapt the innovations has tremendously found beneficial in the educational arena. Fundamentally teachers take important role in the success of educational policy, cited by Cogneau and Lambert (2004) ,but most teachers are poorly motivated worldwide.

In all education systems, teachers' role is one major determining factor of school effectiveness in terms of learning outcomes. The studies have shown that teacher motivation and students' learning outcomes are closely associated: pupils' low performance is accorded to poor records of teacher motivation and vice versa (Dolton & Gutierrez, 2011).

In Africa, history tells us that existence of poor motivational working environment during the earlier times of colonialism (Cogneau, 2003). There were different educational policies under colonialism.

Dirlik (1994), Gupta (2006), and Slemon (1990) which views postcolonial theory as a discourse informed by the epistemological and psychic orientations of colonization. According to Saide (2007), the lens generates an examination of how knowledge, beliefs and value systems are used to make meaning for daily life. A postcolonial framing of teacher motivation is socially constructed and examines the complexities of working conditions in which teachers are situated.

In this day and age, for education, the quality of teaching is placed into greater emphasis. In Africa, issue of teacher motivation have excluded from the several initiatives for promoting quality education therefore according to Agezo and Osei (2010) quality is important and worth investing in education system to make quality and given attention need to teacher motivation factors. In this context of research, quality teaching refers to the use of disciplinary knowledge with positive

relationships with students in the classroom that lead to desirable learning outcomes, Byschay (1996), there had been a trend on doing researches in low income developing countries like Ghana and Tanzania in Africa to study teacher motivation and most of them found that the motivation level of teacher was very low. He has mentioned, in future, that improvement in teacher motivation can greatly benefit students as well as teachers.

As the education system being a dynamic, it became to improvement and change. The teaching motivation factors will as more important benefic in enforcing the teacher motivation that are given with in 21st century learning teaching and how we can account for this seemingly dynamic and important.

Oshagbemi, (2000) there are intrinsic variables related to teachers growth and motivation, and have extrinsic factors associated with safety in the workplace. There is also large demonstration and evidence that job satisfaction is related to the motivation at place of workers. Examining the initial and ongoing motivation of teachers has become an important field of research. A key across studies is that both pre-service and early career teachers have a strong intrinsic motivation to teach. Teacher had an important roles in the learning process to studies, who idealize teacher and try to copy them, and the motivation of teachers is very important, therefore as it directly affect students. This had led to upsetting of many people affecting especially women and children worldwide (UNESCO, 2011).

The law of 4/48 from ministry of education general secondary schools is divided in general cycles respectively: primary educational cycle and secondary educational cycle. The first cycle lasts for 6 and 7 mean primary education levels and the second cycle is for those aged 17 and 18.

In secondary education, it has been noticed that the number of output are increasing during the year, it's necessary that there should be a highest point on the quality of education in different ways.

According to Modisaotsile the low motivation open is manifested in the highest enrolment rates and the increase of students each year. In fact, it is believed that poor education factors in Africa is to blame for most of the education system sited these problem like people unemployment, personal poverty and gender inequality, as a result, the Mozambicans education system pointed lows 133rd out of 142 in countries

in that pointed world by the World Economic Forum (De Klerk, 2012). From the forum pointed more that one of the contributing to factors lowest of motivation of teachers. Another scholars pointed in same direction of lowest performance of the teachers as ladders of class. And UNICEF in 2010 specifically suggested to identify trainings, based experienced and method of motivated teachers amongst other factors, as critical resource for quality education and clear.

Therefore, the objective of this study was teachers' perception of motivation factors in Nampula secondary schools, to examine the level of teachers' motivation factors at secondary schools as perceived by teachers', and to compare the difference of teachers' motivation based on personal factors.

1.2 Research questions

1. What was the level of teachers' perception of motivation factors perceived by teachers at secondary school in Nampula city, Mozambique?
2. Was there any significance difference of teachers' perception of motivation based on teachers' personal factors at secondary schools in Nampula city, Mozambique?

1.3 Research objectives

1. To examine the level of teachers' perception of motivation factors at secondary schools in Nampula city, Mozambique as perceived by teachers'.
2. To compare the difference of teachers' perception of motivation based teachers' personal factors at secondary schools in Nampula city, Mozambique.

1.4 Research hypothesis

There was a difference of teachers' perception towards motivation factors based on teachers' personal factors.

1.5 Scope of the study

This study focused on the levels of teachers' motivation as perceived by secondary school teachers in Nampula city, Mozambique. The population of this study were 729 teachers and the sample size were 254 teachers selected from 5 secondary schools in Nampula city.

The levels of motivation factors were measured by questionnaire developed based on Frederick Herzberg theory of motivation employee (1959).

The dependent variables were used as indicators to measure the level of motivation of teachers in Nampula city, Mozambique.

The survey was conducted during the first semester of 2016 at secondary schools in Nampula city, Mozambique.

1.6 Operational definition of the terms

Gender refers to the sexual identity of teachers classified to male and female.

Generation refer to the age range from 25-35 years old, 36-45 years old and 46 years old and above.

Teaching experience refers to the total number of years the teacher has been working in the government teaching service calculated from the first appointment date up to the present classified in 0-5 year old, 6-10 years, and more than 10 years.

Teachers' motivation factors refer to the state of mind of an individual that stimulate and motivate teacher to accomplish task satisfying their wants or needs which influences themselves performing that activity in terms of person thought such as in two factors: (hygiene factors and motivation factors) hygiene factors are policy and administration, interpersonal relationship, supervision, working condition, job security and motivator factor are work itself, achievement goals, job recognition, responsibility, and salary .

Hygiene Factors refer to job factors which are essential for existence of motivation work the 6 factors include

- **Policy and administration** refers to participation and collaborative management of personnel and organization within the set framework to empowerment

aspects on ensuring transparency contributing toward teacher's motivation at Nampula city Mozambique.

- **Interpersonal relationship** refers to congenial relationship among person to person in any organization related among colleagues, civil servants, and respect among the co-workers in term of the management.

- **Supervision** refers to the act to guiding, supporting teachers and immediately supervision ability to give them suggestions and encourage to accomplish the task by the principal though established procedures.

- **Working condition** refers to resources or facilities like amicable working, atmosphere, and teaching and learning facilities, proper staff room for teacher's to plan and work without free from any hazards.

- **Job security** means having security in an individual's work position, organization and permanence in their job.

- **Salary** refers to the monetary compensation paid to the teacher's at the end of every month is entitled and appropriate to an individual's work assignment, and sufficient to meet the cost living.

Motivation factors refer to the factor that stimulate and motivate teacher to accomplish task satisfying their wants. The 5 factors include the following;

- **Work itself** refers meaningful, interesting and challenging for the employee to perform and to get motivated.

- **Achievement goal** refer to teacher's sentiment on accomplishment of career; ability to solve problem including personal satisfaction of completed a job, which can be measured from the achievement of target on time.

- **Job recognition** refers to acknowledgement of teacher's feeling by the authorities thought praise, admiration, and other rewards.

- **Responsibility** refers to teacher's feeling on satisfaction in their responsibility assigned important job and giving them the full authority in making the decision over their accomplished task.

- **Career path** refers to the routes that individuals take from their first foray into the job market through to their final position before retirement.

1.7 Research Contributions

1. The results of this would help to contribute the practical suggestion to improve and maintain teachers' perception of motivation at 5 secondary schools in Nampula city, Mozambique.

2. As the results shown that the level of teachers' motivation factors was high, it is expected to keep the level of teachers' motivation as they were in secondary schools at Nampula city.

1.8 Conceptual Framework

Based on literature review on chapter 2, the researcher set up the following conceptual framework that comprises of dependent variables and independent variables.

Dependent variable were based on theory of motivation employee Frederick Herzberg (1959). The dependent variables were used as indicators to measure the secondary school teachers' perception of motivation in Nampula city, Mozambique they consists of two factors; Hygiene factors and Motivation factors. Hygiene factors were focused on 6 topics; policy and administration, interpersonal relationship, supervision, working condition, job security, and salary. For motivation factors consisted of 5 topics also, work itself, achievement goals, job recognition, responsibility and career path. The independent variables was treated as the determinants of secondary school teacher's motivation of comprising gender, education level, and teaching experience.

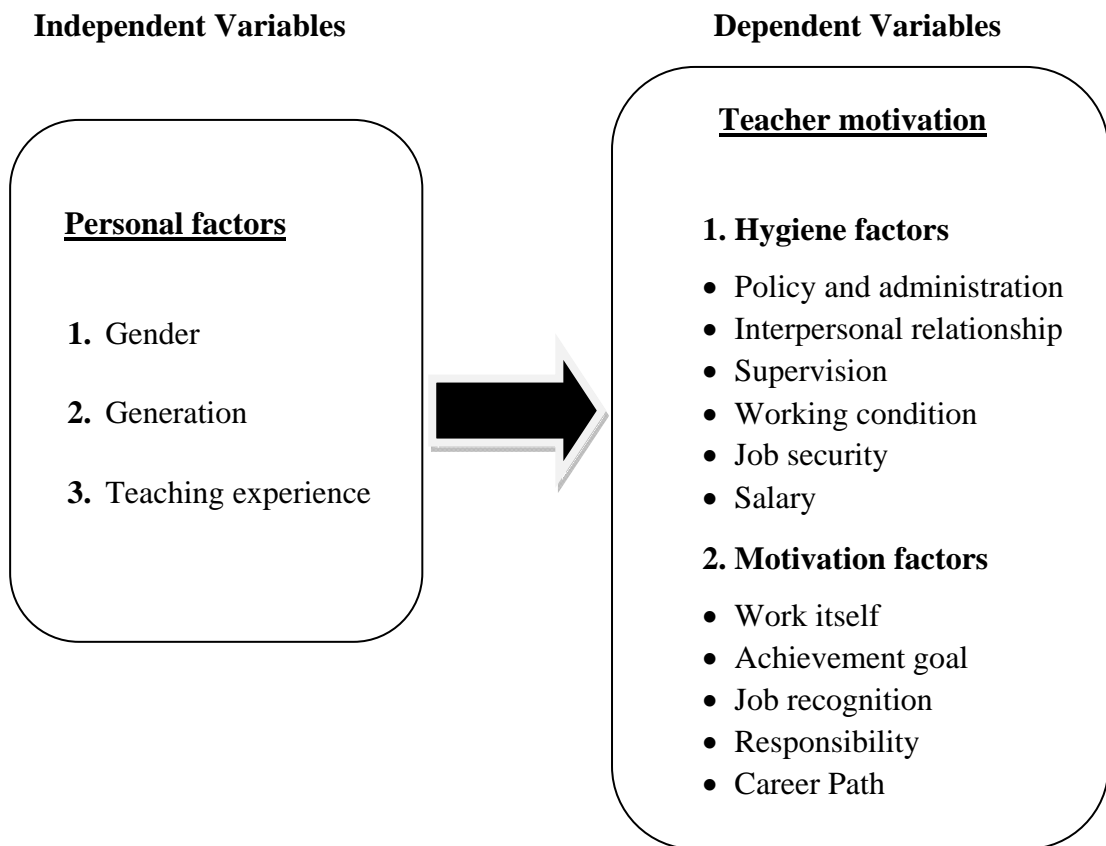


Figure 1.1 conceptual framework

CHAPTER II

LITERATURE REVIEW

This chapter was presented literature related to the subject matter based on the five main objectives of the Study. Mainly, issues related to the concept of motivation, the process and the Theories of motivation with a special emphasis on Frederick Herzberg theory of motivation employee (1959) were discussed. These were then followed by an in-depth look at the significance of motivation in education, laying a foundation on the background of the country where the research were carried out. Other important issues in the chapter include; intrinsic and extrinsic motivation, the type of schools, teacher motivation in secondary school settings.

- 2.1 Background of Mozambique.
- 2.2 Education System in Mozambique.
- 2.3 Concept and theory of Motivation.
- 2.4 Teacher Motivation in Mozambique.
- 2.5 Related Research on Teacher Motivation

2.1 Background of Mozambique

Mozambique is a country in south-east coastal area of Africa. Its geographical land of 799, 380 square kilometers of country and that 786,380 are square kilometers is land mass. According to the census 2007, Mozambique has a population of 20,069,738 with the population density of 20.1 habs/km² across various cities and countryside. The majority of its population consists of females representing 52% of the total. About 43% of the population is school going children of age group 6-24, representing young population indicating high demand for education, health, transport and communications facilities.

The Mozambican population are both multi-cultural and multilingual. The Portuguese is official language therefore it is only spoken by 1.2% of the Mozambican

population as official language. The majority of the Mozambicans speak more than one different Bantu languages (Martins, 1990).

Nampula is one of the capital cities in Mozambique and is known as the Northern Capital. According to the 2007 census the number of population is 471,717. The town's name derives from the name of a traditional leader, M'phula or Whampula.

According to Araujo Manuel Mendes (2005) the city has military origins, a feature that still remains today. A Portuguese military expedition, led by Major Neutel de Abreu camped in the grounds of the Whampula February 7, 1907, which led to the construction of the military command Macuana. The village was established in December 6, 1919 and has become the headquarters of Macuana Civil Circuit in June 1921. Nampula becomes the headquarters of the Portuguese colonial army during the war, which, with national independence, came to Samora Machel Military Academy. The arrival of the railway from the Lumbo, contributed to the development of the village, which was elevated to a town on December 19, 1934 and the city on August 22, 1956. Ethnic Representative: Macua. Surface: 81.606 km².

2.2 Education system in Mozambique

Education is a process by which society shapes their values, members, role-image of his interests. (Golias, 1993). Education is every influence that the human being receives from the environment during its existence in the sense, to adapt the rules in force and accepted social values (Chiavenato 2010). The National Education System (SNE) was established in 1983 in order to provide education for all in Mozambique as well as to break the educational system inherited from colonialism. Since then it has undergone some changes in order to adapt to the new requirements in the country and was amended in 1992 with the introduction of Law 6/92 of 6 May.

Formal Education comprises formal and informal education. Formal Education includes Pre-school, Primary, Secondary, Technical and Professional, Special, Higher and Adult Education, Teacher Training. Pre-school Education takes place in nursery schools and kindergartens for children under six years of age and complements the educational activity of the family, with which it cooperates closely. It is the task of Ministry of Education (MINED), together with the Ministries of Health

and Social Welfare, to define the overall aims of pre-school education, support and monitor its implementation, define criterion's and norms for opening, running and closure of such schools. Attendance to Pre-School Education is optional.

Primary Education comprising 7 grades is divided into two levels: First Level Primary Education (EP1) from Grade 1 to 5 and Second Level Primary Education (EP2) including 6th and 7th Grade. Although for many years the official age for school was 7, since 1993 it has age 6. Ministry of education (Article 14 Law 6/92).

The objectives of primary level:

- Give students a basic training in the areas of communication, natural sciences, social, political and ideological, historical, cultural, mathematics and physical education;
- To give knowledge of basic techniques and develop manual work skills, attitudes and beliefs that provide entry into the productive life;
- To ensure a basic training of the socialist personality integrating students in revolutionary practice, giving them the ability to understand the social and economic facts of the country.

Secondary Education including 5 grades is structured in two cycles: First Cycle of Secondary Education (ES1) from Grade 8 to 10 and Second Cycle of Secondary Education (ES2) including Grade 11 and 12, the pre-university level. Technical and Professional Education includes elementary, basic and middle-level. Ministry of education, Article 15 Law 6/92 .The Secondary Education aims to broaden, deepen and consolidate the acquired training and mainly:

- Improving knowledge in the areas of communication, mathematical sciences, natural and social, political and ideological, historical-cultural and physical education, develop application capabilities of working methods and scientific thought.

Higher Education has recently experienced a significant expansion with the contribution of the private sector. In addition to the 3 public institutions of Higher Education there is now 3 private Universities. Ministry of education (Article 16 Law 6/92).

The objective of this level:

- Higher education competes, providing training at the highest level technicians and experts in the various fields of scientific knowledge for the development of the country.

- Higher education is carried out in close cooperation with scientific research. Higher education is for graduates with the 12th general or equivalent education class Initial teacher training is one of the most important special modalities of education, not only in the number of pupils involved but also in the impact it has on expansion and improvement of educational quality.

It is divided into three levels: basic with three-year courses for pupils who have completed EP2 for EP1 teachers), mid-level with two-year courses for pupils who have completed the First Cycle of General Secondary Education for EP1 and EP2 teachers and Higher Education courses run at the Pedagogic University mainly for secondary school teachers, but with some for primary school teachers.

Although adult literacy classes were wide spread in the late 70's and early 80's (soon after National Independence), today they are almost non-existent in the country.

Informal Education comprises literacy, development, cultural and scientific update activities and takes place outside the regular system of education.

The main objectives of informal education are: to eradicate literal and functional illiteracy, contribute effectively to equal educational and employment opportunities for early school drop outs and for those who have not been able to attend the regular system of education, through literacy classes and basic education for children and adults" Political National of Education, MINED, 1996.

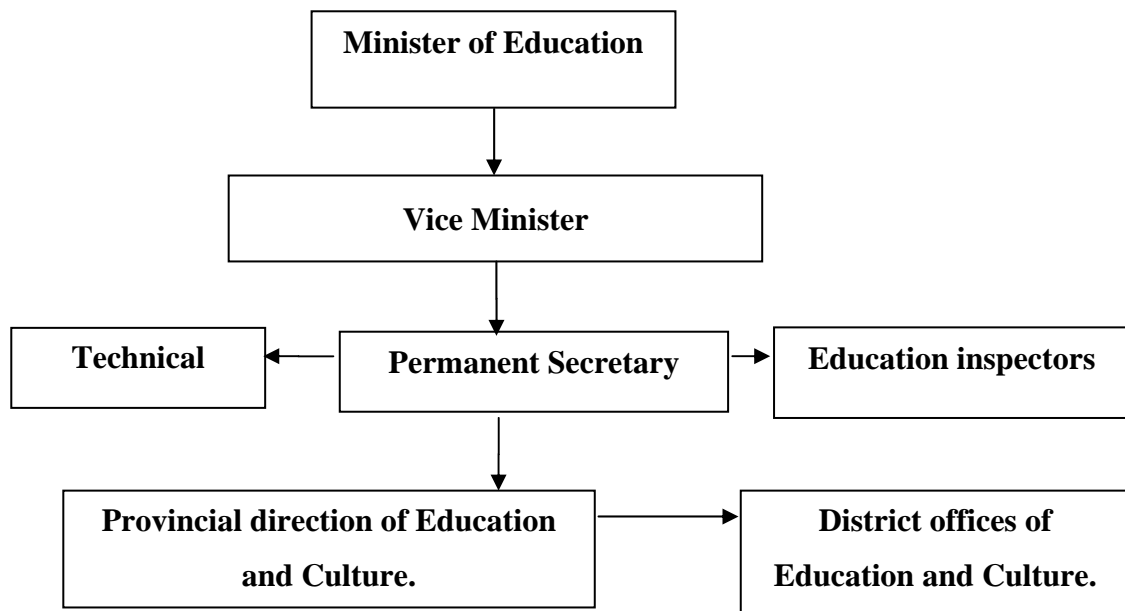


Figure 2.1 Structure of departments of the education in Mozambique (MINED 1996).

In 1990 Mozambique ratified the World Declaration on Education for all, an agreement to safeguard the universal right to a Basic Education for both children and adults.

In Mozambique basic education is considered a right of every children and adult and was defined in the early 90's in terms of: entitlement of knowledge and skills a process of individual and national growth.

In 1992, the ministry of education began a process of assembling the elements of a revised plan for the long term development of Basic Education, bringing together the initiatives of different social forces and establishing contacts with a wide representation of communities and society. Conferences and seminars had been held to discuss policies, strategies and priorities. One of the most important conclusions reached was:

To achieve universal basic education, substantial and radical changes must be made in the education system. However, the changes must be planned and introduced very carefully intending to be effective and not cause disruption and chaos in an already weakened system became to ministry of education clear in wide-ranging technical discussions and in exchange of experiences at national and international

level that the Plan for basic Education should be comprehensive providing for change in structures, curriculum design and content, and teaching/learning methodologies.

By the end of 1992 had been concluding that the reform strategy to be follow should have for elements: Heightening awareness of goals and targets of education for All, sensitizing public opinion and parents to the importance of Basic Education; Expansion of the system by increasing its capacity in terms of infrastructures and human resources;

Reform of structures especially through de-centralization, privatization, reorganization of teacher training, revitalization of zones of pedagogical influence (ZIP's), creation of community schools, reorganization of the available resources, creation of capacity for intervention and support at the level of district directorates. Curricular changes to include more relevant areas and teaching methods.

Basic education appropriated to change socio-political and economic conditions in Mozambique and which is a direct response to learning needs and aspirations of individuals and communities.

For increased coverage, the targets toward EFA are: decentralization of functions within the Ministry of Education; revitalization of Zones of Pedagogical Influence (ZIP's) and the teacher training centers as resource centers; curriculum reform including more relevant areas and teaching methods; improves status for teachers and introduction of a career "ladder" linked to continuing study and up-grading closely associated with their day to day work;

Provision of opportunities for study at degree level which are directly linked to the day- to-day work of managers, administrators, planners, evaluators and other educationalists in senior and decision making-posts; improvement in methods of data collection and monitoring through in-built indicators.

2.2.1 Type of schools in Mozambique.

Schools in Mozambique can be grouped into four major categories; public, religious or mission schools, private and International schools. This study shall only consider three categories excluding the international ones because most teachers who shall be used in the study shall be recruited from these schools and because most Mozambican parents send their children to them. According to ministry of education

in Mozambique (2006). All primary schools and the majority of secondary schools have a designated local enrolment area. Parents, however, may apply to enroll their children at a school outside their enrolment area. Schools can accept enrolments outside their area if space permits and these characteristics of enrolment pose great challenges to the teachers who teach in these schools. The challenges range from diverse cultural backgrounds to socio-economic backgrounds. These characteristics may affect the teaching and learning in these schools and even lead to schools failing to achieve their learning and teaching goals. These issues therefore demand that teachers be motivated.

Since independence from Portugal in 1975, school construction and teacher-training enrollments have not kept up with population increases. Especially after the Mozambican civil War (1977–1992), with post-war enrollments reaching all-time highs due to stability and youth population growth, the quality of education has suffered. All Mozambicans are required by law to attend school through the primary level; however, a lot of children in Mozambique do not go to primary school because they have to work for their families' subsistence farms for a living. In 2007, one million children still did not go to school, most of them from poor rural families, and almost half of all teachers in Mozambique were still unqualified. After grade 7, pupils must take standardized national exams to enter secondary school, which runs from eighth to 10th grade. Space in Mozambican universities is extremely limited; thus most pupils who complete pre-university school do not immediately proceed on to university studies. Many go to work as teachers or are unemployed. There are also institutes which give more vocational training, specializing in agricultural, technical or pedagogical studies, which students may attend after grade 10 in lieu of a pre-university school.

After independence from Portugal in 1975, a number of Mozambican pupils continued to be admitted every year at Portuguese high schools, polytechnic institutes and universities, through bilateral agreements between the Portuguese government and the Mozambican government.

2.3 Concept and theory of motivation

2.3.1 Concept of motivation

There is different scholars who define motivation in different context; to Kocel (2010), defined motivation as the act of people with their own happiness to perform a specific activity". According to the Ozalp and Kirel (2005) are defined the motivations as "processing to act as an incentive effect of a motive". In the understanding of Eren (2004), motivation is the best way of the make one or more persons progressively towards work place, in a certain place and direction with object or purpose. Motivation process is explained by scholars by different ways and with many theories but in general it is indicate give a right direction to people or employees.

Kressler (2003) suggest his ideas that motivation factors as people has motives that were inspired by the shown factors that incentive the desire to enhance performance at work place . Along with related words such as motive, was derived from Latin verb movie 'to move.

Keller and Price (2002) defined motivation as the presence of enthusiasm that drives staffs to put in effort and deliver results, and getting the right people on board and pulling in the right direction. Reached and Rogers (2005) and Gardner (2001) Motivation were the study of why personal think believed what they do; was too the study of what enforce or pulls an people to do, direct, sustain, and finally end an activity at the work place. Steyn (2002) defined motivation factors as the important concepts that driving force staffs behind each teacher's commitment and level of motivation factors at the schools

In addition, Herzberg (1959) motivation has been defined as attitudes on their job as whole, employees can also have attitudes on numerous aspects his works such as: the different of work they performed, subordinating managers. Belle (2007) teacher therefore referred to the happiness or the desire of the teacher to do the goals of the school as a good work place with relevant. To philosopher Arthur Schopenhauer Stanford University (2003), "To person be motivated is to be performed during the action, or to decide on a change in plan." Motivation factors of behavior can be connected to internal events such as things that and personal desires. Motivation

factors can also be linked to external act of events that can interfere or pull and individual. So, if motivation itself is an intrinsic sequence of events beginning with the selection of a valued goals.

To (Kini and Hobson, 2002) the best ways to build a good management in an organization Motivation. It simply means that by motivation factors, personal can do their works that may help the company to reach goal and their objectives adequately, co- managers have duty to make sure that employees are at their high levels of motivations that they will working at their high cycle of happiness (Wood et al, 2006), If staffs have not performance, it might be high to them to have motivation factors. As (Bates, 2009) said if they staff knows and understand what matters that they are doing, it could motivated them and increase their passion and creativity at the work place.

In accordance which the above definitions it was clear that motivation factors of person that is generalized with terms to applied and entire class of drives, desires, needs, with is same forces to the employees. Having as motivation factors the concept of employees in accordance with the ideas of the philosophers should be a relationship between the manager and the employee following the various ways such as; analyze, development, and implementation, and condition that balance staff and employee should need and rights in support of companies with strategic goals, objective and goals at work place. When consider all the ideas and definitions is clear that motivation is a concept that varies among individuals and also the leader has responsibility to find out the factors those influence on followers motivation in order to satisfy objectives successfully.

Motivation is important because it improve the drive for people to accomplish their goals, in general, motivation employee was one of the best multifaceted areas of managerial roles in many studies established motivation of workers as influential in defining work, however all explanation determined job motivation as the good levels of highest happiness and felling derived from work place.

2.3.2 Motivation process

Thompson (2008) designed the motivation process based on the concept of satisfaction and dissatisfaction as show in figure;

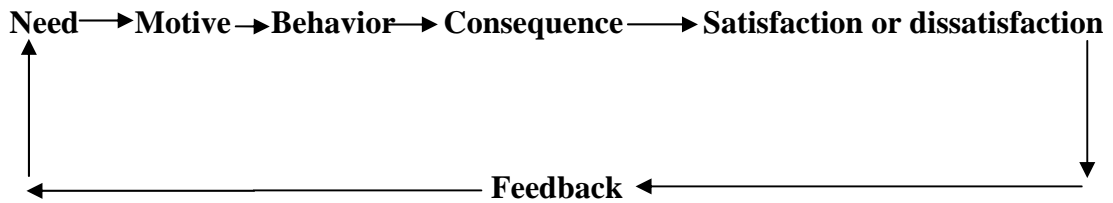


Figure 2.2 Motivation Process (Thompson 2008)

According to (Salang, 2007) Individualization comparative with other people who have the same job with them in case of identity conditions individual will performance but if individual persons does not find the any reward better, happens motivation.

From Ken (2008) was developed motivation factors based on need and desire of employee, it was alerted of necessity of employees urgently that take has to venture search to satisfy this work. This lends an employee to venture into the search information while Become of the performance of the activity satisfaction was achieved which than relieved to tension in the individual.

Koeman (2006) points out the sources of motivation coming when employee were enfort to see the proposing and reasoning for the direction in which the company was manager. Freemantle (2005) say that all people or employees were motivated in different form more or less as result of good desire to achieve or a certain performance their lives. Being all clear that the source of motivation has followed several aspects according to the above quote indicated. They all involve the source of motivation of a subordinate or employee within a company in order to perform a given task.

2.3.3 Theories of motivation

Drkfke and Kossen (2002) defined motivation theories as an attempt to explain people's behaviors they provided understanding to both the managers and employees of how to motivate others and how others trying to motivate a person, how

that person can engage more in his or her own motivation effort and other's in trying to motivate him or her.

Motivation theories are useful tools that organizations can use to energize employees and foster a stimulating work environment. These theories are categorized as either content or process theories. Today, Bauer and Erdogan (2009) stated that many organizations have applied motivation theories, such as the goal setting theory and reinforcement theory, in order to modify their employees' behavior in the workplace through goals and reward systems as research showed below:

2.3.3.1 Maslow theory

In 1940, the philosopher Abraham Maslow developed his desire hierarchy needs theory of motivation was based on four main assumptions;

1. Only unmet needs motivate.
2. Of those needs were arranged in order of importance (hierarchy) goes from basic to complex needs.
3. People would not be motivated to meet the need for higher level, unless the lower level needs had been minimally met.
4. Maslow assumed that humans have five classifications requirements, which were presented here sequentially from low to high hierarchical level of need.

The hierarchy need theory of Abraham Maslow it one of the most known and famous theories used to study the motivation , Maslow also identified five basic groups of human needs that emerge in a group sequential and hierarchical pattern of an important value such as;

- **Physiological needs:** these were the primary or basic needs of the people; air, food, shelter, sex and relief or avoid pain.
- **Safety needs (security);** since the physiological needs have been met, the individual was concerned about security.
- **Belonging needs (social);** after establishing security, people looked for love, relationships, acceptance and affection.

- **Esteem needs (ego);** after social needs were met, the focused individual ego, status, self-respect, recognition for achievement, and sense of self-confidence and prestige.

- **Self-actualization needs;** The highest level was necessary to develop a full potential to do so sought for growth, development and progress

Maslow emphasized that these needs are the most important factor determining the behavior of an individual by the thought that each behavior originates from the efforts to resolve their specific needs. Has created a hierarchy of needs pyramid with these thoughts. He ranks these needs from the lowest level to the highest level as following (Maslow, 1954) physiological needs, safety needs, belonging and love needs, esteem needs, and finally self-actualization needs. It can be passed to the other need only by satisfying one need in minimum basis; it is impassable to step higher levels without satisfying the needs in the lower levels. Maslow also emphasizes that no need can be satisfied completely and a satisfied need will no longer motivate the individual.

Need for belonging and love refers to cases such as acceptance and being loved by his/her family and the social circle, friendship, belonging to a group. Need for respect is related to the individual's self-esteem, to decide on his own, achievement, status, recognition and drawing attention.

Self-actualization needs are the needs for the creativity of individual, uncovering his potential, ability to express him and the willingness to use his talent to the end.

2.3.3.2 Frederick Herzberg's Two Factors Theory.

In 1959, Frederick Herzberg, a behavioral scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. According to Herzberg, the opposite of "Satisfaction" is "No satisfaction" and the opposite of "Dissatisfaction" is "No Dissatisfaction".

Herzberg classified these job factors into two categories: the Hygiene factors and the Motivators factors.

a) Hygiene factors are those job factors which are essential for existence of motivation at workplace. According to Frederick Herzberg, these do not lead to positive satisfaction for long-term. But if these factors are absent/ if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfies or maintenance factors as they are required to avoid dissatisfaction. These factors describe the work motivation. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. Hygiene factors include:

1. Policy and administration- the company policies should not be too rigid. The should be fair and clear, it should include flexible working hours, dress code, breaks, motivation.

2. Interpersonal relationship - The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable.

3. Supervision -this factor referred to the to the ability of supervisor in managing, fairness and equity including the willingness to of supervisor to provide subordinates suggestion, security in the position and reputation of the organization.

4 .Working conditions - The working conditions should be safe, clean and hygienic. The work equipment's should be updated and well-maintained.

5. Job Security -The organization must provide job security to the employees, the employees should be offered health care plans (medical), benefits for the family members, employee help programmers.

6. Salary -refers to the monetary compensation paid to the teacher's at the end of every month is entitled and appropriate to an individual's work assignment, and sufficient to meet the costs of living.

b) Motivator factors according to Herzberg, the hygiene factors cannot regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees

for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivator factors include:

1. Work itself- the nature of work must be made meaningful, interesting challenging and suitable to the employee's ability and existing knowledge.

2. Achievement- goals feeling of accomplishment that worker get from the job and the capability of an individual to finish their work and get good success with the job.

3. Job Recognition - The employees should be praised and recognized for their accomplishments by the managers.

4. Responsibility - The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.

5. Career path the routes that individual teachers' take from their first foray into the job market through to their final position before retirement.

Herzberg found that existence of these factors motivate the workers because they are the elements which create sense of success and job satisfaction (Eren 2004, cited in Kocel, 2010). Similarities are observed between Herzberg's Two Factor Theory and Maslow's needs hierarchy. It is understood that hygiene factors in Herzberg's theory are similar to lower level needs in the Maslow's theory and motivational factors are similar to the upper level needs of the Maslow's Theory. Herzberg also believes that, in a similar manner to the Maslow's ideas; workers can be motivated by meeting their high level needs only after meeting their lower level needs adequately. Managers need to understand followings from this theory: Hygiene factors alone are not enough to motivate the workers. Motivations of the workers should be provided by setting the motivational factors to the work only after providing minimum levels of these conditions. Idea of the "theory won't show the same results in the countries with different socio-cultural and economic conditions" is the main criticism of this theory.

Eren however, claims that the motivation of achievement is the most influential motivation for individual and society. This can be understood from following statements listed to remark the conditions that people who have high motivation for achievement will be pleased to be included (Fix, 1981):

- They prefer the situations including the medium level of risk
- They would want to know their levels of success so they would be pleased to be given quick and clear feedback on the results.
- They would be happy when they're given personal responsibilities.
- They set the realistic goals which are only achieved when they work with full performance.
- They make detailed plans to reach their goals.
- They seek an environment where their wish to success cannot be precluded.

Alderfer ERG (1969) explained the needs determined in parallel to the needs in the Maslow's need for existence, is matched the physiological needs and need for safety refers to a danger free and safety life for an individual to survive and continue his lineage. Need for relatedness is defined as establishing and maintaining relationships with those around social and business lives. Need for growth covers such topics as self-development and revealing his potential. Unlike Maslow's Theory ERG approach mentions disappointment and regret principles. According to this principle, a failure to satisfy a high level of need triggers a lower level need and leads to the dissatisfaction in the low-level need. In this model, Alderfer, claims that needs can take part in both upper and lower levels in the hierarchy by their ability to satisfy the needs of the individual and can move in both directions (Eren, 2004).

Finally motivational factors in the theory are; the sense of achievement, recognition, appreciation, independent decision making, the work itself (worth given by the worker), responsibility ensured from the job, advancement opportunities, personal development, of the job itself and contribution to its environment by the researches.

2.3.3.3 Intrinsic and extrinsic motivation

- **Extrinsic motivation**-are those that arise from outside of the individual and often involving rewards such as trophies, money, social recognition or praise.

- **Intrinsic motivation**- are those that arise from him the individual, such as doing a complicated cross-word puzzle purely for the personal gratification of solving a problems.

Herzberg (1960) published two theories where he combined lower-level needs into one classification called hygiene or maintenance; and higher-level needs into one classification called motivators those two factors theory proposed that people were motivated by motivators rather than maintenance factors. The teachers in secondary schools in Mozambique just like the workers elsewhere who formed the basis of Herzberg's Theory of needs have needs too that have to be met.

- Maintenance factors were also called extrinsic motivators because motivations come from outside the person and job it: extrinsic motivators included pay job security, title, working conditions, fringe benefits, and relationships.

- Motivators were called intrinsic motivator become motivation comes from within the person through the work itself- intrinsic motivators included achievement, recognition, challenge, and advancement.

Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and wellbeing (Ryan & Deci, 2000). Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others. Since Thorndike (1911), thousands of studies, from laboratory experiments to field interventions such as the Emery Air Freight study (Hamner & Hamner, 1976), have been carried out on the behaviorist tradition of changing behavior by manipulating extrinsic contingencies. Through the identification and change of environmental contingencies, including extrinsic reinforcements, motivation increases have been realized in work behaviors including attendance, punctuality, stock work, selling, cost reduction, work quality, productivity, sales calls, and customer service (Komaki, 1982).

In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforces. The concept of intrinsic motivation was an important challenge to behaviorism, and has roots in White's (1959) competence or reflectance motivation. Maslow (1943), and Alderfer (1969) addressed similar needs. In this study, intrinsic motivation of teachers was measured in terms of job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and , control over others. Extrinsic motivation of teachers on the other hand, was measured in terms of externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

After psychologists introduced these intrinsic needs, management scholars developed the important distinction between intrinsic motivations a hypothetical construct presumably residing within the person and intrinsically motivating tasks.

Herzberg (1966) described tasks as intrinsically motivating when they are characterized by key motivators such as responsibility, challenge, achievement, variety, and advancement opportunity. With Herzberg as precursor, Hackman and Oldham (1976) identified task variety, task identity, task significance, autonomy, and feedback from the task as key task characteristics that generate internal motivation. More recently in the psychology literature, intrinsically motivated behavior is alleged to derive from and satisfy innate psychological needs, including needs for competence and autonomy (Kasser & Ryan, 1996).

Therefore theory of motivation may help the organization to achieve their goal and their objectives, responsibility to make sure that employees are at their high level of motivation so that they can work at their high level of performance (Wood et al, 2006). According to Bates (2009), sense of purpose is necessary. It is because if people have no purpose, it might difficult for them to have motivation. While if they know and understand what matters that they are doing, it could motivate them and increase their passion and creativity (Bates, 2009).

2.4 Teacher Motivation in Mozambique.

2.4.1 Teacher motivation among secondary school teacher's in Mozambique.

Teacher motivation in Mozambique has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students 'achievement (Mertler, 1992). Motivation guide people's actions and behaviors toward achievement of some Goals (Analoui, 2000).

Government in Nampula city Mozambique has improved the teacher payroll management and made resources available for increase on the secondary school teachers 'salaries as a way of motivation. Using the School Facilities Grant (SFG), government constructed teachers 'houses. Buitenlandse, (2008) reports that in 2005, approximately 25,000 teachers 'houses were available for 124,000 teachers in government schools (including 6,300 houses that were under construction) in Mozambique.

Despite the above motivational factors, there has been deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices Manuel Jordao, Municipal Education Inspection Report (October, 2010). It is such a situation that prompted the researcher to conduct a study to establish the various extrinsic and intrinsic motivational factors and how they had affected teachers 'performance in secondary schools in Nampula city Mozambique.

In general, motivation was one of the most multifaceted areas of managerial roles in many studies established motivation of workers as influential in defining job satisfaction, however all explanation determined job satisfaction as the optimum level of positive feeling and attitude derived from work and towards the work, other physical and environment factors related to the work and the work place.

A teacher may be highly committed to the attainment of the school's learning goals, but they may lack the necessary competencies to teach effectively, which ultimately becomes de-moralizing and de-motivating. The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in public schools. In the absence of adequate information, the incidence of poor teacher motivation and misbehavior could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries.

As the educational system continues to develop and change, the teacher appraisal and teacher motivation will become even more importance in ensuring that our teacher are provided with a 21st century learning environment is how we can account for this seemingly complex phenomenon.

On the few occasions when teachers and school managers have been directly asked about teacher motivation in public school, reported levels of morale have generally been quite high. As part of a study of the impact of the AIDS epidemic on education in Botswana, Malawi and Uganda, and Mozambique representative groups of primary and secondary school teachers were asked if they agreed with the statement that 'teacher morale at this school is high'. Morale in Botswana and Uganda was reasonably good whereas there appears to be more cause for concern in Malawi, and Mozambique especially at primary schools (Bennell, Hyde and Swainson, 2002).

Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom and Joshua, 2004). Similarly, the roles and contexts of educations' motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube 2004, 2005).

Finally, it is clear that most of studies focused on the significance difference of motivation level when it was studied perception on teacher motivation. Based on the all idea presented were in the same context of working conditions with same rules and regulations and guide line which made aware them by circulars, therefore this it can be noted reason of discussed might lead to insignificant difference in their motivation.

2.5 Related Research on Teacher Motivation

Barrs (2005) classified some of the motivational factors identified by Pakistani teachers as potential dissatisfiers as including a lack of motivation factors to adequate levels of training. Follow-up and described potential satisfiers as including monitoring and accountability systems, moreover, Crookes (1997) found that teachers' motivation was influenced by the fact that the curriculum and textbooks' choice was mandated from authorities above or outside the institution because of the need to prepare students for standardized tests. Additionally, he claimed that another factor that affected language teachers' motivation was their ability to participate in decision making concerning their own students.

The limited impact of many of these interventions has forced politicians and policy makers to focus increasingly on the needs of teachers themselves. The literature on teacher motivation and incentives in developed countries has many common or similar themes with the very much more limited literature on this subject in low income developing countries. In the recent study Vermunt and Enderdijk (2011) showed that teacher motivation and cognition are vital for the impetus of their workplace learning. Similarly Gorozidis & Papaioannou (2011) supported the idea that teachers' motivation is one of the most essential determinants for successful implementation of educational innovations. Mendenahll (1995) said that motivation is the desire to drive within a person to achieve some goal.

Freeman and Freeman (1994, cited in Johnson, 2000) claimed that the exposure to new ideas, the availability of materials, the quality of colleagues and supervisors as well as the types of students they have are the factors that influence language teachers in their jobs. Similarly, Auerbach (1991) contended that 'alienation', as a demotivating state, occurs when some language teachers work at more than one job for economic security and as a result they fail to see themselves as being part of any one instituteion or group.

Moreover, Crookes found that teachers' motivation was influenced by the fact that the curriculum and textbooks' choice was mandated from authorities above or outside the institution because of the need to prepare students for standardized tests. Additionally, he claimed that another factor that affected language teachers'

motivation was their ability to participate in decision making concerning their own students. Similarly.

In addition, Butler (2007) tried to account for teacher motivation by adopting goal orientation theory, which had previously been applied to learner motivation as the framework. Butler's study confirmed that mastery goals predicted positive perceptions of help seeking, preferences for receiving autonomous help, and frequency of help seeking;

Ability avoidance predicted negative perceptions and help avoidance; and work avoidance predicted expedient help seeking. These findings validated the proposed structure and measure of teacher goal orientations.

Davidson (2007) identified teacher motivation as a key factor that had been shown to affect the quality of education in Tanzania. At a basic level, he asserted, teacher motivation is linked to how teachers feel they are being treated and how they perceive their own living and learning conditions. This study called for more concern for teachers and specifically improvements to their welfare.

George and Mensah (2011) also did their research in Ghana to find the perceived causes of teacher dissatisfaction in Sekondi-Takoradi districts of Ghana.

Using Participatory Rural Appraisal (PRA), focus group discussion, semi-structured interviews, questionnaire and observation, they have identified large class size and lack of sufficient teaching and learning materials as among those factors that impact negatively on teacher motivation factors.

Summers, and Easter (2014) took Australian Journal of Teacher Education contextual elements of school goal structures and teacher communities on teachers' sense of self- and collective efficacy, and classroom goal structures. Their results indicated that teachers in more performance-oriented schools reported significantly less adaptive motivational beliefs, lower community, and more performance-oriented instruction than teachers in less performance-oriented schools.

From the study despite the above motivational factors, there has been deteriorating standards of professional conduct, including serious misbehavior (in and outside of work It is such a situation that prompted the researcher to conduct a study to establish the various extrinsic and intrinsic motivational factors and how they had affected teachers 'performance in secondary schools in Nampula city Mozambique

A well-oiled education system is important for a number of reasons including human development and the maintenance of socially responsive economic and political systems (Modisaotsile, 2012).

This study specifically asks: What is the level of teachers' motivation as perceived by teachers at secondary school in Nampula city, Mozambique? If is there any difference of teachers' perception of motivation based on personal factor of teachers at secondary schools in Nampula city, Mozambique? Those questions will be revealed especially considering the theory of motivation employee, Herzberg (1959).

In Mozambique, the term educator is more preferred to the teacher. In this research will be used both terms motivation and teacher to refer to someone who teaches in primary and secondary.

In general, motivation was one of the most multifaceted areas of managerial roles in many studies established motivation of workers as influential in defining job satisfaction, however all explanation determined job satisfaction as the optimum level of positive feeling and attitude derived from work and towards the work, other physical and environment factors related to the work and the work place.

2.5.1 Related Research on personal factor

Numerous researchers have been conducted to analyze relationship of personal factor and motivation.

2.5.1.1 Gender

There have been numerous studies conducted to determine if gender plays a role in job motivation, Harrel (1958) found females to be more satisfied with their jobs when his compared to males. Weaver (1977) founded variables such as race, salary, and status to influence employee motivation, but he could not find any difference among gender. By Elizabeth and Moore (2002) Robert and Richard (2003) who revealed that there was no significant difference in level of job satisfaction between male and female teachers.

Barclay et al (1981) Study investigated not only whether there were differences in job satisfaction based on gender, but which had more of affect person centered variables or situation-centered variables. The study found the

situation-centered variable was a greater factor in the job satisfaction on the two genders and further concluded that examining job satisfaction based on gender alone was insufficient.

Kukturk (2002), it has found that female teachers background have higher level of motivation in contrast to male teachers, also said the whole question of differences between male and female motivation to aspire to high leadership positions arises from society's perception of gender status. Women have long held a subordinate status in society, which often gets interpreted as "women are not of equal worth." Gender stereotypes arise because people make observations that lead them to generalize conclusions. Specifically, society has concluded that men are argentic and women are communal. Because stereotypes are so prevalent in our society, many women believe they have lower intelligence and lesser ability than men.

Arly research reviews of gender differences in environmental attitudes and behaviors (Hines, Hungerford, & Tomera, 1986; Van Liere & Dunlap, 1980) concluded that the literature was inconsistent; that no clear differences could be discerned. However, a clearer but not entirely uniform picture seems to have emerged more recently, in which women tend report stronger environmental attitudes, concern, and behaviors than men (Blocker & Eckberg, 1997; Gutteling & Wiegman, 1993; Luchs & Mooradian, 2012; Scannell & Gifford, 2013; Tikka, Kuitnen & Tynys, 2000; Zhang, 1993). Indeed, this gender difference in environmental attitudes and behaviors was also supported across age and across 14 countries and was consistently stronger for behaviors than for environmental attitudes (Zelezny, Chua & Aldrich, 2000). The exceptions to this trend seem to be in China, where the above pattern was observed in domestic environmental behaviors whereas outside the home no gender differences were exhibited, and women expressed lower levels of concern than men (Xiao & Hong, 2010).

Perhaps personality mediates the effect of gender on sustainable consumer behavior (Luchs & Mooradian, 2012). More agreeable consumers are more likely to place importance on social and environmental concerns, a personality trait that is more prominent among women. Similar explanations propose that, compared to males, females have higher levels of socialization to be other-

oriented and socially responsible, which may then influence pro-environmental behavior (Zelezny, Chua, & Aldrich, 2000).

Women are more likely to say they are more upset by anti-environmental events and that they intend to do more about the problems, but they seem to have less factual knowledge about environmental problems than men (Arcury & Christianson, 1993; Gambro & Switzky, 1999; Gifford, Hay & Boros, 1982-83; Levine & Strube, 2012). This pattern that women express more concern, but men are more knowledgeable has been confirmed in other studies (Arcury, Scollay, & Johnson, 1987; Grieve & Van Staden, 1985; Schahn & Holzer, 1990; Stern, Dietz, & Kalof, 1993). Perhaps this is one result of social and school systems that discourage girls from early interests in science and the environment. This would strongly suggest that educators should pay more attention to the environmental education of girls and women. Another explanation is that altruistic concerns such as health and safety (which can be threatened by a degraded environment) are more important to women, especially to women with children at home (Davidson & Freudenburg, 1996; Dietz, Kalof, & Stern, 2002).

The question of whether there really are gender differences in motivation became more urgent when women began joining the work force in large numbers. Miner (1974) coined the phrase “motivation to manage” which has come to represent leadership in the workplace. Miner’s tests concluded that there were no consistent differences in male and female managerial motivation in some the gender-related motivation literature also suggests that there are some women whose motivation-to-manage is thwarted by the work-home conflict.

Responding to “gender differences” found in such studies as those of Miner (1974), feminists came forward in the 1980s to question tests that they felt were skewed toward male dominance and to assert some motivational theories of their own. To summarize all of the prior gender-related motivation-to-manage research using the Miner Sentence Completion Scale, Eagly et al. (1994) performed a meta-analysis. These researchers concluded that managerial styles are closely related to masculine styles.

2.5.1.2 Generation

Work values of individuals are believed to be influenced by age cohort or generations (Johnson, 2002; Lorence & Mortimer, 1985). Generations are recognizable group of individuals that share a common history and significant life events at critical developmental stages (Lancaster & Stillman, 2002). However, definitions of generation boundaries are problematic. Generation Y are variously described as those born between 1978 to 2002 (Campton & Hodge, 2006), or 1978 to 1995 (The National Oceanographic and Atmospheric Association Office of Diversity, 2006), or 1980 to 2002 (Kersten, 2002), or 1978 to 1988 (Martin, 2005). The present study uses the classification offered by Lyons (2004), where generation Y are born from 1980 onwards. Research in western countries proposed that Generation Y are more individualistic and prefer intrinsic work values such as work autonomy, work identity, challenging jobs, and self-expression (Johnson, 2002; Jurkiewicz & Brown, 1998; Yankelovich, 1994; Zuboff & Maxmin, 2002). They also value altruism and flexible working hours (Freeman & Rogers, 1999). It is posited that younger generation perceived their careers as an extension of the self, and work-place is a vehicle for self-actualization (Pink, 2001). In addition, the younger generations tend to blend their work and play and look for intrinsic gains in the work process itself (Florida, 2004; Pink, 2001). However, research conducted by Hewlett (2009) on college graduates composed of Baby Boomers and Generation Y found that these two groups of employees had remarkable similarities. Both generations love to make contributions to society; value flexible working arrangements; enjoy social connections at work; seek employment benefits over monetary compensation, and are loyal to their companies.

In Malaysia, the Generation Y constitutes about 40% of the workforce, and they are currently less than 30 years of age. The Generation Y is not only cooperative, but optimistic about the future compare to the Baby Boomer and Generation X co-workers (Gursoy, Maier and Chi, 2008). These authors claimed that Generation Y employees are confident, civic-minded, fast learners, dislike inflexible work schedules and rigid policies and procedures that control them. According to Md. Aminul Islam, Teh Wee Cheong, Dayang Hasliza and Hazry Desa (2011); Kelan et al.

(2009) the Generation Y preferred to work long hours and saw this as essential for their job and to get ahead.

It is possible that Generation Y prefers to spend easy money on status conscious spending. Lastly, we show gen-der differences that may relate to conspicuous spending styles. Beyond gender differences, we added romantic motivations to fur-their examine Generation Y status consumption (Buss, 2003; Sundie et al., 2011).

Research in western countries proposed that Generation Y are more individualistic and prefer intrinsic work values such as work autonomy, work identity, challenging jobs, and self-expression (Johnson, 2002; Jurkiewicz & Brown, 1998; Yankelovich, 1994; Zuboff & Maxmin, 2002). They also value altruism and flexible working hours (Freeman & Rogers, 1999). It is posited that younger generations perceived their careers as an extension of the self, and work-place is a vehicle for self-actualization (Pink, 2001). In addition, the younger generations tend to blend their work and play and look for intrinsic gains in the work process itself (Florida, 2004; Pink, 2001). However, research conducted by Hewlett (2009) on college graduates composed of Baby Boomers and Generation Y found that these two groups of employees had remarkable similarities Both generations love to make contributions to society; value flexible working arrangements; enjoy social connections at work; seek employment benefits over monetary compensation, and are loyal to their companies.

Generation Y, also called the Net Generation or Millennia's (Tyler, 2007), refers a collaborator of the population larger than the Baby Boom generation. With approximately 80 million people born from mid-1980 to 2000, this group is the most recent generation to enter the workforce. Workplaces are being redefined and organizations are being pressed to adaptation as this new wave of workers inspire into business environments. It is widely accepted that distinct generational experiences shape ethical ideologies and thus, ethical ideologies in turn affect the way people function in the workplace. Age-based differences in perspective and complaints about other generations are certainly not a new phenomenon. Businesses committed to high ethics standards know how important it is to create a shared sense of values and a cohesive culture rooted in integrity, where organizational

values and personal values align. Shaped by significant events, societal trends, and the cultures of their organizations, each generation develops its own unique perspective of what constitutes right and wrong behavior on the job. Correspondingly, Generation Y unique collaboration experiences are likely to shape their ethical ideologies and consequent workplace judgments and actions. In this study, we examine Generation Y ethical ideology and its reflections on strategic management essentials.

This group of people is an important part of the workforce since they are the near future managers of the business life. The purpose of the research is to better understand the impacts of Generation Y's ethical ideology and how this ideology reflects to their practice in business.

Many researchers in the past have studied purchasing behavior of these three generations. According to a study conducted by Forrester Research in the United States, Generation Y is the major user of internet technology followed by Generation X and lastly by Baby Boomers. A few studies have also been conducted on the relationship between segmentation of generational cohorts with purchasing behavior, more specifically in the domains of fashion (Littrell et al., 2005 and Pentecost and Lynda, 2010), travel and tourism (Beldona, 2005), wine consumption (Fountain and Lamb, 2011) and fair-trade consumption (Ma et. al., 2012). It has also been found that the different experiences and preferences of various generational cohorts can result in differences in purchasing behavior and the level of buyer involvement for distinct types of products (Parment, 2013). From consumers' perspective, the internet has provided more control in accessing information and they credit the pull for online content as a result from the opportunity given to decide when, where, what, and how much commercial content they wish to view.

2.5.1.3 Teaching experience

Rashid (2001) suggested that there were significant differences found with regard to years of experience and motivation level, mean the complete number of years of work, Akeampong (2007) explained that working experience is one of factors influenced on teacher motivation in their study of teacher motivation. Bushy (2008) the level of motivation seemed to be increased with age and length of service. The Big Five personality factors (Costa & McCrae, 1992) currently are

considered to represent much of the normal personality domain. They include openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability. Openness (the degree of intellectual curiosity, creativity and a preference for novelty and variety) has been related to more pro-environmental activities (Fraj & Martinez, 2006). To a lesser extent, increased environmental concern was also related to less emotional stability (the tendency to experience unpleasant emotions such as anger, anxiety, depression, or vulnerability less) and more conscientiousness (the tendency to show self-discipline, act dutifully, and aim for achievement; planned rather than spontaneous behavior; organized, and dependable). The perhaps-surprising relation between emotional instability and environmental concern may be explained by the Personal and social factors that influence pro-environmental behavior.

Davidson (2007) identified teaching experience as a key factor that had been shown to affect the quality of education in Tanzania. At a basic level, he asserted, teacher motivation is linked to how teachers feel they are being treated and how they perceive their own living and learning conditions. This study called for more concern for teachers and specifically improvements to their welfare. Barrs (2005) classified some of the motivational factors identified by Pakistani teachers as potential dissatisfiers as including a lack of resources to deliver adequate levels of training and follow-up and described potential satisfiers as including monitoring and accountability systems.

As Filippo (1980) mentions, quality of work life programmers include any improvements in the culture of the organization that will lead to the employees' development and growth. Studies suggest that implementing such programmers will lead not only to a reduction in employee complaints and the number of absences from work but also to an increasing level of optimism and cooperation on work-related issues.

Luthans (1998) believed that the concept of teaching experience had become an important social issue around the world while in previous decades the only focal issue was the quality of peoples' personal lives. Today quality of work life is a dynamic multidimensional concept that includes such concepts as job security, rewarding systems, promotional opportunities, and involvement in teaching experience. Akdere (2006) holds that researchers interested in the concept of quality of

work life are looking for new teaching experience to help employees to balance their work and personal lives.

Finally it is clear that most of studies focused to determine the significance difference of gender, generation, teaching experience and motivation level when it was studied perception on teacher motivation. Based on the all idea presented both of male and female were in the same context of working conditions with same rules and regulations and guide line which made aware them by circulars, therefore this it can be noted reason of discussed might lead to insignificant gender difference in their motivation.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research design and methodology, the population and the sample of the study, research instruments, the methods of data collection and then data analysis as follow.

- 3.1. Research Design
- 3.2. Population and sample
- 3.3. Research Instrument
- 3.4. Data Collection
- 3.5. Data Analysis.

3.1 Research Design

The research study was carried out by using quantitative approach. The survey was design and descriptive study were carried out by using questionnaires to examine their level of motivation at secondary schools in Nampula city, Mozambique.

3.2 Population and sample

3.2.1 Population

The total population of the study were 729 who were teachers selected from 5 secondary schools in Nampula city, Mozambique in academic year of 2015.

3.2.2 Sample size

The sample of this study was 254 teachers and the sampling method was used to select this sample.

The sample size was calculated by using Krejcie & Morgan, (1970) table of determining sample size.

The total of 254 teachers from 5 schools in Nampula city, (Napipine Secondary School, Nampula Secondary school, Cossore Secondary School, Portuguese Secondary School, and Ademo Secondary school) participated in the study, and the sample of teachers are showed in table 3.1.

Table 3.1 The Population and sample size of teachers in 5 Secondary Schools at Nampula city, Mozambique.

Type of school	Name of schools	Population (N)	Sample (n)
Public	Napipine Secondary School	104	36
Public	Nampula Secondary school	224	78
Public	Cossore Secondary School	143	50
Private	Portuguese Secondary School	162	56
Catholic	Ademo Secondary school	96	34
Total		729	254

3.3 Research Instruments

3.3.1 Developing the questionnaire

The questionnaire was used to measure teachers' motivation factors in the secondary schools in Nampula city, Mozambique. The researcher modified the teacher's motivation questionnaire from previous research (Hong and Wahid, 2011) consisting of 40 items based on Herzberg's (1959), theory of employees' motivation.

The questionnaire for this study consisted of two parts:

Part I Personal information of the respondent such as gender, generation and teaching experience.

Part II Teacher Motivation: this part consisted of 40 items to assess teacher's perception towards two factors of motivation (Hygiene factors and Motivator factor). Hygiene factors consisted of policy and administration, interpersonal

relationship, supervision, working condition, job security and salary. Motivation factors consisted of work itself, achievement goals, job recognition, responsibility, and career path.

Table 3.2 division of teacher motivation

Description	Items number
-Hygiene factors	
1. Policy and Administration	1- 4
2. Interpersonal Relationship	5- 8
3. Supervision	9- 12
4 .Working Condition	13-16
5. Job Security	17-19
6. Salary	20- 22
- Motivation factors	
1. Work itself	23-26
2. Achievement Goals	27-30
3. Job Recognition	31-34
4. Responsibility	35-37
5. Career Path	38-40

Each item was used a 5-point Likert Scale that measured the degree of agreement with the statement and each items was scored from 1-5.

The statement for 5-point Likert scale for the levels of teacher's motivation are follow:

Table 3.3 Measurement scales of motivation level.

Motivation level	Scores
Strongly disagree	1
Disagree	2
Moderately	3
Agree	4
Strongly agree	5

The motivation level is considered from the mean score of the answer and classified into 5 level: highest, high, moderate, low and lowest. According to Best & Kahn's criteria (1998) as follows:

$$\begin{aligned}
 \text{Width of class interval} &= \frac{\text{Highest score} - \text{Lowest score}}{\text{Number of levels}} \\
 &= \frac{5-1}{5} \\
 &= \frac{4}{5} = 0.80
 \end{aligned}$$

Table 3.4 Interpretation of the range of mean scores of teacher motivation

Range of score	Teacher motivation level
4.21-5.00	Highest
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Lowest

3.3.2 Validity of the questionnaires.

The content validity of questionnaire was consulted with three experts by conducting item-object congruence (IOC) to examine the correctness and appropriateness of language, content covering and content relevance of the questionnaires to set the teacher's motivation.

- An index of -1 was interpreted as agreement by all the experts that the item is measuring all the wrong objectives
- An index of +1 was interpreted as complete agreement by three experts that the item is only measuring the correct objective. The validity of content in the questionnaires shall be done and recommended by the experts before they are taken to the participants.
- An index of zero was interpreted as neutral agreement by three experts that the item was not certain.

Formula for calculating IOC:

$$IOC = \frac{\sum R}{N}$$

IOC = Index of Item- objective Congruence

$\sum R$ = Summation of experts' rating.

N = the number of experts

Item that had IOC between 0.50-1.00 were used finally to modify set of questionnaire was used to administer the respondents for quantitative approaches.

Table 3.5 IOC & Cronbach's Alpha Value

Variable	No. items	Pattern Items	IOC
Hygiene Factors			
Policy and Administration	4	1-4	0.66-1.00
Interpersonal Relationship	4	5-8	0.66-1.00
Supervision	4	9-12	0.66-1.00
Working Condition	4	13-16	0.66-1.00
Job Security	3	17-19	0.66-1.00
Salary	3	20-22	0.66-1.00
total	22		1.00
Motivator factors			
Work Itself	4	23-26	0.66-1.00
Achievement Goals	4	27-30	0.66-1.00
job Recognition	4	31-34	0.66-1.00
Responsibility	3	35-37	0.66-1.00
Career path	3	38-40	0.66-1.00
total	18		1.00

3.3.2.1 Reliability of questionnaire

The reliability of questionnaire was measured by using Cornbrash's alpha coefficient (1970) value and to obtain the overall of teacher's motivation with 40 items at secondary schools in Nampula city, Mozambique. The questionnaire was tried out with a group of 30 teachers who were not in the sample group of the study. It was a trial study in Nacala secondary school at Nampula province and reliability value of the questionnaire which was 0.80.

3.4 Data collection.

The survey was conducted during second semester of 2015 at Secondary School in Nampula city described as follow:

3.4.1. Request the official letter from faculty of social sciences and humanities, Mahidol University for permission to conduct the survey at 5 secondary schools in Nampula city, Mozambique.

3.4.2 Translate the research instrument into Portuguese language by the experts.

3.4.3 The questionnaires were distributed to 254 teachers at 5 secondary schools in Nampula city, Mozambique.

3.4.4 Data was collected from the target population sample using the questionnaires and all these instrument were taken to the schools and given to the teachers.

3.4.5 After 10 days researcher were collected directly the questionnaires from teachers.

3.4.6 The researcher ensured that participants would be anonymous.

3.5 Data Analysis

The data analysis were organized and analyzed by the following process;

3.5.1 The general information of teachers at secondary schools in Nampula city, Mozambique was analyzed by using frequency and percentage.

3.5.2 The t-test was used to find out the comparison of two groups (independent variables) in order to determine whether there was a statistical different evidence that associated with population means. One-way ANOVA was used to determine significant differences between the more than two groups of independent variables on teachers' motivation factors.

CHAPTER IV

RESULTS

This chapter presents the results of the study on teachers' motivation as perceived by secondary school teachers in Nampula City, Mozambique. On the findings of this study were based on the survey conducted by using the questionnaire. The 254 teachers as respondents were taken as the sample. The data analysis was presented into five parts.

The data were analyzed according to the conceptual framework and hypothesis presented in chapter one. The data of this study were also summarized as frequency, percentage as mentioned in the following sequences.

4.1 Personal information of teachers.

4.2 The level of teachers' perception on motivation factors

4.3 The overall level of teachers' perception on motivation based on personal factors.

4.4 Comparison of teachers' perception towards motivation based on personal factors, (gender, generation and teaching experience).

4.1 Personal Information of Teachers

From the results of study there were 254 respondents from 5 schools in Nampula city Mozambique. The data were analyzed and shown as frequencies (n) and percentages (%). This part was examined by multiple questions based on their personal information.

The personal information of the study was summarized according to gender, generation and teaching experience. The details were shown in the table 4.1.

Table 4.1 Frequency and percentage of teachers' personal information**(n=254)**

Personal information	Frequency (n)	Percentage (%)
Gender		
Male	162	63.80
Female	92	36.20
Generation		
25-35 years old	90	35.40
36-45 years old	118	46.40
46 years old and above	46	18.20
Teaching Experience		
0-5 years	18	7.20
6-10 years	149	58.60
More than 10 years	87	34.20
Total	254	100.00

From the analysis of the data, there were 63.80% of male teachers and 36.20% of female. The highest percentage of generation at 46.40% was in the 36-45 years old. The majority of 149 teachers 58.60% was classified more experienced group which contained between 6-10 years of teaching experience. It was followed by a group of 87 teachers 34.20% who had more than 10 years of teaching experience.

4.2 The Level of teachers' perception on motivation at secondary schools in Nampula city, Mozambique.

This part focused on teacher's motivation factors in Nampula city, Mozambique, as perceived by teachers. The result showed that the overall of teacher's motivation was rated at the highest level with average mean score of 4.37 and the standard division of 0.81. The level of Hygiene factor showed that the component represented as salary was rated at the highest level with the highest mean score of

4.48, while under the motivation factor the career path was rated at highest level with the highest mean score of 4.60 respectively.

Table 4.2-The Level of teachers' perception on motivation

(n=254)

No.	Components	Mean	S.D	Level of Teacher's Motivation
<u>Hygiene Factors</u>				
1	Policy and Administration	4.18	0.78	High
2	Interpersonal Relationship	4.33	0.70	Highest
3	Supervision	4.34	0.80	Highest
4	Working Condition	4.23	0.89	Highest
5	Job Security	4.35	0.95	Highest
6	Salary	4.48	0.83	Highest
Average		4.31	0.82	Highest
<u>Motivation factors</u>				
1	Work Itself	4.36	0.94	Highest
2	Achievement Goals	4.33	0.89	Highest
3	Job Recognition	4.41	0.80	Highest
4	Responsibility	4.51	0.74	Highest
5	Career path	4.60	0.68	Highest
Average		4.44	0.81	Highest
Total Average		4.37	0.81	Highest

Note: 1.00-1.80=Lowest, 1.81-2.60=low, 2.61-3.40=Moderate, 3.41-4.20= High, 4. 21-5.00=Highest.

4.3. The Overall Level of Teachers' Perception on Motivation

This part consisted of 40 items based on theory of motivation to assess teacher's perception toward two factors of motivation (Hygiene factors and Motivation factors) and analyzed by the descriptive statistics of mean and standard division as given in table 4.3

Table 4.3 Level of Hygiene Factors

(n=254)			
Questions	Mean	S.D	Level of motivation
1. I am satisfied with the school administration.	3.73	0.95	High
2. The attitude for the administration is very accommodative in my school.	4.23	0.80	Highest
3. I am proud to work for this school because policy is favorable for its staff.	4.35	0.72	Highest
4. I completely understand the vision of my school.	4.39	0.68	Highest
5. It is easy to get along with my colleagues.	4.31	0.72	Highest
6. My colleagues are helpful and friendly.	4.29	0.75	Highest
7. Colleague and I support each other.	4.43	0.64	Highest
8. Each teacher and I work as part of a team.	4.30	0.74	Highest
9. I feel my performance has improved because of the support from my supervisor and principal.	4.63	0.53	Highest
10. My supervisor and principal are capable of giving command and guidance.	4.29	0.87	Highest
11. My supervisor and principal are strong and trustworthy leaders	4.20	0.95	High
12. I feel satisfied at work because of my relationship with my supervisor.	4.25	0.88	Highest
13. My school has positive work atmosphere.	4.38	0.80	Highest

Table 4.3 Level of Hygiene Factors (cont.)

				(n=254)
Questions	Mean	S.D	Level of motivation	
14. I feel satisfied because of the school comfort provided at work	4.19	0.93	High	
15. I am proud to work in my school because of the pleasant working conditions.	4.18	0.89	High	
16. I feel comfortable working in this school because of having enough teaching aids.	4.17	0.96	High	
17. My job provides steady benefits of employment.	4.36	0.92	Highest	
18. Security with my work position, school permanent in my job.	4.34	0.99	Highest	
19. I am satisfied with school materials to do my work.	4.35	0.96	Highest	
20. The payment I receive is appropriate for the work I do.	4.61	0.65	Highest	
21. I am encouraged to work harder because of my salary.	4.46	0.89	Highest	
22. My monthly salary is sufficient to lead a decent life.	4.36	0.97	Highest	
Average	4.31	0.82	Highest	

Note: 1.00-1.80=Lowest, 1.81-2.60=low, 2.61-3.40=Moderate, 3.41-4.20= High, 4.21-5.00=Highest

The overall of hygiene factors indicated that the level of the factors was rated at the highest level with the highest mean score of 4.31 and standard division of 0.82. Under all factors, the item “I feel my performance has improved because of the support from my supervisor and principal” was rated at the highest level with the highest mean score of 4.63 and standard division of 0.53.

Table 4.4 Level of Motivation factors**(n=25)**

Questions	Mean	S.D	Level of motivation
1. My job has a lot of variety in challenging and exciting.	4.32	0.93	Highest
2. I enjoy the type of work I do	4.40	0.94	Highest
3. My job offers career advancement in the long run.	4.37	0.96	Highest
4. My job provides knowledge to younger generation.	4.38	0.93	Highest
5. I am proud to work in this school because it recognizes my achievement.	4.39	0.89	Highest
6. I feel satisfied with my job because it gives me feeling of accomplishment.	4.37	0.85	Highest
7. I feel I have contributed towards my school in a positive manner.	4.33	0.91	Highest
8. I am happy that I am able to complete the task on time.	4.26	0.92	Highest
9. I am satisfied with rewards for doing good work in my school.	4.34	0.86	Highest
10. I feel happy when I achieve or complete task.	4.45	0.72	Highest
11. My principal always thanks me for job doing my job well	4.42	0.79	Highest
12. I receive recognition for doing my well.	4.43	0.81	highest
13. I have taken care of how I do my work.	4.47	0.79	Highest
14. I can share opinion in decision that affect my work.	4.53	0.69	Highest

Table 4.4 Level of Motivation factors (cont.)

				(n=25)
Questions	Mean	S.D	Level of motivation	
15. I am happy that my opinion counts at work.	4.54	0.74	Highest	
16. Setting the titration and performance evaluation as criteria for career progression.	4.60	0.66	Highest	
17. Promoting the quality of teaching for my career.	4.61	0.67	Highest	
18. Recognition of society and policy of teaching to the career in education basic.	4.59	0.69	Highest	
Average	4.44	0.81	Highest	

Note: 1.00-1.80=Lowest, 1.81-2.60=low, 2.61-3.40=Moderate, 3.41-4.20= High, 4.21-5.00=Highest.

The overall of motivation factors indicated that the level of factors was rated at the highest level with the highest mean score of 4.44 and standard division of 0.81. Under the all factors, the item “Promoting the quality of teaching for my career” was rated at the highest level with the highest mean score of 4.61 and standard division of 0.67.

4.3.1 The difference of teachers’ perception on motivation based on personal factor of teacher.

This part focused on personal factors, of teachers’ perception of motivation towards the eleven ways of teachers’ motivation consisting of policy and administration, interpersonal relationship, supervision, working condition, job security, salary work itself, achievement goals, job recognition, responsibility and career path. In dependent variables were treated as the determinants of secondary school teacher’s motivation of comprise gender, education level, and teaching experience.

4.3.1.1 The teachers' perception on motivation: policy and administration.

The teachers' motivation regarding policy and administration was measured by four items that were analyzed and described as shown in table 4.5.

Table 4.5 Policy and Administration as perceived by teachers.

(n=254)

Policy and Administration	Mean	S.D	Level of motivation
1. I am satisfied with the school administration.	3.73	0.95	High
2. The attitude for the administration is very accommodative in my school.	4.23	0.80	Highest
3. I am proud to work for this school because policy is favorable for its staff.	4.35	0.72	Highest
4. I completely understand the vision of my school.	4.39	0.68	Highest
Average	4.18	0.78	High

Note: 1.00-1.80=Lowest, 1.81-2.60=low, 2.61-3.40=Moderate, 3.41-4.20= High, 4. 21-5.00=Highest.

Teachers' motivation level on policy and administration was rated at the high level with the average mean score of 4.18 and standard division of 0.78. The item "I completely understand the vision of my school" was rated at the highest level with the highest mean score of 4.39 and standard division of 0.68.

4.3.1.2 Interpersonal relationship as perceived by teachers.

The teachers' motivation regarding interpersonal relationship was measured by four items that were analyzed and described as shown in table 4.6

Table 4.6 Interpersonal Relationship as perceived by teachers

(n=254)

Interpersonal Relationship	Mean	S.D	Level of motivation
1. It is easy to get along with my colleagues.	4.31	0.72	Highest
2. My colleagues are helpful and friendly.	4.29	0.75	Highest
3. Colleague and I support each other.	4.43	0.64	Highest
4. Each teacher and I work as part of a team.	4.30	0.74	Highest
Average	4.33	0.70	Highest

Note: 1.00-1.80=Lowest, 1.81-2.60=low, 2.61-3.40=Moderate, 3.41-4.20= High, 4. 21-5.00=Highest.

Teachers' motivation level on interpersonal relationship was rated at the highest level with the average mean score of 4.33 and standard division of 0.70. The item "Colleague and I support each other" was rated at the highest level with the highest mean score of 4.43.and standard of division of 0.72.

4.3.1.3 Supervision as perceived by teachers.

The teachers' motivation regarding supervision was measured by four items that were analyzed and described as shown in table 4.7

Table 4.7 Supervision as perceived by teacher

(n=254)

Supervision	Mean	S.D	Level of motivation
1. I feel my performance has improved because of the support from my supervisor and principal.	4.63	0.53	Highest
2. My supervisor and principal are capable of giving command and guidance.	4.29	0.87	Highest
3. My supervisor and principal are strong and trustworthy leaders	4.20	0.95	High
4. I feel satisfied at work because of my relationship with my supervisor.	4.25	0.88	Highest
Average	4.34	0.80	Highest

Note: 1.00-1.80=Lowest, 1.81-2.60=low, 2.61-3.40=Moderate, 3.41-4.20= High, 4. 21-5.00=Highest.

Teachers' motivation level on supervision was rated at the highest level with average mean score of 4.34 and standard division of 0.80. The item "I feel my performance has improved because of the support from my supervisor and principal" was rated at highest level with the highest mean score of 4.63 and standard division of 0.53.

4.3.1.4 Working condition as perceived by teachers

The teachers' motivation regarding working condition was measured by four items that were analyzed and described as shown in table 4.8.

Table 4.8 the working condition as perceived by teachers

(n=254)

Working Condition	Mean	S.D	Level of motivation
1. My school has positive work atmosphere.	4.38	0.80	Highest
2. I feel satisfied because of the school comfort provided at work.	4.19	0.93	High
3. I am proud to work in my school because of the pleasant working conditions.	4.18	0.89	High
4. I feel comfortable working in this school because of having enough teaching.	4.17	0.96	High
Average	4.23	0.89	Highest

Note: 1.00-1.80=Lowest, 1.81-2.60=low, 2.61-3.40=Moderate, 3.41-4.20= High, 4. 21-5.00=Highest.

Teachers' motivation level on working condition were rated at the highest level with the average mean score of 4.23 and standard division of 0.89. The item "My school has positive work atmosphere" was rated at the highest level with the highest mean score of 4.38 and standard division of 0.80.

4.3.1.5 Job security as perceived by teachers

The teachers' motivation regarding job security was measured by three items that were analyzed and described as shown in table 4.9

Table 4.9 Job security as perceived by teachers

(n=254)

Job security	Mean	S.D	Level of motivation
1. My job provides steady benefits of employment.	4.36	0.92	Highest
2. Security with my work position, school permanent in my job.	4.34	0.99	Highest
3. I am satisfied with school materials to do my work.	4.35	0.96	Highest
Average	4.35	0.95	Highest

Note: 1.00-1.80=Lowest, 1.81-2.60=low, 2.61-3.40=Moderate, 3.41-4.20= High, 4.21-5.00=Highest.

Teachers' motivation level on job security was rated at the highest with the average mean score of 4.35 and standard division of 0.95. The item of "My job provides steady benefits of employment" was rated at the highest level with the highest mean score of 4.36 and standard division of 0.92.

4.3.1.6 Salary as perceived by teachers

The teachers' motivation regarding salary was measured with three items that were analyzed and described as shown in table 4.10

Table 4.10 Salary as perceived by teachers

(n=254)

Salary	Mean	S.D	Level of motivation
1. The payment I receive is appropriate for the work I do.	4.63	0.65	Highest
2. I am encouraged to work harder because of my salary.	4.46	0.89	Highest
3. My monthly salary is sufficient to lead a decent life.	4.36	0.97	Highest
Average	4.48	0.83	Highest

Note: 1.00-1.80=Lowest, 1.81-2.60=low, 2.61-3.40=Moderate, 3.41-4.20= High, 4. 21-5.00=Highest.

Teachers' motivation level on salary was rated at the highest level with the average mean score of 4.48 and standard division of 0.83. The item "The payment I receive is appropriate for the work I do" was rated at the highest level with the highest mean score of 4.63 and standard division of 0.65.

4.3.1.7 Work itself as perceived by teachers

The teachers' motivation regarding work itself was measured with four items that were analyzed and described as shown in table 4.11

Table 4.11 Work itself as perceived by teachers

(n=254)			
Work itself	Mean	S.D	Level of motivation
1. My job has a lot of variety in challenging and exciting.	4.32	0.93	Highest
2. I enjoy the type of work I do.	4.40	0.94	Highest
3. My job offers career advancement in the long run.	4.37	0.96	Highest
4. My job provides knowledge to younger generation.	4.38	0.93	Highest
Average	4.36	0.94	Highest
Note:	1.00-1.80=Lowest,	1.81-2.60=low,	2.61-3.40=Moderate,
	3.41-4.20= High,	4. 21-5.00=Highest	

Teachers' motivation level on work itself was rated at the highest level with the average mean score of 4.36 and standard division of 0.94. The item of "I enjoy the type of work I do" was rated at the highest level with the highest mean score of 4.40 and standard division of 0.94.

4.3.1.8 Achievement goals as perceived by teachers

The teachers' motivation regarding achievement goals was measured by four items that were analyzed and described as shown in table 4.12

Table 4.12 Achievement Goals as perceived by teachers

(n=254)

Achievement Goals	Mean	S.D	Level of motivation
1. I am proud to work in this school because it recognizes my achievement.	4.39	0.89	Highest
2. I feel satisfied with my job because it gives me feeling of accomplishment.	4.37	0.85	Highest
3. I feel I have contributed towards my school in a positive manner.	4.33	0.91	Highest
4. I am happy that I am able to complete the task on time.	4.26	0.92	Highest
Average	4.33	0.89	Highest
Note:	1.00-1.80=Lowest, 3.41-4.20= High,	1.81-2.60=low, 4. 21-5.00=Highest	2.61-3.40=Moderate,

Teachers' motivation level on achievement goals was rated at the highest level with the average mean score of 4.33 and standard division of 0.89. The item "I am proud to work in this school because it recognizes my achievement" was rated at the highest level with the highest mean score of 4.39 and standard division of 0.89.

4.3.1.9 Job recognition as perceived by teachers

The teachers' motivation regarding job recognition was measured by four items that were analyzed and described as shown in table 4.13

Table 4.13 Job Recognition as perceived by teachers

(n=254)			
Job Recognition	Mean	S.D	Level of motivation
1. I am satisfied with rewards for doing good work in my school.	4.34	0.86	Highest
2. I feel happy when I achieve or complete task.	4.45	0.72	Highest
3. My principal always thanks me for job doing my job well	4.42	0.79	Highest
4. I receive recognition for doing my well.	4.43	0.81	Highest
Average	4.41	0.80	Highest
Note:	1.00-1.80=Lowest, 1.81-2.60=low, 2.61-3.40=Moderate, 3.41-4.20= High, 4. 21-5.00=Highest		

Teachers' motivation level on job recognition was rated at the highest level with the average mean score of 4.41 and standard division of 0.80. The item "I feel happy when I achieve or complete task" was rated at the highest level with highest mean score of 4.45 and standard division of 0.72.

4.3.1.10 Responsibility as perceived by teachers

The teachers' motivation regarding responsibility was measured by three items that were analyzed and described as shown in table 4.14

Table 4.14 Responsibility as perceived by teachers

(n=254)

Responsibility	Mean	S.D	Level of motivation
1. I have taken care of how I do my work.	4.47	0.79	Highest
2. I can share opinion in decision that affect my work.	4.53	0.69	Highest
3. I am happy that my opinion counts at work.	4.54	0.74	Highest
Average	4.51	0.74	Highest

Note: 1.00-1.80=Lowest, 1.81-2.60=low, 2.61-3.40=Moderate, 3.41-4.20= High, 4. 21-5.00=Highest.

Teachers' motivation level on responsibility was rated at the highest level with the average mean score of 4.51 and standard division of 0.74. The item "I am happy that my opinion counts at work" was rated at the highest level with the highest mean score of 4.54 and standard division of 0.74.

4.3.1.11 Career path as perceived by teachers

The teachers' motivation regarding career path was measured by three items that were analyzed and described as shown in table 4.15.

Table 4.15 Career Path as perceived by teachers

(n=254)

Career Path	Mean	S.D	Level of motivation
1. Setting of titration and performance evaluation as criteria for career progression.	4.60	0.68	Highest
2. Promoting the quality of teaching for my career.	4.61	0.67	Highest
3 .Recognition of society and policy of teaching to the career in education basic.	4.59	0.69	Highest
Average	4.60	0.68	Highest
Note:	1.00-1.80=Lowest, 1.81-2.60=low, 2.61-3.40=Moderate, 3.41-4.20= High, 4.21-5.00=Highest.		

Teachers' motivation level on career path was rated at the highest level with the average mean score of 4.60 and standard division of 0.68. The item "Promoting the quality of teaching for my career" was rated at highest level with the highest mean score of 4.61 and standard division of 0.67.

4.4 Comparison of teachers' perception towards motivation based on personal factor.

The personal factors concerned in this study were gender, generation, and teaching experience, descriptive statistics, t-test and one-way ANOVA were carried out to find out distribution of variables and compare the mean differences of dependent variables and independent variables.

Table 4.16 Teachers' perception towards teacher motivation based on their gender

Personal factor(gender)	n	Mean	S.D	t	P-value
Male	162	4.36	0.81		
Female	92	4.38	0.82	0.90	0.51

From analysis of data shows in table 4.16, it was found that the highest level with the mean score of 4.38 and standard division of 0.82 was presented by female teachers there was no statistically significant difference between teacher motivation in term of gender at 0.05 confident level.

Table.4.17 Teachers' perception towards teacher motivation based on their generation

Personal factor(generation)	n	Mean	S.D	F	P-value
25-35 years old	90	4.36	0.80		
36-45 years old	118	4.33	0.84	0.61	0.6
46 years old and above	46	4.31	0.82		

According to the results shows in table 4.17, generation 25-35 years had the highest level with the average mean score of 4.36 and standard division of 0.80

while generation 36-46 years had highest level with the average mean score of 4.33 and standard division of 0.84 respectively. It was found that there was no statistically significant difference of teachers' perception towards teacher motivation based on their generations.

Table 4.18 Teachers' perception towards teacher motivation based on their teaching experience.

Personal factor(teaching experience)	n	Mean	S.D	F	P-value
0-5 years	18	4.35	0.80	0.91	0.52
6-10 years	149	4.40	0.81		
More than 10 years	87	4.36	0.84		

Table 4.18 shows that teaching experience between 6-10 years had the highest level with average mean score 4.40 and standard division of 0.81 while teaching experience more than 10 years old had the highest level with the mean score of 4.36 with the standard division of 0.84 respectively. According to the P-value of 0.14 there was no statistically significant difference of teachers' perception towards teacher in term of teaching experiences.

CHAPTER V

DISCUSSION

This chapter presents a part of the research study on teachers' perception of motivation factors at Nampula City, Mozambique. The ideas are presented in context of educational system, policies, and teachers' perception toward motivation factors. This study investigated those eleven factors based on theory of motivation employee of Herzberg that were regarded by the research as important aspects. The study was carried out with a quantitative method. Based on the research objectives, the findings of the study were discussed and analyzed in this chapter as follows.

5.1 Personal information of Respondents.

5.2 Discussion on the difference of teachers' perception of motivation based on personal factors of teachers (gender, generation, teaching experience).

5.3 The level of teacher's motivation at Secondary Schools.

5.1 Personal information of Respondents.

The research findings exhibit out of 254 respondents were of age range between 25-35 years old, 36-45 years old and 46 years. From the findings of the data there were 162 (63.80%) were male teachers and 92 (36.20%) were female. It was not surprised that the majority were male, because at secondary school in Nampula city, most of the teachers were male that is different of primary school with as high number of teachers female.

The highest percentage of generation at (46.40%) was in the age of 36-45 years old, noted that majority of 149 teachers (58.60%) had 6-10 years of teaching experience. It was followed by group of 87 teachers (34.20%) who had more than 10 years of teaching experience. The last (7.20%) group of 18 teachers had 0-5 years of teaching experience.

5.2 Discussion on the difference of teachers' perception of motivation based on personal factor of teachers.

In this part of the study the data were analyzed with 40 statements under the eleven items divided in two factors (Hygiene and Motivation factors). Hygiene factors included policy and administration, interpersonal relationship, supervision, working condition, job security, and salary. Motivation factors included work itself, achievement goals, job recognition, responsibility and career path. Independent variables were treated as the determinants of secondary school teacher's motivation of comprising gender, education level, and teaching experience. So each component under both factors according to the conceptual framework were discussed under the following topics:

5.2.1 Gender

According to the research findings the majority of teachers, there were 63.80% of male teachers and 36.20% of female. It was found that there was a statistically no significant difference between female and male teachers'. The results showed that male teachers had higher mean score than the female teachers, the results also demonstrated that the gender no significance difference between teachers' perception towards motivation. An earlier study by Elizabeth (2002) showed that no significance difference between teachers' gender and teacher motivation and had been support to support the result of this study. This finding also matched investigation carried out by Kukturk (2002), it has found that male teachers background have higher level of motivation in contrast to female teachers, also said the whole question of differences between male and female motivation to aspire to high leadership positions arises from society's perception of gender status.

Oshagbemi, (2000) said there are intrinsic variables related to personal growth and development, and extrinsic factors associated with safety in the workplace. There is also large and rather obvious evidence that job satisfaction is related to the motivation of workers. Examining the initial and ongoing motivation of teachers has become an important field of research

5.2.2 Generation

The analysis of the data shows the result between generation mean groups. It indicated that there was no significance difference between those generations. The highest percentage of generation (46.40%) was in the age of 36-45 years old. The results of this study revealed that teachers' generation did not account for a significant difference in their perceptions of their motivation. Thus motivation level would not differ according to the generation. Work values of individuals are believed to be influenced by age cohort or generations (Johnson, 2002; Lorence & Mortimer, 1985).

According to the research findings majority in western countries proposed that Generation are more individualistic and prefer intrinsic work values such as work autonomy, work identity, challenging jobs, and self-expression, (Johnson, 2002; Jurkiewicz & Brown, 1998; Yankelovich, 1994; Zuboff & Maxmin, 2002).

5.2.3 Teaching experience

Teaching experience was divided into three groups; group one who had experiences 0-5 years, group two who had 6-10 years' experience and group three teachers with more than 10 years of experience. Among the teachers who (58.60%) had 6-10 years' experience had highest level of motivation while (34.20%) more than 10 years' experience were high motivation, and (7.20%) 0-5 years' experience were the group who had lowest experience. According to the finding, it can be concluded that secondary school teachers' in Nampula who had more years of experience had higher motivation.

From the finding of this study, it was that teachers' working experience is significance in the mean groups of teachers experience between difference of intervals group as well all group are combined. The result showed that the teachers who had working experience between 6-10 years had the highest level of motivation. According to the study carried out by Rasheed (2001) and Bennell who found that, with the increasing of period of working experience the motivation level of teachers' also was increased. Luthans (1998) believed that the concept of teaching experience had become an important social issue around the world while in previous decades the only focal issue was the quality of peoples' personal lives. Today quality of work life is a dynamic multidimensional concept that includes such concepts as job security,

rewarding systems, promotional opportunities, and involvement in teaching experience. Akdere (2006) holds that researchers interested in the concept of quality of work life are looking for new teaching experience to help employees to balance their work and personal lives.

5.3 Level of teachers' motivation at secondary schools.

5.3.1 Level of Hygiene Factors

The overall of hygiene factors indicated that the level of the factors was rated at the highest level with the highest mean score of 4.31 and standard division of 0.82. Under the factors, there were components which policy and administration was rated at high level with the highest mean score of 4.18 and standard division of 0.78. The item salary was rated at the highest level with the highest mean score of 4.48 and standard division of 0.83.

5.3.2 Level of Motivation Factors

According to the finding of the study, the overall of teachers' perception on motivation at Nampula city Mozambique, was designed highest with the mean score of 4.44 and standard division of 0.81. Under the motivation factors there were achievement goals was rated at the highest level with the highest mean score of 4.33 and standard division of 0.89.

The career path was rated at highest level with the highest mean score of 4.60 with standard division of 0.68. This finding was supported Herzberg's theory of motivation employee (1959). The result of hygiene factor was indicated that the high level and slightly lower than motivation factor but shows that was effect at high rated of teachers' motivation, this was supported by Jancova (2009) said the hygiene factors influences can be set in this situations bringing the most motivation to the employee.

5.3.2.1 Policy and Administration

The research result found that the overall level of Policy and Administration was rated at the high level with the average mean score of 4.18 From

the result, it was found that teachers were not satisfied with this aspect of policy and administration, so the prove of result was supported by Terera and Ngirande (2014) who stated that the employee rewards lead to employee retention but however, they do not effect in employees' motivation the company policies should not be too rigid.

5.3.2.2 Interpersonal Relationship

The overall level on perception of teachers' motivation level in interpersonal relationship was rated at the highest level with the average mean score of 4.33. The result was supported by Mount Ilies, and Johnson (2006) who found that the interpersonal relation has direct relationship with work motivation.

5.3.2.3 Supervision

Regarding teachers' motivation on supervision the overall level was rated at the highest level with the average mean score of 4.34. According to Muhammad & Akhter (2010), supervisor's positive behavior is directly related to employees' work motivation. This factor referred to the to the ability of supervisor in managing, fairness and equity including the willingness to of supervisor to provide subordinates suggestion, security in the position and reputation of the organization.

5.3.2.4 Working Condition

It was found that the overall level of working condition was rated at the high level with the average mean score of 4.23. The result was supported by Baron and Greenberg, (2003) who found that the absence of physical comfort and convenience working conditions can have negative impact on workers mental and physical wellbeing. The working conditions should be safe, clean and hygienic and the work equipment's should be updated and well-maintained.

5.3.2.5 Job security

The finding showed the overall level of Job security was rated at the highest level with average mean score of 4.35. Thus the finding confirmed the previous study which stated the job security that teachers' in secondary school Nampula city, was perceived of level positive impacted and relationship with their

jobs. Bakotic and Babic (2013) showed that the employees who work in standard working circumstances were more satisfied with working security than workers who work under tough working circumstances. The organization must provide job security to the employees, the employees should be offered health care plans (medical), benefits for the family members, employee help programmer.

5.3.2.6 Salary

The result found that the overall salary was rated at the high level with the average mean score of 4.48. So the proven of result was supported by Sharma (2011) who found that salary was the catalyst for enhancing work motivation level of employees in different company, refers to the monetary compensation paid to the teacher's at the end of every month is entitled and appropriate to an individual's work assignment, and sufficient to meet the costs of living.

5.3.2.7 Work itself

The result found that the overall work itself was rated at the high level with the average mean score of 4.36. The result was supported by Garrett and Hean (2001) who found that teachers' main and frequent source of motivation was working with learners, an intrinsic part of teaching. The nature of work must be made meaningful, interesting challenging and suitable to the employee's ability and existing knowledge.

5.3.2.8 Achievement Goals

The overall result of achievement goals was rated at the highest level with the average mean score of 4.33. Thus the finding proved by Briones, Tabernero, and Arenas (2010) who found that it was a positive relationship between job work motivation and the insight of professional attainment. Feeling of accomplishment that worker get from the motivation and the capability of an individual to finish their work and get good success with the work.

5.3.2.9 Job Recognition

The overall level of job recognition was rated at the highest with average mean score of 4.41. The finding supported by Thompson, Thompson and Orr (2003) who claimed that employees should be praised and recognized for their accomplishments by the managers.

5.3.2.10 Responsibility

The overall level of responsibility was rated at the highest level with the average mean score of 4.51. The result were supported by Eryaman and Sonmezer (2008) who found that the factor responsibility did not cause difference in job satisfaction of teachers. The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.

5.3.2.11 Career Path

The overall level of career path was rated at the highest level with the average mean score of 4.60. The finding were supported by Kaya & Altuk (2013) who pointed out that the views concerning in service teacher course in Turkish science teachers' professional development were a positive in motivation with in service training programs being prepared according to the respective branches.

However these findings cohered with the finding of Herzberg's theory of motivation employee. Therefore the distinction between motivation factors and hygiene factors were the main concept of Herzberg's two-factor theory, so the findings shown positive towards motivation factors and hygiene factors on teachers perception of motivation factors in Nampula city Mozambique.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The research was aimed to study secondary school teachers' perception of motivation in Nampula city Mozambique. The perception of teacher motivation was studied by eleven factor based on Frederick Herzberg theory of motivation employee (1959), with research method of quantitative analysis. This chapter concludes the overall study and recommendations to improve teacher motivation and for further research to learn more about teachers' perception of motivation. This chapter is presented as follows:

6.1 Conclusion

6.2 Recommendations

6.1 Conclusions

This study was carried out by using quantitative method, the 254 questionnaires were utilized to measure the perception of the teachers' toward their motivation in Nampula city Mozambique.

The objective of study was to investigate the secondary school teachers' perception of motivation in Nampula city Mozambique that were conducted with 254 teachers from the entire population of 729 who were employed at schools of Nampula city Mozambique. 100% of teachers who were surveyed returned the completed questionnaires which would be helped to add more validity of findings. The survey data was analyzed by using descriptive statistics such as frequency, mean, standard division and percentages.

The t-test was used to find out the comparison of gender in order to determine whether there is statistical evidence that the associated population means. The one-Way ANOVA was used to determine significant differences of generation and teaching experience. And dependent variables teacher motivation (hygiene factors

and motivation factors). The analysis was carried out to determine whether there was a statistically significant relationship between personal factor and teacher motivation factors in terms of Frederick Herzberg theory of motivation employee (1959).

6.1.1 Personal factor

Among the sample there were 162 (63.80%) were male teachers and (36.20%) of them were female. The highest percentage of generation at (46.40%) was in the age of 36-45 years. Noted the majority of 149 teachers (58.60%) had 6-10 years of teaching experience. It was followed by group of 87 teachers (34.20%) who had more than 10 years of teaching experience. The last (7.20%) group of 18 teachers had 0-5 years of teaching experience.

6.1.2 Teachers' perception towards motivation

From all 40 items based on theory of motivation employee to investigate teacher's attitude toward two factors of motivation (hygiene factors and Motivator factor) and analyzed with the descriptive statistics of mean and standard division. The result showed that the overall of teacher's motivation was rated at high level with mean score of 3.37 and the standard division of 0.81. The hygiene factor was rated at highest level with the average mean score of 4.31, while the motivation factor was rated at highest level with average mean score of 4.44 respectively. In accordance with the results of the research the overall teacher motivation level of the teachers in secondary school Nampula city was highest.

6.2. Recommendation

The researcher suggested following are made up the examination based on the findings from this study to enhance and improve the quality of teachers' motivation to future study, one of the objective of this study was to use to contribute to the progress of the education system in particular Nampula city, and for country development it is therefore recommended that:

6.2.1 Recommendation from research finding

Based on the findings, the researcher recommends the education sector should continue with the effort of growing the enrolment rates and attainment in the education system, followed by an improvement of schools quality indicators in Nampula city.

6.2.1.1 Recommendation for Ministry of Education

1. As the levels of teachers' motivation were regarded at highest level in many aspects, ministry of education should try to keep the level of teachers' motivation as high as they were. The policies should be formed and the activities should be created in accordance to promote teachers motivation.

2. It is necessary for teachers to be provided with adequate support from concerned authorities. Moreover teachers should be encouraged to participate in annual training provided by concerned authorities under ministry of education.

6.2.1.2 Recommendation for Educational Policies

1. Since the result showed that teachers' gender inequality, it is recommended that the educational policy maker should form a policy that plan to reduce the gender inequality and promote the employment of female teachers.

2. The involvement of stakeholders such as educational districts principals and teachers should be encouraged in terms of educational policy formation.

6.2.1.3 Recommendation for principals

1. Based on findings, teachers faced with heavy workloads need sufficient motivational supports in order to sustain their effort and professional conduct on the job it is recommended that teachers should be provided with career development courses and assistance with career development plans.

2. It is recommended that principals should treat teachers as equal professional partners and professionals and promote a professional environment in the school through codes of conduct.

6.2.2 Recommendation for the future study

The researcher would like to suggest the following points for future research;

1. The current study relied only on quantitative approach to find out level of teachers' motivation in Nampula city, it is recommended that the future research should be conducted by using mixed methodology to enhance the quality of analysis.

2. The current study focused only one area, Nampula city, as it was a city the researcher lived in and worked at, it is recommended that the future research may be conducted in different cities or to compare the results between different contexts.

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APPENDIX

Questionnaire

Secondary School Teachers' Perception of Motivation Factors in Nampula City, Mozambique

Directions:

These questionnaires is aimed to study the secondary school teacher's towards their motivation in Nampula city, Mozambique. This study is under responsibility of Mr. **Omar Olimpio Vaz**, a master degree student in Education Management (International program), Mahidol University, and Thailand.

You are kindly requested to respond to the statements directly to perception. Your responses are of great important as this survey forms important part of the study.

The result will be the recommendations for improving the policy, teachers' and principals' motivation in Nampula city, Mozambique.

The questionnaire is to measure teacher motivation and it composes of two parts:

Part I. Personal information: contains questions about teacher's personal information of respondents.

Part II. Teacher motivation: this section includes questions on your confidence and participation in different of motivation.

Part I Personal information

Direction

Please respond to each item on this questionnaire, please read carefully and indicate your response to each item with cross mark (X).

1. Gender:

Male

Female

2. Generation:

25- 35 years old

36-45 years old

46 years old and above

3. Teaching experiences.

0-5 years

6-10 years

More than 10 years

Part II- Teacher Motivation

Please indicate to what extent do you agree or disagree with the following statements 1-40

item	statement of motivation	level of motivation				
		Strongly Disagree	Disagree	Moderately	Agree	Strongly agree
		1	2	3	4	5
I. Policy and Administration						
1	I am satisfied with the school administration.					
2	The attitude for the administration is very accommodative in my school.					
3	I am proud to work for this school because policy is favorable for its staff.					
4	I completely understand the vision of my school.					
II. Interpersonal Relationship						
5	It is easy to get along with my colleagues.					
6	My colleagues are helpful and friendly.					
7	Colleague and I support each other.					
8	Each teacher and I work as part of a team.					
III. Supervision						
9	I feel my performance has improved because of the support from my supervisor and principal.					
10	My supervisor and principal are capable of giving command and guidance.					
11	My supervisor and principal are strong and trustworthy leaders.					
12	I feel satisfied at work because of my relationship with my supervisor.					

item	statement of motivation	level of motivation				
		Strongly Disagree	Disagree	Moderately	Agree	strongly agree
		1	2	3	4	5
IV. Working Condition						
13	My school has positive work atmosphere.					
14	I feel satisfied because of the school comfort provided at work.					
15	I am proud to work in my school because of the pleasant working conditions.					
16	I feel comfortable working in this school because of having enough teaching aids.					
V Job Security						
17	My job provides steady benefits of employment.					
18	Security with my work position, school permanent in my job					
19	I am satisfied with school materials to do my work.					
VI. Salary						
20	The payment I receive is appropriate for the work I do.					
21	I am encouraged to work harder because of my salary					
22	My monthly salary is sufficient to lead a decent life.					
VII. Work Itself						
23	My job has a lot of variety in challenging and exciting.					
24	I enjoy the type of work I do.					
25	My job offers career advancement in the long run.					
26	My job provides knowledge to younger generation.					

item	statement of motivation	level of motivation				
		Strongly Disagree	Disagree	Moderately	Agree	strongly agree
		1	2	3	4	5
VIII Achievement Goals						
27	I am proud to work in this school because it recognizes my achievement.					
28	I feel satisfied with my job because it gives me feeling of accomplishment.					
29	I feel I have contributed towards my school in a positive manner.					
30	I am happy that I am able to complete the task on time.					
IX job Recognition						
31	I am satisfied with rewards for doing good work in my school.					
32	I feel happy when I achieve or complete task.					
33	My principal always thanks me for job doing my job well.					
34	I receive recognition for doing my well.					
X Responsibility						
35	I have taken care of how I do my work.					
36	I can share opinion in decision that affect my work.					
37	I am happy that my opinion counts at work.					
IX Career path						
38	Setting the titration and performance evaluation as criteria for career progression					
39	Promoting the quality of teaching for my career.					
40	Recognition of society and policy of teaching to the career in education basic.					

BIOGRAPHY

NAME	Omar Olimpio Victorino Vaz
DATE OF BIRTH	29 April 1978
PLACE OF BIRTH	Zambezia-Mozambique
INSTITUTIONS ATTENDED	Catholic University of Mozambique Bachelor's Degree in Geography teaching (2009-2012) Mahidol University, Thailand Master of Education Program in Educational Management (International Program) (2014-2016)
SCHOLARSHIP	Thailand International Development Cooperation Agency (TICA) Ministry of Foreign Affairs, Thailand
HOME ADDRESS	Bairro Central Nampula City – Mozambique. Tel. +255825403569/+255849204846 email: omarolimpiovictorinovaz@.com
EMPLOYMENT ADDRESS	Cossore Secondary School Nampula-city Mozambique
PUBLICATIONS/PRESENTATIONS	Secondary School Teachers' Perception of Motivation factors in Nampula City, Mozambique.