

**THE MANAGEMENT OF TEACHER'S MOTIVATION IN
TANZANIA EDUCATION SECTOR: THE CASE OF PUBLIC
SECONDARY SCHOOLS IN TEMEKE MUNICIPALITY**

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TANZANIA EDUCATION SECTOR: THE CASE OF PUBLIC
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By:

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Fulfillment of the Requirements for the Degree of Master of Business
Administration and Cooperate Management (MBA-CM)
of Mzumbe University**

2014

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AND
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I Asnath Godson Mdeme do hereby declare that this thesis is my own original work and that it has been presented to any higher learning Institution for a similar award or any other degree award.

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DEDICATION

This work is dedicated to my dear beloved mother Elizabeth Solomoni. It is also dedicated to my sister Happiness and Hellen Mdeme and my lovely children; Rehema D. Mkumbi, Byera J. Jingu and Sandra Kemilembe Mugisha.

ABBREVIATIONS AND ACRONYMS

LGA	Local Government Authority
LICs	Low Industrialised Countries
MoEC	Ministry of Education and Culture
MOEVT	Ministry of Education and Vocational Training
NBS	National Bureau of Statistics
OUT	Open University of Tanzania
SPSS	Statistical Package for Social Scientist
TMC	Temeke Municipal Council
UNESCO	the United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania
VSO	Voluntary Service Overseas

LIST OF TABLES

Table 3.5.1	Sample Distribution of respondents.....	28
Table 4.2.1:	Gender of the respondents.....	35
Table 4.2.2:	Age of the respondents.....	36
Table 4.2.3:	Marital Status of the respondents.....	37
Table 4.2.4:	Level of education of the respondents.....	38
Table 4.2.5:	Occupational Status of the respondents.....	39
Table 4.2.6	Status of the types of Teacher’s Motivations.....	41
Table 4.2.7:	The impact of Teacher’s Motivations and De-motivations on Students learning.....	44
Table 4.8:	The extent of the Management in solving Teacher’s Motivations.....	47
Table 4.9:	Barriers in the management of Teacher’s Motivations.....	50

LIST OF FIGURE

Figure 2.5: The Conceptual Framework for the study.....25

ABSTRACT

A study on the Management of Teacher's Motivation in Tanzania Education Sector was done at Temeke Municipal Council in Dar-Es-Salaam City. The general objective was to investigate the management of teacher's motivations in education sector, the specific objectives were: to determine the perception on the status of types of teacher's motivations that exist in the working area; to assess the impact of teachers motivations on students learning; to investigate barriers in the management of teachers motivations; and, to examine the extent of the education management success in solving the issue of teacher's motivations.

Both Theoretical and empirical literature were reviewed and the research gap which was determined in the proposal stage was covered from the data analysis and discussion in chapter four. The research design used was survey study design, whereby, the population for the study was 82 people within which sampled population consisted of 82 respondents. Due to the fact that the study involved 82 people, the sampling procedure involved Census where $N=n$, within which all the sampled population was reached. To avoid biasness, equal chance strategy was employed to ensure clear representative sample of the rest of the surveyed population. The selection of respondents was based on age, gender, marital, work experiences and occupational statuses.

The data collection methods used was primary and secondary data, and data collection instrument used was questionnaire. Data analysis was done by the aid of computer software that is Excel and SPSS based on study objectives. The overall research findings indicate that, the extents of School Management, Temeke Municipality and MoEVT in solving Teachers' Motivational problems are extremely poor. In addition, in all outlined twenty three barriers that hamper the effective management of Teachers' Motivations, the study revealed that, the leading barriers were low budget from the MoEVT, poor management and planning system,

corruption and delay in information and documents to reach the targeted person and lack of participation of Teachers in decision-making on matters that affect their lives.

TABLE OF CONTENTS

Declaration and Copyright	i
Acknowledgement.....	ii
Dedication	iii
Abbreviations and Acronyms.....	iv
List of Tables.....	v
List of Figure.....	vi
Abstract.	vii
Table of Contents	viii

CHAPTER ONE : INTRODUCTION AND BACKGROUND TO THE

PROBLEM.	1
1.1 Introduction	1
1.2 Background to the Problem.....	1
1.3 Statement of the Problem	3
1.4 Objectives of the study	5
1.4.1 General objective.....	5
1.4.2 Specific objectives.....	5
1.5 Research Questions	5
1.6 Significance of the Study	6
1.7 Limitation of the study	6
1.8 Delimitations	6

CHAPTER TWO : LITERATURE REVIEW..... 8

2.1 Introduction	8
2.2 Theoretical Review.....	8
2.2.1 Definition of Terms	8
2.2.1.1 Teacher	8
2.2.1.2 Motivation	8

2.2.1.3	Teachers' Motivation	9
2.2.2	Motivation Theories	9
2.2.2.1	Maslow's Hierarchy of Need Theory	9
2.2.2.2	Adams's Equity Theory.....	10
2.2.2.3	Herzberg's Motivation Hygiene Theory	11
2.2.2.4	Expectancy-Value Theory	11
2.2.3.1	Reason for Motivation.....	12
2.2.3.2	What influence Motivation?	13
2.2.3.3	Barriers to Motivation.....	14
2.4	Empirical Review	17
2.4.1	Perceptions on the types of Teacher's Motivations.....	17
2.4.2	The Impact of Teachers' Motivations	20
2.4.3	Barriers in the Management of Teachers' Motivations.....	23
2.5	Conceptual Framework	26
 CHAPTER THREE : RESEARCH METHODOLOGY		28
3.1	Introduction	28
3.2	Research design	28
3.3	Area of the study	29
3.4	Population.....	29
3.5	Sample and Sampling Procedures	30
3.5.1	Sample	30
3.5.2	Sampling Techniques	30
3.5.2.1	Purposive Sampling.....	31
3.5.2.2	Simple Random Sampling.....	32
3.5.3	Sampling Procedure	32
3.6	Sources of Data	32
3.6.1	Primary Sources of Data.....	32
3.6.2	Secondary Sources of Data.....	33
3.7	Data collection methods and instruments.....	33
3.7.1	Data collection method.....	33
3.7.1.1	Documentary Analysis	33

7.1.1.2	Observation	34
3.8	Data Collection Instrument	34
3.8.2.1	Questionnaire.....	34
3.8.2.2	Observation Schedule.....	35
3.8.2.3	Documentary review schedule	36
3.9	Data Analysis Procedure	36

CHAPTER FOUR : DATA PRESENTATION ANALYSIS AND DISCUSSION37

4.1	Introduction	37
4.2	Characteristics of Respondents	37
4.2.1	Gender	37
4.2.2	Age	38
4.2.3	Marital Status	39
4.2.4	Level of Education	40
4.2.5	Occupational Status	41
4.3	Status of Teachers’ motivations at workplace.....	42
4.4	The impact of Teachers’ Motivation on Students learning	45
4.5	The extent of School, Temeke Municipality and MoEVT Managements in solving issues of Teachers’ Motivations	48
4.6	Barriers in the management of Teachers’ Motivations	51

CHAPTER FIVE : SUMMARY, CONCLUSION AND

	RECOMMENDATIONS.....	55
5.1	Introduction	55
5.2	Summary of the study.....	55
5.3	Conclusion.....	57
5.4	Recommendations	58

	REFERECES.....	59
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	APPENDICES	69
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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

One of the biggest outcries that are facing public secondary school Teachers in Tanzania ever since is their Motivation which is a key determinant of students learning. To understand the issue of Teachers Motivations some theories provides fundamental basis of motivation that help describing the motivation of Teachers in a systematic way. Many scholars have reported that, teacher motivation in developing countries paint a dismal picture of generally low or declining levels of motivation among formal public school teachers. However, the situation of course varies from country to country. Some countries may face particular threats to teacher motivation while other countries face different or no threats. The vice versa is true in Tanzania public secondary schools within which the situation and status of teacher motivation vary considerably between urban-urban, rural-rural and urban-rural secondary schools.

Little is known about what exactly lead to poor management of Teachers Motivations particularly in the so called public secondary schools. In general, literature has established that, poor teacher motivation result to an increase of teacher absenteeism, high teacher turnover and professional misconduct which have affected performance and threaten to affect the achievement of quality education in any developing country like Tanzania. While well motivated teacher have job satisfaction and increased work morale and hence improved student's academic performances.

1.2 Background to the Problem

The issue of teachers' motivation and quality assurance has become a matter of debate and concern in educational systems and standards. In most developing countries of the world including Nigeria, there has been a growing awareness about teacher motivation which is a key to quality assurance, quality outcomes/delivery and high standards in the educational system. It is acknowledged that any nation that is aspiring to maintain high and quality standards or achieve quality assurance in its

educational system must take teachers and their motivational needs with utmost high level of seriousness (Ofojebe, & Ezugoh, 2010). Their motivation should be at the forefront of government policies in order to enhance quality education and attain the goals and objectives of education. That is why they should be motivated properly in order to enhance quality in the educational system (*Ibid*).

Motivation plays an important role in the organization because it increases the productivity of employees and the goals can be achieved in an efficient way. The behavior of employees can change through motivation in any organization. From situation to situation, the level of motivation differs with in an individual (Robbins, Judge, and Sanghi, 2005). Teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the student's achievement (Mustafa, and Othman, 2010). If in schools, the teachers do not have sufficient motivation then they are less competent which directly influence the students and the education system.

Teachers are important instrument in education. They are also the pivot on which the educational process hang. Teachers play a major role in the whims and caprices of the educational system. They can influence the teaching – learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies (Onucha, 2002).

A study on the teacher as a crucial factor in curriculum innovation found out that teachers' motivation is related to such dimensions as their involvement in decision making; their professional growth; teacher status and impact; autonomy and self – efficacy. This empowerment is important for the realization and quality of both curriculum and educational innovations (Pilot, 2007 in Ofojebe, & Ezugoh, 2010).

The quality of education pushed Sumra, (2004) to contend that, in Tanzania, as in many other countries in Africa, improving the quality of education is considered a fundamental goal towards universal primary education. Although policy makers

realise the central role which teachers play in achieving this, the living and working conditions of teachers have not improved significantly. A special intergovernmental Conference convened jointly by UNESCO and ILO in Paris in 1966, adopted a recommendation concerning the Status of Teachers which emphasised the interdependence between the status of teachers and the status of education. Since then the critical role of teachers in improving the quality of education has been recognised in most educational reforms (Sumra, 2005).

As pointed out by Bennell, and Mukyanuzi, (2005), learning outcomes can only be attained if teachers are adequately motivated. Teachers also have a critical role to play in supporting development activities in the wider community. In short, teachers are central to the realisation of ambitious national and international education and poverty reduction goals. However, there are growing concerns that teachers in Tanzania, as in other developing countries, are increasingly de-motivated, which is reflected in deteriorating teaching performance and learning outcomes (Bennell, and Mukyanuzi, 2005). According to URT, (1995) 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’ (URT, 1995). Poor incentives also mean that far too few qualified and experienced teachers want to work in schools in rural areas where the large majority of the population and the poor live and where primary school enrolment and completion rates are relatively low (Bennell, and Mukyanuzi, 2005).

From the background information of the topic under investigation, the current study investigated how teacher’s motivations in public secondary school are managed by the government authority in Tanzania.

1.3 Statement of the Problem

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).

Most governments Tanzania in particular, and other key education stakeholders recognise the crucial importance of improving the living and working conditions of teachers in order to achieve the desired improvements in quality and access to basic education. The necessity of adequately remunerating teachers has been a constant refrain of education commissions and other reviews over the last forty years. But, attempts to address the problem of low teacher motivation have invariably been quite superficial based on piecemeal interventions that have not been sustainable in the long-term (Bennell, and Akyeampong, 2007).

Government and donor education strategies have tended to shy away from dealing head on with the problem of low levels of job satisfaction and motivation among teachers. This is despite the fact that it is universally recognised that most interventions to improve schooling access and quality will not be successful unless teachers are adequately motivated (*Ibid*).

Although efforts are underway towards improving teachers' professional knowledge and skills in Tanzania, far less attention is focused on their material welfare. Many teachers have minimal material or intellectual support, and their salary is often insufficient to maintain them and their families. Teachers still often work under very difficult conditions. Increased resources and training are not necessarily the sole areas that need to be addressed. Teachers' social environment, attitudes, and working conditions are inter-related in a complex way that need to be understood better if efforts to improve education in the country are to succeed (Sumra, 2005).

A survey study done by Bennell & Akyeampong, (2007) on teachers' motivation and job satisfaction in 12 countries in Asia and Sub-Saharan Africa including Tanzania raises concerns about the influence of low teacher job satisfaction on teachers' absenteeism, lateness and lack of commitment to their work (Bennell & Akyeampong, 2007). Additionally, teachers' satisfaction is not only important to

teachers themselves as civil servants, educational managers and leaders and employers but also to students in all types of schools.

More than ever, therefore, teachers are under tremendous pressure from politicians, parents, and communities to deliver quality education in Tanzania. But how likely is it that they will respond to this challenge of teacher material welfare, given their current levels of pay and the conditions in which they have to work and live? Very few researches had been conducted in Tanzania with respect to the management of teacher's motivation in public secondary schools. Therefore, this research was conducted in Temeke Municipality basically emphasizing on how teachers motivations is managed in Tanzania.

1.4 Objectives of the study

1.4.1 General objective

The general objective of this study is to investigate the management of teacher's motivation in Tanzania education sector.

1.4.2 Specific objectives

- 1) To determine the status of motivations which exists in the area
- 2) To assess the impact of teachers' motivation on student learning
- 3) To investigate barriers in the management of motivations.
- 5) To examine the extent of the management's success in solving teachers motivational issue

1.5 Research Questions

- 1) What is the status of motivations those exists?
- 2) What is the impact of teachers' motivation on student learning?
- 3) What can be the barriers in the management of teachers' motivations?
- 4) To what extent the educational management succeeded in solving teacher's motivations?

1.6 Significance of the Study

This study will be of greater value due to the following:

To Teachers; the findings from this study will enable them to be aware of the types of motivation that exists in their work settings and utilise them effectively.

To Temeke Municipality; The findings and recommendations from this study will create knowledge on the better ways of managing teacher's motivation in the work setting so as to increase work morale, also other Municipal Council in the region, which may have similar problems, would learn from Temeke Municipal's experience and they would give more attention to teacher's motivation.

To Policy Makers; the fact findings and recommendations from this study will help the policy makers to realize the impact of de-motivation to teachers and provide clear and open strategies and guideline towards motivational issues.

To Academicians; and Researchers; the findings of the study will enable academicians and researchers to seriously address the management of teacher's motivations in a consistent manner.

1.7 Limitation of the study

The limitations of the study were as follows;

- Reluctance of respondents- Some of the respondents refused to take questionnaires for them to provide necessary information
- Time factor- The time allocated for data collection was short compared to the complexity of collecting data.
- Failure of respondents to keep an appointment with the researcher as agreed during the first follow-up.

1.8 Delimitations

Delimitations in this study was determined by requesting the management of TMC to reallocate other respondents from different schools that were willing to give the

required information relating to the research questions, on the issue of time factor, the researcher tried her level best to utilise the located time resource to make sure that she is working within the time limit. However, with adequate corporation from respondents, the researcher was able to accomplish most of the important components of the study. And respondents were reminded to keep the appointment with the researcher to fill and handover the duly filled questionnaires as agreed on a specific date and time.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses reviewed literatures and/or studies that were done by other scholars on the topics that are more or less relate with the current study on the topic under investigation.

2.2 Theoretical Review

2.2.1 Definition of Terms

2.2.1.1 Teacher

Majasan (1995) defines a teacher as one who teaches (especially with young ones), builds up, instructs, trains and guides them for healthy growth and stable adult life. The teacher is also someone who instructs others or provides activities, materials and guidance that facilitate learning in either formal or informal situations. His job goes beyond teaching into molding young lives, guiding youth, motivating students and general character – training. A teacher can be viewed as one whose profession includes teaching, instructing, impacting knowledge and innovations, and guiding learners to pass through the learning process (Majasan, 1995 in Ofojebe, & Ezugoh, 2010).

2.2.1.2 Motivation

According to Peretomode (1991) motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals (Peretomode, 1991 in Ofojebe, & Ezugoh, 2010). On his side, Ndu, Ocho and Okeke (1997) defined motivation as a complex socially learned pattern of behaviour involving situations, needs, desires, mechanisms and results. It embraces all factors in an employee's development to accomplish personal as well as organizational goals (Ndu, and Okeke, 1997 in Ofojebe, & Ezugoh, 2010).

2.2.1.3 Teachers' Motivation

According to Peretomode, (1991) teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task. It relates to a purposive and goal-directed behaviour, performance and attitudes towards work. It includes considering such factors as the physiological, psychological and environmental differences of individual employees. It also leads to job satisfaction which is defined as the feelings (either good or bad) one has about his/her work and the work environment (Peretomode, 1991 in Ofojebe, & Ezugoh, 2010).

2.2.2 Motivation Theories

Theoretical literature on teacher motivation in developing countries is sparse, but certain psychological theories offer relevant applications for the developing country context. Theories of motivation like that of Maslow's hierarchy of need theory, Herzberg's motivation hygiene theory and Adam's Equity theory are been stated in literature. These theories provide fundamental basis of motivation that help describing the motivation of employees in a systematic way and in understanding the contemporary theories of motivation like goal setting theory, reinforcement theory and expectancy theory etc (Aslam, & Sarwar, 2010).

2.2.2.1 Maslow's Hierarchy of Need Theory

According to Maslow's (1943) hierarchy of needs proposes that individuals must fulfill their lower-order needs (basic needs such as water and housing, safety, belonging, and esteem) before being motivated to fulfill the higher-order need for self-actualization. In the context of teaching, self-actualization can be understood as personal achievement, a key component of teacher motivation. As basic needs often go neglected in the developing world, Maslow's theory is pertinent to an investigation of teacher motivation in developing countries (Maslow 1943 in Guajardo, 2011).

Maslow's (1943) need-based theory of motivation is the most commonly known theory of motivation according to which there are five fundamental needs of a person i.e., physiological, security, affiliation, esteem, and self-actualization. This theory can be true for teachers by understanding their physiological needs that may include pay, benefits, health and medical facility, accommodation and transportation, and comfortable working environment. A teacher's security needs are similar to any other employee who is always concerned about his/her job security, fair treatment, protection against threats and many more. Affiliation needs of a teacher can be the liking of head towards him, participation in departmental decisions, acceptance from colleagues and co-workers etc. whereas esteem needs of teachers may include the need for recognition from the departmental head, colleagues, subordinate, and students (Maslow 1943 in Aslam, & Sarwar, 2010).

2.2.2.2 Adams's Equity Theory

Similarly, Adams (1963) described motivation concept in terms of balance between employee's input and output. According to this theory if there will be a fair balance between the employees' inputs and outputs, employees will exhibit more work satisfaction, in the result of which motivated workforce will play effectual role in organizational development. Belief of this theory is that if employees feel that their inputs are greater than their outputs they will be de motivated in relation to their job and their employer (Adams, 1963).

The Adam's theory is well implemented in the field of higher education as the inputs that a teacher is expected to deliver can be hard work, empirical knowledge, tolerance, knowledge management, developing research oriented culture and enthusiasm to develop students etc and the outputs that he can expect from his employer to be provided can be salary, benefits, recognition, empowerment, appreciation and feedback etc (*ibid*).

The balance between both inputs which are being demanded by the institution and the outputs that are being formally or informally expected by the teacher from its institution is extremely necessary as any imbalance can create job dissatisfaction which can lead towards high job turnover (Adams, 1963). As Kyriacou et al (1979)

stressed in their research that the reasons for leaving teaching profession may include lack of support from the departmental head, work overload, increased administrative task burden rather than engaging teachers in academic assignments (Aslam, & Sarwar, 2010).

2.2.2.3 Herzberg's Motivation Hygiene Theory

On the other hand Herzberg (1959) has divided the motivational factors in terms of job satisfaction. He pointed out that factors giving job satisfaction (called motivators) are different from the factors that give job dissatisfaction (called hygiene factors). He further emphasized that hygiene factors will not necessarily increase job satisfaction but can lead towards low motivation as compare to motivators. If we see teachers motivation in accordance with this theory, hygiene factors for a teacher in higher education can be the salary, support, interpersonal relationship with supervisors and work conditions (Herzberg, 1959).

If these factors are favorable in terms of highly facilitated working environment, increased colleague support and satisfactory compensation schemes, they can lead towards high work performance, however, if unfavorable these factors may directly influence teacher's inspiration/motivation to do his best (*ibid*).

On the contrary, Herzberg (1959) has described motivators as internal motivating factors which always stimulate the employee's motivation to put his best efforts. These motivators for teachers include recognition from departmental head, empowerment, students' achievement or career advancements. As teachers play the mentoring role for their students, their primary motivation is associated with students learning achievement. The more students will grow and learn the more satisfaction of task achievement and job involvement would be increased among these mentors (*ibid*).

2.2.2.4 Expectancy-Value Theory

Recent work on teacher motivation within the framework of expectancy-value theory, (Richardson & Watt, 2006; Watt & Richardson, 2007) provides evidence for

links between teachers' motivation and their engagement, commitment and persistence in teaching and their inclination to become involved in professional development. Much of the evidence for the effects of motivation focuses on teacher efficacy—their self-perceived capabilities to affect outcomes. There is considerable agreement that teachers' efficacy and skepticism about affecting students is associated with enthusiasm, job commitment, and instructional behavior (Tschannen-Moran & Woolfolk Hoy, 2001 in Karabenick, & Conley, 2011).

Furthermore, research has identified a link between teacher efficacy and student efficacy and achievement as well (Feldhauser *et al.*, 1988; Ross & Cousins, 1993 in Karabenick, & Conley, 2011). There is evidence that the influence of teacher efficacy on student achievement is partially mediated by teachers' instructional behaviors (Woolfolk Hoy & Davis, 2006 in Karabenick, & Conley, 2011). Thus, teachers' confidence in their capacity to use instructional strategies (e.g., those promoted by PD) makes it more likely they will enact those strategies (Ross & Bruce, 2007).

The value that teachers accord the tasks involved in teaching math and science is also critical (Eccles, 2005; Schunk, *et al.*, 2007; Anderman & Wolters, 2006). Four components of value have been proposed by Wigfield & Eccles, (2000): *interest value* is the enjoyment the individual derived from performing the task; *utility value* is how the task relates to future goals, *attainment value* is the importance to the self of doing well on a task, linked with identity (in this case teacher identity), and *cost*, which refers to the accumulated negative aspects of engaging in the task, including anticipated emotional states (performance anxiety, fear of failure), and the amount of effort required to succeed at the task (Wigfield & Eccles, 2000).

2.2.3.1 Reason for Motivation

Employee's motivation is a major factor in the success or failure for any organization. Without a motivated workplace, productivity, morale, profits, product and service delivery suffers. To stay competitive organization must invest in effective strategies to motivate the staff. Different factors motivate individuals and

terms differently. Employees who are motivated will work more effectively and efficiently and shape an organization's behavior. A motivated workforce will have a strong effect on an organization's bottom-line. Motivation is strongly tied to job satisfaction. Job satisfaction is how individuals feel about the tasks they are supposed to accomplish and may also be influenced by the physical and social nature of the workplace. The more satisfied employees are with their jobs, the more motivated they will be to do their jobs well.

It's believed that if educational Managers of a society are skilled enough, undoubtedly the educational system would be motivated (Araghieh, & Shahamat, 2012; Imani & Esmaeil, 2006). These skills and abilities make work activities of managers more efficient and necessitate its existence to achieve efficiency of organization. Improvement and development of every society depends on activities at schools, and the main part of educational activities is responsibility of teachers (Alaghe, 2009). Increasing efficiency has direct effect on motivation, so motivating teachers is one of the most significant responsibilities of managers. From management science viewpoint, motivation is the main factor in doing organizational tasks which finally leads to efficiency. Performance level of each person is a function of its abilities and motivations (Araghieh, & Shahamat, 2012). The first factor (ability) determines the ability of a person in doing what he can do, and the second factor (motivation) shows what he want to do. Motivation can be defined as turning-on the engines of human (Robert, 2011 in Araghieh, & Shahamat, 2012). Human needs a justification for each action. In fact, individual differences make different motivational models. Based on the above mentioned points in high schools motivated teachers can play an important and efficient role in strengthening motivation and interest of learners (Nadir, 2009).

2.2.3.2 What influence Motivation?

Motivating employees for better performance encompasses these critical factors: employee's engagement, organization vision and values, management acknowledgement and appreciation of work well done and overall authenticity of leadership. Employee are expected to be in the workplace with the intrinsic

motivation and desire to be successful, be value-added and contribute to the attainment of an employer's vision. It is incumbent upon the employer to provide resource, opportunities, recognition and a cohesive work environment for the employees to be successful.

For example, classrooms can be built, additional teaching and learning resources can be provided, students can be taken to their lessons, school committees and communities can become actively involved in the teaching and learning process, inspectors and local education officials can offer adequate levels of support, and sufficient numbers of teachers can be employed to create learning-enabling environments. Further, efforts can be made to ensure that teachers are well-educated, highly trained professionals who are gender-sensitive advocates of child-friendly approaches and are able to work with large classes. However, none of these actions will ensure that teachers perform their duties (Davidson, 2006).

Therefore, motivation is closely associated with individual perceptions; hence, teacher motivation becomes a critical factor. On one level, teacher motivation is related to a long list of variables, including whether or not an enabling environment exists and whether or not teachers are equipped to carry out their roles. However, at a basic level, teacher motivation is linked to how teachers feel they are being treated and to the way they perceive their own working and living conditions. For example, if a teacher feels that he or she is being asked to teach too many periods per week, the problem needs to be addressed, regardless of whether or not others in the education system perceive the teacher's workload is too high. Unfortunately, the need to prioritize the importance of teachers' perceptions and the need to improve teachers' motivation rarely are given the precedence they deserve (*Ibid*).

2.2.3.3 Barriers to Motivation

Managers interact daily with front-line employees, especially in the case of junior and mid-level management. During these interactions supervisors unavoidably influence staff motivation with either good or bad results for the organization). For example, if you are a manager who does not offer feedback and shows no interest in

the employee as a human being, it is natural for your subordinate to interpret this as a sign that you do not care about him/her (Bruce & Pepitone, 1998).

And when continuously neglected, employees are likely to switch-off and resign inwardly, i.e. their motivation to work substantially decreases. Very few employees leave an organization just because of dissatisfaction with compensation and promotion opportunities (MANforum, 2009). There are many reasons why so few managers appear able to really motivate their people. One explanation can be the lack of proper education to education managers (*ibid.*).

Another may be the complexity of motivational theories on the one hand, and the absence of practical recommendations on the other (Latham, 2007). A more interesting answer may be grounded in the “Paradox of Choice”. This concept stipulates that ironically too many choices lead people to either choose none of the options or choose badly. And in the context of motivation, a plethora of theories results in poor implementation (Schwartz, 2004).

Regardless of excuses, managers have to internalize that employee performance, productivity, and retention are all depending notably on their ability to motivate (Bowey, 2005). This holds true both for the private and the public sector. Yet, it takes more importance in the public sphere, as the performance of governments and their administrations affect our society much more than any other private sector organization (Wright, 2001).

Furthermore, the need to get “more for less” and operate at the highest levels of productivity and effectiveness has long been a major issue within public sector organizations (Perry & Porter, 1982 in Re'em, 2011). However, the latest financial crisis presents governments an unprecedented challenge. As aptly put by Public Affairs Ireland (2010): “Not only has the recession increased the demands on public services, but it has done so at a time when the collapse in taxation revenues has led to a major retraction in funding of public services”. And so, with fewer resources and higher levels of demand, public employees are called to arms. Thus, public

organization leaders must keep employees totally motivated and committed, if they are to achieve their ambitious task (Bright, 2009).

However, motivating public employees is easier said than done. There are at least four major barriers that can hamper motivational efforts. First, public sector employees have a reputation for being lazy and lethargic (Wright, 2001). Although I believe it to be greatly exaggerated, as was shown by Frank and Lewis (2004), it may still be true in part (Frank and Lewis, 2004). Buelens and Broeck (2007) proved that public employees work fewer hours and show less commitment to their organization than their counterparts in the private sector. Does this imply that public sector employees are lazy? Not necessarily, they may simply choose to invest more in their private lives and do not want to join the “rat race”. But what it does mean is that public managers have a tough starting point – their window of opportunity to motivate the employee is quite narrow and is limited to relatively short working hours (Buelens and Broeck, 2007).

Second, public managers often complain they do not have the necessary tools to motivate their staff. On the one hand, they say, they do not have a stick, since it is impossible to fire anyone from the public service. And on the other, they do not have a carrot to offer, as substantial financial rewards are not allowed (Behn, 1995 in Ye’em, 2011).

Third, public sector organizations are very hierarchical in nature, both in structure and in culture. The result is frustrated front-line employees who rarely get to see the outcomes of their work, which serves top level management and high political echelons. Moreover, hierarchical organizations foster a patronizing management approach in which the worker is coerced, rather than persuaded, to work (MANforum, 2009). In Germany, for example, 60% of employees claimed to suffer from such an attitude (*ibid.*).

The last factor which makes motivation nowadays harder is related to the New Public Management fad. The rise of New Public Management (NPM) has had a tremendous

impact on how motivation is perceived by public employees and managers (Vandenabeele, 2007). NPM advocates proliferated the pay-for-performance (PFP) system in the public sector over the last several years. Poorly implemented, PFP had little significant effect on motivation or performance. But it did manage to crowd out public employees intrinsic motivation and to blur the distinction between public and private sector, insofar as public employees expect today more monetary incentives. Now that eroding revenues have restricted the use of financial rewards, public managers must unwind the system and refocus on non-financial motivators (Christensen, 2002 in Ye'em, 2011).

2.4 Empirical Review

2.4.1 Perceptions on the types of Teacher's Motivations

According to Guajardo, (2011), empirical studies of teacher motivation in developing countries paint a dismal picture of generally low or declining levels of motivation among formal public school teachers. However, the situation of course varies from country to country. Some countries may face particular threats to teacher motivation while other countries face different or no threats (Guajardo, 2011). For example, Michaelowa (2002) in his study finds that in Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar, and Senegal; more than 50% of fifth grade teachers seem to prefer teaching to any other profession, and over 40% like their schools and do not want to change, indicating that teacher motivation may not be so bad in those countries (Michaelowa 2002).

In the study of Jerris, (1999) contended that, motivation is considered to be a soul achievement of human resources management practices as almost all the human resource practices has fundamental aim which includes job involvement and job satisfaction of an employee and acquiring high level of work motivation (Jerris, 1999 in Rasheed, *et al.*, 2010). Any organization cannot sustain without increased workers' motivation that is inevitable in the current scenario of hyper competition in corporate world. Robbins *et al.*, (2005) they argued that employee's motivation is the "willingness to exert high level of inspiration to reach organizational goals, conditioned by the efforts ability to satisfy some individual need". This definition

clearly states that motivation is the willingness of employees to perform excellent work efficiently and this willingness only comes when they perceive that their effort would result in their need satisfaction (Robbins *et al.*, 2005 in Rasheed, *et al.*, 2010).

In a study of Nohria (2008) revealed that, motivation is measured by multidisciplinary indicators like engagement, satisfaction, commitment, and intention to quit (Nohria, 2008 in Rasheed, *et al.*, 2010). According to Rainey (2001) work motivation refers to the level of excitement, direction, and persistence of effort in work settings that a person tries to work hard and well (Rainey, 2001 in Rasheed, *et al.*, 2010). Similarly, Dessler (1980) pointed out that “at the same time motivation is both one of the simplest and most complex job of management. It is simple because people are motivated by rewards. Therefore, if you want to motivate someone you must have to find out what he or she wants and put that thing as a reward for him, as a result that person will be behaving in the desired way (Dessler, 1980 in Rasheed, *et al.*, 2010).

According to the study of Sylvia and Hutchinson, (1994), 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). Another study by Deci *et al.*, (1999) offering additional extrinsic motivation has even been found to undermine the intrinsic motivation of teachers (Deci *et al.*, 1999). In their study 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 (Spear *et al.*, 2000).

In Egypt for example, Johnson *et al.*, (2000) documents the demoralization of Egyptian teachers struggling to apply new active learning techniques in the context of an unsupportive school administration, lack of resources, and mechanical curriculum. Indeed, hierarchy of teacher development to suggest that unless the

teacher's environment is supportive of more advanced teaching styles, teachers will be frustrated and disheartened in applying new techniques in the classroom. Furthermore, teachers at different levels of professional development may also need different levels of support. Therefore, it appears that teachers' self-efficacy and personal achievement can languish without training appropriate to their ability and the constraints of their school environment (Johnson *et. al.*, 2000).

A study done by Guajardo, (2011), revealed that Teachers facing heavy workloads need sufficient motivational supports in order to sustain their effort and professional conduct on the job. If teachers' workload is greater than teachers' motivational supports, teacher motivation is threatened (Guajardo, 2011). In many developing countries, teachers are increasingly asked to perform a greater range of duties, including health education, distributing food, giving immunizations, taking census data, and organizing community development activities. If not properly compensated, these sorts of demands on teachers can decrease their motivation. Other de-motivating challenges include teaching students of a lower social class and recent regulations banning student corporal punishment (Ramachandran and Pal 2005 in Guajardo, 2011).

This pushed Bennell and Akyeampong (2007) to conclude that, not only does a heavy workload negatively impact teacher's effort; it also makes teachers resistant to applying new teaching methods (Bennell and Akyeampong, 2007). Besides resorting to secondary employment, teachers who earn poverty wages are often unable to eat properly before coming to school (*ibid*). As pointed out by Fuhrmann, (2006), although money is influential factor at every stage but at the same time it is not necessary that money alone can increase motivation of every worker there are intangibles (for instance empowerment, recognition and feedback) that are primary motivators for the workers inspiration to perform effectively (Fuhrmann, 2006).

In his study Guajardo, (2011), revealed that many countries, teachers increasingly have to do more with less. A small number of textbooks and other learning materials are spread thin over many students, while physical infrastructure is poorly

constructed or maintained (Guajardo, 2011). In Africa, Michaelowa (2002) finds that adequate provision of textbooks can improve teacher job satisfaction and increase student test scores. In fact, she concludes that textbooks are the single most important determinant of whether or not a teacher desired to transfer schools, a proxy for job satisfaction (Michaelowa, 2002). In Ethiopia, teachers are de-motivated by the fact that the school syllabus assumes that teachers have access to learning materials when in reality such materials are scarce (Guajardo, 2011).

According to a study done by Ramachandran and Pal, (2005), basic amenities such as water and electricity are also very important for teacher job satisfaction and motivation. For example, sanitary facilities are especially important to motivate female teachers to work at a given school (Ramachandran and Pal 2005). Other problems include slow textbook development; restricted space; nonexistent or under-resourced libraries, labs, etc. However, like pay, learning materials and facilities are merely a necessary but insufficient factor in teacher motivation; and once these needs are met only then can intrinsic factors such as recognition, career development, and voice have a deeper impact on motivating teachers (Guajardo, 2011).

2.4.2 The Impact of Teachers' Motivations

A study done by Frase and Larry (1992) revealed that, many good teachers leave teaching 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 (Frase and Larry (1992).

Another review of empirical study on teacher motivation in developing countries indicates widespread low or decreasing levels of motivation, resulting in lower quality of education. For example, Bennell and Akyeampong (2007) find that sizeable percentages of primary school teachers are poorly motivated in Sub-Saharan Africa and South Asia. The study further shows that the major problems of poor motivation includes teacher deployment, teacher turnover which results to high attrition rate, that is occupational attrition (teachers leaving the profession to take up other jobs) 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).

As in a study of Teacher Motivation and Incentives in Nigeria by Adelabu (2005) finds that, poor teacher motivation results to poor teacher morale and low level of commitment to work and hence poor performance of students. While, 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 summarises 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 (Moleni and Ndalama, 2004 in Kadzamira, 2006).

In their study, Bennell and Makyunuzi (2005) indicate that, teacher absenteeism, turnover, misconduct are the result of poor motivated teacher. The study explains that demoralised 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. Another studies such as that of MOEC, 2003; 2004a; 2004b; Davidson, 2004; 2005; Sumra 2004; 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. Accordingly, these poor living and working conditions have, over time, seriously eroded many primary school teachers' motivation to carry out their teaching and nonteaching roles in an acceptable manner.

As cemented by Umansky and Vegas, (2007), it is difficult to motivate qualified teachers to work in the neediest schools and in rural areas without sufficient material incentives. Low pay also alters the profile of those who are most motivated to

become teachers, as the opportunity cost of joining the poorly-paid teaching force is lowest for the unskilled, inexperienced, women, and those from rural areas (Umansky and Vegas 2007). However, beyond a reasonable salary, there is little evidence that further pay increases motivate teachers. Michaelowa (2002) does not find a salary structure to be an obvious determinant of teacher job satisfaction (Michaelowa 2002). Delannoy and Sedlacek (2000) note that across-the-board salary increases in Brazil were ineffective in increasing teacher performance (Delannoy and Sedlacek 2000).

According to Ramachandran and Pal (2005) they argued that, if teachers are able to support themselves and their families, *how* teachers are paid may be more important than *how much* they are paid. Teachers are more motivated when they are paid on time, when retrieving their pay is easy, and sometimes through performance bonus-pay schemes. For example, in India irregularly paid salaries are a major source of low motivation (Ramachandran and Pal 2005). In terms of bonus pay, Muralidharan and Sundararaman (2009) find that individual and group performance pay schemes significantly increased test scores in India through encouraging greater effort among teachers (Muralidharan and Sundararaman, 2009).

In a study of Bennell and Akyeampong, (2007), revealed that, the overall structure of teachers' pay shares most of the pervasive characteristics of public sector pay systems in developing countries. In particular, formal education and professional qualifications largely determine salary levels. The salary scales for both primary and secondary school teachers are often very flat with very small salary increments awarded on the basis of seniority or experience, with little or no link with actual job performance (Bennell and Akyeampong, 2007).

As Popa and Clementina (2006); Hartmann (2008), pointed out, lack of prestige from low remuneration and low autonomy in planning and teaching, has been associated with private tutoring in Romania and Egypt (Popa and Acedo 2006; Hartmann 2008), an activity where teachers often enjoy more professional status, self-esteem, and better pay. Many teachers feel that another way to increase societal

respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face (Tudor-Craig 2002).

2.4.3 Barriers in the Management of Teachers' Motivations

According to a study by Raising Teachers' Voices, (2005) education policies are often unclear or subject to corruption or nepotism. Teachers prefer meritocratic promotion, deployment, and pay; but instead politics and patronage networks usually dominate and thus undercut teacher motivation, especially in South Asia (Teacher Professionalism in Punjab: Raising Teachers' Voices 2005 in Guajardo, 2011). Teachers have a strong sense of equality, and become de-motivated when they see other teachers (frequently math, science, and language teachers) receive what they perceive to be special treatment (Ramachandran and Pal 2005). With increased reform, teachers face constantly changing policies, which can confuse and demotivate. In addition, constant transfers mean that teachers are often unable to teach in the same school long enough to witness the change in student achievement resulting from their efforts (Bennell and Akyeampong 2007).

As pointed by Javaid, (2009), school headmasters can play an important role serving as examples and leaders but they lack the necessary training and experience (Javaid 2009 in Guajardo, 2011). Headmasters rarely receive training, and they themselves are often promoted to such a position through political influence. Many headmasters still have pedagogical responsibilities that prevent them from sufficiently supervising and supporting teachers. Other conditions limiting the effectiveness of headmasters to improve teacher motivation include weak management systems for headmasters, overly tight fiscal management policies, and constrained powers of headmaster's vis-à-vis teachers (Mpokosa and Ndaruhutse 2008 in Guajardo, 2011). This compelled Knick and William (2008) to portray that manager should motivate employees to stay in an organization by providing a supportive working environment. In school setting, managers should consider intrinsic and extrinsic motivation to teachers so as to retain them (Knick and Williams, 2008).

Another study by Urwick, *et al.*, (2005), revealed that, in Lesotho, teachers' professional relationships with supervisors are critical for teacher motivation and outweigh the influence of pay and facilities on motivation (Urwick, *et al.*, 2005 in Guajardo, 2011). In Ethiopia, institutional problems undermining teacher motivation include frequent policy changes, lack of merit-based promotion, irrational deployment, weak relationship between teachers and directors, and lack of support from Regional Education Bureaus (Guajardo, 2011).

According to Bennell and Akyeampong (2007), revealed that, Teachers often operate in very hierarchical and authoritarian systems, with limited opportunities for participation and delegation of responsibilities (Bennell and Akyeampong 2007). Teacher perspectives and needs are rarely considered in education policy-making or project design. Teachers are often seen as passive implementers or technical inputs rather than partners in reform. Teacher motivation in many countries is positively related to greater voice in decision-making. In some places, teachers find expression in unions. In Africa for example, Union membership increases job satisfaction (Michaelowa 2002).

A report by Cifuentes, (2011), revealed that, unionization also carries risks. Even when teachers want to teach, they may be pressured by unions to strike, which interrupts their teaching and serves as a source of de-motivation, as in Guatemala (Cifuentes 2011 in Guajardo, 2011). Teachers in Ethiopia not only desire a larger say in education policy, but also want improved dialogue between unions and teachers as the union itself becomes insulated from teacher input (Guajardo, 2011).

2.5 Knowledge Gap

Empirical literature review above indicates that, the vast majority of literature in motivation for teachers have been written in developed countries and little is known in developing country notably Tanzania specifically in Temeke Municipality.

Since teachers are the most important input in education process in any education System worldwide, the availability and quality of teaching force is an indication of

quality of education in that system. In Tanzania's Education system, the management of teacher's motivation has continued to face different problems at work settings in terms of living condition such as low salaries, delay in arrears payment, poor teachers' housing condition and lack of house, Benefits, Status, Workload and large classes, infrastructures. Also Lack of facilities such as staffrooms, classrooms, teaching and learning materials are clearly de-motivating. All these to mention just a few added their toll on teachers' motivation.

These are few things of teacher's motivation that other teachers have researched on with little emphasis on how these kinds of teacher's motivation are managed by the responsible authority say Head Masters/Mistresses, Municipal officials and largely the MOEVT in Tanzania. Based on that, the current study was conducted in Temeke Municipality in Dar-Es-Salaam and come up with the fact findings on the management of teacher's motivation as presented and discussed in detail in chapter four.

2.6 Conceptual Framework

The conceptual framework is dramatically shown in Figure 2.5.

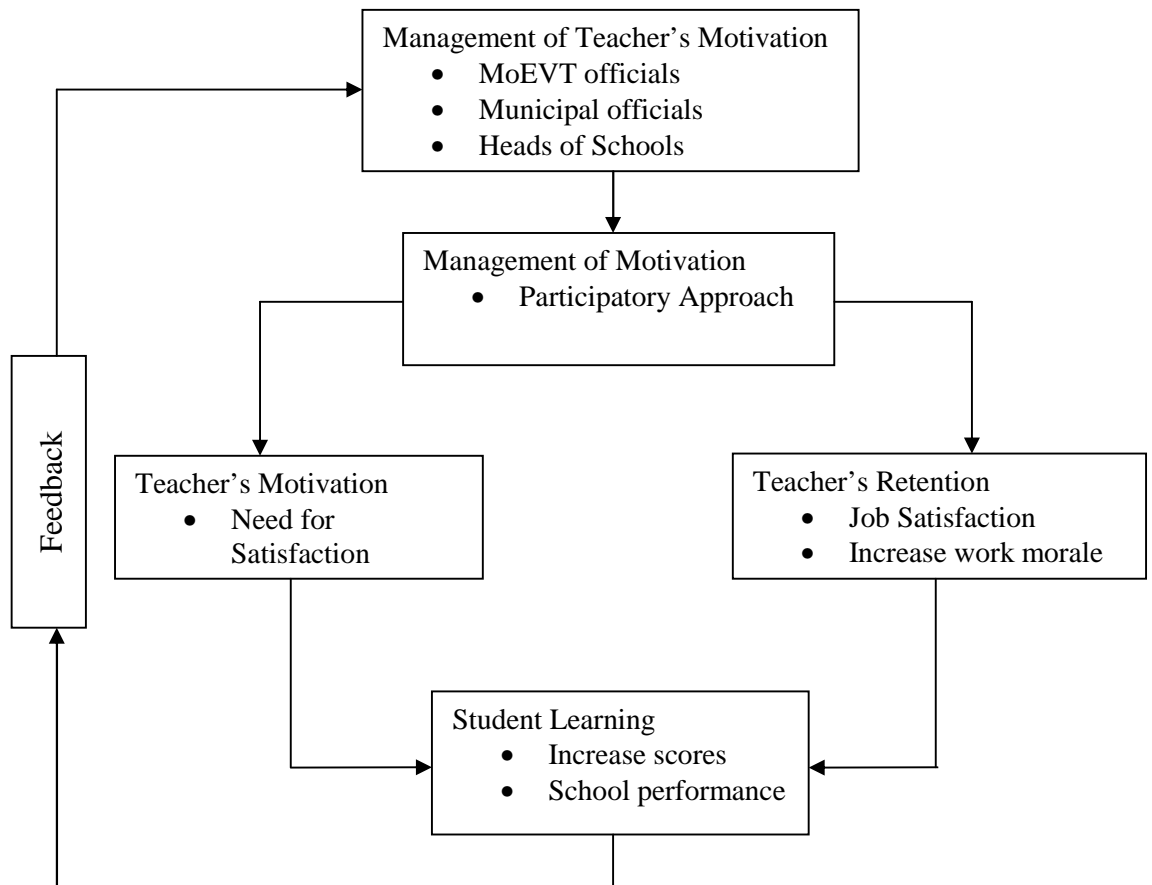


Figure 2.5: The Conceptual framework for the study, 2014

The framework in figure 2.1 suggests that, the independent variable is conceptualized as Management of Teacher's Motivation which refers to as MoEVT officials, Municipal officials and Heads of Schools. For better management of Teacher's Motivations participatory approach is highly recommended by Class Teachers. The Dependent variable is conceptualized as Teacher's Motivations which refers to need for Teacher's satisfaction, which leads to retention of Teachers in Public Secondary Schools hence increase job satisfaction and increase work morale. The ultimate

outcome is improving Students learning by increasing scores and overall School performances.

This chapter reviewed inter alia, theories of motivations of Maslow's hierarchy of needs which emphasises that, individuals must fulfill their lower-order needs before being motivated to fulfill higher-order needs for self-actualization. Adam's Equity theory emphasizing the fair balance between the employees' inputs and outputs, the result of which motivated work force will play effectual role in the organisational development. Herzberg hygiene theory insists that, hygiene factors will not necessarily increase job satisfaction but can lead toward low motivation as compared to motivators.

Empirical review was done basing on the research objectives whereby the following aspects were thoroughly explored; perceptions on the types of teacher's motivations, the impact of teacher's motivations, barriers in the management of teachers motivations. Lastly, knowledge gap identified that, little is known about the problem of teacher's motivations on the ground in developing countries notably Tanzania with specific reference to Temake Municipal Council. The current study was carried out to fill that gap.

The following chapter discusses the research methodology that were selected by the researcher to fit the current study and left out other methodologies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology to be used in this study: the study or research design, area of the study, sampling methods/ techniques, procedures, data collection methods and data analysis techniques.

3.2 Research design

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2007).

The study was conducted under Survey design within which a detailed self-administered questionnaire was developed to investigate the concept of motivation. The aim was to determine the status of motivations, to assess the impact of teachers' motivation on students learning, to investigate barriers in the management of teachers' motivation and further, the extent of the management's success in solving the issue of motivation. Four dimensions were used, these were; status of motivations, impact of teachers motivations, barriers to motivations and management success in solving the issue of motivation. The study formulated a number of questions related to each of these dimensions which believed can, in total, define the dimensions more clearly.

Each item was rated on a five-point scale; very poor, poor, satisfactory, good and very good. Item scores ranged between 5 (very good) and 1 (very poor), whereby, the

nature of operationalisation is quantitative data analysis technique. It is from these dimensions, the study captured clearly the factual evidences from the views, ideas and experiences of the surveyed respondents on the concept of motivation.

3.3 Area of the study

This study was carried at Temeke Municipal Council, The Municipal was selected because it was observed that very little or no study has been carried out regarding how teacher's motivation has been effectively managed in order to increase productivity of employees upon reaching the desired goal, the population was all education stake holders in the Municipality, also, the selected area provide the researcher with appropriate population for picking the sample of schools and respondents to participate in the study.

The selection of a research site is essential. It influences the usefulness of the information produced. The idea is to start with a larger population and through progressive elimination, end up with the actual site where data is collected (Orodho and Kombo, 2002).

3.4 Population

Bless and Higson (1995) defines population, also call universe as entire set of people, events or objects which is object of research and about which the researcher want to determine some characteristics. It is that aggregation from which the sample is actually selected (Babbie, 1989).

For this study, the target population was selected from public secondary schools in the geographical area of TMC, where, five secondary schools were chosen. Although TMC teachers are not representatives of all teachers in Tanzania they are typical of teachers in many public secondary schools throughout the country who share the same problem of teachers' motivations. Whereby, all selected 82 respondents were involved in this study through questionnaire approach.

3.5 Sample and Sampling Procedures

3.5.1 Sample

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985 in Kombo and Tromp, 2006). The sample was obtained from the selected population of 82 respondents. Only Teachers who have at least 3 years of teaching experience in a particular school were selected to participate and Municipal Secondary Education Coordinator. Both male and female Teachers participated in the study, with the following distribution;

Table 3.5.1 Sample Distribution

TYPES OF ESPONDENTS	NUMBER	PERCENT
Class Teacher	69	84.1
Headmasters	4	4.9
Headmistress	5	6.1
Municipal Officials	1	1.2
MoEVT Officials	3	3.7
Total	82	100

Source: Field Survey, 2014

3.5.2 Sampling Techniques

The sampling techniques which were used for questionnaires in this thesis stemmed from the research objectives, where both purposive and simple random sampling techniques were used. Although Bryman, (2004), suggests that these types of sampling are held in 'low esteem' because the results from any research cannot be generalised to the wider public (Bryman, 2004). The study therefore, suggests that the results from the findings are not meant to be representative of the entire population of Tanzania but only for the community of the surveyed public secondary schools within TMC in Dar-Es-Salaam City.

3.5.2.1 Purposive Sampling

Non-probability sampling is a method applied to find out how a small group or a representative group is doing for purpose of illustration or explanation. Purpose sampling is one of the methods used in sampling. It can be used with both qualitative and quantitative studies and it is relevant when you are concerned with exploring the universe and understanding the audience (Kombo and Tromp, 2006).

In probability sampling people, places or things are randomly selected. Each unity in the population has an equal chance of being selected. It gives every member of the population equal chances of being included in the study. It also enables the researcher to generalize to the larger population and make inferences. Simple random sampling is one of method the probability sampling which has no complexities are involved. All a researcher is need is a relatively small, clear defined population to use this method (Kendal, 2001; Schaefer, 2005; Kombo and Tromp, 2006).

Due to the nature of the research topic, the study used purposive sampling to select small population and institutions that can be a representative sample to participate in the study. Simple random sampling was used in this study because, the study was not able to access a wider population, for example due to time or cost constraints and therefore, it was not selected respondents that were representative of the entire population of Dar-Es-Salaam City but rather for the study area only.

This was done by surveying schools and offices that the researcher had access to. Those selected was thought to be reliable sources of data for researchers around the Municipal and Wards, and school settings showing an interest to participating in the study after is introduced the research topic under investigation. Communication was initiated by cell phones and the collection of duly filled questionnaires was arranged accordingly to an agreement of time and place that was thought to be convenience for both. Therefore, the study purposively selected the following informants; Municipal education officer, head teachers, headmaster/mistress within the selected areas and class teachers.

3.5.2.2 Simple Random Sampling

In probability sampling people, places or things are randomly selected. Each unity in the population has an equal chance of being selected. It gives every member of the population equal chances of being included in the study. It also enables the researcher to generalize to the larger population and make inferences. Simple random sampling is one of method the probability sampling which has no complexities are involved (Kendal, 2001; Schaefer, 2005; Kombo and Tromp, 2006).

Due to the nature of the research topic, the study used simple random sampling to select small group of Class Teachers that can be a representative sample to participate in the study, therefore the researcher randomly provide the questionnaire to the respondents who were presents during the actual collection process with more than three years of working experiences in teaching profession.

3.5.3 Sampling Procedure

Sampling procedure refers to the process of selecting a proper subset of the elements from the population so that the subset can be used to draw inference and make generalization on the population (Brayman 2004 and Babbie 1995).

Due to the fact that the study involved 82 people, therefore, the sampling procedure involved Census where $N=n$, within which all the sampled population was reached. To avoid biasness in this study, equal chance strategy was employed to ensure clear representative sample of the rest of the surveyed population. The selection of respondents was based on age, gender, marital, work experiences and occupational status, when reaching the same. Purposive sampling technique was used to obtain the Headmaster, Headmistress, Municipal Officer, and MoEVT officials and random sampling was used to obtain class teachers from the respective schools.

3.6 Sources of Data

3.6.1 Primary Sources of Data

This is information gathered directly from respondents. This is through questionnaires, interviews, Focus group discussions, observations and experimental

studies. It involves creating “New” data (Kombo and Tromp, 2006). Primary data are those which are collected afresh and for the first time and thus happen to be original in character (Kothari, 2007). They represent “firsthand” raw data and structures, and had yet to receive any of meaningful interpretation (Bush, 2003). Questionnaires and observation are primary data collection methods used by the researcher which help the researcher to collect data from the field.

3.6.2 Secondary Sources of Data

Sociologists consider secondary analysis to be non-reactive, since it does not influence people’s behaviour (Shaefer, 2005). The researcher in this study utilized different documents in order to access accurate and reliable data. Documentary review involved identifying, reading, evaluating, describing, summarizing, discussing and synthesizing various documents. The following documents were reviewed; Education and Training Policy, (1995), Joint Review of the Primary Education Development Plan, (2003), Joint Review of the Primary Education Development Plan, (2004a), and Basic Education Statistics in Tanzania, 1995–2004.

3.7 Data collection methods and instruments

3.7.1 Data collection method

3.7.1.1 Documentary Analysis

Secondary data refers to the data which have already been collected and analysed by someone else (Kothari, 2004). Kothari emphasizes on the value of documents as they can provide more insight into the program being studied by cross validating and augmenting evidence from other sources. Relevant information was extracted and reviewed from files, circulars, reports and other records published and unpublished which contain vital information about the study. This method is good because it supplement the interview and questionnaire methods in enabling the researcher to get accurate and reliable data.

Under documentary review, several documents were reviewed so as to grasp some knowledge and get insights on the issues under study. These includes journals, manuals and policies, internets and search engines like Google

7.1.1.2 Observation

According to Econ (1998), through observation the researcher collects data by seeing, hearing, tasting and smelling things, thus it's a method used to collect information through survey that provides information directly from the selected respondent it was useful because by looking to respondents' lives, the actual working environments etc the researcher made an observation by investigating the general perceptions of Class Teachers and other respondents towards the management of secondary school teachers' motivation within the TMC.

The lack of proper fencing creates security problems in many urban schools. As one teacher in Temeke put it, 'the school compound is no good because it is always penetrated by thugs and other unwanted people', restricted space, nonexistent or under-resourced libraries, and laboratories.

3.8 Data Collection Instrument

3.8.2.1 Questionnaire

According to Creswel, (1994) questionnaires are used when factual information is desired (Creswel 1994). Personally administered questionnaire have advantages of establishing rapport, explaining the purpose of the study and explaining the meaning of the items that may be not clear. Also, it is more convenient to afford the respondent adequate time to complete questionnaire at own will and speed (Best and Khan 1993). The researcher administered questionnaire personally in order to establish rapport and avoid ambiguities when data collected to ensure validity and reliability of the data obtained. Paper and Pen approach was used for clear interpretations of concepts that were seen to be complicated for respondents to understand.

Questionnaires were used to collect information from Class Teachers, Headmaster, Headmistress, Municipal Officer, and MoEVT officials (see appendices II). The questionnaires used in this study consisted of both open-ended and closed-ended question. Open ended question were used in order to provide opportunity for the

expressions of attitude and detailed information. The close ended questions were used because of their tendency to keep the respondents to the subject of concern and their objectivity (Best and Khan 1993). During the data collection each respondent was given his or her copy of questionnaire to fill and the researcher help them with clarifying ambiguities if any and they submitted the questionnaire to the researcher for analysis.

3.8.2.2 Observation Schedule

Observation was used to acquire first hand information, live, sensory accounts phenomena as they occur in real world settings (Goetz and Lecompte, 1994). The researcher observed directly the ongoing process at the field pertaining to teachers' motivations. This method enhanced the researcher to obtain accurate information for the data analysis. Also helped the researcher to collect facial expression information which was difficult to be collected through questionnaire especially in witnessing the feelings and insight on the general perceptions of class teachers towards the way they view Teachers' motivations are poorly managed by education managers.

During the data collection process, the researcher observed directly the following: some of the visited schools were seen using classrooms as teacher's offices, others use stores as offices, for example, at Tandika Secondary School teachers were seen working under the trees as part of their office, at Azimio Secondary School there were no enough chairs for Teachers to seat on, instead, Teachers use chairs of students who were absent at school on the particular day, this was observed after a student ordered to bring a chair for a research to seat by looking an empty seat in the classroom. Furthermore, in some schools classrooms were overcrowded hence violating teachers-student ratio of 45 students per classroom, and lastly, it was observed that, there were shortages of natural science teachers who are then forced to teach as many classes as possible without any extra payments, unlike to social science teachers who are seen to be plenty of them.

3.8.2.3 Documentary review schedule

Documentary review in this study was a continuous process from day one of the selecting a research topic, development of a research proposal on March, 2014 and the writing of the final report this September, 2014. This process involved editing and or removing some of the reviewed literatures which were seen to be irrelevant in some parts of this paper and adding the new ones where needed to do so. Generally speaking, in any research, literature review is an ending process till the submission of the final report.

3.9 Data Analysis Procedure

The study employed quantitative data analysis technique. After data collection, data was grouped based on research objectives, grouping of data enabled the researcher to analyse quantitative data collectively. For qualitative data, grouping of data resulted into identification of similar different data that resulted into deduction of data into a small portion, this portion were easy to be managed. Quantitative data were computed into percentage and tabulated.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter data is presented, analyses and discussed based on research objectives which were: Current status of teachers' motivations, impacts of teachers' motivations on students learning, the extent of the educational managements in solving teachers' motivations and barriers in the management of teachers' motivations.

4.2 Characteristics of Respondents

The characteristics of respondents was analysed by demographic characteristics including marital status, age, gender, occupation and level of education.

4.2.1 Gender

Gender usually means a range of characteristics distinguishing between male and female as well as feminine and masculine attributes assigned to them socially and culturally. Gender is a significant predictor of persons' knowledge and his/her participation in teaching profession. This part presents gender distribution on the surveyed respondents. Table: 4.2.1 Show genders of the respondents surveyed in this study.

Table: 4.2.1: Gender of respondents

Gender	Total	Percent
Male	30	36.6
Female	52	63.4
Total	82	100

Source: Field Survey, 2014

Table 4.2.1 shows that many respondents surveyed in this study equal to 63.4 percent were females and the last group of respondent's equals to 36.6 percent was females.

This means that, the survey covered many female respondents than male. This result is consistent with population distribution in Tanzania whereby, there is high number of female population than male (NBS Census Report, 2012). The same is true for this survey as it targeted female teachers. This implies that in Tanzania as it was already experience from the former times, teaching profession is a job that is vested to women as the current study revealed

4.2.2 Age

Age refers to the length of time that an organism has lived. As it can be seen, the combination of various ages makes what is known as population structure which shows the distribution of various age groups in human population. Population structure can be used as a good indication of the human capital capabilities, skills, experiences and likelihood of the awareness in educational activities. The age structure is presented in age group. Table: 4.2 Show Age of the respondents surveyed in this study.

Table: 4.2.2: Age of respondents

Age	Total	Percent
21-30	46	56.1
31-40	30	36.6
41-50	5	6.1
61 and above	1	1.2
Total	82	100

Source: Field Survey, 2014

Table 4.2.2 shows that 46 respondent's equals to 56.1 of the percent were aged between 21 and 30 years, another group 30 respondents equals to 36.6 percent aged between 31 and 40 years, 5 respondents equals to 6.1 percent were aged between 41 and 50, while the last group 1 respondent equals to 1.2 percent was aged between 61 years and above.

The data suggests that most of the respondents covered in this survey were youth Teacher. This is a common pattern in most of the African countries whereby there is high number of youth teachers than elders. In Tanzania context to be youth one should be aged not more than 45. This group of people has been found to be energetic, mobile and much sensitive to any change that happen in the society, they are therefore likely to participate in teaching activities. The data implies that public secondary schools in Tanzania are held by youth teachers.

4.2.3 Marital Status

A person's marital status indicates whether the person is married or not married. In the simplest sense the only possible answers for marital status are single or married. However, other options are often included such as divorced, widowed. Some unmarried people do not identify as single for variety of reasons and they may be reluctant to describe themselves that way. Combination of marital status with number of children is known as family status. Person's marital status can influence students learning since school is a second agent of socialization after family agent. Table: 4.3 Show Marital Status of the marital status of respondents surveyed in this study, give us a glance look of people who are married, divorced, single and widows.

Table: 4.2.3: Marital Status of respondents

Marital Status	Total	Percent
Married	48	58.5
Single	28	34.1
Separate	1	1.2
Divorce	5	6.1
Total	82	100

Source: Field Survey, 2014

Table 4.2.3 shows that more than half of the respondents equal to 58.5 percent were married, 28 respondent's equals to 34.1 were single, 1 respondent equal to 1.2 percent was Separate and the last group 5 equals to 6.1 were divorced. These data

tells us that large numbers of respondents in this survey are married people probably with families hence they are responsible people who knows the importance of taking care of children from their families.

The data suggests that married people are more aware of child rearing compare to single, separate and divorced group. The implication on this is that, apart from the married group, the rest group will slowly learn from married group on how to treat their students as children at school setting. It is advised that for effective student rearing majority of teachers should be married.

4.2.4 Level of Education

Education in its general sense is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training, research or simply through autodidactic. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels or acts. Education is considered as an important indicator of a person’s professional knowledge. This part therefore, analyses the distribution of level of education of the surveyed respondents in this study. Education level is grouped into four levels, i.e. Advanced level with induction course, Diploma, Bachelor and Master Degrees, Table: 4.4 Show Level of Education of the respondents surveyed in this study.

Table: 4.2.4: Level of Education of respondents

Level of Education	Total	Percent
Advanced Level with Induction course Certificate	5	6.1
Diploma	23	28
Bachelor Degree	51	62.2
Masters Degree	3	3.7
Total	82	100

Source: Field Survey, 2014

Table 4.2.4 shows that 51 respondents surveyed equals to 62.2 percent possess Bachelor Degree certificates, 23 respondent's equals to 28 percent possess Diploma, 5 respondent's equals to 6.1 percent possess Advanced Level with Induction course certificates, and the last 3 respondent's equals to 3.7 percent possess Master Degree. The data reveal that many of the surveyed respondents are having Bachelor Degree education followed by those with Diploma in education. This result is better if compares to the fact that majority of public secondary school teachers have access to join the Open University of Tanzania (OUT) in Open and Distance learning with varieties of course relating with education without affecting their class time table.

However, it's shown that the number of respondents with post graduate education is low. The study recommend that it is a high time now for public secondary school teachers for one to qualify to be secondary teachers should possess Master degree in education. The implication is to tackle challenges of meeting students who join public secondary schools from English Medium schools who to some extent seems to be knowledgeable in a broader perspectives.

4.2.5 Occupational Status

Occupation simply refers to a job or profession. This part analyses carder of Teachers survey in this study and these are Class Teachers, Headmasters, Headmistress, Municipal officer and MoEVT official. Table: 4.5 Show Occupational Status of the respondents surveyed in this study.

Table: 4.2.5: Occupational Status of respondents

Occupation	Total	Percent
Class Teacher	69	84.1
Headmaster	4	4.9
Headmistress	5	6.1
Municipal Officer	1	1.2
MoEVT Official	3	3.7
Total	82	100

Source: Field Survey, 2014

Table 4.2.5 shows that 69 respondents equal to 84.1 were Class Teachers, 5 respondents equal to 6.1 were Headmistress, 4 respondents equal to 4.9 were Headmasters, 3 respondents equal to 3.7 were MoEVT officials and 1 respondent equal to 1.2 were Municipal officer.

The data in the table revealed that, most of the respondents in this survey were Class Teachers, followed by Headmistress. The reason for this is because Class Teachers are the one holding enormous composition of staff within the schools, and of course are the victims of motivations than the rest carder. The presence of this carder has positive effects on students learning. This is because they are the one attending classes daily. The study suggests that this carder is a brain child of any school; therefore, they should be well motivated.

4.3 Status of Teachers' motivations at workplace

The term status means a general position of teacher's motivations as they are now. According to Peretomode, (1991) teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task (Peretomode, 1991 in Ofojebe, & Ezugoh, 2010).

In Tanzania Public Secondary Schools the status of Teachers Motivations perceived differently by both Teachers and the Management. Table: 4.6 Show the perceived views of the respondents on the current status of Teachers' motivations at workplace.

Table: 4.2.6 Status of the types of Teachers' motivations at workplace

Status	Working condition		Professional development		Housing condition		Salaries		Arrears payment on time		Housing allowances		Workload and large class		General infrastructures		Teachers office and Teaching materials			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
Very Poor	2	31	2	24	4	56	4	48	5	63	6	79	35	42	1	1	26	31	20	24
Poor	6	70	0	0	6	76	0	0	2	25	5	63	7	87	2	2	26	31	20	24
Satisfactory	2	25	1	12	2	26	2	31	1	17	8	99	21	25	3	47	27	32	26	31
Good	1	13	8	100	2	26	6	77	4	50	8	100	18	22	9	113	27	32	26	31
Very Good	2	28	2	32	7	88	1	17	1	14	5	63	18	22	1	23	18	22	26	31
Total	8	100	8	100	8	100	8	100	8	100	8	100	82	100	8	100	82	100	82	100

Source: Field Survey, 2014

Respondents were asked to level the current statuses of Teacher's motivations at the work place and the findings are summarised in table 4.2.6. It shows that on the average 89.1 percent viewed housing allowances as the leading motivations to be poor, 82.9 percent viewed housing condition to be poor, 80.5 percent viewed salaries and arrears payment on time to be poor, 78.3 percent viewed workload and large class to be poor, 64.6 percent viewed Teacher's office to be poor, 57.3 percent viewed working condition to be poor, 56.1 percent viewed Teaching and learning materials to be poor, 48.8 percent viewed general infrastructures to be poor, and lastly, 46.4 percent to be poor.

The data finding suggest that, the reason behind this situation is that the government pay no attention on the issue of Teachers welfare. This suggestion concurs with the study of Davidson, (2006) who stated that, although efforts are underway toward

improving teachers' professional knowledge and skills in Tanzania, far less attention is focused on their material welfare." The near total absence of issues related to teacher motivation within government documents is evidence of the administration's lack of concern (Davidson, 2006).

Though Tanzania's *Education and Training Policy* (MOEC 1995) did have a separate section entitled the "Service and Working Conditions of Teachers," which discussed the importance of teachers' job satisfaction, irregular salary payments for teachers, lack of proper housing for teachers, the low status accorded to teachers, inadequate teaching facilities, and the need to enhance the professional and individual welfare of teachers its successor, the PEDP (MOEC 2001), a more influential government document, made almost no reference to these issues. It does make reference to a deployment incentive for teachers—the need to provide housing for teachers, especially new recruits, females, and those who will be teaching in remote and rural areas. However, this reference is tucked away in the "Construction" subsection of the "Enrolment Expansion" section of the document (*Ibid*).

The data finding above implies that, generally, the status of Teachers motivations as shown in table 4.6 is poor. The observation from the field depict that, the government did not value its Teachers to a large extent. The issue of concern here is that, the government through MoEVT make sure that it revisits its educational policy so as to include all the outlined ten motivations and many others. By so doing the policy will be used as guideline to all school managers and Municipal officials that they should implement them to improve the welfare of public secondary school teachers.

According to Ministry of Education and Culture (MOEC), (2003, 2004a) 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 (MOEC, 2003, 2004a). As revealed by Voluntary Service Overseas-VSO, (2002) that, these poor living and working conditions have, over time, seriously eroded many teachers' motivation to carry out their teaching and non-teaching roles in an acceptable manner. The situation in Tanzania is similar to that in

many other developing countries, including Zambia, Papua New Guinea, and Malawi where “it was abundantly clear that teachers’ motivation is at best fragile and at worst severely deteriorating” (VSO 2002, in Davidson, 2006). In Mozambique, the issues that were rated as having the biggest impact on teacher motivation and morale were salary, material working conditions and training (VSO Mozambique, 2008).

The National Educational policy in Tanzania should stipulate clearly the areas in which Teachers can be motivated so that they will increase their efforts in that particular area. This concurs with the study of Dessler (1980) who pointed out that, “Motivation is both one of the simplest and most complex job of management. It is simple because people are motivated by rewards. Therefore, if you want to motivate someone you must have to find out what he or she wants and put that thing as a reward for him, as a result that person will be behaving in the desired way (Dessler, 1980 in Rasheed, *et al.*, 2010). It is a high time now the government of Tanzania to adjust the current educational policy to fit the needs of Teachers who are the key stakeholders and consumers of the said policy.

4.4 The impact of Teachers’ Motivation on Students learning

The term impact can be referred to a strong effect on something. According to Ndu, Ocho and Okeke (1997) defined motivation as a complex socially learned pattern of behaviour involving situations, needs, desires, mechanisms and results. It embraces all factors in an employee’s development to accomplish personal as well as organizational goals (Ndu, and Okeke, 1997 in Ofojebe, & Ezugoh, 2010). In this case, Teachers motivations and or de-motivations are said to have a strong impact on student learning in a public secondary school. Table: 4.7 Show the impacts of Teachers’ Motivations and de-motivations on Students learning.

Table: 4.2.7 Impacts of Teachers Motivation and De-motivation

Levels	Motivation		De-motivation	
	Total	Percent	Total	Percent
Very Poor	15	18.3	40	48.8
Poor	8	9.8	22	26.8
Satisfactory	23	28	12	14.6
Good	19	23.2	6	7.3
Very Good	17	20.7	2	2.4
Total	82	100	82	100

Source: Field Survey, 2014

Respondents were asked to level the impacts of Teacher's Motivations and De-Motivations on students learning and the findings are summarised in table 4.7. It shows that on the average 75.6 percent of the respondents who surveyed in this study were of the view that Teacher's de-motivations have poor impact on students learning, 14 percent said it has satisfactory impact, while 43.9 percent said Teacher's motivation have good impact on students learning, and 28 percent said it has satisfactory impact. The data finding in the table implies that, teachers who are poorly motivated leads to poor student performance, while teachers who are well motivated leads to good performance of students learning.

The data suggest that, motivations are crucial to any employee be it in a public or private sector, if not motivated they fail the institution. The findings are consistent with that of Bennell and Akyeampong (2007) who found that, sizeable percentages of primary school teachers are poorly motivated in Sub-Saharan Africa, Tanzania in particular and South Asia. The study further shows that the major problems of poor motivation includes teacher deployment, teacher turnover which results to high attrition rate, that is occupational attrition (teachers leaving the profession to take up other jobs) and teacher absenteeism (Bennell and Akyeampong, 2007).

Observation from the field revealed that, Teachers de-motivation in public secondary schools is a result of the government to turn a blind eye of the issue of motivating Teachers, thus why teachers do involves in attempting demonstrating and or not to perform their duties as normal. This is in fact affect students performance indirectly. The issue to be put into consideration here is that, the government should always take teachers concerns a priority matter wherever possible in order to detain them from leaving public sector.

It is the right time now the government to solve Teachers' demands on a timely manner. This supported by Kyriacou *et al.*, (1979) in their research that, the reasons for leaving teaching profession may include lack of support from the departmental head, work overload, increased administrative task burden rather than engaging teachers in academic assignments (Kyriacou *et al.*, 1979 in Aslam, & Sarwar, 2010).

For example, Michaelowa (2002) finds that in Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar, and Senegal; more than 50% of fifth grade teachers seem to prefer teaching to any other profession, and over 40% like their schools and do not want to change, indicating that teacher motivation may not be so bad in those countries (Michaelowa 2002). As pointed out by Guajardo, (2011) that, the situation of course varies from country to country. Some countries may face particular threats to teacher motivation while other countries face different or no threats (Guajardo, 2011).

In countries such as Malawi, Zambia and Papua New Guinea, where teachers are poorly managed and poorly paid, where there are alternative jobs available they will be tempted to change jobs to find either more lucrative work or work where they are more highly regarded and given greater opportunities even if the level of pay is no higher (VSO International, 2002 in Mpokosa & Ndaruhutse, 2008).

Several important pieces of research argue that, teachers' working and living conditions also have a great influence on teacher motivation and morale. For example, Bennell and Akyeampong, (2007); VSO Mozambique, (2008), found that

the lack of teaching and learning materials was the second most de-motivating factor reported by teachers and that better management of these resources through setting up of regional networks would enhance teachers' confidence. The consequences are clear: where teachers are poorly managed, teachers' status falls lower and lower and consequently, so does their motivation and morale (Bennell and Akyeampong, 2007; VSO Mozambique, 2008). The study recommends that, the government of Tanzania should try its level best to raise the leaving standards of public secondary school Teachers so that they can cope with whatever situations when posted for job.

4.5 The extent of School, Temeke Municipality and MoEVT Managements in solving issues of Teachers' Motivations

The term extent can be defined as the particular level to which something is the case. Management is generally understood as comprising different aspects of planning, organising, resourcing, leading, coordinating, directing and controlling an organisation or an area with the objective of accomplishing a goal. The management of education happens at various levels from system-wide policy-making and national decision-making through to local education management, inspection and supervision, and then very importantly to what head teachers and others with management responsibilities within schools undertake on a daily basis to ensure their schools function effectively (Mpokosa & Ndaruhutse, 2008). This section analyse the extent to which the School, Municipal and MoEVT management have been solving Teachers' Motivations in public secondary school. Table: 4.8 Show the extent in solving Teachers' Motivations.

Table: 4.2.8 The Extent of the Management in solving Teachers' Motivations

Levels	MoEVT					
	School Management		Temeke Municipal		Management	
	Total	Percent	Total	Percent	Total	Percent
Very Poor	43	52.4	47	57.3	47	57.3
Poor	11	13.4	23	28	20	24.4
Satisfactory	20	24.4	10	12.2	14	17.1
Good	7	8.5	1	1.2	1	1.2
Very Good	1	1.2	1	1.2	-	-
Total	82	100	82	100	82	100

Source: Field Survey, 2014

Respondents were asked to level the extent to which the managements have been solving Teacher's motivations at the work place and the findings are summarised in table 4.8. It show that, on the average more than half of the respondents equals to 65.8 percent were of the view that the school management in solving Teachers' motivations is poor, 24.4 percent is satisfactory, many respondents that is 85.3 respondents were of the view that Temeke Municipal Council is poor in solving Teachers' motivations, 12.2 percent satisfactory, while majority of the respondents equal to 81.7 percent said MoEVT is poor in solving Teachers' motivations, 17.1 percent said it is satisfactory.

The reason behind this trend is that, the managements seem to keep distance between them and the management. In other words, the involvement of teachers in the issue of discussing their welfare is very minimal and only restricted to the management who decide on their behalf. According to Mpokosa & Ndaruhutse, (2008), common theme is that of teacher participation in decision-making. The authors continue arguing that, if quality in education is to be achieved, major management decisions should be taken at as local a level as is practical. Traditionally the restructuring of

education management is 'top-down'; for a more participative approach to change (Mpokosa & Ndaruhutse, (2008).

According to ILO/UNESCO (2006), authorities and teachers should recognise the importance of the participation of teachers, through their organisations and in other ways, participatory processes and consultations are not a panacea to resolve difficulties, but they are virtually the only mechanisms for overcoming suspicion and establishing a positive climate for making and implementing education policy (ILO/UNESCO, 2006).

This implies that, without Teachers participation in matters that affect their lives, will discourage them and hence reduce working morale and zeal among them. According to a particularly useful model for explaining workforce performance outlined in Leithwood *et al.*, (2006b), what teachers do is a result of their motivations, abilities, and the situations in which they work. The authors stress that these factors are interdependent and that all three need to be successfully taking place for quality educational provision to occur. The implications for leadership practice of this account of workplace performance are that leaders need to work towards improving all elements in the formula – teachers' and other staff members' motivations, abilities, and the settings in which they work. To be successful, therefore, requires the school leader to be in possession of a range of cognitive and effective qualities, strategies and skills (Leithwood *et al.*, (2006b).

Poor human resource management seriously de-motivates employees. Teacher management at the national and sub-national levels is nothing short of chaotic in many countries. In most of Africa, 'for almost all administration regarding teacher management, one notes a lack of clear rules which tend to generate conflict, power vacuum, and overlap and duplication of effort' (IIEP, 1999 in Bennell, 2004). According to Mpokosa & Ndaruhutse, (2008) documented that, in Ethiopia, evidence from interviews with teachers indicated that, the authoritarian style of management employed by school directors who have not received any management training has a profound impact on teacher motivation, school effectiveness and therefore on the quality of education (Mpokosa & Ndaruhutse, 2008).

This pushed Bennell, (2004) who stressed that, management styles like this tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like ‘we are treated as children’. The extent to which teacher grievances are addressed is also a key issue. The high turnover of head teachers in many countries is particularly disruptive and frequently bad for teacher morale. Many managers are ‘acting’ for very long periods. Effective management training programmes for head teachers can however lead to noticeable improvements in teacher behaviour and performance (for example in Kenya and Botswana) (Bennell, 2004).

Clearly, improved management would lead to fewer economic costs and greater quality gains. The exact impact of improved teacher and educational system management is likely to vary significantly from country to country depending on the baseline conditions of management and what reforms are undertaken in an individual country (*Ibid*). The study recommends as a way forward that, Tanzania government should formulate Teachers’ Motivation System that suits the needs and demands of all Teachers in Public Secondary Schools.

4.6 Barriers in the management of Teachers’ Motivations

The term barrier can be defined as an obstacle that prevents progress. The management of Teachers motivations are facing many barriers hence have adverse impact on student learning in a public secondary school. Table: 4.9 Show the barriers in the management of Teachers Motivations.

Table: 4.2.9 Barriers in the management of Teachers' Motivations

Barriers	Total	Percent
Barrier between Teachers and the ministry	1	1.2
Bureaucracy from the management	2	2.4
Centralisation of decision making from LGA to Teachers themselves	4	4.9
Corruption amongst Ministry and Municipal Council officials	5	6.1
Delay of information and documents to reach the final destination of Teachers	5	6.1
Embezzlement of fund at MoEVT	3	3.7
Government double standards to civil servants	1	1.2
It fail to involve stakeholders at all aspects relating to Teacher's motivation	3	3.7
Lack of Fund	1	1.2
Low budget from the MoVET	17	20.7
Mismanagement of office	1	1.2
Mixture of Politics and educational issues	1	1.2
No barriers	7	8.5
No monitoring of Teachers Motivations	1	1.2
No specific condition for Teachers Motivations	1	1.2
Participation of Teachers in Decision-making is very minimal	6	7.3
Poor Government support	1	1.2
Poor infrastructure	1	1.2
Poor Management	8	9.8
Poor planning	8	9.8
Poor responsibility from officials	1	1.2
Poor Salaries	3	3.7
Poor training facilities	1	1.2
Total	82	100.0

Source: Field Survey, 2014

Respondents were asked to mention barriers that prevent the management of their motivations and the findings are summarised in table 4.9. It shows that low budget from MoVET is the leading barrier equal to 20.7 percent is the management of Teachers' Motivation in public schools, followed by poor management and planning equal to 19.6 percent, corruption and delay of information and documents equal to 12.2 percent, lack of participation of Teachers in decision-making equal to 7.3 percent, and the last group equal to 8.5 were of the view that no barrier in the management of Teachers' motivations in public secondary schools.

The reason for this can be the fact that, the ruling government didn't view teacher profession as important workforce in the development of human capital and which carry about 60 percent of the total civil servants in the country. This has bad implication amongst public secondary school Teachers once they view their civil servants such as those working at Tanzania Revenue Authority who enjoy the fruits of the government with high salary pay with plenty of motivations. As noted by Bennell, (2004), in his study that, Relationships between teachers and governments are becoming increasingly strained in many countries. Teachers as a group have been targeted by governments and ruling parties in some countries (most notably in Zimbabwe). The leaders of teachers' unions have been imprisoned and even tortured (for example, in Burundi, Zimbabwe, and Ethiopia) to just mentioning a few (Bennell, 2004).

The low and declining status of teachers in many Low Industrialised Countries (LICs) clearly impacts on overall levels of teacher motivation. Teaching is a challenging occupation, which means that teachers have to strive hard in order to meet learning goals. However, since teaching is invariably the occupation of the last resort among educated youth in LICs, the 'reluctant teacher' with limited long-term commitment to the profession is the norm. Teachers in LICs are highly dispersed, typically in thousands of small schools and remote locations. In Madyha Pradesh, India, for example, one-third of schools have only a single teacher and only 20 per cent of schools have more than two teachers. Maintaining teacher morale in these

work environments is a major challenge. Teachers often feel isolated with little or no collegiality and support (*Ibid*).

Where teachers pay large bribes to secure employment and desired postings, this may impact on job commitment and overall motivation. In these situations, teaching positions are little more than sinecures, which means that teachers do not feel accountable to school managements, parents or the wider community. The study recommend that, the government should ensure all barriers that inhibit the management of teachers' motivations be removed in order to improve the quality of education in the country for the next generation.

This chapter discussed research findings in detail within which data are analysed and interpreted in tables and figures. The study revealed that, the current status of teachers motivations in public secondary schools are poor, the impact of teachers' motivation on students learning is good and in de-motivating teachers is poor, the extent of the management in solving teachers' motivation was viewed to be poor, and amongst the barriers in solving teachers' motivations was found that, low budget from MoVET is the leading barrier followed by poor management and planning, the last one is corruption and delay in information and documents to reach the final destinations.

The following chapter discusses the conclusion of the study; recommendations of key important issues and the observed further researchable area.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings, presents the discussion of the findings, conclusion of entire paper and the general recommendations from the field survey and areas for further study.

5.2 Summary of the study

A study on the Management of teacher's motivation in Tanzania education sector was done at Temeke Municipal Council, the general objective was to investigate the management of teacher's motivation in Tanzania education sector and the specific objective were; to determine the status of motivations those exists in the area to assess the impact of teachers' motivation on student learning to investigate barriers in the management of motivations, and, to examine the extent of the management's success in solving teachers motivational issue.

The significance of the study is of greater value due to the following; to Teachers; the findings from this study will enable them to know types of motivation that fit in their work settings. To Temeke Municipality; The findings and recommendations from this study will create knowledge on the better ways of managing teacher's motivation in the work setting so as to increase work morale, also other Municipal Council in the region, which may have similar problems, would learn from Temeke Municipal's experience and they would give more attention to teacher's motivation. To Policy Makers; the fact findings and recommendations from this study will help the policy makers to realize the impact of de-motivation to teachers and provide clear and open strategies and guideline towards motivational issues. To Academicians; and Researchers; the findings of the study will enable academicians and researchers to seriously address the management of teacher's motivations in a consistent manner.

Both theoretical and empirical literature was reviewed and research gap which was determined at the proposal stage was covered from data analysis and discussion. The population for the study was 82 respondents. Research design used was case study design and data collection methods were documentary review and observation, and data collection method were observation schedule and questionnaires. Data analysis was done based on research objectives.

The study revealed the following;

Firstly, on the current status of teachers motivations in public secondary schools are poor, i.e. on the average 89.1 percent viewed housing allowances as the leading motivations to be poor, 82.9 percent viewed housing condition to be poor, 80.5 percent viewed salaries and arrears payment on time to be poor, 78.3 percent viewed workload and large class to be poor, 64.6 percent viewed Teacher's office to be poor, 57.3 percent viewed working condition to be poor, 56.1 percent viewed Teaching and learning materials to be poor, 48.8 percent viewed general infrastructures to be poor, and lastly, 46.4 percent to be poor.

Secondly, the impact of teachers' motivation on students learning is good and in demotivating teachers is poor, i.e. on the average 75.6 percent of the respondents who surveyed in this study were of the view that Teacher's de-motivations have poor impact on students learning, 14 percent said it has satisfactory impact, while 43.9 percent said Teacher's motivation have good impact on students learning, and 28 percent said it has satisfactory impact.

Thirdly, the extent of the management in solving teachers' motivation was viewed to be poor, i.e. on the average more than half of the respondents equals to 65.8 percent were of the view that the school management in solving Teachers' motivations is poor, 24.4 percent is satisfactory, many respondents that is 85.3 respondents were of the view that Temeke Municipal Council is poor in solving Teachers' motivations, 12.2 percent satisfactory, while majority of the respondents equal to 81.7 percent said MoEVT is poor in solving Teachers' motivations, 17.1 percent said it is satisfactory.

Moreover, findings indicates amongst the barriers in solving teachers' motivations were found that; low budget from MoVET is the leading barrier followed by poor management and planning, the last one is corruption and delay in information and documents to reach the final destinations, i.e. low budget from MoVET is the leading barrier equal to 20.7 percent is the management of Teachers' Motivation in public schools, followed by poor management and planning equal to 19.6 percent, corruption and delay of information and documents equal to 12.2 percent, lack of participation of Teachers in decision-making equal to 7.3 percent, and the last group equal to 8.5 were of the view that no barrier in the management of Teachers' motivations in public secondary schools.

5.3 Conclusion

Based on this study it is concluded that, motivation process in public secondary school is not good, the current Educational and Training Policy of 1995 do not specify anything about management of motivation to teachers while teachers' motivation is critical for the successful implementation of day to day activities, if teachers are frustrated and have a low morale during teaching process and implementation of what they learn at the training cannot be guaranteed. However, motivation is an individual phenomenon, thus a one-size-fits-all approach to employee motivation does not work, and there is no recipe for motivation, one can illustrate the motivational factors as ingredients and the tactics as preparation instructions.

On the other hand, teachers are important instrument in education, they are also the pivot on which the educational process hang. Teachers play a major role in the whims and caprices of the educational system. They can influence the teaching – learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. Therefore, a teacher has to be well motivated for them to improve workforce, productivity, morale and

service delivery, as absence of motivation packages in the organisation in the organisation jeopardize the existing relationship between employer and their staff.

5.4 Recommendations

In order to improve Teachers Motivation in public secondary schools, the current study recommends the following;

The government has to adjust the current education policy to fit the needs of Teachers. 19 years of the existence of education policy is a long time, and therefore, need to be evaluated to find its efficiency and effectiveness inter alia, in motivating public secondary school Teachers as far as the poor living standards of public secondary schools teachers is concerned.

The government has to formulate Teachers' Motivation System that best fit the needs of all Teachers in public secondary schools. The essence of this system is to have uniformed types of Teacher's Motivations that is well integrated in both rural and urban settings. Also the education managers should make sure that, all barriers that in one way or another hamper the effective management of Teachers' Motivations in Tanzania public secondary schools are removed as soon as possible so as to improve educational performance.

Recommendation for further study

The study finds that there are still open questions that need to be researched by other scholars in the topic of "Teachers' Motivation Systems in Public Secondary Schools".

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APPENDICES

Appendix I: Temeke Municipal Council Staff Data – 2011

NO.	Departments	Number Of Employees
1	Administration	
	Operational Service	21
	Professionals	89
2	Finance & Trade	11
3	Internal Audit	4
4	Distribution & supplies	2
5	Town planning	4
6	Building, construction and fire	15
7	Public relation	3
8	Legal and Auxiliary Police	8
9	Planning and Coordination	4
10	Urban Development	12
11	Education:	
	Primary Education	658
	Secondary Education	469
12	Water	4
13	Community Development	17
14	Agriculture	6
15	Livestock & Fishing	7
16	Natural resourse	1
TOTAL		1335

Appendix II: Research Questionnaire

My name is Asnat Mndeme, a student at Mzumbe University pursuing Master of Business Administration and Cooperate Management (MBA-CM). This questionnaire is part of the questions in my dissertation paper about the Title: “*The Management of Teacher’s Motivation in Tanzania Education Sector*”. If you will agree voluntarily to participate in this study, please correctly fill the questions below. And I would like to assure you that your name and a place where you live will not be disclosed in this study so as to observe confidentiality in research activities. Your answers will remain confidential and will not be used against this study.

Thanks you for your cooperation!

SECTION A: PERSONAL INFORMATION

Please give your answer by putting a tick () in the appropriate space or write your answer in the space provided:

1. Gender

S/No	Gender	Tick ()
1	Male	
2	Female	

2. Age

S/No	Age Group	Tick ()
1	21-30	
2	31-40	
3	41-50	
4	51-60	
5	60 and above	

3. Marital Status

S/No	Marital Status	Tick ()
1	Married	
2	Single	
3	Divorce	
4	Separate	
5	Widow	

4. Level of education

Put a tick [] at the correct answer

S/No	Education Level	
1	Advanced level with Induction course	
2	Diploma	
3	Bachelor Degree	
4	Masters Degree	
5	PhD Degree	

5. Occupational status

Put a tick [] at the correct answer

S/No	Occupational Status	Tick ()
1	Class Teacher	
2	Headmaster	
3	Headmistress	
4	Municipal officer	
5	MoEVT	

SECTION B: STATUS OF MANAGEMENT OF TEACHER'S MOTIVATION

Put a tick [] below the number at the correct answer

Status of Motivation: 1. Very poor 2. Poor 3. Satisfactory 4. Good 5. Very Good

Question	Types of Motivation	Status				
		1	2	3	4	5
2.2. What are the statuses of the management of teacher's motivation in your area work?	Good working condition					
	Professional development					
	Hosing condition					
	Salaries					
	Arrears payment on time					
	Housing Allowances					
	Workload and large class					
	General infrastructures					
	Teachers offices					
	Classrooms					
	Teaching and Learning materials					
	Other fringe benefits					

SECTION C: THE IMPACT OF TEACHERS' MOTIVATION ON STUDENT LEARNING

Put a tick [] below the number at the correct answer

Levels: 1. Very Poor 2. Poor 3. Satisfactory 4. Good 5. Very good

Qn.3.1	What are the impacts of teacher's motivation on student learning?	1	2	3	4	5

Put a tick [] at the correct answer

Levels: 1. Very Poor 2. Poor 3. Satisfactory 4. Good 5. Very good

Qn.3.2	What are the impacts of teacher's de-motivation on student learning?	1	2	3	4	5

SECTION D: THE EXTENT OF THE MANAGEMENT'S SUCCESS IN SOLVING TEACHERS MOTIVATIONAL ISSUE

Put a tick [] at the correct answer

Levels: 1. Very Poor 2. Poor 3. Satisfactory 4. Good 5. Very good

Qn.4.1	What are the extents in which the School Management have succeeded in solving Teacher's Motivation problems?	1	2	3	4	5

Qn.4.2	What are the extents in which the Temeke Municipal Council have succeeded in solving Teacher's Motivation problems?	1	2	3	4	5

Qn.4.3	What are the extents in which the MoEVT have succeeded in solving Teacher's Motivation problems?	1	2	3	4	5

SECTION E: BARRIERS IN THE MANAGEMENT OF TEACHERS' MOTIVATION

5.1 What do you think can be the barriers in the management of teachers' motivations in Tanzania? Mention them

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SECTION F: GENERAL RECOMMENDATION

6.0 What should be done in order to solve the problem of Teacher's Motivations in Tanzania?

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