

**TEACHERS WORKING CONDITIONS AND EFFECTIVE TEACHING: A STUDY
OF GOVERNMENT SECONDARY SCHOOLS IN MONDULI DISTRICT COUNCIL,
TANZANIA**

ELIAJUA AMANIEL

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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2023

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: “*Teachers Working Conditions and Effective teaching: A Study of Government Secondary Schools in Monduli District Council, Tanzania*” 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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Dr. Hyasinta Kessy

Supervisor

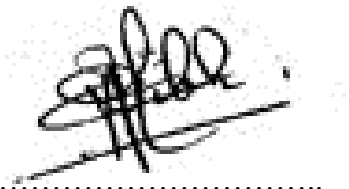
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DECLARATION

I, **ELIAJUA AMANIEL**, do hereby declare that this Dissertation is my own original work and has never been submitted to any University of the higher learning institution and has not been presented to any other higher learning Institution for any other academic award.

A handwritten signature in black ink, appearing to read 'Eliajua Amaniel', is written over a horizontal dotted line.

Signature

.....

Date

DEDICATION

This dissertation is lovingly dedicated to my beloved Mother, and Father made my study dream to this higher education possible.

ACKNOWLEDGEMENT

The production of the dissertation is the effort of the number of people who in one way or another have contributed to the completion of the report. I would like to express my sincere gratitude and appreciation to the people and institutions involved in the development and completion of this dissertation. Firstly, thanks to my Supervisor Dr. Hyasinta Kessy for her best good suggestions, encouragement, and tireless support during the proposal as well as report writing. Secondly, I appreciate the assistance of the postgraduate unit for their offer to collect data. I would also like to express my appreciation to all respondents who took the time to fill the questionnaires in time. Genuinely it is not easier to remember every person who made a contribution to this study but I thank even those who participated in the study but did not appear in the report.

ABSTRACT

School working /environments/ has a significant bearing on teaching effectiveness.. This study intended to assess the influence of the working conditions of teachers working in Public Secondary Schools in Monduli District Council. The following were specific objectives of the study to determine whether physical environment has any influence on teachers' effectiveness in Teaching, to determine the contribution of school management assessment culture on teachers' effectiveness in teaching, to examine whether school head's leadership contribute towards teachers' effectiveness in teaching, and evaluate whether teacher incentives contribute towards teachers' effectiveness in teaching . A sample of 50 respondents, derived from a population of 320 teachers and school heads participated in the study. The study adopted pragmatism philosophy and descriptive research design. Data were gathered from teachers' questionnaire and school heads interview as well as observation of physical condition were analyzed thematically and descriptively based frequency, mean SD, graphs using SPSS tool 26 Version. Findings indicated that majority of the teachers were not satisfied schools' physical working environment such as staffrooms conditions. Assessment culture of the school, Leadership of the school heads and incentives. The findings also showed that there was a strong relationship between school physical environment and teachers' service delivery. In conclusion, working conditions plays a vital role in motivating teachers to become effective in teaching. The study recommend for improvement of the mentioned aspect of working conditions in order to enhance teacher service delivery.

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LIST OF ABBREVIATIONS AND ACRONYM

ILO	International labor Organizations
U.S	United States
UNESCO	United Nations Education Scientific and Cultural organisations
UNICEF	United Nations Children Education Fund

CHAPTER ONE

INTRODUCTION

1.1 Background to the problem

Working conditions plays an important role towards the teachers 'effectiveness for effective teaching and better students achievements. Working conditions as described by Masoom (2021); Ekpoh (2018); Blankenship, and Coleman (2009) usually mean school working environment for teacher's effective service delivery to students as assessed through frequent progress and comprehension checks and examinations, however, there is no consensus on how it is best evaluated or which elements of it are most important (Coleman 2009). As noted by Masoom (2021) school physical environment and leadership has significant bearing on teaching and learning and that Poor physical environment and poor incentives makes it more difficult for teachers to deliver adequate knowledge to students. This research assessed the teachers' satisfaction with physical working environment as an imperative for effective service delivery in secondary schools in Monduli district council, Tanzania.

Working conditions is argued to influence immensely on teachers' effectiveness in teaching either towards negative or the positive outcomes (Ekpoh 2018). Effective teaching is the knowledge, strategies, processes and behaviors of teachers which lead to good student outcomes. Effective teachers have a positive impact on their students' goals attainment and use their expertise to improve learning. These good outcomes are those that can be or not measured easily, usually through summative assessment. International organizations who debate about teacher en effectiveness lives within

underprivileged conditions, which greatly influence their mental stress, status, actions, abilities and their ways of teaching (Asiabaka 2008). Better outcomes and increased students attainment of education goals is assumed to be the result of better workplace conditions of their teachers. Better physical conditions of staff room will boosts the teachers and ultimately improve their effectiveness in Teaching. Various literature pertain to the study of multiple offices and staff buildings indicated that the factors such as dissatisfaction, cluttered workplaces and the physical conditions are playing a major role in the loss of teachers' teaching effectiveness (Mukhopadhyay, 2020). According to Mukhopadhyay, (2020), improving the quality of secondary school education is considered important for educating the needed workforce for different sectors in a number of countries including Tanzania. Effective teaching for this study means the secondary level which produces a quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the social problem and meet the challenges of developing their country. Also UNICEF 2000; UNESCO 2005; Oduro et al. 2008) recognize the researcher's basis for effective teaching whose working conditions must be improved for them to teach effectively. Barrett, et al. (2007) provides a framework for teaching as illustrated in Table 1.1 that defines the quality of effective teaching when the working conditions are better for teachers .

Table 1.1: Effective Teaching

Attributes	Outcomes of Effective teaching
Learning to do	Opportunities for learners to apply what they Learn
Learning to live together	Developing in learner's attitudes to have equal opportunities to develop themselves, their families and their communities
Learning to develop skills	Emphasis on skills required for developing individuals' full potential

Source: Adapted from Barrett, et al. (2007)

In the past the factors of working environment had changed due to the changes in several factors such as the social conditions, information technology and the flexible ways of organizing work processes and employee's needs such as teachers (Blankenship, & Coleman 2009). When teachers' are physically and emotionally fit will have the desire to work and their effectiveness outcomes shall be increased. Moreover, a proper workplace conditions such that with incentives and good eldership support from the school supervisors helps in reducing the number of absenteeism and thus can increase the teachers' effectiveness and turnover which leads to increased effectiveness in teaching students (Muijs 2006).

For example the governments from across the world, Africa and Tanzania in particular have forcefully called for action to overcome teacher working conditions challenges.

The African Union Extraordinary Summit on Employment and Poverty Alleviation in Africa (Ouagadougou, September 2004) overwhelmingly endorsed the ILO's Decent Work Agenda with an emphasis on the creation of good working conditions of employees such as teachers who are mostly seen affected. The Government of the United Republic of Tanzania supports this pan-African call for the integration of employment growth and improved quality of work, as reflected in its National Strategy for Growth and Reduction of Poverty 2005– 2010 and its National Employment Policy of 2008 to improve living conditions of unprivileged works such as teachers in country side. However because working conditions still a challenge to solve it has created chronic stress to teachers mostly in secondary schools where all beginning and more qualified teachers usually leave this profession after five years of teaching . This means poor quality teachers will replace their absence and these are form six leavers and some are graduate scholars who lack experience to teach effectively, even if they gain experience still they just need to get their basic needs and lack ethics and professional behavior that affect their effectiveness.

Not only working environment has affected teacher services delivery to students but also teachers leaving their jobs For instance across the world Smith in (2003) stated that between 40% and 50% of all beginning teachers usually leave this profession after five years of teaching. The consistent teacher's turnover result into teacher shortage for increased student populations. Many studies of the West have provided evidence of teachers' shortage issues in schools of various countries, i.e, U.S, (Uchendu. Nnaji, & Nwafor 2016), Netherlands (Tigchelaar, Brouwer, & Korthagen 2008), and Hong Kong

(Choi & Tang 2009). This turnover creates heavy workload to other teachers and hence they become ineffective. When it comes that few teachers have to teach many classrooms. To many researchers of other countries like Australia have also highlighted this issue in schools (Goddard, O'Brien, & Goddard 2006). Across the US, nearly half a million teachers leave their schools each year which has affected teaching effectiveness and outcomes of the education's goals (Henry, Kershaw, Zulli, & Smith (2012); Alliance for Excellent Education, 2008). Working conditional factors such as allowances, salary and recognition etc impact positively on their satisfaction which results into their effective teaching as well. Thus, this study aims to highlight the important factors by reviewing the literature that impact teacher's job satisfaction, performance and reduces their turnover intentions and increased effectiveness in Teaching.

In African and east African schools; Uganda, Kenya, Ghana, Ethiopia, Sudan and Congo Teachers work environment still not improved. Teachers are not satisfied with working conditions such as leadership culture and school premises and that it has affected teacher's services delivery. This means the way of teaching for example in secondary schools in AkwaIbom State of Nigeria, Ekpoh (2018) study on Teachers' satisfaction with physical working environment reports about how School physical environment, leadership and incentives has significant bearing on teaching and learning. According to this study Poor physical environment makes it more difficult for teachers to deliver adequate knowledge to students.

In Tanzania Teachers play a pivotal role in providing education to the students but Poor physical environment and school heads relationship makes it more difficult for teachers to deliver adequate knowledge to students (Towse, Osaki, & Kirua 2002). Services rendered by teachers according to Nyembele (2016) have been under attack by stakeholders in educational sector. Teachers are said to be truant, some come late to school, some undertake irregular and unauthorized movement from school, some use the official hours for their private businesses, some do not exhibit zeal in performing assigned responsibilities, while some show low level of commitment to school activities (Toropova, A., Myrberg, & Johansson 2021). Arising from the foregoing, therefore, this study observes teachers' satisfaction with their school working conditions including how school headmaster culture to assess their teaching and how he/ she communicates relates with their service delivery (Ngimbudzi 2009). The study is important in getting teachers thoughts about their working conditions as most of the studies overlooked their views. Only looked for views of supervisors to speak on behalf of Teachers. This is possible because the study takes teachers as important stakeholders who hold this study and can well enlighten working conditions that harm their effectiveness in Teaching.

1.2 Statement of the Research Problem

Noble (2009) presents that teachers suffer from chronic stress of their working conditions. The existing teacher stress are result of working environment (Kim, Jörg, & Klassen 2019) that constitute leadership systems, incentives structures, nature of feedback of the internal assessment, tools or conditions in the staffroom that favorably or unfavorably teacher services delivery. Other working conditions that affect teacher

effectives were noted by Wu, & Chen (2023) which he includes school leadership (policies, rules, culture, resources, working relationships, physical environment, assessment culture, and incentives all of which influence the ways that teachers can teach. Due to these working environment teachers become demotivated that limit student short or long-term educational goals attainment (Toropova, A., Myrberg, & Johansson 2021).

Nyembele (2016) reports poor working conditions contribute to teachers' shortage of 110,000 in 2018 200, and 2000 by 2025 in Tanzania and this inadequate has negative impacted present-day teacher delivery. These poor working environment mostly exist in poverty schools which mostly are combined in many studies (Torres 2019). In Malawi, there is poor teacher there is teacher delivery to students as correlated with adequacy of teacher resulting from turnover. Turnover ratio due to working environment accounts for 17% from an already high level of 63:1 in 1999 to 74:1 in 2012. In Guinea-Bissau, the ratio was at 44:1 in 2001 and 2018 Grant, Jeon, & Buettner, (2019); Nyembele (2016). This research intends to assess the working conditions of teachers in relation to effective teaching in more acute in high-poverty schools which numerous researchers have not well studied.

1.2 Research Objectives

This research will be guided by the following study objectives

1.2.1 General Objective

The general objective of this study is to assess the influence of the working conditions of teachers working in Government owned Secondary Schools in Monduli District

Council as imperative for their effective Teaching and better service delivery

1.2.2 Specific Objectives

In order to achieve the main objective, the following were specific objectives set as follows;

- i. To determine whether physical environment has any influence on teachers' effectiveness in Teaching.
- ii. To determine whether communication culture between Teachers and school heads improve teachers' effectiveness in Teaching
- iii. To examine whether school head's Leadership contribute towards teachers' effectiveness in Teaching
- iv. To examine whether teacher incentives contribute towards teachers' effectiveness in Teaching

1.3 Research Questions

- i. How the physical and cultural environment do teachers' work has influence on teachers' effectiveness in Teaching?
- ii. How does communication culture between Teachers and school heads improve teachers' effectiveness in Teaching?
- iii. How does the school head's Leadership contribute towards teachers' effectiveness in Teaching?
- iv. Does teacher incentives contribute towards teachers' effectiveness in Teaching?

1.4 Significance of the Study

It is anticipated that the findings of the study may pave way for the authorities to accept

the variable that affects teachers' working conditions and their effectiveness. Such an acceptance could be utilized to improve on the working conditions of teachers. It will also visualize that the findings of this study enables the organization to know how to address issues concerning the teachers and its working conditions and to consider staffroom design as an important factor in increasing teachers' effectiveness.

It will therefore serve as a reference material for future researches in this area. Also, the results will throw more light on factors affecting teachers' effectiveness as far as their conditions are concerned. The study is expected to provide knowledge and measures to improve the working conditions of teachers for better effectiveness in public schools. The findings can also serve as a guide for educational policymakers and school administrators to identify which factors in the school environment need urgent attention and modification.

1.5 Scope of the Study

The study is limited to public secondary schools located in the Monduli district. The study focuses on teachers and their immediate supervisors. It find out how working conditions has a significant influence upon teacher effectiveness and productivity. This is to mean geographical coverage and Academic scope.

1.6 Organization of the Study

The study will be structured into five chapters. Chapter one deal with introduction, statement of research problem, research objectives and significance of the study. Chapter two consist of literature review which comprise of conceptual definitions,

theoretical review, empirical analysis and conceptual frame work. Chapter three contain the research methodology which comprise of the research design, study area, research population, sampling design, and data collection methods. Chapter four highlights the presentation and interpretation of data as well as discussing of findings. Chapter five contain the summary of the findings, recommendations and conclusions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This literature review attempts to discuss the various literature related to working conditions which has influence on Teachers effectiveness. The discussion also identifies gaps left by other researchers of similar studies. However, this study attempts to fill those gaps so that the write-up can contribute to a new body of knowledge in the academic world. Through this review, literature is re-packaged and analyzed as a way of bringing new insights into the problem studied.

2.2 Conceptual Definitions

This subsection provides definitions of key concepts as per study.

2.2.1 Working conditions

Working conditions as described by Masoom (2021); Ekpoh (2018); Blankenship, & Coleman (2009) usually mean school working environment for teacher's effective service delivery to students as assessed through frequent progress and comprehension checks and examinations, however, there is no consensus on how it is best evaluated or which elements of it are most important (Coleman 2009). As noted by Masoom (2021) school physical environment has significant bearing on teaching and learning and that Poor physical environment makes it more difficult for teachers to deliver adequate knowledge to students. In addition, he argued that working conditions designed to suit employee's satisfaction and free flow of exchange of ideas is a better medium of motivating teachers towards higher

productivity. Opperman (2002) defines working conditions as a composite of three major sub-conditions: the technical conditions, the human conditions and the organizational conditions. Technical conditions refer to tools, equipment, technological infrastructure and other physical or technical elements. The technical conditions create elements that enable teachers to perform their respective responsibilities and activities. The human conditions refer to peers, others with whom teachers relate, team and work groups, interactional issues, the leadership and management. This condition is designed in such a way that encourages informal interaction in the workplace so that the opportunity to share knowledge and exchange ideas could be enhanced. This is a basis to attain maximum productivity. Organizational environment includes systems, procedures, practices, values and philosophies. Management has control over organizational conditions. Measurement system where people are rewarded on quantity, hence workers will have little interest in helping those workers who are trying to improve quality. Thus, issues of organizational conditions influence teacher's effectiveness.

2.2.2 Teacher Effectiveness

Sinha (2001) stated that teachers' effectiveness is depending on the willingness and also the openness of the teachers themselves on doing their job. He also stated that by having this willingness and openness of the teachers in doing their job, it could increase the teachers' productivity which also leads to the effectiveness. There are several factors that being described by Stup (2003) towards the success of the teachers' effectiveness. The factors are such as physical work conditions, equipment, meaningful work, effectiveness expectation, and feedback on effectiveness, reward for good or bad system, standard operating procedures, knowledge, skills and attitudes. As a consequence employers are supposed to provide appropriate working conditions in order

to make sure the effectiveness of teachers meet the required standards.

2.3 Theoretical Literature Review

2.3.1 Frederick Taylor and Maslow needs of hierarchy

Teachers' effectiveness has been recognized to be directly related to teachers' working conditions. This assertion was corroborated by different management theories since the works of Frederick Taylor and Maslow needs of hierarchy. Taylor (1911) opined that the most important motivator of workers incentives such as wages when he said that "non-incentive wage system encourages low effectiveness ". He said that if teachers receive the same wage irrespective of their individual contribution to the goal, they will work less and that teachers think working at a higher rate means fewer teachers may be needed which discourages teachers to work more (Gardner and Lambert 1972). Basing on those explanations, this study indicates that the effectiveness of a teachers depends on working conditions. Maslow (1943) said that people work to survive and live through financial compensation, to make new friends, to have job security, for a sense of achievement and to feel important in the society, to have a sense of identity, and most especially to have job satisfaction. All teachers according to Maslow have job satisfaction are high performers in their respective workplaces.

2.3.2 Expectancy Theory

The most widely accepted explanations of motivation have been propounded by Victor Vroom. His theory is commonly known as expectancy theory. The theory argues that the strength of a tendency to act in a specific way depends on the strength of an

expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual to make this simple. Expectancy theory says that a teachers can be motivated to teach better when there is a belief that the better effectiveness will lead to good effectiveness appraisal and shall result into realization of personal goal in form of some reward future events.

In order for teachers to be effective in their teaching is by making sure each worker workplace goals and values are aligned with the organization's mission and vision is important for creating and maintaining a high level of motivation. That can lead to higher productivity, improve employee effectiveness, reduce the chances of low employee morale, encourage teamwork and instill a positive attitude during challenging times (Salaman et al 2005).

2.4 Empirical literature review

2.4.1 Physical Work Conditions

Ekpoh (2018) did a study on Teachers' satisfaction with physical working environment: Imperative for effective service delivery. In his study reports about how School physical environment has significant bearing on teaching and learning. According to this study Poor physical environment makes it more difficult for teachers to deliver adequate knowledge to students. This research examined teachers' satisfaction with physical working environment as an imperative for effective service delivery in secondary schools in AkwaIbom State, Nigeria. Survey design was utilized in conducting the study. One research question and one hypothesis were evolved for the study. A sample of 533

respondents, derived from a population of 5,339 teachers, were involved in the study. Two researcher-developed instruments titled “Physical Working Environment Assessment Questionnaire” and “Teachers’ Service Delivery Questionnaire” duly validated by experts in Educational Administration and Planning with reliability index of 0.88 and 0.85 respectively were used to elicit relevant data for the study. Data gathered were analyzed using frequency counts, simple percentages and Pearson Product Moment Correlation Analysis. The hypothesis was tested at .05 level of significance. Findings indicated that majority of the teachers were not satisfied with 11 out of 14 aspects of their schools’ physical working environment. The facilities were library books, office accommodation, office chairs and tables, teaching aids, shelves for book storage, office space, toilet facilities, electrical facilities, classroom space, science laboratories and computer facilities. The findings also showed that there was a strong relationship between school physical environment and teachers’ service delivery. The study recommended that adequate facilities such as laboratories, library books, tables and chairs should be made available for teachers' use in order to enhance their service delivery.

Further study by Masoom (2021) did a study on Teachers’ Perception of their work environment and their conditions with Evidence from Schools of Bangladesh. According to that study the work environment includes conducive aspects such as (1) staff condition (2) supervisory encouragement culture like noise, and (3) workgroup support culture, as well as toxic conditions like (4) teaching impediments and (5) workload pressure; the objective of the research is which of the factors and what are the elements

of those factors teachers perceive as constituting the conducive and toxic environment. The research also outlines the effects of years of experience and the level of teaching on the specified factors. The study used a quantitative-based cross-sectional survey to analyze teachers' perceptions of their work environment. A questionnaire comprised some background information, and 34 close-ended questions were used to elicit the responses. About 368 (230 males and 138 females) teachers participated in the survey. Structural equation models were constructed, where the five mentioned factors were part of two second-order formative constructs. Independent sample *t*-test was estimated to outline gender-wise and teaching level-wise (primary and secondary) variation, whereas Pearson correlation coefficients were calculated to check whether the experience was correlated with any of the perceived factors of the work environment. It is found that workgroup encouragement, particularly having good relations with the principal, is the most important factor in the conducive environment of the school.

The physical facilities were the least, whereas promoting positive behavior by avoiding conflict and ensuring fairness was the most important aspect of organizational encouragement. Teaching impediments were mostly shaped by how often teachers require dealing with disruptive and violent pupils. Teachers perceived too many after-school meetings, unreasonable deadlines, and office staffs' inspections enhance their workload pressure. The more a teacher became experienced, the more he or she positively perceived the conducive environment of the school. The findings can serve as a guide for educational policymakers and school administrators to identify which factors in the school environment need urgent attention and modification. As based on these

findings physical working conditions can result a person to fit or misfit to the conditions of the workplace. A physical work conditions can also be known as an ergonomic workplace. Researches on the workplace conditions need to be done in order to get an ergonomic workplace for every each of the teachers.

2.4.2 Effectiveness Feedback

Kim, Jörg, & Klassen (2019) did a study on feedbacks and teacher effectiveness. The focus of this research is to analyze the effect of main leadership feedback on the quality of teaching in the SMP Negeri Mekakau Ilir District. This methodology is a primary data of quantitative research. The findings showed there was a substantial effect of head teachers and school organizational climate upon this quality of teachers in the SMP Negeri Mekakau Ilir District. It can therefore be established that teacher success is solely in the hands of the leader. The Principal must be able to handle school administration well so that educational objectives can be accomplished in schools. Strong leadership is the leading of a headmaster who is capable of performing administrative duties, supervisory duties and entrepreneurial growth tasks in his school. The leadership of the principal, carried out in conjunction with their key duties as principal of the school, and followed by a good situation and condition of school organization in the climate, would be essential to the achievement of educators in their schools. Effectiveness feedback according to this study is an information exchange and conflict resolution process between the employee and supervisor. This consists of both positive feedbacks on what the employee is doing right as well as feedback on what requires improvement (Henry, Kershaw, Zulli, & Smith 2012). Managers and supervisors will need to be comfortable

with working with the whole range of workplace factors that influence employee effectiveness. While the supervisor gives his/her feedback and requirements, the employee enables to give his her feedback regarding his/her requirements.

Further studies by Adeyemi 2010 cited by Inayatullah & Jahangir (2012) indicate that the living and working condition of teachers are poor and not promising for better teachers' effectiveness as well as students' achievements. This means the higher the satisfaction, the higher the teachers' effectiveness. It implies that, if other factors remain constant then satisfaction is directly proportional to effectiveness. This relationship suggests that, if the working and living conditions of teachers will be improved, it is likely that their satisfaction level will also increase their effectiveness. Motivation has a direct influence on job effectiveness (Inayatullah & Jehangir 2012). When teachers are motivated positively it is a catalyst for higher effectiveness. Moreover, there is a statistically strong relationship between the attitude of teachers and the satisfaction with the reward they expect as a return of their effectiveness. An employee's positive attitude increases his/her satisfaction level. There is also a direct relationship between leadership and effectiveness (Adeyemi 2010 cited by Inayatullah & Jehangir 2012).

2.4.3 Workplace Teachers Incentives

Muralidharan, & Sundararaman (2011) explored how incentives influence behaviours in the broader economy, before finally investigating what the current literature says about the relationship between financial incentives and teacher performance. This paper focusses on Australia with a view to evaluating policy choices that may have a

beneficial impact on teacher performance and thus student outcomes in this country. To facilitate such an analysis it diverse range of international jurisdictions to see what conclusions can be drawn as to the effect of teacher incentive pay on performance. The findings indicate that the organization determines what motivates its teachers and sets up formal and informal structures for rewarding teachers behaving in the way required. Rewards may consist of a mix of internal rewards, such as challenging assignments, and external rewards, such as higher compensation and peer recognition (Chandrasekar 2011). Effectiveness of professional teachers is poor not only due to working conditions factors but also due to lack of human resource management aspect such as recognition of teachers who performs well, poor working condition, absence of effectiveness appraisal system and poor feedback on effectiveness outcome .

Therefore significant changes in promotions, compensation and benefits helps in keeping teachers satisfied and in turn increases production due to happiness. For example, an unhappy employee could be prevented from lowering their effectiveness by control mechanisms (e.g., standards of measurement, supervisory influence); however, widespread dissatisfaction among teachers could lead to a strike or sabotage that might hinder an organization's effectiveness. Alternatively, dissatisfied teachers might choose to maintain effectiveness levels (due to control mechanisms) but neglect to inform supervisors of important information that, over time, would result in lower organizational effectiveness or efficiency. Thus, teachers' job satisfaction sentiments are important because they can determine collaborative effort (Harter et al., 2002). Brenner (2004) asserted that the ability of teachers within an organization to share knowledge

throughout the system depends on the conditions of their work conditions. Some teachers tend to be more productive in a well facilitated work conditions. More so, the quality of comfort variable from work conditions determines the level of satisfaction and productivity of workers. Workers productivity cannot be optimal, if the conditions of work conditions are not favorable. Improved work conditions enhances employee's productivity.

2.4.4 Leadership on the effectiveness of teacher work

Sehgal, Nambudiri, and Mishra (2017) did a study on Teacher effectiveness through self-efficacy, collaboration and principal leadership. The main objective of this analysis is to define and explain the effects of principal leadership and internal communication on the effectiveness of teacher work. Leadership as the art of convincing subordinates to confidently and enthusiastically perform tasks. This communication can support the achievement of good teacher performance. Increasing caring attitudes, enthusiasm for learning, job discipline, exemplary and human relationships as the manifestation of a conducive work environment must develop the authority of the principal. The organization's success in achieving the objectives that have been set according to Sirisookslip, Ariratana, and Ngang (2015) will largely depend on the role of leadership. Therefore, in addition to having a high level of initiative in improving the quality of education, the principal must have strong management and leadership skills so that he is expected to be able to make the right decisions. Based on observations, while the communication that occurs is still less efficient in terms of the internal communication aspect, it is communication from the principal to the teacher and staff in the form of

orders to complete the assignments of teachers and staff immediately or to supply teachers and staff with information from the principal.

A quantitative approach to the form of causal analysis is used in this research. In this analysis, the population were teachers of MTs Negeri 1 MUBA. There are 44 teachers in total. Techniques of data collection in study may be conducted using a questionnaire or questionnaire, observation or observation, examinations or tests, documentation. In this research, questionnaires and documentation were the data collection methods used by scientists. With the assistance of the SPSS software version 21, the data analysis techniques were multiple linear regression. A positive impact is the influence of the principal's leadership on the job performance of teachers and employees. The effect of internal communication on the work efficiency of teachers and staff is a beneficial influence, while the influence of primary leadership and internal communication has a considerable impact on the work efficiency of teachers and staff.

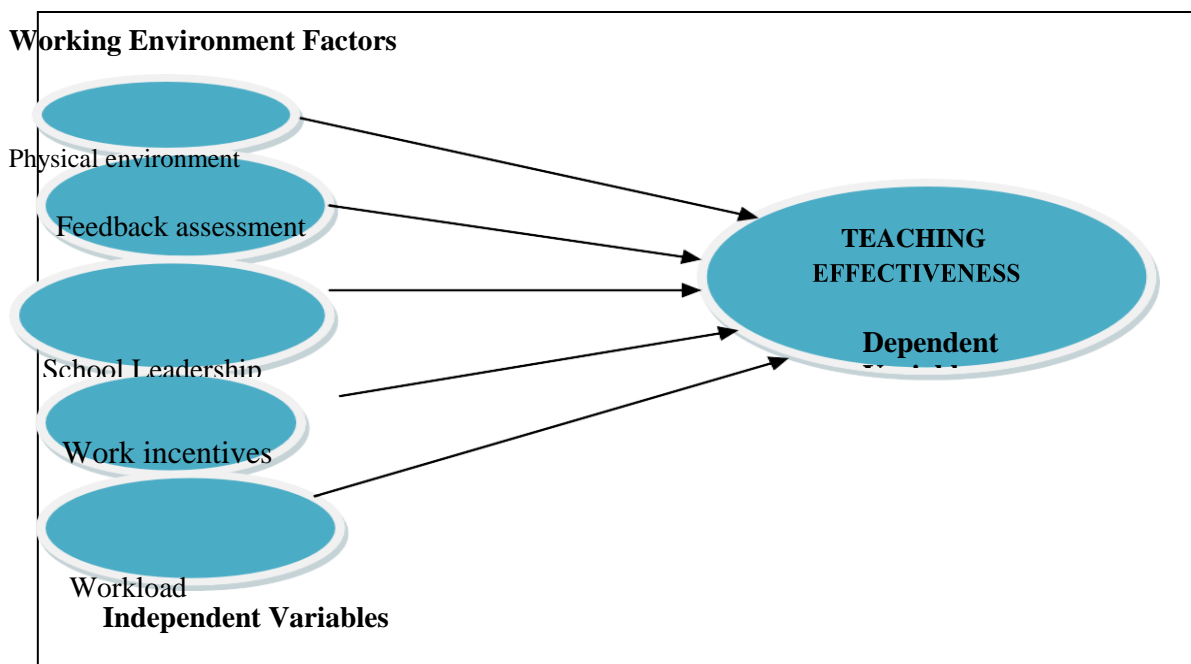
Another study was conducted by Sirisookslip, Ariratana, and Ngang (2015) on the impact of leadership styles of school administrators on affecting teacher effectiveness and reports that Currently, most of the administrators are facing problems of applying suitable leadership style in their administration, reported by the Educational Work Unit. Therefore, applying suitable leadership may assist administrators to solve the confusion due to the overlapping of work occurred in work practice, administration, and ordering or commanding among the top level of management team work unit. The Path-Goal Theory was used as the main theory to support this study. The objectives of this study were to investigate the leadership styles of school administrators that affecting teacher

effectiveness. This study employed quantitative method survey design using questionnaire as an instrument. Simple random sampling technique was utilized in this study. A total of 254 administrators and teachers from schools under the Office of Kalasin Primary Educational Service Area 1 were involved as respondents. Data was analyzed using frequency, percentage, mean value, standard deviation, correlation Pearson product moment, and multiple regression Stepwise method. Findings showed that there are two types of leadership styles of school administrators, namely supportive leadership and participative leadership styles which have significantly affecting teacher effectiveness. In addition, both leadership styles have been jointly predicted teacher effectiveness at 56.80 percent at the significance level as 0.01. In conclusion, in order to increase teachers' working effectiveness, administrators should promote, practice, and improve these two leadership styles, namely supportive leadership and participative leadership styles regularly.

2.5 Research Gap

In the review of the literature, empirical studies and theories by Victor Vroom, Taylor (1911) and Maslow (1943) said that people work to survive and live through financial compensation, to make new friends, to have job security, for a sense of achievement and to feel important in the society, to have a sense of identity, and most especially to have job satisfaction. Taylor (1911) opined that the most important motivator of workers incentives such as wages when he said that "non-incentive wage system encourages low effectiveness. In view of their standings both have been addressed especially on how

working conditions relate and affect teacher effectiveness as it is practiced in various parts in the world. It is the quality of the teachers’ workplace conditions that most influences on their level of motivation and subsequent effectiveness in teaching students. How well they engage within the school, especially with their immediate conditions is not well documented in actuate poverty schools where the teachers working conditions are severe. This means little has been to explore this area that t call for this study.



2.6 Conceptual Framework

Based on the Literature review; on Teachers working conditions and teaching;

Figure 2.2: Conceptual Framework

Source: Researcher 2023

2.7 Theoretical Framework

Theoretical framework attempts to give explanation of the variables as considered in the conceptual framework. The relationship is defined in such a way that the set of factors influence teaching effectiveness of teachers in secondary schools Teaching such as Assessment culture, the caseload, physical and cultural environment as well as work incentives, school head's Leadership contribute towards teachers' effectiveness in Teaching, which in turn determine the student achievement in terms of increased or decreased effectiveness of that Teacher.

2.7.1 Communication Culture

Effectiveness feedbacks are regular feedback to teachers' information on how they are performing. This should consist of both positive feedback on what the employee is doing right as well as feedback on what requires improvement. The feedback needs to be as objective as possible and delivered with the appropriate interpersonal and conflict resolution skills. It can be a mix of both informal feedback and feedback delivered as part of a formal effectiveness management cycle (Chandrasekhar 2011).

2.7.2 Physical and cultural environment

Physical factors in the workplace such as poor layout or overcrowding can lead to common types of accident such as tripping or striking against objects. There are also some other factor that could affect the teachers effectiveness such as noise which will cause discomfort on the teachers and thus reduce the teachers' effectiveness. An employee could be affected depending on the

task they are given and also the conditions of the place they are working. By having a good condition, the teachers could apply their energy and their full attention to perform work (Vischer 2007).

2.7.3 School leadership

Immediate supervisors act as advocates for teachers, gathering and distributing the resources needed by the teachers for them to be able to do a good job and providing positive encouragement for a job well done. As the working conditions factor, supervisor interpersonal role is important to encourage positive relations and increase self-confidence of the employee and in return improve teacher effectiveness.

2.7.4 Work incentives

Work incentive for increasing teacher effectiveness is often thought to be based on salary and promotion. In addition, a motivating work conditions must be the one in which teachers are treated fairly. No matter what level of input a particular worker has in relation to the business processes as a whole, it is essential for a manager to give each employee a sense of playing a dynamic, integral role in something much larger. Indeed, engendering loyalty is a key element of motivating workers and thereby increasing the overall productivity and employee effectiveness. Therefore the organization determines what motivates its teachers and sets up formal and informal structures for rewarding them as the working conditions factor which enhances effectiveness.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods that were used to gather the data relevant to the study. It contains the research design, population, sample size and sampling technique, sampling procedure and explains the method of data collection analysis and interpretation of the research findings, validity and reliability then ethical consideration.

3.2 Research Approach

The study used a mixed approach. This is because the researcher wanted to explore perspectives, meanings, and understanding effective teaching by collecting data concurrently. It enabled the researcher to get mixed data using concurrent methods. The term 'concurrent' indicates that both qualitative and quantitative data are being collected at the same time (Creswell 2009). According to Myers, et al. (2010) mixed methods provide strengths that offset the weaknesses of both quantitative and qualitative research. The method may enable the researcher to collect, analyze and integrate quantitative data (questionnaire) and qualitative data through documentary and interviews.

3.3 Research Design

Research design refers to a plan which shows the strategy of an inquiry thought appropriate to the research (Kothari 2004). For the purpose of this study, descriptive research design was used. The descriptive design describes phenomena as they exist. It

issued to identify and obtain information on the characteristics of a particular problem or issue. Descriptive research design was selected because it has the advantage of producing good amount of responses from a wide range of people. Also, this design provides a meaningful and accurate picture of events and seeks to explain people's perception and behavior on the basis of the data collected. The advantage with this design is that it helps to find views as they are in their natural setting.

3.4 Study Area

The study area of this research was at Monduli district council. This study aimed to expose existed factors that teachers are encounter in attaining their job. Therefore, this study expects to get more useful information for the subject matter to pave a way for the management on how to overcome those challenges so that to enhance teachers effectiveness by improving their working conditions. The sampling of Monduli District and its schools in the region was based on the fact that the districts are heterogeneous in terms of demographics information, school infrastructures and facilities, teaching and learning resources, financial and human resources, and academic performance.

3.5 Population of the Study

A population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher (Creswell 2005). Therefore, the target population of this study included 320 teachers and school headmasters who manage academic staff members.

3.6 Sample Size and Sampling Techniques

3.6.1 Sample Size

Kothari (2004) defines sample as small group of respondents drawn from a population about which a researcher is interested in getting the information so as to arrive at a conclusion. This study selected respondents who are responsible on teachers' effectiveness (staff members). Respondents help the researcher plans and to generalize the findings (Best & Kahn 2006). In this study, a sample of 50 respondents of both teaching and school heads were used by answering questionnaires for the purpose of getting the findings of the study. A sample of 50 respondents were selected out of 320 targets because they considered to represent and having vital information for the study by virtue of their positions.

Sekaran (2010) stated that, in research investigations involving several hundreds or thousands of elements, it would be practically impossible to collect data from, or test, or examine every element. Even if it were possible, it would be prohibitive in terms of time, cost and other human resources. That's why sampling to make a research feasible.

3.6.2 Sampling Techniques

In this study random sampling technique was used in collecting data. Creswell, (2005) defined random sampling as a subset of individuals that are randomly selected from a population .The goal is to obtain a sample that is representative of the larger population. Random sampling technique was adopted in getting the teachers in ten schools;

Irkisongo, Oldonyo Lengai, Moita, Kipok, Engutoto, Lowassa, Oltinga, Ole Sokoine, Manyara, Nanja, among 12 Secondary School, were purposively selected because they are the only community secondary schools in Monduli district as respondents to answer the questionnaires. Kothari (2004) says that sampling technique is used because it guarantees desired representation of the relevant sub groups. School heads were selected purposively, for reason that they have information about how their teachers are effective or not.

3.7 Data Collection Methods

In this study both primary and secondary data were used as methods of data collection. Primary data are those data which have been collected for the first time such as questionnaire, interview and observation while secondary data are those data that has been collected by someone else and exist somewhere in published documents like books and journals (Kothari 2004).

3.7.1 Primary Data

Primary data is original and collected for the first time by the researcher. It is gathered through questionnaire, observation and interviews. In this study data was gathered through questionnaire, observation and interviewing the school management. The reason of using primary data as a method of data collection is simply involves observation and questionnaire which enable the researcher to gather information which could not be origin from the field.

3.7.2 Secondary Data

Secondary data are those data that are already available and were collected from secondary sources of data such as journals, books, newspapers, websites, publications and other documents available in libraries including research reports from distinguished academicians (Kothari 2004). In this study secondary data collected by going through various documents like books, journals, websites which are relevant to the theme of the study for the purpose of gathering information.

3.8 Methods and Instruments

According to Creswell (2005) no single technique or instrument may be considered to be adequate in itself in collecting valid and reliable data. Therefore two major tools were used to obtain adequate and reliable information for this study. These include interviews and questionnaires of both structured and semi-structured nature. This study used data collection tools which involve observation, interview and questionnaires.

3.8.1 Questionnaire

According to Kothari (2004), a questionnaire is a method of collecting data which uses a set of questions for collecting data. In this method data are collected from 50 teachers with the help of questionnaire. Through this method, selected respondents of this study had to answer questions on their own and brought back all 50 papers to the researcher for analysis. Both structured and semi structured questions were used in helping the researcher to get answers and relevant information from respondent.

3.8.2 Observation

Kothari (2004) stated that, observation method allows the researcher to observe how respondents conduct their day-to-day and how those activities relate to job effectiveness. In this study, the method was used in order to assess employee's working conditions such as physical facilities and the availability of resources for their job effectiveness within the organization. During the observation at Irkisongo, Oldonyo Lengai, Moita, Kipok, Engutoto, Lowassa, Oltinga, rating was done according to the following scale: 0 - 20% = very poor; 21% - 40% = poor; 41% - 60% = average; 61% - 80% = good; and 81% - 100% = excellent. This was done through the use of checklist. This non-participant classroom observation method is meant to supplement what was provided by respondents in the interview guides and questionnaire. The observation helped to collect nonverbal responses from the respondents.

3.8.3 Interview

The interview method of data collection involves presentation of oral verbal stimuli and replying in term of oral-verbal responses to heads of secondary schools. This method is used through personal interview (Kothari 2004). The study used an interview guide for heads of schools. The interview guide consisted of open-ended items designed to answer the research questions, and when the need arises, probing questions asked to elicit the required data. The interview guide is particularly useful in the collection of rich qualitative data due to its flexibility, focus, and time-effectiveness (Cohen et al. 2005). The researcher took notes during the interview with the consent of the interviewee. The interview required a person known as interviewer (researcher)

by asking questions in face to face contact to the interviewee (respondents). The reason for using interview as a method of collecting data was that, more depth information can be obtained.

3.9 Reliability and Validity of Data

Best and Kahn (2006) define validity as the quality of a data gathering instrument or procedure that enables it to measure what is supposed to measure. In justifying the validity of this study, number of steps was taken. First, the use of random sample and convenience sample provided the study with rich information that enabled the generalization of finding to wider populations. Second, the data collection methods through the use of questionnaire and interview ensured excellent results. The data collection tools were revised and reviewed by expert reviewers who are not part of the proposed study so as to enhance their validity. Data collection procedures, management and analysis was also done as stipulated in this study.

Reliability on the other hand, is the degree of consistency that the instrument or procedure demonstrates (Best and Kahn 2006). In this study reliability was achieved by measuring consistent results from the respondents. Reliability of data was assured through information collected from relevant respondents with specific attention to key issues related to working conditions and teachers effectiveness, factors which hindering teachers effectiveness, proper wording of instructions and logical arrangement of questions that were asked. Before actual data collections in the field, pilot testing of the data collection tools (questionnaire, interview guide and focus group discussion guide) was done to discover whether the tools provided consistent results. The tools also were subjected to systematic test and any produced inconsistent results were revised and improved accordingly. The researcher also conducted a reliability test to identify the

extent to which a Likert scale produces consistent results if the recurrent measurements are free from random error. The internal consistency of the measurement in this study was tested by using Cronbach's alpha coefficient. According to Cronbach (1951), a Cronbach's alpha coefficient of 0.70 were considered 'acceptable' in most studies. The measurements were reliable if the variables passed the stated reliability test

3.10 Data Analysis Procedure

Data from the answered questionnaires in this study was quantitative data which were analyzed by using statistical package for social science tool version 26. Descriptive statistics was used. The collected data was checked for consistency and then presentation was done in terms of the frequencies and percentages used to show responses of the distribution. The results were presented in tables and chart form. Thematic Analysis was adopted for analyzing qualitative data. The researcher followed six stages of thematic analysis prescribed by Cohen *et al.*, (2005). At first, the researcher passed through all transcriptions to become familiar with the responses offered by participants. Secondly, the researcher coded each response with unique values. Thirdly, the researcher generated themes based on common values. The fourth stage involved a review of themes based on each participant's responses. During the fifth stage, the researcher defined and rename themes, and the final stage was covered the write-up and presentation of the theme generated with supportive quotations.

3.11 Ethical Consideration

Ethics in conducting this research were observed from the commencing period to completion of the study, before data collection, the researcher was given an introductory letter by postgraduate studies. Also, the Arusha municipal executive director for the purpose of consent to participate in the study provided permission that introduced the researcher to participants for data collection. Participants willingly participate without providing their names and had a chance to withdraw from the study at any time. In an informed consent agreement, the participants were informed about the goal of the research.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the research findings and discussion. It covers the analysis and interpretation of the various data collected through the use of questionnaires and interview, observation as per objectives of the study. In the discussion, we related research findings between a researcher's findings and other literature by other previous researchers. Which specifically, determined the contribution of assessment culture on teachers' effectiveness in Teaching, assessed the caseload influence teachers' effectiveness in Teaching, determined whether physical and cultural environment has influence on teachers' effectiveness in Teaching and examined whether school head's Leadership contribute towards teachers' effectiveness in Teaching.

The overall number of teachers from the selected public secondary schools in Moduli were; Irkisongo, Oldonyo Lengai, Moita, Kipok, Engutoto, Lowassa, Oltinga, Ole Sokoine, Manyara, Nanja, and Irkisale) and school heads were three hundred and twenty (320). Its sample of 50 participants was taken and fifty (50) questionnaires were printed and distributed to both teachers and school heads for the purpose of collecting data. Five heads of schools who were willing to participate were interviewed and below were analyzed bellow.

4.2 Findings and Data Analysis

4.2.1 Gender of Respondents

The study involved gender distribution of respondents in order to answer the questionnaires provided as shown on the table 4.1.

Table 4.1: Gender of Respondents

Respondents	Frequency	Percent
Female	24	48.0
Male	26	52.0
Total	50	100.0

Source: Researcher 2023

Table 4.1 above depicts that 52% and 48 % of respondents of male and female participants respectively answered the questionnaires distributed.

4.2.2 Age of Respondents

In this study, Table 4.2 age of the respondents was considered to be important in finding that influences teachers' effectiveness in schools.

Table 4.2: Age of Respondents

Respondents	Frequency	Percent	Valid percent
20-30 years	14	28.0	28.0
31-40years	20	40.0	40.0
41-50 years	13	26.0	26.0
50 and above	3	6.0	6.0
Total	50	100.0	100.0

Source: Researcher 2023

The 31-40 year group constituted 40% of respondents and was highest number of respondents followed by 20-30 with 28% and then the 40-50 which made up 26%.

4.2.3 RESULTS

Theme 1: Physical Working Conditions and School Culture

Physical working conditions in this study have been considered as one of the factors towards teachers' effectiveness as responded by teachers through distributed questionnaires.

Table 4. 3: Physical Working Conditions

Responses	Frequency	Percent	Valid percent
Very bad	11	22.0	22.0
Bad	10	20.0	20.0
Moderate	13	26.0	26.0
Good	8	16.0	16.0
Very good	8	16.0	16.0
Total	50	100.0	100.0

Source: Researcher 2023

These findings also prove that there is a strong relationship between school physical environment and teachers' service delivery. As majority of the teachers from the table 4.3 which constitute 26% described their physical working conditions towards teacher

effectiveness in teaching as moderate to influence them to stay in schools and work comfortable. 22% of the teachers said the physical working conditions such as laboratories, library books, tables and chairs were very bad for them stay in the office and work comfortable. 20% of the teachers describe the physical working conditions towards their effectiveness in teaching as bad for them stay in the staffroom and work comfortable while 16% of teachers said their physical working conditions is good and the remaining 16% of teachers was very good for them and work comfortable. Also, through the school heads interview majority of teachers agree that there exists a strong relation between physical working conditions and motivation for them to become effective in teaching. This shows that it is the responsibilities of the organization to provide friendly working conditions which will influence teachers to work comfortable and perform effectively their teaching job.

Also other findings during the observation of physical facilities in selected schools and interview was done rating according to the following scale: 0 - 20% = very poor; 21% - 40% = poor; 41% - 60% = average; 61% - 80% = good; and 81% - 100% = excellent. This was done through the use of checklist and found that physical facilities were not good to attract teachers stay and happy to encourage effective teaching. This non-participant classroom observation method is meant to supplement what was provided by respondents in the interview guides and questionnaire. The study recommended that adequate facilities such as laboratories, library books, tables and chairs should be made available for teachers' use in order to enhance their service delivery.

It is generally observed that physical facilities such as books, library facilities, classroom furniture, laboratories, and workshops in Tanzania are grossly inadequate in most of its schools as supported from Nigerian schools. For instance, Adegbesan (2007) observed that, unfortunately, school facilities are not adequate and some are not available in the school system, while the ones available are poorly maintained because government is not providing enough funds to maintain the available ones and meet the challenges of education. Despite the role teachers play toward attaining educational goals, provision of physical facilities has remained a serious problem and teaching variables are neither sufficient nor adequate for positive teaching and learning outcomes. The teachers at times had to work under the most unsafe and unhealthy conditions like dilapidated physical buildings, outdated libraries, stinking abandoned classroom and broken furniture (Bukola & Alonge 2011).

4.2.4 Workplace Noise Interruption in staffroom

The table 4.4 explained the presence of how noise disruptions in teacher's staff at the working place affected teachers' effectiveness.

Table 4.4: Workplace Noise Distraction

Responses	Frequency	Percent	Valid Percent
Strongly disagree	5	10.0	10.0
Disagree	15	30.0	30.0
Agree	11	22.0	22.0
Strongly agree	19	38.0	38.0

TOTAL	50	100.0	100.0
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Source: Researcher 2023

From the Table 4.4, 38% of teachers are strongly agree that presence of noise interferences at the staffroom affects their effectiveness negatively while 30% of the teachers disagree that the noise at their workplace sidetracks them. 22% of teachers agree that the noise interruptions at the working place affect their effectiveness. The remaining 10% of teachers strongly disagree that noise at their work place distracts them. Workplace noise disruption has influence on teachers' effectiveness as resulted to uncomfortable and loosing teachers' concentration in performing their task especially when preparing a lesson to teach. Regarding observation he saw teachers making noise in the staffroom some of the teachers had made their independent chambers outside the staffroom to escape noise. Not only that noises came from teachers even from students due indiscipline in those schools, that was reflected through bulling of the students to teachers on duty and interview with headmasters of 7 schools who confirmed the facts.

4.2.5 Communication culture between Teachers and school heads

The responses from the table 4.5 described how teachers are given opportunity to interact with school heads on a formal level towards their job effectiveness.

Table 4.5: Communication between Teachers and school heads

Responses	Frequency	Percentage	Valid percent
Strongly disagree	6	42.0	42.0
Disagree	4	8.0	8.0
Neither agree	2	4.0	4.0
Agree	17	34.0	34.0
Strongly agree	21	12.0	12.0

Total	50	100.0	100.0
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Source: Researcher 2023

Majority of the teachers from table 4.5 which representing 34% said they agree to have a clear path for Communication between Teachers and school in the school organization while 42 % said they strongly disagreed. This means there is poor relationship which limits efforts to teach effectively.

Theme 2: Teacher Assessment culture by school heads

The following responses explained how teachers Teacher Assessment culture in schools applied by supervisor influence teachers effectiveness to teach.

Table 4.6: Responses on Teacher assessment by school heads

Responses	Frequency	Percent	Valid Percent
Always	8	16.0	16.0
Usually	10	20.0	20.0
Sometimes	16	32.0	32.0
Rarely	8	16.0	16.0
Never	7	14.0	14.0
Not sure	1	2.0	2.0
Total	50	100.0	100.0

Source: Researcher 2023

As shown from the table 4.6, 32% of the teachers said they are sometimes receiving negative feedback of headmasters assessment from that is not justified, followed by

20% who said they are usually get moderate feedback from their school head. 16% of the teachers said they are rarely getting both kinds of feedback from supervisor and another 16% said they are always receive negative feedback whereas 14% said they are never receive their feedback and lastly 2% not sure on receiving effective feedback from the head teacher . in view of these results and literature it is quite true that employee such as teachers good feedback contributes on teacher effectiveness because it consists of both positive feedback on what the teacher is doing right as well as feedback on what requires improvement.

Theme 3: School heads Leadership

Figure 4.1: Teachers' rating their heads Communication

A supervisor has contribution on teacher effectiveness. The following were the response from teachers on rating their supervisor on communication towards their job effectiveness.

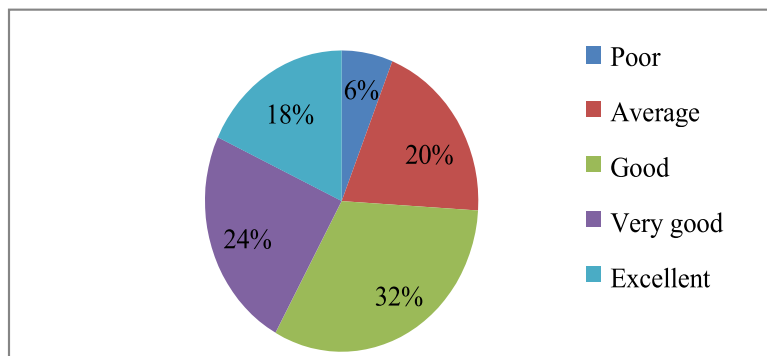


Figure 4. 1: Supervisor's rating on communication

Source: Researcher 2023

The figure 4.1 described that, 32% of the teachers rated their head's communication

skills as been good towards their job effectiveness while 24% rated their supervisor as very good in terms of communication. 20% of teachers said their supervisor's communication towards their job effectiveness is average and 18% of teachers rated their supervisor as excellent in terms of communication. The last 6% of teachers said they are poor with their communication skills. In order to gain the teachers effectiveness, both teachers and supervisor needs to play their part of relationship commitment that leads to positive result to the effectiveness.

Figure 4.2: Teachers' rating their heads Plans

A good supervisor needs to be competent in planning and organizing at the working place. The responses in figure 4.2 explained how teachers rated their supervisor on planning and organizing at their working place.

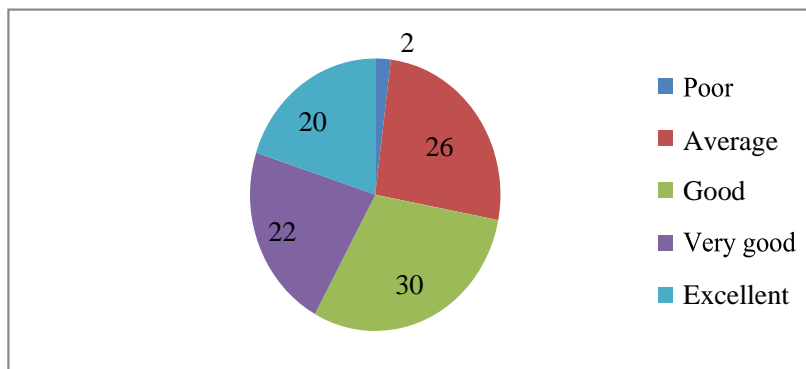


Figure 4.2: Supervisor's rating on planning and organizing

Source: Researcher 2023

As shown from the figure 4.2, 30% of teachers rated their supervisor being good in terms of planning and organizing at their workplace towards effectiveness whereas 26% responded by saying their supervisor rate in planning and organizing towards their

effectiveness is average. 22% said that their supervisor contribution towards their job effectiveness is very good in planning and organizing while 20% rated their supervisor as excellent when it comes to planning and organizing. Lastly is 2% of teachers who rated their supervisor are poor. Supervisor's ability on planning and organizing helps in getting their job done by guiding teachers on operational process.

Figure 4.3: Teachers' rating their heads on Coordination

The following were the response from teachers on rating their supervisor on directing and coordinating towards their job effectiveness.

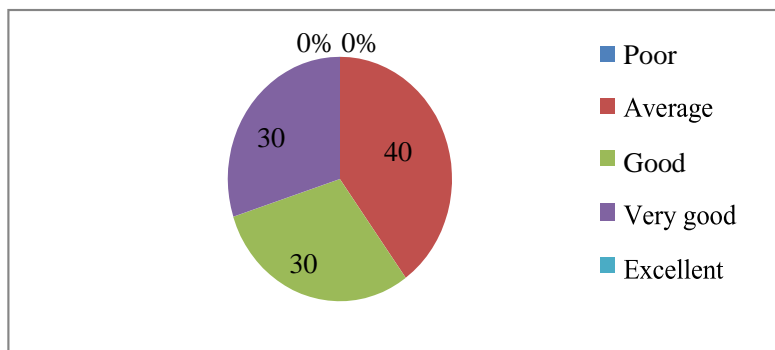


Figure 4.3: Teachers' rating their heads on coordination

Source: Researcher 2023

Majority of teachers from the figure 4.3 represent 40% rated average to their supervisor when it comes to directing and coordinating towards their job effectiveness. 30% of teachers responded by saying their supervisor are very good in directing and coordinating activities and as such they feel very much comfortable working with them while 30% of the teachers who responded said their supervisor are good with directing and coordinating. When the six headmasters in ten schools were interviewed on this

ground, they had to say that ‘Supervisor’s competence on directing and coordinating contribute on teachers’ effectiveness if the supervisor is having a very good communication skill especially during directing and coordinating on the training program, the teachers will probably increase their competency and job effectiveness’’. These results imply that incentives motivation play big role to teacher effectiveness.

Figure 4.4: Teachers’ rating their heads on Technical Knowledge

The responses from figure 4.4 described how teachers rated their supervisor on technical knowledge towards their job effectiveness.

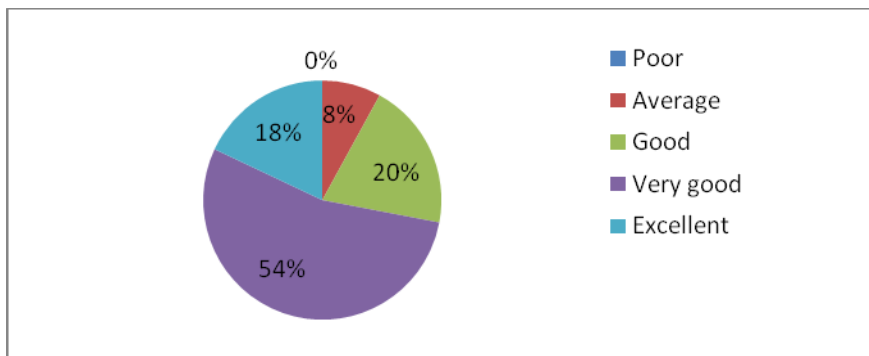


Figure 4.4: Teachers’ rating their heads on Knowledge

Source: Researcher 2023

The figure 4.4 described that, 54% of teachers responded by saying their supervisor are very good in job/technical knowledge towards effectiveness. 20% of teachers also responded by saying their supervisor have good job/technical knowledge towards effectiveness whereas 18% said their supervisor are excellent with their job. The remaining 8% of teachers rated their supervisor being average in terms of job/technical knowledge towards job effectiveness. Supervisor’s job/technical knowledge has

contribution on employee effectiveness because a supervisor is regarded as an experience leader who can solve employee problems by establishing objectives, selecting program method and techniques which leads to positive result to the effectiveness from teachers.

Figure 4.5: Teachers’ rating their heads on Interpersonal Relationship

The following were the teachers’ response on rating their supervisor on interpersonal relationship towards their job effectiveness.

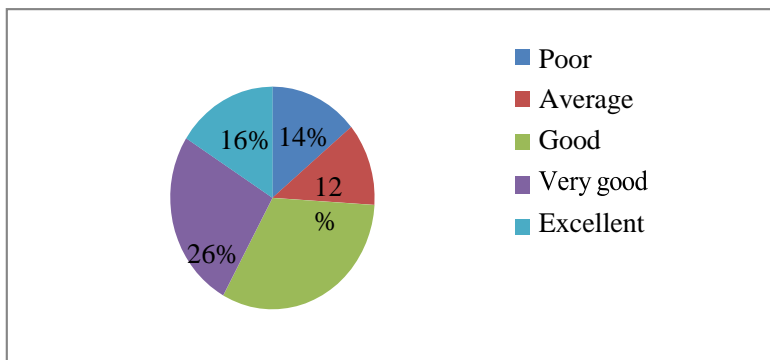


Figure 4.5: Supervisor’s rating on interpersonal relationship

Source: Researcher 2023

From the figure 4.5, 32% of teachers responded by rating their supervisor’s interpersonal relationship is good at the working place. 26% of teachers rated their supervisor being very good in terms of their interpersonal relationship while 16% rated their heads as excellent in interpersonal relationship. Some of the teachers said their supervisor interpersonal relationship is poor at the working which represent 14% of teachers whereas 12% said their supervisor’s interpersonal relationship is average towards job effectiveness. Supervisor’s interpersonal relationship contributes on

teachers' effectiveness in terms of delivering the information or process on the job to the teachers at the working place. If full commitment is given, it leads to positive result to the effectiveness from the teachers.

Theme 4: Teachers Work Incentives

Figure 4.6: Teacher Work incentives towards effectiveness

Work incentives were also considered to be the important factor towards teachers' effectiveness in this study. The following were the response from teachers on how work incentives contribute towards their job effectiveness.

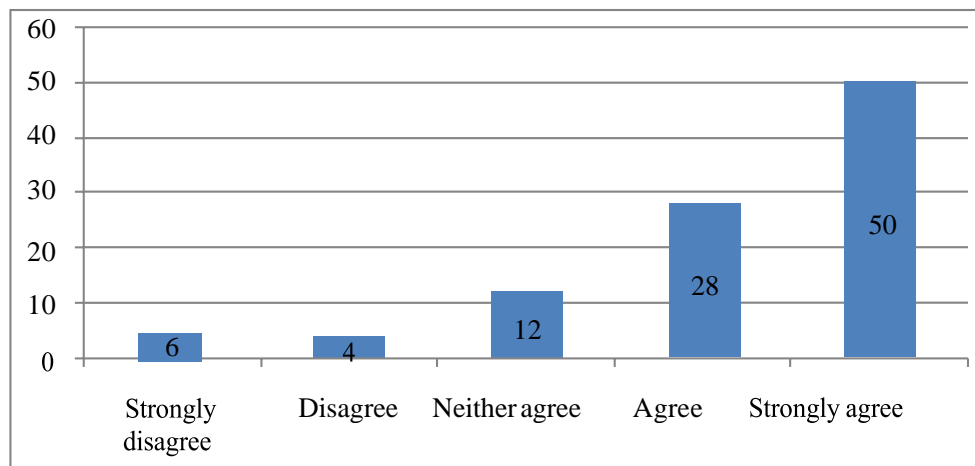


Figure 4.6: Teacher Career towards effectiveness

Source: Researcher 2023

As shown from the figure 4.6, 50% of teachers were strongly agree that work incentives such as teacher career development in the organization will motivate them and hence effectiveness in teaching. Then 28% of teachers agreed on work incentives being as the

motivation factor for them to perform. 12% of teachers are neither agreed on work incentives being the factor for them to perform while 6% of teachers were strongly disagree on work incentives as the career development motivation factor for teacher effectiveness. The remaining 4% of teachers disagreed on work incentives as a factor of employee effectiveness. According to interview done to three heads of the schools said that work incentives have influence on teachers effectiveness because by having the work or job done on track, employers could be able to monitor their teachers and help them to improve their effectiveness. In quotes *furthermore, a reward system should be implemented based on the effectiveness of the teachers. This is to motivate the teachers in order to perform more on their task.* This means teachers need motivation to energize their effectiveness.

Figure 4.7: Fairly Treatment of Rewarding Teachers

In this study fairly treatment of rewarding teachers was also considered towards teachers' effectiveness's presented in the figure 4.7.

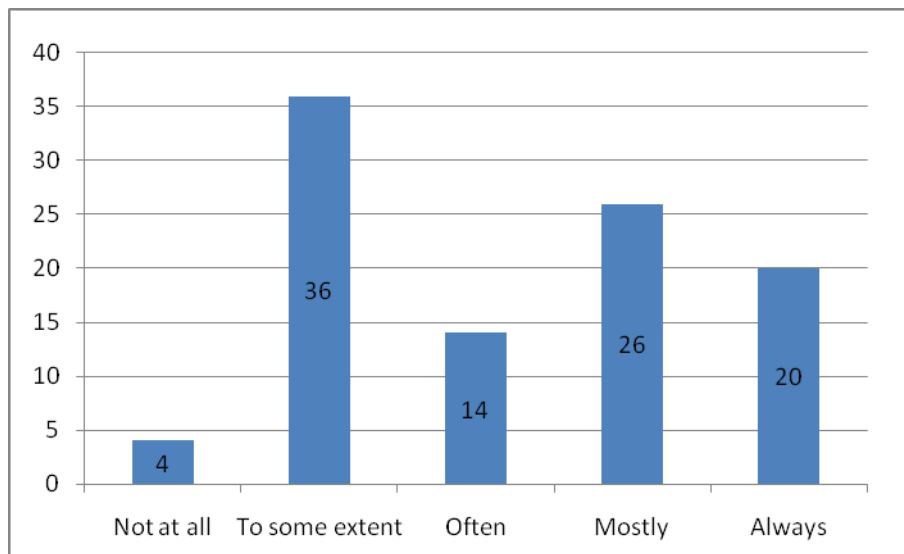


Figure 4.7: Fairly treatment of rewarding teachers

Source: Researcher 2023

The figure 4.7 describe that, 36% of the teachers said to some extent the organization has fairly treatment on rewarding teachers who perform well. 26% of teachers responded by saying there is mostly fairly treatment on rewarding performers while 20% of teachers said there is always fairly treatment on rewarding teachers who perform well.14% of the teachers responded by saying there is often fairly treatment on rewarding performers and the remaining 4% said the organization is not at all fair on treatment for rewarding teachers who performs well. The organization needs to determine what motivates its teachers by setting up formal and informal structures for rewarding which enhances teachers' effectiveness.

4.2 Discussion of the Findings

Findings show that almost 50% of teachers agreed that there exists a strong relation between physical working conditions for teachers to be effective in teaching. This shows that it is the responsibilities of the school to provide friendly working conditions which will influence teachers to work comfortable and perform better. By having a good conditions, the teachers could apply their energy and their full attention to perform work (Vischer, 2007). As we compered the results of the study to the findings by Ingersoll and Smith (2003) who found that more teachers leave their jobs due to working conditions (that include lack of school administrative support, student discipline problems, poor student motivation and lack of decentralization in decision making process regarding classroom by the teachers) than that of other reasons such as

salaries. Tickle, Chang, and Kim in (2011) also observed that working conditions have emerged as the main source of teacher job dissatisfaction and teacher turnover. Similarly Marvel et al. (2007) showed importance of working conditions in retention of school teachers.

Choi and Tang, (2009) mentioned the connection between leadership behavior and teacher's effectiveness. It is further supported by Tigchelaar, Brouwer, and Korthagen, (2008), who reported that effective leadership behavior facilitates the attainment of the subordinate's desires, which then results in effective effectiveness. A finding shows that 32% of respondents agreed with the thinking that their school heads communicate effectively which is supported by Salacuse (2007) who indicates that leaders are now required to lead by negotiation, they need to communicate effectively by appealing to the interests of the followers. 40% of respondents agreed on teachers' participation in meetings and sharing ideas. The findings are supported by Grant, Jeon, and Buettner (2019) that employee participation and involvement in decision making have a positive association with positive work attitudes and employee commitment. 40% of the respondents agreed with the statement that "good communication conditions at work place is necessary to improve effectiveness". Findings are supported by Chen (2011) who found that there are positive relationships between organizational communication, organizational commitment and job effectiveness. Ekpoh (2018) noted that effective organizational communication promotes productivity. Findings show that 32% of respondents rated their supervisor interpersonal relationship at the working place as

good. As the working conditions factor, supervisor interpersonal role is important to encourage positive relations and increase self- confidence of the employee and in return improve employee effectiveness (Uchendu. Nnaji, & Nwafor 2016).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusion and recommendation of the study. The first section presents conclusions that were drawn by the author according to the studies conducted while the second section presents the recommendations that root from the findings. The section contains the major findings that came out of the study and the conclusion drawn. It also covers conclusion and recommendations areas for further study.

5.2 Summary of the Main Findings

The study revealed that the working conditions had an influence on teacher effectiveness in teaching. The study found that, the employer's needs to improve its physical working conditions so that to influence teachers to stay in the staffroom, work comfortable and teach effectively. The study also revealed that teachers are sometimes not recognized as individuals i.e. no feeling exist between them and this occasionally demoralize them as they cannot air their views. Through this study it revealed that teachers' effectiveness depended much on the presence school leadership support. It was also found that, the employers to some extent has fairly treatment on rewarding teachers who perform well. The study also revealed that flexibility of working conditions, work noise distraction, supervisor's interpersonal relationship with subordinates, work incentives in motivate teachers to teach effectively.

5.3 Conclusion

Working conditions plays a vital role in motivating teachers to become effective in Teaching. Since money is not a sufficient motivator in encouraging the workplace effectiveness required in today's competitive working conditions. At the end of the research, it was realized that the employee's working conditions find themselves in affect their effectiveness to teach greatly.

5.4 Recommendations

Based on the results of findings, the following are recommendations for future implementation. School heads should carry out meetings with teachers to air their grievances to management to serve as a motivating factor to the teachers. School heads should also be counseled on their relationships with their subordinates.

Employers should make available adjustable and flexible furniture to all workers in order to make them more comfortable. This in the long run keeps the teachers healthy.

Employers should have in place a good working condition for their teachers in order to boost their morale and made them more efficient. An example is making their benefit programs to suit teachers.

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APPENDICES

Appendix I: Working Environment Assessment Questionnaire” and “Teachers’ Service Delivery

My name is ELIAJUA AMANIEL a student at the open university of Tanzania. I am doing research on “*Teachers Working Conditions and Effective teaching: A Study of Government Secondary Schools in Monduli District Council, Tanzania*”. I kindly request you to use a few minutes to complete this questionnaire. Information provided is purely for academic purposes and would not be published in any form without your consent. Your answers will be treated in strict confidence and used for academic purposes.

SECTION A: Particulars of Respondent

The study involved gender and age of respondents

1. Your Gender of Respondents

Respondents
Female
Male
Total

2. Your Age of Respondents

20-30 years
31-40years
41-50 years
50 and above

Theme 1: Physical Condition and Culture

	Statement	Very bad	Bad	Moderate	Good	Very good
1	Physical Condition of the staff building space influence me to stay in the office and work comfortably?	1	2	3	4	5
2	Noise disruptions in teacher's staff affected teachers' effectiveness	1	2	3	4	5
3	How would you describe your job security in this organization?	1	2	3	4	5

Theme 2: Teacher Assessment by School Heads

Do school heads provide feedback of assessment of their teachers?

Responses	Responses on Teacher assessment by school heads			
Always				
Usually				
Sometimes				
Rarely				
Never				
Not sure				

Theme 3: How would you rate your Supervisor in each of the following areas? Please assign a rating on a scale from 1 to 5, where 1 represents 'Poor' and 5 represents 'Excellent'.

	Poor	Average	Good	Very Good	Excellent
Communication	1	2	3	4	5
Planning and organizing	1	2	3	4	5
Coordinating	1	2	3	4	5
Technical knowledge	1	2	3	4	5

Interpersonal relationship	1	2	3	4	5
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Theme 4: Teacher assessment by school heads

S/N	Teacher Work incentives towards effectiveness	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I get incentives from employer				
2	Career Development				

Do you get fairly treatment of rewarding teachers

- i. 1 Always
- ii. 2. Usually
- iii. 3. Sometimes
- iv. 4. Rarely
- v. 5. Never
- vi. 6. Not sure

‘Thank You for Your Participation’

Appendix: II Working Environment Interview Questions for School Heads” and “Teachers’
Service Delivery

- 3 Do you think the working conditions at this influence Teachers to work comfortably and perform well?
- 4 How do work incentives from the employers helps teachers in job effectiveness?
- 5 How does physical contribute in teacher effectiveness?
- 6 From your experience, do you think there is fairly treatment of rewarding teachers who performs well?
- 7 What will be your recommendation about the working conditions to enhance job effectiveness?

‘Thank You for Your Participation’

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Our Ref: PG201800853

10th October 2020

District Executive Director (DED),

Monduli District Council,

P.O.Box 1,

ARUSHA.

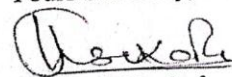
RE: RESEARCH CLEARANCE

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 of Tanzania 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. AMANIEL Eliajua Reg No: PG201800853** pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS)**. We here by grant this clearance to conduct a research titled **"The Inadequacy Teachers on the Provisional of Quality of Education in Community Secondary Schools: A Case of Monduli District"**. He will collect his data at your area from 12th October to 16th November 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,


Dr. Jacob Lisakafu

FOR DIRECTOR OF POSTGRADUATE STUDIES.

HALMASHAURI YA WILAYA YA MONDULI

IKOA WA ARUSHA
 arua zote ziandikwe kwa:
 Mkurugenzi Mtendaji Wilaya,
 Jimbo Na. +255 - 27- 2538006 G.L.
 +255 - 27- 2538005 D.L.
 Fax Na. +255 - 27- 2538136/361
 -mail: ded@mondulidistrict.go.tz
 napojibu tafadhali taja:



UKUMBI WA HALMASHAURI,
 S.L.P. 1,
MONDULI.

Kumb. Na. HW/MON/R5/1/184

18/11/2020

Elijua Amanuel Kitali,
 Mwalimu,
 Shule ya Sekondari Oltinga,
 S.L.P. 32,
MONDULI.

YAH: KIBALI CHA KUKUSANYA TAKWIMU (DATA).

Husika na mada tajwa hapo juu.

Ofisi imepokea barua yako inayohusu ombi la kibali cha kukusanya Takwimu (data) kwenye Shule za Serikali za Sekondari.

Kwa barua hii; nakujulisha kuwa ombi lako limekubaliwa. Umeruhusiwa kukusanya takwimu kuanzia tarehe 12/10/2020 hadi tarehe 16/11/2020.

Nakutakia kazi njema.

Mk. Mkurugenzi Mtendaji
Halmashauri ya Wilaya Monduli

Petro Mwashuiya.

Kny: MKURUGENZI MTENDAJI (W),
MONDULI.

Nakala:

- Mkuu wa Idara ya Elimu Sekondari (W),
Monduli.