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Influence of School-Based Income-Generating Activities in Enhancing Teachers' Motivation in Public Secondary Schools in Mufindi District Council, Tanzania

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Abstract: **This paper explores how school-based farming activities contribute to teachers' motivation in public secondary schools in Mufindi District Council, Tanzania. The study was motivated by inadequate financial resources that may prevent the provision of supportive working conditions and teacher motivation. However, the contribution of income generated through school-based farming activities towards teachers' motivation has not yet been researched. The study was carried out with the participation of 75 teachers chosen randomly and 13 Heads of Schools chosen purposefully from 13 public secondary schools. The data collection was conducted through questionnaires and interviews with Heads of Schools. The quantitative data were analyzed using descriptive statistics (frequencies, percentages, and mean scores), while qualitative data were analyzed using thematic analysis. It was revealed that the farming activities have positively contributed to teachers' motivation by providing financial support to cover the cost of additional teachers' benefits, improving working conditions, increasing job satisfaction, participation in decision-making, recognition, as well as increasing teachers' morale and commitment. The study concludes that the school-based farming activities can be considered as a tool to generate additional income that positively contributes to teachers' motivation. The study recommends that public secondary schools develop management and utilization of income generated through farming activities to make their contribution to teachers' motivation meaningful.**

Keywords: **school-based income-generating activities, farming activities, teacher motivation, public secondary schools, Mufindi District Council, Tanzania.**

1. BACKGROUND AND CONTEXT

Teacher motivation is very important for effective provision of education since it contributes to commitment, job satisfaction, morale, and readiness to fulfill responsibilities. In public secondary schools, inadequate financial and material resources may limit the creation of supportive working conditions and welfare of staff members. Therefore, more and more schools resort to the use of school-based income-generating activities, such as farming. Farming activities may produce products for school use or sales and may contribute to teachers' welfare, improve working conditions, provide financial incentives and teaching and learning resources, and opportunities for teacher participation, recognition and responsibility. These connections are consistent with Herzberg's Two-Factor Theory that distinguishes hygiene conditions, such as working conditions and welfare, from motivators, such as recognition, achievement and responsibility.

However, the mere presence of school-based income-generating activities does not imply that teachers are motivated by the income generated. The important thing is how the income and benefits are managed and utilized for teachers' welfare,

working conditions, and participation. While previous studies have already demonstrated the importance of financial and non-financial support, relatively little attention has been paid to the contribution of farming activities towards teachers' motivation in public secondary schools, especially in Mufindi District Council. The key problem here is not in the ability of financial incentives to motivate teachers but in the translation of the income generated through school-based farming activities into meaningful welfare, recognition, participation, improved working conditions, commitment, morale, and job satisfaction. This study, therefore, evaluates the contribution of farming activities to teachers' motivation in public secondary schools in Mufindi District Council.

2. OBJECTIVES OF THE STUDY

2.1 Main Objective

The main objective of the study was to evaluate the impact of school-based income-generating activities on teachers' motivation in public secondary schools in Mufindi District Council.

2.2 Specific Objective

The specific objective of the study was to assess the contribution of farming activities to teachers' motivation in public secondary schools in Mufindi District Council.

3. LITERATURE REVIEW

3.1 Theoretical Review

3.1.1 Herzberg's Two-Factor Theory

This study was grounded in Herzberg's Two-Factor Theory of Motivation developed by Frederick Herzberg in 1959. According to this theory, the motivation of workers is defined by two groups of factors: hygiene factors and motivator factors. Hygiene factors include salary, organizational policies, supervision, interpersonal relations, job security, and working conditions. They reduce job dissatisfaction but are not able to motivate by themselves. Motivator factors include achievement, recognition, responsibility, promotion, personal growth, and nature of work. These factors lead to an increase in job satisfaction and motivation (Herzberg, 1959; Herzberg, 1968).

This theory is relevant to the study of farming activities since income generated by means of farming improves teachers' welfare and working conditions. For example, the income generated through farming may help to implement welfare activities, provide teaching and learning resources, improve school facilities, and solve financial problems. In this way, these benefits help to decrease job dissatisfaction caused by unsatisfactory working conditions. At the same time, farming activities may influence the motivator factors when teachers are involved in planning, implementation, monitoring, and decision-making processes. Participation provides teachers with the feeling of responsibility, recognition, achievement, and ownership. Thus, farming activities can influence hygiene and motivator factors at the same time.

The advantage of this theory in the context of the study is the ability to differentiate between the factors decreasing job dissatisfaction and factors causing job satisfaction. It allows us to investigate whether farming activities provide teachers not only with material benefits but also recognition, participation, achievement, and responsibility. However, this theory has some limitations. Sometimes, it is not possible to distinguish between hygiene and motivator factors in developing country contexts. For example, additional financial support may not only reduce job dissatisfaction but also motivate teachers suffering from financial problems. Moreover, teachers differ in terms of their personal situation, professional goals, experience, and expectations.

Therefore, Herzberg's theory does not help to explain all factors influencing teachers' motivation on its own. However, despite the limitations, the theory is suitable for this study since farming activities can improve teachers' welfare and working conditions, and provide, at the same time, teachers with an opportunity to participate, be recognized, achieve, and take responsibility.

3.2 Empirical Review

According to the empirical literature, agricultural and school-based activities can contribute to the sustainability of institutions and teachers' motivation. Mushi (2023) argues that teachers become more motivated if the income generated through school farming activities is invested in teachers' welfare and professional development. Namusoke et al. (2023) report that agricultural activities contribute to teachers' job satisfaction if the income is managed and used for staff welfare.

Kagoda and Sentongo (2024) argue that participatory management of farming activities fosters organizational trust, commitment, and teachers' job satisfaction. This finding is important since it shows that the motivational effect of farming activities is related not only with income generated but also to teachers' participation in managing the activities.

Mensah et al. (2023) note that proper management, accountability, and fair distribution of benefits are needed to make sure that farming activities contribute to teachers' morale and motivation. Wang et al. (2025) find out that entrepreneurial farming activities may help institutions to improve their financial capacity and provide them with the resources for teachers' welfare and institutional development.

Adebayo (2023) finds that agricultural enterprises earn additional money that helps schools provide welfare for teachers and improve working conditions. Lee and Park (2024) state that agricultural enterprises can help institutions to become self-reliant and allow teachers to participate in institutional development.

These studies proved the benefits of farming and agricultural activities for schools and teachers. However, many previous studies paid much attention to institutional financial sustainability rather than the contribution of farming activities to teachers' motivation. Moreover, few studies considered public secondary schools in Mufindi District Council. This created an empirical and geographical gap that is filled in by the present study.

4. METHODOLOGY

The study used the pragmatic research philosophy and mixed methods approach, which involves a convergent research design. The pragmatism paradigm was appropriate since it required both quantitative data about teachers' perceptions and qualitative explanation from Heads of Schools about the implementation and management of farming activities. The study was carried out in Mufindi District Council, Iringa Region, Tanzania, involving teachers and Heads of Schools of public secondary schools carrying out income-generating activities. There were 88 participants in the study, including 75 teachers chosen randomly and 13 Heads of Schools chosen purposefully. Data collection was conducted with the help of questionnaires, interviews, and document review. Questionnaire involved the five-point Likert scale, while interviews provided information regarding farming activities and teachers' motivation. The quantitative data were analyzed using frequencies, percentages, and mean scores, while the qualitative data were analyzed using thematic analysis involving familiarization, coding, theme development and review, definition and naming of themes, and reporting. Triangulation was used to compare the information obtained from questionnaires, interviews, and documents. Content validity of the research instruments was ensured by academic review, while pre-testing was conducted in two public secondary schools outside the sample. The reliability test showed a Cronbach's alpha coefficient of 0.900 for the items assessing the contribution of farming activities to teachers' motivation. It indicates a high level of consistency and reliability.

5. FINDINGS AND DISCUSSION

5.1 Contribution of Farming Activities to Teachers' Motivation

The findings indicate that school-based farming activities positively contributed to teachers' motivation. Mean scores ranged from 3.41 to 4.13, which means that there is general agreement among respondents that farming activities contribute to both material and non-material dimensions of motivation.

In all cases, mean scores ranged from 3.41 to 4.13, which means that the respondents agree that farming activities are motivating for teachers. The overall finding means that farming activities positively affect teachers' motivation through material and non-material channels.

It was found that farming activities helped to improve the welfare and working conditions of teachers, although timely payment and welfare support were recorded as the lowest mean (3.41). Job satisfaction was positively reported (3.81), while recognition, which was related to the use of farming profit for teachers' welfare, was the highest mean (4.13). It was also found that farming activities increased teachers' commitment to teaching responsibilities (3.83), financial incentives for teachers (3.97), and participation in decision-making (4.04). Farming activities improved working conditions through teaching and learning resources (4.03), decreased absenteeism (3.64), strengthened teachers' sense of achievement (3.72), and increased professional pride and morale (3.91). Heads of Schools confirmed that the benefits were influenced by the ways in which income was managed and used, particularly for welfare, resources, participation, and recognition. Overall, the findings mean that the motivational value of farming activities consists not only in income generation but also in supportive working conditions, participation, recognition, achievement, commitment and morale.

6. CONCLUSION

Based on the findings for Specific Objective Number One, the study concludes that farming activities positively contribute to teachers' motivation in public secondary schools in Mufindi District Council. The contribution is shown by improvements in teachers' welfare, job satisfaction, financial support, commitment, participation in decision-making, working conditions, professional achievement, professional pride, and morale. The findings also show that the motivational value of farming activities is not limited to income generation and is affected not only by the ways how the income is generated but also by its management and utilization, teacher participation, recognition, and meeting teachers' welfare and working conditions needs. Thus, properly managed farming activities can be an important complementary strategy for teachers' motivation and school development.

7. RECOMMENDATIONS

The study recommends that public secondary schools in Mufindi District Council develop the management and utilization of income generated through school-based farming activities in order to make their contribution to teachers' motivation meaningful. Teachers should be actively involved in planning, implementation, monitoring, and decision-making to improve their recognition, responsibility, ownership, and commitment. Schools should make sure that income generated through these activities is correctly recorded, monitored, and utilized for teachers' welfare, teaching and learning resources, and improved working conditions. School management should develop managerial skills in financial management, monitoring, and sustainability of income-generating activities. Also, the relevant education authorities should develop guidelines and control over the management and utilization of income generated through school-based activities. In addition, schools should regularly evaluate the contribution and sustainability of these activities to guarantee their benefits for teachers' motivation and school development.

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