

**TEACHERS' MOTIVATION ENHANCING SUSTAINABLE MANAGEMENT
OF TEACHING RESOURCES IN TANZANIA PUBLIC SECONDARY
SCHOOLS IN BUKOBA MUNICIPAL COUNCIL**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: **“Teachers’ Motivation Enhancing Sustainable Management of Teaching Resources in Tanzania Public Secondary Schools in Bukoba Municipal Council”** in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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Date

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DECLARATION

I, **Arobogast Elias Kiheka**, declare that, the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS).

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Signature

.....

Date

DEDICATION

I would like to dedicate this work to my beloved wife Alice Jeronimo Kazeze and my children Anjela Kiheka, Abigael Kiheka and Alpha Kiheka for their supportive prayers. Special dedication goes to my parents Mr. Elias Faida Kiheka and Mrs. Verdiana Faida Kiheka for making sure that, I get the right education that would make me to be what I am today.

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ABSTRACT

This study was about Teachers' Motivation Enhancing Sustainable Management of Teaching Resources in Tanzania Public Secondary Schools in Bukoba Municipal Council. The purpose of this study was to examine teachers' opinions about the manner how motivation enhances sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council, and come up with research participants' recommendations for action. Researcher chose the post positivists paradigm, which informed the choice of all aspects of methodology chapter including: chosen qualitative research approach, and the case study research design for this study. The sample size was 42 research participants. The researcher used methods of data collection triangulating qualitative and descriptive method. Interviews and primary documentary methods were used for qualitative. Interviews and documentary schedule instruments collected data. For descriptive method, the questionnaire instrument was used, in this study. Sorting, coding, themes building, comparing and content analysis methods analysed qualitative data. The Microsoft and calculator packages tools analysed a questionnaire instrument collected data. The findings in objective one revealed that classroom teachers and head of department have no access on the government circulars while head of schools and Municipal secondary education officer have access on it. The second objective indicated that majority of teachers demonstrated that teachers' salary improvement and providing rewards to teachers may suffice to satisfy them in their professional and the third objective indicated that respondents accepted that sustainable management of teachers in teaching professional is rated to teachers' motivational factors especially good salary and other incentives.?

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
F	Frequency
HoS3	Head of School three
HoS4	Head of School Four
HoS8	Head of School Eight
MSEO	Municipal Secondary Education Officer
RAS	Regional Administrative Secretary

SAQs	Self-Administered Questionnaires
SES	Socio Economic Status
T1	Teacher One
UNESCO	United Nations Educational, Scientific and Cultural Organizations
WEO4	Ward Education Officer Four

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

This chapter consists eleven subsections including introduction, background of the problem, statement of the problem, general objective, specific objectives, research questions, significance of the study, scope of the study, delimitations of the study, definition of the key terms, and organization of the study.

1.2 Background of the Study

Research on teacher motivation has developed and expanded since the late 1990s, and the past decade has witnessed a marked increase in literature in the area of teacher motivation research across various social cultural contexts. The need to address teacher motivation derives from teacher shortage reported by many western countries including the US, Australia and some other European countries like the UK, Germany and Norway (e.g. Kyriacou & Kunc, 2007; Weiss, 1999).

A renewed research interest in teachers' motivation to teach and to remain teaching in the past decade has highlighted possible causes of the existing and potential teacher shortages as early teacher attrition, teaching force ageing, imbalance of high demand with less reward, limited career opportunities, less job security and low prestige (OECD, 2005; Richardson & Watt, 2005, 2006; Sinclair, 2008; Sinclair, Dowson, & Mcinerney, 2006; Watt & Richardson, 2007; Watt et al; 2012). The significance of teacher motivation research is also self-evident as it is a crucial factor closely related to a number of variables in education such as student motivation, educational reform,

teaching practice and teachers' psychological fulfilment and well-being. Therefore, it is helpful for administrators to determine how to attract potential teachers and how to retain them in teaching.

The researchers' experiences of teaching in secondary schools since 2008 indicates that one of the most important factors that move the majority of human beings to achieve their goals is motivation. The motivation is a guiding principle that enables people to stay focused on the path of success regardless of the challenges that may be encountered such as personal as well as professional goals and targets (Baumeister and Voh, 2004). In the words of Usman (2015) motivation is described as a purposive, designated, and goal-oriented behavior that involves certain factors or forces acting on or within the individual in order to initiate, sustain and direct behavior targets (Baumeister and Voh, 2004).

Cory (2006) reports that, early conceptions assumed that work was an intrinsically undesirable pursuit and that workers naturally sought to do as little as possible which then translated into a sort of carrot-and-stick managerial policy. Other several studies about motivation are well documented Arain, Jafri, Ramzan, and Ali (2014) in Pakistani reporting the impact of teachers' motivation in secondary school evaluating the impact of teachers' remuneration on the performance of students, the study showed that "money is not everything" and it is not only the money that makes teachers go in the process of teaching and learning (Arain, Jafri, Ramzan, and Ali, 2014).

Again, Hanson (2003) in the United States of America as well presents findings on the determinants of motivation among teachers of secondary schools' chain network in

educational administration and organizational behavior, the results showed that the motivational power of salary is greater as compared to other motivational factors among the teachers in the public secondary schools of Hawaii (Hanson, 2003). Much more, Richardson and Watt (2006) reports factors affecting motivation in the teachers' workplace "Who chooses teaching and why profiling characteristics and motivations across three Australian Universities? That study showed a strong negative score due to unsatisfied and demotivated level of motivation for teaching from when they began teaching process due to environments tend to undermine the intrinsic motivation while basic psychological needs go unmet in Australia (Richardson and Watt, 2006).

Guillautaux and Dörnyei (2008) in Europe reports the link between the teachers' motivational teaching practice and the language learning motivation of their classes motivating language learners, that was a classroom –oriented investigation of the effects of motivational strategies on student motivation. It was found that language achievement of the class, was not related to motivational strategy use among teachers, more than it was found among the students (Guillautaux and Dörnyei, 2008). Elsewhere it is contended that the motivation guides people actions and behaviors of individuals toward achievement of any goals (Analoui, 2000). In work and other contexts therefore, the motivation is often described as being intrinsic or extrinsic in nature (Sansone and Harackiewicz, 2000).

Ryan and Deci (2000) categorise the motivation as intrinsic motivation that normally may be derived from within the person or from the activity itself, to positively affect behavior, performance, and wellbeing. The other category is extrinsic motivation that may result from the attainment of external administered rewards and influences. The

latter category may include: pay, material possessions, prestige, and positive evaluations among others. In contrast to the extrinsic motivation, the intrinsic motivation is said to exist when the behavior is performed for its own sake rather than to obtain material or social re-enforcers (Ryan and Deci, 2000).

Most recent research work tends to support the view that the motivation emanates from inside and that an individual has his/her own set of motivation forces (Adam, 2007). Nevertheless, both sources of motivation are important and it is the duty of the administrators and governing bodies of institutions to carefully identify and address these motivation forces in order to achieve both individual and organisation goals. Archibong (2013) cements the already presented findings linking it to the sector of education saying, the quality education does not just occur miraculously but can be achieved through continuous improved efforts by the stakeholders in the education enterprise, especially by enhancing teachers' motivation through several welfare packages (Archibong, 2013).

Therefore, if the aforesaid welfare packages are well harnessed, teachers would be motivated to prepare adequately for their lessons, go to school regularly and punctually, attend classes as scheduled, teach the students well and carry out the necessary academic performance assessments both within and outside their respective schools. Furthermore, teachers have both intrinsic and extrinsic needs. That is, a teacher who is intrinsically motivated undertakes tasks satisfaction, for the feeling of accomplishment and self- actualization. In contrast, an intrinsically motivated teacher may perform activity duty in order to obtain a reward such as salary. Both factors influence teachers' behavior (Din, 2008).

Imo (2013) explains that educational goals can be accomplished by giving teachers the relevant motivation necessity, attention, and priority they deserve, while they are working towards achieving the purpose of learning. It is a well-known fact that a well-motivated teacher, who is provided with working incentives, good working conditions and adequate remuneration is bound to be dedicated to his/ her teaching responsibilities so as to bring about the needed learning among learners. This is supported by Archibong (2013) who argues that quality education does not just occur miraculously but can be achieved through continuous and improved efforts by the stakeholders in the education enterprise, especially by enhancing teachers' motivation through several welfare packages (Archibong, 2013).

If the aforesaid welfare packages are well harnessed, teachers would be motivated to prepare adequately for their lessons, go to school regularly and punctually, attend classes as scheduled, teach the students well and carry out the necessary academic performance assessments both within and outside their respective schools. Teacher's motivation has been a matter of great concern particularly in most parts of the developing world. Other reports show that motivating teachers appropriately will not only positively affect teachers' efficacy but also increase the quality of education the learners receive (UNESCO, 2006; Belle, 2007; Davidson, 2006).

Davidson (2006) in particular, describes the motivation as the factor that improves teachers' working condition and living conditions. It is concluded that once these incentives are provided, teachers will likely enjoy the greater status and have a higher level of motivations that may lead to the quality of education within the country (Davidson, 2006). Asemah (2010) argues that teachers' motivation is a general term

applying to the entire class of drives, desires, needs, wishes and similar forces initiated for teachers, in order to induce them to act in desirable academically productive manner. Hicks (2011) indicates that teachers' motivation comprises of the needs, wants and desires which exist within an individual; as such influence the teachers thought which in turn leads to a positive change behavior toward improving learning (Hicks, 2011).

Hicks (2011) explains that teachers' motivation entails that the teacher is made to satisfy the life supporting elements of his physical body like food, water, shelter etc. The teacher should be able to satisfy needs like insurance, medical allowances, retirement. Therefore, Teachers' motivation on the other hand refers to those variables, factors that influence teachers to do things. Teachers' motivation naturally has to do with teachers' attitude to work (Hicks, 2011). As if those contentions are not enough, Dubrin (2009) propounds that there is a close relationship between motivation and performance in organizations. Building on the other counterparts' reports, Dubrin (2009) further confirms that the motivated employees are likely to increase their effort toward achieving the goals set by their organizations because they will be happy to contribute their best in an organization that cares about their needs. This is well captured elsewhere that the highly motivated employees are likely to contribute to productivity and organizational success in general (Dubrin, 2009).

Boimanda (2008) describes that, the motivation should be clearly understood that successful attainment of our educational goals to a large extent depends not only on the teachers' adherence to their profession code of ethics but also to abide on the quantity and quality of teacher, good teaching and learning environment as the main

outcome of the motivation as one of tenet of increasing morality of the teacher working behavior that facilitate educational goals attainment. Armstrong (2008) reports that, motivating teacher helps them to move in the direction desired in order to achieve particular results. Therefore, for any organization that seeks to improve its performance effective provision of motivation to teachers help to improve the student's academic performance in the way that syllabus is covered on time, test and exercise done as arranged for revision purposes and more implementations of the subject matters (Armstrong, 2008).

The briefly reviewed global contentions and study findings in this background, have revealed that the aim of the organisations not only should be to build on and enhance intrinsic motivation for teachers to perform the teaching task effectively, but also at the same time to supply some of extrinsic motivation along the way for college/school improvement (Davidson, 2006; Armstrong, 2008; Boimanda, 2008; Dubrin, 2009; Asemah, 2010; Hicks, 2011).

A brief history about formalised issues of motivation among the public servants in particular teachers in Tanzania today, may be traced correctly right after independence of Tanganyika in 1962. Referring to two colonial masters, who ruled Tanganyika namely the Germans from 1886 to 1918, and the British from 1919 to 1960, the two masters' motives one was to exploit Africans and their resources including their labour without need to motivate servants, but by force (Itandala, 2000). As such, it may well be argued that during colonialism the formalised public services were established for benefits of the colonisers and not for the benefits of any public servant in Tanganyika.

Seeing that the public servants were among freedom fighters for their rights through their existed trade union like National Union of Tanganyika workers' Association (NUTA). The first president of Tanganyika Nyerere, vied to improve their fringe benefits and their rights only if they organised themselves rationally (Itandala, 2000). That was why in 1962, the then president Nyerere realised the need for the public servants' wishes to address their civil rights, which were not cared for during colonial time. It was for that purpose that workers' movements were provided by various policies set by the parliament Acts, beginning from 1962 onwards as it can be read in the public servants' Acts beginning from that time (URT, 1964).

One of the earliest measures that were taken by the newly independent government of Tanganyika, was the Unified Teachers' Services (UTS) enacted in 1962 and the Act of 1964 amended it. Since then, teachers' body was given a definition and its functions as: an established a body of the unified teaching service, which consisted teachers or categories 'of teachers as a minister (URT, 1964). That policy provided the UTS to approve any teaching or other educational post, or any category in the employment of anybody or organisation, then to administer schools, as a service post for the purposes of prescribing the duties of employers in relation to service posts, and to appoint. Again it was this Act that prescribed the qualifications or conditions in relation to membership of the service and the service terms appropriate to teaching membership (URT, 1964).

Much more, it was empowered to prohibit, restrict, and regulate the exercise of an employer's powers of discipline, termination of appointment and dismissal in respect of persons appointed to service posts (URT, 1964). The establishment of teachers'

body motivated the teachers because in contrast with the colonial governments they were then sure of their rights so as to ensure teachers' rights were cared. Later the very policy reformed the UTS into Teachers' Service Commission (TSC) trade union was also established right after independence to care their fringe benefits and issues of motivation (URT, 1964). So, one may argue that issues of motivation in Tanganyika and then Tanzania were well realised since independence.

The policies since then, have progressed till recent where the public servants in particular teachers' issues are attended through the Chama cha Walimu (CWT) trade union, as it is well captured in the recent Education and Training policy of 2014 (URT Act, 1962; Itandala, 2000; URT, 2014). Meela (2011) reports that in Tanzania the levels of motivation among secondary school teachers motivational and labor turnover among secondary school teachers, to be less motivated and that there was a massive attrition of more experienced teachers in secondary schools leaving the teaching profession, leaving the newly employed teachers in a greater number (Meela, 2011). Despite experts' warnings and theories guiding about the relevance of the motivation to workers still yet, such warnings and theories are ignored in some institutions in Tanzania. For instance, Usman (2015) as well reports that there exists alarming maltreatment of teachers in Tanzania to the extent that many teachers feel ashamed to declare the teaching profession, publicly (Usman, 2015).

1.3 Statement of the Problem

The researcher found that teachers are paid meager salaries with almost irrelevant welfare packages. The teachers' complaints of lack of fringe benefits just to mention a few range from: transport, housing, and medical allowances, lack of payment of leave

allowances on time, lack of recognition, merits awards, bonus and in-service training. With all these nasty experiences, it will become difficult for teachers to remain committed to their official assignments in various schools (Usman, 2015).

Besides those reports still yet, teachers are now termed as 'natural economists,' because their hands are forced to resort to simple living as they could hardly afford luxury (Alarm, 2011). Most teachers especially in rural areas are reported to live in poorly built houses surrounded with little or no ventilation, unclean water, no electricity, poor road network and mockery by workers from other highly remunerable occupations. To compound the headache, teachers are also compelled to cope with teaching-learning environment that are ill-equipped with outdated office fittings, furniture, laboratories, libraries, basic technology workshops, inadequate farmland and sporting arena (Alarm, 2011).

The condition of teachers is further highlighted as they complain of lack of motivational incentives for them (Jackson, 1997). By author who supports your beliefs, lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues (Jackson, 1997).

Referring to briefly reviewed studies and contention in this study background, it is obvious that little has been done by researchers about teachers' motivation in Bukoba

municipal by (Jackson, 1997; Hanson, 2003; Richardson and Watt (2006); Guillauteaux and Dörnyei, 2008; Meela, 2011; Arain, Jafri, Ramzan, and Ali, 2014). Therefore, the researcher was caught in a puzzle and raised several questions what, why and when about teachers' motivation, but without adequate answers in terms of empirical research. One of the raised fundamental questions to be addressed by this study was curiosity to understand, *how is teachers' motivation enhancing the sustainable management of teaching resources in Tanzania secondary Schools at Bukoba Municipal Council?*

This fundamental question has not been addressed adequately by researcher in the mentioned area. This became the study gap that prompted the researcher to see the need to fill this identified study gap. This was why this study was about, *“Teachers’ Motivation Enhancing the Sustainable Management of Teaching Resources in Tanzania Secondary Schools at Bukoba Municipal Council.*

1.4 General Objective

The purpose of this study was to explore teachers' opinions about the manner how motivation enhances sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council, and come up with research participants' recommendations for action.

1.5 Specific Objectives

The specific objectives of this research were:

- (i) To analyse the government circulars existing in the schools environment related to the workers' motivation for sustaining management of teaching resources in the public secondary schools Bukoba municipal council;

- (ii) To assess the existing motivational methods, strategies and techniques/tools used by heads of the schools to motivate teachers in order to sustain the management of teaching resources in public secondary Schools Bukoba Municipal council;
- (iii) To determine the effects of motivating and not motivating studied teachers in the process of sustaining the management of teaching resources in public secondary schools in Bukoba municipal council.

1.6 Research Questions

This study was guided by the following questions:

- (i) What government circulars exist in the schools' environment related to the workers' motivation in order to sustain management of teaching resources in public secondary schools Bukoba municipal council?
- (ii) What are the existing methods, techniques, strategies/ and mechanisms used to motivate teachers in order to sustain management of teaching resources in public secondary schools Bukoba municipal council?;
- (iii) What are positive and negative effects of motivating or not motivating teachers in the process of ensuring the sustainable management of teaching resources in Public secondary schools of Bukoba municipal council?

1.7 Significance of the Study

The relevance of the study is to contribute to existing knowledge, therefore: Organizationally, the study will serve as a reference material for public secondary schools in Tanzania in general and Bukoba Municipality in particular and other

education stakeholders'. It will also be used by Government and other education stakeholders to design future teachers' motivation system strategies. This study will also help educational supervisors draw up proper motivation rewards systems or mechanisms to increase on the teachers' sustainability. It will also help policy makers to come up with informed policies/decisions on how the motivation should be awarded. The study will be used by other researchers as stepping stone or further research on the same or related topic. The gathered clues were expected to promote understanding teachers' motivation.

1.8 Scope of the Study

This study was conducted in Bukoba Municipality, Kagera Region and it was carried out at Bukoba Municipal secondary education Office, Ward Education Office and six secondary schools not otherwise. The main focus of this study was about teachers' motivation opinions not otherwise.

1.9 Delimitations of the Study

The researcher in this study expected to face some challenging issues during the process of carrying out this study. One was reluctance of some interviewees to concentrate effectively to read and understand what the research tool demanded. That in turn would hinder the achievement of targeted purpose due to collection of relevant data. Likewise, some of the respondents were likely to have suspicions about the researcher as per why investigation among them. To solve these challenges, the researcher explained to them about the importance of the study and confidentiality of the information they provided; this made them to respond positively see (Appendix, II, II, IV, &V).

The other expected challenge was transport problem, which was great challenge to meet the appointments with respondents during data collection timely. This hindrance was solved by making good travelling arrangements and when it happened to be late, apology was be given.

The other expected challenge was that of respondents to wish to know the outcome and the advantages they would get from the research and a researcher. This challenge was solved by the researcher to give the intention of the study as academic in the instruction of both questionnaire and interview schedules (See (Appendix II, III, and IV).

Another expected challenge was that of language barrier English versus Kiswahili this could lead to some respondents fail to answer the questions posed to them. To solve this problem, the researcher selected the most informed and knowledgeable research participants and expected less illiterate in secondary schools. The researcher also used a simple language as well as assuring them that the research has nothing to do with their private issues rather than for academic work.

1.10 Definition of Key Terms

Motivation- In this study the researcher by motivation meant the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment.

Teachers- In this study the researcher by a teacher meant a person who helps pupils or students regardless of level of education, to acquire knowledge, competence or virtue.

Management- In this study the researcher by management meant a set of activities directed at the efficient and effective utilization of resources in the pursuit of one or more goals.

1.11 Organisation of the Study

This dissertation has five chapters. Each chapter had subtitles as follows. Chapter one covers of background to the study, statement of the problem, research objectives, significance of the study, limitations of the study, delimitation of the study, and definitions of the key terms, organisation of the study and chapter summary. Chapter two covers sub chapters of: introduction, conceptual as well as some theoretical literature, about perceptions on motivation and performance, global empirical studies, knowledge gap and chapter summary. Chapter three covers sub chapters of: introduction, research paradigm, research approach, research design, study area, population, sample and sample procedures.

Other sub chapters of chapter three include: research methods, data validity and reliability of research instruments, data collection procedures, data analysis techniques, ethical implications and chapter summary. Chapter four covers the sub chapters of: introduction, description of respondents, results and discussion on specific objectives and chapter summary. Finally, chapter five covers subtitles such as introduction, summary of the study, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two covers mainly four issues mainly including; Theoretical literature, Empirical reviewed literature global wise, Conceptual framework, Knowledge gap and Conceptual framework. The chapter is arranged reflecting the key issues that emerged from objectives, their research questions and the modified conceptual framework developed in chapter one as follows.

2.2 Theoretical Literature

Partly this chapter presents the conceptualising literature denoting the term motivation and partly theoretical literature on theories related to this study as per specific objectives key terms in chapter one.

2.2.1 Herzberg's two Factor Theory

For Herzberg (1959) employees' motivation is however a complex and difficult term, so, a precise definition of this concept is exclusive as the notion comprises the characteristics of individuals and situation as well as the perception of the individual. Herzberg (1959) has the notion that the motivation factors which cause job satisfaction to be the opposite of those that cause job dissatisfaction. Herzberg's survey was carried from a group of accountants and engineers. In his studies, he came up with the conclusion that employees are influenced by two factors that are; the motivators and hygiene factors (Herzberg, 1959).

2.2.1.1 Motivator Factors or Intrinsic Factors

Griffin (2008) is of view that the motivators create job satisfaction, which include achievement, recognition, autonomy and other intrinsic aspects when are fulfilled. Motivators are those factors, which provide a feeling of job satisfaction at work. The same author adds that these factors influence the ways of work in a company; for example, giving responsibility to carry an enlarged task within an organisation and providing the person with the necessary conditions, will lead to growth and advancement to higher level tasks. For Griffin (2008) the motivators are those factors, which come from within an individual that is intrinsic. These factors are related to work content (Griffin 2008) and include achievements, interest in the task, and responsibility of enlarging task, growth and advancement to higher level (Griffin, 2008).

Intrinsic motivation stems from the word “internal” which implies motivation comes from within the individual or from the activity itself and positively affects behavior performance, and well-being. In other words, this type of motivation is self-generated when intrinsically motivated). The same authors add that individual will strive to satisfy three innate psychological needs: Needs for autonomy, competence and relatedness (Deci and Ryan, 2000). The intrinsic motivation makes the employees like to have a substantial amount of the freedom to make decisions, a channel to impress creativity, opportunities for advancement, recognition for good work, to be treated in a polite and thoughtful manner, and possess the position to take on tasks that are both challenging and meaningful of which one would feel an inherent sense of accomplishment upon successful completion (Deci and Ryan, 2000).

For instance, an employee who has encountered an interestingly difficult problem is unlikely to surrender just because the problem appears to be unsolvable. Instead the employee will put forth his or her best efforts, say by investing more time taking the task home; as one views the problem as challenging and worthwhile to complete. In fact, many researchers have acknowledged and proved that intrinsic motivation has a positive long-term effect and is regarded as the 'true motivation' (Lai, 2009).

2.2.1.2 Hygiene Factors or Extrinsic Factors

These factors enhance dissatisfaction when they are not fulfilled (Saiyadain, 2009). The author contends further that the hygiene factors create a suitable work environment though cannot increase satisfaction. For instance, low pay can cause job dissatisfaction, which will affect employees' performance. Hygiene factors are essential to make sure that the work environment does not develop into an anger situation. Typical hygiene factors are salary, working condition, status, company policies and administration (Saiyadain, 2009).

In contrast, extrinsic motivation refers to motivation that comes from outside an individual in exchange for external rewards and is not derived from the work itself (Deci and Ryan, 2000). Extrinsic motivation takes the form of tangible monetary or non-monetary incentives such as pay rises, gift certificates, material possessions, vacation trips, wall plaques, movie tickets and prestige evaluations among others (Deci and Ryan, 2000). The same authors add that an employee may work doubly hard to finish a project before the scheduled deadline because of the tangible reward that accompanies working effectively. While extrinsic rewards can act as positive reinforcement, it has been found to be an effective motivation tool for short-term gains

(Adam, 2007). The very author adds that the motivation has to do with meeting immediate goals, which may have long-term adverse impacts on employee's behavior. Considerable research indicates that employees who do not expect to receive extrinsic rewards outperform those who expect reward (Kohn, 1993). However, this author concludes that the extrinsic rewards can still be useful if administered under the right conditions/ circumstances such as the absence or low levels of intrinsic motivation or when the role is unchallenging and mundane/routine (Kohn, 1993).

In education institutions, Lai (2009) argues that the intrinsic motivation of teachers can be measured in terms of job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and control over others. Also, the extrinsic motivation of teachers on the other hand, can be measured in terms of externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems and free medical care among others (Lai, 2009). In summary, over-reliance on extrinsic rewards risk undermining intrinsic motivation and inhibits creativity innate desire to do well is disbelieved.

2.3 Perceptions on Motivation and Performance

Onyambu (2014) contends that the employee's motivation is a complex force, drive, need, tension state that starts and maintains voluntary activity directed towards the achievement of personal goals. Thus, the motivation is what starts and energizes human's behavior, how those forces are directed and sustained as well as the outcomes they bring about. It therefore follows that there is a relationship between motivation and performance, which is paramount in any organization's existence. It is

possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job. This state represents high job satisfaction. Therefore, motivated worker is easy to be spotted by his or her agility, dedication, focus, zeal and general performance.

A motivated teacher willingly tries hard to contribute his or her best performance towards accomplishing his or her work (Ofoegbu, 2004). Therefore, no way teachers' motivation can be avoided for the organization best achievements. Hazi (2011) motivation is the inner drive or push that led to a certain human action or inaction in a given time, given specific prevailing conditions. It is a force that considers individual inner drive in the pursuit of pushing people to do something in turn.

The few theoretical and conceptual literature paved the way one to clearly understand what motivation is, its guiding theories in relation to working places. Suffice to say that these alone could not justify the researcher to conduct a fresh study unless the most trusted way by research could be presented from different places of the world, so as to identify knowledge gaps in relation to the raised fundamental question for this study the inquired, *how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council?* The task of searching knowledge gaps was as in the following sub chapter of the global empirical literature.

2.4 Global Empirical Studies

The following sub chapter presents the reviewed related empirical researches from some continents namely: Asia and Africa so as to derive knowledge gaps. Asia comes first as follows.

2.4.1 Asia

Arain, Jafri, Ramzan, and Ali (2014) conducted a study examining the impact of teachers' motivation in Pakistan. The sample size was 100 targeting head of school administrators, heads of department, teaching staff and school committee. Structured questionnaire with Likert scale questions and interview were used as tools for data collection and analysed quantitatively. The study showed that there are many other tangible and intangible factors that might have an effect on the teachers' performance. Teachers' motivation, job satisfaction, the desirability of the profession, job preferences, and continuation of teaching career might be influenced by other covert and overt dynamics. These results also attested that "money is not everything" and it is not only the money that makes teachers go in the process of teaching and learning (Arain, Jafri, Ramzan, and Ali, 2014).

Critically arguing, the study of Arain, Jafri, Ramzan, and Ali has similarities with the research problem the researcher is researching how teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba Municipal council. On the other hand, the limitation of this study is that, it was conducted in Pakistan and therefore cannot be generalized to other public and private institutions since each country has its own way of motivating its employees. However, what remains adequately known is unaddressed grand research question *how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council?*

The other study is that of Latti (2008), which was conducted about the influence of motivation on performance. The objective of the study was to examine the effect of

motivation on teachers' performance in public schools in Peshawar City, Khyber Pakhtunkwa in India. The aim was to reveal the significant and positive relationship between teachers' motivation and their performance. The researcher used a sample of 100 research participants. The descriptive survey was used as a research design, while the questionnaire were used as a tool for data collection, quantitative was used as a research approach and data were analysed by using the Pearson's Correlation Coefficient and Linear Regression (Latti, 2008).

The motivation and performance were found as important factors in terms of organisational success and achievement to gain competitive advantage. It was found that, motivation increases productivity of employees thus achieving goals in an effective way. Teachers' motivation was important as it improves skills and knowledge of teachers as well as directly influencing students' achievement (Latti, 2008).

Critically arguing that study of Latt (2008), at some points has some strength because both dealt with similar motivation topic. However, that study is not similar with this study researched problem. While in that study the researcher Latt dealt with the influence of motivation on performance in terms of their correlation, in this study the researcher dealt with teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council. Not only that but also, the study failed to examine how is teachers' motivation designed strategies influence the sustainable management of teaching resources in public secondary schools of Bukoba municipal council? So, like the previous study the researcher was not so much interested to address the raised

fundamental question for this study the asked, *how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council?* This was why there was a need to conduct the fresh study on the same issue of motivation at Bukoba municipal.

Besides the previous researchers, Mustafa and Othman (2010) conducted a study in Indonesia at Riau province by designing an instrument to measure how the motivation and performance contribute to efficiency of teachers in their daily routine. That researcher used the larger sample size of studied research subjects totaling 134. The collection of data was done by using self-developed questionnaires method, while the regression analysis was used to examine the influence of motivation on performance and this was associated with teaching experience of the teachers. The findings were described in respondent characteristics and were organisational (Mustafa and Othman, 2010).

Among the findings, the correlation between motivation and performance proved that there was a moderate positive correlation. The analysis revealed further that there was a positive relationship between teachers' motivation and performance (Mustafa and Othman, 2010).

Mustapha and Othman (2010) study cannot go without a critical eye. Regarding to similarities of that study and this one, both studied motivation topic. Both were done in the developing countries context. However, the two studies differed in that while in that study the researcher used the bigger sample, this study used the smaller sample. Again while that study used the correlation design to test the relationship between

motivation and performance as performance in a studied organisation about employees' motivation this study studied the motivation from the point of view of enhancing sustainable teaching resources in Bukoba municipal public secondary schools.

To end the critique, that study was less interested to address the raised fundamental question of this study that sought understand, *how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council?* This was why there was a need to conduct a fresh study that addressed the identified gaps.

Singh and Tiwari (2011) investigated the relationship between motivation and job satisfaction on organizational performance in Saharanpur. The researcher involved the study subject totaling 45. The researcher tested the hypotheses about the relationship between the previously named variables. The case study design was employed to study the white color employees in one of the public sector giants of India. The primary data were collected by the researcher through two different standard structured Questionnaires based on a five-pointer Likert scale (Singh and Tiwari, 2011).

The results showed a positive correlation between motivation and job satisfaction for example it was found that the motivation increased with increased in job satisfaction and vice-versa was true. The results of that study also indicated that the motivation remained unaffected of both ages as well as the length of the service of the employees. The researcher rationalized these results that saying it was because of the fact that the

factors responsible for motivation and satisfaction seemed to be existing in the working environment of the organisation. That study also found the relative importance of different factors that contribute to the satisfaction of employees; compensation package which emerged as the most important factor, whereas the self-actualisation appeared to be the least important factor. That correlational study proposed another study to be conducted on how motivation makes employees' improve their works and brings quality outcomes. (Singh and Tiwari, 2011).

Critically speaking, the Sigh and Tiwari (2011) has some strength when compared to this study, because both studied the motivation issue. Both studies were conducted in developing countries. However, limitation wise, that study differs from this one because, that study studied two variables motivation and satisfaction correlation among workers in a firm, while this study studied the manner how teachers' motivation enhances teaching resources sustainability in secondary schools. All in all, that study like the previous ones, was less interested to address the raised fundamental questions in this study, *how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council?* This was why there was a need to conduct a fresh study that addressed the identified gaps.

2.4.2 Africa

2.4.2.1 Nigeria

Adelabu (2005) examined the teachers' motivation and incentives in Nigeria. The researcher opted the big sample size of 200 respondents comprising 40 senior members, 60 senior staff, and 100 junior staff was employed using the purposive and

simple random sampling methods. The questionnaire method collected census data. The findings revealed that all educational stakeholders agree that teachers' motivation depends on an array of factors such as levels of remuneration, location of the school, availability of appropriate housing opportunities for further training and conditions of service, workload, promotion and career path, student's behavior, relationship with the community, school quality factors such as availability of teaching and learning resources (Adelabu, 2005).

Critically speaking, similarity wise, while the Adelabu study was similar with this study in terms of studying similar topic of motivation, the two studies were both originating in the continent of Africa. However, whereas that research did not investigate government circulars existing in the school's environment related to the teachers' and the existing methods, techniques, strategies/ and mechanisms used to motivate teachers, this study studied those. On top of that, while that study focused on teachers' motivation and incentives in Nigeria studied area, this study assessed the positive and negative effects of motivating or not motivating teachers in the process of ensuring the sustainable management of teaching resources in Public secondary schools of Bukoba municipal Council?

Nevertheless, like the previous studies, the Adelabu (2005) study did not take interest to address the fundamental question for this study that sought to understand, *how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council?* This was why there was a need to conduct a fresh study that addressed the identified gaps.

2.4.2.2 Uganda

East Africa region as well has some related studies related to this study on motivation in secondary schools. For instance, Aacha (2010) conducted a study investigating the effects of motivation on the performance of public school teachers in Kimanya-Kyabakuza division, Masaka district in Uganda. The study sought how the motivation of teachers had any effect on their role to perform and the effects of intrinsic and extrinsic motivation. The researcher used the sample size of 134 respondents. The researcher as well, used the descriptive survey design in that study. Primary data were collected using structured questionnaires for teachers as well as key informative guides for school heads and education officers in the Municipal. Both qualitative and quantitative data were collected and analysed using triangulated methods. The research findings revealed that the performance of teachers was good despite the fact that motivation was inadequate (Aacha, 2010).

A significant positive relationship between intrinsic motivation and performance of teachers was found to exist in public schools in the division. On the other hand, the relationship was revealed between extrinsic motivation and performance of teachers implying extrinsic motivation affected teachers' performance. In order to improve teachers' motivation and performance at work, the study recommended an increment in primary teachers' salaries to match their cost of living, provision of accommodation, strengthening of supervision as well as instituting awards to good performers among others (Aacha, 2010).

Critical eye found similarities of Aacha (2010) study, in relation to this study and found that both were interested on the similar topic of motivation. Both studies

originate in the region of East Africa on the similar topic. However, limitation wise while that study investigated how the motivation on the performance of public school teachers' had effects, this study focused on how motivating teachers enhances sustainable teaching resources in public secondary schools in Tanzania at Bukoba.

In contrast, that research failed to analyse how the existing policy methods, techniques, strategies and mechanisms are used to motivate teachers in order to sustain management of teaching resources in public secondary schools Bukoba municipal council. Consequently that study too failed to address the raised fundamental question in this study that sought to understand, *how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council?* This was why there was a need to conduct a fresh study that addressed the identified gaps.

Moleni and Ndalama (2004) examined the relationship between employee motivation, job satisfaction and organizational performance on palm oil project found in Kalangala district of Uganda. The used sample size was big totaling 204. A quantitative research design incorporating in quantitative research methods such as survey and questionnaires were used to gather the data. The gathered data were analyzed using factor analysis, correlation and regression analysis. The findings revealed that there was a positive relationship between employees' motivation and job satisfaction and also a positive relationship between job satisfaction and organisational performance (Moleni and Ndalama, 2004).

Critically speaking, that correlation study of Moleni and Ndalama has similarity when compared to this study since both studied similar topic of motivation. Once again,

both studies originate in the context of East Africa region. Moleni and Ndalama study to some degree differs from this study title, since it concentrated on relating three variables between employees' motivation, job satisfaction and organisational performance on palm oil project, while this study concentrated on how teachers' motivation enhances sustainable management of teaching resources in public secondary schools of Bukoba municipal council. Not only that but also, the research failed to address the fundamental question for this study of, *how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council?* This was why there was a need to conduct a fresh study that addressed the identified gaps.

2.4.2.3 Kenya

The other informative study in relation to this one, is that of Musili (2015), who researched on the analysis of the teachers' motivation effects in Kenya certificate of secondary education performance. Despite both studies to have similar focus on motivation moreover on the same level of education, still yet, that study was in a quantitative approach while this one opted the qualitative approach. In that study the researcher had a big sample size of 200 respondents, who through the survey research design, collected data through the questionnaire tool that yielded descriptive statistics. The findings revealed that inadequate motivation of teachers lead to low performance. That study recommended other levels of education may be necessary to investigate the levels of motivation and their impact on learner's academic output (Musili, 2015).

Critically arguing, Musili (2015) similarity wise hence strength in comparison with this study at hand, is that both studies used questionnaire tools, which collected data.

Both were done in East Africa region context and on the same topic. However, limitation wise, that study dealt with effects of teachers' motivation. Suffice to say similarly, that study was less focused on the raised fundamental question for this study that sought to understand, *how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council?* This was why there was a need to conduct a fresh study that addressed the identified gaps.

As if those studies are not enough Nyakundi (2012) is another study that informs this study about what is known about motivation. That study looked at factors affecting teacher motivation in public secondary schools of Thika west district, at Kiambu County in Kenya. The researcher used relative big sample that consisted 102 research participants. The questionnaire was the tool that collected data from the field. That study found that the job satisfaction affects employee's motivation. This was evidenced by the fact that leadership and promotional opportunity elsewhere influences job satisfaction to a large extent (Nyakundi, 2012).

The study also found that the perceived fairness in teacher promotion system influence job satisfaction among teachers to a small extent and working environment influenced job satisfaction among teachers to a large extent. It was found that the reward system affects teacher motivation. That study too, found that training affects teachers' motivation. The findings of that study suggested the conclusion that the job satisfaction, reward systems, professional training and development and work situational factors really affect employee motivation. The researcher recommended

schools to ensure that the school environment is conducive for teachers to raise their morale and satisfaction with their jobs (Nyakundi, 2012).

With critical eye, Nyakundi (2012) study in relation to this one, because both investigates teachers' motivation in public secondary schools. Nyakundi research was carried out in Thika West District, Kiambu County in Kenya while the other one will be conducted in Bukoba Municipal Council, Kagera. Besides that, this research failed to assess how the existing motivational methods, strategies and techniques/tools used by heads of the schools can motivate teachers in order to sustain the management of teaching resources in public secondary in Thika West District, Kiambu County in Kenya? Above all, like the rest of the reviewed study that study too was less focused on addressing the fundamental question that sought to understand, *how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council?* This was why there was a need to conduct a fresh study that addressed the identified gaps.

2.4.2.4 Tanzania

Coming to Tanzania, there are several studies that have been done on the similar issue. To start with, Bennell and Mukyanuzi (2005) conducted a research on influence of teacher's motivation on student's performance in certificate of secondary education examination in Tanzania. The study used the sample size of 100 researches. The descriptive survey was used as a research design, questionnaires were used as a tool for data collection, quantitative was used as a research approach and data was analyzed by using Pearson Correlation Coefficient and Linear Regression. The

findings revealed that the motivated teachers teach effectively in the classroom rather than those teachers, who were not motivated at all (Bennell and Mukyanuzi, 2005).

Critically viewing, Bennell and Mukyanuzi study is similar with this study in terms of the researched problem of teachers' motivation towards achieving their goals. On the other side, Bennell and Mukyanuzi study looked on the influence of teachers' motivation on students' performance in Certificate Secondary Education (SCEE), while this study dealt with teachers' motivation in enhancing the sustainable management of teaching resources in public secondary schools. On top of that, this research analysed the government circulars existing in the schools environment related to the workers' motivation for sustaining management of teaching resources in the public secondary schools Bukoba municipal council. All in all, in relation to the previous reviewed studies as well failed to address the fundamental raised in this study of, *how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council?* This was why there was a need to conduct a fresh study that addressed the identified gaps.

Meela (2011) is another study that examined the levels of motivation among secondary school teachers in Morogoro municipality in Tanzania. The study used the sample size of 150 respondents. The questionnaire was used as a tool for collecting the quantitative data. The data were analysed by using T- test analysis. The findings revealed that there was less motivation and that there was a massive attrition of more experienced teachers in secondary schools leaving the teaching profession leaving the newly employed teachers in a greater number (Meela, 2011).

A critical eye on the study of Meela revealed the similarities and differences in that study when compared with this study on the same topic. While that study matches with this study research topic of motivation both studied same level of secondary education. However, limitation wise, while that study was conducted nine years ago, this study is updated. Location wise, while that study was done in secondary schools of Morogoro, this study on the same topic was done in Bukoba municipality secondary schools. Above all, this study was di interested to address the fundamental questions which was raised in this study inquiring, *how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council?* This was why there was a need to conduct a fresh study that addressed the identified gaps.

Mbope (2015) conducted a study on the impact of teachers' motivation on the improvement of the quality of teaching and learning in public schools in Ilala District, Tanzania. The study employed the sample of 80 respondents from secondary schools. A questionnaire with eight main constructs was used. The study found that; first, the role of teachers is to help the leaners scores to be high, what factors contributed to low teachers' morale, was lack of recognition of teachers' work, un-involvement in decision making, lack of appreciation from educational officers and heads of school, low salary and poor working conditions. The study recommends that, the government should improve teaching and learning in public schools and pay attention to what they are doing, listen to what they demand and acknowledge their effort (Mbope, 2015).

Critically speaking, Mbope (2015) study had resemblance with the research problem because they both investigate teachers' motivation. On the other hand, Mbope (2015)

research to some areas was quite different as its emphasis was to look the impact of teachers' motivation on the improvement of the quality of teaching and learning in public schools while the research problem will assess how the existing motivational methods, strategies and techniques/tools used by heads of the schools to motivate teachers in order to sustain the management of teaching resources in public secondary schools at Bukoba Municipal council?

In the same vein this study was less focused to directly address the fundamental question raised in this study that sought to understand, *how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council?* But that was why there was a need to conduct a fresh study could fill the identified gaps.

2.5 Knowledge Gap

Suffice to say that, all reviewed empirical studies in this study paved the way to reveal the knowledge gaps about what is known about the motivation in secondary schools education. The analysed studies were compared to this study and critically compared and contrasted them. Both categories of reviewed literature demonstrated what is already known about teachers' motivation as the key factor influencing them to perform their activities effectively and efficiently. The number of studies depicted that pay related incentives motivate teachers although monetary rewards couldn't be the only way to motivate employees to improve performance. The absence of motivation has the negative effect of the standard of education as the students are being deprived of the needed knowledge (Herzberg, 1959; Kohn, 1993; Deci and Ryan, 2000; Moleni and Ndalama, 2004; Adelabu, 2005; Bennell and Mukyanuzi, 2005; Griffin, 2008;

Saiyadain, 2009; Lai, 2009; Aacha, 2010; Mustafa and Othman, 2010; Singh and Tiwari, 2011; Musili, 2015; Nyakundi, 2012; Meela, 2011; Mbope, 2015).

However, what remains inadequately known is a knowledge gap of unaddressed raised grand research question inquiring, *how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council?* This was why this study was about, “*Teachers' Motivation enhancing Sustainable Management of Teaching Resources in Tanzania Public Secondary Schools in Bukoba Municipal Council?*”

2.6 Conceptual Framework

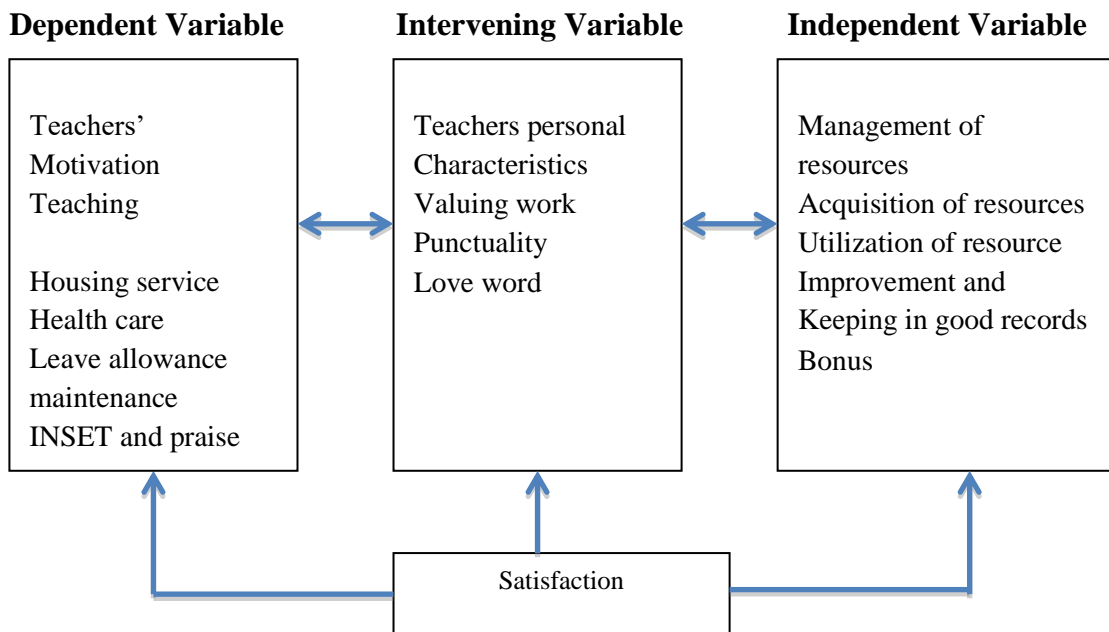


Figure 2.1: Modified Motivation Model from Griffin (2008)

Source: Researcher (2021).

Figure 2.1 shows the relevancy of teachers' motivation as the dependent variable depicting six areas that if provided to teachers' would motivate them. Management of

teaching resources is independent variables that consist of four constructs that if these resources are managed then they are likely to lead to positive outcomes (Figure 2.1).

Therefore, this conceptual framework maps assuming that there is relationship between the portrayed independent construct and dependent construct as Figure 2.1 illustrates. The modified figure assumes that if teachers are often motivated by being given house, health care, leave allowance, salary increment timely, in-serve training, bonus and being acknowledged and rewarded, then they will be able to manage the available resources by valuing their employment, being punctual at the work stations, like their work and ultimately being satisfied with their job (Figure 2.1).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the researcher presented the methodology that was used in this study. It described the methods that were used in carrying out research. The research dealt with research approach, research design, study area, population, sample and sampling procedures, research methods, data collection procedure, data recording, presentation and analysis and ethical implications.

3.2 Research Paradigm

In this study the researcher chose to follow the post positivism group of interpretivists with their philosophy of interpretivism to guide this study. This paradigm was chosen because of the nature of this study, whose contents was mainly dealing with peoples' personal views. The interpretivists' philosophy was chosen because it supports peoples' personal views, beliefs in stating that knowledge differs from context to context or from culture to culture, hence no universal or objective laws but subjective laws socially constructed. Again the interpretive philosophy was opted because, the researcher was interested in-depth rather than breadth information hence wanted to build up a comprehensive, valid, holistic picture of all the factors that contributed to person's understanding of the world.

Elaborating the rationales for choosing the interpretivism philosophy Bell (2007) contends that qualitative researchers do not aim to make general comments about society and hence, do not produce statistics. The very author argues further that

researchers adopting a qualitative perspective are more concerned to understand individuals' perceptions of the world. They see insight rather than statistical perceptions of the world (Bell, 2007). Such reasons prompted the researcher to choose that paradigm and its philosophy of interpretivism that again suits the qualitative approach elaborated hereunder.

3.3 Research Approach

In this study, the researcher chose the qualitative research approach. This was because the qualitative research is a form of inquiry that analyses information conveyed through language and behavior in natural settings. The second reason was because the researcher wanted to capture expressive information about research subjects' opinions, beliefs, values, feelings about the topic of the study of motivations that underlie teachers' behavior. Describing the qualitative approach Khan (2003) argues that qualitative approach is interested in subjectivism and sets out to understand the meanings that individuals attach to the world in which they live. Thus, the researcher used the qualitative research approach in data collection, analysis, interpretation and presentation with the aim of discovering the social facts related to motivation in the studied area.

3.4 Research Design

In this study the researcher used the case study design. The first rationale based on the already chosen research paradigm of the post positivists who encourage the use of such typology of research design. Second reason was because of the chosen research philosophy of interpretivism, which seeks people's views in their studied context without manipulating them.

The third rationale was because the researcher understood that in the case study the researcher attempts to gain a holistic picture of a single bounded case by exploring the perceptions of a wide range of people or stakeholders. Consequently, the researcher chose this research design because of its advantages in obtaining data; it is also the simplest and least cost alternative, while also being aware with its limitations of incapability of generalizing the studied cases to the entire population.

Elaborating the relevance of the case study to the qualitative studies, Yin (1994) defines the case study as an empirical inquiry that investigates contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 1994). McBurney (2007) supports that the case study is a form of qualitative analysis, which involves a careful and complete observation of social units, be that of a person, a family, an institution, a cultural group or even the entire community (Yin, 1994; McBurney, 2007).

3.5 Study Area

This study was conducted in Bukoba Municipal Council found in Kagera Tanzania. Bukoba Municipal is one of the eight local authorities in Kagera region which is located North West part of Tanzania. Bukoba Municipal Council has 20 public secondary schools. The researcher purposefully selected Bukoba Municipal Council as a sample to represent other local authorities in Tanzania. The rationale for choosing this area over others included the researcher's hope that the study would be the cornerstone for other studies of the same or related topics. The selection of this study was essential because it provided relevant and useful information to raised sub

research questions and objective of the study. The study area was to represent other district in Kagera region and Tanzania at large.

Arguing about the study is, Dasgupta (1998) pointing out that the study area defines researcher's target segment. It can be location specific or could be occupation wise. The author proposes that for an ideal research work the target segment should be very well defined, otherwise the net outcome, derivatives would not suit one's research objectives.

3.6 Population

The researcher gave equal chance to all municipal secondary schools in Tanzania, to be selected for this research. However the accessible population was that of Bukoba municipality secondary schools. These secondary schools were chosen because they were assumed to have adequate knowledge of the subject under investigation and the research discrete variables under investigation. For this purpose this study had units of analysis in terms of: Municipal Secondary Education Officer (MSEO), school heads, Ward Education Officers (WEOs), head of departments and teachers. MSEO was selected because is an officer who oversees matters of education in the municipal.

The WEOs unit of analysis was selected because they are overseeing issues of education in their specific wards. School heads were selected because they are responsible for the effective general management of the school. The department heads were selected because they guide and motivate work activities and other duties. Teachers were selected because they deliver classroom instruction that help students learn These rationales are supported in Mugenda (1999), who described the

population as an entire group of individuals having common observable characteristics. Next, follows the sample size of this study and how it was obtained.

3.7 Sample size and Sampling Procedures

Now since the Municipal of Bukoba has a lot of secondary schools, the sample size was required to be established as follows:

3.7.1 Sample Size

The researcher selected a number of 42 research participants that was required to fulfill and give information about this study. This small selected sample size was thought to be enough for this study to yield relevant information. This small sample is well supported in Patton (1990); Creswell (2012) who argue that any number from 40 research subjects in a qualitative study may bring adequate information. These authors rationalise that it is because; the researcher is interested in in depth rich qualitative opinions data rather than breadth of large quantities of people and formulas. This small sample size consisted of research units of analysis sizes as follows: 1 Municipal Secondary Education Officer (MSEO), 6 school heads, 6 Ward Education Officers (WEOs), 10 head of departments and 19 teachers.

All these research participants were selected because they were resourceful in implementing the innovations in their processes of overseeing the teaching profession in studied schools. These rationales are well captured in Creswell (2012) stating that, when selecting participants for a study, it is important to determine the size of the required sample. The author elaborates more about the factors that influence the sampled size of the study to include: access, funds, the overall size of the population and the number of variables (Creswell, 2012).

3.7.2 Sampling procedure

The procedure for this study was a triangulation of techniques partly from the post positivists' non-probabilistic sampling popular as purposive, and partly from the positivists' probabilistic sampling popular as random sampling. The two triangulation yielded a hybrid of procedure called the purposive-random sampling with rationales as follows. First, some respondents who were homogeneous in their roles, but few were selected by purposive sampling. This is because they shared similar characteristics. One MSEO, 6 WEOs and 6 school heads being few and very busy, their sample was obtained by seeking consultation to know, when they were available to meet with the researcher.

3.7.3 Random Sampling Procedure Handling

The rest of the respondents, who were in group involving many people like the 10 head of departments and 19 teachers, the researcher used the systematic random sampling to get them as follows. Firstly, on arrival in the field the researcher assigned a number of 1 to n^{th} (sample size) number of the population (1-29). Secondly, the person in the field had a high chance of being selected between 1 and 29. Third, the researcher picked at random a number from 1 to 29, for instance the 22nd person. Fourth, by starting from 22, the researcher began a sequence of numbers that grew bigger up to 29 each time. Each one of the numbers matched the corresponding name on the sampling frame. Lastly, the researcher continued with the process until when the sample size of 29 was obtained. The main reason for randomizing the randomisation of the positivists' paradigm was because it solved a problem of biasness.

Patton (1990) proposes the triangulation of the sampling procedure from both the post positivists and positivists. This type is also called the purposive-random sampling. Henry (1990) proposes it confirming that the selection of the purposive sample is often accompanied by applying the expected knowledge of the targeted population to select in a non-random manner that represents a cross-section of the population (Henry, 1990; Patton, 1990).

3.8 Research Methods of Data Collection

3.8.1 Questionnaire tools

In this study the researcher administered the questionnaire tools to the sampled schools. Before the administration of the questionnaire, the objectives of the research work were clearly explained to the respondents. Also, respondents were informed that their academic career was not affected as it was only exercised for research purpose and their responses were kept strictly confidential. Hence, they were free to speak frankly, honest and sincere in attempting the questions. However, respondents were given few weeks to complete the questionnaires there after they were collected (see Appendices II, III, IV, and V).

3.8.1.1 Semi Structured Interview

The other tool for collecting data belonged to the interviews method. The researcher submitted combined a set of close as well as open questions to gather information from key informants, who had personal experiences, attitudes, perceptions and beliefs related to the topic of interest. The first reason to triangulate this category of questions were first, the semi structured interview schedules are capable of asking short closed question brief to the point. Second reason, this tool is capable of allowing the

researcher to probe more information using why so, how, where and so on (see Appendices II, III, IV, V).

This tool of semi structured interview is well captured in the writings of Burgess (1984) arguing that the semi structured interviews are an effective method for data collection when the researcher wants to collect qualitative, open-ended data; to explore participants' thoughts, feelings and beliefs about a particular topic; and to delve deeply into personal and sometimes sensitive issues (Burgess, 1984).

3.8.1.2 Documentary Review

In this study the researcher also read and analysed the original primary data including: the government documents that contained information about the phenomenon under study as well as circulars in the studied schools. This research method was used because it enabled the researcher to assess a set of documents for historical or social value (see UTS and TSC Acts 1962 and 1964). The other category of documentary data was secondary documents as they can be read in chapter two. These were important because later in chapter four they could be merged to complement the obtained findings. Such secondary documents included: conceptual sources like books and articles with theories on the studied problem. Others were revised global empirical literature.

The usefulness of this method is well captured in Bown (2009) arguing that surely, the document review is a form of qualitative research, in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bown, 2009).

3.8.1.3 Research data analysis

In this study the collected data were subjected to triangulated methods, so as to present them, analyse, discuss and interpret them. The researcher expected to get detailed information and established patterns, trend and relationship from the information that was collected. For instance, the content analysis method was used to break down contents of the obtained data. The qualitative data were coded, and categorised into themes. In the content analysis the researcher used the manifest analysis, in which the researcher described what the informants actually said, stayed very close to the text, used the words themselves, and described the visible and obvious in the text.

The results of the collected, sorted data from the questionnaire were either presented in form of Figures or Tables, while the wordy data were presented in form of stanzas of the quotations also known as thick descriptions coming up with useful conclusions and recommendations. The Microsoft Excel Window 2007 and simple calculator tools, which assisted to analyse the resulted descriptive statistical features like frequencies and percentages.

Elaborating data analysis methods such as coding and categorising, Krishnaswami (2003) views it, as a critical examination of the assembled and grouped data for studying the characteristics of the objects under study for determining patterns and relationships among the variables relating to it. Analysing documents incorporated coding content into themes similar to how focus group or interview transcripts are analyzed (Krishnaswami, 2003; Brown, 2009).

3.9 Validity and Reliability of the Research Instruments

In this study, the researcher was aware with ongoing debate between the positivists and the post positivists on the issue of criteria for measuring quality of research. Consequently, since the researcher's opted paradigm was the post positivists, hence the appropriate language of qualitative criteria for ensuring validity and reliability in this qualitative study. For this purpose, the words validity and reliability were replaced by trustworthiness and credibility in this study. While trustworthiness replaced validity, dependability replaced reliability and these were ensured as follows.

3.9.1 Trustworthiness (Validity)

In this study trustworthiness meant appropriateness of tools used to collect and analysed data, appropriateness of research process and data. To ensure this the researcher used triangulated methods to achieve it using the qualitative criteria. First, the researcher verified the research participants' ability to respond to both questionnaire and interview. The researcher realised that the studied research participants were literate, education wise and knowledgeable with English language. This saved time of not preparing Kiswahili version, but also ensured the researcher that those could provide rich information.

Second, trustworthiness in this study was ensured through triangulation not only of sampling procedure, sources of information, but also method processes for collecting and analysing data. This enabled the researcher to lessen the weaknesses of using a single item or way to collect and analyse data. Not only that but also, the trustworthiness of the collected data were constantly compared and contrasted as it can be seen in chapter four. Third, member check or peers debriefing method was

used to ensure trustworthiness of the formulated tools. This was done when the researcher consulted the experts of educational research such as my supervisor, who gave critical inputs to verify whether the prepared research instruments was appropriate for the research questions in order to produce valid data.

The supervisor's critical corrections helped the researcher in the production of the final draft of the questionnaire. This helped to identify ambiguous questions in the questionnaire and interviews instruments as well, the researcher was able to re-align them to the objectives, (See Appendices II, III. & IV).

Elaborating the research rigor, Lincoln and Guba (1985) discourage the qualitative researchers to be moved by the terms used in the quantitative rigor, while the qualitative research has its own fitful criteria to ensure trustworthiness just as the quantitative ensure validity of instruments, processes and data (Lincoln and Guba, 1985). Blumberg (2005) argues that validity is often defined as the extent to which an instrument measures what it asserts to measure (Altheide and Johnson, 1994; Blumberg, 2005; Robson, 2011; Singh, 2014).

3.9.2 Dependability (Reliability)

In this study dependability referred to how coherent, logical, consistent are the data reflecting the studied phenomenon and are stable over time. In the same tone, in this study the researcher replaced the term reliability with dependability. The researcher ensured dependability of study processes and findings by: first, the researcher ensured that the presented, analysed discussed and interpreted data were consistent, logical, coherent and not contradictory to each other. Thus, the text was proof red several time to avoid inconsistencies in the dissertation.

Second way to ensure dependability in this study was conducting research process systematically. Again, the integrity of the collected data was ensured through avoiding any hearsays that would lead to fabricated data, instead the researcher took time to study the research participants and went there physically in the field to collect data, in other words the researcher became the major instrument of ensuring the collected data were the very required data reflecting the objectives of this study. Finally, apart from following the systematic steps of doing research the researcher ensured dependability by developing or reporting the results in details to a reader so as to ensure thick descriptions reflected the voices of the studied research participants.

Arguing on the issue of reliability in qualitative research Chakrabartty (2013) contends that reliability measures consistency, precision, repeatability, and trustworthiness of a research. So, it indicates the extent to which it is without bias or error free, and hence insures consistent measurement cross time and across the various items in the instruments (the observed scores). Therefore, reliability is a measurement that supplies consistent results with equal values in qualitative on the ensured dependability (Chakrabartty2013).

3.10 Research Ethics

The researcher had requested approval letter from the Open University for introduction to the respondents such as Regional Administrative Secretary (RAS) and Municipal Director who delivered the permission to the researcher to meet the secondary school teachers, Municipal Secondary Education Officer and head of schools. The researcher was very careful when carrying out the research and had given attention to the ethical issues. The researcher complied to Data Protection Act

of 1998 that comply with its rules, anonymity, confidentiality, informed consent, privacy and human dignity (Data Act, 1998).

Therefore, in this study the researcher avoided the information that would lead to embarrassment or endanger the subject either by causing pains or distress on their normal lives. The research participants were informed about the overall purpose of the investigation and the benefits of the research project. This complied with Dawson (2002) who stipulates that, it should be clear that researchers whose subject are people must consider the conduct of carrying out their research and giving attention to the ethical issues associated with carrying out their research and Emory (1991) who argued that ethics are important to all parties associated with research as they affect the merits of individuals and ultimately the quality of data obtained.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter, the researcher dealt with data presentation, analysis, discussion and data interpretation concurring with the research objectives, which were developed in chapter one. The general purpose of the study was to examine teachers' perceptions about motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba Municipal Council. The data presentation, analysis, discussion and data interpretation arranged according to specific objectives developed in chapter one.

4.2 Informants' Characteristics

The researcher encountered some data collected through a questionnaire which gave outcomes of research participants' Social Economic Status (SES) characteristics in terms of: gender roles, age and academic qualifications, and work experiences, which emerged from the field. The SES features were crucial in this study following the advice of expert suggesting that any research grand question would be well addressed if and only if the researcher explores the family or community background and the nature of the school key actors. The research design implies or relies on the chosen research paradigm (Creswell, 2009). To this end, the data presentation, analysis, discussion and interpretation of the SES features data preceded specific objectives.

One of the emerged feature construct was related to the gender discrete variable illustration, which is presented as the first in Table 4.1.

Table 4.1: Gender of the Respondents

Sex	<i>f</i>	%
Male	28	67.00
Female	14	33.00
Total	42	100.00

Source: Field Data (2020)

In Table 4.1, the researcher found that the greater majority 28(67.00) percent of the respondents out of 42 studied research participants were males, while few 14(33.00) percent of respondents out of the same total participants were females (Table 4.1). The implication of the learnt lessons from these analysed data, revealed how the researcher involved both sexes to get mixed ideas from varying males and females though not necessarily balanced. The reason for this imbalances resulted from the randomised sampling procedure, which could not yield balanced gender as expected. The next emerged discrete variable was respondents' age profile illustrated in Table 4.2.

Table 4.2: Age of Respondents

Age Strata	20-25		26-30		31-35		36-40		41+		Total	
	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%
Male	2	4.76	4	9.52	3	7.14	14	33.33	5	11.90	28	66.70
Female	2	4.76	3	7.14	2	4.76	5	11.90	2	4.76	14	33.30
Total	4	9.52	7	16.66	5	11.90	19	45.23	7	16.66	42	100.00

Source: Field Data (2020)

In Table 4.2 the researcher presents a raw consisting varying five research participants' age strata, followed by a raw of frequencies in terms of percentages, followed by sex, and grand total. The researcher found similar amount of quite very few 2(4.76) percent of respondent males, when compared to 2(4.76) percent of

respondent females out of 42 studied research participants frequenting falling in the strata of youngest age between 20 and 25 years. Besides that, still quite very few 4(9.52) percent of respondent males similarly compared to quite very few 3(7.14) percent of respondent females out of same total of studied participants, their age frequented falling in strata between 26 and 30 years. Not only that but also, in a similar way quite very few 3(7.14) percent of males compared to quite very few 2(4.76) percent of females out of 42 studied participants their age frequented falling between age between 31 and 35 years (Table 4.2).

Still yet, in the very Table one sees that relative few 14(33.33) percent of males, when compared to the very few 5(11.90) percent of females out of same total of studied participants' data on their age frequented to be between in strata between 36 and 40 years. Above all, very few 5(11.90) percent of males, when compared to quite very few 2(4.76) percent of females out of 42 studied research participants' data on age frequented on the strata of age above 40 years (Table 4.2).

The implication of these data on age is that a good number of the studied research participants were youth and very few were aged over forty. This age profile was crucial because it could reveal the most and less experienced research subjects in terms of providing rich information. The next emerged discrete variable was educational qualifications illustrated in Table 4.3.

In Table 4.3 one may view further that the randomised sampling procedure did not yield balanced number of educated participants on the education level issue as well. One may see much more, that greater majority 26(61.90) percent of the respondents

out of 42 studied research participants were Bachelor degree holders, when compared to few 11(26.20) percent of respondents out of same total participants, who were Diploma holders. Still yet, 4(9.50) percent of respondents out of 42 studied same participants were Master's degree holders, when compared to quite very few 1(2.38) post graduate diploma holder (Table 4.3).

Table 4.3: Respondents' Academic Qualifications

Education level	Masters		Grad. Diploma		Degree		Ordinary Diploma		Others		Total	
	<i>F</i>	%	<i>F</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%
Male	03	7.14	01	2.38	14	33.3	6	14.3	0	00	24	57.10
Female	01	2.38	0	00	12	25.6	05	11.9	0	00	18	42.90
Total	04	9.52	01	2.38	26	62.9	11	26.2	0	00	42	100.00

Source: Field Data (2020).

The implication of the learnt lessons from these analysed data revealed how the researcher involved teachers to get mixed ideas of the most informed fellows, capable of providing rich data from varying education levels. Furthermore, the analysed data suggested that the respondents with Bachelor degree teachers outnumbered Diploma and Master's degree teachers in this study. This was the sign that in the studied schools, the studied research participants are not contented by lower levels of education, but keep on upgrading their levels of education.

These results on the need to study the most informed fellows, is well documented in research writers like (Patton, 1990; 2009). Having completed the analysis of research participants' SES profile, the researcher continued with the analysis of three objectives.

4.3 Assessing Extent to which Teachers Perceive being Motivated

Objective one analysed a context in terms of the existing government circulars in studied schools related to workers' motivation for sustaining management of teaching resources in the public secondary of Bukoba municipal council. Its specific research question asked, what government circulars exist in the studied schools' environment related to the workers' motivation in order to sustain management of teaching resources in public secondary schools Bukoba municipal council? The analysis of this first research objective and question involved assessing the existence of circular related to motivating teachers and how school motivates teachers in the school environments. The researcher used questionnaire tool to collect data about existence of circular administered questionnaires to teachers.

Table 4.4: Respondents' Percent respondents

	Respondents' Category					Grand Total
	Classroom Teachers	School Heads	Head of Subject Unit	Ward Education Officer	District Secondary Education Officers	
N	20	07	10	04	01	42
%	47.61	16.66	23.80	9.52	2.38	100

Source: Field Data (2020)

In Table 4.4 the reader may view that relative majority (47.61) percent of responded classroom teachers out of 42 studied research participants were in consensus that they have never accessed the circular although satisfied with the teaching profession but not the current pay. In contrary quite very few 6(16.66) percent of responded school heads out of the same studied total of participants, were aware with the existing same

government circular, were satisfied with leading the teaching profession and the current pay, compared to very few 10(23.80) percent of responded head of subject Units out of 42 studied participants, who were neither in consensus to have accessed the government circular for teachers' motivation, nor were they satisfied with the current salary nor school environment (Table 4.4).

Besides those, Table 4.4 further reveals that the researcher found quite very few 03(7.00) percent of responded Ward Education Officers (WEO) out of 42 studied same participants, were in consensus that they have never accessed the government circular on motivation, but were satisfied with leading the teaching profession, but they were not satisfied with the current pay. Finally, Table 4 still reveals that the researcher found quite very few 1(2.38) percent of responded District Education Officer (DEO) out of 42 studied research participants was in consensus that surely, he was aware with the existing Government circular and had access of it, as well was satisfied with leading educational circular, but hesitated to say about satisfaction with current pay, since his differed with the mere teachers (Table 4.4).

The researcher triangulated the interview schedule tool so as to complement the questionnaire tool. When the researcher interviewed on whether had accessed the circular, the teacher coded T2 had the following words to comment as if lamenting;

“...I have never come across with any government about the motivation circular that is one. But second, on whether I am satisfied with the school environment, surely I say no. The reason is that the school environment does not encourage any teacher to be satisfied with the teaching profession. For instance, we do not have enough office chairs, we struggle sharing a few available ones, and even the office itself is in a classroom instead of staff room! No enough reference and text books for us and students. No library for them to visit. So, there is no way you can give them assignments or homework. What should be done to motivate

teachers is to make friendly environment for us, good salary with inclement plus incentives, adequate teaching and learning materials” (T2, 4th May, 2020).

Another interviewee Head of subject Unit coded (HSU1), when responding on what should be done to motivate teachers he had the following word saying;

“...teachers should not stay in one salary grade for a long time and there should be extra payments for the extra work. For instance, I am not satisfied with my profession due to the small amount I earn as a salary because of being in one grade for a long time, I even fail to fulfill my responsibilities...” (HSU1, 4th May 2020).

In addition to another interviewed WEO regarding the current level of job satisfaction and morale among teachers in the ward, the following were a response saying;

“...In fact, teachers face many problems that really lower their morale for work, one of which is to stay in one salary rank for longtime without new promotion. No enough books for students, crowded classrooms with inadequate furniture, No housing allowance. So this triggers teachers’ morale in the teaching profession....” (WEO4, 2020).

From previous analysed data from both questionnaire in Table 4.4 and some of the interviewees quoted responses from coded: T2, HSU1, and WEO4 the data suggested the conclusion that majority of mere teachers, class units and some educational officials, are not aware of the policy circulars guiding the motivation studied issue. This learnt lesson was that the policy circular document is probably a confidential among school heads and top officials but less known to rest studied respondents. The second learnt lesson was that the most of studied class teachers are satisfied with their teaching profession but not school environment and salary grade promotion, something demotivating them to a greater extent. These findings or learnt lessons

from two sources of questionnaire and interview guide reflect the study of Nyakundi (2012); Aach (2010) done in Kenya and Uganda respectively, where researchers found that teachers were motivated but teachers' promotion systems and school context to large extent demotivated them as well (Nyakundi, 2012; Aach, 2010).

4.4 Motivational Factors Accelerating Morale in Public Secondary School

Objective two assessed the existing motivational methods, strategies and techniques/tools in place used by school heads to motivate teachers in order to sustain the management of teaching resources in public secondary schools of Bukoba municipal council. Its research question asked, what are the existing methods, techniques, strategies/ and mechanisms used to motivate teachers in order to sustain management of teaching resources in the public secondary schools of Bukoba municipal council? Later the interviews tool was used to collected data from the interviewee's perspectives. The qualitative data were sorted, categorised, put in themes, coded and compared constantly to yield thick descriptions. Then a questionnaire with five Likert scale agreement levels collected opinion data, while a simple calculator analysed the emerged descriptive statistical values as Table 4.5 reveals.

In Table 4.5 the reader still views yet another illustration reflecting the Likert scale questionnaire tool and responses. The reader still reads that 31 respondents returned questionnaires implying that not all 42 studied total of the research participants filled the given tool. The researcher just selected randomly only five out of 20 item constructs, the rest analysed item constructs results may be viewed further in (Table 4.5; Appendix V).

Table 4. 5: Tools used to Motivate Teachers in Schools

S/N	Items	Responses						Total
		SA	A	NS	SD	D	None	
1.	Is the school providing with you free accommodation?	4 13%	5 16%	0 0%	21 67%	0 0%	1 3%	31 100%
2.	Is your Salary payments prompt?	0 0%	17 54.8%	0 0%	4 12.9%	2 6.5%	8 25.8	31 100%
3.	Is the school providing adequate teaching and learning resources?	6 19.4%	19 61.2%	0 0%	0 0%	6 19.4	0 0%	31 100%
4.	Are you more useful to the community as a teacher than any other profession?	9 29%	12 38.7%	0 0%	4 12.9%	6 19.3%	0 0%	31 100%
5.	Do you perceive teaching as a poor teaching profession?	4 12.9%	14 45.2%	0 0%	3 9.7%	10 32.2%	0 0%	31 100%

Source: Field Data (2020)

In Table 4.5, when the responded teachers were asked to say whether their studied schools provided them with free accommodation levels of agreement. On one hand, the researcher found that quite very few 4(13.00) percent strongly agreed, when compared to quite very few 5(16.00) percent of teachers, who agreed casually on the same, while no one 0(0.00) percent of teachers responded not being sure on the same, and as well when compared to not being sure on the same issue of free accommodation provision. On the other hand, the greater majority 21(67.00) percent who responded disagreeing strongly, compared to no one 0(0) percent of same respondents responded disagreeing casually on the same compared to quite very few 1(3.00) percent of teachers, who responded none on this objective, that they are provided with the free accommodation (Table 4.5; Appendix V).

In the next item variable in Table 4.5 one sees that teachers were asked to say whether they are paid their salaries promptly and punctually or not? Surprisingly, no 0(0.00) percent of teachers responded strongly agreeing about timely pay of salary, compared

to relative majority 17(54.80) percent of teachers responded agreeing commonly that the salary is paid promptly. Besides that one sees further that no one 0(0) percent of teachers responded of not being sure that salary is paid punctually, when compared to quite very few 4(12.90) percent of same teachers, who responded disagreeing strongly on prompt pay of salaries, when compared to quite very few 2(6.50) percent of teachers, who responded disagreeing casually, while quite very few again 8(25.80) of teachers responded ticking none on the salary prompt pay (Table 4.5; Appendix V).

As if that was not enough, the next item variable was about when teachers were asked whether the studied schools provided teachers with adequate teaching and learning resources or not. The responses on this item on one hand of agreements, revealed that quite very few 6(19.40) percent of teachers responded agreeing strongly that they are provided with adequate resources for teaching and learning resources compared to greater majority 19(61.20) percent of same studied teachers, who agreed on the same, while no one 0(0.00) percent of same teachers responded of not being sure on the same. On the other hand of disagreements, no one 0(0) percent of teachers responded disagreeing strongly on the same issue, compared to quite very few 6(19.40) percent of teachers agreeing casually on the same, while again no one responded on none that the studied schools, were being provided with adequate teaching and learning resources (Table 4.5; Appendix V).

The other item variable about how teachers felt being valued in comparison to other profession fellows. In that item the teachers were asked their attitude on whether they felt being more useful to the community they serve compared to other professions? As one may observe on one hand of agreement scale quite very few 9(29.00) percent

of responded teachers agreed strongly that they are being valued compared to similar quite relative few 12(38.70) percent of same respondents, who agreed commonly on the same. Still yet, one sees that no one 0(0) percent of same respondents out of 31 studied participants responded being not sure of the item variable of being valued (Table 4.5; Appendix V).

On the other hand of disagreement on the same item variable, one observes that quite very few 4(12.90) percent of same respondents responded disagreeing very strongly, that they are being valued in comparison to other professions, when compared to quite very few 6(19.30) percent of respondents, who responded disagreeing commonly to being valued in comparison to the other profession. Above all, no one 0(0) responded none category of agreement on the same (Table 4.5; Appendix V).

As if those item constructs were not enough, the other item construct was about attractiveness of the teaching profession among teachers, who were further asked to rate their profession. The researcher asked whether they perceived their profession being attractive to them. On one of Likert agreement scale, the results on this item revealed that quite very few 4(12.90) percent of responded teachers out of 31 studied research participants, responded to this item variable agreeing strongly that their profession is attractive to them, when compared to relative few 14(45.20) percent of the same respondents out of the same studied total of the same participants responded strongly agreeing that their profession is attractive, while no one responded for not being sure on that same item variable (Table 4.5; Appendix V).

On the other hand of disagreement on the same item variable, the results revealed that quite very few 3(9.70) percent of same responded teachers responded disagreeing

strongly that their profession is attractive one, when compared to the relative few 10(32.20) percent of same respondents, who responded disagreeing commonly on the same item variable, while no one 0(0) of same respondents responded on none category of agreement (Table 4.5; Appendix V).

The researcher complemented the questionnaire tool responses by employing the interviews method to some studied school heads coded HoS. One of those school heads coded HoS6 had the following words to say on the theme of motivators to teachers saying;

“...the school is providing rewards to the best performing teachers in the external examination especially NECTA and extra pay is given to teachers, who conduct remedial classes...” (HoS 6, 2020). [Still yet, another school head coded HoS4 the interviewee coded HoS4 had the following to utter]; *“...the school has a lot of strategies/tools to motivate teachers such as recognition by providing certificates to good performers though the most likely motive to teachers is money incentives...”* (HoS4, 2020).

Generally, when one integrates the results of the analysed five item variables in Table 4.5 as a sub part of Appendix (V), a lot of learnt lessons emerge. This finding seemed important to be considered by the policy makers and educational managers at both central and local governments. For instance responses through the Likert scale questionnaire tool in Table 4.5 and quoted responses of interviewees' views, the findings revealed that the greater majority 21(67.70) percent of respondents out of 42 studied research participants demonstrated that teachers' salary improvement is ensured as well as giving prizes to teachers, such move may suffice to satisfy them in their profession compared to the relative 16 (53.60) percent showing dissatisfaction although supplemented their responses with friendly teaching environments being a factor for encouraging one to like the profession were contrary.

The learnt lesson from Table 5 questionnaire results and interviews responses include that, the teaching profession is still regarded as crucial in the society although not so much attractive. Second that, the salary earned monthly does not suffice their monthly needs; that if improved and friendly teaching environment increased teachers are likely to resume their positive attitude.

The results in this study on this objective were similar to one of the reviewed study findings by Gorge (2014) that most of teachers were motivated by salary increase (money incentives) more than other aspects. Moreover, the findings of the other study Davidson (2006) study on the significant role of teachers' motivation in enhancing quality of education cement this finding. The current findings of this study hence, add to the recent study by Ngirwa (2016) that links the poor academic performance to teachers' dissatisfaction to the bullying of the teaching profession (Ngirwa, 2016).

4.5 The Effects of Motivation for Teaching Profession

Objective four determined the effects of motivating and not motivating studied teachers in the process of sustaining the management of teaching resources in public secondary schools. Its research question asked, what are positive and negative effects of motivating or not motivating teachers in the process of ensuring the sustainable management of teaching resources in Public secondary schools of Bukoba municipal council as per Table 4.6.

The results showed that (n= 39, 92.80%) respondents accepted that sustainable management of teachers in the teaching profession is rated to teachers motivational factors especially salary improvement and (n= 3, 7.20 %) agreed that teachers were sustained in the teaching profession with friendly environment.

Table 4.6: Teachers' Motivation Effects on their Daily Responsibilities

No	Cases Category	N	%
1	Teachers	30	71.40
2	Schools Heads	7	16.70
3	Ward Education Officers	04	9.50
4	Education Officer	1	2.4 0
Total		42	100.00

Source: Field Data (2020)

The results implicated that teachers' motivations have effects on their daily responsibilities as exemplified by the respondent coded HoS3 (Table 4.6).

"...The more the teachers get motivated the more the school performance in academic improves and the less is a vice versa ..."
(HoS3, 2020).

In an interview held with one of the head of the visited schools with regards to what are the most important factors teachers would consider for their motivation, the following were found to support the above findings (HoS8, 2020).

"...In fact, teachers face many problems that really discourage them to work hard, one of which is the bad community's perception towards their profession. Our community has been perceiving teaching as the low status job that even some of the parents dare discouraging their children to join. They send their children to better schools believing that they may pass well their exams and opt for other professions than teaching for the students with poor grades are likely to be selected for education courses ending up to become teachers..."

From the quotations it implies that, effectiveness and efficiency in executing duty lines with motivations. The results in this study on this objective were similar to the previous study findings by Jinjevu (2013), and Venkatachalam (2015), Jinjevu in his study on employees performance found that there was a direct relationship between job satisfaction and employees performance and that motivation is the catalyst for

higher performance and Venkatachalam in his study on influencing morale explained that teaching has many appeals to young people but the profession will not attract qualified teachers as long as it is associated in the minds of the public with low salaries. Improved salary for catering daily expenses, housing allowance, friendly teaching and learning environment were among the best ways suggested to motivate teachers by respondents in this studied issue.

From previous analysed data and questionnaire in Table 4.6 and some of the interviewees' quoted responses data from coded: HoS3 and HoS8 suggested the conclusion that majority of teachers, including educational officials, are less motivated spearheaded by lack of incentives and friendly teaching contextual accelerators in general. This learnt lesson unveiled that the most of studied class teachers, head of units and educational officials are satisfied with their teaching profession but not school environment and their monthly earns, something demotivating them to larger extent. These findings or learnt lessons from two sources of questionnaire and interview guide reflect the study of (Oluoch, 2006).

His study mentions pecuniary motivations, working environment, policy areas as main challenges that may de-motivate teachers to work effectively and deliver as per the expectation. Essentially, the findings of this study are also reflecting the Herzberg's Two Factor theory that both intrinsic and extrinsic factors motivate (if provided) or demotivate (if not provided) employees to perform their jobs. In this regard, the findings have shown that intrinsic factors such as a sense of achievement, recognition, growth and a sense of responsibility and career advancement do motivate teachers to perform their teaching job.

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

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five presents the main findings of the research as it was presented, analysed, discussed and interpreted in chapter four. It should be recalled that this study addressed the grand question that inquired; how is teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba Municipal Council? Its main objective explored teachers' opinions about the manner how motivation enhances sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council, and come up with research participants' recommendations for action. The findings, conclusions, recommendation in this chapter five, are presented in the logical order of specific objectives that were developed right from chapter one.

5.2 Summary of the Research Findings

Chapter five consists the work done within five chapters in précis as follows:

5.2.1 Existing Government Circulars in Schools' Studied Context about Motivation

Objective one aimed at analysing the government circulars existing in the schools environment related to the workers' motivation for sustaining management of teaching resources in the public secondary schools Bukoba municipal council; The analysis of this first research objective and question involved assessing the existence of circular related to motivating teachers and how school motivates teachers in the

school environments. The researcher used questionnaire tool collect data existence of circular administered questionnaires to Teachers. The results showed that majority of mere teachers, class units and some educational officials, are not aware of the policy circulars guiding the motivation studied issue.

The policy circular document is probably a confidential among school heads and top officials but less known to rest studied respondents. Again, the most of studied class teachers are satisfied with their teaching profession but not school environment and salary grade promotion, something de-motivating them to a greater extent.

5.2.2 Existing Strategies used by School Heads to Motivate Teachers

Objective two aimed at exploring the existing methods, techniques, strategies/ and mechanisms used to motivate teachers in order to sustain management of teaching resources in public secondary schools Bukoba municipal council? The results revealed that salary earned monthly does not suffice their monthly need and that if improved and friendly teaching environment increased teachers are likely to resume their positive attitude. Furthermore, the findings reflect the Two Factor theory. The findings have unveiled that both intrinsic and extrinsic factors motivate (if provided) or demotivate (if not provided) employees to perform their jobs. In this regard, the findings have shown that intrinsic factors such as a sense of achievement, recognition, growth and a sense of responsibility and career advancement do motivate teachers to perform their teaching job. Similarly, findings have shown that extrinsic factors such as working conditions, financial compensation and rules and regulations and also policies at work do also impact on the employees' motivation positively if they are favorable and negatively if they are not favourable.

5.2.3 Motivating or de motivating Studied Teachers Effects Sustaining

Management

Objective three aimed at determining the effects of motivating and not motivating studied teachers in the process of sustaining the management of teaching resources in public secondary schools in Bukoba municipal council. The findings on this objective revealed that the majority of teachers, including educational officials, are less motivated spearheaded by lack of incentives and friendly teaching contextual accelerators in general.

This learnt lesson unveiled that the most of studied class teachers, head of units and educational officials are satisfied with their teaching profession but not school environment and their monthly earns, something de motivating them to larger extent. The study findings further revealed that the studied teachers are affected by motivational related issues in their profession just as it is reported elsewhere to the other professions in Tanzania at large.

5.4 Implications of the Results

The study general objective was to examine teachers' opinions about the manner how motivation enhances sustainable management of teaching resources in Tanzania public secondary schools. Through the study it was learnt that teacher's attitudes towards work was low. Majority enjoyed being in the profession but de-motivated with what they earn monthly and unfriendly teaching environments a sort of trigger, which affect the aim of education as a whole. So stakeholders can learn some important behaviors and needs of their employee and work them out for effectiveness in provision of education. This implies that poor service and job performance,

absenteeism, high turnover rates of teachers, and the likes signifies less motivational and the opposite are for high motivation. From teacher's behavior associated with motivation students are likely to perform greatly or disappointingly. To make our schools perform better commitment on the set education goal need to be focused without forgetting goal implementers, meaning teachers. The teachers' concerns need to be reviewed regularly for effectiveness and efficiency in executing duties and responsibilities assigned to perform in the profession. Hence, employers and other stakeholders in education sectors need to ensure that teacher's sustainability is highly attached to motivations for the betterment of school in Bukoba Municipality and a country as a whole

5.5 Conclusions

Addressing the research objectives as stated in the previous chapters of the present study makes several contributions in terms of widening the theoretical understanding on how motivation enhances sustainable management of teaching resources in Tanzania public secondary schools.

Findings of objective one suggested the conclusion that the policy circular document related to motivational issues for the studied research participants is probably a confidential among school heads and top officials but less known to rest studied respondents.

Findings of objective two suggested the conclusion that the salary earned monthly does not suffice the studied participants' monthly personal as well as family needs and that if improved and friendly teaching environment increased, then teachers are likely

to resume their positive attitude. Furthermore, the findings have shown that intrinsic factors such as a sense of achievement, recognition, growth and a sense of responsibility and career advancement do motivate teachers to perform their teaching job.

Findings of objective three suggested the conclusion that most of the studied class teachers, head of units and educational officials are satisfied with their teaching profession, but not school environment, delayed statutory salary increments, and their monthly earns, something de-motivating them to larger extent.

5.6 Recommendations for Action

- (i) Given objective one revealed findings that majority of mere teachers, class units and some educational officials, are not aware of the policy circulars guiding the motivation studied issue. Therefore, there is a need for circulation of responsible policy documents and make them transparent to the studied actors. Likewise, given the very objective revealed most of studied class teachers are satisfied with their teaching profession, but not school environment and salary grade promotion, something de-motivating them to a greater extent, therefore, let the government give the statutory motivational increment timely so as to improve the said environment. Let it increase salaries as the economy stabilises and provide salary promotion grades timely to reflect the status of teachers and the socio-economic situation prevailing in our societies. Much more, let it continue putting more efforts on improving the working conditions such as infrastructure including: classrooms, furniture, books and other labs equipments as facilities to facilitate easy teaching-learning processes.

- (ii) Given objective two findings revealed that the existing motivational, strategies used by heads of school and government do not sustain management to sustain the management in Bukoba Municipality, therefore let the government collaborate with school heads to revise structures of allowances. The study for stance revealed that the salary earned monthly does not suffice monthly. Therefore, there is a need to improve it as economy improves. Besides these, the study findings suggested further that if friendly teaching environment is increased, then teachers are likely to resume their positive attitude. Therefore, let the government review policies on secondary education and existing circular policies on motivational should be familiar to educational implementers and not top officials only. By so doing teachers are likely to be motivated.
- (iii) Given objective three revealed findings showing effects of motivating and not motivating studied teachers in the process of sustaining the management of teaching and revealed further that the teachers are affected by lack of timely statutory promised motivations as it does to the other professions, therefore, there is a need for the government, policy makers to involve the stakeholders of education at large, through national referendum to propose the new practical strategies more than the out dated impractical strategies.

5.7 Recommendations for Further Studies

In addition to the above, little has been done in other districts of Kagera especially with the use of comparative research techniques to solicit information on a larger number of teachers' opinions and attitudes regarding teachers' motivation. Thus, the comparative research is recommended for future studies comparing the results of more than one district on the same studied problem.

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APPENDICES

Appendix I: Questionnaire for Teachers only

Dear respondent, my name is Kiheka, Arobogast a student of Open University of Tanzania pursuing Master of Education in Administration, Planning and Policy Studies. I am carrying out research on the **Teachers' Motivation Enhancing Sustainable Management of Teaching Resources in Tanzania Public Secondary Schools in Bukoba Municipal Council**. Please assist me by answering the questions. The research is purely for academic purpose therefore your participation will be greatly appreciated and your contribution will be treated with greater confidentiality. This is why **you should not write your name** anywhere.

Instructions by Filling this Questionnaire

- .Give your answers honestly and as free as possible.
- Where a written response is required, please do not hesitate to write.
- Do not write your name in this questionnaire

SECTION A: Background Information about Teachers

Please, tick (V) the opted answer in the spaces provided.

1. Gender: Male ☐ (b) Female ☐
2. What is your position in this school? (a) Head of school ☐ (b) Department teacher ☐ (c).Ordinary teacher ☐ (d) Teacher in training ☐

3. What is your age range? Please tick (V) only once in appropriate box.

Age	20-25yrs	26-30yrs	31-35yrs	36-40yrs	Above 41years
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is your highest education level? Please tick only once in the provided boxes.

Academic Qualifications	Diploma	Degree	Postgraduate	Masters	Other (Please specify)

5. How long have you been employed in this profession?

- (a) Less than a year ☐ (b) 1-2 years ☐ (c) 3-4 years ☐ (d) 5-6 years ☐
 (e) Above 6 years ☐

6. Which department do you work in?

- (a) English ☐ (b) Science ☐ (c) Arts (History, Geography) ☐
 (d) Business (accounting, economics etc.) ☐
 (e) Other (please specify) _____ ☐

SECTION B: Teachers' Motivation Factors for Satisfaction and Dissatisfaction

7. Are you satisfied with your teaching professional? Yes ☐ No ☐

If Yes,

Why?.....

And if the answer is No,

Explain.....

8. Are you satisfied with your current pay as a teacher? Yes ☐ No ☐

If Yes, to what extent do you perform your work.

Explain.....

And if No, how does the current pay affect you in your daily responsibility.

Explain

9. Is there any government circulars existing in the school environment related to the workers' motivation in order to sustain management of teaching resources in public secondary schools of Bukoba municipal council?.....

If your answer is yes, what the circular states about motivating teachers and how far does your school has motivated teachers?

Explain.....If no, what do you think should be done to motivate teachers.....

10. At your school, are there any existing methods, techniques, strategies/ and mechanisms used to motivate teachers in order to sustain management of teaching resources in public secondary schools Bukoba municipal council?.....

If yes, list those methods, techniques, strategies/and mechanisms used to motive teachers.....

If no, how sustainability of management of teaching resources are affected negatively.....

11. What do you think are the positive and negative effects of motivating or not motivating teachers in the process of ensuring the sustainable management of teaching resources in Public secondary schools of Bukoba municipal Council?

(a) Positive effects of motivating teachers.....

(b) Negative effects of not motivating teachers.....

12. Do you agree that motivation is influenced by incentives in terms of pragmatic and financial recognition of teaching as a mother of all professional? Yes ☐ No ☐

If Yes, Explain at least two reasons

(i).....

(ii).....

13. According to your opinions and teaching experiences, how would you rate degree of your satisfaction or dissatisfaction with the following motivational factors? All statements are correct and true.

Please, tick (V) on the best level of your agreement or disagreement in the following scale as follows.

Where **SA**= Strongly Agree, **A**= Agree, **NS**=Not Sure **D**= Disagree, **SD**= Strongly

D= Disagree,

Statements		Responses				
		SA	A	NS	D	SD
1.	Are you paid a salary that is enough to cater for your basic needs?					
2.	Is the school providing with you free accommodation?					
3.	Dou you get free meals at school?					
4.	Is your Salary payments prompt?					
5.	Is the school offers weekly duty allowances?					
6.	Are you paid extra teaching allowances by the school to help you complete the syllabus?					
7.	Is the school offers financial assistance to teachers with festivities?					
8.	It is possible to get advance payment from the school in case you have a financial problem?					
9.	Is the school providing adequate teaching and learning resources?					
10.	Are there any prizes given to teachers who perform well?					
11.	Is teaching giving you a great deal of job satisfaction?					
12.	Are you enjoying teaching as a profession?					
13.	Has the challenging nature of teaching kept you in the profession?					
14.	14. Is teaching is a competitive profession in this school?					

15.	Is teaching giving you recognition and respect from the community?					
16.	Do you have prospects for career development in the teaching profession?					
17.	Has the responsibilities you perform in the school gave you a sense of control over others?					
18.	Is teaching one of your goals in life?					
19.	Are you more useful to the community as a teacher than any other profession?					
20.	Do you perceive teaching as a poor teaching profession?					

14. Through your experience, what two ways could you suggest the best ways to motivate teachers. Suggest at least two ways

(i).....

.....

(ii).....

END

Thanks for Your Cooperation

Appendix II: Questionnaire for Department Teachers Only

Introduction

Dear respondent,

My name is Kiheka, Arobogast a student of Open University of Tanzania pursuing Master of Education in Administration, Planning and Policy Studies. I am carrying out research on the **Teachers' Motivation Enhancing Sustainable Management of Teaching Resources in Tanzania Public Secondary Schools in Bukoba Municipal Council**. Please assist me by answering the questions. The research is purely for academic purpose therefore your participation will be greatly appreciated and your contribution will be treated with greater confidentiality. This is why **you should not write your name** anywhere.

Instructions for Filling this Questionnaire

- Give your answers honestly and as free as possible.
- Where a written response is required, please do not hesitate to write.
- Do not write your name in this questionnaire

Appendix III: Questionnaires for Teachers

SECTION A: Background Information about Teachers

Please Tick the right option or fill the right answer in the spaces provided.

1. **Sex:** (a) Male ☐ (b) Female ☐

2. What is your age range? Please tick (V) only one cell.

	20-25yrs	26-30yrs	31-35yrs	36-40yrs	Above 41yrs
Age					

3. What is your highest education level? Please, tick (V) only once in appropriate box of your choice.

	Diploma	Degree	Postgraduate	Masters	Other (Please specify)
Qualification					

4. For how long have you been employed in this profession of teaching? Please tick

(V) ☐ ☐ ☐

(a) Less than a year (b) 1-2 years (c) 3-4 years ☐ (d) 5-6 years

(e) (e) Above 6 years ☐

5. In which department are you working in?

(a) English ☐ (b) Science ☐ (c) Arts (History, Geography) ☐

(d.) Business (accounting, economics etc.) ☐

(e.) Other (please specify).....

SECTION B: Teachers' Motivation Factors for Satisfaction and Dissatisfaction

4. Do you think you are satisfied with your teaching profession? Yes ☐

No ☐

If Yes, why?.....

And if the answer is No, explain.....

7. Are you satisfied with your current pay as a teacher? Yes ☐ No ☐

If Yes, to what extent are you performing your daily work to deserve the current pay?

Explain.....

.....

And if No, how does your current pay affect your daily responsibility?

Explain

8. Is there any government circulars existing in the school environment related to the workers' motivation in order to sustain management of teaching resources in public secondary schools of Bukoba municipal council?.....Which category pleases.....?

If your answer is yes, what the circular states about motivating teachers and how far does your school has motivated teachers?

Explain.....

If no, what do you think should be done to motivate teachers.....

9. At your school, are there any existing methods, techniques, strategies/ and mechanisms used to motivate teachers in order to sustain management of

teaching resources in public secondary schools Bukoba municipal council?.....

If yes, list those methods, techniques, strategies/and mechanisms used to motive teachers.....

If no, how sustainability of management of teaching resources are affected negatively.....

10. What do you think are the positive and negative effects of motivating or not motivating teachers in the process of ensuring the sustainable management of teaching resources in Public secondary schools of Bukoba municipal Council?

(c) Positive effects of motivating teachers.....

(d) What are the negative effects of not motivating teachers in your department
.....

11. Do you agree that motivation is influenced by incentives in terms of pragmatic and financial recognition of teaching as a mother of all professional? Yes ☐ No ☐

If Yes, explain at least two reasons

(i).....

(ii).....

13. According to your opinions and teaching experiences, how would you rate degree of your satisfaction or dissatisfaction with the following motivational factors?

Please, tick (V) the extent to which you agree or disagree using the following scale.

Where SA=Strongly Agree, A=Agree, NS=Not Sure SD=Strongly Disagree, D=Disagree.

Statements		Responses				
		SA	A	NS	SD	D
1.	Are you paid a salary that is enough to cater for your basic needs?					
2.	Is the school providing with you free accommodation?					
3.	Dou you get free meals at school?					
4.	Is your Salary payments prompt?					
5.	Is the school offers weekly duty allowances?					
6.	Are you paid extra teaching allowances by the school to help you complete the syllabus?					
7.	Is the school offers financial assistance to teachers with festivities?					
8.	It is possible to get advance payment from the school in case you have a financial problem?					
9.	Is the school providing adequate teaching and learning resources?					
10.	Are there any prizes given to teachers who perform well?					
11.	Is teaching giving you a great deal of job satisfaction?					
12.	Are you enjoying teaching as a profession?					
13.	Has the challenging nature of teaching kept you in the profession?					
14.	Is teaching is a competitive profession in this school?					
15.	Is teaching giving you recognition and respect from the community?					
16.	Do you have prospects for career development in the teaching profession?					
17.	Has the responsibilities you perform in the school gave you a sense of control over others?					
18.	Is teaching one of your goals in life?					
19.	Are you more useful to the community as a teacher than any other profession?					
20.	Do you perceive teaching as a poor teaching profession?					

14. Through your experience, what two ways could you suggest as the best ways to motivate teachers. Suggest at least two ways.

(i)..... (ii).....

END

Appendix IV: Analysed Data for Likert Scale Questionnaire

4.5 Responses on the Motivational Factors Morale in Public Secondary School

S/N	ITEMS	Responses			SD	D	NONE	TOT AL
		SA	A	NS				
1.	Are you paid a salary that is enough to cater for your basic needs?	0 0%	2 6.5%	0 0%	29 93.5%	0 0%	0 0%	31 100%
2	Is the school providing with you free accommodation?	4 13%	5 16%	0 0%	21 67%	0 0%	1 3%	31 100%
3	Dou you get free meals at school?	0 0%	0 0%	0 0%	23 74.2%	8 25.8%	0 0%	31 100%
4	Is your Salary payments prompt?	0 0%	17 54.8%	0 0%	4 12.9%	2 6.5%	8 25.8	31 100%
5	Is the school offers weekly duty allowances?	0 0%	0 0%	0 0%	24 77.4%	6 19.4%	1 3.2%	31 100%
6.	Are you paid extra teaching allowances by the school to help you complete the syllabus?	0 0%	2 6.5	0 0%	28 90.3	1 3.2%	0 0%	31 100%
7.	Is the school offers financial assistance to teachers with festivities?	0 0%	3 9.7%	6 19.4%	10 32.3	7 22.6%	5 16%	31 100%
8.	It is possible to get advance payment from the school in case you have a financial problem?	8 25.8%	13 41.9%	4 13%	1 3.2%	4 12.9	1 3.2%	31 100%
9.	Is the school providing adequate teaching and learning resources?	6 19.4%	19 61.2%	0 0%	0 0%	6 19.4	0 0%	31 100%
10.	Are there any prizes given to teachers who perform well?	3 9.7%	5 16.1%	2 6.5%	12 38.7	9 29%	0 0%	31 100%
11.	Is teaching giving you a great deal of job satisfaction?	1 3.2%	16 51.6%	0 0%	11 35.5	3 9.7%	0 0%	31 100%
12.	Are you enjoying teaching as a profession?	4 12.9%	13 41.9%	0 0%	8 25.8	6 19.3%	0 0%	31 100%
13.	Has the challenging nature of teaching kept you in the profession?	8 25.8%	17 54.8	0 0%	2 6.5%	4 12.9%	0 0%	31 100%
14.	Is teaching a competitive profession in this school?	2 6.5	7 22.5	0 0%	10 32.2%	11 35.5%	0 0%	31 100%
15.	Is teaching giving you recognition and respect from the community?	4 12.9%	9 29%	0 0%	14 45.2	4 12.9%	0 0%	31 100%
16.	Do you have prospects for career development in the teaching profession?	0 0%	5 16.1%	4 12.9%	7 23%	15 48%	0 0%	31 100%
17.	Has the responsibilities you	3	6	1	20	1	0	31

	perform in the school gave you a sense of control over others?	9.7%	19.3%	3.2%	64.5	3.2%	0%	100%
18.	Is teaching one of your goals in life?	16 51.6%	8 25.8%	0 0%	2 6.5%	1 3.2%	4 12.9%	31 100%
19.	Are you more useful to the community as a teacher than any other profession?	9 29%	12 38.7%	0 0%	4 12.9%	6 19.3%	0 0%	31 100%
20.	Do you perceive teaching as a poor teaching profession?	4 12.9%	14 45.2%	0 0%	3 9.7%	10 32.2%	0 0%	31 100%

Appendix V: Interview Guide for Head of School Only

Introduction

Dear respondent, my name is Kiheka, Arobogast a student of Open University of Tanzania pursuing Master of Education in Administration, Planning and Policy Studies. I am carrying out research on the **Teachers' Motivation Enhancing Sustainable Management of Teaching Resources in Tanzania Public Secondary Schools in Bukoba Municipal Council**. Please assist me by answering the questions. The research is purely for academic purposes. Therefore your participation will be greatly appreciated and your contribution will be treated with greater confidentiality. This is why **you should not write** your names anywhere.

Please, tick (V) option where necessary in the spaces provided.

1. Gender: Male ☐ Female ☐
2. How many years have you spent as a secondary school teacher?
 - a) Less than 2 years ☐ b) Between 3 – 5 years ☐
 - c) Between 6 – 10 years ☐ d) 11 years and above ☐
3. How many years have you been in this position as a head of school?
 - a) Less than 2 years ☐ b) Between 3 – 5 years ☐
 - c) Between 6 – 10 years ☐ d) 11 years and above ☐
- 3** How many teachers do you have in your school?
 Males.....females.....

4 How can you explain the overall students' examination performance in your school..... Explain in

short.....

5 How would you describe current levels of job satisfaction and morale among your teachers in the school?

6.Do you have any strategies at your school designed to motivate teachers to recognize their contribution to the school development?

If yes, what are in place? Explain.....

And if no, what do you think should be done. Explain.....

7.Do you think there are any adequacy and functional training programmes like conferences, seminars, In-Service Training for teachers at your school?.....

If yes, explain how those functional trainings motivate them.....

If no, Explain how lack of those functional training affect your teachers in in the teaching processes.....

8.As a head of school, is there any government circulars existing in the school environment related to the workers' motivation in order to sustain management of teaching resources in public secondary schools of Bukoba municipal council?.....

If your answer is yes, what the circular states about motivating teachers and how far does your school has motivated teachers.....

Explain.....

If no, what do you think should be done to motivate teachers.....

9. In your opinion, what do you think are the positive and negative effects of motivating and not motivating your teachers in fulfilling their responsibilities?

Explain.....

10. What three best ways you could suggest to motivate teachers.

(i).....

(ii).....

(ii).....

END

Thanks for your Cooperation

Appendix VI: Interview Guide for Ward Education Coordinators Only

Introduction

Dear respondent, my name is Kiheka, Arobogast a student of Open University of Tanzania pursuing Master of Education in Administration, Planning and Policy Studies. I am carrying out research on the **Teachers' Motivation Enhancing Sustainable Management of Teaching Resources in Tanzania Public Secondary Schools in Bukoba Municipal Council**. Please assist me by answering the questions. The research is purely for academic purpose. Therefore, your participation will be greatly appreciated and your contribution will be treated with greater confidentiality. This is why you **should not write** your names anywhere.

Please tick (V) the right option in the provided spaces

1. Gender: Male ☐ Female ☐
2. How many years have you spent as a ward education coordinator?
 - a) Less than 2 years ☐ b) Between 3 – 5 years ☐
 - c) Between 6 – 10 years ☐ d) 11 years and above ☐
3. How many years have you been in this position as a ward education coordinator?
 - a) Less than 2 years ☐ b) Between 3 – 5 years ☐
 - c) Between 6 – 10 years ☐ d) 11 years and above ☐
4. How many teachers do you have in your ward?
 Males.....females.....

5 .How can you explain the overall students' examination performance in your ward.

Explain in short.....

.....

5. How would you describe current levels of job satisfaction and morale among your

teachers in the

ward?.....

6. Do you have any strategies at your ward designed to motivate teachers to recognize

their contribution to the school development? If yes, what are in place?

Explain.....

And if no, what do you think should be done. Explain.....

.....

7. Do you think there are any adequacy and functional training programmes like

conferences, seminars, In-Service Training for teachers at your

ward?.....

If yes, Explain how those functional trainings motivate

them.....

If no, Explain how lack of those functional training affect your teachers in in the

teaching processes.....

8. As a ward education coordinator, is there any government circulars existing in the

school environment related to the teachers' motivation in order to sustain

management of teaching resources in public secondary schools of Bukoba

municipal council?.....

If your answer is yes, what the circular states about motivating teachers and how far does your schools have been motivating teachers?

Explain.....

If no, what do you think should be done to motivate teachers.....

9. In your opinion, what do you think are the positive and negative effects of motivating and not motivating your teachers in fulfilling their responsibilities?

Explain.....

10. What three best ways you could suggest to motivate teachers.

(i).....

(ii).....

(iii).....

END

Thanks for your Cooperation

Appendix VII: Municipal Education Officer Interview Schedule

Introduction

Dear respondent, my name is Kiheka, Arobogast a student of Open University of Tanzania pursuing Master of Education in Administration, Planning and Policy Studies. I am carrying out research on the **Teachers' Motivation Enhancing Sustainable Management of Teaching Resources in Tanzania Public Secondary Schools in Bukoba Municipal Council**. Please assist me by answering the questions. The research is purely for academic purpose therefore your participation will be greatly appreciated and your contribution will be treated with greater confidentiality. This is why **you should not write your names** anywhere.

SECTION A: Background Information about Head of School

Please, tick (V) the right option in the spaces provided.

1. Gender: Male ☐ Female ☐
2. How many years have you stayed in this position?
 - a) Less than 2 years ☐ b) Between 3 – 5 years ☐
 - c) Between 6 – 10 years ☐ d) 11 years and above ☐
3. How many teachers do you have in your District?
Male.....female.....
4. How many government secondary schools are within your area of jurisdiction?.....
5. Briefly, how can you explain the overall students' examination performance of the mentioned schools?.....

6. If the mentioned schools are doing well, what do you think are the contributing factors. Would you point out at least two reasons?

(i).....

(ii).....

7. If the mentioned schools are doing worse, give at least four strong reasons that contributes of their failure

(i).....

(ii).....

(iii).....

(iv).....

8. How would you describe current levels of job satisfaction and morale among your teachers in the school?.....

9. Does your Office motivate teachers' especially those doing well in their subjects they teach?

10. Do you think there are any adequate and functional training programmes like conferences, seminars, in-Service Training for teachers at your school.....

If yes, explain how those functional trainings motivate them.....

And if no, explain how lack of those functional training affect them in teaching.....

11. In your opinion, what are the positive and negative effects of motivating and not motivating your teachers in fulfilling their responsibilities.....

Explain

.....

12. What do you think are the strategies or mechanisms that may be employed to make sure teachers are motivated to their working stations? Suggest at least three reasons would you give for fitness for those mechanism?.

(i).....

(ii).....

(iii).....

(iv).....

13. As a head of department, is there any government circulars existing in your office related to the workers' motivation in order to sustain management of teaching resources in public secondary schools of Bukoba municipal council?.....

If your answer is yes, what the circular states about motivating teachers and how far does your school has motivated teachers?..... Explain.....

.....

If no, what do you think should be done to motivate teachers.....

.....

Thanks for your Cooperation

Appendix VIII: Research Clearances Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409 Tel: 255-22-
Tanzania ext.2101



2668992/2668445 Dar es Salaam,
<http://www.openuniversity.ac.tz>

Fax: 255-22-2668759

E-mail: dpgs@out.ac.tz

REF: PG2017995562

Regional Administrative Secretary,
Kagera Region,
P. O. Box 299,
KAGERA.

24th June 2020

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Mr. Kiheka, Arobogast Elias, Reg No: PG2017995562 pursuing Master of Education Administration, Planning and Policy Studies (MED. APPS). We here by grant this clearance to conduct a research titled "Teachers' Motivation Enhancing Sustainable Management of Teaching Resources in Tanzania Public Secondary Schools in Bukoba Municipal Council". He will collect his data from the Ihungu, Bukoba, Kahororo, Hamugembe, Regambwa and Kibeta Secondary schools located in your region between 29th June 2020 to 15th August 2020.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly, thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,


Prof. Hossea Rwegoshora

For: VICE CHANCELLOR THE OPEN UNIVERSITY OF TANZANIA

Appendix IX: Research Clearances Letter from Kagera Region

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

KAGERA REGION
 Telegraphic Address: "REGCOM"
 Telephone No: (028) 2220215-18
 E-mail: ras.kagera@tanzania.go.tz
 Fax No: (028) 2222341/2221356



Regional Commissioner's Office,
 P. O. Box 299,
 BUKOBA - KAGERA.

In reply please quote:

Ref. No. DA.194/228/01"N"/24 9th July, 2020

District Administrative Secretary,
 P.O Box 10,
BUKOBA.

REF: RESERCH PERMIT

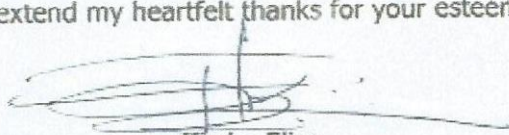
The regional commissioners' office does acknowledge the receipt of a letter dated 24th June, 2020 with reference No.PG2017995562 from Open University of Tanzania with the caption herewith.

2. With this note therefore, I introduce to you **Mr. Kiheka Arobogast Elias** MA apprentice who is intending to conduct a research titled **"Teachers Motivation Enhancing sustainable management of teaching resources in Tanzania Public Secondary Schools; a case study in Bukoba Municipal Council"**.

3. Kindly be informed that, his permission is hereby granted as from July to August, 2020. Therefore let him report at your office for allocation and commencement of his research.

4. Once again, I extend my heartfelt thanks for your esteemed support.

With thanks.


 Kepha Elias
 For: **REGIONAL ADMINISTRATIVE SECRETARY**
KAGERA

CC: Mr. Kiheka Arobogast Elias (Apprentice)