

**THE ROLE OF SCHOOL MANAGEMENT ON TEACHER MOTIVATION IN
TANZANIA:**

**A CASE STUDY OF TWO SELECTED PUBLIC SECONDARY SCHOOLS IN
NYAMAGANA DISTRICT**

By

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A Research Dissertation Submitted in Partial Fulfillment of the Requirements for the
Degree Masters of Business Administration Management, Mzumbe University

CERTIFICATION

We, the undersigned, certify that have read and hereby recommend for the acceptance by Mzumbe University, a dissertation entitled The Role of School Management on Teacher Motivation in Tanzania; A Case of Two Selected Public Secondary Schools in Nyamagana District in partial fulfillment of the requirements for the Masters Degree of Business Administration in Corporate Management of Mzumbe University.

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DEDICATION

I dedicate this work to my family, Kainamula's family and all teachers in public secondary schools.

LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
ELRA	Employment and Labour Relation Act
ILO	International Labour Organisation
LIA	Labour Institutions Act
TM	Teacher Motivation
TMS	Teacher Motivation Schemes
NEP	National Employment Policy
NESA	National Employment Services Act
NGO	Non Governmental Organisation
NPA	National Plan of Action
PLEC	Public Labour Exchange Centre
PHO	Public Holidays Ordinance
PSM	Public Service Management
SM	School Management
SSFA	Social Security Fund Act
UN	United Nations
URT	United Republic of Tanzania
WEC	Ward Education Coordinator
WB	Wage Board

ABSTRACT

This research report investigated the role of school management on teacher motivation in Tanzania. The study explored the sharp decrease implementation of motivation schemes provisions for public secondary school teachers. This was pursued under the specific objectives; which were to identify and examine teacher motivation schemes in public secondary schools; to examine the position of school management in the design and implementation of motivation schemes; to identify and examine the challenges encountered in the implementation of the available motivation schemes in public secondary schools and to determine the ways of overcoming the challenges in order to improve the implementation of motivation schemes in public secondary schools implemented by school management.

A case study research design was used to quantitatively explore the relationships among variables; (Glasow, 2005). Two public secondary schools were selected to represent the entire population in Nyamagana district. The purposeful sampling technique and stratified sampling technique were used to select the 68 respondents from the particular formal public secondary schools that were the sample size required for the research study. In the study report both quantitative and qualitative methods were used to analyze data from the selected respondents. Data were coded and processed using the Statistical Package for Social Science at Mzumbe Mzumbe University in Morogoro hence improved with the aid of Excel program.

The results of the study indicated that there is a close relationship between school management and teacher motivation. Besides, it was noted that job satisfaction is the strong factor in predicting job motivation that automatically will have positive effect on school performance. A well motivated teacher has job satisfaction and shows commitment to the tasks entrusted with the sense of belongingness. The findings revealed that school management in public secondary schools can make use of various plans and policies to motivate teachers. Teachers are interested in good salaries, promotion, recognition, good working conditions and other fringe benefits as motivational elements that can push teachers to give out their best.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 Background of the Study

Motivation is considered as an “energizer of behaviour” which pushes someone to do things in order to achieve something from a psychological perspective; (Reber and Reber, 2001). In connection to that work motivation is the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks; (Bennel and Akyeampong, 2007). However, measuring the determinants and results of work motivation is complex because these psychological processes are not directly measured and observable and there are many environmental factors that affect the performance of an organization.

Teacher’s motivations rely critically on the effectiveness of school management, particularly at the school level. If the school structures set ups that are arranged to support teachers are dysfunctional, teacher can lose hope and sense of professional responsibility. On the other hand, if the school structures set ups are highly focused that treat teachers as internal customers, the teachers are likely to be committed and have sense of belonging which results into good school performance. Stoll and Fink, (1996) indicated that teachers management and motivation is most crucial at the school level, where the importance of teacher’s work and their competence in performing their work are influenced by the quality of both internal and external supervision.

Education in Tanzania has experienced a growing competition among secondary school educations due the deployment of marketing strategies and techniques to attract more students both locally and internationally; (Hassan and Sheriff, 2006), due to competitive pressure, secondary school management are trying the level best to motivate teachers using different motivation incentives such as attractive salary package, teacher’s recognition, good environment, salary increments in order to rise school performance. However, extent of student’s performance depends on commitment of individual students; (Patterson et al 2001). Teachers nowadays are very different from those of previous generation in decision making. Teachers have different sets of criteria that motivate and encourage them. Therefore, the school management has to involve different motivational mix to meet the desire, feeling and interest of teachers from different environment.

There is evidence that teachers' morale and motivation is very low. Some of the reasons cited by the teachers and other implementers include; high pupil/teacher ratios, average 1:56; (BEST, 2004-2008) but can be much higher; low status (Sumra, 2004) of the teaching profession compared to other professions, leading to low motivation and a 'brain drain' from the sector; salaries for public secondary school teachers are often paid late, far away and at a window from an office and not in banks; the morale and commitment of tutors is low due to low pay and incentive packages for teachers generally; fringe benefits - provision of soft loans, recognition of seniority, rewarding good performance, provision of adequate facilities, better treatment of teachers, supporting activities such as seminars and workshops - would boost motivation; (ADEM and Aga Khan Foundation, 2003).

Furthermore, there is no effective strategies for attracting teachers to teach in remote and difficult rural areas, where the working and living conditions for teachers, especially in rural areas, are very poor. ESRF (2004) concludes that there is little motivation for teachers/tutors and faculty to participate in professional development activities. It is recommended that the motivation of teachers be addressed by focusing on the identified welfare concerns in order to enhance their retention, dedication and nationalism. This roles of school management intends to contribute to these issues and believes that it will give teachers in Tanzania a new impetus to provide teacher motivation in the public schools; (MOEC, (2004b). The study, therefore intends to assess the role of school management on teacher motivation in public secondary schools. This has been growing the area of research interest and at public secondary school level.

1.3 Statement of the Problem

Despite the broader efforts towards durable solutions to motivate public secondary school teachers made by activists, efforts made by the Tanzania government to start various government programs and support, still there is acute problem; (Bennell and Mukyanuzi, 2005). In Tanzania, as elsewhere, the role of school management with acceptable learning outcomes can only be attained if teachers are adequately motivated. The school management has a role to play in supporting development and implementation of teacher motivation schemes in the wider public secondary schools. However, there are growing concerns that teachers in Tanzania, as in other developing countries, are increasingly demotivated, which is reflected in deteriorating teaching performance and learning outcomes.

The 1995 Education and Training Policy noted that 'in Tanzania, teachers have experienced low and irregular salary payments, lack of proper housing and inadequate

teaching facilities, low status and limited opportunities for professional development; (Bennell and Mukyanuzi, 2005). Poor incentives also mean that far too few qualified and experienced teachers want to work in schools where the large majority of the population and the poor live and where public secondary school enrolment and completion rates are relatively low; (Bennell and Mukyanuzi, 2005).

The data and information which Jessop and Penny (1998), indicated that the major problems of poor motivation includes teacher deployment, teacher turnover which results to high attrition rate. Also turnover rates were very significant, particularly in rural areas, due to limited employment and further study opportunities, poor working and living conditions, and the low quality of schooling available for teachers' own children. Where teachers and the education system are poorly managed, this will have a negative impact on teachers' morale and motivation. Bennell and Akyeampong (2007) reported that, high attrition rates, constant teacher turnover, lack of confidence and varying levels of professional commitment are the result of poor motivation to teachers that is in turn caused by poor management. Also VSO (2005) reports that job dissatisfaction among teachers in developing countries result in high attrition rates.

Moreover, the management, allocation of resources, personnel and donors has a profound and lifelong impact on the implementation of motivation schemes for wellbeing of public secondary school teachers; (ADEM and Aga Khan Foundation, 2003). Although Tanzania has ratified the main international and regional school management services many of their provisions continue to be violated in both law and practice. ESRF, (2004) shows that the benefits provided by various school management on motivation schemes in Tanzania are insufficient to avert and they have thus, failed to motivate public secondary school teachers and most of them are in distress. UNESCO (1995:5) notes that governments have traditionally left the plight of motivation public secondary school teachers due to decentralisation of education sector instead of playing an active role themselves.

The school management must mobilize substantial increased resources, keep this issue high on the global agenda, provide technical and material support, and ensure that progress towards goals is monitored and that stakeholders are held accountable; (UNESCO, 1995, 5).

In the light of foregoing the study aims to assess the roles of school management on teacher motivation in Tanzania particularly at the selected public secondary schools. The

problem is common to all districts in Tanzania including the Nyamagana district. That is evidenced in some of insufficient funds, working environment, workload ratio, working conditions, recognition, appreciations, teaching and learning materials provisions in both Pamba and Mwanza secondary schools; (MOEC, 2004b). Likewise failure to motivate these public secondary school teachers may result into job dissatisfaction. In case the problem can't be arrested the government can't attain the 2025 millennium goals for teacher motivation in public secondary schools, neither the efforts of the school management, government to implement SEDP II (2010) in Tanzania will be in vain.

Therefore, the research intends to contribute solutions which would make school management motivate public secondary school teachers. The researcher analysed key motivation schemes for public secondary school teachers like remuneration/incentives, working conditions, supervision qualities as hygiene factors. On the other hand the researcher analysed recognition, responsibilities and work itself/status as motivator factors. Thus, the researcher saw a gap to fill in by assessing the roles of school management schemes on teacher motivation in Nymagana district under the selected public secondary school. Since most literature concentrate on teacher basic needs rather than their wellbeing. The study intends to determine factors driving the implementation of motivation schemes on public secondary school teachers. This suggests that there are factors that make some public secondary school teachers motivated and others not. To get an insight on this, the research, aims at identifying which are more important than others at the same time the implementation processes of motivation schemes.

1.4 Research Objective

The study categorised the research objective under general objective and specific objectives.

1.4.1 General Objective

The general research objective was to assess the role of school management on teacher motivation in public secondary schools in Tanzania.

1.4.2 Specific Research Objectives

The study intended to achieve the general objective by using the following specific research objectives;

- (i) To identify and examine teacher motivation schemes in public secondary schools.

- (ii) To examine the position of school management in the design and implementation of motivation schemes.
- (iii) To identify and examine the challenges encountered in the implementation of the available motivation schemes in public secondary schools.
- (iv) To determine the ways of overcoming the challenges in order to improve the implementation of motivation schemes in public secondary schools.

1.4 Research Questions

The study was guided by the following research questions

- (i) At what extent are the teacher motivation schemes in public secondary schools?
- (ii) How is the position of school management in the design and implementation of motivation schemes?
- (iii) What are the challenges encountered in the implementation of the available motivation schemes in public secondary schools?
- (iv) Which are the ways of overcoming the challenges in order to improve the implementation of motivation schemes in public secondary schools?

1.5 Scope of the Study

The study is set forth to assess the role of management on teacher motivation in public secondary schools. The appropriate study design research was a case study. The study was carried in the selected public secondary schools in Nyamagana district. The study identified and examined teacher motivation schemes in public secondary schools. The study also examined the position of school management in the design and implementation of motivation schemes.

Furthermore, the study identified and examined the challenges encountered in the implementation of the available motivation schemes in public secondary schools. Based on the findings the study determined the ways of overcoming the challenges in order to improve the implementation of motivation schemes in public secondary schools. Later, the researcher gave suggestions on what could be done to provide the role of management on teacher motivation in public secondary schools.

1.6 Significance and Justification of the Study

Secondary school education is recognized as a basic foundation of knowledge for most of students intending to go for high studies .In Tanzanian educational system, it is an area of growing research interest and it is more critical at public secondary school level where there are no studies that have been conducted to reveal currently the role of school management on teacher motivation in public secondary school. This study provides useful information about role of management on teachers' motivation in public secondary schools that is beneficial to both students (research scholars) and service provider for better future decision making.

The study adds literature to the existing body of knowledge which will help other researchers to use it in their research projects as part of their literature review and also the study suggests other areas for further researches to allow scholars in concentrating on areas to be studied. Moreover, the findings of the study provide public secondary educational sector with a better view of the important management styles towards teachers 'motivation; hence government, specifically, gains a better understanding about effect of management on teachers' motivation. Consequently, public secondary school managements will be able to improve their motivation strategies in order to raise their school performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapters enriched the researcher with what other researcher have investigated and wrote about the problem. It therefore, states the link between the role of school management influencing teachers to be motivated within employment in relation to the application of two factor theory. Besides that, it introduces certain terms, clarifies concepts and gives operational definitions for the constructs used in the study. In this regard, the research included the theoretical literature review, empirical literature review, conceptual frame work and end up with conceptual frame model.

2.2 Theoretical Literature Review

The purpose of this chapter was to present review of the literature and other research related to the role of school management on teacher motivation schemes in public secondary schools in Tanzania. The chapter first discusses the concept of school management in relation to teacher motivation. Thereon after it presents the issues related to the role of school management under teacher motivation. Furthermore it informs the brief history of teacher motivation and analyse the theory that guides the study.

2.2.1 The Concept of School Management on Teacher Motivation Schemes

The study operationalised various concepts in relation to the concept of school management on teacher motivation schemes. These were meaning of motivation, goals for motivation and advantages of motivation theories.

Meaning of Motivation

Motivation as shown by Cole (2004) is the term used to describe those processes both instinctive and rationale, by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger human behaviour. Bateman and Snell (2007) also define motivation as the forces that energize, direct, and sustain a persons' effort. All behaviours, except involuntary reflexes like (eye blinks) which have little to do with management, are motivated.

A high motivated person will work hard toward achieving performance goal. With adequate ability and understanding of the job, such a person will be highly productive. According to sociologists, current school environments are a reward-scarce setting for

professional work and often seem to work against teachers' best efforts to grow professionally and improve student learning (Peterson 1995).

Goals for Motivation

Chandrasekar, (2011) indicated that employee performance depends on many factors like performance appraisals, employee motivation, employee satisfaction, compensation, training and development, job security, organizational structure and others. Employee motivation is the most crucial and important policy of management to increase effectual job management amongst employees in organizations. A motivated employee is responsive of the definite goals and objectives he/she must achieve, thus he/she directs the efforts in that direction.

Furthermore, Khan et al, (2010), said that getting employees to do their best work even in strenuous circumstances, is one of the employees most stable and greasy challenges which can be made possible through motivating them. This therefore, in the education sector particularly in public secondary schools in Tanzania can be achieved through provision of physical facilities and instructional materials and housing facilities. Locke (1976) argues that employee motivation is likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback. Therefore school management should insure that motivation of teachers is highly enhanced so that it may have positive impact on school performance.

2.2.2 Issues Related to School Management on Teacher Motivation

Issued related to school management on teacher motivation, bases on self interest individual who wants to achieve maximum satisfaction and who wants to minimize dissatisfaction. This part stresses upon the expectation and perception of these public secondary school teachers in relation to motivation schemes implemented by the school management. Hence this insists on management to build the expectation of job satisfaction to teachers since it facilitate reward in working place for stance in schools.

2.2.2.1 Teacher Motivation in Tanzania

This argument raises important issues for educational system of Tanzania, in which teachers are often left to guess at what their professional goals should be, or have goals imposed on them without consideration of their views. Even where goals have been specified, feedback to teachers may be limited by infrequent contact with supervisors. Work motivation has a collective, as well as an individual dimension, which is explored by

“equity theories” (see Wilson and Rosenfeld, 1990:69). Teachers compare their own efforts and rewards with those of peers. The peers in question may be in other occupations as well as within the teaching profession. Such comparisons are likely to influence teachers’ perceptions of their own status and are just as relevant to motivation in Tanzania as in industrialized countries.

Patterns of motivation may be expected to depend on teachers’ personal characteristics and perceptions of their role, as well as the circumstances of their work. Williams (1998) mentions research evidence that teacher attrition (i.e. individual decisions to leave the profession permanently) is negatively related to age and positively related to intellectual capacity and educational attainment. One cannot assume that teachers’ motivation, even if it is related to attrition, necessarily has the same set of relationships. Frase (1992) shows that many good teachers leave teaching profession in the first three years because they lack motivation. A motivated teacher is one who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice.

In developed countries, pay incentives have been found to be generally ineffective in increasing teacher motivation. Teacher motivation is based on intrinsic factors and that true job satisfaction is based on higher order needs (Sylvia and Hutchinson, 1994). Offering additional extrinsic motivation has even been found to undermine the intrinsic motivation of teachers (Deci et al, 1999). Spear et al (2000) highlights the wide range of factors that influence teachers’ job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction of teachers was working with children whereas job dissatisfaction was primarily attributed to work overload, poor pay, and perceptions of how teachers are viewed by society.

Research on teacher motivation in Sub-Saharan Africa and Asia by Bennell and Akyeamong (2007) show that teachers’ in many countries in Sub-Saharan Africa are being asked to change radically teaching practices at a time when the majority of them are increasingly de-motivated. Jessop and Penny (1998), indicated that the major problems of poor motivation includes teacher deployment, teacher turnover which results to high attrition rate, that is occupational attrition and teacher absenteeism. Also turnover rates were very significant, particularly in rural areas, due to limited employment and further study opportunities, poor working and living conditions, and the low quality of schooling available for teachers’ own children. Where teachers and the education system are poorly managed, this will have a negative impact on teachers’ morale and motivation. Bennell and

Akyeampong (2007) reported that, high attrition rates, constant teacher turnover, lack of confidence and varying levels of professional commitment are the result of poor motivation to teachers that is in turn caused by poor management. Also VSO (2005) reports that job dissatisfaction among teachers in developing countries result in high attrition rates.

Murnane (1987), with reference to the USA, suggests that some degree-holders are attracted to teaching as a medium-term occupation rather than a permanent career. However, teachers' age and qualifications are treated as potentially important factors in this study. Teachers' perceptions of their role are discussed by Jessop and Penny (1998), in a qualitative study of primary school teachers in rural South Africa and Gambia. They identify two distinct "frames of understanding" about teaching, described as "instrumental" and "relational," that affect the way teachers discuss job satisfaction and motivation. The individual teachers studied are classified according to whether they lean towards one frame or the other. The authors find that instrumental teachers, who see education mainly as a technical process, are more likely to show concern about the inadequacy of physical resources for learning, support from inspectors and extrinsic incentives.

Relational teachers, however, see education mainly as a moral activity and are motivated mainly by a nurturing relationship with students. The typical complaints of this group are not mentioned and one is left to assume that they complain less. The authors argue that neither group perceives "ownership" of the curriculum as a goal. From the perspective of Maslow, however, this is not surprising if the teachers are poorly paid and little respected by their supervisors.

The categories developed by Jessop and Penny can be compared with those of researchers in other settings, such as the "student-oriented, subject oriented and benefits oriented categories used by Griffiths, Gottman and McFarland (1965).

2.2.2.2 Teacher Motivation Schemes

The school management is important to lay the foundation for teachers to desire to improve their professional behavior and personal achievement. According to Benabou and Tirole (2000), extrinsic incentives are only weak reinforcers of motivation in the short run and negative reinforcers in the long run. In terms of work motivation, Herzberg (1966) finds that achievement, recognition, the work itself, responsibility and advancement are more effective long-run motivators than interpersonal relations, working conditions, and pay. For teachers, Chapman et. al. (1993) note that incentives are related to teacher job

satisfaction, but not to teacher classroom practices. Thus, it appears that while teachers need housing, food, safety, belonging, etc. in order to be professionally motivated, the provision of these needs past a baseline requirement is not a sustainable driver of teacher motivation. Instead, teachers need supports that encourage their intrinsic, or internal, motivation; such as achievement, recognition, and career development.

Specific goals, teacher voice, and self-efficacy may be a further source of intrinsic motivation for teachers. Locke (1966) finds that goals that are specific, challenging, formed through employee participation and reinforced by feedback are those that most motivate employees. In the developing world, goals are often not so clearly defined and usually not determined in a participatory process incorporating teacher feedback. In terms of self-efficacy, or one's belief in their ability to realize goals, Bandura's (1966) social cognitive theory holds that self-efficacy is an important determinant of motivation. According to Bandura, self efficacy is a product of four components: physiological and emotional well being, verbal encouragement from others, learning from one's own experience, and learning from others' experiences. These motivation schemes are analysed as follows:-

Workload and Challenges

Provide support to remotely deployed teachers; such as bicycles, mobilizing the community to provide housing, ensuring access to resource centers and training, etc. provide training on large class size management, active learning, and student assessment; reduce non-school duties of teachers. Mobilize the community to provide classroom assistants; (Benabou and Tirole, 2000).

Remuneration and Incentives

Remuneration and incentives is one of the motivation schemes basing on extrinsic realms that promote social enterprise initiatives and microfinance solidarity groups in schools. It also mobilize the school management to provide monetary and non-monetary such as allowances, overtime, work load reductions and provide bonuses for improved teacher and student learning activities. Furthermore it mobilize the community to help provide housing, school-based meals, and income generating activities and provide teachers with microfinance products such as health insurance, housing credit, or small income-generating credit; (Gottman and McFarland, 1965).

Recognition and Prestige

Recognition and prestige sounds intrinsic factors that recognize and reward specific behaviors such as leadership and teamwork. They may also treat teachers as equal partners and professionals, and promote a professional environment in the school through codes of conduct; hold teacher achievement fairs or teacher recognition activities; train teachers to be defenders of gender awareness and rights. In addition they may train teachers in professional ethics; promote increased community and civil society involvement in education overall and in specific areas such as gender awareness and create a save the children brand of teacher with prescribed benefits such as access to teacher training, mentoring from experts; (Chapman et. al., 1993). Once teachers are recognised they get themselves motivated hence value their status and career.

Accountability

Accountability is one of the extrinsic factor from two factor theory of motivation. Accountability may revitalize and empower school management; promote monitoring of teachers motivation schemes through mechanisms such as perform well their duties, having parents and students submit teacher report; (Benabou and Tirole, 2000).

Accountability may also train supervisors in the same techniques and material that teachers are learning; train supervisors to fulfill a supportive role as well as an inspecting role and train supervisors and communities to use a range of tools to hold teachers accountable; (Locke, 1966)

Career Development

Career development as one of the intrinsic factor may ensure that pre-service training is at least one year long and coupled with sufficient quality; incorporate life skills and extracurricular activities into teacher training potentially. Career development may incorporate leadership, management, evaluation and other skills into teacher training to promote career development among teachers; coach teachers through onsite training; facilitate reflective teaching and action research among teachers to identify challenges and solutions. This may also provide teachers with career development courses and assistance with career development plans; provide merit-based scholarships so teachers can upgrade their credentials and facilitate peer exchange networks/mentoring between teachers; (Chapman et al.,1993).

Institutional Environment

Institution environment is an extrinsic factor that provide a high quality training in school management and leadership; advocate for transparent, fair deployment and promotion of teachers. It may prohibit discrimination against female, disabled, or other marginalized teachers through the utilization of guidelines, codes of ethics, and monitoring and evaluation systems; if teacher qualifications, experience, and school environment allow, advocate for or provide teachers with greater autonomy in classroom pedagogy and facilitate a more collaborative form of inspection as put forth by Benabou and Tirole (2000).

Voice

Voice for teachers is among the intrinsic factor that train teachers in strategic management so they can play a larger role in school-level decision-making and facilitate quality circles among teachers. It may also encourage active participation and involvement of teachers and headmasters in decision-making with clearly defined roles and responsibilities; (Benabou and Tirole, 2000).

Furthermore it may advocate on behalf of teachers with the Ministries of Education and Ministries of Finance; engage in capacity building of trade unions to help them develop well-informed positions in educational issues and debates and work with marginalized teachers to build capacity and voice; (Benabou and Tirole, 2000).

Learning Materials and Facilities

Learning materials and facilities is one of the extrinsic factor that mobilize the school management to contribute materials and improve facilities; ensure adequate hygienic facilities in the school, especially for women; advocate for more funding for libraries and resources and provide merit based learning materials awards for high performing teachers; (Locke, 1966).

2.2.2.3 The Role of School Management

The main purpose of the school management is to deal with administration, supervision of secondary schools, increase efficiency and responsiveness in the operation of secondary education through decentralisation by Devolution (D by D) of authority and responsibilities to lower levels of management. This move entails:- decongesting activities in MoEVT Headquarters; increasing delegation of authority to regions, districts, councils, and schools; giving ownership mandates to Local Government Authorities. This ensuring

close and prompt supervision of service delivery; and facilitate smooth and efficient management of resources. The school management involves various bodies such as district education office, school board and management team.

District Education Office

The responsibilities of DEO in school management will focus on implementation of the programme and delivery of secondary education services, including: preparation of a Council Education Development Plan, including SEDP II; coordination and advice on the establishment of new schools. The DEO also involve in supervision of construction and maintenance of school buildings. Furthermore oversight of employment and transfer of teachers within the district. The office include hiring and firing non-teaching staff in schools; identifying candidates for heads of schools and submitting proposals to the Regional Secretariat; appointing school board members and training them on management of schools; (SEDPII, 2010).

In additional it coordinate wardvlevel requests for students to be supported under the government scholarship scheme; coordinating and mobilizing local resources for implementation of secondary education programmes; and reporting to PMO-RALG and MOEVT on implementation of activities; (SEDP II, 2010).

Ward Education Officer

The ward coordinator is responsible for: identification of areas for the construction of schools; mobilization of communities resources (financial and physical) for construction of schools; monitoring of school construction and providing feedback to the Council; receiving school development plans, budget and implementation reports. Other roles involve mobilization of communities to ensure enrolment, attendance and retention of students. In additional it review and consolidate requests from Village/Mtaa Governments for students to be supported under government scholarship scheme, and submitting them to LGAs for consideration; (SEDP II, 2010).

School Boards

The school board is responsible for approving school development plans, budgets, and overseeing their implementation. The school board advise district secondary education officer on schools management; advising district secondary education officer and TSD on disciplinary cases of teachers; demanding, on a regular basis, accountability for students'

performance; dealing with disciplinary cases of students; and, deliberating on quarterly school performance reports both financial and physical; (SEDP II, 2010).

The School Management Team

Each school has a management comprised of: the Head of School; Deputy Head; School Accountant; Academic Master; and Discipline Master. The school management team is responsible for ensuring proper implementation of the education and training policy by: preparing school development plans and budgets; managing the day to day affairs of the school; ensuring high quality for new constructions and school maintenance; ensuring a conducive teaching and learning environment, including integrating of sports and games in the school timetable.

It also supervise and ensure high quality teaching and learning, including effective use of time on tasks for the entire school day; receiving school inspection reports and implementing inspection recommendations; (SEDPP II, 2010).

Furthermore the school management has a role of supporting Village/Mtaa Government in identifying students eligible for government scholarships; ensuring proper record keeping and management of funds collected and grants received from the government; and preparing on quarterly school performance reports (both financial and physical). In relation to motivation the school management has a role of providing all non and non monetary rewards to the teachers. One of the largest benefits reported by proponents of rewards is an increase in the motivation of teachers. It is argued that remunerations will increase teacher motivation by adequately rewarding productivity gains; (Odden, 2000b). This perspective links the attitude of teachers outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be improved.

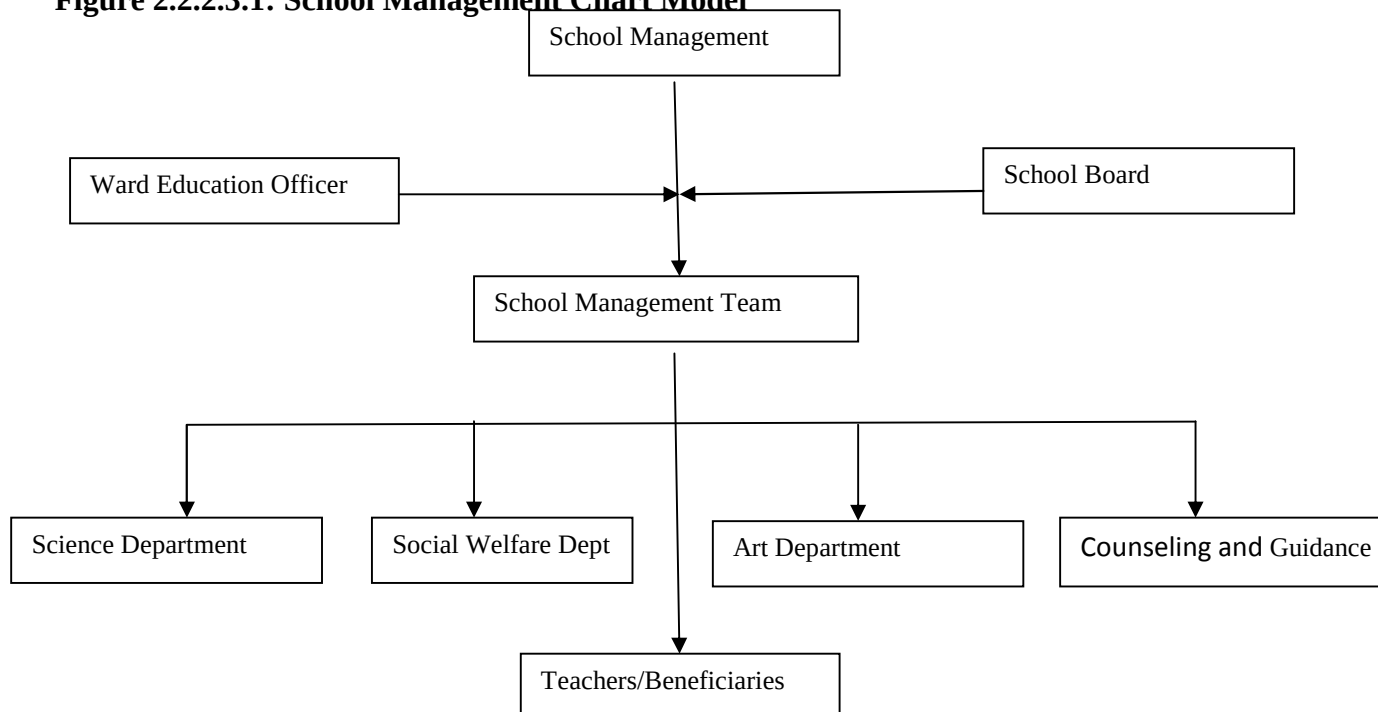
Within the literature, Tomlinson (2000) argues that payment is about motivating teachers, and developing performance cultures. The school management has a role of influencing teachers who are not motivated by financial rewards, can be encouraged with non-financial rewards; (Odden, 2000a). These rewards can include, satisfaction from high achievement, recognition, influence, learning new skills, and personal growth; (Tomlinson, 2000; Odden 2000b). As Odden and Kelley (2002; Kelley, 1999) argue that rewards are a means of providing motivation by introducing clear goals to the whole school, and facilitating teacher achievement. While it is argued that teachers are not motivated by money; (Firestone and Pennell, 1993), financial reward must have some influence on career

choices for at least some teachers; (Richardson, 1999). Thus, the school management has a role of establishing and identify these motivation schemes so as to satisfy these teachers.

Some point out that past research suggests money has an influence on teachers' motivation and others argue money is one motivator among many; (Odden and Kelley, 2002). Hence, it is argued a school management which involves a monetary component would attract teaching talent by providing rewards that motivate a large range of people. A further benefit may occur through a rise in the socio-economic status of teachers, which should also attract and motivate talent; (Solomon and Podgursky, 2001).

However, for this to be feasible, more revenue would be required for teacher salaries. Solomon and Podgursky (2001) argue that when teaching is rewarded based on school management, different criteria can be used to determine rewards for different areas based on the socioeconomic, racial and gender demographics of the population.

Figure 2.2.2.3.1: School Management Chart Model



Source: SEDP II, 2010.

2.2.2.4 Factors Affecting Job Attitudes

To better understand employee attitudes and motivation, Frederick Herzberg performed studies to determine which factors in an employee's work environment caused satisfaction or dissatisfaction. He published his findings in the 1959 book *The Motivation to Work*.

The studies included interviews in which employees were asked what pleased and displeased them about their work. Herzberg found that the factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. He developed the motivation-hygiene theory to explain these results. He called the satisfiers motivators and the dissatisfiers hygiene factors, using the term hygiene in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction.

The following table presents the top six factors causing dissatisfaction and the top six factors causing satisfaction, listed in the order of higher to lower importance.

Herzberg reasoned that because the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather, no satisfaction. Similarly, the opposite of dissatisfaction is no dissatisfaction; (Alfani, 2013). While at first glance this distinction between the two opposites may sound like a play on words, Herzberg argued that there are two distinct human needs portrayed. First, there are physiological needs that can be fulfilled by money, for example, to purchase food and shelter. Second, there is the psychological need to achieve and grow, and this need is fulfilled by activities that cause one to grow.

From the table 2.2.2.4.1 of results, one observes that the factors that determine whether there is dissatisfaction or no dissatisfaction are not part of the work itself, but rather, are external factors. Herzberg often referred to these hygiene factors. The process of providing incentives or a threat of punishment to cause someone to do something. Herzberg argues that these provide only short-run success because the motivator factors that determine whether there is satisfaction or no satisfaction are intrinsic to the job itself, and do not result from carrot and stick incentives.

Table 2.2.2.4.1: Factors Affecting Job Attitudes

Leading to Dissatisfaction	Leading to Satisfaction
Company policy	Achievement
Supervision	Recognition
Relationship w/Boss	Work itself
Work conditions	Responsibility
Salary	Advancement
Relationship w/Peers	Growth

Source: Alfani, 2013.

2.2.3 Herzberg's Two Factor Theory

Frederick Herzberg is one of the best known psychologists in the field of motivation who developed a theory about rank and satisfaction of various human needs and how people pursue these needs; (Gawel, 1997). According to Herzberg (cited in Armstrong, 2007, p.124) the factors giving rise to job satisfaction (and motivation) are distinct from the factors that lead to job dissatisfaction. Those factors that lead to job satisfaction are known as motivators/satisfiers, which would include satisfaction of achievement needs, recognition, advancement, the work itself, and personal growth.

The factors leading to job dissatisfaction are known as hygiene/dissatisfiers, which would include such factors as company policy and administration, technical supervision, interpersonal relations with supervisors and peers, salary, job security, work conditions and status; (Massie, 2006). While the motivational factors (satisfiers) are intrinsic to the job and that their increase will satisfy the employees and help to improve performance, but their decrease will not cause dissatisfaction. The hygiene factors, according to Herzberg, do not provide a reasonable level of satisfaction among the employees but their absence will dissatisfy them; these are extrinsic factors to the job; (Gupta, 2011).

Figure 2.2.3.1: Herzberg Two Factor Theory Model



Source: Gupta, 2011.

2.2.3.1 The Application of Two Factor Theory

The content motivation theory that suits for this study was Herzberg's Two-Factor Theory or Motivator-Hygiene Theory. This theory basically extended Maslow's hierarchy of need theory and is more directly applicable to the work situation; (Steers, 1983; Kreitner and Kinicki, 1998). Herzberg's research suggested that motivation is composed of two largely unrelated dimensions: job-related factors which can prevent dissatisfaction, but do not promote employees' growth and development (hygiene); and job-related factors that encourage growth (motivators); (Steers, 1983; Kreitner and Kinicki, 1998).

The Herzberg's Two-Factor theory was applied in this study in view of the following: different sets of motivational factors can motivate workers differently. By studying a set of intrinsic and extrinsic motivation factors as suggested by Herzberg, it is possible to understand which among these factors are mostly considered to be motivating for teachers' targeted by this study. This implies that the Herzberg's theory fails to predict the possible role of the contextual or background factors that have nothing to do with what managers at workplace do or do not on what employees think or feel about their jobs. Aspects such as national laws and one's social and economic backgrounds could be important in the analysis of one's motivation at the work place.

Herzberg's theory is the first of its kind to emphasize the importance of non monetary rewards in motivating employees; (Gevity Institute, 2005). According to this theory, satisfying experiences are most often associated with the non-monetary, or intrinsic, content of the work. This includes variables such as achievement, recognition, personal

growth, personal responsibility and the characteristics of the work; (Gevity Institute, 2005). These factors are called motivators. When people are satisfied, they attribute their satisfaction to the work itself and not on the environment in which they work; (Manisera et al., 2005). On the other hand, dissatisfying experiences result from the extrinsic work environment; (Gevity Institute, 2005). These factors include company policies, salary, co-worker relations, supervisor relationships, status, supervision, personal life and job security; (Herzberg, 1966; Gevity Institute, 2005). Extrinsic factors cause a person who feels neutral about the job to feel dissatisfied and less motivated; (Herzberg, 1966; Gevity Institute, 2005).

The theory explains that teachers basically attribute their dissatisfaction to the environment in which they work, or conditions that surround the doings of the job; (Herzberg, 1966; Gevity Institute, 2005). This is also known as the “Hygiene factor” (Herzberg, 1966). This should be continually maintained because employees never completely satisfied; (Manisera et al, 2005). Manisera et al. (2005) noted that when the hygiene factors are very low, teachers are dissatisfied. However, when hygiene factors are met, teachers are not dissatisfied but it does not necessarily mean that they are satisfied or motivated to work. The same goes for the motivator factors. When motivators are met, workers are satisfied leading to higher performance. If the motivation-hygiene theory holds, management not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to the work itself in order for employees to be satisfied with their jobs.

Herzberg argued that job enrichment is required for intrinsic motivation, and that it is a continuous management process. According to Herzberg: the job should have sufficient challenge to utilize the full ability of the employee. Employees who demonstrate increasing levels of ability should be given increasing levels of responsibility. If a job cannot be designed to use an employee's full abilities, then the firm should consider automating the task or replacing the employee with one who has a lower level of skill. If a person cannot be fully utilized, then there will be a motivation problem; (Herzberg, 1966).

Critics of Herzberg's theory argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors. Furthermore, job satisfaction does not necessarily imply a high level of motivation or productivity. Herzberg's theory has been broadly read and despite its weaknesses its enduring value is that it recognizes that true motivation schemes comes from within a

person and not from other factors. However, the limitation of the Herzberg's Two-Factor theory is that it ignores the fact that people are heterogeneous in their needs and expectations; (Tulsian & Pandey, 2008). Tulsian and Pandey maintain that it is not always that there is cause-effect relationship between satisfaction and performance.

2.2.3.2 Implications for School Management

If the motivation-hygiene theory holds, management not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to the work itself in order for employees to be satisfied with their jobs; (Alfani, 2013). Herzberg argued that job enrichment is required for intrinsic motivation, and that it is a continuous management process. According to Herzberg: the job should have sufficient challenge to utilize the full ability of the employee; employees who demonstrate increasing levels of ability should be given increasing levels of responsibility and if a job cannot be designed to use an employee's full abilities, then the firm should consider automating the task or replacing the employee with one who has a lower level of skill. If a person cannot be fully utilized, then there will be a motivation problem. Critics of Herzberg's theory argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors. Furthermore, job satisfaction does not necessarily imply a high level of motivation or productivity. Herzberg's theory has been broadly read and despite its weaknesses its enduring value is that it recognizes that true motivation comes from within a person and not from motivation factors.

2.3 Empirical Literature Review

This section presented several studies which were conducted by different researchers on the effect of Management on teachers' motivation in the public secondary schools. The finding of those researches identified multiple effects on motivating teachers upon public school performance. Adelabu (2005) in teacher motivation and incentives in Nigeria finds that poor teacher motivation results to poor teacher morale and low level of commitment to work. Likewise Ingersoll (2001) finds that the organizational conditions of teaching (management policies) are, together, the most prominent source of turnover. Another study by Kovach (2006) examined how teacher's motivation is affected by the principal's leadership styles in public schools in South Africa. With the employment of such methods as questionnaire and interview, the study found that leadership styles and particularly charismatic one played a major role in influencing the behaviour of teacher in motivating

them to work hard. The study found that the teachers were found to be happy with the democratic leadership than autocratic style.

Alfani Omari Mohamed (2013) did a study on factors motivating secondary school teachers in Tanzania. A case of selected schools in Mkinga District. The findings of the study show that teachers in MDC were lowly motivated. Their motivation was to a large extent affected by the factors such as poor working conditions, low salary/pay, unfavorable policies on secondary school education, delays in promotions and community's negative perception towards teaching. These factors in reverse emerged as the factors teachers considered important and that would likely motivate them to perform. Based on the findings, the study recommends *inter alia* that the government should improve teachers' compensation and pay, improving working conditions by building more teachers' houses with availability of such services as electricity and water for teachers and building laboratories with equipment and improving classrooms conditions. The government should also review policies on secondary education for example by making teachers participate and have a say on matters regarding the management and the delivery of secondary education including teachers personal development.

Meela (2011) examined the levels of motivation among secondary schools teachers. The study also examined factors that influenced labour turnover among secondary schools teachers. The study was conducted in Morogoro municipality, Tanzania employing case study design using questionnaires and interviews methods of data collection. The findings of the study revealed that there was less motivation and that there was massive turnover of teachers in secondary schools with more experienced teachers leaving the teaching professional than newly employed teachers. A similar study by Bennell and Mukyanuzi's (2005) sought to answer the question whether there was a teacher demotivation among the primary school teachers in Tanzania. Drawing conclusion from the sample of ten government funded primary teachers across the country, after studying the level of satisfaction and motivation among primary school teachers in both urban and rural areas, the study findings revealed that there was the low level of motivation and satisfaction with regard to young teachers, indicating the presence of teachers demotivation.

Moleni and Ndalama (2004) in the study on teacher absenteeism and attrition in Malawi noted that absenteeism and attrition were largely influenced by teacher motivational factors

with low salaries and poor working conditions coming out strongly as underlying causes of absenteeism and attrition.

The study summarizes that poor teacher motivation result to an increase teacher absenteeism, high teacher turnover and professional misconduct which have affected performance and threaten to affect the achievement of quality education in Malawi. Likewise, Bennell and Makyunuzi (2005) researched on if there was a teacher motivation crisis in Tanzania. The findings indicated that, teacher absenteeism, turnover, misconduct are the result of poor motivated teacher. The study explains that demoralized teachers are likely to find another occupation, be absent or late at work, and not do what is expected of them in their class in order to meet the learning needs of their pupils.

MOEC (2003 and 2004); Davidson (2004 and 2005); Sumra (2004) and HakiElimu (2005) show that in Tanzania, strong evidence exists that the vast majority of teachers are unhappy with their salaries, housing arrangements, benefits, workload, and status within their communities. These poor living and working conditions have, over time, seriously eroded many primary and secondary school teachers' motivation to carry out their teaching and nonteaching roles in an acceptable manner. Therefore it can be concluded that teachers' motivation depends mostly on school Management and motivation should be of great concern of school management.

Moreover, Ofoegbu (2004) examined teacher's motivation in Nigeria. The study focused on finding out if teacher motivation would subsequently translate to classroom effectiveness and school improvement in Nigeria. With the use of questionnaires and interviews, Ofoegbu's findings confirmed the assumption that teacher motivation would enhance classroom effectiveness and improve schools' academic performance. The study further revealed that teachers would adequately be motivated if they would have their salaries regularly paid; if teaching and learning facilities were made available; if teachers were encouraged to attend conferences and seminars and favourable working environment provided.

2.4 Research Gap

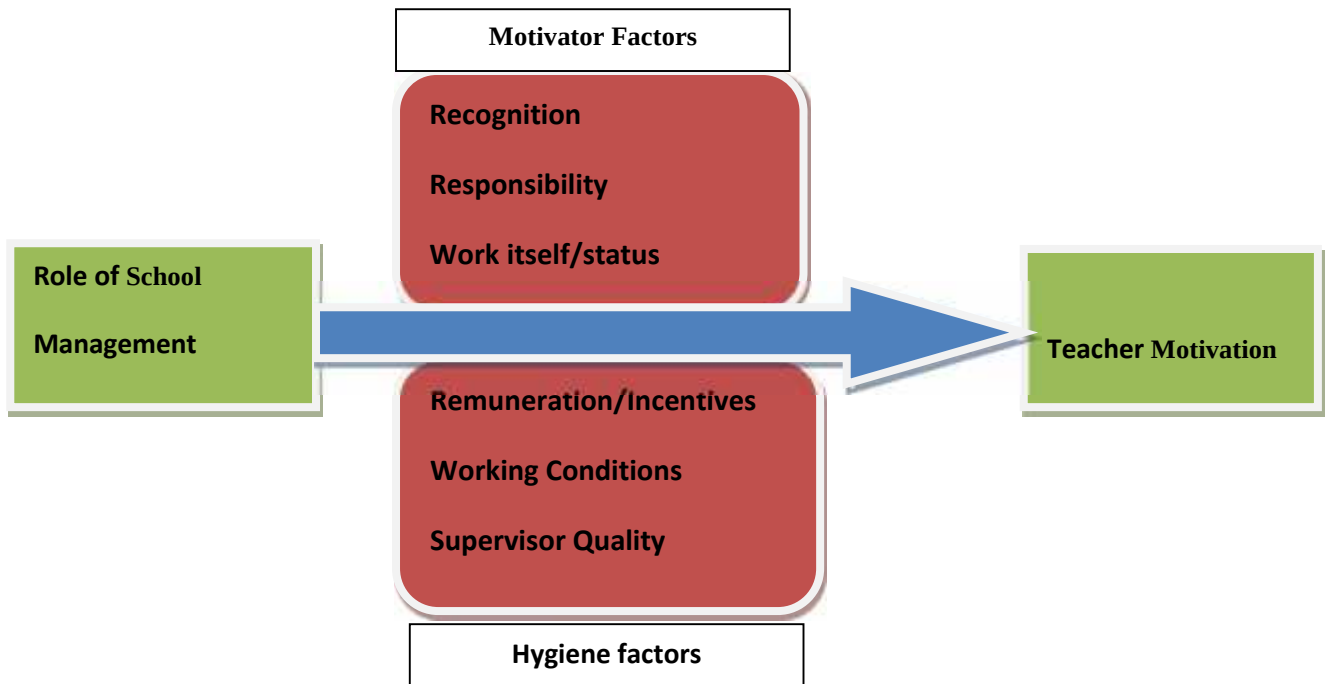
Empirical review indicates that the vast majority of literature as reviewed on motivation for teachers as far as school management is concerned has been written in developed countries which could be quite different to that of developing countries and also most of these studies focused on motivation of workers towards performance of organization, few

focused on the role of school management on teacher motivation in public secondary schools. The study realized that there is a need for conducting a similar research on public secondary schools in Tanzania context where the issue is more serious since management is the most important in education process in any educational level. The current study bridges the gap by conducting a study on the role of school management on teacher motivation in public secondary schools, a case of two selected secondary schools in Nyamaghana district, Mwanza city.

2. 5 Conceptual Frame Work

A conceptual framework is described as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation; (Cooper & Schindler, 2008). As a whole conceptual framework covers the conceptualized relationships between variables, that is; independent variables (school management), dependent variables (teacher motivation) and intervening and moderating variables under the role of school management. These intervening variables were recognition, responsibility, work itself, remuneration, working conditions and supervisor qualities as analysed in the conceptual frame model in table 2.5.1. The study assessed various roles of school management on teacher motivation schemes particularly, the challenges which face public secondary school teachers. Such difficult may be faced at their homes, workplace or in their respective societies.

Figure 2.5.1: The Conceptual Frame Model



Source: Researcher, 2015.

2.5.2 Analysis of Conceptual Model

The conceptual frame model analysis was illustrated under motivation schemes that were recognition, responsibilities, work itself, remuneration, working conditions and supervisor basing on the roles of school management in Tanzania.

Recognition

Recognition may create specific behaviors such as leadership and teamwork hence treat teachers as equal partners in professionals and promote a professional environment in the school through codes of conduct. Recognition hold teacher achievement fairs or community recognition activities and train teachers to be defenders of gender awareness and rights.

Responsibilities

The school management may promote teachers through mechanisms such as having students maintain attendance, submit teacher report cards, train supervisors in the same techniques and material that teachers are learning. Furthermore, this may train supervisors to fulfill a supportive role as well as an inspecting role and train supervisors and communities to use a range of tools to hold teachers accountable and responsible.

Remuneration and Incentives

Remuneration and incentives may motivate these public secondary school teachers in various ways. On the other hand may result into income generating activities and provide teachers with microfinance products such as health insurance, housing credit, or small income-generating credit.

Work Itself

Since public secondary school teacher motivation concerns much more on work itself then school management has a great role to regulate work of teachers.

If work itself is motivated may result into small class size management, active learning, and student assessment; reduce non-school duties of teachers.

Working Condition

Working condition for public secondary school teachers may provide a high quality in school management and leadership; advocate for transparent, fair deployment and promotion of teachers; prohibit discrimination against female and disabled. In addition may marginalized teachers through the utilization of guidelines, codes of ethics, and monitoring and evaluation systems. If public secondary teacher have a good working condition may advocate for or provide teachers with greater autonomy in life and facilitate a more collaborative form on implementation of motivation schemes.

Supervisors

Supervision may train teachers in strategic management so they can play a larger role in school-level decision-making; facilitate quality circles among teachers; encourage active participation and involvement of teachers and headmasters in decision-making with clearly defined roles. On the other hand, supervision may make teachers responsible; advocate on behalf of teachers with ministries of education and ministries of finance; engage in capacity building of trade unions to help them develop well-informed positions in educational issues and debates and work with marginalized teachers.

2.5.2 Advantages of Conceptual Model

The country like Tanzania, the school management schemes on teacher helps employees in education sector to be motivated. The conceptual model has potential usefulness as a tool to scaffold research and, therefore, assists a researcher to make meaningful subsequent findings. Such a model is intended as a starting point for reflection about the research and

its context. On the other hand the model assisted the researcher to develop awareness and understanding of the situation under scrutiny and to communicate.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the way to systematically solve the research problem. It may be understood as a science of studying how research is done; (Kothari, 2008). This chapter elaborated in detail on research design and its justification, geographical area of the study, target population, sample size, sampling techniques as well as methods of data collection and data analysis. Furthermore, validity, reliability and ethical considerations of the study are also presented in details.

3.2 Research Design

The objective of the study was to assess the roles of school management on teacher motivation in public secondary schools. The case study research design was used to quantitatively assess and examining the relationships among variables; (Glasow, 2005). A number two public secondary schools were selected. The study was of both qualitative and quantitative nature. The study strategy was of particular interest to the researcher as he wished to gain a rich understanding of the context of the research and process being enacted; (Mooris & Wood, 1991). It was a very worthwhile of exploring existing theory in order to gain enough knowledge about the roles of school management on the teacher motivation for public secondary schools. Given that way of thinking, the research was carried at two selected public secondary schools that were Mwanza and Pamba secondary schools in Nyamagana district.

3.3 Geographical Area of the Study

The study was carried out at the selected public secondary schools in Nyamagana district within Mwanza city. These public secondary schools were chosen due to their geographic position. The selected public schools were Mwanza (Pamba ward) and Pamba (Mbugani ward) secondary schools. They have similar characteristics, established during colonial time.

Thus, the researcher assumed to required the intended information basing on the school management on teacher motivation in public secondary schools. The key economic activities in Nyamagana district are agriculture, fishing, trading, and tourism. The researcher selected Nyamagana as the area of the study due to familiarity with the region, it

is among of the districts in Tanzania which comprises different characteristic of people as per income, beliefs, education, and ethnics. It is also a convenient region to the researcher in terms of accessibility and it is cost effective in collection of data and organizing the report. Furthermore, Nyamagana district had experienced rapid growing number of public secondary schools where the study focuses.

3.4 Target Population

The study targeted public education sector from district level to school level. The population included district education officials, ward education coordinators, head of schools and teachers from the selected schools.

3.5 Sampling Procedures

The selected public secondary schools operating in Nyamagana district Mwanza city were the targeted population for this study. However, due to some reasons like scarcity of both school management reports and procedures, it was practically impossible to collect data from every element of the population. Furthermore, study of sample rather than the entire population was also sometimes likely to produce more reliable results; (Sekaran, 2003). Therefore, the study selected two public secondary schools which represents the entire targeted population, from which the conclusion was drawn for generalisation. The study employed purposive and simple random sampling technique to get the representatives of the entire targeted population. Purposive technique was employed so as to incorporate only the representatives which provided the required information from district education officials, ward education officials and head of schools. The simple random method collected information from individual teachers within the selected public secondary schools. A total number of 2 public secondary schools were selected for the study which were Mwanza and Pamba secondary schools.

3.5.1 Sample Size and Sampling Technique

Simple random sampling and purposive methods were utilized to identify the respondents. This increased accuracy and precision of the sample in representing the characteristics of the population of teachers in public secondary schools. Simple random sampling was used for the selected public secondary schools teachers who were picked randomly. The researcher assumed that these respondents had equal chance to provide the required data due to their experiences in the roles of the school management on teacher motivation schemes. Other respondents were identified through the purposive sampling method to

select respondents from district education officials, ward education officials and head of schools as they had information about matters related to the roles of school management on teacher motivation schemes.

3.5.2 Sample Size Determination

In order to explore the role of school management on teacher motivation, the target people were 64 respondents. To obtain required sample size, Bailey (1994) recommended that regardless of the population size, a sample size of 30 is the minimum for data collection. The first category comprised of 2 respondents from district education officials (1 respondent from each department). The second category included 2 ward education officials offices (2 respondents from each ward). The third category of respondents was comprised of 2 head of schools (1 respondent from each selected school). The fourth category included 4 respondents from school management team. (2 respondents from each selected schools). The fifth category involved 4 board members (2 from each selected school).

The sixth category was comprised of 2 respondents from accountancy department (1 respondent from each selected school). The last category included 48 respondents from selected public secondary schools (24 respondents from each public secondary schools). However, it should be understood that, the district education officials, ward education officials, board members and head of schools were persons in managerial position who also implement and exercised school management on teacher motivations in public secondary schools. The screening procedures targeted respondents who met the following criteria; they were working at education sector in Nyamagana district; they lived in the geographic proximity of Mwanza city; they had working identity card.

Table 3.4.1.1: Units of Respondents and Sample Size

Categories	Male	Female	Total	Sampling Method
District officials	1	1	2	Purposive
Ward education officials	1	1	2	Purposive
Head of schools	1	1	2	Purposive
Board members	2	2	4	Purposive
Accountancy department	1	1	2	Purposive
Teachers	24	24	48	Simple Random
Total	32	32	64	2 Methods

Source: Researcher, 2015.

3.6 Types and Source of Data

The study used both secondary and primary data. Secondary data were collected from documentary reviews, articles, and other related information for the study. Primary data were collected from teachers in order to find out whether they were motivated through the school motivation schemes. In order to get accurate primary data, a combination of semi structured interview and self administered questionnaires were employed to collect data. Primary data were collected by the researcher himself from the respondents in the field. Also primary data were collected from employees including district education officials, ward education officials, head of schools, school board members, school accountants and school management team of the education sector and selected public secondary schools to find out the challenges facing the the implementation of school management roles on teacher motivation schemes. However, secondary literature were collected through documentary review, a method for data collection that involved deriving information by studying written documents; (Raj, 2002), where as the written materials were in hard copy or soft copy.

The theoretical chapter in this dissertation foremost based on a literature study from previous published and un published literature. The researcher read books and magazines to deepen his understanding in the roles of school management on teacher motivation in public secondary schools. On the Internet the researcher mainly used the library databases to search for articles, definitions of terms, new information and more profoundly the search

engine Google and Wikipedia.com search. Other secondary data were sourced from government education sector records. The information included previous manpower plan and training policy, current handbook, various circulars, the publications like books, journals and written documents of school management on teacher motivation provisions and government employment standards at large.

3.7 Data Collection Methods

Primary data were collected through interview and questionnaires. The same questions were posed to respondents in interview guide and in the questionnaire. The questions were constructed to answer specific objectives which intended to identify and examine teacher motivation schemes in public secondary schools; to examine the position of school management in the design and implementation of motivation schemes; to identify and examine the challenges encountered in the implementation of the available motivation schemes in public secondary schools and to determine the ways of overcoming the challenges in order to improve the implementation of motivation schemes in public secondary schools. Most interviews were conducted during the period of April, 2015. Two interviewers were recruited to assist the researcher in collecting data. They were trained before and given a guideline document to follow. The research questionnaires were completed by both categories of the respondents. All the interviews were conducted at the education sector and public secondary schools premise with each respondent.

3.7.1 Interview

The interviews were conducted to obtain qualitative data that allows a comparative assessment. Again that was used to facilitate spreading of questionnaires to the right respondent in the research field.

Semi structured interviews and documentation were conducted with district education officials, head of schools, board members, accountants, school management team members and ward education officials. As; (Yin, 1994) the interview tool was very important source of getting information and it helps in handling survey study matters. It concentrated with the selected workers from the district education officials, head of schools, board members, accountants, school management team members and ward education officials as the number was reasonable for the researcher to handle.

Based in semi structured interview the respondents were asked about their opinions on particular roles of school management on teacher motivation. The selected respondents were asked to identify and examine teacher motivation schemes in public secondary schools. Alike the respondents were asked to examine the position of school management in the design and implementation of motivation schemes. In relation to respondents were asked to identify and examine the challenges encountered in the implementation of the available motivation schemes in public secondary schools and to determine the ways of overcoming the challenges in order to improve the implementation of motivation schemes in public secondary schools. The study questions were administered while responses were written in notebooks. The respondents were asked about their own insight about certain occurrences; (Yin, 1994) in respect to the implementation of school management on teacher motivation schemes in order to gain a deep understanding about the research topic.

3.7.2 Questionnaires

The questionnaires were left to respondents at their premises for later collection. Follow up telephone reminders after 14 days were used to contribute a high rate of non respondents and when possible through it. This method was also consistently used with; (Dahlqvist, 2000) relied heavily on telephone interviews to minimize non response. Once the data were captured in the questionnaires, a sub sample of a reasonable number from these public secondary schools teachers were identified for a closely matched comparison of respondents. The respondents came from different personal backgrounds like age, gender, work experiences and educational achievements. This included amongst normal public secondary school teachers.

3.8 Preparation of the Data

The collected data from the field, data analysis began with preparation through coding and edition of the data. Editing of data included checking of data collection forms for omission, legibility and consistency in classification as well as discarding the completed responses which had missing data. Thereafter, identified potential error in data collection discussed its implications. This method was used for coding both words and phrases depending upon participants' responses. That allowed open ended questions to be analyzed systematically. Thereafter, data were entered into a user friendly and retrievable database. Later, the researcher processed the data at Mzumbe University. The SPSS statistical package was used to compile descriptive and inferential statistics in the research report.

3.9 Data Analysis

Data in the study were analysed using the help of SPSS software and the results were presented on tables and graphs to show various relationships among the depended and independent variables of the study. Before data inserted to the software, the researcher summarised important data required to achieve the objectives of the study and then inserted the data into SPSS software ready for processing. Tabulation involved the process to summarise the collected raw data in a table that facilitated computation of various variables during data analysis. Data were arranged in the form of rows and column by presenting the number of frequencies under several classes like ratios, percentages %, and frequencies.

Data analysis refers to the process of editing and reducing accumulated data to a manageable size, developing summaries and looking for patterns of relationship that exist among data groups (Kothari, 2008). It is a significant examination of the assembled and grouped data for studying the characteristics of the object under study and far determining the relationship among variables relating to it (Krishnaswami, 2003). Furthermore, it is necessary to have all relevant data in place for making contemplated comparison and analysis. In this study, both quantitative and qualitative data analysis technique were used.

3.9.1 Quantitative Data Analysis

For data that were collected using questionnaire, descriptive and statistical analysis tools were used based on the data and information collected. The questionnaires were first edited and then computed and analyzed using the statistical package for social sciences (SPSS) software to compute frequency distribution percentage, tabulations and descriptive output such as mode, mean and standard deviations. Thereafter, data were summarized, analyzed in a general way and interpreted as per research objectives. This enabled the researcher to draw out the information about the problem under investigation and make necessary discussion to address the research problem.

3.9.2 Qualitative Data Analysis

On the other hand data that were collected using interview which are essentially text information were analyzed using narrative and content analysis techniques to describe the text data. Responses from specific interview questions were classified into categories and then analyzed in themes, meanings as well as quotations expressed through words from respondents. This information was then linked to the research objectives. Since the current study is not statistical study, its main purpose is to get a broad picture and understanding of

the phenomenon relating to the problem under study, therefore, simple descriptive statistics of frequency tables were used to analyze and present quantitative data from questionnaire. Furthermore, text data from interview were presented as quotations.

3.10 Reliability and Validity of the Research Design

There are two criteria for assessing the quality of empirical research design and they include reliability and validity; (Miles and Herberman, 1994). These criteria are discussed next.

3.10.1 Reliability of the Research Design

Reliability is the extent to which results are consistent over time and an accurate representation of the total population under the study, and if the results of the study can be reproduced under similar methodology, the research instrument is considered to be reliable; (Joppe, 2000).

To ensure high degree of reliability for this study, the researcher pre-tested the questionnaires to 10 respondents as described in the pilot study in order to make necessary modifications for easy understanding of all respondents in the same way. The researcher distributed uniform questionnaire to all respondents. Furthermore, data that were obtained from questionnaire were uniformly processed and analyzed using statistical package for social sciences (SPSS) software to ensure consistency of the research results.

3.10.4 Validity of Research Design

Validity refers to the issue whether an indicator (or set of indicators) that is devised to gauge a concept really measure that concept; (Bryman, 2004). It is the extent to which the researcher is able to study what he/she had sought to study rather than study something; (Gummesson, 2000). There are three types of validity to be considered and each is discussed next;

Construct Validity

Malhotra and Kelvin (2003) construct validity is concerned with what characteristics seek or instrument used in the research is measuring. To ensure an increase in construct validity, the researcher measured the characteristics or construct by using operational measures for all concept under study. In this study construct validity was achieved by using several measures such as: Data that were gathered from multiple sources such as questionnaire and HEIs reports, news papers, journals, brochures. The researcher ensured effective consultation with the research supervisor in order to read, review and improve the

questionnaires and interview guide before the collection of data and also the researcher will send the draft report of interview transcripts to key informants for their accuracy.

Internal Validity

Internal validity refers to conclusion of the causality or exploratory studies and is threatened if the casual relationships between variables are incorrectly inferred (Bryman, 2004). In this study, internal validity was achieved by specifying the units of analysis and developing the conceptual framework.

External Validity

External validity is concerned with generalization of the cause and effect relationship mostly in experimental analysis (Yin, 1994). In this study, the goal was not statistical generalization but analytical generalization of the concepts. Therefore, the use of multiple sources of data helped to improve the external validity.

3.11 Ethical Considerations

Consideration of ethical issues is an integral part to the research process, therefore, researchers need to consider the potential damage their study can cause to themselves, the community and to respondents when conducting their research; (Miles and Herberman, 1994). In this study, the following ethical issues were taken into account;

Informed Consent

In this study, the respondents were informed with all aspects of the research that might influence their decisions to seek their willingness to take part in the study.

Confidentiality and Anonymity

Respondents' name and their responses were not disclosed to the third party without the informed consent of the respondent. The researcher informed the respondents to the questionnaire that this study is for academic purpose and not otherwise.

Plagiarism and Fraud

To avoid Plagiarism and Fraud, the researcher did not "Cut and Paste" but instead source and authors are acknowledged. Furthermore, the researcher requested permission letter from the university authorities to show the respondents before conducting the research. By applying the proposed ethical strategies as explained above, the researcher was able to

obtain superior and sound data that enabled the research findings to be of high value in addressing real picture of the phenomenon under the study.

3.12 Duration and Schedule of Activities

The research dissertation involved various activities carried within a spaced periods of time. After, the research proposal being accepted, the researcher went to collect data in the field. There after the rest of the research activities were carried in sequence order of the performances of the activities. Once the completion of the first activity was completed, it was succeeded by the second activity. The procedures were applied in all activities till the completion of the research study. The figure 3.12.1 in the appendix explains clearly the schedule, duration and performances of each activity in the study.

3.13 Research Budget

The researcher met all the defined costs in carrying the research study. The research costs were settled down by the researcher himself. The costs of the research study were proposed in figure 3.13.1. The figures in the appendix side were a proposal of costs to be used in that budget of the research. It was well proposed for easy understanding of expenditures to any person who might interest to know the exactly costs of the study. The costs were stipulated in details for easy understanding of the cost. However, the cost stated in the study were just a proposal of the costs expected to meet in the field study.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The chapter presents discussions and recommendations from the study conducted in the selected public secondary schools in Nyamagana district. The study assessed the roles of school management on teacher motivation schemes in Tanzania. The chapter includes six sections namely, teacher motivation schemes in public secondary schools; the position of school management in the design and implementation of motivation schemes; the challenges encountered in the implementation of the available motivation schemes in public secondary schools and the ways of overcoming the challenges in order to improve the implementation of motivation schemes in public secondary schools.

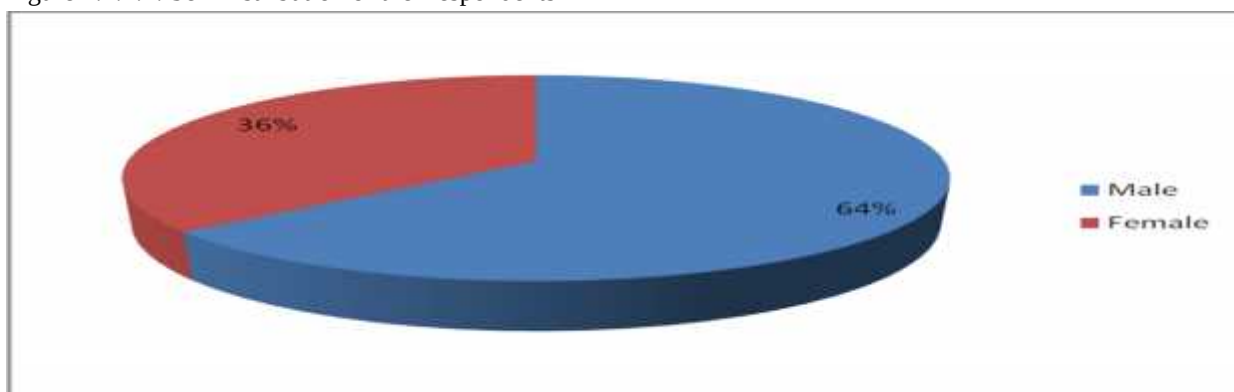
4.2 Characteristics of the Respondents

The study has revealed the characteristics of the respondents such as sex, age and position of respondents. Determining the characteristics of the particular respondents was very significant as the respondents helped the researcher to understand the quality of the information obtained from the field. On characteristics of the respondents, the study aimed on assessing response of respondents to the questions asked. The questions posed to respondents were gender, age, working experience at public secondary schools sector. This was important as different character could affect perception of the subject matter.

4.2.1 Sex Distribution of the Respondents

The figure 4.2.1.1 explicitly indicates the respondents' sex involved in the study 36 % were females while 64 % were males. The result means that majority of respondents involved in the study men were more in number than women. This has further revealed that possibly males were more employed by the education sector while females may be engaging with other various family activities.

Figure 4.2.1.1: Sex Distribution of the Respondents

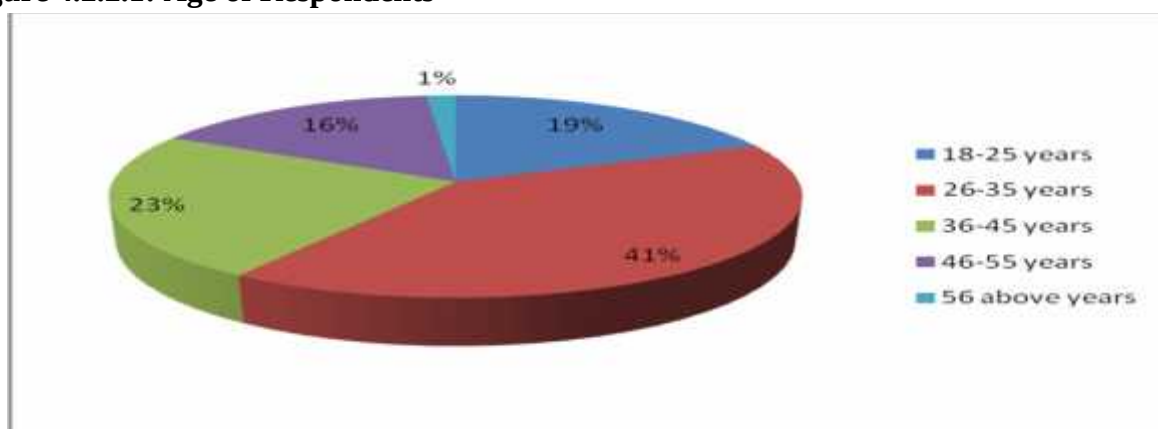


Source: Field data, 2015.

4.2.2 Age of Respondents

The age distribution in figure 4.2.2.1 dictates that, the first category of respondents with 19 % of respondents were between the ages of 18 to 25 years, followed by 41 % who were between the ages of 26 to 35 years. The other category was 23 % of respondents aged between 36 to 45 years of age followed by 16 % aged 46 to 55 years. The last category of respondents with 1 % had the age above 56 years. The result generally suggested that majority respondents were between the ages of 26 to 35 years. This indicates that majority of public secondary schools employees in Nyamagana district were young and more energetic enough for the education sector for the development of Tanzania at large.

Figure 4.2.2.1: Age of Respondents

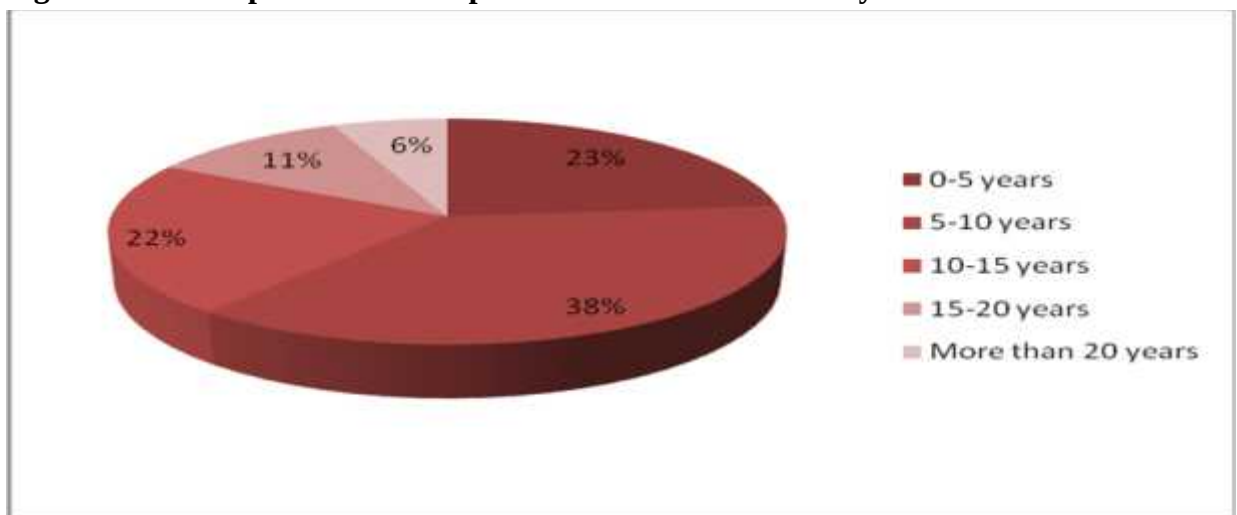


Source: Field data, 2015.

4.2.3 Working Experiences

The respondents were selected through purposeful and simple sampling techniques. Regarding to the time of service which the selected respondents for study contributed, the study result indicates that 23 % of respondents worked for less than 5 years of with the public secondary schools and education sector. The category with 38 % had 5 to 10 years in their job. While 22 % respondents had 10 to 15 years working experience. The other category of respondents with 11 % had the experience of 15 to 20 years. The last category of respondents with 6 % had the experience above 20 years at their job. According to the findings from the field, the majority of respondents had the working experience between 5 to 10 years, that was enough for the researcher to obtain valid information.

Figure 4.2.3.1: Experiences of Respondents in Public Secondary Schools



Source: Field data, 2015.

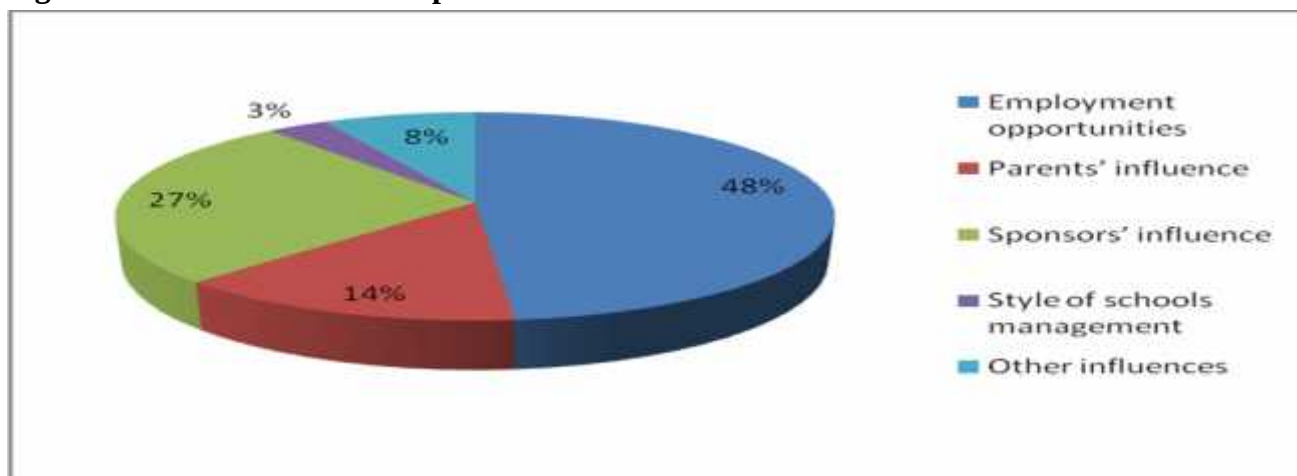
4.2.4 Influence of Respondents to become Teachers

The study saw the need to assess the influence of respondents to become teachers in order to understand their characteristics well including career background. The study excluded the accountants and board members. Therefore the number of respondents participated in this part were 58.

The findings in figure 4.2.4.1 reveals that 48 % became teachers through employment opportunities. The other category of respondents with 14 % were influenced by parents while 27 % by sponsorship. The category with 3 % was influenced by school management styles. The last category of respondents with 8 % was influenced by other factors to become teachers. Therefore, the majority of respondents from the education sector and

public secondary schools were influenced to become teachers through employment opportunities.

Figure 4.2.4.1: Influence of Respondents to Become Teachers



Source: Field data, 2015.

4.3 Teacher Motivation Schemes in Public Secondary Schools

The identification and examination of teacher motivation schemes in public secondary schools was the first objective of the study. The study findings in table 4.3.1 reveals that, respondents with 2 % regarded grade rewarding, job detainment and good relationship as the key motivation schemes. The other category with 8 % claims promotion among teachers as the key teacher motivation scheme. The categories with 9 % each considered recognition and soft grants loans as the best motivation schemes. The category with 6 % insists involvement in decision making processes while 3 % regards planning matters. The other category with 12 % shows good working conditions as the best motivation schemes for teachers. The last category of respondents with 11 % reveals remunerations and allowances as the key motivation scheme for teachers in public secondary schools.

Basing on the findings from the field, the majority of respondents concluded and identified good working conditions as the best motivation scheme in public secondary schools teachers.

The findings matches the application of Two Factor Theory which regard that when people are satisfied, they attribute their satisfaction to the work itself and not on the environment in which they work; (Manisera et al., 2005). On the other hand the same findings relates with the roles of school management that are to provide headmasters with high-quality training in school management and leadership; advocate for transparent, fair deployment

and promotion of teachers; prohibit discrimination against female, disabled, or other marginalized teachers through the utilization of guidelines, codes of ethics, and monitoring and evaluation systems. If teacher qualifications, experience, and school environment allow, advocate for or provide teachers with greater autonomy in classroom pedagogy and facilitate a more collaborative form of inspection; (SEDP II, 2010). However, it should be understood that these motivation schemes roots from the hierarchical chain i.e. from the central government to the local authorities hence individual public secondary schools.

The same findings revealed the same from both selected public secondary schools. Basing on the interview and questionnaires one teacher from Pamba secondary school said that, "teachers are the shining lights of educational departments or ministries throughout the world. However, here in Tanzania, this very same unfortunate teacher is caused to despair by his leaders to such an extent that he is unable to carry out the work of teachers with determination.

The environment in which he lives destroys hope and makes life unbearable." The same was explained in a different way with one teacher from Mwanza secondary school who regard that, "teachers have no incentives to work at all and, even if these are present, they are given through the use of nepotism to those who know or who are known by their superiors. They are given no thanks or help with which to prepare for life after retirement. There are no loans available in the education sector to help those teachers who have retired. When the time comes for teachers to receive their pension, what follows is irritation and sorrow, as they don't get it at the time required and some even die before they have managed to receive their retirement benefits. It is a sin to leave this teacher or this deceased person and his family in such a desperate situation, this is a cry for help."

Table 4.3.1: Teacher Motivation Schemes in Public Secondary Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade rewarding	2	3.1	3.1	3.1
	Promotion among teachers	8	12.5	12.5	15.6
	Recognition	9	14.1	14.1	29.7
	Decision making processes	6	9.4	9.4	39.1
	Involve teachers in planning	3	4.7	4.7	43.8
	Good working conditions	12	18.8	18.8	62.5
	To maintain good relationship	2	3.1	3.1	65.6
	Job retainable	2	3.1	3.1	68.8
	Remunerations and allowances	11	17.2	17.2	85.9
	Soft grants/loans provisions	9	14.1	14.1	100.0
	Total	64	100.0	100.0	

Source: Field data, 2015.

4.4 Position of School Management in the Implementation of Motivation Schemes

The position of school management in the design and implementation of motivation schemes was the second objective of the study. The study categorised these designs and implementation stages into strategies, monitoring and evaluation of these motivation schemes. With respect to this objective, the specific research question was to what extent are teachers in the public secondary school motivated? The analysis of this first research objective and question involved assessing the extent of teachers' motivation based on the conceptual framework involving the selected intrinsic and extrinsic factors and also background factors. Consequently, respondents were asked to rate the degree to which they were satisfied or dissatisfied with the motivational factors derived from Herzberg's two factor theory.

4.4.1 Strategies in the Implementation of Teacher Motivation Schemes

Field data in figure 4.4.1.1 shows the strategies in the implementation of teacher motivation schemes. Findings reveals that the first category with 28 % consider salary ranking as the strategy for implementing motivation schemes.

The second category of respondents with 20 % regard rewarding policy as the strategy for implementing motivation schemes. The third category of respondents with 19 % clams

promotion as the strategy for implementing motivation schemes. The other categories with 16 % points remuneration, 11 % career development and 6 % insurance as strategies for implementing teacher motivation schemes. Therefore, findings from the field conclude salary ranking as the best strategy in implementing teacher motivation schemes.

The findings relate with both Two Factor Theory and school management roles on teacher motivation schemes in public secondary schools. The school management team is responsible for ensuring proper implementation of the education and training policy by: salary ranking; preparing school development plans and budgets; managing the day to day affairs of the school; ensuring high quality for new constructions and school maintenance; ensuring a conducive teaching and learning environment; (SEDP II, 2015). Herzberg's theory is the first of its kind to emphasize the importance of non monetary rewards in motivating employees; (Gevity Institute, 2005). According to this theory, satisfying experiences are most often associated with the non-monetary, or intrinsic, content of the work. This includes variables such as achievement, recognition, personal growth, personal responsibility and the characteristics of the work; (Gevity Institute, 2005).

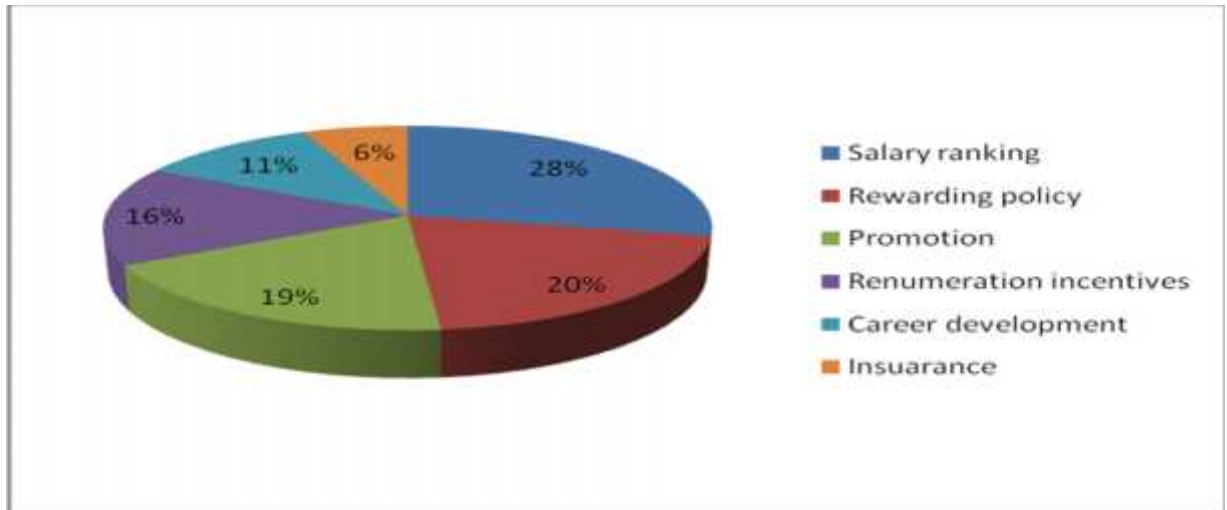
In a broader sense the findings rejected respondent's personal views from the selected public secondary schools in Nyamagana district. With respect to promotion, aspects such as delays in promotion with untimely remunerations/incentives, salary ranking, career development and insurance were the main concerns for teachers' dissatisfaction in their job. One respondent from the Mwanza school board said that, "sometimes it is very difficult to implement these teacher motivation schemes. The reason behind is that, the board members only receive information from the top authorities and no more. We are just witnesses though we have the role to supervise every stage of implementation. For example a board member cannot negotiate on salary rank of a teacher nor hence career development of these teachers. Most of these motivation schemes are set at the governmental level and we just get involved by chance."

The same was narrated by one teacher from Mwanza secondary school who said that " a teacher is just a teacher no matter what? Teachers just watch these motivation schemes as a film or movie. These strategies are just on papers and different reports.

The implementation processes becomes void since no one knows what is happening at the same time teaching professional appeared as a dumping stuff." However, the District Education Officer concluded that, "regardless of whatever, weaknesses the school management face, there are various strategies on implementing teacher motivation

schemes. The government with other bodies has put various policies which the school management involve in implementation of teacher motivation schemes such as remunerations, salary ranking, career development, and promotion."

Figure 4.4.1.1: Strategies in the Implementation of Teacher Motivation Schemes



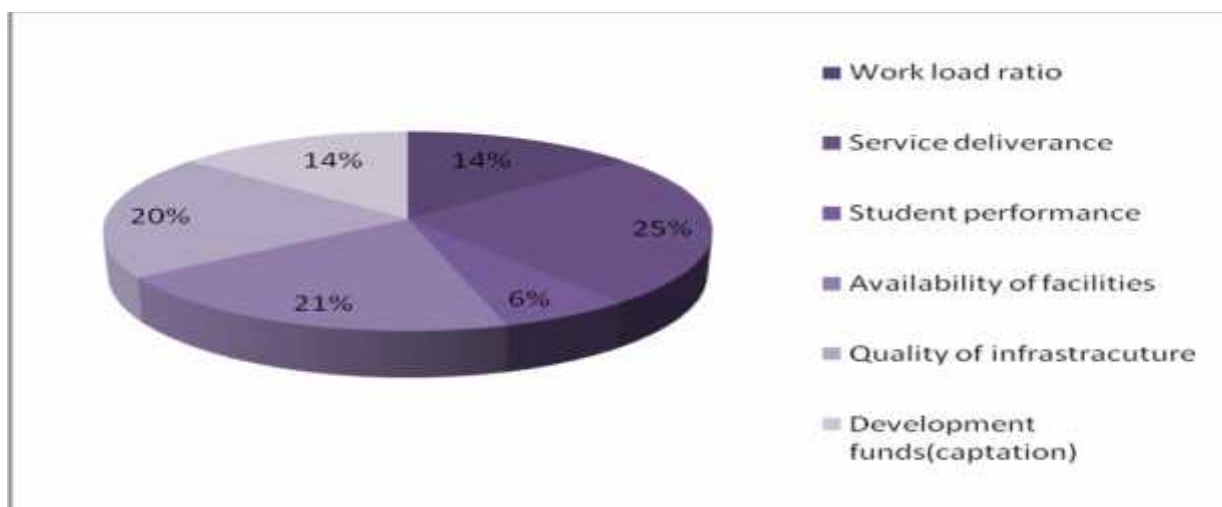
Source: Field data, 2015.

4.4.2 Monitoring and Evaluation in Implementation of Teacher Motivation Schemes

Figure 4.4.2.1 indicates the monitoring and evaluation in implementation of teacher motivation scheme. Field data reveals that categories with 14 % were workload ratio and development grants/capitation each. Other categories were 25 % service delivery, 6 % student performance, 21 % availability of facilities and 20 % quality of infrastructure. The majority of respondents from public secondary schools regard service delivery as the main factor in implementation of teacher motivation schemes. The findings relates with the role of school management which is to ensure service delivery efficiency. One role of school management is to monitor and evaluate implementation of teacher motivation schemes.

Individual teachers from the selected public secondary schools had their insights in relation to the matter. For example one respondent from Pamba secondary school added that, "

Figure 4.4.2.1: Monitoring and Evaluation in Implementation of Teacher Motivation Schemes



Source: Field data, 2015.

4.5 Challenges Encountered in the Implementation of Available Motivation Schemes

The challenges encountered in the implementation of the available motivation schemes in public secondary schools relate from both selected public secondary schools. Thus, the study generalised respondents views in relation to school management on the implementation of available motivation schemes. On that base the study assessed the implementation of centrally initiated motivation schemes and locally initiated motivation schemes in the context of the operational environment of the schools, in the context of the limits provided by the policies, laws and circulars.

4.5.1 The Implementation of Centrally Initiated Motivation Schemes

Numerous official documents over the last decade or so have also increasingly drawn attention to the fragility of teacher motivation in the country. For example, the Report on the Education Sector Towards 2000 notes that ‘since 1962, the different motivation schemes of service for teachers have not reflected due recognition of the heavy demands of society upon teachers nor the crucial contribution of the latter in molding the future citizens of society; (Bennell and Mukyanuzi , 2005).

This underlines the fact that SEDP II objectives are similar to those in SEDP I and only modalities of implementation may in some cases vary especially given the increased decentralization in the recent years; (SEDP II, 2010).

Field data in table 4.5.1.1 shows the challenges in implementation of centrally initiated motivation schemes for public secondary school teachers. The first category of respondents with 18 % shows that insufficient fund was the main challenge in implementing initiated motivation schemes. The other categories were in service training 12 %, grade award 15 %, work environment 6 %, job rotation 9 %, teaching and learning material provisions 4 % as the challenges in implementation of motivation schemes. The majority of respondents from both public secondary schools conclude insufficient fund as the main challenge in implementing motivation schemes.

However, this study and findings challenge Herzberg's suggestion that a reduction of intrinsic factors or job satisfiers such as recognition, growth and career advancement will not lead to reduced motivation. On the contrary the study has shown that teachers equally cared for both intrinsic and extrinsic motivators. A lesson from this study therefore is that managers or schools heads and authorities responsible for managing secondary education including the central government via the Ministry of Education and Vocational Training should be mindful of the importance of both intrinsic and extrinsic motivators for teachers in secondary schools.

Table 4.5.1.1: The Implementation of Centrally Initiated Motivation Schemes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Insufficient fund	18	28.1	28.1	28.1
In service training	12	18.8	18.8	46.9
Grade award	15	23.4	23.4	70.3
Work environment	6	9.4	9.4	79.7
Job rotation	9	14.1	14.1	93.8
Teaching and learning provision material	4	6.3	6.3	100.0
Total	64	100.0	100.0	

Source: Field data, 2015.

4.5.1.1 Insufficient Fund on the Implementation of Centrally Initiated Motivation Schemes

Since insufficient fund was one of the main challenge on motivation factor in many cases, the study assessed it in a specific way in relation to implementation of centrally initiated motivation schemes. Both respondents from the selected public secondary schools had the same answers on generalisation except those who were noted separately with different views and personal experiences. Field data in table 4.5.1.1.1 reveals that, 7 % transfer of

teachers, 13 % training, 17 % award grades on time, allowances and 3 % soft loan provisions as challenges based on the implementation of centrally initiated motivation schemes. Therefore, the majority of respondents from public secondary schools regard soft loan provision as the main challenge on the implementation of centrally initiated motivation schemes.

One respondent from Mwanza secondary school regard that, "In fact, teachers face many problems that really discourage them to work hard, one of which is the bad community's perception towards their profession. Our community has been perceiving teaching as the low status job that even some of the parents dare discouraging their children to join. They send their children to better schools believing that they may pass well their exams and opt for other professions than teaching for the students with poor grades are likely to be selected for education courses ending up to become teachers." One of district education official said that, "there are some government's efforts to address teachers' problems. For example, the government's decisions to put in place Teacher Development and Management Strategy (TDMS) which aimed at among other issues to address the existing demand for teachers, while attempting to address challenges related to quality, including teachers' professionalism, management and motivation.

Essentially, the findings have confirmed Herzberg's Two Factor theory that both intrinsic and extrinsic factors motivate (if provided) or demotivate (if not provided) employees to perform their jobs. In this regard, the findings have shown that intrinsic factors such as a sense of achievement, recognition, growth and a sense of responsibility and career advancement do motivate teachers to perform their teaching job.

Similarly, findings have shown that extrinsic factors such as working conditions, financial compensation and rules and regulations and also policies at work do also impact on the employees' motivation positively if they are favourable and negatively if they are not favourable.

Table 4.5.1.1.1: Insufficient Fund on the Implementation of Centrally Initiated Motivation Schemes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Transfer of teachers	7	10.9	10.9	10.9
	Training	13	20.3	20.3	31.3
	Award grades on time	17	26.6	26.6	57.8
	Allowance	24	37.5	37.5	95.3
	Soft loan provision	3	4.7	4.7	100.0
	Total	64	100.0	100.0	

Source: Field data, 2015.

4.5.2 The Implementation on Locally Initiated Motivation Schemes

The implementation on locally initiated motivation schemes was categorised into work environment, teaching and learning materials. After data analysis and validity issues the findings were generalised from both selected public secondary schools. However, few respondents from Pamba and Mwanza secondary schools evidenced their views apart from the generalisation bases. Both head of schools believe that the large the implementation on local initiated motivation schemes at their schools were adequately implemented. In their opinion, only 4 percent of local motivation schemes initiated were poorly implemented in Mwanza secondary school and 24 percent in Pamba secondary school. Only two out of 48 teachers specifically stated in their questionnaires that the overall level of motivation of their staff is low. One of the academic master stated that, "sometimes I am forced to establish contributions from parents/guardians/students in order to photocopy students examinations for continuous assessment which is very bad due to insufficient funds and the work becomes bored especially for non responses".

4.5.2.1 Teaching and Learning Materials Provisions

Teaching and learning materials provisions was one of the challenge in implementation of local initiated motivations schemes. Field data in table 4.5.2.1.1 shows these challenges as classes 15 %, books 18 %, flip charts 12 %, stationary materials 9 % and learning devices/equipments on local level in implementing motivation schemes. Thus, basing on the findings the majority of respondents from public secondary schools considered availability of books as the main challenge in implementation of motivation schemes.

Table 4.5.2.1.1: Teaching and Learning Materials Provisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Classes	15	23.4	23.4	23.4
	Books	18	28.1	28.1	51.6
	Laboratory	12	18.8	18.8	70.3
	Flip charts	4	6.3	6.3	76.6
	Stationary materials	9	14.1	14.1	90.6
	Learning devices/equipments	6	9.4	9.4	100.0
	Total	64	100.0	100.0	

Source: Field data, 2015.

4.5.2.2 Working Environment Challenges on Implementation of Motivation Schemes

Working environment was the second challenge in local implementation of motivation schemes in public secondary school teachers. Field data in table 4.5.2.2.1 indicated these challenges as 14 % health service and water, 20 % housing, 4 % electricity and 12 % transportation. Also, with regards to working conditions, aspects such poor living conditions, too much workload in terms of large class size, poor teaching facilities such as lack of enough textbooks and laboratory equipments were mentioned by respondents as things which made them dissatisfied.

One respondent from Mwanza secondary school said that, "Majority of teachers in this Nyamagana district are not committed for teaching job, they consider teaching professional as the last resort job. The reasons why they are not committed is that most teachers lack basic services such as transport to and from their working places, availability of reliable houses and health services and unfavorable working conditions. So, to me these should first be dealt with for teachers to work comfortably in their working places." In addition to the above interview, a headmaster of one of the selected schools had reported that: most teachers in Nyamagana district have no morale on their jobs because they lived very far from their working station areas where cheap houses do not have electricity; houses are very scattered and located far from their working places and in fact do not match their status as public secondary school teachers."

The other respondent from selected public secondary schools warns that, "as most of rural areas do not have good houses with water and electricity to accommodate teachers, most of

them would like to remain in towns where there is accessibility of such services however they are available outside school areas for payments. A teacher may find better to pay rent for good house while still remain in town than going to the rural areas where such services are hardly available. From the above quote, one may deduce that teachers' satisfaction is also determined by the places they are located to work." First, the study has revealed that teachers' motivation seem to depend on different factors as mentioned above; thus the extent to which teachers will be highly or lowly motivated will depend on the way the government will effectively work on these factors in an attempt to address teachers problems.

A study conducted by Bennel and Mukyanuzi (2005) confirms the above responses by reporting that living condition for most teachers are not satisfactory, and that the availability of houses with reasonable quality nearby schools is one of the key issues that need to be solved. A most important conclusion of this study is that the findings overwhelmingly support Herzberg's Two Factor Theory because the respondents (teachers) considered both intrinsic and extrinsic motivation as important for their job performance and wellbeing. However, the findings challenge Herzberg's suggestion that lowering intrinsic motivations would not decrease staff motivation.

On the contrary, as this study confirms that teachers considered both intrinsic and extrinsic and the absence of any of two categories would certainly depress the teachers or lead to their job dissatisfaction and hence demotivation.

Table 4.5.3.2: Working Environment Challenges on Implementation of Motivation Schemes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Health service	14	21.9	21.9	21.9
	Housing	20	31.3	31.3	53.1
	Water	14	21.9	21.9	75.0
	Electricity	4	6.3	6.3	81.3
	Transportation	12	18.8	18.8	100.0
	Total	64	100.0	100.0	

Source: Field data, 2015.

4.6 The Ways of Improving the Implementation of Motivation Schemes

The ways of overcoming the challenges in order to improve the implementation of motivation schemes in public secondary schools was the fourth specific objective of the study. The 1995 Education and Training Policy noted that ‘in Tanzania, teachers have experienced low and irregular salary payments, lack of proper housing, inadequate teaching facilities, low status and limited opportunities for professional development.

4.6.1 Improving the Implementation of Teachers Motivation by the Government

The fourth research specific objective of this study was to examine efforts made by the government to improve teacher motivation. The accompanying research question was what efforts have been made by the government to improve and address teachers’ demand? To address this research question, teachers and senior officers from Nyamagana district were interviewed to give their opinions on what efforts they considered to be made by the government to improve teachers’ motivation.

Field data in figure 4.6.1.1 shows ways of overcoming the challenges in order to improve the implementation of motivation schemes in public secondary schools by the government level.

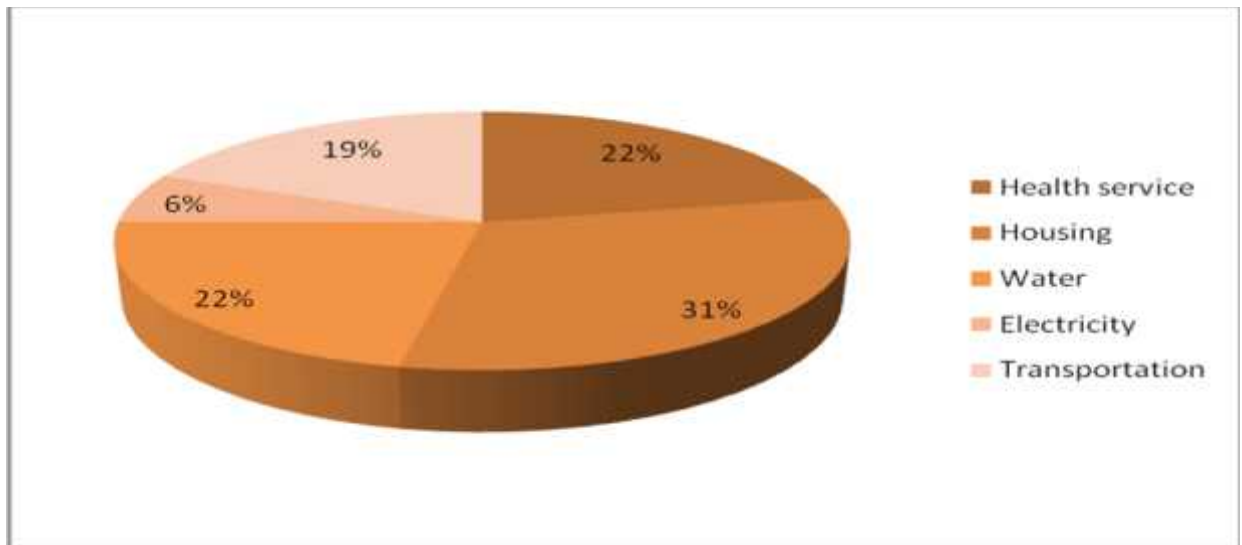
The first categories of respondents with 22 % each considers health and water services as the main challenge to overcome. The second category of respondents with 31 % regard housing as the main obstacle to solve in implementing motivation schemes by the government. The third category of respondents with 6 % regard electricity as the main challenge to improve in order to implement motivation schemes. The last category of

respondents with 19 % insist the government to improve transportation in order to improve motivation schemes implementation by the government. Therefore, basing on the findings from the field the majority of respondents recommends the government to provide enough housing services in order to implement motivation schemes.

Again, the same was true to another District's education officer when asked on the same question in an interview; he had this to say: "The government deserves praise for the efforts it has been making with regards to teachers problems. You are a witness that some of the teachers' claims such as unpaid salary areas have been worked on I am told, and the salary is going to increase very soon at the end of this month (end of July). The district's councils all over the country are provided with some capitation from the Central Government just for the improvements of schools' conditions, building houses and other education facilities improvement services. Are all these worthless?"

As a way also to reduce teachers' problems and motivate them to perform, the government also sought to increase teachers' salaries in every year as one of the strategy for poverty reduction in Tanzania; (URT, 2000). Another ward education official when interviewed about whether there are any efforts made by the government to address teachers' problems had said that: "Whoever does not see all these efforts the government is doing must be unkind and against to the government. Houses are built all over places for teachers though they are not currently enough. It is because of our low economic ability that the exercise is going at slow pace, and mind you this country is large, but slowly, it will reach a time when you will never hear the problem of lack of houses for teachers."

Figure 4.6.1.1: Improving the Implementation of Teachers Motivation by the Government



Source: Field data, 2015.

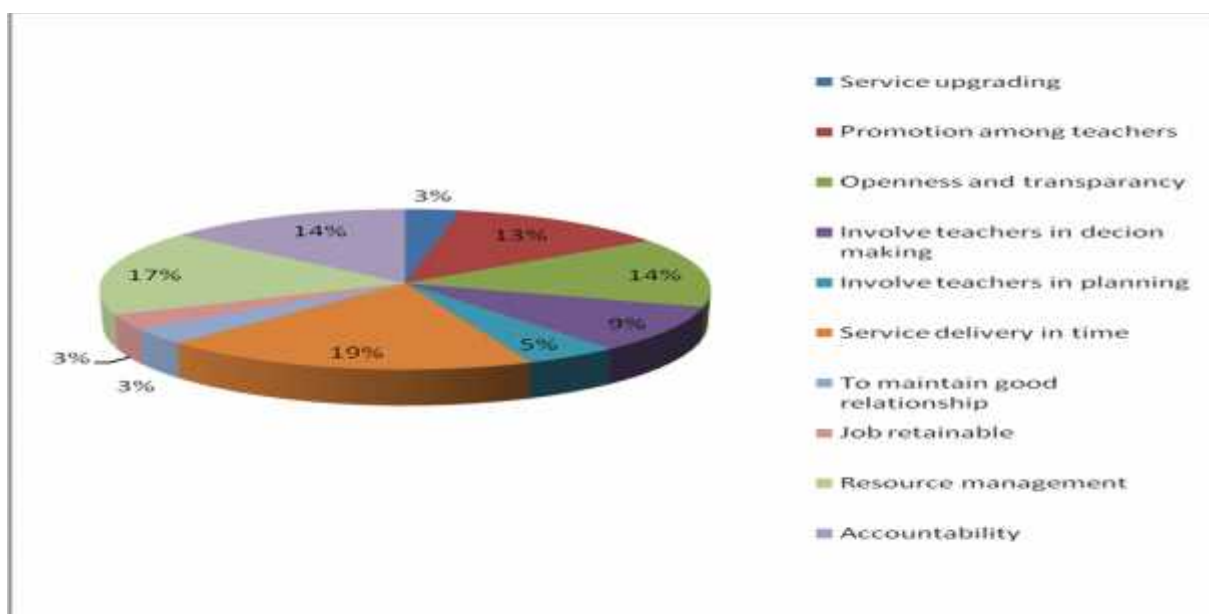
4.5.2 Improving the Implementation of Motivation Schemes by School Management

The main purpose and role of school management is to improve the implementation of motivation schemes on public secondary schools. The initiated motivation schemes on public secondary schools shown in figure 4.6.2 reveals various ways and suggestions in order to improve the implementation processes. Findings suggests that, 3 % services upgrading, 13 % promotion among teachers, 14 % both openness, transparency and accountability. The other categories were 9 % involve teachers in decision making, 5 % involve teachers in planning and 19 % service delivery in time. Not only that the last categories of respondents suggestions were 3 % both job detainment and maintain good relationship and 17 % resource management. Basing on the findings from the field the majority of respondents from both selected secondary schools addressed the school management to improve service delivery in time in order to improve the implementation of motivation schemes for public secondary school teachers.

Basing on the findings from individual respondents in a deep and sorrow mood they suggested that, the school management has a role to improve teacher motivation schemes and they have a room to fill in since there are clear opportunities to do so. One of the respondent from Pamba secondary school said that, "our school is located in the york of the city. It has infrastructures and facilities once considered may resolve all these issues. There was no need to rely on the government unless for big issues. The school is surrounded by

shops and other investments along its fence. But we do not earn any coin from the investments. For example one shop apartment costs millions of shillings per year as annual rent. Still teachers who work here suffer a lot regarding house rents. The same amount for a single shop may pay for more than two teachers on their annual house rents. But the money is collected by the district council for other usages". On the same line one teacher from Mwanza secondary school suggested that, "the school management should not base on the few teacher houses within the compound since most of the employees live outside the school compound. There should be reasonable strategies to increase the number of houses even establishing other outstation sites for building teachers houses."

Figure 4.5.2.1: Improving the Implementation of Motivation Schemes by School Management



Source: Field data, 2015.

CHAPTER FIVE

CONCLUSION, RECOMMENDATION

5.1 Introduction

The chapter provides the conclusion and recommendation based on the study results whose objective was to assess the role of school management on teacher motivation schemes. The chapter starts with the introduction followed by the conclusion and recommendations. The chapter finally highlights areas for further researches hence limitation of the study.

5.2 Conclusion

Basing on the discussion it indicates that the role of school management on teacher motivation schemes for public secondary schools started earlier however still requires increasing attention to the value of more applied research, innovative, relevant processes, regulations frame works, laws, controls and evaluation to the local, regional, national, global, public education sectors. Such strategies facilitates through creating linkages between the public teachers and motivation. In recent decades, there has been significant progress toward the goal of universal motivation schemes standards under public secondary schools, even while improvements in access have not necessarily been matched by quality of its application in the implemented stages.

The Constitution of the United Republic of Tanzania in Article 22 and 23 provides for the right to work and just remuneration. The Public Service Management and Employment Policy together with the public service regulations have provided an environment for promoting equal opportunities, eliminating discrimination and biases against teachers. The government has domesticated the international labour standards through the enactment of the National Employment Services Act (1999). Furthermore, Tanzania overhauled its employment and labour laws in 2004 when it enacted the Employment and Labour Relations Act, Act No. 6 of 2004 (the Employment Act) and the Labour Institutions Act, Act No. 7 of 2004 Labour Institutions Act.

Whereas the Employment Act provides for labour standards, rights and duties, the Labour Institutions Act constitutes the governmental organs charged with the task of administering the labour laws.

Subsequently, in 2007 several pieces of subsidiary legislation were promulgated to facilitate the enforcement of labour rights and standards stipulated in the Employment Act. One of the most significant of this is the Employment and Labour Relations Rules; (G.N. No. 42 of 2007). Indeed, the new laws further enact employment and labour standards which, by and large, conform to the labour standards concerning motivation schemes to employees set by the International Labour Organization.

The findings show that the identification of motivation schemes under the role of school management for public secondary teachers were affirmed by both respondents with 100 % acceptance of the existing problem. The identification and examination of teacher motivation schemes in public secondary schools was the first objective of the study. Basing on the findings from the field, the majority of respondents concluded and identified good working conditions as the best motivation scheme in public secondary schools teachers. However, in a narrow sense the respondents identified other motivation schemes like grade rewarding, job detainment, good relationship, promotion among teachers, recognition, soft grants loans, remunerations, allowances, involvement in decision making processes, planning matters as the best motivation schemes for teachers. The findings matches the application of Two Factor Theory which regard that when people are satisfied, they attribute their satisfaction to the work itself and not on the environment in which they work; (Manisera et al., 2005).

The findings evidenced a high quality of position of school management on implementation of motivation schemes provisions for public secondary schools. The strategies on implementation of motivation schemes were analysed as salary ranking, rewarding policy, promotion, remuneration, career development and insurance as strategies for implementing teacher motivation schemes. Therefore, findings from the field conclude salary ranking was the best strategy in implementing teacher motivation schemes. The findings relate with both Two Factor Theory and school management roles on teacher motivation schemes in public secondary schools.

The school management team is responsible for ensuring proper implementation of the education and training policy by: salary ranking; preparing school development plans and budgets; (SEDP II, 2015). Herzberg's theory is the first of its kind to emphasize the importance of non monetary rewards in motivating employees; (Gevity Institute, 2005).

According to this theory, satisfying experiences are most often associated with the non-monetary, or intrinsic, content of the work. This includes variables such as achievement, recognition, personal growth, personal responsibility and the characteristics of the work; (Gevity Institute, 2005).

Moreover, respondents from the selected public secondary schools found that, monitoring and evaluation as the other task for identifying implementing motivation schemes. Field data listed that workload ratio, development grants/capitation, service delivery, student performance, availability of facilities and quality of infrastructure positioned the implementation of motivation schemes. The majority of respondents from public secondary schools regard service delivery as the main factor in implementation of teacher motivation schemes. The findings relates with the role of school management which is to ensure service delivery efficiency. If solved this will brings well demonstrated benefits correlated and related with the whole school management, society with higher rates of economic growth at the national level on the provision of motivation schemes on public secondary schools.

The same findings from the field analysed challenges that barrier the implementation of motivation schemes on public secondary school teachers. The challenges encountered in the implementation of the available motivation schemes in public secondary schools were categorised from central and school management levels in the context of the limits provided by the policies, laws and circulars. Among the challenges determined from the central government were insufficient fund, in service training, grade award, work environment, job rotation, teaching and learning material provisions as the challenges in implementation of motivation schemes. The majority of respondents from both public secondary schools conclude insufficient fund as the main challenge in implementing motivation schemes. Furthermore, the study found transfer of teachers, training, award grades on time, allowances and soft loan provisions as challenges based on the implementation of centrally initiated motivation schemes. Thus, the majority of respondents from public secondary schools regard soft loan provision as the main challenge on the implementation of centrally initiated motivation schemes.

On that base the study categorised the challenges encountered on local level on the implimentation of motivation schemes into working conditions and availability of teaching and learning materials. Findings revealed that, books, flip charts, stationary materials and learning devices/equipments were the main challenges in implementing motivation

schemes. Thus, basing on the findings the majority of respondents from public secondary schools considered availability of books as the main challenge in implementation of motivation schemes. On the other hand findings identified these challenges as health service, water services, housing, electricity and transportation encountered while implementing motivation schemes.

Data from the field suggested that there should be reasonable strategies to arrest and improve the issue of implementing motivation schemes on public secondary schools teachers. However, the study on the government level shows the existence of the problem due to insufficient funds, poor follow up and formulation of policy arresting the implementation of motivation schemes on public secondary school teachers. Other factors to improve were lack of clear training and career development, establishment of training centres for legal aspects, involvement in decision making processes. Furthermore the follow up in implementation of school management in all stages, monitoring and advices for affected teachers, and creation of good working conditions.

5.3 Recommendations

The researcher recommends the governments to think seriously about how to support and motivate public secondary school teachers through various needs including recognition, appreciations, remunerations, allowances, trainings on labour laws and regulations. Since the role of school management yields little insight about; the barriers to accessing motivation schemes which intervention strategies are best for keeping public secondary school teachers motivated. While improving employment and motivation provisions outcomes, and cost effectively delivering of motivation schemes, the study suggests an urgent need for new research and development in this field. The government should also provide loans with low rates and entrepreneurship bases in order to increase the standard of living on its public secondary school teachers.

The researcher insists the labour bodies and education sector authorities to focus on good policy formulations, involvement of teachers on decision making processes, improvement of wages and other benefits. Other factors were reduction of work load through employment recruitment, establishment of seminars and workshops for career development. The report recommends contract of employment may be oral or written however workers should be provided with a written statement of employment at the start of their employment. A reasonable notice period, depending on the length of service of a

teacher, may be required before an employer may sever the employment relationship. For working teachers, laws may define the portion of parental leave that has to be compulsorily taken by fathers or mothers.

The study recommends that numerous outlets for employment motivation in the artisanal sector should be noted and creatively integrated into the economy. Unfortunately, neither is there any real appreciation of the numerous tasks that public teachers are involved in nor value attached to these tasks. Therefore, the policy makers, politicians, the Ministry of Education and Vocational Training and school management will benefit with the findings of the study since it provides insight on the roles of school management on teacher motivation schemes in public secondary teachers in Nyamagana district hence Tanzania at large.

5.5 Further Research

Based on the research findings the researcher proposes various study investigations on the following areas; improvement of career training and development opportunities to make public secondary school teachers competent in the employment sphere. Moreover, further researches on the improvement of wages and other benefits according to current life situations in order to build a better, more inviting working climate for employment. Not only that but also further researches to be done on monitoring, evaluation, and controlling of the implementation of motivation schemes on public secondary school teachers. This may offer more establishment and implementation of employment security provisions on teacher motivation in creating a large security and benefits for a greater career development.

Due to generalization of findings and complications during the study the researcher keeps proposing on other areas of researches such as effects of school management in relation to public secondary school teacher motivation.

The effects of employment standards of Tanzania compared to other countries regarding wages, leave, working hours, employment conditions and other benefits. Hence other researches on formulation of policy improving the implementation of motivation schemes on public secondary school teachers including building of training centres, establishment of legal courts for female teachers and initiation practices among legal perspectives, negative attitude towards female teachers; poverty, openness in all stages of implementation and poor planning.

5.6 Limitation of the Study

In any research conducted, there might exist certain limitation, therefore during the study, the researcher faced limitations some of which were beyond expectations. Major limitation were:-

Time Limit:

The nature of the study demanded a thorough investigation and assessment. To achieve this, more time were required to examine in breadth and depth the subject matter in question.

Financial Constraints:

A researcher experienced shortage of funds to the sponsor failure to provide field allowance to cover all the costs of the activities.

Availability of Data:

The research experienced problem of data availability from the field of study in the sense that some of the data were not available to the researcher that resulted into frequent follow up.

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APPENDIX ONE

Research Questionnaires for Public Secondary Schools in Nyamagana District

Mzumbe University

Department of Business Administration

Faculty of Commerce

Research Questionnaires for the Role of School Management on Teacher Motivation in Public Secondary Schools Nyamagana District.

Dear respondent,

This questionnaire is part of an extensive master's study on masters of business administration-corporate management. It will be highly appreciative when, the respective respondent participate fully in interview aimed at answering the questions thoroughly. All information will be treated strictly confidential for just academic purposes only. Please feel free to contact the researcher in case of any difficult at a reasonable time.

The Researcher is Mr. Ditrick Melchiory Mob. +255757725933

The supervisor: Dr. Wilhelm Leonard Mob. +255767147657

Instructions for completion of this questionnaire

Please answer all questions as objectively and honestly as possible.

Please answer based on your own business and experiences as much as possible.

1. Fill in the brackets with the best choice and make short and clear comments.
2. You are kindly requested to complete the questionnaire and return it to the owner.

3. Respondent's phone number is _____

PART A

Demographic Information

Please complete the following by placing a cross in the appropriate block

1. In which department do you belong?

2. What is your age?

3. Gender Tick the appropriate bracket

() Male

() Female

4. Level of Education:

i. Certificate

ii. Diploma

iii. Bachelor Degree or Equivalent

iv. Post graduate

v. Others

5. Experience with school management

i. Less or equal to 5 year

ii. 5 years up 10 years

iii. 15 years to 20 years ()

iv. Above 20 years

6. What At what extent are the teacher motivation schemes in public secondary schools?

i. _____

ii. _____

iii. _____

iv. _____

v. _____

7. How is the position of school management in the design and implementation of motivation schemes?

i. _____

ii. _____

iii. _____

iv. _____

v. _____

8. What are the challenges encountered in the implementation of the available motivation schemes in public secondary schools?

i. _____

ii. _____

iii. _____

iv. _____

v. _____

9. Which are the ways of overcoming the challenges in order to improve the implementation of motivation schemes in public secondary schools?

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

11. What do you suggest in order to overcome the challenges in order to improve the implementation of motivation schemes in public secondary schools by the centrally bases?

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

12. What do you suggest in order to overcome the challenges in order to improve the implementation of motivation schemes in public secondary schools by the local bases?

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

13. What are the challenges encountered during implementation stages of motivation schemes in public secondary schools?

- i. _____

ii. _____

iii. _____

iv. _____

v. _____

14. How does the local established motivation schemes challenge the school management?

i. _____

ii. _____

iii. _____

iv. _____

v. _____

Thanks a lot for your cooperation and participation!

An Interview Guide District Education Officers and Ward Education Coordinator

A. General questions

1. Which of the following group do you belong?
 - a) District Education Officer
 - b) Ward Education Coordinator
 - c) Head Master/Mistress
 - d) Board Member
 - e) School Management Team
 - f) Accountant
2. For how long have you been in public education sector?
3. What is your qualification?
4. For how long have you been in your present position?
5. What influenced you to join teaching professional?

B. Specific questions

6. At what extent are the teacher motivation schemes in public secondary schools?
7. How is the position of school management in the design and implementation of motivation schemes?
8. What are the challenges encountered in the implementation of the available motivation schemes in public secondary schools?
7. Which are the ways of overcoming the challenges in order to improve the implementation of motivation schemes in public secondary schools?

An Interview for Board Members

A. General questions

1. Which of the following group do you belong?

- a) District Education Officer
- b) Ward Education Coordinator
- c) Head Master/Mistress
- d) Board Member
- e) School Management Team
- f) Accountant

2. For how long have you been in public education sector?

3. What is your qualification?

4. For how long have you been in your present position?

5. What influenced you to join teaching professional?

B. Specific questions

6. At what extent are the teacher motivation schemes in public secondary schools?

7. How is the position of school management in the design and implementation of motivation schemes?

8. What are the challenges encountered in the implementation of the available motivation schemes in public secondary schools?

7. Which are the ways of overcoming the challenges in order to improve the implementation of motivation schemes in public secondary schools?

8. What is the role of school board in implementing motivation schemes?

An Interview Guide for School Management Team, Accountants

A. General questions

1. Which of the following group do you belong?

- a) Head Master/Mistress
- b) Board Member
- c) School Management Team

d) Accountant

2. For how long have you been in public education sector?
3. What is your qualification?
4. For how long have you been in your present position?
5. What influenced you to join teaching professional?

B. Specific questions

6. At what extent are the teacher motivation schemes in public secondary schools?
7. How is the position of school management in the design and implementation of motivation schemes?
8. What are the challenges encountered in the implementation of the available motivation schemes in public secondary schools?
7. Which are the ways of overcoming the challenges in order to improve the implementation of motivation schemes in public secondary schools?
8. What is the role of your department in implementation of motivation schemes?
9. Are the incentives and other payments of teachers delivered on time?

Thanks a lot for your cooperation and participation!

APPENDIX TWO

Table 3.11.1: Research Budget

Activities/materials	Cost/ T.sh.
4 Reams of photocopy papers @700/=	28,000/=
1 flash disk 2GB	25,000/=
20 pens @200	4,000/=
1 box containing pencils	1000/=
10 rulers @200	2,000/=
3 files @1200	3,600/=
1Punching machine	3,000/=
2 scientific calculators @15,000	30.000/=
1 box of staple pins	1,500/=
1 stapler	4,000/=
Transport cost when visiting supervisors	100,000/=
Field activities	Cost/Tsh.
Transport in Nyamagana city council for research matters	160,000/=
Meals and water 3000 per day for 5 days	150,000/=
Allowances to research assistants 6,000x2 personsx30 days	360,000/=
Photocopying 150 questionnaires @50	5,000/=
Emergence money	200,000/=
Sub total	875,000/=
Report writing	Cost/Tsh.
Meal allowance	300,000/=
Typing and printing	60,000/=
Binding 3 copies @ 2500	7,500/=
Grand total	1,444,000/=

Source: Researcher, 2015.

APPENDIX THREE

Figure 3.10.1: Duration and Schedule of Activities

Schedule of activities	2014								
Months	Dec	Jan	Feb	Marc	Apr	May	Ju	Jul-	Au
Presenting proposal before the panel									
Training of one research assistant									
Questionnaire pre-testing(Pilot study)									
Data collection									
Data coding cleaning and editing									
Data analysis									
Dissertation writing									
Submission of the first draft of dissertation									
Submission of the final draft of dissertation									

Source: Researcher, 2015.