

**EXPLORING THE SELECTED FACTORS THAT INFLUENCE TEACHER
MOTIVATION IN PRIMARY SCHOOLS IN MOROGORO MUNICIPAL COUNCIL,
TANZANIA**

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ABSTRACT

This study investigates the selected factors that influence teacher motivation in primary schools in Morogoro Municipal Council, Tanzania. The study, grounded in a pragmatic philosophy, employs a convergent design and a mixed research approach to gather quantitative and qualitative data from primary schools in Morogoro Municipality. The target population comprises teachers, heads of schools, and the District Education Officer (DEO), with a sample size of 68 respondents selected through simple random and purposive sampling. Data collection includes self-administered questionnaires for teachers and interviews with heads of schools and the DEO. Validity and reliability were rigorously assessed, yielding a Cronbach's alpha of 0.778. Ethical considerations, including informed consent, confidentiality, and ethical clearance, were strictly adhered to through approval from Jordan University College and Morogoro Municipal Council. The analysis highlights that teacher motivation in primary schools hinges on factors like strong leadership, resource adequacy, and collaborative environments, although challenges such as workload and work-life balance persist. To improve motivation, administrators should prioritize leadership support and resource provision, while policymakers must address workload concerns through supportive policies. Teachers should embrace collaboration and seek recognition, and parents and communities should foster supportive environments. By addressing these aspects, schools can enhance teacher satisfaction and effectiveness, ultimately benefiting the educational environment.

Keywords: Teacher, Motivation, Primary School, Pragmatic Philosophy.

1. INTRODUCTION

Globally, the importance of motivated teachers in promoting students' academic success is widely recognized within education systems. Numerous studies have been conducted to investigate the relationship between teacher motivation and student achievement in different countries and contexts. For example, a recent study by Zou et al. (2024) conducted in China found a significant positive correlation between teachers' intrinsic motivation for teaching and students' intrinsic motivation for learning. Similarly, a study by Rana et al. (2024) in Bangladesh identified factors such as good pay, job security, professional development, and supportive administrative policies as influential factors affecting teacher motivation and performance.

In the African context, education systems face unique challenges such as limited resources, overcrowded classrooms, and inadequate teacher support. These challenges can have an impact on teacher motivation and subsequently affect student achievement. However, research in Africa has indicated that motivated teachers, despite these challenges, can make a significant difference in student learning outcomes (Dreer, 2024). Therefore, efforts to enhance teacher motivation have been recognized as crucial for improving educational quality across the continent.

Sub-Saharan Africa, including Tanzania, has its specific educational landscapes. Research conducted in this region has highlighted the importance of teacher motivation in addressing educational disparities and improving student performance. For instance, Olufunmilayo (2020) demonstrated that teachers perceived motivation as the most effective technique for teaching and learning. Factors such as professional development opportunities, supportive working conditions, and recognition of teachers' efforts have been identified as critical for motivating teachers and enhancing student achievement.

Within East Africa, countries like Tanzania have undertaken significant efforts to improve their education systems. Teacher motivation has emerged as a critical area of focus in educational reforms. Studies conducted in East Africa, such as Emurugat, Gaito, and Asiimwe (2022) and Musau, Cheloti, and Njue (2023), have emphasized the need for policies and interventions that address the multifaceted aspects of teacher motivation, including financial incentives, professional growth opportunities, and supportive leadership.

In Tanzania, as in many other countries, the quality of education is influenced by multiple factors. Teacher motivation has emerged as a significant concern in the education sector. Challenges such as inadequate salaries, limited resources, and low job satisfaction can affect teachers' motivation levels, potentially impacting student achievement (Swai, 2022). Therefore, understanding the specific factors influencing teacher motivation in Tanzania, particularly in Morogoro Municipal, is crucial for designing targeted interventions to improve educational outcomes.

2. STATEMENT OF PROBLEM

In the realm of education, the motivational dynamics between teachers and pupils have been identified as crucial factors in shaping academic outcomes (Mahfud & Riniati, 2023). However, there is still a research gap in understanding selected factors that influence teacher motivation in primary schools within the specific context of Morogoro Municipal, Tanzania. This research issue holds significant importance in society, as the quality of education directly impacts the socio-economic development of the region.

A study conducted by Jesutoki (2023) has already established the positive impact of motivated teachers on students' learning experiences. It has been found that teachers who exhibit enthusiasm and drive are more likely to create a conducive learning environment that fosters engagement and enthusiasm among pupils. However, the specific dynamics and mechanisms through which teacher motivation directly correlates with academic achievement in the unique context of Morogoro Municipal remain unclear.

Existing literature highlights the importance of teacher motivation, but there is still a fragmented understanding of its implications for pupils' academic achievement. Previous studies have predominantly focused on global perspectives, often overlooking the localized factors that may influence this relationship within the Tanzanian context, particularly in Morogoro Municipal. Consequently, there is a critical need to bridge this gap and investigate the selected factors that influence teacher motivation in primary schools in Morogoro Municipal Council, Tanzania. Despite the considerable body of research on this topic, the socio-cultural, economic, and educational context of Morogoro Municipal demands a closer examination to provide a more accurate and applicable understanding. It is essential to investigate the local perspective to uncover factors unique to Morogoro Municipal that may influence teacher motivation.

3. RESEARCH QUESTION AND RESEARCH HYPOTHESIS

QN: What are the selected factors that influence teacher motivation in primary schools in Morogoro Municipal Council, Tanzania?

H_a: There is a significant difference between genders in the perception that adequate resources are provided for effective teaching and learning.

4. THEORETICAL FRAMEWORK

This study was guided by Self-Determination Theory (SDT). SDT was developed by psychologists Edward L. Deci and Richard M. Ryan in the 1980s (Deci & Ryan, 1985). Originating in the context of human motivation, SDT explores the basic factors that drive human behavior. The theory emerged as a response to earlier behavioral theories that predominantly focused on external sources of motivation, such as rewards and punishments. Deci and Ryan (1985) sought to explore the inborn psychological needs that lead individuals to freely engage in activities.

SDT excels in its focus on the internal aspects that affect motivation. It highlights independence, competence, and relatedness as essential psychological needs that, when fulfilled, promote the growth of intrinsic motivation (Ryan & Deci, 2000). The theory acknowledges the importance of individuals perceiving control over their actions, competence in their endeavors, and connections with others. This viewpoint aligns with the notion that nurturing self-motivation and personal involvement in the learning journey is vital to attaining academic accomplishments.

Critics oppose that a drawback of SDT is its possible neglect of external elements that can affect motivation (Festré, 2012). While SDT emphasizes internal motivators, it might not fully consider the impact of external influences, such as socio-economic factors or systemic challenges within an educational environment. Furthermore, cultural differences may restrict the broad applicability of SDT since the theory was originally formulated based on research conducted in Western cultures. This raises concerns about its relevance in diverse global contexts.

SDT was relevant to this study since it emphasizes the importance of intrinsic motivation and the fulfillment of basic psychological needs for autonomy, competence, and relatedness. Applying SDT allows researchers to explore how these needs are met or hindered within the educational environment, thereby providing insights into how internal and external factors influence teachers' motivation, job satisfaction, and overall performance. This theoretical approach helps identify specific motivational drivers and barriers unique to the local context, offering a nuanced understanding of teacher motivation that can inform targeted interventions and policies to enhance educational outcomes in Morogoro.

5. REVIEW OF EMPIRICAL STUDIES

Jesutoki (2023) explored the influence of motivation on primary pre-service teachers' performance in mathematics at Emmanuel Alayande College of Education, Oyo, Oyo State. The correlational survey research design included 70 randomly selected primary pre-service teachers. The study revealed a significant positive relationship between intrinsic motivation and performance, as well as between extrinsic motivation and performance. While providing insights into the motivation-performance relationship, the study identified a research gap in understanding the specific relationship between teacher motivation and pupils' academic achievement in Morogoro Municipal, Tanzania.

Musau et al. (2023) examined the role of teacher motivation in determining the academic performance of secondary school learners in Kenya. The study, conducted in Katulani Sub-County,

demonstrated a strong positive relationship between teacher motivation and learners' academic performance. However, a research gap existed in exploring this relationship in the specific context of Morogoro Municipal, Tanzania.

Swai (2022) investigated the role of teacher motivation on student academic performance in public secondary schools in Ilala Municipal Council. Using a descriptive research design, the study revealed a low state of motivation among teachers due to various factors. However, there was a research gap in understanding the specific context of Morogoro Municipal, Tanzania, and how teacher motivation influences pupils' academic achievement in that Municipal Council.

Collie et al. (2019) examined students' perceptions of teachers' motivational approaches in Australia, focusing on autonomy-supportive and controlling practices. Structural equation modeling with 771 Australian secondary school students revealed that controlling practices predicted greater basic psychological need frustration, leading to increased self-handicapping and disengagement. Autonomy-supportive practices, on the other hand, predicted lower disengagement. The study identified four teaching style profiles associated with different academic factors and outcomes. However, a research gap persisted, especially in Morogoro Municipal, Tanzania, where the dynamics of teacher motivation and practices remained unexplored.

Kokoro (2019) investigated the influence of teacher motivation on learner achievement in primary schools in Serowe, Botswana. The qualitative research approach involved 31 primary schools, and thematic analysis revealed challenges such as poor infrastructure and insufficient teaching resources impacting teacher satisfaction and learner outcomes. The study highlighted the importance of in-service training in promoting classroom effectiveness. Nevertheless, there was a research gap in exploring the specific context of Morogoro Municipal, Tanzania, and selected factors that influence teacher motivation in primary schools.

6. METHODOLOGY

This section outlines the research methodology for studying the selected factors that influence teacher motivation in primary schools. Adopting a pragmatic philosophy, the study employs a convergent design and a mixed research approach to gather both quantitative and qualitative data from primary schools in Morogoro Municipality. The target population includes teachers, heads of schools, and District Education Officers. The sample size was 68 respondents. Simple random sampling and purposive sampling techniques were used in the selection of respondents. Data collection instruments include self-administered questionnaires for teachers and interviews with heads of schools and District Education Officers. Validity and reliability are assessed through expert reviews, pilot testing, and statistical measures such as Cronbach's alpha. The result for Cronbach's alpha was 0.778. Quantitative data were analyzed by using descriptive statistics while qualitative data were analyzed by using thematic analysis. Ethical considerations were precisely followed, ensuring informed consent, confidentiality, and ethical clearance from Jordan University College and Morogoro Municipal Council.

7. FINDINGS OF THE STUDY

This section presents the findings from the study exploring the factors that influence teacher motivation in primary schools within Morogoro Municipal Council, Tanzania. The data collected through questionnaires and interviews have been analyzed to highlight key insights regarding the demographic characteristics of the teachers and the various factors impacting their motivation

levels. These findings provide a comprehensive understanding of the current state of teacher motivation and its influencing elements in the region.

7.1 Demographic Characteristics

The demographic characteristics of the participants in this study are crucial for understanding the context of the findings. Analyzing these demographic factors helps to identify patterns and correlations that might affect teacher motivation. The results are summarized in Table 1, which provides a detailed breakdown of the demographic profile of the study participants.

Table 1: Demographic Characteristics (n = 64)

Item	Frequency	Percent
Gender		
Male	25	39.1%
Female	39	60.9%
Age		
21-30	6	9.4%
31-40	30	46.9%
41-50	20	31.3%
51 and above	8	12.5%
Teaching Experience		
0-5	2	3.1%
6-10	22	34.4%
11-15	14	21.9%
16 and above	26	40.6%
Highest Level of Education		
Diploma	40	62.5%
Degree	24	37.5%
Masters or Others	0	0.0%

Source: Field Data (2024)

The gender distribution of the respondents indicates a higher representation of females compared to males. Out of the total 64 participants, 39 (60.9%) are female, while 25 (39.1%) are male. This gender disparity suggests a significant female presence in the demographic being studied, which could reflect broader trends in the specific field or region of the study. Understanding the gender composition is crucial for analyzing potential gender-related influences on the research outcomes. The age distribution of the respondents shows a predominance of middle-aged individuals. The largest age group is 31-40 years, comprising 46.9% (30 individuals) of the total sample. This is followed by the 41-50 years age group at 31.3% (20 individuals), indicating a substantial proportion of respondents in their prime working years. Younger participants aged 21-30 constitute 9.4% (6 individuals), while those aged 51 and above make up 12.5% (8 individuals). This distribution highlights a workforce with a considerable amount of experience and maturity, which may influence their perspectives and contributions to the study.

The teaching experience of the respondents varies significantly, with a notable concentration of highly experienced individuals. Those with 16 years or more of teaching experience represent the largest group at 40.6% (26 individuals). This is followed by participants with 6-10 years of

experience, accounting for 34.4% (22 individuals). Respondents with 11-15 years of experience make up 21.9% (14 individuals), while those with 0-5 years of experience are the smallest group at 3.1% (2 individuals). This distribution suggests that the sample includes a diverse range of teaching experiences, predominantly skewed toward those with substantial experience in the field. Regarding the highest level of education attained, the majority of respondents hold a Diploma, representing 62.5% (40 individuals) of the sample. Those with a Degree constitute 37.5% (24 individuals), while no respondents have a Master’s degree or other higher qualifications. This educational profile indicates that the majority of respondents have a foundational level of higher education, which may impact their professional competencies and perspectives.

7.2 Factors that Influence Teacher Motivation in Primary School

The study identified several key factors that significantly influence teacher motivation in primary schools within Morogoro Municipal Council. Understanding these factors is essential for formulating strategies to enhance teacher motivation and, consequently, improve the quality of education. Table 2 presents a summary of the primary factors influencing teacher motivation, based on the data collected from the teachers.

Table 2: Teachers’ Responses on Factors that Influence Teacher Motivation in Primary School (n = 64)

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
1.I feel supported by school leadership in my professional development.	2 (3.1%)	4 (6.3%)	0 (0%)	28 (43.8%)	30 (46.9%)	4.2500
2.Adequate resources are provided for effective teaching and learning.	4 (6.3%)	16 (25%)	4 (6.3%)	38 (59.4%)	2 (3.1%)	3.2813
3.The school environment promotes collaboration among teachers.	4 (6.3%)	14 (21.9%)	2 (3.1%)	22 (34.4%)	22 (34.4%)	3.6875
4.Recognition and appreciation are given for my contributions to the school.	6 (9.4%)	8 (12.5%)	14 (21.9%)	34 (53.1%)	2 (3.1%)	3.2813
5.I receive constructive feedback to improve my teaching practices.	0 (0%)	2 (3.1%)	0 (0%)	30 (46.9%)	32 (50%)	4.4375
6.The workload is manageable and balanced.	4 (6.3%)	4 (6.3%)	6 (9.4%)	34	2 (3.1%)	3.6563
7.The school values and respects teachers’ opinions and ideas.	0 (0%)	4 (6.3%)	2 (3.1%)	36 (56.3%)	22 (34.4%)	4.1875
8.Clear communication channels exist for	6 (9.4%)	8 (12.5%)	4 (6.3%)	40 (62.5%)	6 (9.4%)	3.5000

addressing concerns and suggestions.						
9.The school promotes a healthy work-life balance for teachers.	2 (3.1%)	16 (25%)	4 (6.3%)	20 (31.3%)	22 (34.4%)	3.6875
10.Collaboration with parents and the community enhances my motivation.	6 (9.4%)	12 (18.8%)	6 (9.4%)	32 (50%)	8 (12.5%)	3.3750

Source: Field Data (2024)

The analysis of factors influencing teacher motivation in primary schools reveals several critical aspects that impact their professional satisfaction and effectiveness. One of the most important findings is the strong support from school leadership in professional development. A substantial majority of teachers feel supported by their school leadership, with 46.9% strongly agreeing and 43.8% agreeing. This indicates that effective leadership, which fosters professional growth and development opportunities, is a cornerstone of teacher motivation. When teachers feel that their professional aspirations are recognized and nurtured, they are more likely to be motivated and committed to their roles.

These findings were supported by DEO during face-to-face interviews who identified the following:

“Being an effective leader means creating an environment where teachers feel motivated to improve and excel. It’s about offering them the support, resources, and opportunities they need to grow in their careers and make a positive impact on students’ lives” (DEO, Personal Communication, May 18, 2024).

These results mean that effective educational leadership plays a crucial role in fostering a supportive and motivating environment for teachers. By providing necessary support, resources, and opportunities for professional development, leaders can inspire teachers to enhance their skills and performance, ultimately benefiting student outcomes. Such leadership not only empowers teachers to excel in their careers but also contributes to creating a positive and productive educational atmosphere where students can thrive. These findings were studied by Rana et al. (2024) in Bangladesh who identified factors such as supportive administrative policies as influential factors affecting teacher motivation and performance. In addition to that, Supriadi and Suryana (2021), found that teaching effectiveness is positively impacted by leadership efficacy. Resource provision is another essential factor influencing teacher motivation. While 59.4% of teachers agreed that adequate resources are provided, there is a notable minority (31.3%) who feel otherwise. This discrepancy highlights a significant challenge in ensuring that all teachers have access to the necessary materials and tools to deliver effective instruction. The lack of adequate resources can hinder teaching performance and reduce motivation, as teachers may struggle to meet educational goals without sufficient support. The findings concur with a study by Kokoro (2019) in Serowe, Botswana which revealed challenges such as poor infrastructure and insufficient teaching resources impacting teacher satisfaction and learner outcomes.

The school environment’s role in promoting collaboration among teachers is also pivotal. A balanced response, with 34.4% agreeing and another 34.4% strongly agreeing that their school environment promotes collaboration, indicates a generally positive perception. However, the

28.2% who disagreed or were undecided suggest that not all teachers experience a collaborative culture, which is vital for sharing best practices, peer support, and professional development. Enhancing collaborative opportunities within schools can significantly boost teacher morale and motivation. These findings were supported by a Head of School A in an interview who identified the following:

“The school environment plays a crucial role in fostering teamwork among our teachers. It provides the space and resources for collaboration, whether it’s through shared planning periods, professional development sessions, or collaborative projects. When teachers work together effectively, it benefits not only them but also our students, as they get access to a more cohesive and coordinated learning experience.” (HoS A, Personal Communication, May 18, 2024).

These results show that a supportive school environment significantly enhances teamwork among teachers by offering essential spaces and resources for collaboration. This collaborative culture not only improves teachers' professional experiences but also positively impacts students, who benefit from a well-coordinated and unified educational approach, leading to a more cohesive learning experience. The findings resemble with study by Jesutoki (2023) who found that teachers who exhibit enthusiasm and drive are more likely to create a conducive learning environment that fosters engagement and enthusiasm among pupils.

Recognition and appreciation for teachers' contributions are fundamental to maintaining motivation. Although 53.1% of teachers agreed that they receive recognition, the 21.9% who were undecided and 21.9% who disagreed or strongly disagreed indicated a need for more consistent and visible efforts in appreciating teachers' work. Recognition can take many forms, from verbal acknowledgments to formal awards, and plays a crucial role in reinforcing teachers' sense of value and belonging within the school community. The findings relate to the study by Olufunmilayo (2020) who demonstrated that factors such as recognition of teachers' efforts have been identified as critical for motivating teachers and enhancing student achievement.

Constructive feedback is overwhelmingly seen as beneficial, with 50% of teachers strongly agreeing and 46.9% agreeing that they receive constructive feedback to improve their teaching practices. This near-unanimous positive response underscores the importance of regular, meaningful feedback in professional development. Constructive feedback helps teachers identify areas for improvement, refine their skills, and stay motivated to pursue excellence in their teaching. These findings were supported by a Head of School B in an interview who identified the following:

“Feedback is like a guiding light for us. It helps us see where we’re doing well and where we can improve. Our teachers and students find it helpful because it’s not just pointing out mistakes but showing us how to do better. It’s like having a map to success!” (HoSB, Personal Communication, May 19, 2024).

According to the results, feedback plays a crucial role in the educational process by providing clear, constructive guidance that highlights strengths and areas for improvement. This approach fosters a supportive learning environment, encourages continuous development, and equips both teachers and students with actionable insights to enhance their performance and achieve their goals effectively. These findings harmonize with the Self-Determination Theory by Ryan and Deci (2000) which emphasizes the importance of autonomy, competence, and relatedness for motivation and well-being. Constructive feedback supports these needs by empowering teachers to make informed decisions, improving their skills, and fostering a supportive community, explaining why a high percentage of teachers view it as beneficial.

Workload manageability received mixed responses, with 53.1% of teachers agreeing that their workload is balanced, while 15.7% disagreed or strongly disagreed. This variation suggests that workload management remains a significant concern that can impact teacher motivation. Ensuring a balanced workload is crucial to prevent burnout and maintain high levels of job satisfaction. Schools must strive to distribute tasks equitably and provide adequate support to manage the diverse responsibilities that teachers handle.

The respect and value given to teachers' opinions and ideas are also critical motivators. majority of teachers feel respected, with 56.3% agreeing and 34.4% strongly agreeing. This positive sentiment indicates that when teachers' voices are heard and valued, their motivation and engagement increase. Conversely, the small percentage who disagreed highlights the need for schools to foster a more inclusive environment where all teachers feel their contributions are recognized.

Clear communication channels for addressing concerns and suggestions are essential for teacher motivation. While 62.5% of teachers agreed that such channels exist, the 28.2% who were undecided or disagreed indicated room for improvement. Effective communication ensures that teachers can voice their concerns, receive timely responses, and feel involved in decision-making processes. This transparency and openness can significantly enhance trust and motivation among staff. These findings were supported by a Head of School C in an interview who identified the following: *"It's crucial to have clear communication channels where teachers can voice their concerns and share their ideas. This openness not only motivates teachers but also fosters a positive environment where everyone feels heard and valued."* (HoS, Personal Communication, May 19, 2024).

These results indicate that clear communication channels significantly enhance teacher motivation and cultivate a supportive and inclusive school environment. Ensuring teachers have the opportunity to voice their concerns and share ideas, helps the school in fostering a culture of mutual respect and collaboration, leading to increased job satisfaction, improved morale, and a stronger sense of community among staff, ultimately contributing to the overall effectiveness of the educational institution. These findings also correspond with the Self-Determination Theory by Ryan and Deci (2000) which highlights the importance of autonomy, competence, and relatedness for motivation. Clear communication channels for addressing concerns teachers' sense of autonomy and competence, and enhancing relatedness through supportive and responsive interactions.

The promotion of a healthy work-life balance is another factor that influences teacher motivation. The responses were varied, with 34.4% strongly agreeing and 31.3% agreeing that their school promotes a healthy work-life balance. However, a significant 28.1% disagreed or strongly disagreed, indicating that work-life balance is an area that requires more attention. Schools need to implement policies and practices that help teachers manage their professional and personal lives effectively, which is essential for long-term job satisfaction and motivation. These findings are in agreement with Self-Determination Theory by Ryan and Deci (2000) which emphasizes the importance of autonomy, competence, and relatedness for optimal motivation and well-being. Promoting a healthy work-life balance aligns with SDT by supporting teachers' autonomy to manage their personal and professional lives, enhancing their competence through reduced burnout, and fostering relatedness by creating a supportive and balanced work environment.

Lastly, collaboration with parents and the community is seen as a motivational factor by 62.5% of teachers, though 28.2% disagreed or were undecided. This suggests that while many teachers find

value in community collaboration, it is not universally perceived as beneficial. Strengthening partnerships with parents and the community can provide additional support, resources, and a sense of shared responsibility for student outcomes, thereby enhancing teacher motivation. These findings were supported by a Head of School A in an interview who identified the following:

“Building strong partnerships with the community is key to supporting our students better. When we work together, we can bring in more resources and share the responsibility for our student’s success. This collaboration also boosts our teachers’ motivation, knowing they have the support they need to make a positive impact.” (HoSA, Personal Communication, May 19, 2024).

These results signify the vital role of community partnerships in enhancing student support. By collaborating, schools can access additional resources and distribute the responsibility for student success more broadly. Such partnerships also foster a supportive environment for teachers, boosting their motivation and enabling them to make a more significant positive impact. Nevertheless, the Self-Determination Theory by Ryan and Deci (2000) aligns with the finding that collaboration with parents and the community is a motivational factor for teachers by emphasizing the need for relatedness. This collaboration fosters a sense of connection and support, which enhances motivation and well-being, although some teachers may have different experiences or perceptions of this collaboration’s impact.

7.3 Hypothesis Testing

Hypothesis testing is a statistical method used to determine if there is enough evidence to reject a null hypothesis, in favor of an alternative hypothesis. In this analysis, we will test the hypothesis that there is a significant difference between genders in the perception that adequate resources are provided for effective teaching and learning, as evidenced by the ANOVA results presented in Table 3.

Table 3: ANOVA Results

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.168	1	4.168	3.758	.057
Within Groups	68.769	62	1.109		
Total	72.938	63			

Source: SPSS V. 20 Output

From Table 3, the p-value (Sig.) is .057, which is slightly above the common alpha level of 0.05. Since the p-value (.057) is greater than 0.05, we fail to reject the null hypothesis (There is no significant difference between genders in the perception that adequate resources are provided for effective teaching and learning). According to Field (2013), as the p-value (.057) is greater than the common alpha level of 0.05, we fail to reject the null hypothesis. This suggests that there is no statistically significant difference between genders in the perception that gender does not play a significant role in how teachers perceive the adequacy of resources for effective teaching and learning.

8. SUMMARY OF MAJOR FINDINGS, CONCLUSION, AND RECOMMENDATIONS

8.1 Summary of Major Findings

The analysis of factors influencing teacher motivation in primary schools highlights the importance of strong support from school leadership in professional development. Adequate resources for teachers remain a significant challenge despite some positive responses. Collaboration among teachers is generally viewed positively, though there is some disagreement or indecision. Recognition for teachers' contributions is considered vital, with many agreeing they receive it. Constructive feedback is overwhelmingly seen as beneficial. Opinions on workload manageability are mixed, with some teachers finding it balanced while others disagree. Respect for teachers' opinions is strong, and clear communication channels are generally acknowledged. Views on the promotion of a healthy work-life balance vary, with a significant portion of teachers finding it lacking. Lastly, collaboration with parents and the community is seen as motivational by many, though there is still some uncertainty or disagreement.

8.2 Conclusion

The analysis of the study identifies that teacher motivation in primary schools is influenced by various factors, including strong leadership support for professional development, adequate resource provision, and constructive feedback. While collaboration among teachers and recognition of their contributions are generally positive, there are areas needing improvement, such as resource adequacy, workload manageability, and the promotion of a healthy work-life balance. Ensuring clear communication channels and fostering collaboration with parents and the community are also crucial for enhancing motivation. Addressing these aspects comprehensively can lead to higher teacher satisfaction and effectiveness, ultimately benefiting the overall educational environment.

8.2 Recommendations

To enhance teacher motivation in primary schools, various stakeholders must take specific actions. School administrators should prioritize strong leadership support for professional development and ensure the provision of adequate resources. Policymakers and the government need to address workload manageability and promote a healthy work-life balance for teachers by implementing supportive policies and increasing funding for education. Teachers themselves should engage in collaborative practices and seek constructive feedback while also advocating for recognition of their contributions. Parents and the community should be actively involved, fostering a supportive environment through clear communication channels.

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