

**ASSESSING THE INFLUENCE OF SCHOOL ADMINISTRATION AND
SCHOOL CULTURE ON TEACHERS MORALE: THE CASE OF GEITA
DISTRICT, TANZANIA**

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REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
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CERTIFICATION

The undersigned certifies that she has read and hereby is recommends for acceptance by the Open University of Tanzania a dissertation titled: ‘*Assessing the Influence of School Administration and School Culture on Teachers Morale: A Case Study of Geita District Council, Geita Region*’ in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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DECLARATION

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Signature

.....

Date

DEDICATION

I Firstly dedicate this research to my parents, my mother Beretha Ng'wipagi Ng'walabu and my dearest father, the late Mzee Stephano Ng'walabu Kaniki for their care and love since my birth date. I also dedicate this work to my dearest wife Grolia Stephano Ng'walabu for her support, encouragement and companionship during the whole process of my studies. Lastly, this paper is dedicated to my children Ilumbi and Ng'wipagi for their moral support and affection. To you all I dedicate this piece of work and May God bless you all.

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ABSTRACT

The study intends to assess the influence of school administration and school culture on teachers' morale in Geita district as a case study. Specifically this study sought to examine the level of morale exhibited by primary school teachers in Geita district, examine some practices of school administration that contribute to teachers' morale, also to determine the aspects of school culture that contribute to high teachers' morale. This study is descriptive in nature, which applies a simple random and purposive sampling as a sampling technique adopted to be used to obtain respondents of this work. The sample size of the study 99 respondents out of 132 populations surveyed. The primary data were collected using structured questionnaire and interview guide. Data analysis was done by the use of SPSS software, while data from interview guide were organized according to themes identified from research questions and analyzed using content analysis. The finding indicates that teachers have low morale due to poor administration process that have failed to create and maintain conducive school culture that give rise to high teachers morale. It is recommended that the government to takes deliberate actions of increasing teachers' salaries so that it can enable to cover/meet the family basic needs within a given month, also should pay teachers claims on time and other fringe benefit as they are stipulated in national documents. In addition the government should take actions of improving the working environment, Professional development programs should be conducted in schools for building capacity and competency for teachers, finally school administrators should attend seminars and workshop in order to improve their management practice in schools.

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LIST OF ABBREVIATION ACRONYMS

BRN	Big Result Now
DAE	Donors to African Education
ETP	Education and Training Policy
PEDP	Primary school Education Development Program
SPSS	Statistical Package for Social Scientists

CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

Teachers are strategic human resource of the educational system and can be linked to a hub. Therefore, the success of any system of education depends, to a large extent, on the number and quality of teachers, their dedication to teaching and their effectiveness in raising the standard of education. Although a country may have the best educational plans, it is the teacher who decides what goes on in the classroom and translates theories and principles into practice (Hoy and Miskel, 1987). It is therefore important that such a strategic resource must have a high morale and motivation to perform at a satisfactory level.

In Tanzania teachers numerically constitute at least half of the workforce. About 95 per cent of the education budget is committed to teachers' salaries. Superficially, there is that tendency to believe teachers receive generous remuneration, yet 'they are demoralized and their commitment to the profession is weak' (Komba and Nkumbi, 2008; Ngimbudzi, 2009). In various parts of the world teachers have negative morale, which is accelerated by various factors, school culture and administrators are prominent causing factors.

Ramprasad in (2013), indicated that, in India workers have low morale due to lack of fairness of motivating due to number of reasons, such as inadequate salaries, absence of professional growth, absence of recognition and over time allowances. (Nyam 2014) indicated that in Nigeria, teachers 70% have low level of job satisfaction, 10%

shows moderate level and 20% have very low job satisfactions which results from poor motivation and this reduce their morale.

According to Hoy and Miskel (1987), when a healthy school environment exists and teacher morale is high, ‘teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs’ (Chigbu 2006). A study conducted by Sumra and Rajani (2006) revealed that some students finish secondary education without the necessary skills in life. This is an indication that teachers’ morale and their dedications to work are low (Hakielimu, 2007). This study was conducted to find out whether this is the case with primary school teachers in Geita rural district.

The major research question here was: What motivates teachers to raise and sustain the morale in their work? Morale and motivation has been an issue at the heart of managers and organizational theorists as well. These have dwelled on questions like: Why do people behave as they do? Why does behavior take one form or the other? And what makes people behave differently from or similarly to each other?

The above questions indicate that employees’ morale and motivation are important and provide an inexhaustible source of possible research. Though each individual is unique as a result of genetic and other natural factors, when in a group they share experiences and these may have a collective influence on them. People are intrinsically and extrinsically motivated, and therefore motivation can also be induced by an individual’s perception of a situation. Thus, a group of people may or may not feel the same, but their feeling may depend on their perception of a given situation.

This study perceives morale to be similar to emotion, a feeling, a state of mind, a mental attitude, and an emotional attitude (Mendel, 1987). Morale has been defined as ‘the feeling a worker has about his job based on how the worker perceives himself in the organization and the extent to which the organization is viewed as meeting the worker’s own needs and expectations’ (Washington and Wanton, 1976). Benfley and Rempel, (1980) conceptualized morale as ‘the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation.’

Merriam-Webster dictionary defines morale as the following, Principles, teachings, or conduct, the mental and emotional condition (as of enthusiasm, confidence, or loyalty) of an individual or group with regard to the function or tasks at hand, a sense of common purpose with respect to a group, or the level of individual psychological well-being based on such factors as a sense of purpose and confidence in the future (Merriam-Webster Dictionary, 2012).

When teachers feel that they are appreciated, when they feel that they have a voice, and when they feel that they are supported, the morale is often high. This is supported by Maehr, Midgley, and Urdan (1993), who reports that “People are more personally invested in their work with an organization when (1) they have a voice in what happens to them; and (2) their work has meaning and significance in contributing to a higher purpose” (as reported in Lumsden, 2001, p.3). Also from Lumsden’s article, she states, “Where morale was high, schools showed an increase in students’ achievement” (Lumsden, 2001, p.2).

Additionally, “When a healthy school environment exists and teacher morale is high, ‘teachers feel good about each other, at the same time, feel a sense of accomplishment from their jobs’ (Hoy & Miskel, 1987; Lumsden, 1998, p.1). The increased stresses place on teachers’ obstacles to self-sufficiency and creativity in the profession may combine to make teaching a strenuous task. Kim Black, the president for the Pinellas Classroom Teachers Association, stated to the Tampa Bay Times that, “teachers have no voice (Maxwell 2012, p.2).

According to Black, this was contributing to the teachers having ill feelings when it came to scheduling, curriculum, professional development, and planning time. Teachers felt that they have no right to contribute and decide what to be implemented in the teaching process. Moreover teachers also have no right to negotiate on what they have to receive or earn hence leading to negative attitude toward their professions.

A study carried out by the Donors to African Education (DAE) working group on the teaching profession in Sub-Saharan African countries (1994) identified low morale and motivation among teachers and explored ways of improvement may be made in the management and support of educational profession. They focused on the ways in which teaching services are managed and professionally supported in Africa. The DAE group further conducted a series of research in the region to learn more about ways in which teachers can be supported to perform better and provide quality education. At the end, DAE group developed practical plans for improving the conditions under which teachers serve. The group came up with a matrix of interrelated variables that should be given priority in the improvement of morale,

motivation and performance of teachers. These are financial and professional support leading to the assertion that the classroom teacher is the focal point of the teaching learning transaction (Makau and Coombe, 1994). Here, raising the morale and motivation of the teaching force featured as paramount link to pupils'/students' achievement in sub-Saharan Africa.

An improved teacher commitment is much dependent upon well planned and coordinated actions by means of professional and pecuniary incentives. These include conditions of service appropriate to the teaching profession, full participation in educational management and decision-making at all levels (Makau & Coombe, 1994).

Since the introduction of the Education and Training Policy (ETP) of 1995, the Ministry of Education and Vocation Training proposed number of processes to be taken to motivate and raise morale of teachers. In 2002 with introduction of Primary Education Development Programs (PEDP), the Government proposed ways to motivate teachers by creating conducive working environment, building sufficient houses, improving teachers' salaries and payment of their claims. In 2003 all grade B and C teachers was motivated to take in-service training through distance learning to become grade "A" teachers (URT 2008).

Despite the above efforts, which have been done by the government, still motivation of teachers is a problem. The government failed to pay teachers claims and other fringe benefits as it had proposed. According to Tyson and York (2000), failure to satisfy the needs of workers at the organization affect their morale. This will be

observed by teachers looking for other alternative to satisfy their needs, in doing so they will affect their performance in their schools. This study is important since have examined the impact of school administration and school culture on the morale of teachers in education organization and propose procedures and strategies for better educational improvements.

Introduction of PEDP in 2002 forced the government to increase teachers' recruitment to meet the increased demand of teachers in schools, which was caused by an increase of students' enrollment in primary schools. But working areas receive less or none improvement to be able to support the demands required, working condition in schools remained poor, in addition to that teachers' financial claims and other fringe benefits were less paid. As the case in 2012, teachers decided to have active strike pressing for their claims to be paid and showing that they were not happy with majors taken to satisfy their needs. Instead of satisfying their needs and paying the claims, the government used court action to stop the strike without giving solution to the teachers' claims (Joseph,2012).

This action accelerated decline of teachers' morale as the teachers felt that the government consider them as of less importance and have no right to receive their needs. Teachers are the only civil servants who are recognized as people who are struggling for life survival since their wages is unable to meet the family needs within a month for such a case they have to look another extra work to supplements their income (Limo 2014). This situation have affected much their morale and their performance, according to URT (2013) in BRN lab it was found that 53% of teachers were absent from their work stations and only 47% were present. Twaweza (2013)

conducted a survey to Examine Learning Crises in Each House hold With a Child Attending Primary or Secondary Schools and found 60% of teachers attended part of a lesson and 32% attended a lesson and 8% did not attend any lesson .All these shows that teachers morale level is low and have affected their attendance in their working station.

Various surveys have been carried out in different parts of the world to ascertain the extent of teachers' morale. In US, MetLife did a survey in 2012, to determine teacher satisfaction. This study found that teachers' morale had declined to its lowest point and stress among teachers had amplified since 1985. In 1985, 36% of teachers felt they were under great stress, which number has increased to 51%.

Scholars have related school culture and administrative support with teacher morale. They have opined that school culture and lack of administrative support can adversely affect morale and student achievement. School culture is usually defined as traditions and beliefs that schools partake in each year. Gary Phillips describes school climate as, "beliefs, attitudes, and behaviors that characterize a school in terms of how people treat and feel about each other; the extent to which people feel included and appreciated; and rituals and traditions reflecting collaboration and collegiality" (Deal and Peterson, 1998, p.2).

Wagner (2000) intellectualizes school culture as common experiences, a sense of community, and an atmosphere of family. He also states that communication is encouraged and that it should be open and truthful. In addition, Wagner, (2000) found an overwhelming correlation between school culture and student achievement.

However, they pointed out that although there is no “fix all” for schools, there are some issues that can strengthen school culture. These include: Professional collaboration, which is characterized as the degree to which people work together, share information, and instructional strategies, and are encouraged to have constructive discussions and debates. Affiliation and Collegiality, which is a sense of belonging, emotional support, and inclusion as a valued member of the organization. Efficacy tends to focus on how stakeholders view themselves.

Other components that have an influence over schools are: (a) an engaging and optimistic learning environment focused on student achievement; (b) a sympathetic, compassionate, and supportive principal that ensured student learning as top priority (Keefe, Kelley, & Miller, 1985, p.71).

On administration support, Randolph-Robinson, (2007) believes that the administration has a great deal of impact on the teacher morale. The administrators are the leaders; they can either make a positive difference, or bring others down. Rapport with the principal refers to the connection between the teacher and the principal, including leadership practices that affect morale and the level of communication, professionalism, and human relation skills engaged by the principal (Randolph-Robinson, 2007).

The heads of schools are expected to encourage collaboration, enrich interpersonal skills, and establish a tone of excellence for high expectations and academic achievement and performance for all. Miller (1981) states, “administrative behavior is a highly important factor in facilitating good staff morale” (p. 483). He also goes

on to say that the power of the leader's behavior is the key in creating good staff morale. Lumsden (2001) tells us that, "a principal's ability to create a positive school climate and culture can affect teacher morale" (p. 1). I feel that administration is a key component to this study. In an article written by Roosevelt Washington, Jr. and Hoyt F. Watson titled "Positive Teacher Morale-The Principal's Responsibility", they state that the principal is significant in cultivating and sustaining affirmative teacher morale (1976, p. 4). In that same article, they stress that, "teachers whose basic needs are satisfied tend to constantly strive for fulfillment of higher goals, and their efforts and attitudes ultimately will overflow to the student body, resulting in more productive students" (p. 4). Their last Emphasis is that the leader must show bravery, self-control, passion, and a readiness to share (p. 5).

1.2 Statement of the Problem

Low morale, job related stress, and teachers leaving the vocation have continued to grow over the last few decades and have collectively been identified as symptoms of demoralization of the educational profession (Blackbourne, 1990, Rafferty and Dore, 1993). Determining the leadership traits and factors of effective principals that lead to higher teacher morale is imperative to any school system. If student achievement is tied the equation, the interest level rises two-fold.

Furthermore, teachers seem to have a problem with their employers due to lack of clear communication and failure to accommodate their claims, but scholars have not cared to look into school administration and school culture as important environments for raising teachers' morale. This study aims to fill this gap in the literature.

1.3 General Objectives

The purpose of this study was to analyze the influence of school culture and school administration on teacher morale in Geita district.

1.4 Specific Objectives

- (i) Assess the level of teacher morale exhibited in primary schools in Geita district
- (ii) Examine some of the practices of the school administration that contribute to teacher morale
- (iii) Determine the aspects of the school culture that contribute to teacher high morale.

1.5 Research Questions

- (i) What is the level of teacher morale exhibited primary schools in Geita district?
- (ii) What are some of the practices of the school administration that contribute to teacher morale?
- (iii) What are the aspects of the school culture that contribute to teacher high morale?

1.6 Rationale for the Research

The research has revealed out hidden grievance toward the employers, this enables all employers who may access this study to improve their administration practice in school for development and improvement of teachers' morale. The researcher have gain practical exposure on how to motivate teachers to sustain their morale, the study will help other researchers to investigate other related issues that have been not

studied and provide suggestions for other studies. This study has been undertaken to enable a researcher to accomplish his master's program.

1.7 Limitations of the Study

Time limit: the time was not enough for a researcher to collect information from each member in the targeted study population. This was solved by selecting representative sample from the population as a sample size. Another limitation was unwillingness of respondents by fearing their personal information to be exposed to the community; this was overcome by assuring confidentiality to respondents. Finally financial problem due to the fact that the researcher is self sponsored, this was solved by researcher having loan from Nkome secondary staff social funds.

1.8 Delimitations of the Study

This study was limited to primary school teachers in Geita rural district, since it is not feasible to survey all primary school in rural area. Measurements of teachers' morale was limited to the variable measured by the respondents, therefore require respondent honesty.

1.9 Chapter Summary

This chapter is about an introduction, it explains the background of research problems and statements of the problems. Research General Objective is about the practice of school administrators and aspects of school culture that can contribute to high teachers' morale. Also includes specific objects, research questions and rationale of the research. Moreover I have explained the limitations and delimitations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter represents conceptual definition, theoretical literature review, theoretical framework, empirical literature and conceptual framework for this study. Theoretical framework covers two theories, Adam and Expectancy Theory. This is followed by empirical literature related to this study. Empirical literature focuses on the three objectives developed in chapter 1, including: the level of teacher morale exhibited primary school teachers; practices of the school administration that contribute to teachers' morale; and the aspects of the school culture that contribute to teacher high morale. Conceptual framework emanates from key issues found in the literature.

2.2 Conceptual Definition

2.2.1 Organization Culture

Is the common perception shared by the member of the organization Gupta (2 008 p 24.8).

2.2.2 School Culture

School culture is a shared beliefs and attitude that characterize wide range organization and establish boundaries for its constituent (Macneil and Busch 2009). Also school culture is the basic assumption, norms and values as well as artifacts that are shared by members of the school (Maslowski 2011).

2.2.3 Teachers Morale

Gupta (2008 pg 33.28), Defined morale as the overall attitude of an individual or group collectively towards all aspects of their work.

2.2.4 Motivation

Tyson and York (2000) defined motivation as the inner force that impels human being to behave in a variety of a way and their fore is important part of human individuality.

2.2.5 Performance

Shaari (2002), defines performance as any behavior which is directed towards tasks or accomplishment.

2.2.6 Incentive

Is a reward offered in additional to the base wage or salary and usually directly related to performance Byrs and Rue (1997).

2.2.7 Fringe Benefit

Is a reward employee receives for being members of an organization and their fore position in the organization which are not related to employee performance Byrs and Rue (1997).

2.2.8 Education Administration

Is the process of establishing structure, policies and procedures and organizing activities that will effectively accomplish various education objectives Babyegeya (2002).

2.2.9 Education Planning

Is the analysis of the present condition of education system in order to determine and devise ways of reaching a desired future state Forojalla (1993).

2.2.10 Primary School

Is the seven year education cycle compulsory in enrollment and attendance U. R.T. (1995).

2.2.11 Primary School Teacher

Is a teacher whose obligation is teaching in primary school pupils U. R.T (1995).

2.3 Theoretical Literature Review

According to Armstrong (1999), Culture can be described in terms of value, norms, artifacts and leadership management style. Values help to determine what we think is right or wrong, what is important, desirable and also include what is best good for organization to occur. Norms are unwritten rules of behavior that provide informal guideline on how to behave in schools, they inform teachers on how they are supposed to be doing and also their wearing style, norms also include procedures how administrators treat members of staff, prevailing work ethic and loyalty expected. Artifacts; these are the visible and tangible aspects of the school that people hear, see or feel at school, include working environments, tone and language used in letters, memos by administrators and leadership style, these describe the approaches administrators use. These provide basis and guideline for head school to utilize them in administration process in school in order to capture teachers' manpower that are self motivated with high morale. School administrators are

responsible for making sure that, healthy working environment is developed and maintained in a school with appropriate leadership style. Gupta (2008) proposed that contextual leadership is important in organization since; various factors or needs of deferent workers arise at schools that require elaboration or satisfactions in a different situation that school administrators should respond on them. Unsatisfied needs make a teacher remains disturbed till is satisfied. This disturbance or tension causes disequilibria in human behavior, and affects its morale.

2.3.1 Functions of School Culture that Contributes to High Teachers' Morale

In analyzing aspect of culture, Armstrong (1999) described that, Culture is deep stricture of organization which is rooted in the value, beliefs; assumption held by an organization member and contribute the following; Ensure maximum utilization of resources in the organization, culture provide conducive environment to inspire workers and make best use of all available factors of production to achieve organization objectives. Reduce labour turnover, culture provide a social glue and generating a well felling that leads to job satisfactions, thus counteract process of differences, this enables employees to stay for long time in the organization and concentrates with the organization objectives.

In facilitating the acceptance of organization changes, culture provides a shared meaning that reduces resistance and attrition for acceptance of new proposed changes. (Waldron& Mcleskey 2010) outlined that school culture encompass all attitudes expected behavior and value that impact how the school operates, provide collaborative decision making and foster professional development. Therefore teachers' morale is an expected behavior occurs within a given culture in a school.

(Dickerson 2011), Concluded that school culture helps schools to focus on provision of comprehensive education by looking on the mission and vision of the school as guide line for teachers to provide best education.

2.3.2 Teachers' Morale

Teachers' morale may be high or low and vary from one school to another (Macneil and, Busch 2009). These differences are attributed strongly with a leadership style of each school head ability to use knowledge and skills to practice, create and maintain positive school culture that is characterized by shared decision making, opportunity for communication and administrative support (Dickerson 2011). This in turn provides an atmosphere that allows full participation of all teachers and reduces isolation within a school community, increased stress places on teachers' obstacles to self sufficient, this limit high creativity in profession (ibid). High teacher's morale is associated by high school performance and vice versa and also shows climate of satisfactions, togetherness, and readiness to cooperate warmly in the tasks Blackburn (2015), Gupta (2008). So it is important school head to make sure that teachers' morale is maintained at high level in order to have high school performance.

2.3.3 Factors Determining Teachers' Morale

In analyzing factors affecting teacher's morale (Govindarajan, 2012) outlined the following factors, work condition, the work itself is the major source of satisfaction which in turn affects the morale of teachers, heavy teaching load with large size classroom reduce teachers' morale. Inadequate salaries cause teachers to fail to sustain the life demands and find other alternatives to supplement that needs (Limo 2014), this reduces teachers work concentration hence affects their morale. A poor

promotion procedure of workers reduces the worthwhile effort of the teachers since they feel that they are not valued. Inadequate Supportive working conditions such as sufficient classroom, availability of teaching and learning resources and materials, working conditions have a moderate lasting effect on morale. Lack of support from managements that can foster teamwork, that increase individual participation in school matters and professional jealousy.

2.3.4 Functions of the Head School that Contributes to High Morale

Farah (2013) asserted that the head of school is a corner stone of the school and have main function of making of ensure that education programs at a school are conducted in premises that teachers have high morale to deal with student needs. It is necessary for them to be equipped with knowledge and skills that enable them to interact with multiple changes and complex tasks of managing human resources at schools to extent of motivating them to perform their duties with high morale. They are required to organize, direct and evaluate day-to-day functions. He/she has to respect the wishes of the school population, replies on their requirements listening on teachers, students and other staffs complain. It is important to develop a network of communications timely, this provide a chance of teachers to contribute in decision making at schools and avoid isolation of some members. Moreover school administrators have responsibility of providing constructive changes that create the atmosphere of cooperation and school development. Head of school also have to motivate teachers and students in providing an environment that leads to academic development. Finally he/ she must inspire teachers to obtain high level of performance.

2.4 Theoretical Framework

This study is based on Adams Equity Theory of motivation and Herzberg's two factor theory in explaining the effect of school culture and administration on morale of primary school teachers as they stipulated in Gupta (2008), Lunenburg (2011), Armstrong (2008) and Teck and Waheed (2011).

2.4.1 Adams Equity Theory

Equity theory was formulated by Adam in (1965). It is one of the process theories which emphasize on the psychological process as the forces that affect feelings and perceptions of workers Armstrong (2008).

The theory states that, individuals in the organization expect equity between that services they provide to the community which are recognized as inputs and what they receive, which are recognized as outputs. Inputs, include contribution to what they give out which include, regular attending to school, regular giving assignments to students, taking enough time for preparing teaching aids, good supervision of school extra curriculum, having remedial classes with students and improvement of teaching new concepts for students. And outputs include what they achieve from job such as fringe benefits, in-service training, recognition, professional developments, accommodation allowance and promotion.

Inputs and outputs are thus important elements in exchange relationship between the organization and its members and creates tension, when the person perceive that the outcomes that he/she received from the organization are fair in accordance with inputs they will become motivated and their morale increases. But when they feel

that the inputs are not fair they will become unsatisfied and they adjust to extent that they provide service, which they feel that is equivalent to what they received from the organization. Individuals also compare their outcomes in term of outcome/ inputs ratio, with other members of the community of the same status. If they found that their ratio is significantly less in comparison of others they feel underpaid and frustrated, but when they found there is equivalence they feel overpaid. The theory assumes that perceived inequality creates tension to teachers and it is responsible for the decrease of their morale by reducing individual's concentration and efforts in achieving organization objectives, from this it was adopted to guide this study process.

2.4.1.1 Criticism of Adams Equity Theory

According to Gupta (2008) Equity Theory has the following criticisms. The theory emphasized only on the visible rewards and overstress, but a teacher may have intrinsic motivation that derives him or her to accomplish organization objective without considering what he/she gain from the school organization. It deals with only one particular aspect which is equity of motivation and neglect intrinsic motivation that my teachers have in carrying out professional objectives. It is not precise enough to predict which actions are most probable. The process by which individuals decides whom to compare themselves is not clear.

2.4.2 Herzberg's two Factors Theory of Motivation

In 1957's Herzberg and associates conducted a motivational study on about 200 accountant and engineers employed by firms in Pittsburgh, and Pennsylvania. Herzberg's aim was to know which factors are responsible for dissatisfaction among

the workers and which are motivating factors. The theory states that, want off the employees divide into two groups, one revolves around the need to develop in ones occupation as a source of personal growth, the second group operates as an essential base to the first and is associated with fair treatments in compensation, supervision, working condition and administrative practice. The fulfillment of the need of the second group does not motivate the individual to high level of job satisfaction and to extra performance on the job. All we can expand from satisfying these needs is the prevention of dissatisfaction and poor performance.

According to this Satisfier or motivating factors are achievements, recognition and the work itself. Hygienic factors include quality of managements, organization policy, and organization culture, security of job and work conditions. If wages are high, job is secured and working conditions are satisfactory, employee morale increase. Strong administrative practice in school that offer technical supervision by using soft skills which increase people morale. Also collaborating culture that enhance conducive relationship of head teachers and other teachers adds performance, further more relationships with subordinates by revealing super cooperation with teachers, friendly working condition and eliminating out isolation accelerates high level of morale associated with increased performance.

On additional to that achievement is one of the factors which an employee expect to reach his/her own goals individually and those of the organization, recognition of an employee, opportunity for advancement, the work structure, expectation of going from low to high position and responsibilities do inspire people to perform their

activities and increase their performance. From this theory was adopted to guide the research.

2.4.2.1 Criticism of Herzberg theory

The theory is basing on the hypothesis which itself is not tested scientifically. Other research studies have shown that there is no always a clear distinction between motivational and maintenance factors.

2.5 Empirical Literature

2.5.1 The Level of Morale that are Exhibited by the Primary School Teachers

In Tanzania teachers have not been given appropriate priority as stipulated in the National Training policy URT (1997). In which various measures were proposed to improve teachers working condition and their income. The government proposed to construct sufficient teachers' house, conducive and sufficient classrooms, in addition to that the government proposed to improve teachers' salaries, fringe benefit and other numeration.

Government has increased pupils enrolments in the primary schools; this has also associated with abolishing of school fees and other contribution. But the working condition in most areas remained un improved and even more worse than before, teachers living condition remain poor and teaching load is high, with a such situation teachers morale has been declined to negative. Increased stress from emotional or physical fatigue caused by over working, lack of respect and recognition, low payment and lack of involvement in decision making are responsible factors for lowering teachers morale (Govindarajani 2012). For long time the government have

failed to recognize teachers claims and improvement of working condition especially in the rural areas. Teachers morale also violated in various areas as investigate by the various researchers.

Bankole & Modupe (2011) conducted a research in Nigeria on motivation of Primary school teachers in order to enhance classroom productivity. Data were collected by using questionnaire, the researchers conducted simple descriptive survey, and stratified random sampling technique was used and was analyzed by using T-test rested methods. The finding indicated that classroom productivity was inadequate due to low level of teacher's morale to extent that teachers decided to inter in strike which lasted over three months. Claiming for inadequate salary, allowance, poor staff development programs and additional responsibility carried out by teachers were inadequately remunerated.

Barmao (2012) conducted a research on cause and effects of conflict on teachers morale in public primary school in Kenya data were collected by using questionnaire, descriptive statistic methods of data collection was simple random stratified and purposive sampling techniques. The findings indicate that, teachers' level of morale was negative due to poor school administration especially in providing feedback for solving school conflict due to restricted communication channel.

Sumra (2004) conducted research on living and working conditions of primary school teachers in Tanzania in rural and in urban areas, in term of housing, salaries attitudes of teachers towards their works. Data were collected by using questionnaire,

semi structured interview and research design was case study and purposive sampling methods was used. The finding was that teachers' show low level of work attitudes and low level of satisfactions on their salary, that also affects their morale level and it was evidenced by engaging in other income generating activities to support their families than in teaching and learning process. Also shows readiness of leaving the occupation when they secure chance in other professional.

Reche et al. (2012) conducted research on factors contributing to poor performance in Kenya certificates of primary schools looking on school based factors, community factors, pupils' factors and teachers' factors. Data were collected by using questionnaire and design of the research was descriptive survey. The finding shows teacher's factor which cause poor performance was teachers' morale level were not sufficient. For that case 66.7% of teachers shows moderate rate of absenteeism, 33.3% indicates low late.

2.5.2 Practices of the School Administration that Contributes to Teacher's

Morale

Administration composed of activities which makes the organization to strive such activities includes coordination of the resource to obtain the ends, proper managements of human resource to maximum production, makes decision on locating of few available financial and physical resources. Byabyegeya (2002), proposed that, educational administrators should include productive work and work achievements dimension. In school administrators should be aware that, teachers' live hood depends on their performance, achievements of the school objectives can be affected by teachers' achievements, living and working conditions. These issues

are responsible for motivation and satisfaction of teachers, which in turn will be translated to productivity with high morale. The administrator at school should create conducive environment with shared mission, vision, value, collective inquiry and ensure that there is collective team work with action oriented, as well as continuous improvements of professional developments and have to reduce teachers' isolation (Cleveland et al 2011). Various scholars have analyzed these problems.

Randolph-Robinson (2007) conducted a research in U.S.A. regarding leadership behavior that contribute to teacher morale and the following were the practice that should be performed by administrator. They should have commitment to student success by demonstrating respect and pursuing student excellent this results in good student discipline that can motivate teachers to deal with their needs. Promoting conducive teaching and learning as well as providing support for continuous learning as life goals, demonstrate respect to each staff, helping each individual improvements and building collegial staff. Commitment to innovation by providing, supporting creativity and upward communication which allow teachers to contribute in decision making in a school. And finally a leader should demonstrate integrity, presents idea, taking responsibility and relating to external situation.

Houchard (2005) conducted a research on principal leadership, teacher's morale and student achievements in seven schools in Mitchell country and found that the following practices improve teachers' morale. The administrators should make effective use of the individual capacity and talents. Provide praise and appreciation to teachers who have done good job, be a set of example of what other teachers are expected to be, to develop cooperation relationship among other teachers, active

listen of staff diverse point of view, treating others with dignity and respect, provide support to decision that people make on their own, build consensus around a common set of value to run the school and should provide freedom and choices of decision on how to work.

2.5.3 The Aspects of the School Culture that Contribute Teacher High Morale

Culture implies a pattern of beliefs and behaviors, it is cultivated in sense that it is learned from other member of the organization, it provide direction and guide lines on how teachers behave in relationships with the expectation of the school and student, (Cleveland et al 2011). In analyzing the concept of the organization culture Gupta (2008) explained the following aspects that may increase workers morale. Providing freedom of working at schools by providing individual autonomy and self control, this will ensure maximum utilization of the individual talents and skills than when they closed supervised, availability of equality and fair justices in the rewarding performance in schools, each member of the staff should be treated in humanistic way, this brings atmosphere of being valued and free as the member of the organization hence prevent isolation of the individual teacher, ensure both economical and social security this facilitate teacher to meet required life expenditure for family and other required needs thus prevents them from looking for other extra activities to supplements on their needs. Social security contributes to safe and conducive working environment as an hygienic factor that attract and prevent movements of teachers to run from the school or teaching professional, finally availability of chance for advancements, this includes reasonable opportunity for academic developments and promotion are very important due to changes that

occur in the global world in order for the teachers to be up to date with changes around a school.

2.6 Research Gap

The authors above did not emphasis on effect of delegation of power, and opportunity for accepting and allowing changes to take place in school. The ability to empower others is one of the keys to personal and professional success and act of empowering others changes lives and it's a win-win situation for your people Maxwell (2002 pg 86, 87). Delegation of power is very important since we are able to harness all potential that teachers have when they are given opportunity and freedom to express in school. To what extent morale of member of staff rise if a school accept new ideas, procedures or rules that are proposed by them and on the same time eradicating out rule, ideas or regulation which are outdated and maintains statuesque.

2.7 Conceptual Frameworks

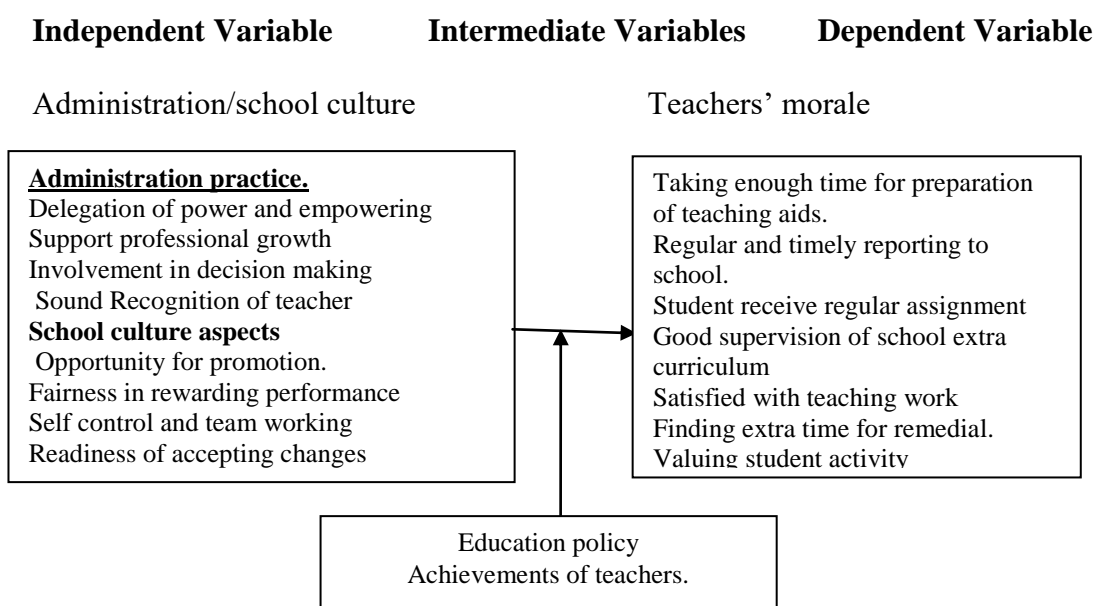


Figure 2.1: Conceptual Framework o Teachers' Morale in Schools
Sources: Research Creativity,(2016)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter represents the methodology that was used in the research process. Which include the following elements; research design, area of study, study population and study sample that was taken as respondent, variable measurement, methods of data collection, validity of instrument, reliability as well as data analysis, data processing and data editing.

3.1.1 Research Philosophy

Saunders (2012) explained on research philosophy as the overlapping term relating to the development of knowledge and the nature of that knowledge. The study applies inter-pretivism philosophy.

3.1.2 Interpretive Philosophy

This is advocated by Saunders (2012). To him, this traced the understanding of the difference between conducting a research among people rather than about the objects. So the philosophy of this research is inter-pretivism which deals with people.

3.2 Research Design

The research design is descriptive research because of the nature of the variable in hand, allows the researcher to describe the characters of individuals, groups' events and situation in a degree of details of the present conditions Gimbi (2012). This type of a research enables a researcher to obtain both qualitative and statistical data.

3.3 Study Location

The research was conducted in Geita rural district in Nkome ward. The area has seven public primary schools, which are Ihumilo, Makurugusi, Mharamba, Mnyara, Mwaloni, Nkome and Nyamarere. The area was selected purposely because it is located in rural areas where social services and working conditions received insufficient improvements that may affect workers morale and reduce their performance rather than in town where social services are available.

3.4 Research Population

A population is a group of individuals, subject, or items from which samples are taken Kombo & Tromp (2006). Nkome ward have 132 primary teachers that was used as targeted population by the researcher.

3.4.1 Sampling Size

A sample is the subject in which measurement is taken; it is the unity of study, Krishnswani (2003). The sample size of the research was 99 teachers from 7 primary schools of Nkome ward. The sample size was obtained from the following formula.

$$n = \frac{N}{1 + N(e)^2}$$

Where N; is the total population of teachers in research areas.

n- Sample size.

e- Level of precision and confidence levels=95%

On substitution we have,

$$n = \frac{132}{1 + 132(0.05)^2}$$

Therefore the sample size will be 99.

3.4.2 Sample Size Description

Table 3.1: Sample Size Description

Categories of Respondents	Total Population	Sample Size
Primary School Teachers	124	91
Head Teachers	7	7
Ward Education Officer	01	01
Total	132	99

Source: Researcher,(2016)

3.5 Sampling Design

Kothari (2004) defined sampling design as a plane for obtaining a sample from a given population or it refers to technique or procedure the researcher would adopt in selecting items for the sample. In this study both simple random and purposeful sampling was used.

3.5.1 Selection of Respondent

The respondent of the study were primary school teachers, head teachers and ward Education officers. Teachers' population is 132 in which 99 teachers were selected as respondent; this involves writing all the names of teachers on pieces of paper that were folded and mixing them in the box. One name was picked random without replacing, the name of teachers who were picked participate in the study process. The head teachers and ward Education officers all were included in the study.

3.5.2 Variable Measurements

A variable refers to deference, or attributes of qualities of the case that we measure or record, Kombo & Tromp (2006). The study use practice of school administrator

and aspects of culture as independent variable which include, delegations of power and empowering, sound recognition of teachers, reasonable daily teaching load, support of professional growth, opportunity for promotion, opportunity for in service training, opportunity for allowing and accepting changes, fairness in rewarding performance, atmosphere of team working, availability of accommodation and social security and free communication channel. Dependent variable is teacher's morale and intervening variable are education policies and achievements. Measurement is a process of mapping aspects of domain onto other aspects of range according to some rules of corresponding Kothari (2004).

3.6 Methods of Data Collection

In the study data was collected by use of self-administered questionnaires and interview guide to ensure reliability and validity of data and was considered as primary data.

3.6.1 Primary Data

Is the information that a researcher obtains them direct from the respondent by using research instruments Gimbi (2012).

3.6.2 Face-to-Face Interviews

Kothari (2004) defined as a presentation of oral verbal response, and reply in terms of oral-verbal response. This was responsible for establishment of rapport with respondents, facilitate their cooperation and also he was able to provide them explanation to some ambiguity issue.

3.6.3 Self-administered Questionnaires

Massomo & Ngaruko (2012) defined as a data collection tools which written questions are presented and answered by the respondent. The researcher has used this methods since cater for large sample.

3.7 Validity of Instrument

Validity is a most criterion and indicates the degree to which an instrument measures what is supposed to measure Kothari (2004). To ensure validity of instrument in the study the instrument were developed under close directions of supervisor. After that the question was confirmed by conducting pre test to tenth of the population in order to identify ambiguity in the instrument to realign with the objectives.

3.7.1 Research Reliability

Reliability is the extents to which the instrument used will produce constant score when the same groups of individual are repeatedly measured under the same conditions for that case the instrument have stability and equivalence Kothari (2004). To improve reliability in the study condition was standardized under which the measurement was taking place by assuring external sources of variation are minimized and also direction for measurements from group to group have no variation. The study administered one type of questionnaire to teachers and using cronbach reliability test alpha value range of 0.737-0.783 were attained showing that the tool was suitable for assessing the influence of school culture and school administration on teachers morale in Nkome ward where by the minimum acceptable alpha value is 0.5 Kothari (2004).

3.8 Data Processing and Analysis

Data processing refers to orderliness in research data, and data analysis refers to examining what have been collected and maintain deductive reference Kombo & Tromp (2006). The researcher has used statistical table's analysis and descriptive analysis and also used SPSS soft ware. The qualitative data was organized according to them identified from question and analyzed using content analysis.

3.9 Data Editing

This is a situation of making sure that data are free from error. Data should be complete in all aspects for subjecting them for further analysis Krinshnaswami (2003).Data was edited by a researcher during time of collection and after wards in processing.

3.10 Ethical Considerations

Ethical issues these are professional conduct and moral value that a researcher has to observe in all stages of the research process Creswell (2002), in this study the researcher has observed the following ethics. Before starting data collection a researcher obtained permission from Director of Development in Geita district whom introduced him to head of schools.

Respondents were not forced to participate in a research process rather it was a willing process, respondent were not given any incentives for them to participate in a research process and sensitive information from the respondents was not asked during the process of data collection and after data collection the information obtained remained confidential.

3.11 Chapter Summary

This chapter is about research methodology that was adopted in whole process of research. A research design is descriptive analyzing both qualitative and quantitative data. The study was conducted in Geita rural district in Nkome ward, with about 132 populations of primary school teachers. The population have different level of education and working experience, a research used 91 teachers and 7 head teachers and one ward Education officer to make 99 respondents by simple random and purpose sampling respectively. Face-to-face interview and self-administered questionnaire were used as instruments for data collection. After that data were analyzed and edited with SPSS soft ware, more over reliability consideration and validity issue have been explained in this chapter and finally ethical consideration that was considered during the whole process of the research have been explained.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

4.2 Respondents Background Characteristics

In this chapter, data regarding the influence of school culture and school Administration on teachers' morale in Geita district have been analyzed and discussed. The first part presents demographic information, while the second part presents the data arranged in accordance with the specific objectives that guide the study as follows:

The level of teachers' morale exhibited primary school in Geita district; the practice of the school administration that contributes to teachers' morale; and aspect of school culture that contribute to teachers.

Information about respondents' background in Nkome ward is represented in this section this includes; primary school names, gender, age, level of education, Experience in teaching professional. This provides picture on the nature of the people that participate in this study.

The study was conducted in Nkome ward with seven government primary schools which includes; Ihumilo primary school, Makurugusi primary school, Mharamba primary school, Mnyara primary school, Mwaloni primary school, Nkome primary school and Nyamarere primary school.

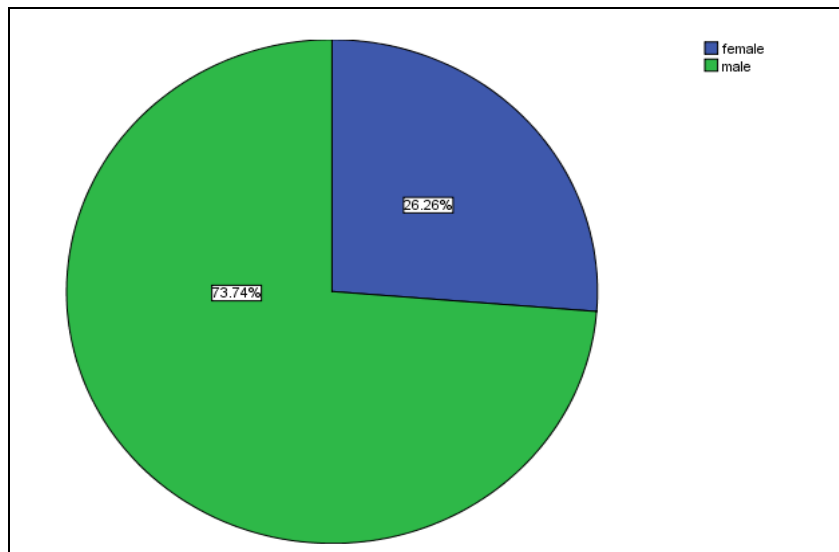


Figure 4.1: Gender of Respondent

Source: Researcher Field Data (2016)

Figure 4.1 shows gender distribution of respondents where by male were 73.74% and female were 26.26% this implies both gender were involved in the study, the difference also indicates that female teachers are few compared to male teachers in the study area.

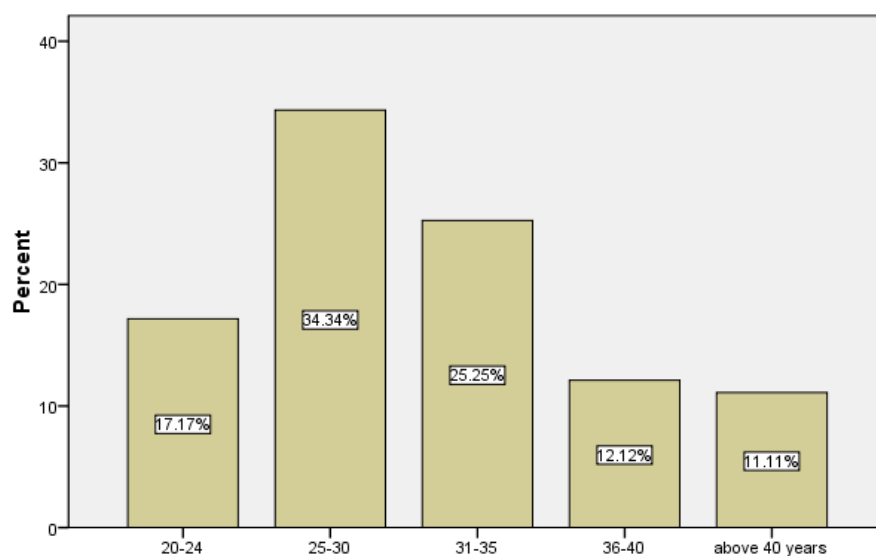


Figure 4.2: Age of Respondent

Source: Researcher Field Data (2016)

Figure 4.2 shows age distribution of the respondent where 17.17% of the respondents were in the age 20-24, 34.34% were in age of 25-30, 25.25% were in age of 31-35, 12.12% were in age of 36-35 and 11.11% were in above 40 years. This indicates that most of the respondents were adults and they are conscious.

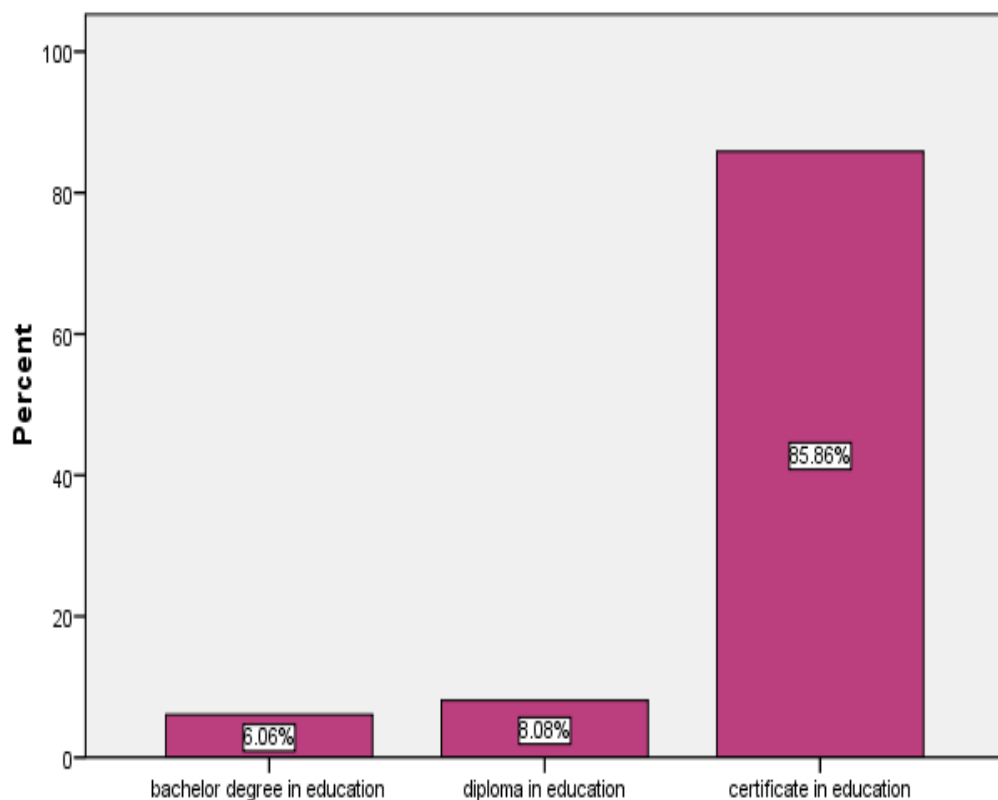


Figure 4.3: Level of Education

Source: Researcher Field Data (2016)

Figure 4.3 indicates majority of the participants 85.06% were having certificates in education. 8.08% of respondent were having diploma in education and 6.06% were degree holders. This shows that teachers in primary schools in Nkome ward have professional knowledge, skills and ethics that require positive school culture and good and organized administration process for them to have high morale.

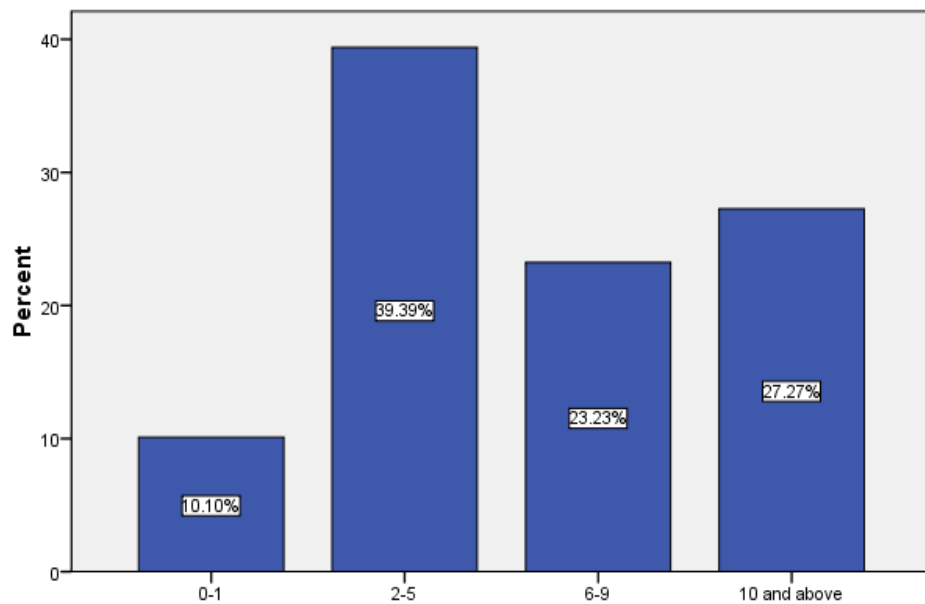


Figure 4.4: Respondent Experiences

Source: Researcher Field Data (2016)

Figure 4.4 indicates that, 39.39% of the respondent had work in school with 2-5 years, 23.23% had 6-9 years, and 27.27% were having 10 and above years working and 10.10% was having 0-1 year of teaching. This implies that majority of respondent have sufficient experience in teaching.

4.3 Level of Teachers' Morale Exhibited Primary Schools in Geita District

The first research objective was to assess the level of morale that exhibited in primary school teachers in Geita rural. Several healthily school environmental factors were used to gather the information through questionnaire. These items were used to measure level of teacher's morale which include; situation of the working condition, the teaching work itself, presence of respect and recognition, communication procedure, professional development opportunity, income obtained and availability of resources that aid teaching and learning process. If teachers agree with these items, it indicates they have positive feeling and they are able to carry out

their obligations with high morale. The Figure 4.5 indicate the level of teachers' morale from their response indicated in each measured factor.

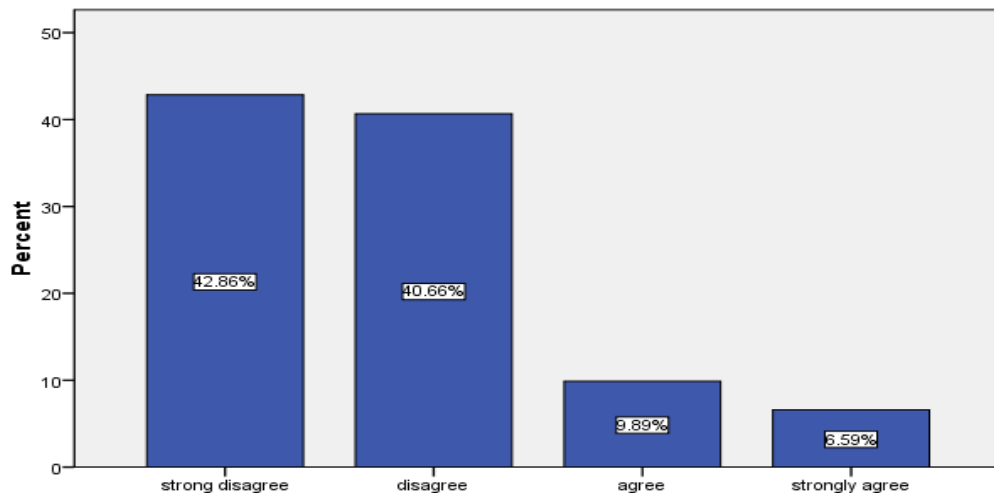


Figure 4.5: Working Condition

Source: Researcher Field Data (2016)

The Figure 4.5 is about working condition, the response is 42.86% strongly disagree and 40.66 %disagree, 9.89% agree and 6.59% strongly agree this shows that working condition are not conducive since 83.52% rejecting the question. This implies that the majority of teachers disagreed with the item that indicated they were working in conducive environment. Thus, this lowered their level of motivation.

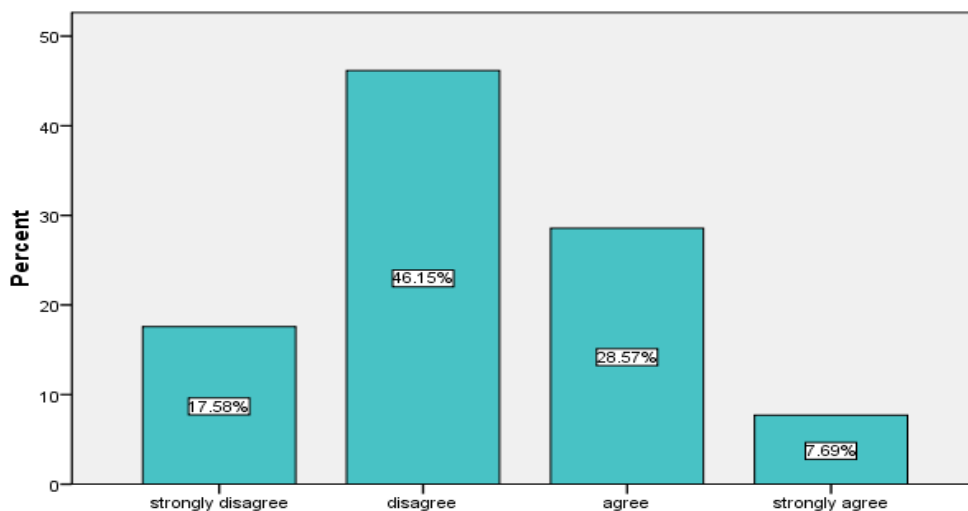


Figure 4.6: Feel the Work Meaningful

Source: Researcher Field Data (2016)

Figure 4.6 is about feeling if the work meaningful where 17.58% shows strongly disagree, 46.15% disagree, 28.57% agree and 7.69% strongly agree this indicates that teachers feels as the works in not meaningful. It was interesting to find that the majority of teachers felt that their work was not meaningful to them, and thus, their level of motivation was lowered.

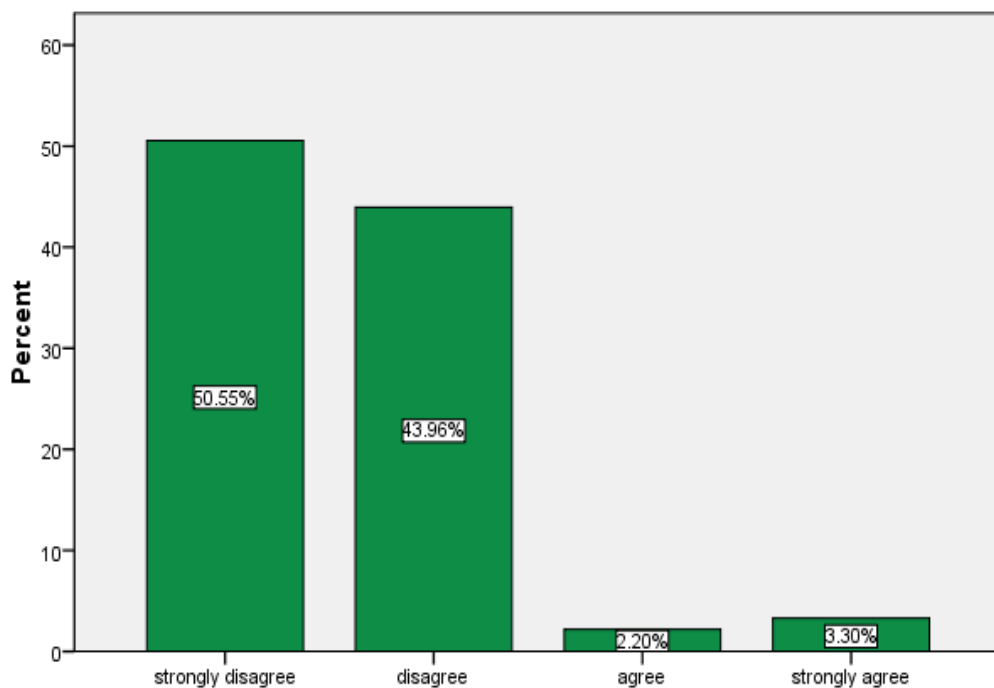


Figure 4.7: Salaries is Fair and Adequate

Source: Researcher Field Data (2016)

Figure 4.7 shows monthly salaries it indicates 50.55% response strongly disagree, 43.96% disagree, 2.20% agree and 3.30% strongly agree this shows teachers salary is not fair and adequate.

Figure 4.8 is about community respect and recognition response are 25.27% strongly disagree and 49.45% disagree, 23.08 agree and 2.20% strongly disagree this shows community around does not respect and recognize teachers.

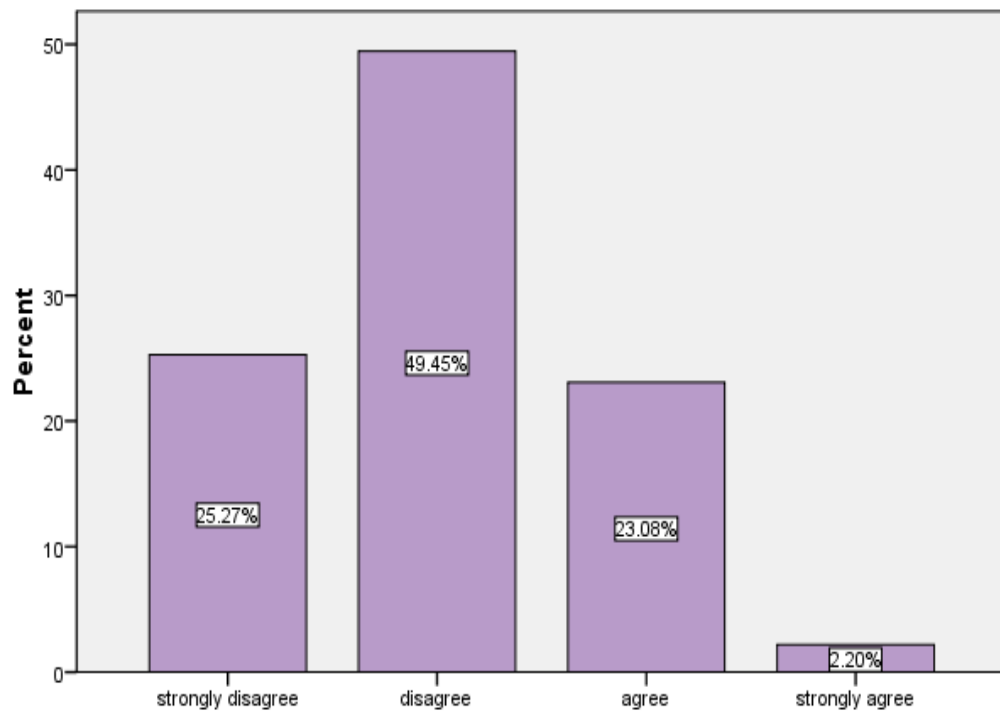


Figure 4.8: Community Respect and Give Recognition to the Teachers

Source: Researcher Field Data (2016)

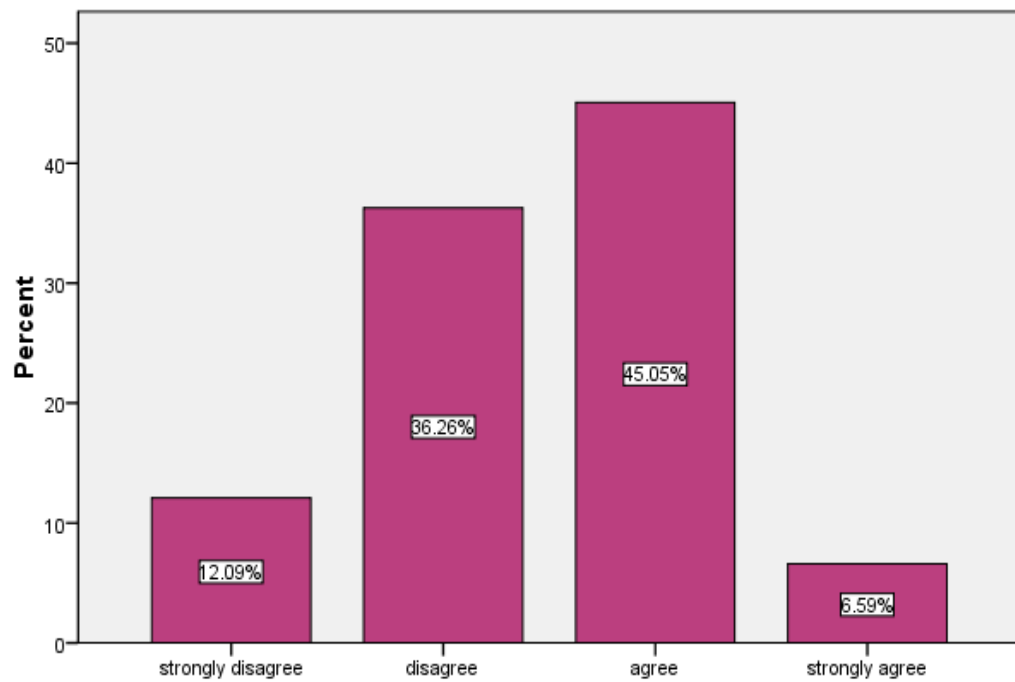


Figure 4.9: Communication Channel

Source: Researcher Field Data (2016)

Figure 4.9 is about communication channel the response are 12.09% strongly agree, 36.26% disagree, 45.05% agree and 6.59% strongly agree this show that there is moderate channel.

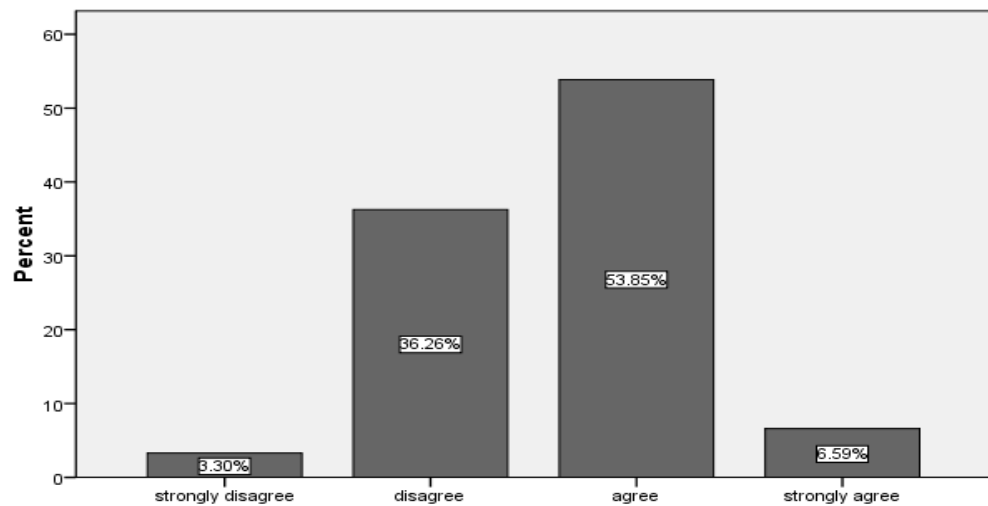


Figure 4.10: Participation with Head Teachers

Source: Researcher Field Data (2016)

Figure 4.10 shows participation with head teacher response are 3.30% strongly disagree, 36.26% disagree, 53.58% agree and 6.59% strongly agree this shows that head teacher participate with teachers.

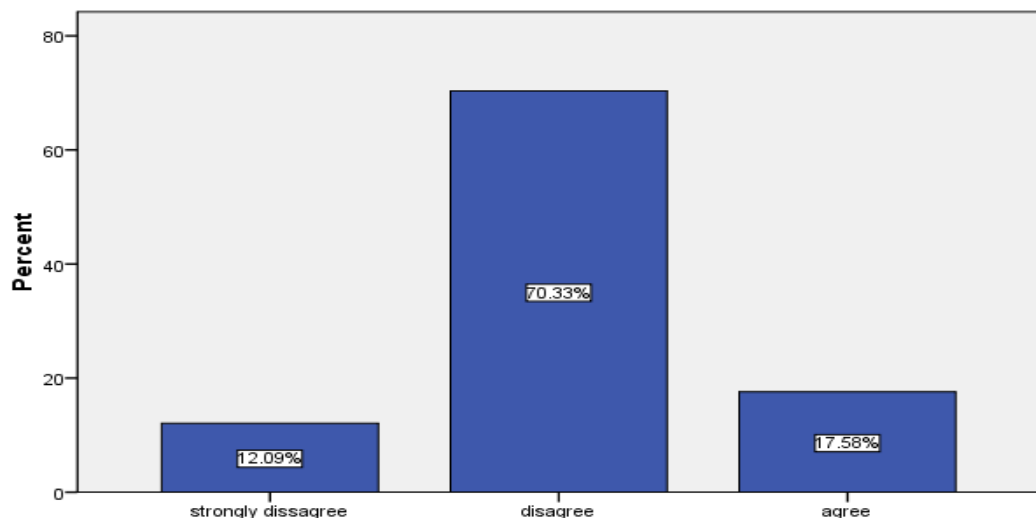


Figure 4.11: Recognition for Achievements

Source: Researcher Field Data (2016)

Figure 4.11 is about recognition for achievements it shows 12.09% strongly disagree, 70.33% disagree, and 17.58% agree this shows teachers do not receive recognition.

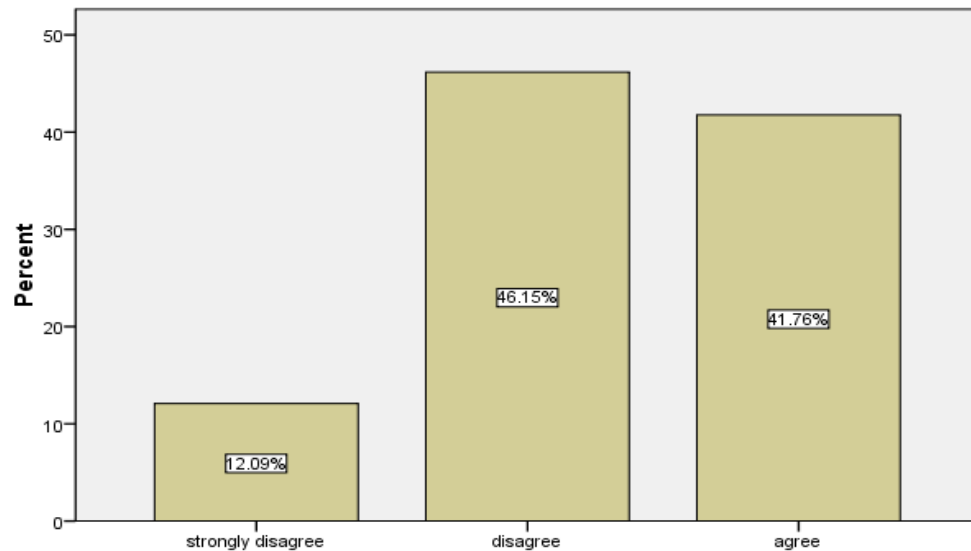


Figure 4.12: Chances for In-service Training

Source: Researcher Field Data (2016)

Figure 4.12 shows chance for in-service training it shows 12.09% strongly disagree, 46.15% disagree and 41.60 agree this shows their few in-service training opportunities.

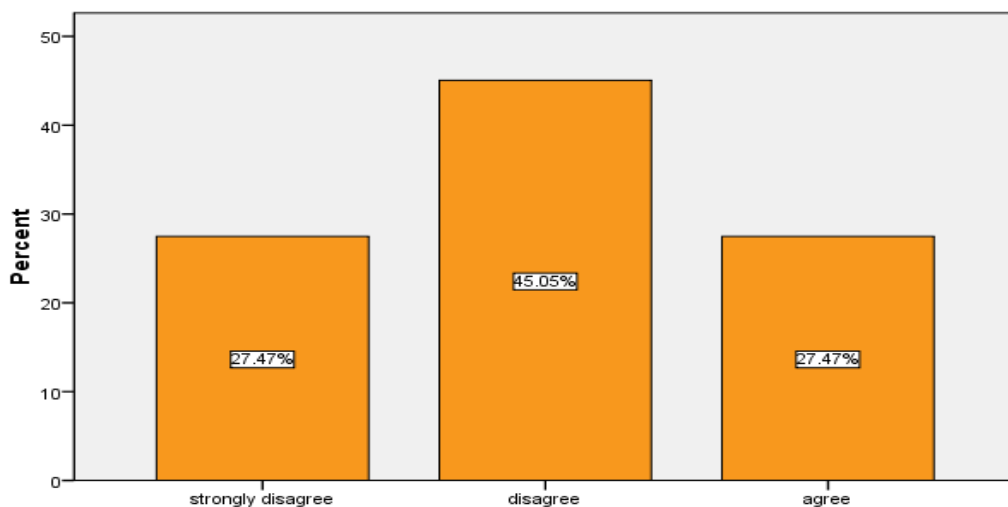


Figure 4.13: Teaching Load if is Reasonable

Source: Researcher Field Data (2016)

Figure 4.13 is about teaching load if is reasonable it shows 27.47% strongly disagree, 45.05% disagree and 27.47% agree, this indicates a teaching load is not reasonable.

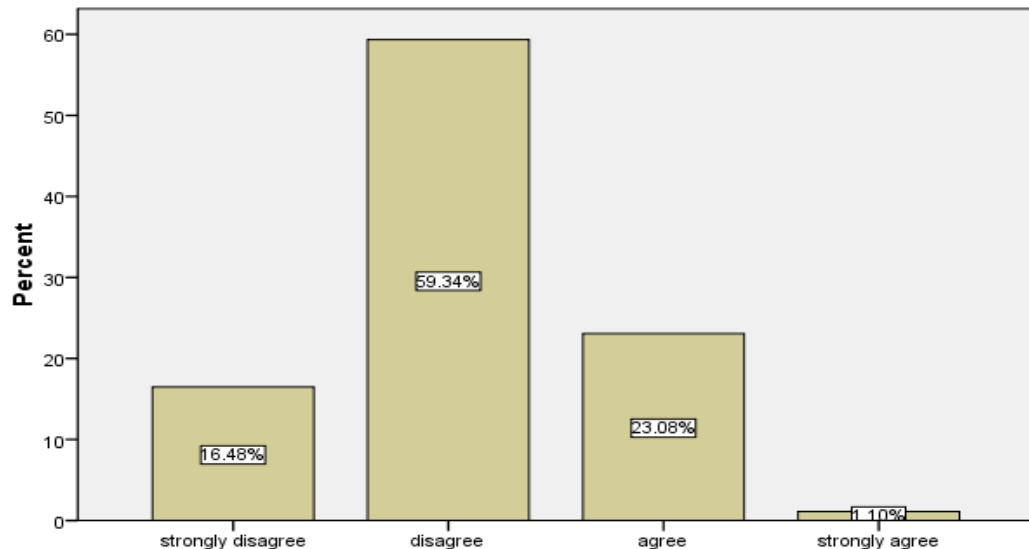


Figure 4.14: Availability and Distribution of Instructional Resource

Source: Researcher Field Data (2016)

Figure 4.14 is about availability and distribution of instructional resource it shows 16.46% strongly disagree, 59.34 disagree. 23.06% agree and 1.10% strongly agree, this indicates instructional resources distribution is not fair and justices.

From the Table 4.1shows responses, teachers' disagreed with most of the positive environment that would possibly raise their motivation and which were required and necessary for development of positive feeling in teaching professional Hoy and Miskel (1987).

These data correspond with those of Bankole and Madupe in (2011) in Nigeria which revealed inadequate classroom productivity due to teachers claiming for adequate salaries, staff allowance and poor staff development as well as absence of remunerations of teachers' additional responsibility. Also the data corresponds to the

finding of Sumra in (2004) which indicates that teachers' salaries are poor and unable to support family requirements. It is fairly to conclude that, teachers in this study had very low motivation.

Table 4.1: Summary of Response of Teachers' Morale for above Results

	Morale indicator	% of response			
		Strong disagree	Disagree	Agree	Strongly agree
1.	Your working conditions is conducive and attractive	42.86 %	40.66 %	9.89 %	6.59 %
2.	Teaching profession helps you to feel the work is meaningful and important	17.58 %	46.15 %	28.57%	7.69 %
3.	Monthly salaries is fair and adequate to meet family requirements	50.55 %	43.96%	2.20%	3.30 %
4.	As a teacher community around respect and provide recognition which you deserve	25.27%	49.45%	23.08%	2.20 %
5.	Communication channel of head teacher with staff is well developed and maintained	12.09%	36.26%	45.05 %	6.59 %
6.	The head teacher participate with staff in professional development	3.30 %	36.26%	53.85 %	6.59 %
7.	In your school teachers receive recognition for the outstanding achievements	12.09 %	70.33%	17.58 %	0.0 %
8.	In your school teachers receives in service training for their professional development when necessary	12.09 %	46.15 %	41.60%	0.0 %
9.	Daily teaching load is reasonable and not whelming	27.47%	45.05%	27.47%	0.0%
10.	Availability and distribution of instruction resources if fair and justice	16.46 %	59.34 %	23.06%	1.10%

Source: Researcher Field Data (2016)

4.4 Practice of School Administrators that Contribute to Teachers' Morale

The second research objective was practice of school administrator that contributes to teacher morale. Administration has a crucial function in development of teachers' morale and is responsible for positive or negative difference Randolph-Robison (2007). Interview schedule was used to measure various factors that could contribute to teacher morale. These included: opportunity in various administration processes, availability of support for their development, availability of accommodation, security and sense of team work in school community. Eight respondents were involved in which seven were primary school heads and one ward Education officer by looking their ability to use their knowledge and skills in school administration process; the following responses indicate their ability under interview guide. The first question was: How do you involve your teachers in decision making process? Some of the responses were as follows:

....head teacher 1: "I make sure that all teachers attend weekly meeting. Here is where everybody is allowed to air his or her views on anything that they want. In this way, teachers are well involved in decision making process"

..Head teacher 2: "I ensure that what teachers have today is listened to. For example, when a teacher suggest something, I ensure that it is picked out, assessed and if it is valid, it is implemented"

.....head teacher 3: "My teachers are empowered and given authority of implementing what they propose in the meeting. I delegate powers to teachers in rotational basis to ensure every eligible teacher has a chance to lead"

From the responses above, the school leaders show that they allow teachers to make decision, which implies, they struggle to raise teachers morale. These data correspond with those of Olorunsola and Oyebaji (2011) who found that to motivate

teachers, school management needs to involve them, in administration process including, preparation or amending rules of schools, proposing and contributing to school development plans, staff development programs, discipline student, preparation school budgets, distribution and allocation of school resources, staff welfare scheme and count of vital issues in school.

However, Samkange (2012) observed that, teachers may be involved in decision-making process, but their views may not be considered. This, Samkange points, meeting or listening to them without accepting and implementing their contributions is loss of time. The second question was set to determine areas where teachers are involved in decision-making. The question was: give out areas where teachers should be involved in decision-making?

And the responses were as follows.

*..head teachers 1,2, 3, 6 and 7 provide the same responses:
“Distribution of subject period were every teachers is given
authority to selects subject and the class to teach ,supervision
of sports and games departments and self reliance supervision
one or two teachers are assigned”*

*..head teachers 4,5 and 8 responses were of the same: “ in
preparation of school budgets , head of departments are
allowed to provide contribution ”*

From the above response it was revealed that teachers are not full involved in all aspects of school administration process *ibid*. The third question was set to determine the condition in which a good teacher was recognized. The question was: What condition do you consider to recognize the effective teacher? The response was as follows.

....head teachers 4, 5 and 8: "Teacher who are always punctual and who care about the student learning and achievements"

....head teachers 1, 2, 3, 6 and 7: "Teachers experience, education level and discipline of a teacher"

From the above responses, the head of schools recognize quality teaching by looking at teachers' lesson plans, scheme of works if they are well prepared and also on students' assignments, notes if they are well organized and marked, this indicates that few conditions are considered in recognizing an effective teacher.

These responses are in line with those of Farah (2013), who outlined the following quality of the effective teacher; teachers commitment to student learning, competent of the subject he/ she teaches, having responsibility for managing and monitoring student learning, teacher who think systematically about their practice and learn from experience and lastly teachers as members of the community by contributing to the effectiveness of the school and by collaborating with others.

Question four was set to determine the main reasons for delegation of the school functional activities, the question was: Explain why there is a need for delegation of school functional activities to teachers. The response were as follows

....head teacher 1: "in order to facilitate completion of different tasks at the same time in school it is better that tasks are distributed to various teachers who have experience and competence so that they are completed in required time"

....head teacher 3, 2, 6, 7 and 8 : "When they are out of the school community, it is necessary to handle the office to assistance head teacher, so that when a parents or any visitor come have to find him or her in the office"

.....head teacher 4: "in order to give teachers experience of various administration processes that are taking place in school premises so that in future time he or she may become a school heads"

...head teacher 5: "To prevent conflict that could raise at school, because some teachers if they are not included in administration process they create conflict by reacting with others"

Response from head teacher 1, 4 and 5 somehow corresponds to the finding of (Morake et al 2012) who revealed that, the main reason for delegation in school emanates from the fact that the task of running the school is too broad as responsibility for one person, other reasons include; to save time, increase success, motivates subordinates, reduce heavy workload associated with school head.

The fifth question was designed to determine obligations that are delegated to teachers. The question was: list down obligation you should delegate to your teacher.

The response were as follows

.....head teachers 1, and 5: “preparation of school budgets it is important each department to have chance of giving out their requirements that they have to be provided in order to ensure student learning”

.....head teacher 4: “supervision of school resources various teachers are given different departments so that it can be easy for them to monitors the resources in the school and prevents wastage of the resources”

....head teachers 2,3,6,7 and 8: “teaching and learning process each teacher is accountable for a particular class with specific subject, supervision of sports and games, supervision of self reliance process”

From the above response of head it was revealed that head teachers provide delegated to their subordinates some tasks and other obligations are centralized, this is done either they have no knowledge or purposely with aims of hiding some issues that are taking places in schools. But somehow correspond to (Lunenburg 2010) who asserted that delegation process require a degree of understanding between the superior and subordinates and involve action of creating of accountability in which subordinates will be accountable and it must include all administrative tasks,

teaching and learning process, laboratory services, extracurricular activities, library services and welfare service in school.

The sixth question was designed to determine whether school administrator support professional growth in their school, the question was: what conditions do you consider to support professional growth? The responses were:

....head teachers 4,7 and 8: “availability of resources that support professional growth, since it is a resource that will be used in the whole process of learning and without sufficient resource the whole process of supporting professional growth cannot take place”

From these response few head teacher provide considerations of professional growth by looking on a single factors of resources but it is important that other factors should be considered. Multiple conditions must be considered in supporting professional development in schools, but the most important is to look on its utility to student learning and development. Other factors include availability financial, human and physical resources, learning environment and time that will require undertaking such developments (Philips 2008).

The seventh question was designed to determine ways that are used by school administrators to provide support for the professional growth, the question was: in what ways do you provide support of professional growth? The responses were as follows:

.....head teacher 1, 3, 4, 7 and 8: “they provide a letter that enables a teacher to have permission for further study since the letter will allow a teachers to go for professional study where he or she wants”

This indicates that participants were having limited skills to support professional growth for their subordinates. In analyzing this (Philips 2008) asserted that professional development at school takes place in two forms as formal and informal learning. School administrators should provide support to all form of developments by motivating teachers either with financial or non financial motivation, encourage and sustaining positive action, providing mentoring to less experience teachers, introducing collegial learning where by experienced teachers form groups with less experienced and provide administrative support that sustain learning.

The eighth question was set to determine whether administrators assist teachers to deal with indiscipline student case, the question was: how do you assist your teacher to deal with indiscipline student case? The responses were:

...head teachers 1 and 3: “to write a letter to parents of indiscipline student which require the parents to come to school to have a meeting with him so that may be informed the discipline of his or her children”

....head teacher 2: “conduct meeting with a parent of indiscipline student that inform the parents regarding the discipline of their parents so that even them they observe them at their homes”

....head teachers 4 and 5: “allow teachers to sent home the student for reasonable time so that their parents may become aware of their child’s discipline”

.....head teacher 6, 7 and 8: “having discussion with a teacher by analyzing the cause of indiscipline and they provide a punishments for that student so that they stop or reduce indiscipline case”

From these responses it was revealed that school administrator strive to provide support for teachers to deal with indiscipline case somehow corresponds with (Ngwokabueni, 2015) who outlined that head of school should have close

supervision with their staff and parents for making sure that student are natured in a good discipline more over he/she must invite parents of misconduct in school and inform the ways their children should behave in school otherwise strong punishment my taken to them.

The last question was designed to asses' measures that are taken to ensure teachers cooperation within a school community. The question was: what measure do you take to ensure teachers cooperation within a school community, the responses were;

....head teacher 1,2 and 3: "Having regular meeting with teachers and informing them the school programs that are taking place within the school community"

...head teacher 4,5 and 6: "creating collegial by eliminating informal groups within the schools that divide teachers and create tension within the school community that eventually leads to conflicts"

From the above responses it is revealed that majority of head teachers take action of making sure that school community cooperates but they are limited to few factors and other factors are less considered, it is important that a wide range of factors are considered. Macneil & Busch (2009) proposed that for effective cooperation head teacher should facilitate environmental with potential factors that, promote close bonds among teachers, value and encourages education development, use low criticism style of interaction, encourage supportive relationship, promote sharing of responsibility and services, appreciate the unique talents of each individual and provide leadership decision making for meaningful practice. Basing in the above finding it is revealed that school administrators do not use sufficient administration practice that facilitate development of teachers' morale but they are limited to some factor or practices excluding other.

4.5 Aspects of School Culture that Contribute to High Teacher Morale

The last research objective was what are the aspects of school culture that contribute to high teachers' morale. According to Gupta (2008) presence of freedom on the working area provide autonomy and self control this in turn will provide maximum utilization of individual talents and skills.

Table 4.2: Summary of Percentages Response on Aspects of School Culture that Contribute to High Teacher Morale

SN	Availability of school culture that contribute to teacher high morale	% of response			
		Strongly agree	Agree	Disagree	Strongly Disagree
A	Availability of reasonable opportunity for promotion	0.0%	25.27%	51.65%	23.08%
B	Fairness in rewarding teachers performance	0.0%	16.48%	57.14%	26.37%
C	Opportunity of accepting and allowing changes to take place	0.0%	38.46%	43.96%	17.58%
D	Availability for reasonable opportunity for in service training	0.0%	26.37%	47.25%	26.37%
E	Communication procedures are available and free for every teachers	0.0%	37.26%	51.65%	10.99%
F	Environmental that allow teachers to have autonomy and self control	0.0%	20.88%	48.35%	30.77%
G	Environmental that allow delegation and empowering others	0.0%	21.96%	56.04%	21.98%
H	Atmosphere of responding immediate to the claim and needs of staff	0.0%	28.57%	41.76%	29.67%
I	Availability of accommodation and social security to teachers	0.0%	18.68%	40.66%	40.66%
J	Atmosphere of cooperation and teamwork among members of staff	9.89%	58.24%	19.78%	12.09%

Source: Researcher Field Data,(2016)

In order to assess school culture on how affects teachers morale this study investigated various elements of culture that include; reasonable opportunity for development and promotion, presence of justices, acceptance of changes, responding to the staff claims, power delegation, involvement of staff in decision, security, self control and cooperation.

These factors in their presence facilitate conducive working atmosphere that raise teachers morale. The question was: Are the following schools culture that contribute to teacher high morale available? Below are the responses from the questionnaire indicating their level of morale.

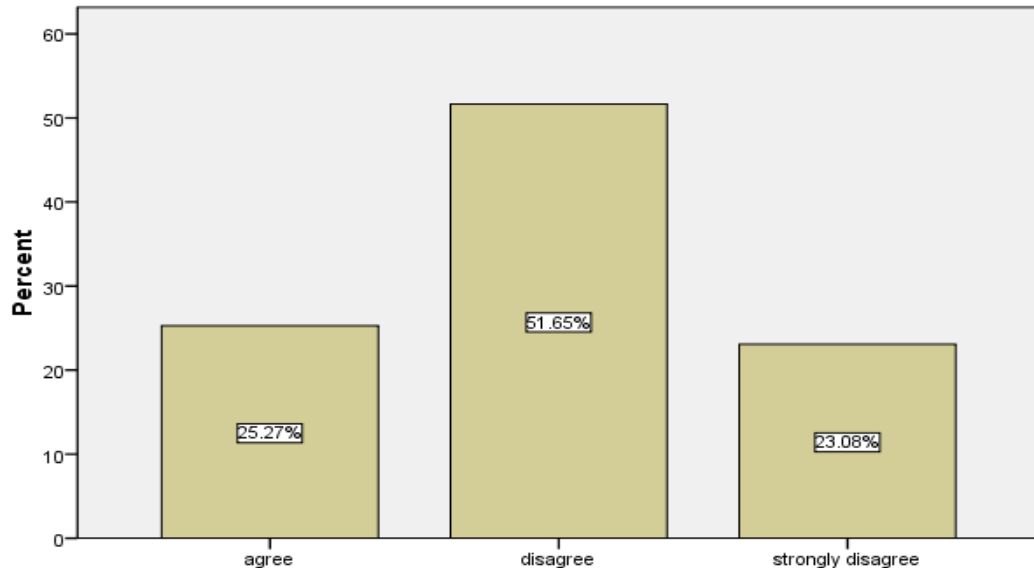


Figure 4.15: Opportunities for Promotion

Source: Researcher Field Data (2016)

Figure 4.15 in above is about opportunity for promotion it shows 25.27% agree, 51.65% disagree and 23.08% strongly disagree this indicates that, their inadequate opportunity for promotion.

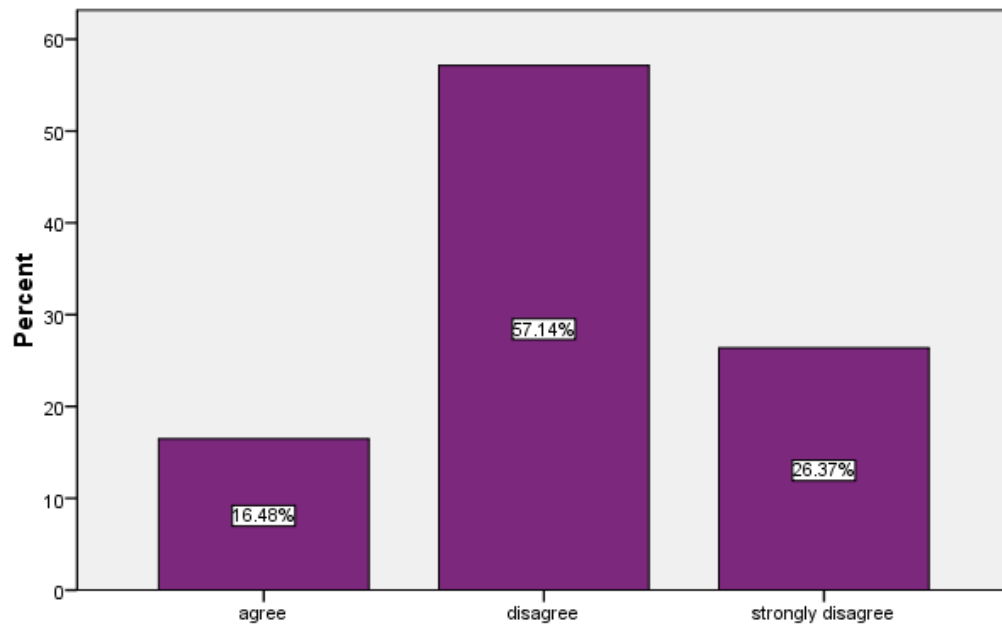


Figure 4.16: Fairness in Rewarding Teachers' Performance

Source: Researcher Field Data (2016)

Figure 4.16 in above is about fairness in rewarding teachers' performance it shows 16.48% agree, 57.14% disagree and 26.37% strongly agree this indicates there is no fair in rewarding teacher performance.

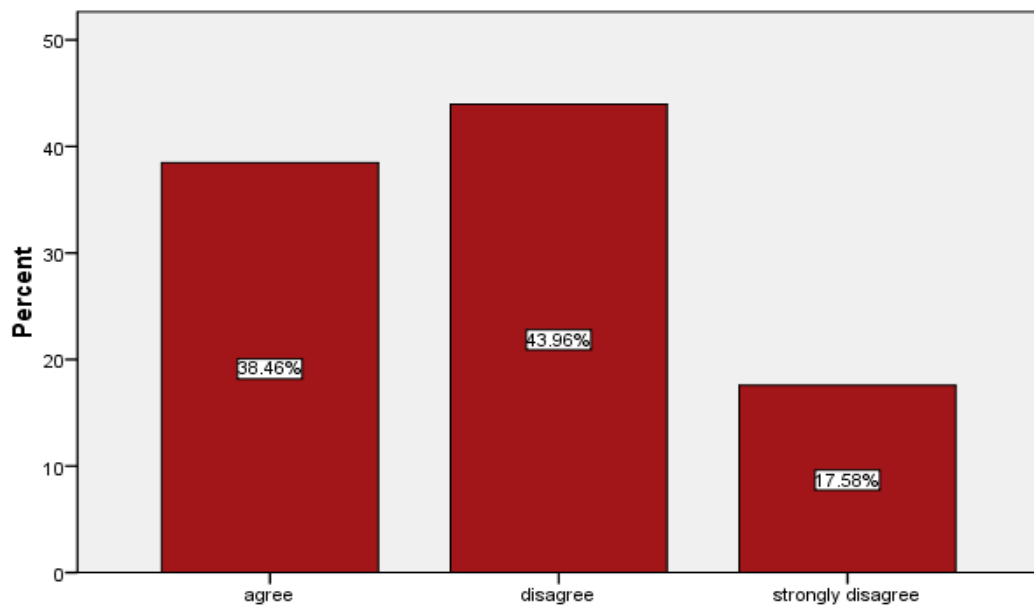


Figure 4.17: Accepting and Allowing Changes

Source: Researcher Field Data (2016)

Figure 4.17 in above is about accepting and allowing changes it show 38.46% agree, 43.96% disagree and 17.58% strongly disagree this indicates that their few chance of accepting and allowing change to take place.

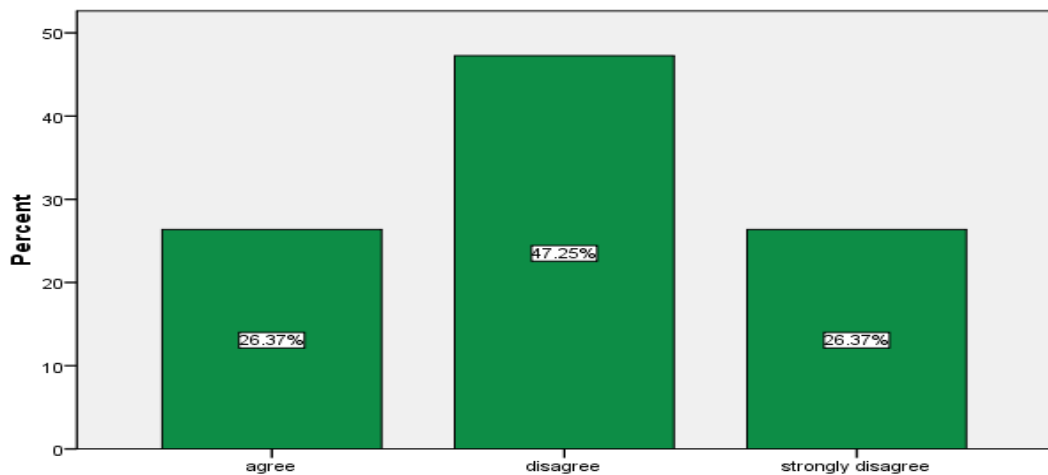


Figure 4.18: Opportunities for In-service Training

Source; Researcher Field Data (2016)

Figure 4.18 in above is about opportunity for in-service training it show 26.73% agrees, 47.25% disagree and 26.37% strongly disagree this indicates that there is inadequate chance for in-service training.

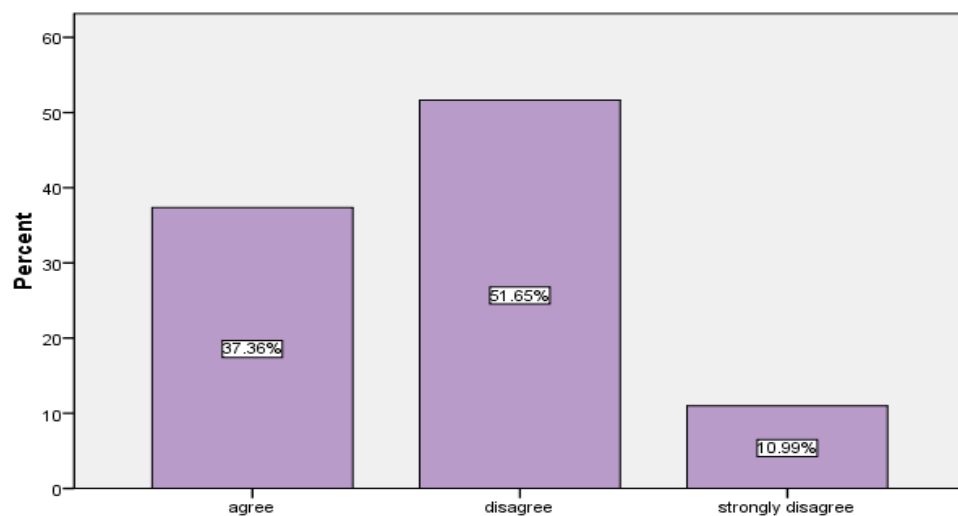


Figure 4.19: Availability of Communication Procedure

Source: Researcher Field Data (2016)

Figure 4.19 in above is about availability of communication procedure it shows 37.36% agree, 51.65% disagree and 10.99% strongly disagree. This indicates that communication procedures are not well developed.

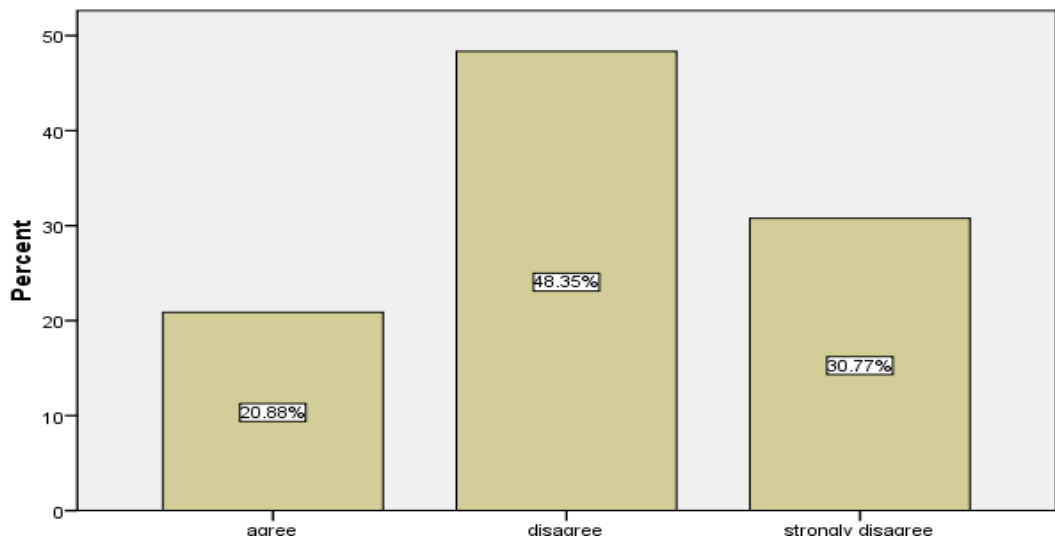


Figure 4.20: Teachers Autonomy

Source: Researcher Field Data (2016)

Figure 4.20 in above is about teachers autonomy it shows 20.88% agree, 48.35% disagree and 30.77% strongly disagree this shows that their few chance of teachers to have self autonomy.

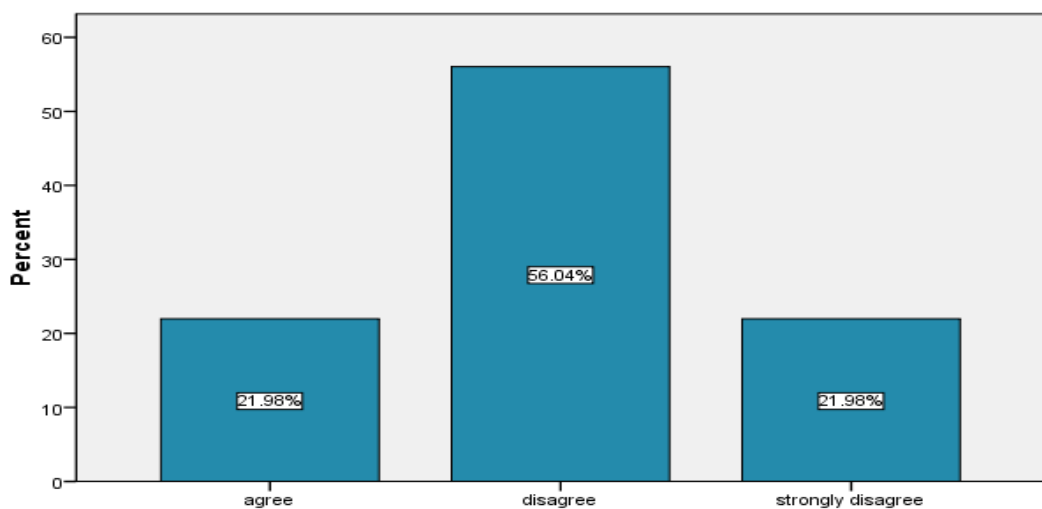


Figure 4.21: Delegations and Empowering

Source: Researcher Field Data (2016)

Figure 4.21 in above is about delegation and empowering and it shows 21.98% agree, 56.04% disagree and 21.98% strongly disagree this shows that delegation and empowering of teachers occur in few cases.

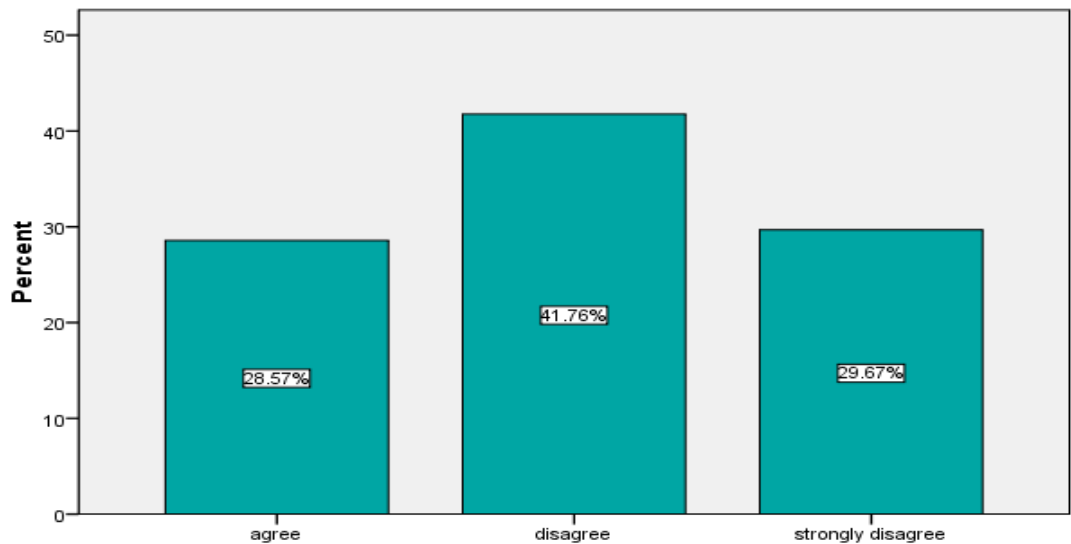


Figure 4.22: Responding to Needs of Staff

Source: Researcher Field Data (2016)

Figure 4.22 in above is about responding to needs of staff, it shows 28.57% agree, 41.76% disagree and 29.67% strongly disagree this shows that they delay to respond on the needs and claims of teachers.

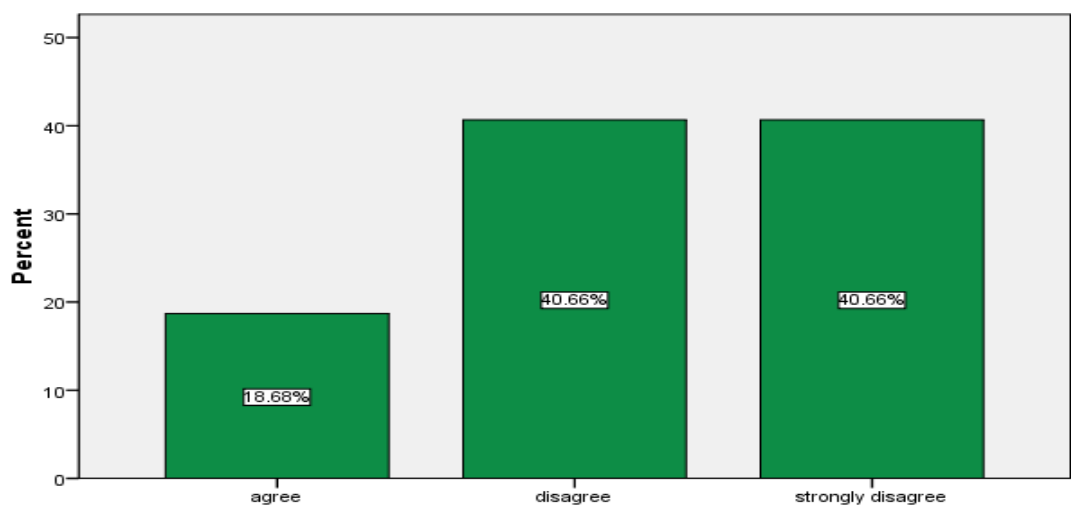


Figure 4.23: Accommodation and Social Security

Source: Researcher Field Data (2016)

Figure 4.23 in above is about accommodation and social security it shows 18.68%, 40.66% disagree and 40.66% strongly disagree this indicates that accommodations and social security is inadequate.

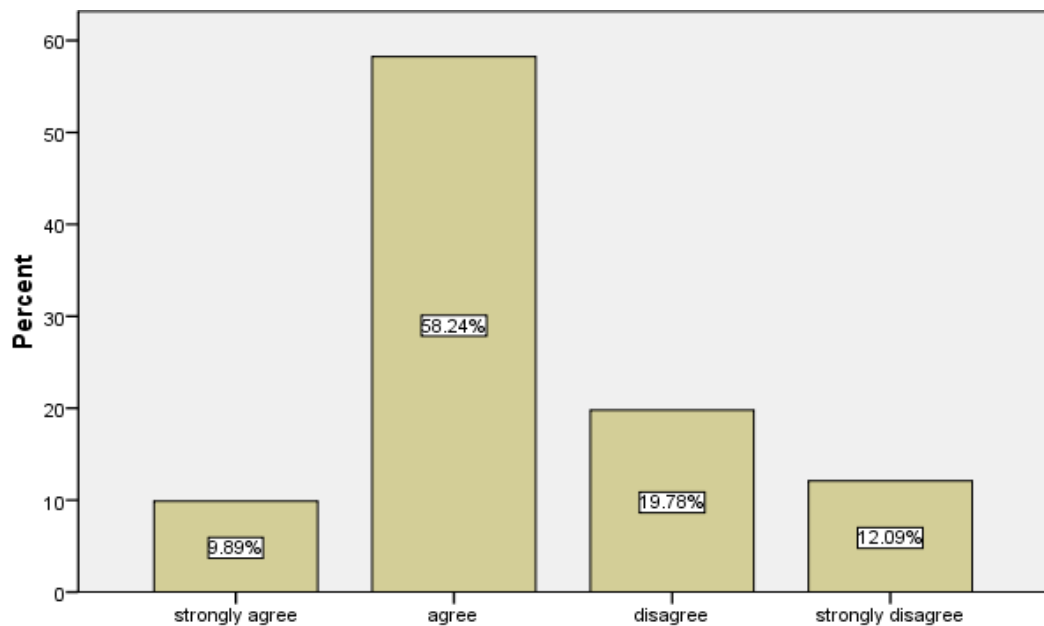


Figure 4.24: Cooperation and Teamwork Opportunity

Source: Researcher Field Data (2016)

Figure 4.24 above is about cooperation and team work opportunity this shows 9.89% strongly agree, 58.24% agree, 19.78% disagree and 12.09% strongly agree this indicates their moderate cooperation among member of staff. Generally it can conclusively argue that a lot of school cultures that are supposed to raise teacher's morale are not available in most of the schools.

4.6 Cross Tabulation

In this study cross tabulation has been done by considering the questionnaires relating to first and third research objectives in which five questions from each questionnaire were used. The second research objectives analysis was done through content analysis tabulation was not done. Age variable of respondents was used to

cross tabulates in questionnaires and Chi square test was used to test goodness of fit to the research the cross tabulation was follows:

Question number (i) in the questionnaire was about the working condition if is conducive and attractive: below is its cross tabulation under age.

Table 4.3: Cross Tabulation Age Frequencies on Working Condition

Age of respondent * working condition Cross tabulation						
Count						
		working condition				Total
		strong disagree	disagree	agree	strongly agree	
age of respondent	20-24	10	3	1	3	17
	25-30	11	17	4	2	34
	31-35	9	12	2	1	24
	36-40	8	1	2	0	11
	above 40yrs	1	4	0	0	5
Total		39	37	9	6	91

Source: Researcher Field Data2016

Table 4.4: Test for Conducive Working Condition

Age of group	20- 24	25- 30	31- 35	36- 40	above 40
Response	13	28	21	9	5

Source: Researcher Field Data 2016

1.H₁- Is the working condition conducive .

2.5% level of significance.

3. Critical value χ^2 .

Degree of freedom is 5-1=4

$\chi^2(5\%.4)= 9.488$

Actual value

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Expected value $\frac{13+28+21+9+5}{5} = \frac{76}{5} = 15.2$

Age of group	Observation O_i	Expected E_i	$O_i - E_i$	$(O_i - E_i)^2$	$\sum (O_i - E_i)^2 / E_i$
20- 24	13	15.2	-2.2	4.84	0.32
25- 30	28	15.2	12.8	163.84	10.78
31- 35	21	15.2	5.8	33.64	2.21
36- 40	9	15.2	-6.2	38.44	2.53
above 40	5	15.2	-10.2	104.04	6.84
					$\sum 22.68$

Source: Researcher Field Data (2016)

The research question has been rejected since the critical value 9.488 is less than calculated value 22.68 therefore the working is not conducive. Question number iii, was about monthly salaries if fair and adequate to meet family requirements its cross tabulation is shown in Table 4.5.

Table 4.5: Cross Tabulation of Age Frequencies on Adequate and Fairness of Salaries

Age of respondent * salaries is fair and adequate Cross tabulation						
Count						
		Salaries is fair and Adequate				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Age of respondent	20-24	5	10	1	1	17
	25-30	17	16	0	1	34
	31-35	16	6	1	1	24
	36-40	7	4	0	0	11
	40yrs and above	1	4	0	0	5
Total		46	40	2	3	91

Source: Researcher Field Data (2016)

Table 4.6: Test for Adequate and Fairness Monthly Salaries

Age of group	20- 24	25- 30	31- 35	36- 40	40 and above
Response	15	33	22	11	5

Source: Researcher Field Data, (2016)

H_1 - is a monthly salary fair and adequate

2. 5% level of significance.

3. Critical value χ^2 .

Degree of freedom is $5-1=4$

χ^2 (5% .4) = 9.488

Actual value= $\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$

Expected value = $\frac{15+33+22+11+5}{5} = \frac{86}{5} = 17.2$

Age of group	Observation O_i	Expected E_i	$O_i - E_i$	$(O_i - E_i)^2$	$\sum (O_i - E_i)^2 / E_i$
20- 24	15	17.2	-2.2	4.84	0.28
25- 30	33	17.2	15.8	249.64	14.51
31- 35	22	17.2	4.8	23.04	1.34
36- 40	11	17.2	-6.2	38.44	2.23
above 40	5	17.2	-12.2	148.84	8.65
					$\sum 27.01$

Source: Researcher Field Data, (2016)

The research question has been rejected since the calculated value 27.01 is greater than the table value 9.488, there for the monthly salary is not fair and adequate meet family requirements. Question number (iv) was about as a teacher a community around respect and provide you recognition, its cross tabulation in the Table 4.6.

Table 4.7: Cross Tabulation of Age Response on Community Respect and Recognition

Age of Respondent * Community Respect and Give Recognition to the Teachers Cross Tabulation						
Count						
		Community Respect and Give Recognition to the Teachers				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Age of Respondent	20-24	7	5	5	0	17
	25-30	8	17	7	2	34
	31-35	3	15	6	0	24
	36-40	3	7	1	0	11
	40yrs and above	2	1	2	0	5
Total		23	45	21	2	91

Source: Researcher Field Data, (2016)

Table 4.8: Test for Community Respect and Recognition

Age of group	20- 24	25- 30	31- 35	36- 40	40yrs and above
Response	11	25	18	10	3

Source: Researcher Field Data, (2016)

H₁- does the community respect and recognizes you

2. 5% level of significance.

3. Critical value χ^2 .

Degree of freedom is 5-1=4

χ^2 (5% .4) = 9.488

Actual value =

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

$$\text{Expected value} = \frac{11+25+18+10+3}{5} = \frac{64}{5} = 12.8$$

Age of group	Observation O_i	Expected E_i	$O_i - E_i$	$(O_i - E_i)^2$	$\sum (O_i - E_i)^2 / E_i$
20- 24	11	12.8	-1.8	3.24	0.25
25- 30	25	12.8	12.2	148.84	11.63
31- 35	18	12.8	5.2	27.04	2.11
36- 40	10	12.8	-2.8	7.84	0.61
above 40	3	12.8	-9.8	96.04	7.50
					$\sum 22.10$

Source: Researcher Field Data, (2016)

The research question has been rejected since the table value 9.488 is less than the calculated value 22.10 therefore the community around does not respect and recognize teacher. Question number vii was about in school teachers receive recognition for the outstanding achievements, its cross tabulation shown in the Table 4.9.

Table 4.9: Cross Tabulation of Age Frequencies on Outstanding Achievements

Age of respondent * recognition for the outstanding achievements Cross tabulation					
Count					
		Recognition for the Outstanding Achievements			Total
		Strongly Disagree	Disagree	Agree	
Age of Respondent	20-24	7	6	4	17
	25-30	2	28	4	34
	31-35	1	17	6	24
	36-40	1	8	2	11
	above 40 years	0	5	0	5
Total		11	64	16	91

Source: Researcher Field Data (2016)

Table 4.10: Test for Teacher Receiving Outstanding Achievements

Age of group	20- 24	25- 30	31- 35	36- 40	40yrs and above
Response	13	30	18	9	5

Source: Researcher Field Data, (2016)

H₁- teachers receive recognition for outstanding achievements

2. 5% level of significance.

3. Critical value χ^2 .

Degree of freedom is 5-1=4

χ^2 (5% .4) = 9.488

Actual value =

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Expected value is = $\frac{13+30+18+9+5}{5} = \frac{75}{5} = 15$.

Age of group	Observation O_i	Expected E_i	$O_i - E_i$	$(O_i - E_i)^2$	$\sum (O_i - E_i)^2 / E_i$
20- 24	13	15	-2	4	0.27
25- 30	30	15	15	225	15
31- 35	18	15	3	9	0.60
36- 40	9	15	-6	36	2.40
above 40	5	15	-10	100	6.67
					$\sum 24.94$

Source: Researcher Field Data, (2016)

The research question has been rejected since the table value 9.488 is less than calculated value 24.94. Therefore teachers does not receive recognition for the outstanding achievements.

Question number x, was about availability and distribution of instructional resources if is fair and justice in the Table 4.11 is its cross tabulation.

Table 4.11: Cross Tabulation of Age Frequency on Availability of Instructional Resources

Age of respondent * availability and distribution of instructional resources						
Cross tabulation						
Count						
		Availability and Distribution of Instructional Resources				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Age of respondent	20-24	5	7	5	0	17
	25-30	3	22	8	1	34
	31-35	3	16	5	0	24
	36-40	3	7	1	0	11
	40yrs and above	1	2	2	0	5
Total		15	54	21	1	91

Source: Researcher Field Data, (2016)

Table 4.12: Test for Availability and Distribution of Instructional Resources

Age of group	20- 24	25- 30	31- 35	36- 40	40yrs and above
Response	12	25	19	10	3

Source: Researcher Field Data,(2016)

H₁- instructional resources availability and distribution if fair and justice.

2. 5% level of significance.

3. Critical value χ^2 .

Degree of freedom is 5-1=4

$$\chi^2 (5\% .4) = 9.488$$

The actual value

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

$$\text{Expected value} = \frac{12+25+19+10+3}{5} = \frac{69}{5} = 13.8$$

Age of group	Observation O_i	Expected E_i	$O_i - E_i$	$(O_i - E_i)^2$	$\sum (O_i - E_i)^2 / E_i$
20- 24	12	13.8	-1.8	3.24	0.23
25- 30	15	13.8	1.2	1.44	0.10
31- 35	19	13.8	5.2	27.04	1.96
36- 40	10	13.8	-3.8	14.44	1.05
above 40	3	13.8	-10.8	116.64	8.45
					$\sum 11.79$

Source: Researcher Field Data, (2016)

The research question has been rejected since the table value 9.488 is less than calculate value 11.79. Therefore availability and distribution of instructional resources is not fair and justice. Question ii; in appendix 3, was about fairness in rewarding teachers' performance. Its cross tabulation on age in the Table 4.13.

Table 4.13: Cross Tabulation of Age on Fairness in Rewarding Teacher Performance

Age of respondent * fairness in rewarding teacher performance Cross tabulation					
Count					
		Fairness In Rewarding Teacher Performance			Total
		Agree	Disagree	Strongly Disagree	
Age of respondent	20-24	3	10	4	17
	25-30	8	18	8	34
	31-35	3	13	8	24
	36-40	1	9	1	11
	above 40 years	0	2	3	5
Total		15	52	24	91

Source: Researcher Field Data, (2016)

Table 4.14: Test for Fairness in Rewarding Teachers' Performance

Age of group	20- 24	25- 30	31- 35	36- 40	40yrs and above
Response	14	26	21	10	2

Source: Researcher Field Data, (2016)

H₁- fairness in rewarding teacher's performance

2. 5% level of significance.

3. Critical value χ^2 .

Degree of freedom is 5-1=4

χ^2 (5% .4) = 9.488

The actual value

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Expected value is $= \frac{14+26+21+10+2}{5} = \frac{73}{5} = 14.6$

Age of group	Observation O_i	Expected E_i	$O_i - E_i$	$(O_i - E_i)^2$	$\sum (O_i - E_i)^2 / E_i$
20- 24	14	14.6	-0.6	0.36	0.02
25- 30	26	14.6	11.4	129.96	8.90
31- 35	21	14.6	6.4	40.96	2.81
36- 40	10	14.6	-4.6	21.16	1.45
above 40	2	14.6	-12.6	158.78	10.87
					$\sum 24.05$

Source: Researcher Field Data, (2016)

The research question has been rejected since the table value 9.488 is less than the calculated value 24.05, therefore teachers rewarding performance is not fair.

Question iii in appendices 3 was about opportunity for accepting and allowing changes to take place it cross tabulation in the Table 4.15.

Table 4.15: Cross Tabulation of Age Frequencies on Accepting and Allowing Changes

Age of respondent * accepting and allowing changes Cross tabulation					
Count					
		Accepting and Allowing Changes			Total
		Agree	Disagree	Strongly Disagree	
Age of respondent	20-24	10	4	3	17
	25-30	11	20	3	34
	31-35	8	10	6	24
	36-40	6	3	2	11
	above 40 years	0	3	2	5
Total		35	40	16	91

Source: Researcher Field Data, (2016)

Table 4.16: Testing for Accepting and Allowing Changes

Age of group	20- 24	25- 30	31- 35	36- 40	40yrs and above
Response	7	23	16	5	5

Source: Researcher Field Data,(2016)

H₁- School accepts and allows changes to take place

2. 5% level of significance.

3. Critical value χ^2 .

Degree of freedom is 5-1=4

$$\chi^2 (5\% .4) = 9.488$$

The actual value

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

$$\text{Expected value} = \frac{7+23+16+5+5}{5} = \frac{56}{5} = 11.20$$

Age of group	Observation O_i	Expected E_i	$O_i - E_i$	$(O_i - E_i)^2$	$\sum (O_i - E_i)^2 / E_i$
20- 24	7	11.2	-4.2	17.64	1.58
25- 30	23	11.2	11.8	139.24	12.43
31- 35	16	11.2	4.8	23.04	2.06
36- 40	5	11.2	-6.2	38.44	3.43
above 40	5	11.2	-6.2	38.44	3.43
					$\sum 22.93$

Source: Researcher Field Data, (2016)

The research question has been rejected since the table value 9.488 is less than calculated value 22.93 their fore there is inadequate opportunities for accepting and allowing changes. Question number v in appendices 3 was about communication procedures are available and free for every teacher, its cross tabulation in the Table 4.17.

Table 4.17: Cross Tabulation of Age Frequencies on Communication Procedure

Age of respondent * availability of communication procedures Cross tabulation					
Count					
		Availability of Communication Procedures			Total
		Agree	Disagree	Strongly Disagree	
Age of respondent	20-24	9	6	2	17
	25-30	15	18	1	34
	31-35	4	14	6	24
	36-40	4	7	0	11
	above 40 years	2	2	1	5
Total		34	47	10	91

Source: Researcher Field Data, (2016)

Table 4.18: Test for Availability of Communication Procedures

Age of group	20- 24	25- 30	31- 35	36- 40	40yrs and above
Response	8	19	20	7	3

Source: Researcher Field Data,(2016)

H₁- communications procedures are available and free for everyone.

2. 5% level of significance.

3. Critical value X^2 .

Degree of freedom is 5-1=4

$$x^2(5\% ,4) = 9.488$$

The actual value

$$x^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

$$\text{Expected value} = \frac{8+19+20+7+3}{5} = \frac{57}{5} = 11.4$$

Age of group	Observation O_i	Expected E_i	$O_i - E_i$	$(O_i - E_i)^2$	$\sum (O_i - E_i)^2 / E_i$
20- 24	8	11.4	-3.4	11.56	1.01
25- 30	19	11.4	7.6	57.76	5.07
31- 35	20	11.4	8.6	73.96	6.49
36- 40	7	11.4	-4.4	19.36	1.70
above 40	3	11.4	-8.4	70.56	6.19
					$\sum 20.46$

Source: Researcher Field Data, (2016)

The research question has been rejected since table value is 9.488 is less than calculated value 20.46. Therefore there is few communication procedures and not free foe every one. Question number viii in appendices 3 was about atmosphere of responding immediate to claims and needs of staff. Its cross tabulation in the Table 4.19.

Table 4.19: Cross Tabulation of Age Frequencies on Immediate Response on Teachers Needs

Age of respondent * responding immediate to the claims and needs of staffs Cross tabulation					
Count					
		Responding Immediate to the Claims and Needs of Staffs			Total
		Agree	Disagree	Strongly Disagree	
Age of respondent	20-24	5	4	8	17
	25-30	7	20	7	34
	31-35	8	9	7	24
	36-40	5	4	2	11
	above 40 years	1	1	3	5
Total		26	38	27	91

Source: Researcher Field Data, (2016)

Table 4.20: Test for Immediate Response on Teachers Needs and Claims

Age of group	20- 24	25- 30	31- 35	36- 40	40yrs and above
Response	12	27	16	6	4

Source: Researcher Field Data,(2016)

H₁- immediate response on teachers needs and claims.

2. 5% level of significance.

3. Critical value χ^2 .

Degree of freedom is 5-1=4

$$\chi^2 (5\% .4) = 9.488$$

The actual value

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

$$\text{Expected value} = \frac{12+27+16+6+4}{5} = \frac{65}{5} = 13$$

Age of group	Observation O_i	Expected E_i	$O_i - E_i$	$(O_i - E_i)^2$	$\sum (O_i - E_i)^2 / E_i$
20- 24	12	13	-1	1	0.08
25- 30	27	13	14	196	15.08
31- 35	16	13	3	9	0.69
36- 40	6	13	-7	49	3.77
above 40	4	13	-9	81	6.23
					$\sum 25.85$

Source: Researcher Field Data, (2016)

The research question has been rejected since the table value 9.488 value is less than 25.85 calculated values; their atmosphere of responding to the claims and needs of staff is slow. Question x in appendices 3 was about atmosphere of cooperation and team work among members of staff, its cross tabulation in the Table 4.21.

Table 4.21: Cross Tabulation of Age Frequencies on Cooperation

Age of respondent * cooperation and team work among members Cross tabulation						
Count						
		Cooperation and Team Work Among Members				Total
		Strongly Agree	Agree	Disagree	Strongly Disagree	
Age of respondent	20-24	3	8	4	2	17
	25-30	4	23	3	4	34
	31-35	1	14	5	4	24
	36-40	1	6	4	0	11
	above 40 years	0	2	2	1	5
Total		9	53	18	11	91

Source: Researcher Field Data,(2016)

Table 4.22: Test for Cooperation in Schools

Age of group	20- 24	25- 30	31- 35	36- 40	40yrs and above
Response	6	7	9	4	3

Source: Researcher Field Data, (2016)

H₁- atmosphere of cooperation and teamwork.

2. 5% level of significance.

3. Critical value χ^2 .

Degree of freedom is 5-1=4

χ^2 (5% .4) = 9.488

The actual value

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

The expected value = $\frac{6+7+9+4+3}{5} = \frac{29}{5} = 5.8$

Age of group	Observation O_i	Expected E_i	$O_i - E_i$	$(O_i - E_i)^2$	$\sum (O_i - E_i)^2 / E_i$
20- 24	6	5.8	0.2	0.04	0.01
25- 30	7	5.8	1.2	1.44	0.25
31- 35	9	5.8	3.2	10.24	1.77
36- 40	4	5.8	-1.8	3.24	0.56
above 40	3	5.8	-2.8	7.84	1.35
					$\sum 3.94$

Source: Researcher Field Data, (2016)

The research question has been accepted since the table value 9.488 is greater than calculated value 3.94. Therefore is atmosphere of cooperation and teamwork among members of school. The finding indicate that teachers have low motivation that have affected their morale level due to poor and unconducive working condition, inadequate monthly salary that is unable to meet the family expenditure, poor respect and recognition from the community around. Also other findings includes limited

opportunity of receiving recognition for their outstanding achievements, few availability of instructional resources, absence of fairness in rewarding teachers performance, limited opportunity for accepting and allowing changes to take place, poor development of communication procedures and limited time to respond on teachers claims and needs. The finding corresponding to finding of Sumra (2004), which revealed poor working conditions with poor housing and inadequate salaries. Nyam(2013) revealed poor motivation practice in Nigeria.

Also the findings corresponds to Rechel et al (2010) that reveals inadequate monitoring from head teachers, lack of motivation to teachers, poor communication procedures', heavy workloads and inadequate teaching and learning resources more over the finding corresponds to Limo (2014) were it was found that teachers receive poor and inadequate monthly salaries. In additional to that the findings somehow differ to that of Houchard (200) who concluded that administrators should make effective use of the individual capacity and talents where by the finding revealed partial use of individual's capacity and talents.

4.7 Discussion of the Findings

In this research the researcher intended to examine the influence of school culture and school administration on how they affect teachers' morale. The study objectives were; what is the level of morale that exhibited in primary school teachers. Two, examine the practice of school administrators that contribute to teacher morale, and the third, what are the aspects of school culture that contribute to high teacher morale.

Bankole and Madupe (2011) conducted a research in Nigeria on motivation of primary school teachers in order to enhance classroom productivity, where factors of teachers salary, staff development process, conducive teaching environments, pupils respect, community recognition, payment of leave bonus and remuneration of additional responsibility of teachers were measured. The finding shows that classroom productivity was inadequate due to low level of teachers' morale claiming for adequate salary, staff allowance, poor staff development opportunity, absence of remunerations of additional responsibility, unconducive teaching environment and poor student respect to teachers.

From the finding of (2016) most of the respondents response indicates that the monthly salaries is unfair and injustices to meet the family expenditure, opportunity for professional development are inadequate and working condition are unconducive, other finding collected from the field reveal that workers performance were inadequate rewarded and also there is a delay on responding on the teachers needs and claims this also indicates administrator practices in administration process does not facilitate formation of school culture that contribute to high teachers morale. The different of this study and that of Bankole and Madupe (2011) is the factor of student respect on teachers was not measured in this research but also factors on delegation of power and delegation were not measured on the former study.

Barmao (2012) conducted a research on cause and effects of conflict on teachers, in public schools in Kenya; the finding indicates that teacher's morale was negative due to restricted poor communication channel caused by poor school administration. From the finding of the research (2016) it was observed school administrators use

limited practice in school administration process, majority of school administrators interviewed failed to show how teachers are involved in decision making process rather they are involved in some aspects while other aspects are excluded. With reference to conditions to consider when recognizing the effective teacher also they did not accurately explain why there is a need of delegation of school functions and what to be delegated to their staffs. More over respondent failed to explain accurately on how they provide support for professional development, all these indicate school administrators have limited knowledge and skills on how to exercise effective administration process.

Randolph- Robison (2007) in his research in U.S.A. regarding leadership behavior that contribute to teacher morale the finding indicates following practices; teacher commitment to student learning, building collegial staff, support creativity, involving teachers in decision making and creating reasonable communication procedures. From study finding of (2016) and (2007) finding indicates that in order to have high teachers morale school administration process is responsible for using appropriate practice that attract and create conducive school culture.

Sumra (2004) in His study in rural and urban areas in Tanzania regarding teachers perception about their working and living conditions and following factors; in-service training opportunity, workload, availability of resource to enable them to carry out their work, salary, housing and benefit from health insurance were measured. The finding revealed that teachers' monthly salaries were not sufficient and not paid on time, presence of heavy teaching load, few accommodation

opportunities with very poor housing, inadequate instructional resources, absence of recognition and few benefit from health insurances.

The finding of Sumra (2004) and the finding of this research indicates the same results in teachers' salary is not enough to meet the family expenditure, heavy teaching load, few accommodation opportunities, poor recognition from the community, poor development of teachers and limited availability of instructional resources. However the research differ in that (2016) factor for benefit from insurance was not involved as it was measured in Sumra (2004).

Reche et al (2012) conducted research on factors contributing to poor performance in Kenya certificates of primary schools looking on school based factors, community factors, pupils' factors and teachers' factors. Data were collected by using questionnaire and design of the research was descriptive survey. The finding shows: inadequate learning resources, inadequate monitoring by head teacher, understaffing, high teachers turn over, lack of motivation, larger workload, absenteeism in both teachers and students and lack of support from the parents.

Teachers' morale levels were not sufficient for that case 66.7% of teachers shows moderate rate of absenteeism, 33.3% indicates low late. This study shows the same results with my findings in inadequate learning resources, poor administration process for school administrators, lack of opportunity for recognition of teachers' outstanding achievements, over whelming teaching load and lack of community support. However they differ in that in 2016 study factors of student absenteeism, teachers' turnover and staffing rate was not measured.

Also this study has identified other factors which were not identified, these include opportunity for accepting and allowing changes to take place, respondents indicate there are few opportunities for accepting and allowing changes to take place for that case resistance to change is common for maintaining status quo. Additional to that another factor was an environment that allows autonomy and self-control of teachers to work, the finding indicates that there is a limited time where teachers are allowed to have self-control for that case restricted supervision and directive control is common. And last factor measured was environment that allow delegation of power where the finding indicates that there is a limited situation where teachers are accountability are delegated to teachers in most cases centralization of functions is on the hands of school heads.

According to Adam equity theory the perceived inequality create tension to teachers, which in turn results in to negative feeling that affect individuals concentration in so doing effort to achieve organization objectives will be reduced. But all this depends on factors of school administrators and school culture for creating and maintaining factors that contribute to positive developments and eliminate inequality perceived. From this various practices and aspect that contribute to high morale have been involved.

4.8 Chapter Summary

In this chapter data from research findings was presented, analyzed and discussed. The presentation was done with accordance with the study objectives, but the background information of the respondent was first to provide information on the nature of the respondents who were involved. The study respondent were 73.74%

male and 26.26% female who were all adults with sufficient working experience and different level of education. The findings of the study were the following: Most of the teachers did not agree with the item used in the study indicating that teachers have low morale due to lack of adequate motivation. lot of aspects of school culture that supposed to raise teachers' morale are not available in most schools. School administrators do not use sufficient administration practice that facilitate development of teachers morale but they limited to few factors

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Overview

This chapter presents summary, conclusion and recommendations of the body, the recommendations are proposed as the measure of creating conducive school culture providing guide for proper administration process for raising and sustaining teachers morale.

5.2 Summary

This study examined the influence of school culture and school administration on teachers' morale in Geita district .The study was conducted in Nkome ward with a total population of 132 teachers, study used 99 respondents in which 91 were primary school teachers, seven were primary school head teachers and one ward education officer. Respondents involved were from seven government primary schools with different level of education and experience in teaching professional, teachers with experience of 2-5 years were 39.9% as the majority group and this implies that teachers involved have sufficient experience in teaching professional. The finding agree with the conceptual frame work that was developed to guide the study, the study found that there is limited administration process that had failed to create conducive school culture and therefore teachers morale is low. The summary of the study are presented in line with the specific objectives of the study which are;

- (i) Level of teachers' morale that exhibited with primary school teachers in Geita rural.

- (ii) Practice of school administrator that contribute to teacher morale.
- (iii) Aspect of school culture that contribute to high teacher morale

5.2.1 Level of Teachers' Morale that Exhibited with Primary School Teachers

Research finding indicates that majority of teachers have low morale, and factors that have contributed:

Factor regarding working condition 42.86% responds were strongly disagree, 40.66% were disagree, this contribute to 83.62% in this factors. From this answer it was indentified that; few action are taken to improve the working condition for teachers, and in most cases condition remain worse. While that was the answer to the first factors the response on feeling about the meaningful of the work in life indicate that 17.58% strongly disagree, 46.73% indicates disagree this contribute to 63.73% this indicates that teachers are less recognized and valued by both community and the government.

In accordance of the monthly salaries the response were 50.55% strongly disagree, 43.96% were disagree, this contributes to 95.5%, this indicating that teachers receive unfair and inadequate salaries to meet family expenditure, this signifies that they are less valued and recognized group. An adequate salary is important for teachers to prevent them from having other generating income activities. In measuring community recognition and respect to teachers the response were 25.27% strongly disagree and 49.45% disagree this contributes to 72.62%, this shows that teachers are less respected and recognized group in the community several factors contribute to this but one factor include their income contribution to the community is small compared to other workers.

In measuring factors of communication channel the response were 12.09% strongly disagree, 36.26% disagree, this contributes to 48.35% opposing while the supporting response were 45.05% agree and 6.59% strongly agree this indicates that there is moderate improved communication channel. But the response on participation of head of school with teachers in professional development were 3.30% strongly disagree, 36.26% disagree, 53.85% agree and 6.59% strongly agree this indicates 60.44% of respondents indicate that administrators participate with teachers when there is chance of professional developments.

Toward the factors of recognizing teachers outstanding achievements the response were 12.09% strongly disagree and 70.33% disagree this contributes to 82.41%, this indicates teachers outstanding achievement is not well recognized. Further observation on whether teachers receive in-service training response were 12.09% strongly disagree, 46.15% disagree, 41.60% agree the opposing response were 58.04% this indicates there is few chance for in service training. In service training opportunity is very important since improve and up to date teachers' skills and knowledge.

In additional to that teaching load was measured to check whether is reasonable, response were 27.47% strongly disagree and 45.05% disagree this contributes to 72.52% this indicates teaching is large and overwhelming. Finally factor of availability of instructional resources were measured and the responses were 16.46% strongly disagree, 59.34% disagree this contribute to 75.80% this indicates that there is inadequate instructional resources to support teachers in teaching and learning process.

5.2.2 Practice of School Administrators that Contribute to Teacher Morale

Research finding under this objective can be summarized as follows;

First factor where respondents were required to indicate how teachers are involved in decision making process 75% of respondents indicated that teachers were involved in a meeting, 25% indicates that teachers are involved by listening their contributions, this shows that teachers are not accurately involved in all aspect of decision making in schools. They are involved only in some areas and excluded in some areas especially in regarding with financial resources. In relation to above finding respondents were also required to indicate areas where teachers are involved, the responses were 62.50% indicates distribution of subject period, sports and games supervision, as well self reliance activities while 37.50% indicates in preparation of school budgets and in supervision of school resources, respondents response indicates as it was stated earlier that teachers are not fully involved in all aspects.

Furthermore factor in consideration to recognize an effective teacher where 62.50% indicates factors of teachers experience, level of education, and teachers discipline while 37.50% indicate by looking teachers lesson plans, scheme of work if they are correct prepared and also to check student notes. Apart from the above factors respondents were also required to show their response on main reason for delegation of power and areas to be delegated, 62.50%% response indicates that they delegate when they are out of school while 37.5% indicates they delegate to give teachers experience, facilitate completion of task in short time, and eliminate resistance. With accordance of areas to be delegated 62.50% respondent indicates teaching and learning activities, supervision of sports and games and also in self reliance, 37.50%

response were in preparation of school budgets and in supervision of school resources, this is an indication that power is centralized in their office.

Poor response were observed on factor for professional growth where respondents were required to provide conditions to consider to support professional growth 37.50% of respondents indicate one reason that availability of teaching and learning material while 62.50% did not respond. In accordance with the ways 62.37% indicates one method that is giving them a letter of permission while 37.50% did not respond; this indicates that there is a few actions to support professional growth.

More over respondents were required to indicate measures used to assist teachers to deal with indiscipline student cases where 62.50% response were writing letter to parents with such a case and having meeting with them and 37.50% indicates that they have to discuss with a teacher to find out the cause of indiscipline. Finally the factor of cooperation within a school community was analyzed where 62.50% response was having meeting with teachers and 37.50% did not respond.

5.2.3 Aspects of School Culture that Contribute to Teacher Morale

The finding under this objective can be summarized as follows:

This can be evidenced by the lack of opportunity for promotion where response was 74.73%, absence of fairness in rewarding teachers performance 83.5%, poor communication procedures were 62.54%, absence of environment that allows teachers self control and autonomy by 79.2%, absence opportunity for delegation and empowering teachers by 78%, few in-services training opportunity where the response was 74% .In additional to that 61.6% response indicates there is resistance

of accepting and allowing changes, lastly 74% of the response indicates absence of professional development programs but there is atmosphere of team work and cooperation were response was 68.13% From this a researcher concluded that teachers have low teachers morale due to lack of good administration that can create appropriate school culture that can foster high morale.

5.3 Conclusion of the Study

Basing on the findings presented in this study it is fairly to conclude that: Teachers in Geita rural district have low morale due to lack of sufficient motivation practice. The majority of teachers show negative response on the item used in the study indicating that they are not satisfied with motivation procedures that are applied to them. School administrators they are limited to few factors in administration process this action does not provide chance for full utilization of individual capacity, talent and skill. Cultural aspects that are responsible for development of teachers morale are not presents, it is important these aspects are developed and maintained.

5.4 Recommendations of the Study

In accordance with the study finding and conclusion the following recommendations were proposed.

- (i) The government has to take deliberate actions of increasing teachers' salaries so that it can enable to accommodate the family basic needs within a given month.
- (ii) The government should have to pay teachers claims on time and other fringe benefit as they are stipulated in national documents.

- (iii) The government should take actions of improving the working environment; this should include building of sufficient school infrastructures that attract student teaching and teachers' house that are equipped with water supplies.
- (iv) Professional development programs should be fair conducted in schools for building capacity and competency for teachers in order to meet with daily global changes
- (v) Head teachers and ward education officers should be given seminars and workshop in order to improve their management practice in schools.

5.5 Areas for Further Research

The results of the study revealed low teachers morale, which was attributed by inappropriate school culture and poor administration practice in school. Therefore studies to investigate strategies to improve school culture and school administration process are required.

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APPENDICES

Appendix 1: Questionnaire

My name is Stephano Manumba a student of Open University of Tanzania (OUT) at Geita Centre pursuing a master degree in Administration, Planning and Policy studies MED APPS. I'm carrying out a research on influence of school culture and administration on the level of morale off Primary Schools Teachers in Nkome word. Please I kindly request you to provide me with information that will be treated confidential for academic purpose .Please do not write your name in this paper

BACKGROUND INFORMATION.

Please tick the right options or fill the right answer in space provided.

1. Name of the school.....
2. Gender ; female ☐ male ☐
3. What is your age range please tick only one
20-24 years () 25-30 () 31-35 () 36-40 () above 40yrs
4. Level of Education attained please tick one.
Master degree in education () Bachelor degree in education () diploma in education () Certificate in Education () other levels of education ()
5. Experience in teaching professional.
0-1 yrs () 2-5 yrs () 6-9 () 10 and above ()

In this part please put a tick \checkmark on a space **showing your level of your morale regarding your professional as a primary school teacher in Geita rural district.**

There is no right or wrong response, so do not hesitate to provide your correct response.

1. Your working conditions is conducive and attractive:

strongly Disagree () Disagree () Agree () Strongly Agree ()

2. Teaching professional helps you to feel the work is meaningful and important;

Strongly Disagree () Disagree () Agree () strongly Agree ()

3. Monthly salaries' is fair and adequate to meet family requirements:

Strongly Disagree () Disagree () Agree () Strongly Agree ()

4. As a teacher community around respect and provide recognition which you deserve:

Strongly Disagree () Disagree () Agree () Strongly Agree ()

5. Communication channel of head teacher with staff is well developed and maintained:

Strongly Disagree () Disagree () Agree () Strongly Agree ()

6. The head teacher participate with staff in professional development:

Strongly Disagree () Disagree () Agree () Strongly Agree ()

7. In your school, teachers receive recognition for the outstanding achievements;
strongly Disagree () Disagree () Agree () strongly agree ()
8. In your school teachers receive in-service training for their professional development when necessary:
Strongly Disagree () Disagree () Agree () strongly agree ()
9. Daily teaching load is reasonable and not overwhelming:
Strongly Disagree () Disagree () Agree () Strongly Agree
10. Availability and distribution of instructional resource is fair and justice
Strongly Disagree () Dagree () Agree () strongly Agree ()

Appendix 2: Interview Guide on Procedure for Practice of School**Administrator that Contribute to Teachers' Morale**

1. How do you involve your teachers in decision making process?
2. Give out areas where teachers should be involved in decision making.
3. What conditions do you consider to recognize an effective teacher?
4. Explain why there is a need for delegation of school functional activities to teachers.
5. List down obligation that you should delegate to your teachers
6. What conditions do you consider to support professional growth of your teachers
7. In what ways do you provide a support of professional growth?
8. How do you assist your teachers to deal with indiscipline student cases?
9. What measures do you take to ensure teachers cooperation within a school community

Appendix 3: Aspect of School Culture that Contribute to High Morale

This instrument is designed to provide you opportunity to express your opinion regarding aspect of school culture that increase your morale of your work in various obligations, there is no right or wrong response so do not be afraid to mark your opinion.

Please indicate by putting a tick✓ on a box aside .1; **strongly Agree, 2; Agree 3; Disagree, 4; StronglyDisagree** please only one tick in each line.

	1	2	3	4
Availability of reasonable opportunity for promotion				
Fairness in rewarding teachers performance				
Opportunity of accepting and allowing changes to take place				
Availability for reasonable opportunity for in-service training				
Communication procedures are available and free for every teacher				
Environment that allow teachers to have autonomy and self control				
Environment that allows delegation and empowering others.				
Atmosphere of responding immediate to the claim and needs of staff.				
Availability of accommodation and social security to teachers.				
Atmosphere of cooperation and team work among members of staff.				

Appendix 4: Shows Items Statistics

Item Statistics			
	Mean	Std. Deviation	N
working condition	.80	.872	91
feel the work meaningful	1.26	.841	91
salaries is fair and adequate	.58	.700	91
community respect and give recognition to the teachers	1.02	.760	91
communication channel	1.46	.793	91
head teacher participation with staff	1.64	.659	91
recognition for the outstanding achievements	1.05	.545	91
receiving of in-service training when necessary	1.30	.675	91
is teaching load is reasonable	1.00	.745	91
availability and distribution of instructional resources	1.09	.661	91

Appendix 5: Indicating Item- Total Statistics

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
working condition	10.41	13.288	.518	.289	.737
feel the work meaningful	9.95	13.719	.468	.308	.745
salaries is fair and adequate	10.63	14.948	.352	.261	.760
community respect and give recognition to the teachers	10.19	13.798	.526	.367	.736
communication channel	9.75	13.635	.526	.498	.736
head teacher participation with staff	9.57	14.648	.449	.403	.748
recognition for the outstanding achievement	10.15	16.576	.106	.170	.783
receiving of in-service training when necessary	9.91	15.014	.359	.259	.759
is teaching load is reasonable	10.21	14.167	.467	.305	.745
availability and distribution of instructional resources	10.12	14.307	.520	.309	.739

Appendix 6: Indicating the Scale of Variables

Case Processing Summary			
		N	%
Cases	Valid	91	91.9
	Excluded	8	8.1
	Total	99	100.0

Appendix 7: Indicating Cronbach's Alpha

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.769	.761	10

Appendix 8: Permitting Letters from Supervisor

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,
E-mail: drpc@out.ac.tz

25/06/2016

TO WHOM IT MAY CONCERN

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 **Mr. STEPHANO MANUMBA** with **Reg. PG 201401783** who is a Master student at the Open University of Tanzania. By this letter, **Mr. Manumba** has been granted clearance to conduct research in the country. The title of the research is "EXAMINING TEACHING MORALE OF PRIMARY SCHOOLS TEACHERS IN GEITA RURAL DISTRICT, GEITA REGION" The research will be conducted at Geita Rural District. The period which this permission has been granted is from 27/06/2016 to 26/07/2016.

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

Appendix 9: Permission Letter from the District Director

HALMASHAURI YA WILAYA YA GEITA



MKOA WA GEITA

Tel. No. 028-2520061

Fax.No. 028-2520061

Ofisi ya Mkurugenzi Mtendaji (W),
Idara ya Elimu Msingi,
S.L.P. 51,
GEITA.

Kumb.Na. GDC/D.30/9/78

29.06.2016

Ndg. **Manumba Stephano**,
S.L.P 622,
GEITA.

YAH: OMBI LA RUHUSA YA KUFANYA UTAFITI KATIKA SHULE ZA MSINGI ZA KATA YA NKOME

Tafadhali rejea somo tajwa hapo juu.

Rejea barua yako isiyo na Kumb.Na. ya tarehe 28/06/2016, ukiomba ruhusa ya kufanya Utafiti katika Shule za Msingi za Halmashauri ya Wilaya ya Geita hususan katika Kata ya Nkome, katika Shule za Ihumilo, Mwaloni, Nkome Makurugusi, Nyamalele, Mnyala na Mharamba juu ya **Motisha ya Walimu katika kazi.**

Ombi lako limekubaliwa, hivyo umeruhusiwa kufanya Utafiti wako katika Shule tajwa kuanzia tarehe 27/06/2016 hadi tarehe 26/07/2016.

Nakutakia Utafiti mwema.

P. P. Seif

Deus G. Seif

**AFISA ELIMU MSINGI (W),
GEITA.**

Nakala: Mkurugenzi Mtendaji (W)
S.L.P. 139,
GEITA.

- Aione kwenye jalada