

**THE IMPACT OF TEACHERS' MOTIVATION ON THE IMPROVEMENT
OF THE QUALITY OF TEACHING AND LEARNING IN PUBLIC
PRIMARY SCHOOLS IN ILALA DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF
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2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled “The Impact of Teachers’ Motivation on the Improvement of Quality Teaching and Learning in Public Primary Schools in Tanzania”, in Partial Fulfillment of the requirements for the degree of Masters of Education in Educational Administration, Planning and Policy Studies.

.....
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Date

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DECLARATION

I, **Naomi Asajile Mbope**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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Signature

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Date

DEDICATION

This work is dedicated to my lovely husband, Cleopa John Mwaitete for his prayers, encouragements and financial support during this study. I was pleased by my sons, Brian and Asajile for their patience when I returned home late hours from the University.

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ABSTRACT

The study aimed at exploring the impact of teachers' motivation on the improvement of quality teaching and learning in public primary schools in Tanzania. Three research objectives were formulated: (i) to examine the role of teacher's motivation in improving the pupils' academic performance, (ii) to identify factors that contribute to low teachers' morale and (iii) to suggest strategies for improving teachers' motivation to enhance the provision of quality education in public primary schools. Descriptive research survey design was employed in the collection of data. Qualitative data were analyzed using content analysis while quantitative data were presented in tables, frequencies and percentages. A total of 111 respondents were involved including, 99 teachers, 8 head teachers, 3 Ward Education Coordinators and one District Education Officer from Ilala Municipality Council. Data were collected through interviews, questionnaires, focus group discussion and documentary review. It was found that; first, the role of teachers' help the pupils' marks scores to be high, that factors contributed to low teachers' morale were lack of recognition of teachers' work, uninvolved in decision making, lack of appreciation from educational officers and heads of schools, low salary and poor working conditions. To improve the teaching and learning teachers should be given incentives to attract their attention consequently improve performance. The study recommends that, government should improve teaching and learning in public primary schools and pay attention to what they are doing, listen to what they say and acknowledge their effort.

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LIST OF ABBREVIATIONS

DEO	District Education Officer
FGD	Focus Group Discussion
IMC	Ilala Municipal Council
IMF	International Monetary Fund
MBO	Management by Objectives
MOEC	Ministry of Education and Culture
MS- Excel	Microsoft Excel
PEDP	Primary Education Development Programme
SAP	Structural Adjustment Program me
SPSS	Statistical Package Social Science
TTU	Teachers Trade Union
UNESCO	United Nations Education Scientific and Cultural Organization
VSO	Voluntary Services Overseas
WEC	Ward Education Coordinator

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

In the view of UNESCO (2006), teachers are the most important factor in determining the quality of education that children receive. Voluntary Service Organization also maintained that teachers' motivation is fragile and declining teachers' performance in contributing to learning is strongly influenced by teacher motivation (VSO, 2002). The issue of teacher motivation is important because of its correlation with the quality of education.

The government of any state should be responsible to ensure that teachers perform to the best of their abilities. A study on investigation as to why teachers leave the profession cited inadequate salary, low prestige for teachers and lack of opportunities for promotion as the major factors (Bame, 1991). More recent studies have found poor or non- implementation of services and deplorable socio-economic conditions in rural areas, where most teachers work as additional factors (Cobbold, 2007). Bennel (2004) also remarked that teachers' pay and other material benefits were too low for individual and house hold survival needs to be met in developing countries.

Teacher motivation has to do with teachers' attitude to work. Teacher motivation could therefore be referred to as those factors that operate within the school system which if not attended to, could slow down their performance, cause stress, discontentment and frustration all of which consequently reduce classroom effectiveness and student quality output. This implies that teacher motivation includes factors that cause, channel, sustain and influence teachers' behavior towards

high management and academic achievement standards in schools. Since early years of Zambia, the education system has faced severe constraints in terms of finance.

Public expenditure on education dropped from 11.56% in 1990 to 2.1% in 2000. (Ofoegbu, 2004) Though teachers commanded great respect in Zambian society, this is not the case at the moment. Their status has been greatly reduced mainly due to poor conditions of services, such as low status of teacher and low salaries which may lead to lack of motivation. At the moment their salary levels are so low and teachers are classified among the poor who are unable to afford all the essentials of life (Carmody, 2004). According to the ministry of education in Zambia (1996), lack of accommodation for teachers is another problem faced by urban teachers. Most teachers make their own accommodation arrangement near the schools and sometimes at longer distances. The houses in schools are in deplorable state because of lack of maintenance.

Teachers in many countries in Sub-Saharan Africa are being asked to change radically in teaching practices at a time when the majority of them are increasingly demotivated. Top-down policy formulation and implementation with limited participation by teachers exacerbates the already very limited degree of self-determination that can be exercised by teachers and the end result is that many teachers feel that they are being coerced. Not surprisingly therefore, teachers resist (both actively and passively) these reform efforts (Paul Bennell and Kwame Akyeampong 2007).

In Tanzania, majority of teachers in public schools are suffering from various problems. One among those problems is concerning payments. Teachers are entitled to be paid salary, leave allowances and arrears when they get promotion. Teachers' payment problem emerged since the government started to implement Structural Adjustment Programme (SAPs) conditionalities particularly in the mid of 1980s (Lyimo, 2014). Prior to the implement of SAPs conditionalities teachers were paid salaries, leave allowances, transport allowance, rent allowance and teaching allowance. One of the conditionalities imposed by World Bank and IMF through SAPS was the reduction in public spending on social services including education at all levels. The reduction of public social services affected teachers' payments such as rent allowance, transport allowance and teaching allowances were no longer provided.

The removal of the above mentioned allowances led to financial constraint to teachers, as they were forced to depend solely on their salary. This situation affected their standard of living and caused multiple socio-economic problems which have adversely affected to pupils' learning. Millman (1985) argues that when the teachers arrive at schools and are insecure about health protection, financial security for their families, and work in poor and cramped working conditions, they are in poor condition to demonstrate their highest level of proficiency.

Similarly, Bakahwemama (2010) noted that the motivation for teaching comes from good payment. A good salary helps teachers to meet their basic needs and concentrate on teaching activities, while low salary discourages teachers to teach effectively.

Therefore, this study intends to investigate the impact of teachers' motivation on improving teaching and learning in public primary schools taking the case of Ilala District.

1.2 Statement of the Problem

Hodgetts and Hegar (2005) maintain that, "the psychological drive that directs a person toward an objective is motivation...motivation is a set of processes that moves a person toward a goal". In the context of this study, motivation is discussed in relation to the work teachers render to schools and the satisfaction they obtain from it. In order to perform well in their teaching activities, teachers need to be motivated. Teachers feel that their concerns are not addressed. If these concerns remain and if teachers feel demoralized then the quality of education including pupils' learning is bound to suffer. In this case John (2010) indicates that, public schools do not offer quality education because teachers are demoralized to work effectively due to low salaries they are getting from the government (John, 2010). Also the school environment does not motivate pupils to learn, and the status of the classrooms is not attractive at all.

This implies that teachers' commitment to teach effectively is much affected by their payment. However, various studies have been done in Tanzania about teachers' problems. Fry (2003), researched on 'What makes teachers Tick' his findings revealed that the expenditure of teachers per month are not equal to their salary. Haki Elimu (2004), conducted a study to investigate teachers' payment in Tanzania and realized the teachers are earning less than what is required for their human survival. On the other hand John (2010), Bakahwemama (2010) and Davidson, (2005), pointed

out the issue of teachers' payment in their studies and all agreed that good payment is one among the factors which motivated teachers to work effectively.

The near total absence of issues related to teacher motivation within government documents is an evidence of the administration's lack of concern. 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. Although efforts are underway toward improving teachers' professional knowledge and skills, far less attention is being paid on their material welfare. The main problem for this study is therefore to explore the impact of teachers' motivation in improving of teaching and learning in public primary schools in Tanzania.

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of this study is to explore the impact of teachers' motivation on the improving teaching and learning in public primary schools in Tanzania.

1.3.2 Specific Objectives

1. To examine the role of teacher's motivation in improving the pupils' learning in public primary schools.

2. To identify factors that contributes to low teachers' morale.
3. To suggest strategies for improving teachers motivation to enhance pupils' learning in public primary schools.

1.4 Research Questions

1. What is the role of teachers' motivation in improving the pupils' learning in public primary school?
2. What are the factors that contribute to low teachers' morale?
3. What strategies can be employed to improve teachers' motivation to enhance pupils' learning in public primary school?

1.5 Significance of the Study

The findings of this study may significantly provide a clear picture on the effects of teachers' motivation on pupils' learning in public primary schools. Second, the research findings may help heads of schools and others educational actors to design motivational packages for teachers in public primary schools. Third, the study findings may provide the necessary information to the education sector about the prevailing teachers' motivation challenges that require immediate and special attention. Lastly policymakers may be informed about the ways in which available human resources can be handled to raise the level of productivity in education commensurate to enhancing quality assurance.

1.6 Limitations of the Study

This study was on exploring the impact of the teachers' motivation on the improving pupils' learning in public primary schools. The study was limited by a number of

factors, such as financial constraints and time. The time and funds allocated for the study were not enough to reach all public primary schools and so only few were selected to be researched. Non-availability of data and relevant documents was another limitation. Some important documents and data related to this study, such as lesson plans and scheme of work were not found in some of the schools. Despite the limitations, the researcher was able to gather enough data as per research objectives and questions.

1.7 Organization of the Dissertation

This study includes five chapters. Chapter One provides the background, statement of the problem, purpose and significance of the study, research questions which guide the study, limitations and delimitations of the study. Chapter Two consists of literature review which discusses the theoretical literature review and empirical studies concerning the quality education in public primary schools in Tanzania. Chapter Three entails the research methodology. Chapter Four covers research findings and discussion while Chapter Five covers summary of the findings, conclusion and recommendation.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature related to the impact of motivation on the effort to improve the quality of primary education aspires to meet millennium goals and EFA goals. Both historical and modern overviews of the aspect of motivation are reviewed; also theories of motivation are presented. Furthermore review of the theoretical and empirical literature from both developed and developing countries (including Tanzania) is presented.

2.2 Definition of Terms

2.2.1 Motivation

According to Okumbe (1998) motivation is defined as a physiological or psychological deficiency or need that activates behavior or a drive that is arrived at a goal or incentive. According to Balunywa (2003), motivation is the inducement of a desired behavior with in subordinates. It is the inducement of a desired behavior within subordinates. Hornby (2000) on the other hand defines motivation as an incentive to act or move.

2.2.2 Quality Education

Quality education enables people to develop all of their attributes and skills to achieve their potential as human beings and members of society. In the words of Carron, (UNESCO, 1996): “Education is at the heart of both personal and community development; its mission is to enable each of us, without exception, to develop all our talents to the full and to realize our creative potential, including responsibility for our

own lives and achievement of our personal aims.” But regarding to this study, quality education implies the performance of the pupils in public primary schools in Tanzania.

2.3 Theoretical Literature Review

The literature on motivation contains numerous theories emanating from research efforts through various experiments by industrial psychologists and sociologists. The following section presents theories on motivation. The most famous theories are Herzberg Two Factor theory, Expectance Theory, Equity Theory, Maslow’s Hierarchy of Needs and Motivation-Hygiene Theory.

2.3.1 Herzberg Two Factor theory

Although Herzberg’s theory is the most controversial, it has profound effect on the field of motivation (Hoy and Miskel, 2008). Herzberg developed the two-factor theory of motivation through “laboratory” experiments on human behavior. He classified category of factors that a worker would have in the workplace. The first category comprises of satisfying experience in terms of factors that were intrinsic to the content of the job itself. He called these factors motivators. Motivator factors are based on an individual’s need for personal growth. When they exist, they actively created job satisfaction. If they are effective then they can motivate an individual to achieve above-average performance and effort. Motivator factors include: status, opportunity for advancement, gaining recognition, responsibility challenging/ stimulating work, sense of personal achievement and personal growth in a job.

The other categories of factors are called “hygiene factors”. These are based on the need for a business to avoid unpleasant condition at work. If employees consider these factors inadequate, then they become dissatisfied with work. Hygiene factors include: company policy and administration, wages, salaries and other financial remuneration, quality of supervision, quality of interpersonal relations, working conditions and feeling of job security. These emanate largely from non-job-related factors, they are extrinsic in nature and therefore to motivate employees ‘motivators’ must be applied (Steers and Porter, 1991). The implications of this theory are the employee’s motivation can be obtained through changing the nature of an employee’s job, i.e. job enrichment.

Herzberg Two-Factor Theory expounded by Herzberg (1968), seems prominent model for identifying satisfying (intrinsic) factors and dissatisfying (extrinsic) factors determining job performance. From their study they found that there are two sets of factors. The first set consists of achievement, recognition for achievement; work itself, responsibility and advancement seemed to be strong determining factors of job satisfaction. These were classified as intrinsic factors. All the factors are related to what a person does and not to the situation in which he or she does it.

From Herzberg’s theory, it would be unrealistic to insist that the factors are excessively satisfiers and extrinsic factors are exclusively dissatisfies. A more realistic view is to regard both, intrinsic and extrinsic factors as capable of generating satisfaction as well as dissatisfaction. That is the presence of certain variables lead to satisfaction and absence leads to dissatisfaction. Intrinsic factors according to Herzberg (1968) are rewards of the job itself; these include such aspects as self-

respect, sense of accomplishment and personal growth. Intrinsic rewards are more satisfying and motivating.

Extrinsic factors on the other hand are rewards surrounding a job such as salaries, fringe benefits and job security. Thus job satisfaction and job dissatisfaction shared the same continuum. Midway between satisfaction and dissatisfaction is a feeling of neutrality where an individual is neither satisfied nor dissatisfied. Extrinsic factors can cause both satisfaction and dissatisfaction, but individuals are more likely to say they have bad or satisfied feeling about these extrinsic factors. Motivation hygiene overlooked personality characteristics of workers, which play a vital part in job satisfaction. For instance, a teacher who has a strong need for achievement could be extremely satisfied when he or she perceives himself or herself as not achieving his or her teaching profession.

Another set of factors was grouped as determinants of dissatisfaction. These were company policy and administration, supervision, salary, interpersonal relations and working conditions. These sets of factors related to the environment or the context of job and not the work itself. They termed them extrinsic factors and regarded them as job dissatisfies. From the findings Herzberg and his colleague formulated the Motivation/Hygiene theory. They termed hygiene factors as dissatisfies. They claimed that a good hygiene environment prevent job dissatisfaction but do not necessarily create job satisfaction or happiness. The argument launched here is that, when workers/ teachers claim for more salary and get it, the satisfactions they derive from it is too short and very begin to claim for more because money is hygiene

factor. Such short satisfaction cannot be compared from that which one gets due to achievement.

Several studies have attempted to replicate and /or apply Herzberg's (1968) famous "Motivation to Work" study in education settings. Johnson (1976) for instance identified five factors (achievement, recognition, interpersonal relations, work itself and responsibility) that they were statistically significant in affecting teacher satisfaction. Four factors (policy and administration, working conditions, status and personal life) were significant in affecting dissatisfaction. He further suggested that, personality of the principal seemed to be the factor which controlled the attitude of teachers and the findings of this study indicated that the organizational climate of schools contributed to teacher satisfaction – dissatisfaction.

Sergiovanni (1966), who replicated Herzberg's study in an educational setting interviewed teachers to find out about events associated with their jobs that made them feel unusually good and unusually bad. According to Sergiovanni's classification of teachers responses, achievement and recognition were ranked first and second as factors contributing to good feeling about job. Simons (1970) found three content factors (achievement in the job, the work itself and recognition) that contribute to satisfaction in teaching. Achievement in teaching contributes most to satisfaction. Recognition from the head of the institution was determined to be a significant part of the motivation factor contributing to good performance of teachers. There are some similarities between Herzberg and Maslow's models. They both suggest that needs have to be satisfied for the employee to be motivated. However, Herzberg argues that, only higher levels of the Maslow Hierarchy (e.g. self-

actualization, esteem needs) act as motivator. The remaining needs can only cause dissatisfaction if not addressed. According to Herzberg management should focus on rearranging work so that factors acting as motivator can take effect. He suggested three ways in which this could be done; this is through job enlargement and job enrichment. The three concepts are explained here under/below.

Job enlargement can be defined as increasing the number of tasks a worker performs, with all the tasks at the same level of responsibility and is also sometimes referred to the “ horizontal job loading” (Kirk *et al.* 2000). Job enlargement according to Olorunsola, (2000) increases scope of the job and that job rotation, which is an aspect of job enlargement when applied in an organization, provides workers with opportunity to develop different skills, offering challenge and motivation achievement.

Job rotation is defined as the planned movement of people between jobs over a period of time and for one or more of a number of different purposes (Bennett, 2003). Basically there are two forms of job rotation, one is within-function and the other is cross-functional. The former means rotation between jobs with the same or similar levels of responsibility and within the same operational or functional area, while the latter means movement between jobs in different parts of the organization over a period of time (Bennett, 2003). It is necessary therefore to consider the introduction of job rotation in work environment, in order to relieve staff of some of the monotony associated with routine work. Job rotation is often used by employers who place employees on a certain career path or track, usually for a management position,

where they are expected to perform a variety of duties and have variety of skills and competencies.

Job enrichment involves increasing a worker's responsibility and control over his or her work and is also called "vertical job loading" (Kirk, *et al.*, 2000). Job enrichment allows the employee to expand their responsibilities or change their roles and develop new competencies without leaving their current position or the organization altogether. According to this perspective, if a job provides a sense of responsibility, a sense of significance and information concerning performance, the employees will be internally motivated to high levels performance. The key to creating this situation is to enrich jobs so that they provide five core characteristics: task significance, task identity, autonomy and feedback.

Despite the great contribution by Herzberg for stimulating more into work motivation, there are various criticisms against the theory. For example, some scholars (Kirk, *et al.*, 2000 and Singer, 1990) do believe that Herzberg's model does not give sufficient attention to individual difference at work places and assumes that job enrichment would benefit all employees in a "blanket" style. Other scholars have questioned the validity of methodology employed in Herzberg's research findings. Despite these criticisms, Herzberg's work is specifically praised for calling attention to the need for increased understanding to the role of motivation in work organizations. It should be noted that none of the other motivation theories had seriously addressed themselves to the issues of Motivators and Hygiene factors before. They were largely concerned with laboratory-based findings on clinical

observations. None had taken a serious reflection on the environment of the workplace.

2.3.2 Expectance Theory

The Expectancy theory is a theory developed by Victor Vroom in 1964. The theory is based on the belief that employee satisfaction will lead to performance and performance will lead to rewards (Vroom, 1964). Unlike the other content theories which focus on the needs of the individuals in order to motivate human/employees, this theory basically concentrates on the outcomes. What Vroom explained in his theory is the fact that in order to motivate employees/ people the effort put in by the employees, the performance generated and motivation must be linked to one another. Vroom basically proposed three variables which in turn were vital to motivate employees. These are basically, Expectancy, Instrumentality and Valence.

Expectancy is the belief that increased effort will basically lead to increased performance (Vroom, 1970). In other words, the more the effort put in, the more the performance will be. For example, an employee assumes that if he/she works harder the better the performance will be. But believing that increased effort will lead to increased performance is mainly influenced by factors such as having the right amount of resources available, having the right skills to carry out the job and the necessary support of the supervisor and the like. Without these, it is unlikely that expectancy could be achieved.

The implication of the Expectancy theory for practice is that, the theory cautions managers that they are confronted with a special problem when trying to motivate

employees, since the practical organization, work groups, unions contracts etc. will at times act as hindrances in influencing the sought-for perception in employees. What this implies is that managers must be able to confront and manipulate practical difficulties involved in endeavors to totally determine their employees' expectancy, valence and instrumentality beliefs and thereby influencing their intentions to perform well. This calls for a careful assessment of reward structures, careful planning, managing by objectives (MBO) and clear definition of duties and responsibility.

2.3.3 Equity Theory

The Equity theory developed by Adam in 1963 is based on the idea that employees basically expect a fair balance between their inputs and outputs. The employees are likely to be de-motivated both in relation to their employer and the job if they happen to believe that their inputs (effort, loyalty, hard work, commitment, ability, adaptability, tolerance, flexibility, skills and the like) are greater than their outputs (salary, benefit, recognition, reputation, responsibility, sense of achievement, sense of advancement/growth, job security, praise etc).

The employees usually compare themselves with the other employees who are likely to put in similar inputs as they do and the outputs they receive. An employee will basically compare himself/ herself with another employee(s) in order to find out whether he/she has been treated fairly. However, this actually does not mean that all employees have to be treated the same way and given exactly what is being to the other employees. This is because all employees are not motivated by the same

outputs expected by the other employees. For example, a newly working mother may look for something like flexible hours more than an increase in pay.

2.3.4 Maslow's Hierarchy of Needs

Maslow's hierarchy of needs theory is an important tool in understanding the aspects of human motivation in the work place. The theory has proved to be a valuable guide to managerial personnel regarding employee individual needs. It confirms that in addition to the financial needs, employees are motivated by their safety, social, esteem and self-actualization. One of the earliest and most popular theories of motivation is Abrahams Maslow's hierarchy of need theory. According to Maslow (1954), human needs operate at a number of different levels. Among such levels include basic physiological needs such as hunger and to higher level needs such as self- fulfillment.

Maslow suggested a theory on hierarchy of needs which has been adjusted by many managerial theorists. The needs in Maslow's theory by order are physiological needs, security needs, social needs, self-esteem needs and finally self-actualization. Once individuals have satisfied one need in the hierarchy, need ceases to motivate their behaviors and they are motivated by the need at the next level up the hierarchy. Maslow's hierarchy of needs theory suggested that employees will always tend to want more from their employers. When they have satisfied their substance needs, they strive to fulfill security needs. According to Maslow, when jobs are secure employees will seek ways of satisfying social needs, if successful they will seek the

means to self-esteem and if this is successful they will seek the means to the ultimate end of self-actualization. The figure below summarizes Maslow's hierarchy of needs;

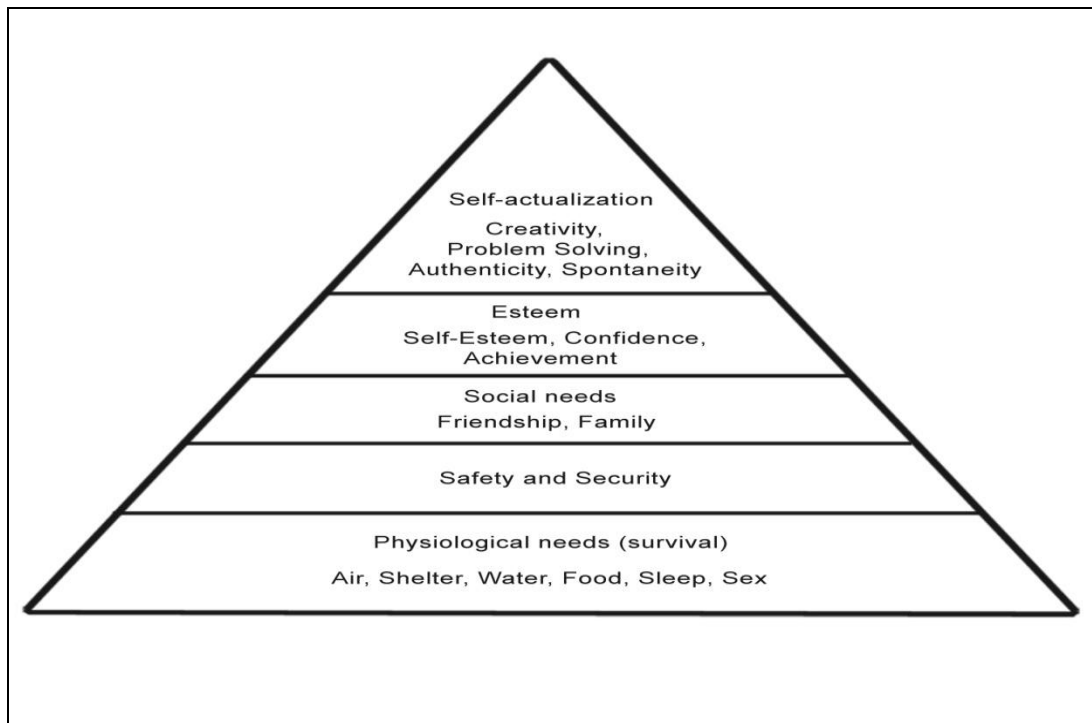


Figure 2.1 Maslow's Hierarchical Needs

Source: <http://psychclassics.yorku.ca>

Physiological needs are biological needs. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs because if a person is deprived of all needs, the physiological ones would come first in the person's search for satisfaction. Safety needs become active when all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure (such as widespread rioting). Children often display the signs of insecurity and the need to be safe.

Needs of Love, Affection and Belongingness is the next class after the needs for safety and for physiological well-being are satisfied. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

Needs for esteem can become dominant when the first three classes of needs are satisfied. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

Self-actualization activated when all of the foregoing needs are satisfied, then and only then are the needs for. Maslow describes self-actualization as a person's need to be and do that which the person was born to do. For example, a musician must make music, an artist must paint, and a poet must write. These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. It is not always clear what a person wants when there is a need for self-actualization.

2.3.5 Motivation-Hygiene Theory

In 1959, Herzberg presented a two factor theory in which he proposed that job satisfaction and dissatisfaction appeared to be caused by two sets of different factors.

He called them motivators and hygiene. The presence of motivators, which he called them satisfiers, in the workplace caused enduring state of motivation in employees but their absence do not lead to dissatisfaction. The hygiene factors are considered to be maintenance factors that are necessary to avoid. Dissatisfaction by them does not provide satisfaction. This means that individuals' motivating factors are internal while those that lead to dissatisfaction are externally caused. The examples in the two factors listed in the table 2.1.

Table 2.1 Motivators and Hygiene

Leading to Dissatisfaction – Hygiene	Leading to Satisfaction – Motivators
Company policy Supervision Relationship w/Boss Work conditions Salary Relationship w/Peers	<ul style="list-style-type: none"> • Achievement • Recognition • Work itself • Responsibility • Advancement • Growth

Source:www.netmba.com

The implications of Herzberg's findings are that, if the motivating factors are appropriately manipulated in the design of jobs, then this will result in satisfaction for the job doers. On the other hand, the manipulation of hygiene factors will not bring satisfaction but merely bring the employee to a point of zero dissatisfaction. According to the theory, a salary increase does not lead to employee satisfaction, but gives him or her challenging tasks so that he or she can feel a sense of achievement after completing the task. Things will certainly lead to feelings of satisfaction.

Motivation – Hygiene Theory is the theory that a researcher select to govern this study. The theory based on two sets of different factors, those factors are motivators and hygiene. The selection of this theory is guided by the two groups of workers, the

group of workers who wants to be motivated internally; this is by regarding the factor of motivator. On the other hand, the group of workers who wants to be motivated externally, this is by regarding the factor of hygiene.

2.4 Empirical Literature Review

This part contains the empirical findings on education quality. It begins with the global ones followed by those from developing countries and ultimately Tanzania.

2.4.1 Empirical Findings on Education Access and Quality Education Worldwide

Teacher motivation varies from country to country depending on the level of economic development. Literature states that motivation is influenced by a variety of factors. In the United Kingdom for example, teacher motivation and satisfaction are found to be related to working with children while dissatisfaction is related to work overload, poor pay, and how teachers are recognized by the society (Spear *et al.* 2000). These authors conclude that for teachers to be highly motivated, they need a high level of professional autonomy, an intellectual challenge, feel they are benefiting the society, enjoy good relations with others, and spend sufficient time working with children.

In Brazil, for instance, DiGropello (2004) revealed that in the early 1990s the schools in that country had inadequate funding, poorly trained teachers, rigid pedagogies and over regulated management. All these made teachers work under a pressing environment leading to poor teacher motivation and poor students' academic performance. In his study, *Issues in the Development of National Education*

Indicators in the USA, Ralph (1996) revealed that training packages to teachers and educational managers in that country had irrelevant contents. These caused teachers to face difficulties in the instructional process. The situation also made that nation at risk in relation to the nation's economic, social and cultural prospects.

In their study, *Higher Education and the Labour Market in the Federal Republic of Germany*, Teichler and Sanyal (1982) revealed that teaching courses in German universities got an unsatisfactory number of students due to the unpleasant situation like low salaries, amongst others, that prevailed in educational occupations compared to others. In Costa Rica, though enrollment was free at primary level, the living environment especially accommodation for teachers was worse. School infrastructure, funding and teaching-learning materials were insufficient. The problem was exacerbated by the government delay to contribute enough funds to school prospects. Rather, the burden was left to the poor community in the same country (Graham-Brown, 1991). All this revealed how teachers worldwide, faced a difficult living and working environment.

2.4.2 Empirical Findings on Education Access and Quality in Developing Countries

In the context of Kenya, school quality is heavily dependent on the quality of teachers, their motivation and the leadership they experience (Eshiwani, 1993). This was believed to be the only way of accounting for the differences in performance between schools provided with similar levels of physical facilities. In Nigeria for instance, Adelabu (2005) identifies teacher motivation as based on the way teachers are deployed, working conditions, teachers' competence, teachers' status, vocational

intent, career advancement, fringe benefits, and remunerations. Furthermore, some schools are inadequate, dilapidated, overcrowded, lack teaching materials. Such factors are prevalent elsewhere in the least developed countries. They have an impact on the teachers' performance and academic quality and need to be improved.

2.4.3 Empirical Findings on Education Quality from Tanzania

From teachers' responses in his study Lyimo (2014) show that their salaries are not enough to meet their basic needs. Some of teachers are isolated from their family social activities because they cannot contribute financially. They are facing difficulties to help their extended family members due to low income. This agrees with Davison's research which revealed that teachers' payments are insufficient to meet their basic needs (Davidson, 2005).

This information shows that due to teachers' payment being delay and insufficient it forces some of teachers to borrow some money to meet their basic needs. It also affects them psychologically because of thinking about debts., instead of thinking how to teach effectively. This delay of paying teachers their payments discourage them to dedicate and commit to their work. This situation forces teachers to teach very harshly, shallowly, and unwillingly. This circumstances directly affect students' learning negatively specifically for slow learners. Therefore, there is a need to increase teachers' salaries and pay their allowances on time so that they may be motivated to concentrate on teaching activities and this will possibly improve teaching and learning. Teachers' motivation promotes teachers to plan for teaching activities like preparing teaching aids and lesson plan.

Nyakyi (2006) in his study found out that motivated teachers are pillars of quality education, for it is through them that students obtain various skills, which can be applied in their daily lives. He further recommended that through quality education, Tanzania will be able to create a strong and competitive economy, which can effectively cope with the challenges of development and confidently adapt to the changing market and technological conditions in the regional and global economy.

2.5 Conceptual Framework

The study on the teachers' motivation and its impact in the quality of education in public primary schools requires the appropriate model. This can be presented by a model that shows the quality determinants of education. In this study the pupils' performance has a direct relationship with the motivation factors that is the amount of effort teachers are willing to put in their work depend on the degree to which they feel their motivational needs will be satisfied. Whereas, teachers motivation is the independent variable and pupils performance is the dependent variable. This is to say, there is direct relation between independent variable and dependent variable.

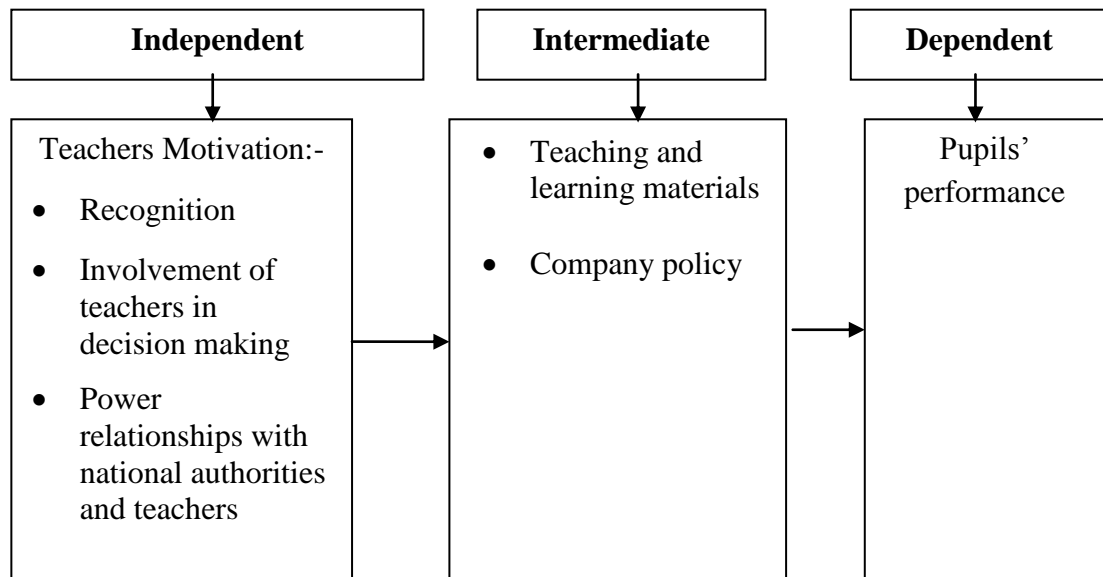


Figure 2.2 Conceptual Framework on Influence of Teachers' Motivation in Improving Provision of Quality Primary School Education

Source: Adapted from Sanjay and Brandley (2008)

But the availability of intermediate variable may cause or may not cause the quality education in pupils' performance. Therefore, the role of motivation in the pupils' performance will depend on the interplay of independent variable and intermediate variables. This conceptual framework is summarized in Figure 2.2.

2.6 Research Gap

Literature review presented both, empirical findings from both, developed and developing countries and finally those done in Tanzanian context. From the literature it can be seen that, the research conducted in developed countries addressed more in work overload, poor pay and how teachers are recognized by the society. While those conducted in developing countries addressed more in working conditions, teachers' competence, teachers' status, remunerations, fringe benefits and career advancement

(Adelabu, 2005). Those conducted in Tanzania also addressed on low salaries, (Davidson, 2005), delaying arrears and allowances payments.

This study intends to investigate if motivation on teachers has impact in the improvement of quality education in public primary schools in Tanzania. Therefore, a researcher believes that this study will contribute on other factor of “Motivation-Hygiene Theory” as discussed by other researchers on teachers’ motivation. The factors which most of researchers didn’t talking about are recognition of the teachers due to their effort used in their teaching activities. Recognition has to be done in workers day (May Day) even at school level. Involvement of teachers in decision making and power relationships with national authorities and teachers.

2.7 Chapter Summary

This chapter reviewed the literature related to the teachers’ motivation and the improvement of quality education in public primary schools and factors affecting the teachers’ motivation. It shows the definitions of the key words, which are motivation and quality education. The chapter also discussed the motivation theories whereas, “Motivation- Hygiene Theory is selected to guide the study. The reviewed of empirical, help a researcher to identify the research gap that will help to fill the present study. The next chapter focus on the methodological procedures employed to realize the study objectives.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology that guided the study. The chapter covers the study area, research design, target population, sampling procedure, data collection instruments and data analysis plan.

3.2 The Study Area

The study was conducted in Dar es Salaam Region in Ilala Municipality. Ilala District is one of three districts in Dar es Salaam, Tanzania, others being Temeke to the South and Kinondoni the North. The 2012 National Tanzania Census states the population for Ilala to be 934,924. The area is 273 km². Ilala is commonly referred to as 'Downtown Dar', where much of the commerce, banking, and national offices are located. The district was included in the study, for two major reasons:

First, in 2010, 2011 and 2012, for instance, in the standard seven final examination results, the district became the last, last but one and again the last respectively in the region. Albeit they continue working, teachers are expected to explain whether or not there is any association of the results with their motivation in their respective areas. Second, the researcher expected to compare motivational attributes of teachers from this setting with those of teachers in urban centre and periphery setting. Third, the nearness from the researcher's residence this is an added advantage and is an indicator that the process of obtaining the appropriate data will be effective during field work.

3.3 Research Design

This study employed descriptive survey since it combined elements of qualitative and quantitative approaches. Fraenkel and Wallen (2000) define descriptive survey as a research study which describes existing conditions without analyzing the relationship among the variables. This design deals with phenomena as they exist, and does not attempt to alter anything experimentally (Best and Kahn, 2006). Further, descriptive survey is characterized by describing data on variable of interest and it is useful for gathering factual information, data on attitudes and preferences, belief and predictions, behaviour and experiences-both past and present (Cohen, Manion and Morrison, 2000). With regard to this study, the researcher used descriptive survey to describe data on variables of interest, factual information, attitudes, preferences of and experiences of respondents concerning teachers' motivation and provision of quality primary school education.

This design was very useful as it allowed the researcher to collect data through interviews, focus group discussions (FGDs), documentary review and questionnaire. The collected data included role of teacher's motivation in improving the pupils' learning in public primary schools, factors that contributed to low teachers' morale and strategies for improving pupils' learning in public primary schools. Another reason for using descriptive survey is that, according to Omari (2011), descriptive survey design is very analytical, conceptual and inferential, which describes existing conditions by comparing groups of respondents such as subject teachers, academic masters, heads of schools, students and zonal chief inspectors about their thoughts, opinion and experiences.

Therefore, in this study descriptive survey helped to gather and analyze data as it combined two approaches (qualitative and quantitative) for in-depth and wide information. Hence it enabled the acquisition of a rich, robust, holistic description and understanding of the problem under investigation, which is teachers' motivation influence on improvement and provision of quality teaching and learning in Ilala Municipality.

3.4 Target Population

Silverman (2010) describes a population as consisting of individuals or things or elements from which the researcher is going to collect information. Moreover, a target population is that group from which the researcher wants to get information from which to draw some conclusions or make generalizations. The target population of this study included all primary school teachers in Ilala Municipality who were taught public primary schools as well as head teachers, Ward Education Coordinators (WEOs) and District education Officers (DEOs).

3.5 Sampling Procedures

Sampling can be done through various techniques. Kothari (2004) refers to sampling technique as a procedure that the researcher adopts to select items for the sample. Omari (2011) states that sampling can be based on either probability approach or non probability and it depends on the nature of the study and convenience. He added that the sample has to be closely matched with the research objectives. With that regard, the sample of this study was selected using three techniques, namely stratified random, simple random and purposive sampling techniques. These techniques were used to select those elements judged to be typical or representative of the population,

which ensured that a certain segment of the population was represented in the sample, and ensured equal chances of being selected (Kothari, 2004; Manion & Morrison, 2006; Omari, 2011). The following sections elaborate on the sampling processes.

3.5.1 Purposive Sampling

Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton 2002). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell and Plano Clark 2011). In addition to knowledge and experience, Bernard (2002) and Spradley (1979) note the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner. In contrast, probabilistic or random sampling is used to ensure the generalizability of findings by minimizing the potential for bias in selection and to control for the potential influence of known and unknown confounders. Purposively DEOs, WECs and head teachers were selected as respondents in this study.

3.5.2 Simple Random Sampling Technique

Kothari (2004), defines random sampling as the method of sample selection, which gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample. It enables a researcher to select the sample at random from the sampling frame using random number, computer or online random number generator (Saunders *et al* 2009). In this study sampled schools were selected randomly.

3.5.3 Stratified Random Sampling

According to Saunders et al, (2009), stratified random sampling is an improved random sampling in which a researcher divides the population into two or more relevant and significant strata based on one or a number of attributes. In effect, the sampling frame is divided into a number of subsets. A random sample is then drawn from each of the strata. Dividing the population into a series of strata means that the sample is more likely to be representative, as a researcher can ensure that each of the strata is represented proportionally within the sample. However, it is only possible to do this and can easily distinguish significant strata in the sampling frame. Stratified random sampling in this study was used by select teachers basing on age, working experience, sex and marital status.

3.6 Sample Size

A sample is a small proportion selected for observation and analysis (Omar, 2011). By observing the characteristics of the sample, a researcher can make certain inferences about the characteristics of the population from which it is carefully drawn. Contrary to some popular opinion, samples are not selected haphazardly or carelessly. They are chosen in a systematic or random way so that chance errors are minimized and probabilistic reasoning involved in generalizations can be utilized. For this study, simple random sampling technique was used in selecting public primary schools.

In this study 8 schools were randomly selected from the list of 111, (7%) public primary schools in Ilala municipal. To obtain the relevant schools sample the

researcher with the support of district chief school inspector selected 8 public primary schools randomly from the list of 111 available primary schools in Ilala municipality. The schools were Ukonga, Mzambarauni, Amani, Juhudi, Kinyerezi, Kibaga, Kifuru and Bonyokwa. A total of 99 (30%) teachers were selected from 330 teachers from Ilala municipality. Therefore, the number of sample from each school depended on the number of teachers from that school, by calculating the number of teachers selected as a sample over the number of all teachers from 8 selected schools multiplies by the total number of teachers from each primary school in the sample.

3.7 Sources of Data

The study used both sources of data, primary source and secondary source, mainly based on qualitative data and quantitative data. Basically qualitative data focused on respondents' perceptions towards the respective study's objective, which was exploring the impact of teachers' motivation on the improvement of quality education public primary schools in Tanzania. On the other hand, quantitative data focused on frequencies and percentages with regards to the relevant data that was collected from the respective respondents.

3.7.1 Primary Data

The primary data are those which are collected afresh and for the first time, and thus happen to be original in character (Kothari, 2004). In this study, the primary data collection method was employed by the researcher through the use of questionnaires which were administered to the teachers. Face to face Interview were held with the District Education Officer, Ward Education Coordinators and Head teachers.

3.7.2 Secondary Data

The secondary data was also collected. Secondary data are data collected by someone else and which have already been passed through the statistical process (Kothari, 2004). Secondary data in this study was obtained by reviewing relevant documents such as journals, books, dissertation and teachers motivation policy. Secondary data were very important in this study because of the fact that they complimented t

3.8 Data Collection Methods

3.8.1 Interviews

According to Kvale (1996), interview is conversational, a basic mode of human interaction that researcher and interviewee use to communicate. Research interview is an attempt to understand the world from the subjects' point of view, to unfold the meaning of peoples' experiences, to uncover their lived world prior to scientific explanations. The main task in interviewing is to understand the meaning of what the interviewees say. Kvale (1996) further adds that, qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. Creswell (1994) notes that, interviews can either be face to face, telephone or group interviews. This method was used to solicit information on impact of teachers' motivation on pupils' academic achievement from heads of schools.

3.8.2 Questionnaires

Kothari (2004) comments that questionnaires in research are instruments for gathering information from the respondents. Questionnaires involve a set of questions

to be used to collect information from the respondents on their attitudes, feelings or reactions to the problem under study. The questionnaires consisted both, closed and open-ended questions. The questionnaire method was used to collect information from teachers.

The first section of teachers' questionnaire contained teachers' personal factors such as level of education, number of years in teaching, qualification and marital status. Teaching and learning related materials and the environmental factors such as perceived quality of facility and equipment, administration support, amount of teaching time, class duration and class size were also collected in the first part of the questionnaire. The second section covered teachers' motivation level and factors affecting teachers motivation in primary schools and the last covered impact of teachers motivation on students academic performance.

Teachers were gathered in the staffroom to avoid inconveniences. Thereafter, questionnaires were distributed to each teacher and the researcher directed them on how to fill in the questionnaires. Teachers were given enough time to fill them. In administering questionnaires, there were requests from the researcher to teachers to answer honestly in order to ensure that genuine information from respondents was obtained. Subsequently, all questionnaires were collected from all respondents and on average it took 45 minutes to complete filling each questionnaire.

3.8.3 Focus Group Discussion

Focus group discussion (FGD) is conducted through discussions in more than one person at a time (Leedy and Omrod, 2001). The discussion provided an opportunity for the researcher to discuss in depth issues with a relative large group of people in

relative short time. Secondly, throughout the discussion, participants heard each other's experiences and made additional comments beyond their own original comments. FGDs were used with the teachers to get their views on influence of teacher's motivation in improving provision of quality education (Appendix III). The discussion took place after normal class hours so as to avoid disrupting normal teaching. One group constituting a total of eight teachers in each public primary school was involved in FGD. The researcher led the discussion. Denscombe (1998) maintains that a sample of 6 – 12 is big enough to generate sufficient information and data from focused group discussion.

3.8.4 Documentary Review

Bryman (2004) refers to the term “documentary review” as any written or recorded material which is not prepared for the purpose of the inquirer. So by this method the researcher wanted to gather secondary information. Secondary information is the one which interprets and analyzes primary information. Secondary information may have pictures, quotes or graphics of primary information in them. Some types of secondary information included publications such as textbooks, magazine articles, histories, criticisms, commentaries and encyclopedias.

However, Bryman (2004) categorizes documents into personal documents such as diaries, letters and photographs, where as official documents includes public inquiries and those derived from private sources. Other documents mentioned by Bryman are mass media outputs and virtual outputs such as internet. In this study researcher used official documents found in the respective schools to check the number of resources available and the examination results of the past two years. The resources included

the buildings, human resources, furniture and instructional materials. The researcher also used news paper articles in order to get the public views on the question under the study.

3.9 Data Analysis, Interpretation and Presentation

Collected data was summarized, classified, presented and analyzed using readily available technology to research such as MS- Excel and Statistical Package for Social Scientists (SPSS). The rationale behind using these packages rested in their extensive analytical capacity and easiest in administering data. This requires both quantitative and qualitative data. In explaining some research findings, descriptive statistics were employed. The results obtained from data analysis were presented in Tables and Figures.

3.10 Validity and Reliability

Validity is the ability of the study to measure what it claims to measure. Validity is thus a measure of any kind that measures all of what it is supposed to measure (Merriam-Webster, 2007). The research study measure what it is supposed to measure and the study findings measured what they are set out to the measure, thus both instruments that were employed and data that was obtained were valid. The validity of instruments in this study was enhanced by conducting a pilot study at Segerea Primary School, in Ilala Municipality. The sample comprised one head teacher and two teachers. In this pilot study, the researcher used responses to determine if there is sufficient variation in the responses, and if the language and the concepts were understandable to the respondents and if the respondents were able to answer the question easily.

Reliability is the ability to obtain similar results by measuring an object, trait or construct with an independent but comparable measures (Enon, 1995). From this juncture, the researcher's fellows asked to tell in their own words what specific terms mean. This ensured that the respondents have to interpret the items in the instruments in the same way each time they read them. This process produced findings among groups which were similar in all applicable respects, because the items with unclear meaning to the respondents identified and adjusted. To get reliable data, the researcher also had to ensure reliable instruments; this was attained by ensuring that instruments like questionnaires were tested before being fully applied into the study. This also was done by testing the instruments (questionnaire and interview) in the same individuals with the same questions over a relatively short period of time and check their correlation.

3.11 Ethical Considerations

Cohen et al (2007) stipulate that ethical principles when conducting of research include acquiring research clearance and the informed consent of the participants as well as maintaining confidentiality. A research clearance letter was obtained from the Vice Chancellor of The Open University of Tanzania, which introduced the researcher to the Regional Administrative Secretary of Dar es Salaam, who then issued an introductory letter to the Municipal Director of Ilala, who also granted the researcher permission to conduct the research in the selected public primary schools. During administration of the questionnaires, interviews focus group discussions (FGDs) and documentary review, the researcher informed respondents about the purpose of the study, as well as assuring them that privacy, confidentiality and

anonymity were guaranteed. The identities of the respondents were protected, including careful treatment of the information collected to ensure no harm came to any participant in this study.

3.12 Chapter Summary

This Chapter provides with the methodological procedures for the study. The descriptive design which will inform the use of qualitative and quantitative research approaches will be given alongside with identifying the study. The chapter also describes the target population and procedures in sample selection. Data collection methods, validity and reliability of the instruments and data analysis procedures are also presented.

CHAPTER FOUR

4.0 PRESENTATION OF THE FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents analyses and discusses the findings of the study on the impact of teachers' motivation towards provision of improved pupils' learning in public primary schools. The presentation, analysis and discussion of the findings are made under three sections which correspond to the research objectives and questions set in Chapter One. These objectives are to; role of motivation in improving the pupils' learning in public primary school, factors that contribute to low teachers' morale and the strategies for improving the pupils' learning in public primary schools. For the rationale of data presentation and analysis with reflection of privacy in 8 primary schools were identified as school A, B, C, D, E, F, G and H. School heads and teachers from each of these schools were identified as relative to their schools.

4.2 Characteristics of Research Respondents

This part provides general information of respondents. The researcher provided respondents back ground information such as age, sex, marital status, education and work experience.

4.2.1 Age of the Respondents

Table 4.1 shows that 111 people were interviewed, 44.1% of them were of the 20 - 34 years, followed by 39.6% of respondents aged 35 – 49 years. However, 50 – 64 years had 16.2% of the respondents. This report implies that, a large number of teachers in public primary schools are teachers of age between 20 – 34 years because new

teachers have been employed and there are tendency of women teachers to follow their husbands in urban areas.

Table 4.1: Age of Respondents

Age Category	Frequency	Percentage
20-34 years	49	44.1
35-49 years	44	39.6
50-64 years	18	16.2
Total	111	100.0

Source: Researcher 2015

4.2.2 Marital Status of Respondents

Table 4.2 shows that out of 111 respondents, 47.7% of the respondents were single, followed by married who were 37.8%. The divorced were 8.2% and widow/widower was 6.3%. The group of single respondents took a lead due to their age, because most of them were fresh from school.

Table 4.2: Marital Status of Respondents

Marital Status	Frequency	Percentage
Single	53	47.7
Married	42	37.8
Divorced	9	8.2
Widow/Widower	7	6.3
Total	111	100.0

Source: Researcher 2015

4.2.3 Gender of the Respondents

Table 4.3 shows that 86.5% of all respondents were females and 15 13.5% of the respondents were males. This observation shows that, male teachers were fewer than female teachers. This situation is due to the fact that, most of the female teachers have been transferring from rural to urban to flee from remoteness of the environment in rural. Other females have followed their husbands working in urban areas.

Table 4.3: Gender of the Respondents

Sex	Frequency	Percentage
Male	15	13.5
Female	96	86.5
Total	111	100.0

Source: Researcher 2015

4.2.4 Educational Level of Respondents

Table 4.4 shows that 68% of the respondents had a certificate of teaching primary education, while 23% had diploma of education. However, 8% of the respondents had bachelor degree of education, where 1% had a master degree of education. The one respondent with masters' degree was a District Education Officer (DEO), this implies that most of the teachers with masters education level in public primary schools are often tempted to opt for other jobs which are likely to offer more attractive packages compared to the public primary schools.

Table 4.4: Education of the Respondents

Education level	Frequency	Percentage
Certificate	76	68
Diploma	25	23
Bachelor	9	8
Masters	1	1
Total	111	100

Source: Researcher 2015

4.2.5 Working Experience of the Respondents

Table 4.5 shows the distribution of respondents by their work experience. About 57.6% had less than five years of work experience in teaching while 32% had work experience between six to twenty years. The remaining 10% of the respondents had working experience of more than twenty one years.

The findings show that majority of teachers were not much experienced with their job. Relating length of work experience with age of respondents, it was revealed that majority of teachers with less than five years of work experience belonged to age group between 20 to 29 years. This suggests that more young people have been recently employed in the teaching profession. This findings is not surprising since many young people graduating from secondary schools and colleges find teaching as an important employment opportunity.

Table 4.5: Working Experience of the Respondents

Working experience	Frequency	Percentage
< 5 years	64	57.6
6 - 20 years	36	32.4
21+ years	11	10.0
Total	111	100.0

Source: Researcher 2015

4.3 The Role of Teachers' Motivation in Improving the Pupils' Learning

The first objective of this study was to solicit information on the role of teachers' motivation in improving the pupils' learning. Teachers motivation was seen as important in enabling teachers to work hard hence improve pupils' academic performance. Data were collected by using questionnaires, interview, focus group discussion and documentary literature review. Under this objective the researcher intended to answer the question on "what is the role of teachers' motivation in improving the pupils' learning in public primary school?"

The data collected using questionnaires were triangulated with interview and focus group discussions. Some of the respondents comments are as here presented. Teacher in School C said that,

"teachers who are motivated put much effort in teaching and learning, for example, in this school teacher who are teaching standard four and seven are given extra allowance of around 20,000/= per week, .these teachers are highly motivated and pupils are now doing better than before, for example last year more than 78% of standard seven pupils were selected to join Ward Secondary Schools".

Teacher in School A commented that,

“motivated teachers have positive impact on pupils’ academic achievement because less motivated teachers put very little efforts in their teaching. Sometimes, pupils are left alone in the classroom the whole day without learning anything. Less motivated teachers also hardly cover the syllabus and this is what is happening in most of public primary schools including Community Secondary Schools. In these schools teachers are not doing enough due to the lack of motivation”.

The same question was asked in the interviews conducted to District Education Officer, Ward Education Coordinators and head teachers. DEO had these to say,

“Academic performance of the pupils in this district is good but our goal is to do better and even best, this will only be done when the government will rectify the existing set-up of motivating public primary school teachers. Teachers expect to be awarded for what they have done. This support will increase their effort in teaching activities, thus the pupils academic performance will be high”.

The WEC 1 had this to say:

“Motivated teachers are interested in what they do; they look in at teaching in different way to teachers who are not motivated. So when teachers are motivated, they will do their work effectively and the pupils’ academic performance will increase.”

Another respondent WEC 2 said that,

“The role of motivation can enable teachers to think about how learning can happen in different way with different techniques and approaches. They examine what works and what doesn't. This can only be done if their effort is recognized. It is true that, when teachers' work is appreciated and recognized, their work morale will be increased.”

The WEC 3 revealed that,

“most of the time, people need to gain something for the efforts they used in a certain work; this is the same to the teachers. Teachers need to be recognized for what they have done. Mostly they need to be recognized in term of money.”

Head teacher 1 commenting that,

“motivation plays a great role in increasing teachers' work morale. Most of our teachers in schools they just try to meet the school time table but in the classrooms their efficiencies is very low. So if teachers are motivated they can help the pupils in their studies as well in disciplining them.”

Head teacher 2 said that:

“Pupils to perform well academically, depend on the level of motivation they get. The more teachers are motivated the more they can do better in the teaching and learning activities that will enhance the pupils' academic performance to be high. For example as a head teacher of this school, I used to motivate them by giving 20,000/= shillings per week, the fund we raise from the pupils who are in Standard 4 and Standard 7 conducting speed test, every mornings before the normal subjects time table.

Finally, head teacher 3 noted that,

“Indeed, as a school head what I see not only be an effective leader, manager and counselor, but also an effective motivator. Motivated teachers are productive teacher. Also as a school leader I should bear in mind that the use of incentives to motivate teachers in my school is important because the motivated teachers enhance the good academic performance to the pupils”.

The researcher’s surveyed documents found in eight (8) head teachers’ offices, items observed were teachers’ attendance books, schemes of work, lesson plans, lesson notes, subject log books, syllabus and pupils’ exercise books. Under these the researcher wanted to see information related to teachers daily attendance, availability and use of scheme of work, availability and use of lesson notes during teaching process, sequence of teaching and topics covered, teaching process to follow. The information obtained in those documents summarized in Table 4.6.

Table 4.6: Documentary Review from Head teachers’ Offices

Item	Information sought	Percent of availability	Percent of unavailability
Teachers’ attendance book	Daily attendance	80	20
Scheme of work	Availability and use of scheme of work	100	0
Lesson plans	Availability and use of lesson plans	58	42
Lesson notes	Availability and use of lesson notes	41	59
Subject log book	Sequence of teaching and topics covered	31	69
Syllabus	Teaching process to follow syllabus	70	30
Pupils’ exercise books	Satisfactory or unsatisfactory of provided exercise	65	35

Source: Researcher, 2015

From Table 4.7, it was revealed that, 80% of teachers are regularly attended school; this was average attendance of teachers per week, from Monday to Friday. However, 100% of teachers prepared their schemes of work and use them effectively. Preparations of lesson plans were 58%, although there is a good percentage in availability of scheme of work, the percentage of lesson plans decreased because teachers are discouraged due to low motivation they expected. This is happening even in the preparation of lesson notes which is in 41%. Because preparation of lesson plan is low, teachers are not covered the subject log books, which is in 31%. Teaching process to follow syllabus was in 70% and the provision of exercise to pupils was in 60%. The observation indicate that teachers teaching in public primary schools in Ilala district are not motivated because they don't prepare lesson plan, lesson notes and subject log books.

4.4 Factors Contributing Low Morale of Public Primary School Teachers

The second objective was to determine factors that contributed to low teachers' morale. To attain this objective the researcher used questionnaire, focus group discussion and interview in eight (8) public primary schools. Ninety nine teachers, eight (8) head teachers, three (3) ward educational coordinators and one (1) DEO were contacted to provide their comments in relation this objective. The question was on what are the factors contributed to low morale of public primary school teachers? The questionnaires were distributed to 99 teachers and their responses are summarized in Table 4.7.

Table 4.7 Factors Contributed to Low Morale of Public Primary School Teachers

Factors	Frequency	Percentage
No recognition	33	33.3
Not participate in decision making	31	31.3
Lack of appreciation	5	5.1
Low salaries	5	5.1
Unpaid staff training	7	7.1
Poor working condition	6	6.1
Unpaid annual leave	7	7.1
Delaying of teachers' promotions	5	5.1
Total	99	100.0

Source: Researcher, 2015

From Table 4.8, researcher found that 33.3% of the respondents said that, one of the factors contributing to low morale of public primary school teachers is lack of recognition in the teaching profession, 31.3% responded that, lack of participation or non-involvement in decision making is also a factor contributing to decline of teachers morale. While 5.1% said that, factors that contribute to low morale of public primary school teachers' associate with lack of appreciation in the teachers work. But 5.1% of the respondents saw low salary as the factor contributing to low morale of public primary school teachers, 7.1% responded that, unpaid staff training also is the factor contributing in demoralizing public primary school teachers to work. Poor working condition is another factor that contributes public primary school teachers' work morale to be low, responded by 6.1% of the respondents. At the same time 7.1% of the respondents said that, unpaid annual leave is one of the factors

contributing to low morale of public primary school teachers and 5.1% said that, factor that contribute to low morale of public primary school teachers' is delaying of teachers' promotions.

This observation indicate that, factors that contribute to low morale of public primary school teachers associate with lack of recognition, lack of involving teachers in decision making, unpaid staff training, poor working conditions, lack of appreciation of teachers' work, low salary, unpaid annual leave and delaying of teachers' promotions. The data were triangulated with interviews. Respondents' comments as follow: Teacher in School A had the following:

"In my view one of the factor is a low salary because the salary teacher receive have a lot of deductions. I think it is better for the government to stop these deductions especially for the minimum payments like ours. Poor working condition and over crowd of pupils in the classrooms also are the factors that contribute to low morale in our teaching activities."

Another teacher in School E said that

"Through my experience shortage of teaching and learning materials, delaying of teachers' promotion and lack of recognition are the factors that demoralize the teachers in performing their work in our public primary school. In teachers' promotions they never consider the increment within one scale, because you may find for example TGTS C has C1, C2, C3 etc, but I was promoted from C to D without getting those increments in grade C. this situation demoralized my effort in teaching."

However, Teacher in School D,

“Teachers as other public servants we are not paid on time to annual leave; maternity leave is not paid at all; there is no provision of housing; medical service have limitations; compensation for injuries or death; leave without pay; training and staff development; leave pending retirement; transport allowance and convalescent leave. All of these demoralize our effort in teaching.”

These findings indicate that factors which contribute to low morale of public primary school teachers are many associate with low salaries, poor working condition, overcrowd of pupils in the classrooms, shortage of teaching and learning materials, delaying of teachers’ promotion, lack of appreciation and not paying teachers’ debts on time. Ward Education Coordinator 1 said that,

“The problems teachers facing are, low and delays in getting their salaries and lack of school housing, all these affect teachers’ motivation to teach. Although teachers get their salaries but they usually complain about poor living and working environment. Lack of teaching and learning materials also is one reason that can make the teachers working morale to be low. Overcrowd of pupils in the classrooms also can make teachers’ working morale to be low”.

Ward Education Coordinator 2, revealed that,

“There are some factors that demoralize teachers in their teaching professional, one is absence of teachers housing, so they have to rent houses in village. Sometimes, they have to hire a motor bicycle when they are going

to school and back home in the evening. Another factor is delaying of paying their allowances which makes it difficult for teachers to concentrate on teaching.”

Ward education coordinator 3 had the opinion that,

“Teachers as any human being, need to be appreciated for what they done, this is one of factors that can demoralize teachers’ effort, because they tend to complain when no one can appreciate for their work. As we award to the pupils who perform well even teachers prefer to be awarded. So lack of appreciation demoralizes teachers working effort. Delaying and unproportional rate of teachers’ promotion also is the factor that contributes to low morale of teachers in our public primary schools.”

It was necessary for the researcher to get information concerning the factors that contribute to low morale of public primary school teachers. This enabled the study to get an analysis of pupils’ academic performance in relation to the teachers’ motivation. When interviewing Ilala Municipal Education Officer, has these argument.;

“Teachers were demanding the payment of accumulated arrears from previous years and instead of getting the payments they are suddenly experiencing other deductions from salaries. I think is one of the factors that demoralize their working effort. Because they used to complain of earning low salaries meanwhile such amount of salaries have other deductions. Teachers also need to be rewarded, instead of government to award a certificate of recognition to the best school in pupils’ performance it has to

plan to recognize teachers who enhance the pupils to score a good number of grade A pass in their teaching subjects”.

The findings shows that, teachers are discouraged to work effectively because of delay of their allowances and deduction of money from their low salaries added difficulties in their financial constrains and de-motivates them in fulfilling their teaching responsibilities effectively which affect pupils’ academically., because some teachers use much time in strike and making follow up of the allowances instead of teaching.

4.5 Strategies for Improving Teaching and Learning in Public Primary Schools

The third objective of this study was set to suggest strategies for improving education in public primary schools. To attain this objective the research used questionnaire, focus group discussions and interview. The question was what are the strategies for improving teaching and learning in public primary schools? The questionnaires were distributed to 99 teachers to answer the questionnaire on strategies for improving quality of education in public primary schools. Their responses are summarized in the Table 4.8.

Table 4.8 Strategies for Improving Teaching and Learning in Public Primary Schools

Strategies	Frequency	Percentage
Appreciation	8	8.1
Increase of payment	54	54.5
Improving working environment	37	37.4
Total	99	100.0

Source: Researcher, 2015

From the table it was revealed that 8.1% of the respondents said that strategies for improving quality education is associated with appreciation of teachers work, 54.5% said increase of payment to teachers is another strategy for improving academic performance. 37.4% had the opinion that improving working environment is among the strategy for improving quality of education in public primary schools. The same question asked in focus group discussion conducted in 64 teachers from 8 primary school founding in Ilala district through these, it was revealed that teachers motivation, improving working condition of teachers, increment of salaries to teachers, to involve teachers in decision making, provide transportation to teachers, ensuring availability of teaching and learning materials to teachers and to solve teachers problem on time, and promoting teachers on time are strategies for improving quality education in public primary schools. Some of their responses are presented here.

Teacher in School H said that,

“In fact we need to be recognized, because this is like appreciating our effort in what we have done. To motivate teachers not only in improving our

salaries but even to acknowledge those who perform well in teaching activities, at school level, ward level, district level region level even at the national level in the workers' day. I will be happy if one day".

Another teacher in School F pointed that,

"Our working condition is not good, if this can be improved will be one of the strategies that can motivate teachers in order to improve the pupils' academic performance. We don't have a good staffroom as you see we used to do our works like lesson preparations and marking pupils' exercise books under the shadows of trees or in the classrooms or in the school corridors. Also we used to see a school can be rewarded for good performance, but a school cannot be rewarded without the teachers' effort, so we need to be rewarded for such good performance".

Teacher in School G had these to say,

"You know my friend! Reality is the motivation for teaching comes from good payment. But as a matter of fact, the situation is discouraging. First, the salary is low, it is not even enough to incur my monthly expenses. Because low payment we put ourselves in low class of living standards. So improving the teachers' salaries and other payments could be the strategy in improving the quality education in our schools."

The same question asked in the interview conducted to 8 head teachers of 8 primary schools found in Ilala district and then responses are as follows:

Head teacher 1:

“Frankly speaking teachers need to be motivated that will improve the quality education in our school. Majority of teacher’s lacks morale to teach because of low payment and lack of motivation. Teacher’s motivation and good qualifications is expected to lead to good performance. Therefore the strategy that can be useful in improving the quality education in our school is that, the government has to improve the teachers’ payment and has to take a way forward in acknowledging the teachers effort.”

Head teachers 2:

“The government has to ensure enough teaching and learning materials, because text books for the pupils are not in a good number depending on the number of pupils in the classrooms. Also improving schools infrastructure such as staffrooms for the teachers even head teachers and involving teachers in decision making, for example when the programme of paradigm shift to the pupils teachers were not attended seminar for that but those with authorities command teachers to apply in teachings.”

Head teacher 3:

“Motivation shows appreciation, therefore teachers are supposed to be motivated and this can be through different ways like increasing their salary, seminars, responding to teacher’s claims, providing an opportunity for further studied, providing good working environment, giving loans with low interest for the teachers”.

These indicate that strategies for improving quality primary school education include ensuring enough teaching and learning materials to teachers, improving school infrastructures involving teachers in decision making promoting teachers on time and construction of enough teacher houses near their working station.’

The interview conducted to 3 ward coordinators answer the question on what are the strategies for improving quality of education in public primary schools they had this to say:

Ward Education Coordinator 1:

“In my view, increasing teachers’ salaries and ensuring enough teaching and learning materials. Also the government has to include the teaching allowances which were eliminated, in past years teachers were receiving those allowances in their salaries. These could be the strategies that can improve quality primary school education.”

Ward Education Coordinator 2:

“Promoting teachers on time, solving teachers’ problem on time and improving school infrastructure such as classroom, teachers’ house, teachers’ offices and enough teaching learning materials are strategies to improve quality primary school education.”

Ward Education Coordinator 3:

“Good cooperation between parents and teachers, increasing teachers’ salaries and appreciation of teachers work will be the strategies to improve

quality primary school education. Also the deduction of TTU contribution in teachers' salaries should be eliminated because the union already has the investments like MWALIMU HOUSE, so these no need to deduct teachers' salaries for TTU".

These findings indicate that strategies to improve quality primary school education are increasing teachers' salaries, ensuring enough teaching and learning materials, timely promoting of teachers, improving school infrastructure good cooperation between are strategies to improve quality primary school education. Interview conducted to District primary Education Officer to answer the question on what are the strategies used or planned to be used in improving quality of education in public primary school? Had this to say,

"To me there is one basic strategy in improving the quality education in public primary schools, which is the importance of the teachers' role in ensuring effectiveness of education must be recognized, understood, and taken into account if these national efforts to achieve development targets in education are to be successful. Further, the rights of teachers must be realized in order to strengthen their own commitment to achieve quality education in public primary schools."

4.6 Discussion of the Findings

The research findings revealed that teacher's motivation has a great impact in the pupils' academic performance. As motivation increases, the level of performance also increases. Here, the findings of the study agreed with the findings of Mustafa and Othman (2010), who also found significant relationship among motivation and

performance. The present study explored the impact of teachers' motivation in pupils' academic performance.

In examining the role of teachers' motivation in improving the pupils' academic performance in public primary schools the findings indicated that teachers' motivation have the great role in increasing the teachers work morale. This observation is aligned with Thungu *et al.* (2008) who stated that, motivation saves to activate or energize behavior and to give it direction. Also Sabutoke (2014) who stated that money is the most important factor in motivating the industrial workers to achieve high productivity, added that establishment of incentive schemes and wages work as a means of stimulating workers to work hard to be committed and eventually to be satisfied with the motivation they get. Also Caprara *et al.* (2006) suggested that, when teachers are motivated they will love their teaching profession, they will teach effectively that may help the pupils to increase their academic performance.

In identifying factors that contributes to low morale of public primary school teachers in improving the quality education, the findings revealed that lack of recognition of teachers' effort, situation of not involving teachers in decision making, lack of appreciation, low salaries, poor working environment, overcrowd of pupils in the classrooms, shortage of teaching and learning materials and delaying of teachers promotions were the factors that demoralize teachers to work. These observations are aligned with Koech et al (2014) who stated that, teachers lose their work morale due to poor payment, heavy work load, lack of recognition and lack of inclusion of

teachers' ideas in management decision making. And Waititu (2010) who identified that low salary is the main factor leading teachers to leave teaching profession.

Teachers in public primary schools are not well motivated that could affect their performance. In responding the question on what are the strategies for improving quality education in public primary schools, the findings indicated that, increase of payments, improving the working environment and appreciating of teachers' effort are strategies for improving quality education in public primary schools. It meant that salary and rewards are very important strategies for improving the quality education in public primary schools in Tanzania. As quality education can be measured by academic performance of the pupils. This is aligned with Bishay (1996) who also examined that teachers are highly satisfied during job when their higher order needs are accomplished, that is recognition.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study investigated the impact of teachers' motivation in provision of quality primary education in Ilala municipality. This final chapter presents a summary of the study and the key findings, provides conclusions based on the study findings and finally proposes recommendations and recommendations for further research.

5.2 Summary of the Study

The main purpose of the study was to explore the impact of teachers' motivation on the improvement of quality education in public primary schools. In particular, the study attempted to accomplish three objectives: to examine the role of teacher's motivation in improving the pupil academic performance in public primary schools, to identify factors that contributes to low morale of public primary school teachers in improving the quality education and to suggest strategies for improving teachers motivation to enhance provision of quality education in public primary schools. This study was guided by three research questions, Namely, what are roles of motivation in improving the pupil's academic performance in public primary schools?, what are factors that contribute to low morale of public primary schools teachers? and what are the strategies for improving quality of education in public primary school?

The study employed qualitative approach and triangulated by quantitative approach, under this method the study employed interviews, focus group discussions, questionnaire and documentary reviews as a tool for data collection. These tools

complemented one another to help the researches get clues on teachers' motivation on the improvement of quality education in public primary schools in Ilala District. A sample of 111 respondents was employed in the study to get information concerned with the study.

The first research question generated the following findings. It was revealed that role of motivation is to increase teachers morale in working. Through the data it was observed that when teachers work are recognized, appreciated and promoting on time, involving in decision making and their problems are solved in line with Caprara *et al.* (2006), Thungu *et al* (2008) and Sabutoke (2014). The second research question generated the following findings. It was revealed that factors contributed to low morale of public primary teachers are lack of recognition of teachers' work, situation of not involving teachers in decision making, lack of appreciation, low salaries, poor working condition, over crowd of pupils, shortage of teaching and learning materials, delaying of teachers' debt, poor management and had life of teachers.

The third research question found out strategies for improving quality of education in public primary schools in Ilala District. The strategies for improving quality of education in public primary schools related to ensure training to teachers for the matter of updating their skills and knowledge, to allow teachers to attend different concerts, to make fund raising for the matter of improving school infrastructures and to select competent teachers based on their subject to teach other teachers was fail to perform better in their subject.

5.3 Conclusion

Due to those finding, all three objectives developed by the research were in line with precise the findings of this study whereby the first assumptions were, teachers motivations have a role to increase teachers morale in working effectively and efficiently, second assumption, factors contribute to low morale of public primary school teachers are lack of recognition of teachers' work, situation of not involving teachers in decision making, lack of appreciation of teachers work, low salaries, poor working conclusion, over crowd of pupils shortage of teaching and learning materials, delay of teachers promotion, delay in paying teachers debt poor management of school and hard life of teachers.

The third assumption was revealed that the strategies for improving quality of education in public primary schools relate to ensure training to teachers for matters of updating their skills and knowledge, to allow teachers to attend different concerts, to make fund raising for the matter of improving school infrastructures, and to select competent teachers based on their subject to teach other teachers who fail to perform better in their subject.

5.4 Recommendation

- i. The research findings have implication for policy and further research. As for policy, these research findings suggest that in order motivate primary school teachers it is very essential to pay attention to what they are doing, listen to what they say, and acknowledge their efforts. They do not need money, but if all the educational stake holder would appreciate and talk about good work that the primary school teachers are doing, it would boost their morale and do even

better.

- ii. In order for teachers to have morale of teaching effectively and efficiently, government should promote teacher in time and pay teachers debt on time after promotion. This would motivate teachers hence make their work effectively and efficiently.
- iii. The government should motivate primary school teachers and pay attention to what they are doing, listen to what they say and acknowledge their effort.
- iv. Government should provide good condition for teaching (educational facilities) to teachers and should look with keen interest into the problems of teachers by reviewing upward their welfare package, the condition of service and other benefits. If this is done, it will raise the standard of living of the teachers; make the job lucrative and professional nobler which will enhance impetus on the academic performance of pupils.

5.5 Recommendation for Further Studies

Based on the conclusion of the study the research recommends the following for further investigation. The current study has covered only a few public primary schools in Ilala district. Similar studies should be conducted in other district and region of Tanzania so as to probe the same issues for better generalization.

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APPENDIXES

Appendix I: Interview Schedule for Heads of Schools

District_____ School_____ Date _____ Sex _____

1. How can you account on the current low motivation in this school?
2. How low teachers' motivations affect provision of quality education?
3. How do you motivate teachers in your school?
4. How are your teachers satisfied with the provision of their rights and other privileges?
5. How does teachers' low motivation contribute to students' academic achievement?
6. How teachers' motivations improve provision of quality primary education?
7. (a) What ways do you use to recognize teachers' contribution in managerial roles and functions? (b) How do you enhance work relations in your school?
8. To what extent do Government and other education stakeholders respond to improving teachers' working motivation in your school?
9. What is the important measure do you think can be used to improve motivation of primary school teachers in the school?
10. What should be done to improve quality education in primary schools?
11. What do you think should be done to create a motivating environment in public primary schools?

Thank you for your cooperation

Appendix II: Questionnaires for Teachers

Dear teachers, the purpose of this questionnaire is to examine the motivational influence of provision of quality primary education. The information gathered will be used only for educational purposes for the development of the society. Your responses will be totally anonymous and the highest degree of confidentiality will be maintained. I therefore request you to answer all questions as honestly and as openly as you can.

SECTION A: General information (put a tick in the correct answer)

1. Age

- 20-34 years ()
- 35-49 years ()
- 50-64 years ()

2. Marital status

- Single ()
- Married ()
- Divorced ()
- Widow/Widower ()

3. Sex

- Male ()
- Female ()

4. Work experience

- < 5 years ()
- 6-20 years ()

- 20+ years ()

5. Education level

- Certificate ()
- Diploma ()
- Bachelor ()
- Masters ()

SECTION B: Rate the following statement by ticking to the appropriate number of each statement as indicated in the boxes.

5. Strongly Agree (SA), 4. Agree (A), 3. Not Sure (NS), 2. Disagree (D), 1. Strongly Disagree (SD)

		5	4	3	2	1
S/N	ITEM	SA	A	NS	D	SD
1.	There is effort to ensure that teachers are satisfied in the work place					
2.	Low teachers motivation lower teachers work morale					
3.	Low motivated teachers have irregular school attendance					
4.	Teachers are not teaching well because of lack of motivation					
5.	Students poor performance is due to teachers low motivation					
6.	Teachers are not marking students works due to low motivation					
7.	Government is doing nothing in order to motivate teachers					
8.	Government should increase teachers motivation strategies					
9.	I am satisfied with the level of motivation head of school provide to us					

SECTION C:

10. Do you think teachers' motivation level has influence on pupils' academic performance?

i) Yes () ii) No. ()

Give reasons for your answer in 10 above

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11. The following are the factors contributing to low morale, mention other factors not in the list below:

- a). Low payment
- b). Poor working environment
- c). Poor living condition
- d). Lack of government support
- e) Others (please specify).....

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12. In your opinion, what are strategies for improving quality education in public primary schools?

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Thank you for your cooperation

APPENDIX III: Focus Group Discussion Guide for Teachers

Preliminary information

i. School.....

1. How can you account on the current low motivation in this school?
2. What is the role of teachers' motivation in improving the pupils' academic performance in public primary schools?
3. What are the major causes of teachers' low working moral?
4. How low teachers' motivations affect provision of quality primary school education?
5. How does teachers' low motivation contribute to pupils' academic achievement?
6. To what extent do Government and other education stakeholders respond to improving teachers' working motivation in your school?
7. What is the important measure do you think can be used to improve motivation of primary school teachers in the school?
8. What should be done to improve quality education in primary schools?
9. What do you think should be done to create a motivating environment in public primary schools?
10. What are the factors contributing to low morale of public primary school teachers?

Thank you for your cooperation

Appendix IV: Documentary Review Guide

Name of the school.....

S/N	ITEM	INFORMATION SOUGHT	REMARKS
1	Teachers' attendance book	Teachers' daily attendance	
2	Schemes of work	Availability and use of schemes of work during teaching	
3	Lesson plans	Availability and use of lesson plans during teaching	
4	Lesson notes	Availability and use of lesson notes during teaching process	
5	Subject logbooks	Sequence of teaching and topics covered	
6	Syllabus	Teaching process to follow syllabus	
7	Students exercise books	Satisfactory or unsatisfactory of provided exercises	

Thank you for your cooperation

Appendix V: Interview schedule for District Education Officer

1. Since when have been serving as the District Educational Officer?
2. Do you know anything about teachers' motivation?
3. How do the teachers can be motivated in your district?
4. Is there any relationship between teachers' motivation and improvement of pupils' academic performance in public primary schools?
5. What can you tell about performance level of public primary schools in your district?
6. What is the role of motivation in improving the pupils' academic performance in public primary schools?
7. Teachers' morale in their teaching activities is high or low?
8. What are the factors that contribute to low morale of public primary school teachers?
9. What are the strategies used or planned to be used in improving quality of education in public primary schools?

Thank you for your cooperation

Appendix VI: Interview schedule for Ward Education Officer

1. Since when have been serving as the Ward Educational Officer?
2. Do you know anything about teachers' motivation?
3. How do the teachers can be motivated in this ward?
4. Is there any relationship between teachers' motivation and improvement of pupils' academic performance in public primary schools?
5. What can you tell about performance level of public primary schools in your ward?
6. What is the role of motivation in improving the pupils' academic performance in public primary schools?
7. Teachers' morale in their teaching activities is high or low?
8. What are the factors that contribute to low morale of public primary school teachers?
9. What are the strategies used or planned to be used in improving quality of education in public primary schools?

Thank you for your cooperation

Appendix VII: Letters

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es
 Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
 Fax: 255-22-2668759,
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03/07/2015

Regional Administrative Secretary(RAS)
 P.O.Box 5429
 Dar es Salaam.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Ms Naomi Mbope Asajile** a Master student at the Open University of Tanzania. By this letter, **Ms Naomi Mbope Asajile** has been granted clearance to conduct research in the country. The title of her research is **"The impact of teachers motivation on the improvement of quality education in Public Primary Schools in Tanzania"**. The research will be conducted in Ilala Municipality.

The period which this permission has been granted is from 01/07/ 2015 to 01/09/2015.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
 Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

HALMASHAURI YA MANISPAA YA ILALA

BARUA ZOTE ZIPELEKWE KWA MKURUGENZI WA MANISPAA

S.L.P. Na. 20950
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OFISI YA MKURUGENZI,
MANISPAA YA ILALA.

14 / 7 / 2015.

Kumb.Na.IMC/CE.10/VOL.II

WALIMU WAKUU

Shule za Msingi Ukonga, Mzambarauni, Amani, Juhudi ,Kinyerezi,
Kibaga,Kifuru,na Bonyokwa
Dar es Salaam.

YAH; KIBALI KWA NDG. NAOMI MBOPE ASAJILE CHA KUFANYA UTAFITI

Rejea kichwa cha habari hapo juu.
Barua yenye Kumb namba IMC/AR.6/10 ya tarehe 14/7/2015 iliyoomba kibali cha kufanya utafiti juu ya “ kumotisha walimu ili kuinua Elimu ya msingi”

Utafiti huo utafanyika kuanzia tarehe 1/7/2015 hadi 1/9/2015.

Hivyo Walimu wakuu mnaombwa kutoa ushirikiano ili kuleta ufanisi katika kazi hiyo.

Nawatakia utekelezaji mwema.

.....
A. Maulid
Kny: AFISA ELIMU WA MANISPAA YA ILALA
HALMASHAURI YA MANISPAA YA ILALA

Waratibu Elimu
Kata ya Ukonga na Kinyerezi – Kwa taarifa