

The Influence of Teachers' Motivation on the Provision of Quality Community Education in Tanzania: Practices and Prospects in Kibaha District.

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Abstract

This study aimed at investigating the influence of teachers' motivation on the provision of quality community secondary education in Kibaha District in Tanzania. Specifically, it intended to explore stakeholders' conception on teachers' motivation, to determine how practices of teachers' motivation affect the provision of quality education, and to find out the teachers' motivational challenges which limit the provision of quality education as well as to determine ways to improve teachers' motivation. The study sample of 100 respondents selected purposely and randomly: There were 50 teachers, five school headmasters/mistress from five selected secondary schools, six TSD officers, one District Secondary Education Officer, one Ward Education Officer and eight education inspectors. The questionnaire, interview and documentation were used to collect information from the field. Quantitative data were analyzed and presented in, tables, figures and percentages. Qualitative data were analyzed and organized into themes. Results showed that teachers' salary level are too low and do not satisfy their daily basic needs, they are not given allowances as required. In addition, they showed that their employers professionally develop a few number of teachers and the majority are not developed. The majority of teachers in community secondary schools are living in rented houses outside the school campuses due to shortage of school houses. This situation tires the teachers who come to school late due to the long walking distance from their homes. Further, the teaching and learning environment still too poor that de-motivate teachers. Therefore, the researcher recommends that all stakeholders should participate fully in maintaining teaching and learning environments to be conducive for teachers and learners and to ensure teachers are motivated to provide quality community secondary education.

Key words: Teacher motivation, community secondary education, quality of education, Tanzania

Introduction

Quality community education is one of the areas of concern at this era in providing education to people who had limited chances to follow the formal system of education in the country. The option of community education in Tanzania meets the quest of many people (of mixed ages) aspiring to pursue basic education and then continue with further studies. Quality community education is likely to happen depending on a number of factors including motivation to teachers, conducive working environment, relevance of the curriculum, and duration of study. However, motivation is the most considered aspect for teachers to perform their work effectively.

Literature

Different scholars in literature have discussed the concept motivation defined it in many ways (Asiamah et al 2011; Ndu, Ocho & Okeke, 1997; Ofojebe, 2010; Peretomode, 1991). A business dictionary defined motivation as the internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal (www.businessdictionary.com retrieved on september 12, 2016). These internal and external factors influencing teachers' job related issues including classroom teaching and learning, job performance, relation, satisfaction and the related behaviors. Motivation results from the interaction of both conscious and unconscious factors including the intensity of desire or need, incentives or reward value of the goal, and expectations of the individual and of his or her peers. These factors make someone to behave in a certain way. Likewise, motivation refers to a force that cause people to behave in certain ways. Low salaries and generally poor working conditions lead to demotivated employees. This does not only lead to strikes and agitations from employees but can also lead to high employee's turnover (Asiamah et al., 2011). Currently, the issues of poor working

conditions, low salaries and allowances lead to de-motivated teachers (Asiamah et al., 2011). Occasionally, there had been *sit down* strikes and agitations which had pronounced one of the roles of Tanzania Teachers Union (TTU). As Asiamah et al. (2011) explained, “We have seen different teacher’s strikes and cases in Tanzania against low motivation and salaries, these problems have been raised by Tanzania Teachers’ Union”. Most of these strikes occur during learning and teaching times, which results to ineffective teaching of the students. According to Obi in Ndu, Ocho and Okeke (1997), defined motivation as a complex socially learned pattern of behaviour involving situations, needs, desires, mechanisms and results. This means it embraces all factors in an employee’s development to accomplish personal as well as organizational goals. Thus, teachers need to fulfil their personal and organizational goals to teach effectively.

Another scholar Peretomode (1991) defined motivation as the process of influencing or stimulating a person to take action that will accomplish desired goals. Similar and expanded definition was provided by Ofojebe (2010) who viewed that teachers’ motivation is a way of empowering teachers in the occupation. Ofojebe added that motivation for teachers involves the perceptions, variables, methods, strategies and activities used by the management in providing the climate that is conducive to the satisfaction of the various needs of the employees. In doing so, teachers may become satisfied, dedicated and effective in performing their task. In this view, Peretomode (1991) argued that teachers’ motivation relates to a purposive and goal-directed behavior, performance and attitudes towards work. In addition, motivation includes considering such factors as the physiological, psychological and environmental differences of individual employees. Moreover, it 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). Motivation for teachers in the educational system is the most significant aspect in promoting the quality of educational innovation and delivery outcomes (Pilot, 2007).

Researchers for example Adesina (1982), Edem (1982), Peretomode (1991), Fredriksson (2004, as cited in Ofojebe (2010) explained about the factors that influence teachers' motivation. These factors include staff development and training, participatory decision-making, and conducive working conditions, and remunerations for example salaries. In addition, other factors are promotion, job security, recognition of teachers' profession, provision of adequate instructional materials, financial rewards, awards, teacher's scholarship (both local and international seminars, conferences and workshop) grants, as it is done in other fields. In South Asia, the challenge of reforming public education systems is so large that attention has been increasing to support parallel education provision to avoid staffing issues in government schools. Teachers in many countries in Sub-Saharan Africa are being asked to change radically their teaching practices when the majority is increasingly demotivated. Studies by Kadzamira and Kibwana (2000) reported that teacher motivation in Malawi is low, similar to their level of satisfaction. Arguably, the top-down policy formulation and implementation with limited participation of teachers seems to exacerbate the already very limited degree of self-determination among teachers. This situation causes many teachers to feel being coerced. Not surprisingly, teachers appear to resist (both actively and passively) the existing reform efforts, which compromise quality of education.

Quality education refers to improvement of all aspects of the quality of education for all, so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeric and essential life skills and it is centered on measurable learning outcomes for all (Adrian, 2005). According to the research by Claussen and Assad (2010) on public expenditure tracking survey in Tanzania secondary and primary schools, it discovered that some councils were not able to utilize the grants in full due to weaknesses in administrative and financial management capacity. Some council

used part of the education grants out of the target or sector and in some council the transfers of capitation and development grants to schools did not reach the schools in full amount. There were losses observed in transfers from the council to school bank account. Such practices lead to low motivation among teachers in teaching and subsequently contribute to the deterioration of the quality of education. Quality secondary education is more likely to happen when teachers are highly motivated to work in many ways.

Problem

Quality services in any organization depend on motivation, morale and job satisfaction. Provision of quality education comes from well-motivated and dedicated teachers. In Zimbabwe, Gullet and Bennet (1995) argued that the need for motivated teachers is a leading “crisis proportion” in today’s technological society undergoing fundamental changes. They add that a motivated and dedicated teacher is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to education.

According to Jackson (1997), lack of motivation among teachers has been manifested on teacher willingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching.

A survey conducted recently on teachers’ motivation and job satisfaction, in 12 countries in Asia and Sub Saharan Africa, including Tanzania raises concerns about influence of low teacher jobs satisfaction (Bennet & Ampong, 2007. 67).

According to (Shann, 2007),” teacher satisfaction has been shown to be a predictor of teacher’s retention, commitment, and intern contributor to school effectiveness”. The teachers’ motivation phenomenon has been widely studied for over five decades in the developed countries and published thousands of articles. However, there is limited literature about the influence of teachers’ motivation on the provision of quality education. The research aimed to

investigate the influence of teachers' motivation in the delivery of quality community secondary education in Tanzania using Kibaha district council as an example. Specifically, the following questions guided the study:

- a) What are stakeholders' conceptions on teacher's motivation?
- b) How teacher's motivation affects the provision of quality education?
- c) What are teacher's motivational challenges that limit the provision of quality education?
- d) What are the ways to improve teachers' motivation?

Methodology

This was a descriptive research design. The population was made up of all kinds of education stakeholders in Kibaha District Council including senior staffs, for example: Ward education officer, Education Officers, TSD officer, chief education inspector, teachers, parents and students. Therefore, this study covered only one district in Coast region that is Kibaha to collect the information about the influence of teachers' motivation in the provision of quality community education. The study involved simple random and purposive sampling. Purposively, the researcher selected TSD and district secondary education officer, ward education officer, school inspectors and head of schools in community schools to participate in the study. Randomly, three students were selected in each selected schools and the remaining three were added randomly from one additional school. This made the school to have a population of six (06) students from one school and twelve (12) students from the remaining four schools. To obtain large sample of teachers, the researcher made a list of school teachers, of all members of the target population from the staffs, and then each teacher assigned numbers from number one to the last one. Because the researcher needed only ten teachers in each school, the researcher randomly selected one number assigned in one staff member only and took three of them in

each staff. As more sample were needed the researcher randomly added a new assigned number.

Documentary review was used in order to access accurate and reliable data from the Government and Non-Governmental Organization (NGO) documents, company sustainable development reports, books and journals regarding motivation in public sector. The researcher used a mixture of structured interview and unstructured interview depending on situation (Kothari, 2004). To supplement information obtained from interviews, questionnaires (structured and semi structured) was used to obtain information's from stakeholders. The method was used to collect data concerning the ways of improving teachers' motivation and teacher's motivational challenges which limit the provision of quality education.

Data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns and applying statistical techniques (Cooper & Schindler, 2006). Qualitative data was analyzed by using descriptive statistics. In addition, data were coded and analyzed in the form of tables and a percentages tool. Data presentation involved statistical and graphical techniques.

Research ethics: Truthfulness is central to obtaining informed consent, without this, participants cannot exert their right to be informed consent, justice or fairness (Canterbury Christian University, 2006). The researcher is truthful to the participants by telling them the truth and recorded their real responses. Respect for vulnerable persons, children and old people should be protected and respected by allowing them to participate in the study due to their capacity. This research did not involve children and elders. Singh (2006) claims that the researcher must guard against violation or invasion of privacy as long as they have been working with most of the sampled subjects that are not only living with them as neighbors and village mates but also there are no any violation or invasion of

their privacy. The researcher considered all these ethical issues during the research process.

Results and discussions

This section addresses three issues emerged from the findings. These issues are the stakeholder conception on teachers' motivation, the influence of teacher motivation in the delivery of quality education, teacher's motivational challenges and ways of improving teacher's motivations.

Stakeholder conception on teachers' motivation

In this objective, the researcher aimed at exploring the stakeholder's knowledge and skills on teacher's motivation. The findings indicated that most of the stakeholders seemed to understand about teacher's motivation and their importance in the provision of quality education. They were able to mention issues that motivate teachers for example payment of good salary and good working environment. Stakeholders mentioned allowances including house allowances, health allowance, communication allowance, transport allowance, leave allowance, hardship allowance and overtime allowance. Furthermore, they mentioned recognition at work, reducing work load especially to science teachers, teachers training and career development, frequent seminars to update their knowledge, positive relationship between teachers and supervisors, parents and neighbors' as issues which motivate teachers. These findings revealed that stakeholders had enough exposure to the concept of motivation as reflected the literature on motivation (Asiamah et al 2011; Ndu, Ocho & Okeke, 1997; Ofojebe, 2010; Peretomode, 1991).

Influence of teacher motivation and delivery of quality education

The study indicated that there is high relationship between teacher motivation and the provision quality of education because 98% of respondent agreed on this aspect. Therefore, the findings corroborate

the expectancy theory that suggests that the process by which we decide our behaviors is also influenced by how likely we perceive those rewards to be (Vroom 1964). In this instance, workers may be more likely to work harder if they had been promised a pay rise - and thus perceived that outcome as very likely- than if they had only assumed they might get one - and perceived the outcome as possible but not likely. This is what Bedassi (1990) notes that individual's motivation is a function of a personal perception that his/ her increased performance results in certain rewards which help him or her to attain personal goals.

Teacher's motivational challenges which limit the provision of quality education

Delaying of incentives

This objective question was asked to five heads of schools, school inspectors (7), TSD officers (05) and one (1) District education officer. This contain 18% of the population sample, in which 03 respondents who are 16.6% of them, mentioned delaying of incentive as one of the motivational challenges which limit the provision of quality education. According to the findings and the literature reviewed about motivation and performance delay of incentives, affect teachers' performance hence affect the provision of quality education in community secondary schools. Literature indicates that incentives act as reinforcements and according to reinforcement theory incentives act as a motivating tool in the workplace (Jablonsky & De Vries, 1972). Therefore, government should develop good motivational factors in order to retain and motivate their teachers to perform better and improve the quality of education.

Lack of appreciation and recognition

Another motivation challenge is lack of appreciation and recognition. In this view, it was observed that their senior officers do not properly appreciate the teachers when it comes to student's good performance and their contributions are not well recognized. Instead, they are just

summoned when there are poor performances. For example, 68% of the respondents mentioned lack of appreciation and recognition as one of the challenges, whilst the remaining population did not mention a challenge quo. This indicates that teachers had little expectations to achieve their needs defined the motivational theories that an individual develops through the hierarchical needs, when a need is substantially realized (Shah & Shah, 2007). Employers need to consider needs of teachers.

Demoralization of teachers by their senior leaders and other education stakeholders

Most of the respondents (65%) mentioned demoralization as one of the motivation challenges for teachers in performing their duties and responsibilities. Their senior leaders and parents do not properly treat teachers because most of them believe that teachers are un-educated personnel or unskilled professionals. In the literature for instance, Forsyth (2000) shows that the kind of management styles employed in an organization may certainly affect the ease which employees may be motivated or demotivated in an organization. According to a research, this means that, the teachers appear not conform with the existing leadership style as a result affects their performance that leads to low quality education.

Low salaries

Another limitation challenge is low salary scale for teachers. 75% of population sample mentioned low salary as one of the motivational challenges. As they were presenting the matter teachers receive low salaries compared to other sectors, a good example is health sector salaries in the budget year 2015/2016, as presented in Table 1.

Table 1: Teachers and health sector salary scales

	Sector	Qualification	Salary
		Degree scales	
1	Teachers	TGTSD.1	716,000
2	Health	TGHSD.1	1,215,000
		Diploma	
1	Teachers	TGTSC.1	530,000
2	Health	TGHSC.1	980,000
		Certificate scale	
	Teachers	TGTSB.1	390,000
	Health	TGHSB.1	680,000

Source: Salary scale to health and teaching workers, 2015/2016 budget

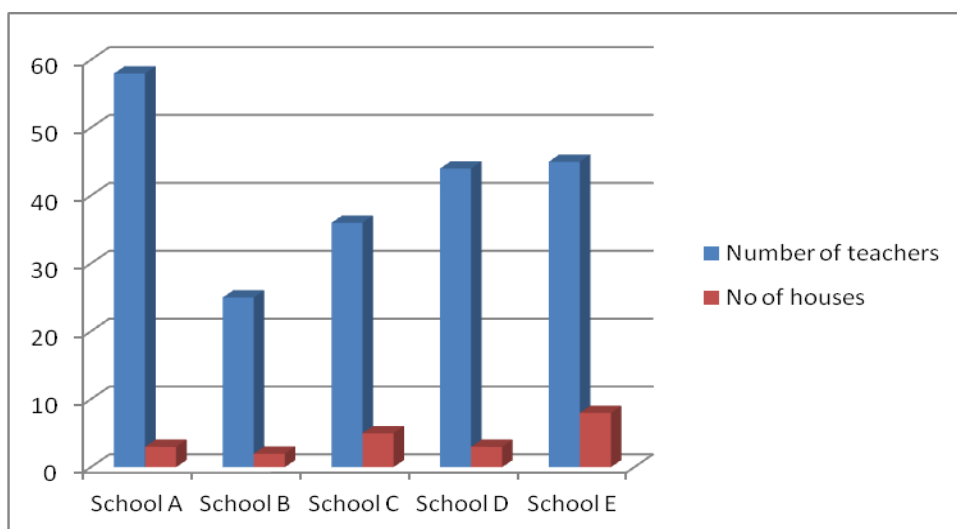


Figure 1: Teachers house ratio in Kibaha district council.

Source Field data (2016).

Teachers' house and house allowances

Most of the teachers complained that there is no adequate teachers' house and no house allowances for those who are staying out of the school campus (See, Fig.1 above). Findings reveal that at School A

there is 1:19 ratio, at School C, there is 1:7 ratio, School D, there is 1:14 ratio, School B, there is 1:12 ratio, and School E, there is 1:6 ratio. This means that most of the teachers are living out of school compound, which is far away from school so they have to pay for transport (from their little salary) from where they live to school. Therefore, shortage of teachers' house and lack of transport allowances affect teachers' performance and hence quality education.

Ways of improving teacher's motivation

In this theme, there are several motivational issues and work incentives tested which contribute in improving teachers' motivation and different results presented in tables. Judge *et al.* (2009) asserted that, employees are motivated to exert a high level of effort when they believe that their effort will lead to a good performance appraisal, a good appraisal will lead to organizational rewards such as bonuses, salary increases, and promotions as a result will satisfy the employees' personal goals. The findings regarding ways of improving individual teacher's motivation to realize quality secondary education in the studied site are illustrated in Table 2 and discussed in the proceeding sections.

Work incentives

Bonuses and the provision of quality education

The findings show the secondary education stakeholders' attitude on teacher's bonuses. Respondents had different perceptions on issues of bonuses. While 42 (84%) strongly agreed that bonuses are a way to improve teachers' motivation, seven (14%) agreed, and one (2%) are not sure if bonuses they satisfy them enough to make them to improve their performance. In more practical terms, Judge *et al.* (2009) asserted that, employees would be motivated to exert a high level of effort when they believe that effort will lead to a good performance appraisal, a good appraisal will lead to organizational rewards including bonuses, salary increases, and promotions as a result will satisfy the employees' personal goals. According to the findings,

bonuses as one of the work incentive seemed to motivate teachers and therefore make them work hard hence provide quality education.

Table 2: Ways of improving teacher’s motivation

Ways of improving teacher motivation		Rating scales				
		Strongly disagree	Disagree	Neutral/ Not sure	Agree	Strongly agree
1.	Improved Benefits	0 (0%)	0 (0%)	1 (2%)	14 (28%)	35 (78%)
2.	Loan with Low Interest	0 (0%)	1 (2%)	1 (2%)	21 (24%)	27 (54%)
3.	Provision of allowances	11 (22%)	0 (0%)	4 (8%)	0 (0%)	35 (78%)
4.	Employer efforts in developing teaching career	1 (2%)	25 (50%)	14 (28%)	3 (6%)	7 (14%)
5.	Provision of allowances for trainings	16 (32%)	0 (0%)	3 (6%)	0 (0%)	31 (62%)
6.	Recognition and rewards for highly trained teachers	34(68%)	2(4%)	7 (14%)	3 (6%)	4 (8%)
7.	Opportunities for further studies	11 (22%)	6 (12%)	3 (6%)	26 (52%)	4 (8%)
8.	The access to training, seminars and workshop	33 (66%)	5 (10%)	6 (12%)	6 (12%)	0 (0%)
9.	Working environment and quality education	18 (36%)	14 (28%)	1 (2%)	17 (34%)	0 (0%)
10.	The leadership style in work organization	17 (34%)	10(20%)	8(16%)	15(30%)	0 (0%)
11.	Favorable organization policy	37(74%)	9(18%)	0 (0%)	4 (8%)	0 (0%)
12.	Distance from home to work place	26 (52%)	9(18%)	6 (12%)	9(18%)	0 (0%)
13.	Physical environment of the organization is friendly to teachers	24 (48%)	13 (26%)	10(20%)	4 (8%)	6 (12%)
14.	Performance	9(18%)	12(24%)	4 (8%)	18 (36%)	7 (14%)

	appraisal					
15.	The relationship between teachers and superiors	6 (12%)	12(24%)	4 (8%)	18 (36%)	7 (14%)
16.	Teachers' reward for good performance	29 (56%)	7 (14%)	0 (0%)	14 (28%)	0 (0%)
17.	The relationship between teachers and parents	34(68%)	0 (0%)	0 (0%)	10(20%)	2(4%)

Source: Field Data, (2016).

Improved Benefits

The respondents were asked if improved benefits for example paid leave, sick leave and health insurance to teachers could make them provide quality education (Table 2, *serial 1*). The findings show that 14 (28%) respondents agreed and 35 (70%) strongly agreed that improved benefits such as paid leave, sick leave and health insurance to the secondary education teachers could improve the quality of secondary education in the site.

Loan with Low Interest

Respondents were asked whether or not the loan with low interest within the public sector is one of the factors that lead the employees to remain in the public sector and the results are elaborated in Table 2, *serial 2*. The study revealed that about 21 (42%) respondents agreed and 27 (54%) strongly agreed that loans with low interest were a strong factor in improving teachers' motivation. In this aspect, one (2%) respondent disagreed that loan with low interest was a way to improve teachers' motivation. In addition, one (2%) of the respondents was not sure that loan with low interest was a strong factor to improve motivation. Overall, 48 (96%) of the respondents agreed that loan with low interest was a strong factor on motivation improvement. On the other hand, only two (4%) respondents disagreed that loan with low interest was a strong factor of motivation improvement. These results imply that loan with low

interest to the employees in the public sector helps in provision of quality education.

Allowances for community school teachers, such as overtime, house, meal, hardship, transport, and cost of living. The respondents were asked whether or not the provision of allowances is one among the factors that makes improvements of teachers' motivation. The findings (Table 2 serial 4) show 11(22%) responses of participants who strongly disagreed that provision of allowances for training is one among the factors that makes improvement to teachers' motivation. 35 (70%) responses of participants who strongly agreed that provision of allowances for training is one among the factors that makes improvement to teacher's motivation. Where by four (08 %) responses of respondents indicated that they were not sure that provision of allowances for training is one among the factors that makes improvements to teacher's motivation. Overall responses of the respondents agreed that provision of allowances for training is one among the factors that makes improvements to teachers' motivation. According to the findings and literature review about motivation and performance, provision of allowances to employee /teachers will improve performance and hence provide quality education.

Teachers training and development

Staff training and development were discovered as one of motivation packages which lead to improvement of teachers 'motivation. In literature, Burke (1995) found that employees participated in many training programs and rated the training programs they attended as most relevant. They viewed the organization as being more supportive, looked at the company more favorably and had a less of intent to quit. They seemed to enjoy:

Employer efforts in developing teaching career

In this research, the results show that, 25 (50%) of the respondents disagreed to be happy with their employer's efforts in developing their career, while 10 (20%) agreed to be happy, and 14 (28) were not sure. This implies that most of teachers are not happy with their employer's efforts in developing their career - they are demotivated and they cannot work willingly - because they are thinking of turning over the career that is likely to affect the quality education. Respondents were asked whether or not the efforts made by their employer in developing the employee's career were convincing enough for them to provide quality education.

Provision of allowances for trainings

In this portion, 31(62%) responses from participants indicated that they strongly agreed that there is allowances for trainings, while 16 (32%) of them indicated that they strongly disagree that there are allowances for trainings. Three responses indicated that they are (6%) are not sure. This implies that teachers are receiving allowances when they go for training programs and this means that the training programs motivate teachers, hence, improving their performance and therefore provide quality education.

Recognition and rewards for highly trained teachers

The findings reveal that 34 (68%) disagreed, 07(14%) they are not sure whether they are recognized or not, while three (6%) agreed and 4 (8%) strongly agreed that they are work are recognized. Therefore, there is no high recognition and rewards for highly trained teachers that means teachers are demotivated for not been recognized this situation affect their performance as well as the quality of education.

Opportunities for further studies

The findings reveal that 11 (22%) strongly disagreed, 06(12%) disagreed that they had enough opportunities for further studies which could make them improve education quality. while four (8%) strongly agreed and 26 (52%) agreed that they had enough opportunities for further studies which could make them improve

education quality. Moreover, three (6%) were not sure that they had enough opportunities for further studies which could make them improve their performance hence quality education. Overall 30 (60%) of the respondents agreed that they had enough opportunities for further studies which could make them improve their performance. On the other hand, 17 (34%) of the respondents disagreed that they had enough opportunities for further studies which could make them improve their teaching quality. The findings reveal that teachers in community secondary schools in Tanzania have enough opportunities for further studies, which motivate them to provide good service.

The findings (Table 2, serial 8) show that five (10%) responses indicated that respondents disagreed, and 33 (66%) strongly disagreed that there is access to training, seminars and workshops which could influence them to provide quality education. On the other hand, six (12%) responses indicated that respondents agreed that there is no access to training, seminars and workshops to influence quality education. Only six (12%) responses from participants indicated that they were not sure whether access to training, seminars and workshops had strong influence to quality education. 38 (76%) of the responses of respondents disagreed that there is access to training, seminars and workshops which improves their teaching quality. While six (12 %) responses of the respondents agreed that access to training, seminars and workshops had strong influence to employee's retention in public sector. Furthermore, the findings show that only a few employees in public sector had access to training, seminars and workshops. Ofojebe (2010) recommended Government recognition of teachers motivational needs, for example promotion, good salaries and remuneration in order to achieve quality assurance, in addition staff training, retraining and development as one of teachers' motivational needs/strategies strengthened in order to promote teachers' efficiency, productivity and performance for quality outcomes. Better training leads to better performance and efficiency.

Working environment and quality education

Among the ways of improving teacher's motivation working environment was also considered. In this part, the respondents were asked to state if they are happy with the availability of working facilities.

In (Table 2, serial 9) the research findings reveal that 18 respondents who are (36%) strongly disagreed, 14(28%) disagreed to be happy with the availability of working facilities of the organization which motivated them to provide quality education. Only one (2%) was neutral and 17 (34%) responses of teachers showed that they agreed to be happy with the availability of working facilities of the organization and motivated them to provide quality education. Tisome (2006) on the study of the impact of teacher-student interaction on student's motivation achievement suggested that teachers should be equipped with the appropriate resources and assistance to meet appropriate needs of their students beyond academic instruction. The results of this study suggest that teachers are not happy with the availability of working facilities a situation which affect their performance and hence quality education.

The leadership style in work organization

In this portion the research findings (see, Table 2, serial 10) reveal that 17 responses of respondents who are (34%) strongly disagree, and 10(20%) disagree that the leadership style in their work motivate them to work effectively. The remaining 15(30%) of respondents strongly agree that the leadership style in their work motivate them to work effectively. Bolman et al. (1997) argued that leadership style in any work organization has effect on employee performance. So the results in this study shows that teachers are not motivated with the leadership style.

Furthermore, results show that 37(74%) strongly disagreed that, Organization, administration and policy of the organization are

favourable to the teachers which motivate to provide quality education. In addition, 9(18%) disagreed while 4(8%) agreed. Therefore, Organization, administration and policy of the organization are not favourable to the teachers enough to motivate them to provide quality education.

Distance from home to work place

The study findings reveal that 26 respondents who are (52%) strongly disagreed and 9 (18%) disagreed that distance from home to workplace to motivates me to perform well and remain at their job. On the other hand, 9 (18%) agreed on the distance while six (12%) were not sure (Table 2, serial 12). This implies that teachers are always thinking to turn over on their jobs, most of them are thinking of other employments out of teaching due to the distance and costs from home to school Tisome (2006) suggested that teachers should be provided with enough facilities and resources including house to live which reduce their movement from home to working place.

Physical environment of the organization is friendly to teachers

Research findings indicate that 24 (48%) respondents are strongly disagreeing and 13(26%) disagreed that physical environment of the organization is friendly for teachers whereas 10(20%) were not sure and 4(8%) agreed (Table 2, serial 13). This implies that teachers are not working in good environment. The findings are highly supported with the housing facilities of teacher's ratio.

Performance appraisal

In the aspect of performance appraisal was found that nine (18%) respondents strongly disagree, 12 (24%) disagree, that performance appraisal is fair and only 4 (8%) respondents were neutral. 35 (70%) of teachers agreed that performance appraisal is fair enough to motivate them to provide quality education (Table 2, serial 14). This shows that teacher's performance appraisal is done fairly. In more practical

terms, Judge (2009) asserted that, employees would be motivated to exert a high level of effort when they believe that effort will lead to a good performance appraisal, a good appraisal will lead to organizational rewards including bonuses, salary increases, and promotions as a result will satisfy the employees' personal goals.

The relationship between teachers and superiors

Nonetheless, research findings reveal that six (12%) respondents strongly disagree, and 12 (24%) disagree that there is good relationship between teachers and their superiors which are factors that motivate them to provide quality education. Only four (8%) respondents were not sure. while 18 (36%) just agreed and the rest 7 (14%) strongly indicated to have a good relationship with their superiors (Table 2, serial 15). This situation shows that having a good relationship with their superiors can motivate teachers to work effectively. Theory X, the employee is viewed as mainly negative, lazy, resist changes, and unable to motivate. This produces a controlled environment with strict rules, threats, and punishments. Employees in an organization like this tends to perform less effectively, give low productivity, produces aggressions and conflicts (Bolman et al., 1997).

Teachers' reward for good performance

The respondents were asked to state if teachers are rewarded for their good performance. Findings reveal that 29 (58%) respondents strongly disagree and seven (14%) disagree that teachers are rewarded for their effective performance which motivates them to provide quality education. In this case, only 14 (28%) teachers agreed to be motivated (see, Table 2, serial 16) shows.

The relationship between teachers and parents

Furthermore, results reveal that 34 (68%) respondents strongly disagree and 16 (32%) agreed that there are good relationships

between teachers and their parents, which motivates them to provide quality education. This means superiors cannot motivate teachers to work effectively. Volunteer Service Organization (VSO) (2002) reports on teachers' motivation in developing countries, a study conducted in Zambia, Malawi and Papua New Guinea, found that the community did not value teachers as they do for other professions. The implication was that the community had no respect to teachers and teachers associate that situation with their poor remuneration when compared with other professions. The practice tends to lower their morale in teaching (see Table 2, serial 17).

All in all, the findings revealed ways as developed reflected in different motivation theories that appear to be very important in the improvement of teacher's motivation to obtain quality education. The findings from the interviews conducted in Kibaha with District officials, heads of the selected secondary schools and review of the Government documents reveal that the Government has been making some efforts to improve teachers' motivations by increasing their salaries, building houses nearby their workplaces, paying of arrears to improve the teachers' delivery of quality education. However, these efforts seem to be slow compared to the coverage of area.

Conclusion

At most important, this study concludes that the findings are overwhelmingly supporting Herzberg's two-factor theory because the respondents (teachers) considered both intrinsic and extrinsic motivation as important for their job performance and effective job performance. Based on the discussed findings in chapter four, it can be concluded that the Government is not implementing appropriately issues of teachers' motivation and incentive factors, which decrease their morale and effectiveness in the provision of quality education. This has been caused by political interference in professional issues, low budget of the ministry of education, and demoralization of the

teaching profession by the community. Due to this, the Government and other stakeholders are advised to make teachers service department, a strong organ to avoid political interference.

Recommendations

Based on the findings of the study and the conclusion drawn above, the study generally recommends:

Motivational challenges faced by teachers in the provision of quality secondary education could improve if:

There is a societal need for improvement of teachers' salaries and allowances. In fact, paying them living wages is necessary to motivate and attract quality teachers for quality education delivery. Teachers' salary is too low compared to other sectors; this should be noted that teachers do not have any allowance far from their salaries.

There are needs to find ways of improving the relationship between teachers and other education stakeholders. Parents and other people working with teachers should not regard teachers as low quality workers, unskilled and non-educated workers, this is likely to motivate teachers to work heartedly.

The Government should review policies on secondary education. The policies should be designed and implemented effectively to meet the demands of teachers.

The school's environment needs to be improved. The Government of Tanzania in collaboration with other education stakeholders should create conducive environment for teaching and learning by constructing more classrooms to minimize congestion in the existing classrooms. The research results show that teachers working environment is not in a good condition, which encourages truancies among teachers and leaving workplace before departing time. This

call for the Government strategy to build more houses for teachers. Besides, training and career development frequency must be improved. With research findings it appears that there are so limited special programs in Tanzania for teacher's training to develop their career, if they are not doing it by themselves.

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