THE CONTRIBUTION OF LOCAL GOVERNMENT AUTHORITIES IN ADDRESSING TEACHER MOTIVATION IN SECONDARY SCHOOLS IN TANZANIA: A CASE OF DODOMA MUNICIPALITY

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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 **The contribution of local government authorities in addressing teacher motivation in public secondary schools in Tanzania: A case of Dodoma municipality"** in partial fulfillment of the requirements for Master of Education of Administration, Planning and Policy Studies (MEDAPPS)

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DECLARATION

I, Sabina Richard do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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Signature

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DEDICATION

This dissertation is dedicated to my beloved father Richard Seme Masaka and my beloved mother Salome Tito Tungu who has provided me with much support and have always wanted to see me achieve the best in my education.

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ABSTRACT

The purpose of this study was to evaluate the contribution of local government authorities in addressing teacher motivation in public secondary schools in Tanzania. The study had three objectives, namely; to examine the role played by local government authorities (LGAs) informing, promoting and sustaining secondary school teachers' motivation in Dodoma municipality; to identify problems facing LGAs in promoting secondary school teachers' motivation in Dodoma municipality; and to explore possible initiatives that LGAs can undertake to enhance motivation to secondary school teachers in Dodoma municipality. The theoretical framework adopted for the study was a modified concept of Herzberg's theory. Data collection was done using questionnaires and interviews. Sixty teachers from six public secondary schools filled in the questionnaire. Interviews were administered to six heads of schools, one district secondary education officer, two zonal school inspectors and one district TTU official. The findings show that LGAs were making efforts to motivate teachers, though at low range. The motivation of teachers was found not to be sustainable as LGAs had no proper plans to provide teachers with the required motivation. On the other hand the LGAs were faced with several challenges in motivating teachers, these including poor parental support to schools and their development projects whereby parents refused to contribute money or their manpower in projects such as building of teachers' houses or classrooms; poor implementation of targeted education plans and shortage of fund in the education sector which hindered the implementation of education plans by LGAs. LGAs also failed to improve teaching conditions in different schools. The study recommended that LGAs should establish mechanisms to ensure that teachers' living conditions are improved; teachers' overtime allowances are paid; teachers are promoted on time and incentives like leave travel assistance, salary, arrears and other claims are paid to the teachers.

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ABBREVIATIONS

CRDB   Cooperative and Rural Development Bank

CSOs   Civil Society Organization

DSEO   District Secondary Education Officer

EFA   Education for All

ESDP   Education Sector Development Programme

FBEAs   Faith-Based Education Agencies

FOBs   Faith Based Organizations

HESLB   Higher Education Student Loans Board

HS   Head of School

IAE   Institute of Adult Education

LGA   Local Government Authority

LICs   Low Income Countries

MOEC   Ministry of Education and Culture

MOEVT   Ministry of Education and Vocational Training

MOF   Ministry of Finance

NGOs   Non- Government Organizations

NHIF   National Health Insurance Fund

NMB   National Microfinance Bank

ODL   Open and Distance Learning

PEDP   Primary Education Development Programme

PMO-RALG   Prime Minister Office-Region-Administration and Local Government

SBM   School-Based Management

SEDP   Secondary Education Development Programme

SPSS   Statistical Package for Social Sciences

TSD	Teachers Services Department
TTU	Teachers Trade Union
URT	United Republic of Tanzania
WDC	Ward Development Committee

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

This study examines the role of local government authorities in enhancing teacher motivation for secondary schools in Tanzania; it focuses on the municipality of Dodoma as the point of reference for the study. This chapter presents background of the study; statement of the problem; objectives of the study; research questions; significance of the study; limitation of the study; conceptual framework; definition of key concepts and organization of the study.

1.2 Background of the Problem

Local government authorities were established for the purpose of bringing the government closer to the people for development purposes. Tanzania has a long history of local governments, starting with the Native Authorities Ordinance in 1926 which gave powers to local authorities to function on behalf of the central government. Establishment of these local authorities aimed at providing better government services to the people. During colonial period, financial base for local governments was poor; revenue collection was low because of difficulties in tax collection and changing relationships with the central government. The local government system was adopted even after independence of Tanganyika (1961). However, there was a ten year break (1972-1982) as local governments were abolished and replaced with a direct central government rule (Warioba and Moses, 1999).

Nyerere in 1972 observed that with other reasons that escalated the abolishment of local governments in 1972, local authorities were accused of mismanagement of funds that they

collected and funds directly given by the central government. It is during this period between 1972 and 1982 that there was rapid deterioration of conditions in urban areas. Primary and secondary schools lacked text books and their buildings remained unmaintained, drainage and sewer systems remained blocked, roads went unattended and dispensaries lacked essential drugs. Teachers' motivation became low.

Teachers' motivation has become an important issue given teachers responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement. Motivation guide people's actions and behaviors towards achievement of some goals (Analoui, 2000).

According to Sansone and Harackiewicz (2000), motivation is defined as a psychological feature that arouses an organism to act towards a desired goal and elicits, controls, and sustains certain goal-directed behaviors. It can be considered a driving force; a psychological one that compels or reinforces an action towards a desired goal. In other contexts, motivation is often described as being intrinsic or extrinsic in nature. Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and well being. Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others.

In Tanzania teachers' motivation problem in secondary school is more severe in public than private schools. The core problem facing teachers in Tanzania is lack of motivation caused in part by low wages, poor promotion system and other poor incentives (Swai et al., 2004). However, teachers are unarguably the most important group of professionals for our nation's future, but it is a disturbing issue in Tanzania to find that many of today's

teachers are dissatisfied with their jobs (Swai *et al.,* 2004). Learning achievements can mainly be determined in classroom by motivated teachers who plan for teaching, put into practice what they have learned. Teacher motivation is however a critically ignored factor at all levels of policy choices (Ndawi, 2007).

In Sub-Sahara Africa, teachers' motivation is low and it has been detrimental to the quality of education. In Sub-Saharan Africa and Asia in particular the material and psychological needs of teachers are not being met. The overall levels of occupational status, job satisfaction, pay and benefits, recruitment and deployment, attrition and absenteeism are the main contributor (World Bank report, 2004). The 2000 EFA Country Assessment for Pakistan for example, noted that poor teacher motivation is a 'colossal problem', which is seriously compounded by political interference.

Rajani (2003) argues that the status of teachers in most countries, both developed and developing, has declined appreciably during recent decades. However, there are concerns that unacceptably high proportions of teachers working in public school systems in many low income countries are poorly motivated due to a combination of factors including; low morale and job dissatisfaction, poor incentives, inadequate controls and other behavioral sanctions. Consequently, standards of professional conduct and performance are low and falling in many African countries. The motivation of teachers helps to retain teachers at their work places and it includes materials and psychological needs as pay on its own does not increase motivation among teachers.

According to Massawe (2009), a potential crisis in the teaching profession threatens the ability of national governments to reach internationally agreed targets to expand and improve quality of education. Promotion criteria are also still based largely on

qualifications and years of service. Consequently, both good and bad teachers get promoted together. Teachers are seriously underpaid and this, more than anything else, is the key factor undermining teachers' morale and motivation. Teachers may be highly committed on attaining the school learning goals, but they may lack the necessary competencies to teach effectively, which ultimately becomes demoralizing and de-motivating (Mbwambo, 2009).

1.3. Statement of the Problem

In the Tanzanian situation secondary school teachers are known and reported to be under the municipal director who is responsible under the local government as the employer of teachers in a given location but there is still no improvement in teachers' motivation (HakiElimu, 2004). Poor motivation on the part of the teachers is increasing in Dodoma municipality as in most other parts of Tanzania despite of the fact that Dodoma is the location of the Ministry of Local Government headquarter and has many higher learning institutions but the problem of poor teacher motivation in Dodoma municipality is still high.

According to Mkumbo (2010), poor teacher motivation is a growing problem that has been described by many development and education actors in Tanzania as a dangerous and ticking time bomb in education that could explode any time in the near future. A revelation sourced from the yet-to-be released report prepared by a commission of inquiry into the 2012 national Form Four examinations mass failure cites lack of motivation among teachers as one of the reasons for poor performance of public schools.

Poor motivation among teachers is drawing great attention among politicians, civil society organizations (CSOs), the government, non - governmental organizations (NGOs) and other stakeholders. Despite all these dimensions of the problem, the intervention of local

government authorities to address motivation among secondary school teachers is not yet clearly defined (Rajani, 2003). Hence there is a need to conduct a research on the contribution of local government authorities in addressing public secondary teachers' motivation in Tanzania.

1.4 Objectives of the Study

The objectives of the study are categorized into general objective and specific objectives as follows:

1.4.1 General objective

The general objective of the study was to evaluate the contribution of local government authorities in addressing teacher motivation in public secondary schools in Tanzania by using Dodoma municipality as a case study.

1.4.2 Specific objectives

The specific objectives of the study are:

(i) To examine the role played by LGAs in promoting and sustaining motivation of secondary school teachers in Dodoma municipality.

(ii) To investigate challenges facing LGAs in promoting motivation of secondary teachers in Dodoma municipality.

(iii) To explore possible measures that LGAs can undertake to promote motivation of secondary school teachers in Dodoma municipality.

1.5 Research Questions

Based on research specific objectives specified above, the study has the following research objectives:

(i) What is the role played by LGAs in promoting and sustaining the motivation process of secondary school teachers in Dodoma municipality?

(ii) What are the challenges facing Dodoma municipality in promoting motivation to secondary school teachers?

(iii)What measures should LGAs undertake to promote secondary teachers' motivation in Dodoma municipality?

1.6 Significance of the Study

The findings of the present study are expected to increase knowledge and understanding to researchers and stakeholders on whether LGAs have had any contribution to the improvement on teachers' motivation. Not only that also the result of data that is obtained by this study can be used by local government authorities in planning and implementation of policies related to secondary school teachers' motivation. Furthermore, the findings of this study are expected to be useful to policy makers, academicians and other stakeholders interested in the improvement of learning in the education sector.

1.7 Conceptual Framework of the study

The conceptual framework used in this study was adapted from Hertzberg (1959); the two factors theory of motivation which consists of interrelated three types of variables which are background variables comprising of education policy, political system and economic system; independent variables consisting of education budget, education planning, governments will to motivate teachers, allocation of funds and transparency. The background variables give intrinsic factors, while the independent variables give the extrinsic factors for teacher motivation which is dependent variable as shown in the Figure 1.1.

Figure 1.1: Conceptual framework on the causes for teachers' poor motivation
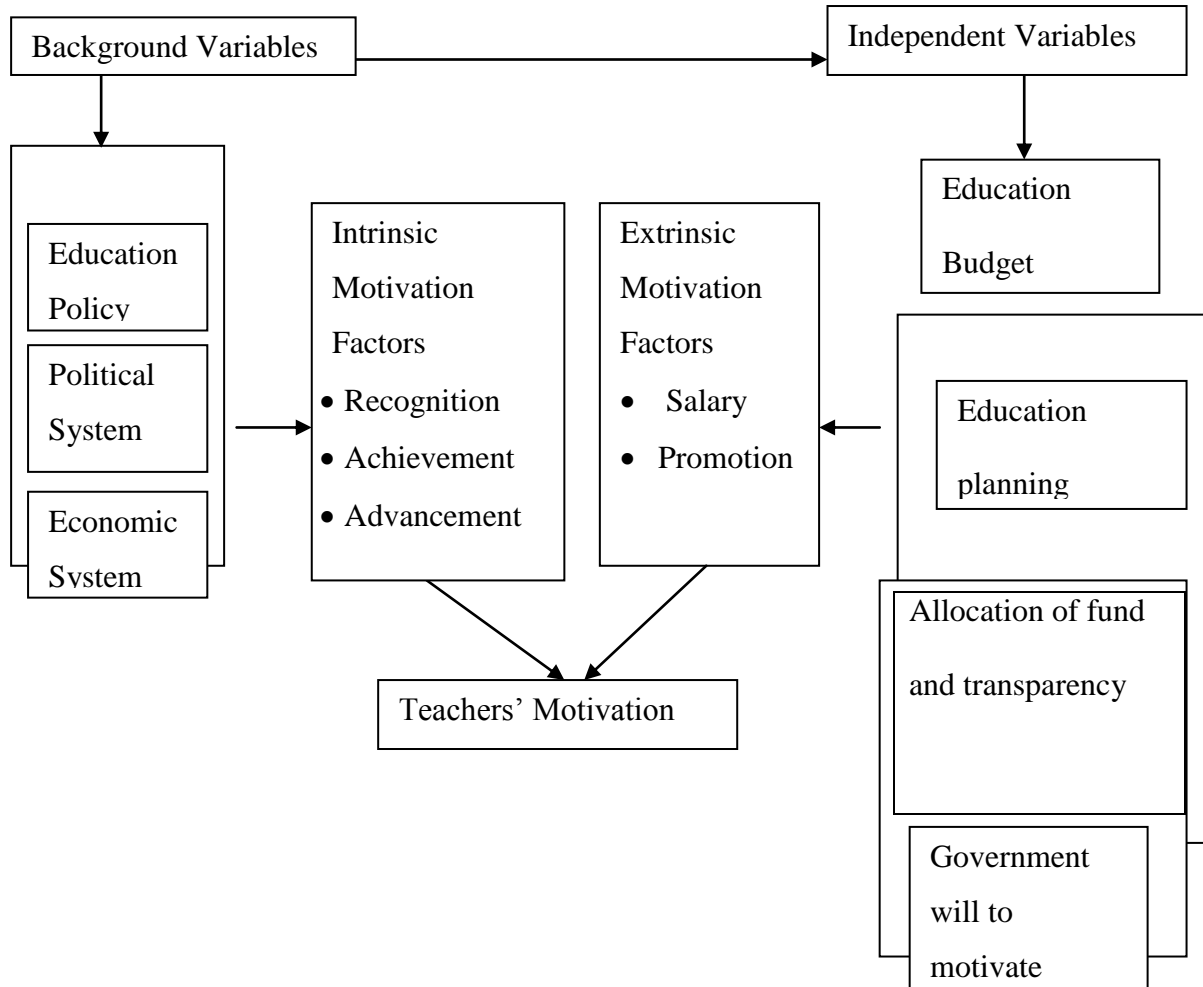
Source: Adapted from Hertzberg's (1959) two factors theory

According to Hertzberg (1959), each category of variables in the conceptual framework in Figure 1.1 above which are background variables, independent variables and dependent are briefly discussed as follows:

1.8.1 Background variables

Background variables include education policy, economic system and political system that act as basis for giving direction towards teacher motivation. Education policy of 1995 did not address teacher motivation problems that are facing teachers such as teachers' low salaries. The political and economic systems have not basically focused on teacher motivation. Good education policy, economic system and political system result into

intrinsic factors of motivating teachers in such things as recognition, achievement, advancement and responsibility.

1.8.2 Independent variables

The independent variables include education planning by government, education budget dependency on education sector, government will to motivate teachers, allocation of funds and lack of transparency. The independent variables are the results of background variables (Education policy, Political and Economic System). The education policy of 1995 does not provide means on how poor motivation of teachers can be solved as the problem. The economic and political systems are not friendly to teacher motivation. The independent variables give the extrinsic factors for teacher motivation which are salary, promotion, supervision and work conditions.

1.8.3 Dependent variable

The dependent variable is outcome of background and independent variables which is teachers' motivation in this study.

1.9 Discussion of Key Concepts

The following is a discussion of various concepts related to local government authorities and motivation of teachers.

1.9.1 Local Government Authorities

According to Charles (2006), local government authorities collectively refer to administrative authorities over areas that are smaller than a state. They act within powers delegated to them by legislation or directives of the higher level of government and each country has some kind of local government which differ from those of other countries.

Warioba and Moses (1999), define local government as part of the government of the country operating on local level functioning through representative organ, known as the council, established by the law to exercise power within a defined area of jurisdiction. It is a political sub-division of a nation or state which is constituted by law and has substantial control of local affairs, including the power to impose taxes or to enact prescribed purposes.

According to Harold (2000), local government is a sub-unit of government controlled by local council which is authorized by the central government to pass ordinances having a local application, levy taxes or exact labor and within limit specified by the central Government, vary centrally decided policy in applying it locally. It is a government at local level exercised through representative council established by law to exercise specific powers within defined areas.

Green (1995), defines local government as an administrative body for a small geographic area, such as a city, town, county, or state. A local government will typically only have control over their specific geographical region, and cannot pass or enforce laws that will affect a wider area. Local governments can elect officials, enact taxes, and do many other things that a national government would do, just on a smaller scale.

The URT (2004) report defines local government authorities as political sub-division at local level exercised by representative council, established according to law to exercise specific power within defined areas of jurisdiction such as district council, municipal council and city council. Local Government can be defined as a sub-national, semi - autonomous level government discharging its functions in a specified area within a nation. Local Governments are the level of government that are closest to the people and therefore

responsible for serving the political and material needs of people and communities at a specific local area. Such areas could be a rural setting or an urban setting, a village, a town, district, municipal, a suburb in a city, depending on the size. In this study the definition by the URT (2004) has been adopted because it defines local government in the context of Tanzania where the study took place as it also directly mentioned the municipal councils as proper local government authorities. This study was conducted in Dodoma municipal council as a case study.

1.9.2 Motivation

According to Okumbe (1998), motivation is defined as a physiological or psychological deficiency or need that activates behavior or a drive that is arrived at a goal or incentive. On the other hand Balunywa (2003) describes motivation as the inducement of a desired behavior within subordinates. In this study the variable motivation involved both intrinsic and extrinsic motivators.

1.9.3 Extrinsic motivation

According to Sansone and Harackiewicz (2000), extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. In this study extrinsic motivation of teachers included externally administered rewards which included salary, accommodation allowance, and extra hours teaching allowances, advance payments in case of financial problems, leave of absence and medical care among others.

1.9.4 Intrinsic motivation

Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positive affects behavior performance and well being. In contrast to extrinsic

motivation, intrinsic motivation is said to exist when behavior is performed on its own sake rather than to obtain material or social reinforces. In this study, intrinsic motivation of teachers included job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and teaching as one's goal in life (Sansone and Harackiewicz, 2000).

1.9.5 Teachers' work motivation

According to Watt and Richardson (2007), work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of work place goals and tasks. However, fiscal motives are likely to be dominant among teachers in developing countries such as Tanzania where pay and other material benefits are too low for individual and household survival needs to be met.

Mbwambo (2009), has pointed out that individual teacher characteristics can also adversely impact on motivation levels. Particularly the age profile of teachers has become younger in many countries due to the rapid expansion of primary and more recent secondary school enrolments and/or higher rates of teacher attrition. Teaching has become an employment of the last resort among university graduates and secondary school leavers in many countries. Consequently, teachers often lack a strong long-term commitment to teaching as a vocation. Finally, teachers are paid considerably less than the mainstream professions.

Shami (2004), acknowledge that, pay is important and organizations ought to compensate their employees adequately to have them perform. Teachers contend that effectiveness in job performance is also a function of other factors, including job satisfaction, which stems from realization by an employee that he/she is having other personal needs such as

personal fulfillment, known as self actualization in one's work fulfilled by his employer. To motivate workers therefore, the organization should provide opportunities to satisfy these higher order needs.

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appears to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, inadequate controls and other behavioral sanctions (Bennell, 2004).

Acheampong and Bennel (2003), asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher centered practices in the teaching and learning processes. Teachers are devoting less and less time to extra-curricular activities, teaching preparation and marking. This study intends to evaluate the contribution of local government authorities in addressing teacher motivation in public secondary schools in Tanzania by using Dodoma municipality as a case study.

1.10 Organization of Study

This study comprises five chapters. Chapter one presents an introduction to the study. The introduction includes a background of the problem; statement of the problem; significance of the study; the objectives of the study and the accompanying research questions used in the study; limitation of the study; conceptual framework; discussion of key concepts and

the organization of the study. Chapter two consists of a review of related literature that focuses on the role of LGAs in addressing teacher motivation in public secondary schools. This chapter also describes the empirical related studies on the contribution of local government authorities in addressing teachers' motivation elsewhere in the world and in Tanzania.

Chapter three presents the research methodology and procedures that the researcher employed for data collection and analysis. It includes the research approach, research design, area of the study, target population, sample and sampling techniques, methods of data collection, processing, analysis of data and research ethical considerations. Chapter four presents the research findings, analysis and discussion of data. The findings are presented in accordance to research objectives that try to answer the research questions in chapter one. Chapter five presents the summary of the study, draws conclusion and gives the recommendations.

CHAPTER TWO:

2.0 LITERATURE REVIEW

2.1. Introduction

This chapter provides information from different literature reviewed in relation to the contribution of local government authorities in addressing teacher motivation in secondary schools. The reviewed literature included books, journals and dissertations, reports that are published and those that are unpublished. The review gives more insights in the understanding of teacher motivation in public secondary schools. This chapter is divided into five parts. Part one deals with definitions of various concepts related to local government authorities and motivation to teachers. Second part explains the roles of local government authorities towards teacher motivation. The third part discusses how local government authorities try to improve work and living conditions of teachers so as to motivate them. The fourth part describes the theories related to motivation. The fifth part discusses the empirical studies related to motivation of teachers. The last part establishes the knowledge gap on the contribution of local government authorities in addressing teacher motivation.

2.2 Local Government Organisation Structure

The Government of the United Republic of Tanzania is a unitary republic, administratively divided into regions in the mainland and Zanzibar. Regions are divided into districts, which are then further sub-divided into divisions; the division are divided into wards. The local government is divided into urban and rural authorities both on the mainland and Zanzibar. On the mainland Tanzania urban authorities consist of city councils, municipal councils and town councils, whereas in the rural authorities are the

district councils with township council and village council authorities. The district and urban councils have autonomy in their geographic area. District councils coordinate the activities of the township authorities and village councils which are accountable to the district for all revenues received for day-to-day administration. The village and township councils have the responsibility for formulating plans for their areas (Warioba and Moses, 1999).

The Local Government (District Authorities) Act No. 7 of 1982 established the local government district authorities in rural areas, and the Local Government (Urban Authorities) Act No. 8 of 1982 established the local government urban authorities. The district authorities include district councils, village councils, and township authorities, vitongoji, and Ward Development Committees. All of them except the vitongoji (humlet) and Ward Development Committees have powers to make by-laws, pass annual budgets and tax according to regulations within their area of jurisdiction (Max, 1991).

The regional secretariats comprise deconcentrated arms of the central government. Although the secretariats do not operate as superior organs of state in all respects, they have certain oversight, for example of local budgets, and monitoring responsibilities regarding local government authorities. The secretaries and commissioners operating at a district level are appointed by the President of the Republic. On Zanzibar, urban authorities are made up of town councils and municipalities, while rural authorities comprise district councils (Warioba and Moses, 1999).

In both rural and urban locations there is a level below the local authorities which serve as democratic bodies the local development needs. In the rural system, the hamlet, which is the smallest unit of a village, is composed of an elected chairperson who appoints a

secretary and three further members all of whom serve on an advisory committee. In the urban areas the mtaa is the smallest unit within the ward of an urban authority. Unlike the vitongoji (humlet), the mtaa committees have a fully elected membership comprising of a chairperson, six members and an executive officer (Max, 1991).

2.3 The Secondary Education System and its Structure in Tanzania

According to Mkonongwa (2012), secondary education in Tanzania is undertaken by the Ministry of Education and Vocational Training (MoEVT) which is responsible for policy development, quality assurance, setting national standards, and monitoring and Evaluation of Education Sector Development Programme (ESDP) and related sub-sector programmes including Secondary Education Development Programme (SEDP II) while the Prime Minister's Office Regional Administration and Local Government (PMO-RALG) is responsible for the management and administration of secondary schools in which case the day to day routine functions are assigned to the Local Government Authorities (LGAs) in accordance with the decentralization by devolution policy. The administration of secondary schools in LGAs is an additional new function since 2009 following the announcement of decentralization of administration of secondary schools from the central government to Local Government Authorities.

2.4.1 Formal secondary education

Secondary school education refers to that full programme of education provided in accordance with Government approved curricula and availed to students who will have completed primary education. In Tanzania, formal secondary school education consists of two sequential cycles. The first cycle is a four-year Ordinary Level (O-Level) secondary education, while the second cycle is a two-year programme of Advanced Level (A-Level) secondary education. The O-Level cycle begins with Form 1 and ends with Form 4, while A-Level has Form 5 and 6 (URT 1995 and Mbilinyi, 2003).

Selection and enrollment of primary school leavers into O-Level government and non-government secondary schools is made on the basis of a pre-set national standard cut-off point of performance in the National Primary School Leaving Examination (PSLE). On the other hand, selection and enrollment of form four leavers into Advanced Level secondary education is based on prescribed performance levels in the relevant A-Level subject combinations after attainment of appropriate credits in the Certificate of Secondary Education Examination (Mkonongwa, 2012).

2.4.2 Non-formal secondary education

According to Mbilinyi (2003), non-formal education refers to an organized educational activity outside the established formal education system that is intended to serve identifiable clienteles and learning objectives. Non-formal secondary education in this regard is provided in the context of adult education which is primarily concerned with the provision of adult literacy.

Continuing education is pursued by people who for various reasons have had no opportunity to continue with formal school education. In Tanzania, the Institute of Adult Education (IAE) has been one of the main planners and providers of continuing education through evening classes, self-study, correspondence courses and other various distance education programmes, commonly known as Open and Distant Learning (ODL) (Rajani, 2003).

2.5 Work and Living Conditions of Teachers

The Ministry of Education and Culture (MOEC 2001), in a section entitled the "Service and Working Conditions of Teachers," discusses the importance of teachers' job satisfaction, irregular salary payments for teachers, lack of proper housing for teachers, the

low status accorded to teachers, inadequate teaching facilities, and the need to enhance the professional and individual welfare of teachers.

The overall quality of the environment in which teachers live and work powerfully influences overall levels of job satisfaction and motivation. This is even more so when, as is the case in Tanzania, teachers often have little choice about where they work. There are many contributory factors that create a good work environment. in schools, the most important are the size and quality of classrooms, teacher workloads (number of pupils in each class and teaching and other activities), pupil behavior, teacher management and support and living conditions (Bennel, 2005).

The work and living environment for many teachers is poor, which tends to lower self-esteem and is generally demotivating. Schools in many countries lack basic facilities such as pipe-borne water and electricity, staff rooms, and toilets. Housing is a major issue for nearly all teachers (Gupta, 2001).

According to Bennel (2004), teachers working in schools that are in rural areas are less satisfied with their job than those working in urban areas. In India and Pakistan some rural schools typically have just one or two teachers. The unattractive living and working conditions in rural areas make most teachers to strongly resist being posted to rural schools. Forcing teachers to work in rural schools seriously lowers their morale which results into high level of turnover.

2.5.1 Housing and other working facilities

Housing conditions for public school teachers are generally poor. The scarcity of 'decent accommodation' is a constant issues that is raised in nearly all reports, both official and by

independent researchers. The World Bank report (2011:15) states that, typically rural primary teachers live in poorly-maintained school or government accommodation on or near the school compound. Teachers in town are forced to look for houses to rent and in most cases; they get houses poorly built in crowded noisy environment (Sumra, 2003).

According to Charles (2006), school boards mobilize voluntary community contributions to projects, in the form of labour, money or building materials such as timber and sand. The boards facilitate planning, budgeting and implementation of different schools projects such as building teachers' house, classrooms, laboratories and purchase of teaching equipments. The board also provides information to the community on implementation and, indicating progress achieved, problems encountered and funds used. Finally the school board prepares and submits regular project progress report to the LGAs through Council Education Officers. The problems of poor housing conditions and lack of other teaching facilities such as laboratory equipment and textbooks for public secondary school teachers are not yet handled by local government authorities.

According to De Grauwe *et al.,* (2005), who conducted a study in four West Africa countries (Senegal, Benin, Mali and Guinea), local offices and schools struggle with a lack of resources. The situation differs quite significantly from one country to another. In Benin for instance many local offices function only because the schools, through student and parent fees, participate in their financing, including at times for the construction of new buildings. In one recent case parents finally refused to do so, arguing that this was sorely the responsibility of the State and that their focus would remain on school construction. In Senegal on the other hand, the financing provided by central government is just sufficient for the office's daily functioning but does not allow for much initiative-taking. The lack of resources, beyond the basics, goes some way in explaining why district

offices are seldom able to plan strategically, take initiatives and focus their efforts where they are most needed. In Tanzania the link between decentralization and improved teacher motivation appears to be more problematic in government schools. This is because most of parents refuse to participate fully in school developments. For instance parents are not able to pay contributions on classrooms buildings, toilets as well as on the construction of teachers' houses.

There are several ways in which community financing is typically provided. The most common government-community sharing formula is for the community to take responsibility for school capital—land, buildings, furniture—and for the government to provide teachers. While some community schools rely on parental and community cash contributions for capital projects, others, especially those in rural areas, encourage inputs in kind—typically, construction materials for buildings and food for students and teachers. In some rural community schools, community inputs in the form of labor for construction and maintenance, as well as for planting and harvesting crops that could be used in school meals are encouraged (Bray, 1998).

2.5.2 Travel to School

Many teachers have to travel long distances between home and school, which is time-consuming, costly and tiring. This issue is particularly acute for urban teachers. According to Bennel (2004) only around one-third of urban teachers lived near their school compared to three-quarters among rural teachers. The high costs of travel contribute to teachers' absenteeism and lateness in schools. High rate of absenteeism has been reported in surveys in Africa, Asia, and South America (Bennell, 2004).

According to Max (19991), local government authorities such as wards help identify priorities for school development plans and to assist in the planning process as well as to

co-ordinate the formulation of whole school development plans through the Ward Development Committee (WDC). Also the wards share information with the community and facilitate the participation of all parents and the community at large in solving school problems but accommodation, transport problems to teachers and students especially in urban areas is not yet solved.

2.5.3 Medical Aid

According to Mkonongwa (2012), teachers in Tanzania have complained bitterly about the government's medical aid scheme to which they are obliged to contribute three percent of their salaries. The provision of medical facilities by National Health Insurance Fund (NHIF) and others is mandatory to all public servants including public secondary school teachers. The quality of the service they receive at government health facilities is very poor because some the drugs prescribed to them are not available. Local government authorities have neither shown positive contribution on solving neither the problem of poor quality of health services provided nor addressed the inadequacy of drugs for the health insurance customers. Such situation demotivates teachers and their families on healthy issues.

2.5.4 Salary administration and inadequate remunerations

Teachers' salaries in most developing countries including Tanzania are inadequate and do not meet basic household expenditures and their basic needs. This is particularly the case for teachers in urban schools who have to cope with high living costs, accommodation and transport costs. Apart from being low, the salaries in many countries are not paid on time. In Sierra Leone, for example, late payment of salaries make teachers dissatisfied with their jobs because teachers who are not paid do not come to school on time. The newly recruited teachers in Sierra Leone have to wait a year to be put in a payroll (Harding and Mansaray, 2005).

According to Bennel (2004), the overall structure of teachers' pay shares most of the pervasive characteristics of public sector pay systems in Low Income Countries (LICs). In particular, formal education and professional qualifications largely determine salary levels. The salary scales for both primary and secondary school teachers are often very flat with very small salary increments awarded on the basis of seniority or experience, with little or no link with actual job performance.

Consequently, qualification upgrading is the main avenue for career progression and thus higher pay. Performance-related pay for teachers in LICs is rare, which to a considerable degree is a reflection of limited resources and weak management structures. Teacher unions have also universally opposed merit-based pay on the grounds that it is de-motivating and is antithetical to teamwork and collegiality. For example, a system of merit-based pay increases was introduced in Benin in 1999, but teachers went on strike in late 2003 to restore the old system of automatic pay increases.

In the late 1990s teachers at 50 rural primary schools in western Kenya were given sizeable pay bonuses (up to 40 per cent of basic pay) depending on student performance. The assessment of the scheme concluded that 'drop out did not fall, teacher attendance did not improve, homework assignments did not increase, and pedagogy did not change'. However, they found that pupils were more likely to be tested and cramming sessions were more common immediately prior to the examinations. In other words teachers concentrated on 'manipulating short-term results' (Bennel, 2004).

Teachers are subjected to late payment allowances for leave and transfers. A common feeling among teachers is that 'teacher's leave and transfer allowances should be paid on time in order to show that the government cares. Some teachers do not receive transport

and subsistence allowances when they are posted to a new school. Teachers are also expected to sign payroll slips without knowing exactly the value of their gross salaries and thus are unable to verify exactly whether they are receiving the correct net pay. Sometimes it takes up to nine months for a newly appointed teacher to receive their first salary payment. Late payment has resulted in sizeable arrears, which the MOEVT is having difficulty in clearing such arrears. Teachers complain that councils do not give priority to payment of allowances for their leaves and when their being transferred (Mkumbo, 2010).

2.5.5 Limited career advancement and development

According to Bennel (2004), professional development refers to teachers' pedagogical skills and knowledge of subject matter through advanced academic study. Effective professional development provides an on-going academic (pedagogical) support over the long period and enables teachers to try out new ideas and then refine them.

According to Mbilinyi (2003), promotions are often seriously delayed without obvious cause and are inequitably awarded even among teachers. Despite the local government being given the power to directly deal with teachers still there are some complains of teachers not being promoted. Once promotions are approved it still takes two to three years for salaries to be adjusted. Long-term study leave is also rarely given to teachers. Most district officials are unable to make proper training needs assessment of their staff. Studies in Sub Sahara Africa, India, Bangladesh and Malaysia showed that failure to obtain promotion cause dissatisfaction and frustration at work (Bennel, 2004).

According to Behrman *et al*., (2002), School-Based Management (SBM) is another avenue of decentralization that has been adopted by some countries to increase school autonomy and to devolve decision making to teachers and sometimes to parents, students, and

community leaders as well. The idea behind SBM is that devolution of management authority and spending power to local governments is not enough. The school is where teaching and learning ultimately take place, and hence SBM is thought to hold the key to improving the education system by engaging those closest to the action in key decisions.

SBM in the Philippines typically involves the creation of a school committee or board—comprising teachers, parents, and community members—that, through legislative action, is empowered to make decisions in three areas: budget, personnel and staffing, and curriculum/programs. Thus, these "on-site administrators" become responsible for the distribution of money, allocation of resources, changes in instructional programs, the school calendar, and the school day. Obviously the scope of local empowerment varies greatly across countries and across school districts. There are few developing countries where school committees have full authority over all three areas of decision making (Behrman *et al.,* 2002).

Typically school committees can simply control the use of funds allocated by a central authority and exercise control in defining the types of support services needed and selecting the providers of those services. In other cases, school committees have authority in determining and implementing instructional improvements within the broad confines of a centrally mandated curriculum. In yet other situations, school committees have the authority to devise and implement their own staff development plans, but have no say in the hiring and firing of teachers as teacher recruitment is handled by a central government authority such as a teachers' service commission (Bray, 1998).

A dimension in which the implementation of SBM varies across countries, regions, and school districts is in the extent of teacher collaboration. In an ideal SBM situation,

teachers should play a key role in staff development, mentoring, and curriculum development, and become key partners in school and staff supervision and evaluation (Behrman *et al.*, 2002).

2.6 Motivation Theoretical Framework

According to Mbua (2003), the phenomenon of job satisfaction is closely related to motivation. This implies that the theories of motivation are also regarded as theories of job satisfaction. Motivation theories can be classified broadly into two different perspectives; content and process theories. Content theories deal with "what" motivates people and concern individual needs and goals. Maslow and Hertzberg studied motivation from a content perspective. Process theories deal with the process of motivation and are concerned with "how" motivation occurs. Vroom (1964) studied motivation from a "process" perspective (Sansone and Harackiewicz, 2000).

2.6.1 Content Theories of Motivation

According to Mbua (2003), motivation or incentive theory suggests that employees increase their effort to obtain a desired reward based on the general principle of reinforcement. This theory is coherent with the early economic theories where man is supposed to be rational and forecasts are based on the principle of "economic man".

Bennell (2004), argues that man is an economic animal who is motivated by material rewards. His effort will depend on the level of compensation; therefore employers should pay their employees in accordance to level of effort. The one who works harder should be paid more. It is generally assumed that performance of any employee (public or private) will depend to some measure on how he/she is compensated. Based on that logic any sensible government needs to give priority to the issue of pay. There is however a counter

proposition specifies that monetary rewards to public servants in and of itself cannot act as a motivator for enticing public servants to maintain and improve their performance.

The content theory suggests that the manager's, leader's, local government's job is to create a work environment that responds positively to individuals needs. The theory tells how poor performance undesirable behaviors, low satisfaction, and the like can be blocked or needs that are not satisfied on the job (Harold et al., 1994). The local government authorities can use the same theory to create the good working environment to teachers that respond positively to their needs.

The two content theories are Maslow's Hierarchy of Needs Theory and Herzberg Two Factors of Motivation.

(a) *Maslow's hierarchy of needs theory*

Maslow's hierarchy of needs theory was introduced in 1943 by Abraham Maslow in article named as "a theory of human motivation". The Maslow's hierarchy of needs is in five levels illustrated in figure as follows:

Figure 2.1: Levels in Abraham Maslow's (1954). **Hierarchy of Needs**
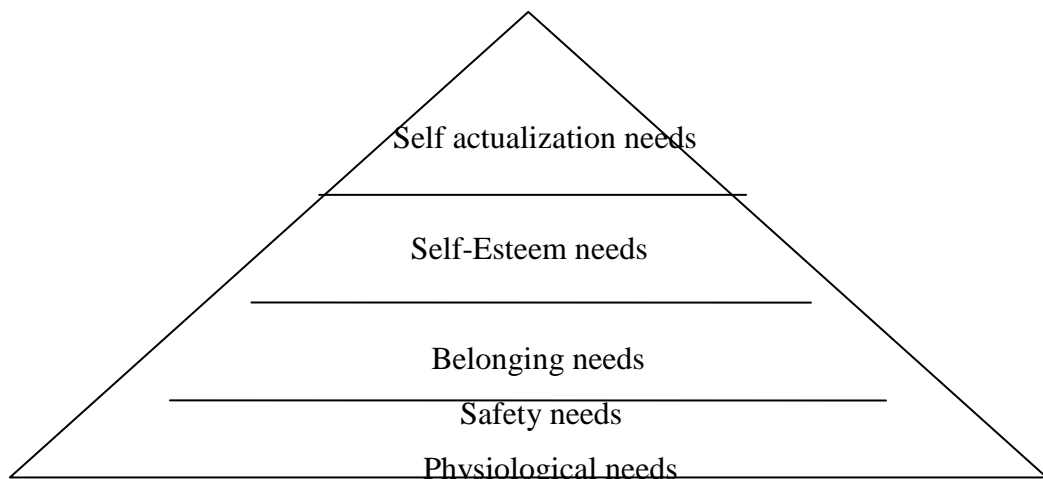
Source: Adopted from Harold *et al.,* (1994).

The Maslow's first level, physiological needs include the most basic needs for humans to survive. These human needs are air, water and food. In the second level, safety needs include personal security, health; well-being and safety. In the third level of belonging needs is where people need to feel a sense of belonging and acceptance. It is about relationships, families and friendship. Organizations such as schools are required to fulfill this need to members of school community. In the fourth level of self-esteem needs is where people look to be respected and to have self-respect. Achievement needs, respect of others are in this level. In the top-level of self-actualization needs pertains to realizing the person's full potential. According to this theory, individual strives to seek a higher need when lower needs are fulfilled. Once a lower-level need is satisfied, it no longer serves as a source of motivation. Needs are motivators only when they are unsatisfied.

Maslow (1954) argues that physiological, safety, love and esteem needs are general types of needs called deficiency needs that must be satisfied before a person can act unselfishly. One reason why teachers work is to ensure that they get basic human needs to guarantee adequate nourishment and protection from harm. The aspect of working conditions, education policy and salary serve only to reduce dissatisfaction in lower order needs identified by Maslow (ibid). The context aspect of teaching recognition corresponds to self actualization.

Shami (2004), acknowledges that pay is important and organizations ought to compensate their employees adequately to have them perform. He contends that effectiveness in job performance is also a function of other factors also, including job satisfaction, which stems from realization by an employee that he/she is having other personal needs such as personal fulfillment, known as self actualization in one's work fulfilled by his employer. To motivate workers, therefore, the organization should provide opportunities to satisfy the higher order needs.

(b)   Hertzberg two factors theory

Frederick Herzberg introduced his Two Factor Theory in 1959 through laboratory experiments on human behavior. He suggested that there are two kinds of factors affecting motivation which are hygiene factors and motivators. According to Sansone and Harackiewicz (2000) hygiene factors are extrinsic factors which include salary or remunerations, job security, quality of supervision, quality of interpersonal relations and working conditions. These emanate largely from non-job related factors but are extrinsic in nature and they are there to motivate employees. A series of hygiene factors create dissatisfaction if individuals perceive them as inadequate or inequitable, yet individuals will not be significantly motivated if these factors are viewed as adequate or good.

The hygiene factors determine dissatisfaction, and motivators determine satisfaction. Herzberg theory conforms to satisfaction theories which assert that a satisfied employee tends to work in the same organization but this satisfaction does not always result in better performance. In other words, satisfaction does not correlate with productivity (Harold *et al.,* 1994).

 Motivators are intrinsic factors such as sense of achievement, recognition, responsibility and personal growth. Motivator factors are based on an individual's need for personal growth which actively create job satisfaction or motivate individual to achieve above average performance (Sansone and Harackiewicz, 2000).

Figure 2.2: Hertzberg Two Factors of Motivation

Hygiene Factors or		Motivators or
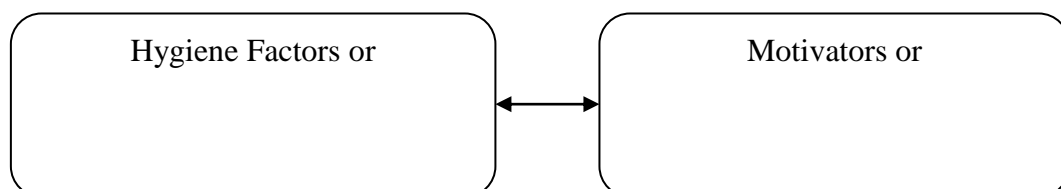
Source: Adopted from Sansone and Harackiewicz (2000)

Hertzberg's two factor theory propounded by Hertzberg *et al.,* (1959), is a prominent model for identifying satisfying (intrinsic) factors and dissatisfying (extrinsic) factors determining employees' motivation and job performance.

The intrinsic factors which consist of sense of achievement, recognition, responsibility and personal growth seem to be strong determining factors of motivation which are related to what a person does and not to the situation in which he/she does it. According to Hertzberg *et al.,* (1959), intrinsic factors are rewards of job itself which are more satisfying and motivating.

Extrinsic factors on the other hand are rewards surrounding a job such as salaries, fringe benefits and job security which do not necessarily create motivation or job satisfaction. For example, if teachers claim for more salary and get it, the satisfaction they derive from it is too short lived and very soon they begin to claim for more money. Motivation hygiene theory overlooks personality characteristics of workers, which play a vital part in employees' motivation (Mbua, 2003).

Despite the contribution by Hertzberg *et al.,* (1959), for stimulating more work on motivation, some scholars criticized the methodology employed for their findings. According to Mbua (2003) Hertzberg theory of motivation is built on the basis of a limited study sample of personnel from the fields of accounting and engineering in which the findings cannot be used to generalize other context.

2.6.2 Process Theory of Motivation

According to Sansone and Harackiewicz (2000), the process theories of motivation are concerned with how individual behavior is obtained and sustained. The main process theory of motivation reviewed in this section is expectancy theory of motivation.

Victor Vroom developed the expectancy theory in 1964, producing a systematic explanatory theory of workplace motivation. Expectancy Theory argues that humans act according to their conscious expectations that a particular behavior will lead to specific desirable goals and motivation emanates from expectancy, instrumentality and valence. The term expectancy refers to person's belief of the person that her/his effort (E) will result in attainment of desired performance (P) goals; instrumentality refers to belief of the person that she/he will receive a reward (R) if the performance (P) expectation is met; while valence refers to the perceived value of rewards to the recipient (Mbua, 2003).

Expectancy theory asserts that the motivation to behave in a particular way is determined by an individual's expectation that behavior will lead to a particular outcome, multiplied by the preference and valence that person has for that outcome as shown in figure 2.3.

Figure 2.3: Victor H. Vroom Expectancy Theory of Motivation

Source: Adopted from Mbua (2003)
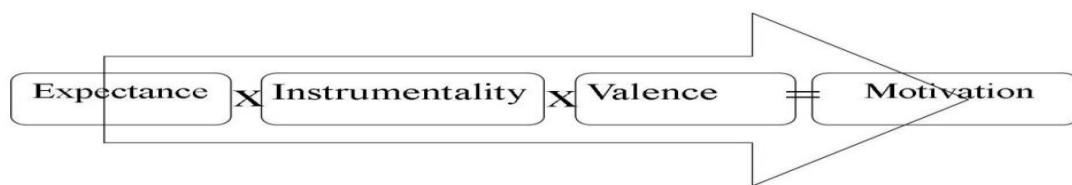
The equation suggests that human behavior (motivation) is then result of components of expectancy theory which are expectance, instrumentality and valence. The theory links between the individual behavior and some specific outcomes to show how managers, leaders can alter the direction, level or persistence of individual actions. These focus on the observable rather than what is inside an employee's head. This reinforcement views place a premium on observing individuals to see which work-related outcomes are highly valued. By altering when, where, how and why some types of rewards are given, the manager can change the apparent motivation of employees by providing a systematic set of consequences to shape behavior (Ramlall, 2004).

Local government directors as the managers of teachers in their area can use reinforcement theory to motivate teachers because this look on the observable, teachers behaviors under motivation and can easily be observed by local authorities and provide motives that can make teachers act positively (Charles, 2006).

2.7 Empirical Studies

2.7.1 Empirical studies from in developed counties

In New Zealand, decentralization of education has meant that local schools are run by boards of trustees consisting of five elected parents, the school principal, an elected staff representative, and, in secondary schools, a student and four other people chosen to provide expertise or balance. A locally written charter that spells out the school's goals and plans, but includes a compulsory section on curriculum, governs each school's operation. Schools are still funded from the national treasury on a per pupil basis, and schools typically receive their entitlements in the form of a block grant or "bulk funding" plan that covers all expenses, including teacher salaries (Fiske, 1996).

According to the Canadian Education Association (2007), public education is provided free to all Canadians who meet various age and residence requirements. Each province and territory has one or two departments/ministries responsible for education, headed by a minister who is in most cases an elected member of the legislature and appointed to the position by the government leader of the jurisdiction. Deputy Ministers, who belong to the civil service, are responsible for the operation of the departments. The ministries and departments provide educational, administrative, and financial management and school support functions, and they define both the educational services to be provided and the policy and legislative frameworks.

Local governance of education is usually entrusted to school boards, school districts, school divisions, or district education councils. Their members are elected by public ballot. The power delegated to the local authorities is at the discretion of the provincial and territorial governments and generally consists of the operation and administration (including financial) of the group of schools within their board or division, curriculum implementation, responsibility for personnel, enrolment of students, and initiation of proposals for new construction or other major capital expenditures (Canada Education Association, 2007).

2.7.2 Empirical studies done in developing countries

The Nicaraguan government in 1993 began to grant management and budgetary "autonomy" to selected secondary schools. Today all secondary and many primary schools have been pulled into the decentralization initiative. By 1995 the Ministry of Education with the support from the World Bank had committed to conducting a thorough formative evaluation of this bold experiment in partially delinking local schools from the central ministry.

Fuller and Rivarola (1998), studied Nicaragua's Experiment to Decentralize Schools by investigating views of parents, teachers and directors. The findings from over 80 completed interviews and focus groups showed that schools have had fairly institutionalized patterns of authority and leadership, long before the advent of decentralized governance. We heard much about how autonomies fell onto the micro politics and social norms that lend cohesion or chaos inside the school organization. Different elements of autonomies come to be viewed as more salient than others: parents' worries about rising student fees, or teachers' focus on how to improve student progress, for example. The research focused on four major issues: parents' participation; the altered

character of school management and leadership; shifts in school-level financing and spending; and how pedagogical practices and classrooms are touched by autonomies.

According to Behrman *et al.*, (2002), there have been considerable pressures for decentralization of education in developing countries in Asia over recent years. These pressures have largely been driven by fiscal constraints but have also been motivated by concerns over the effectiveness of a centralized system in delivering education services. While virtually all Asian developing countries have made impressive gains in expanding the coverage of primary schooling, enrollment rates remain generally lower than the level that, many argue, would be desirable at secondary and tertiary levels, particularly for children coming from disadvantaged backgrounds. The quality of education is also a cause for concern, judging by dropout and grade repetition rates, national achievement test performances, and international comparisons of achievement test scores.

All developing countries have adopted some elements of decentralization in their education systems. These include devolution of authority and responsibility for schools from central to local levels, increased local financing of schools, decentralization of school functions, and reform of the incentive structure of schools and their teachers. However, it is not often clear that the measures adopted have led to improvements in education. There is not much evidence that decentralization has been successful in improving education in developing countries, in part because of inattention to the importance of collecting critical data for such evaluations (including baseline data with longitudinal follow-up for randomly selected treatment and control groups) and perhaps in part because decentralization measures in most countries so far have been incomplete with decentralization strategies adopted in parts and not as a whole. There is still no clear understanding of the economic and institutional conditions under which decentralization leads to more effective education (Behrman *et al.,* 2002).

It is widely believed that the comprehensive decentralization of school management functions will result in significant improvements in teacher recruitment and deployment practices and higher teacher motivation and overall performance. This is because school managers and teachers become more accountable to parents and other local stakeholders and schools and/or communities have much greater direct control of teacher recruitment and deployment.

Once again however, there is a paucity of evidence, which can be drawn upon to assess these assertions in a robust manner. A clear distinction needs to be made between government and community schools. The latter are funded in large part by parents and local communities and teachers are usually directly recruited at the local level. There are quite numerous country examples of higher motivation among teachers and better learning outcomes among community schools (e.g. EDUCO schools in El Salvador, BRAC in Bangladesh, community schools in Mail and Sierra Leone). However the low level of pay at these schools can also lead, particularly over the longer term, to low teacher morale and high levels of absenteeism. For example, only one third of community teachers in Zambia received a consistent allowance in the late 1990s (Bennel, 2004).

The link between decentralization and improved teacher performance appears to be more problematic in government schools. In part this is because education decentralization has in practice remained quite limited in many LICs (especially in much of South Asia). Furthermore, decentralization can exacerbate political interference. In Nepal for example, the politicization of district education offices and school management committees has tended to act as a barrier to increased community involvement. Thus the replacement of top-down political and bureaucratic interference by dysfunctional local pressures on teacher management is a real danger. According to Lewin and Caillods (2002) there is no

clear evidence that decentralized recruitment by head teachers or (secondary) school boards results in increased efficiency and effectiveness. In India the success to date of Panchayat Education Committees in monitoring teacher attendance, including approving leave and transfers, has been quite limited.

The Probe Team (1999), found that there was no evidence that teachers posted in their own village performed better than others. In South Africa though the transparency of recruitment and promotions has improved considerably through the direct participation of school boards and representatives from the teacher union. Education decentralization remains fiercely contested in many countries. Faith-Based Education Agencies (FBEAs) in Africa have invariably opposed decentralization because they believe that they have primary management responsibility over 'their schools'. In Latin America increased decentralization has led to decreased teacher satisfaction and higher levels of strike activity. Teachers fear that school management committees will become another forum for the playing out of local political conflicts. De-concentration of key human resource management functions will also be difficult to implement in many countries given high levels of bribery in the initial recruitment and posting processes (Probe Team, 1999).

The capacity of parents and local stakeholders to exercise control over school managers and teachers is another key factor. Government-funded primary schools in South Asia have increasingly become dumping grounds for the poor and especially girls. Ensuring effective parental and community participation is therefore very difficult. In Brazil, also, 'the parents of failing children, often poor and less well educated, lack the confidence to challenge teacher judgments or even approach them for advice. Interestingly, the study found that parental education and wealth has a strong negative impact on teacher absenteeism in Indonesia and Peru. However, the frequency of parent-teacher meetings is

associated with higher (rather than lower) levels of teacher absence in Peru and Indonesia, and relationship is statistically insignificant in India, Ecuador and Bangladesh (World Bank, 2001).

De Grauwe *et al*. (2005), conducted study in four West Africa countries (Senegal, Benin, Mali and Guinea) on impact of decentralization to school improvement. In Senegal, the central level transfers some funds to these local authorities to allow them to take care of nine competencies, including construction, equipment and maintenance of pre-primary and primary schools, the recruitment of support staff, and several tasks related to literacy eradication. In Benin where municipalities have only recently been installed, they are responsible for the construction, equipment and maintenance of primary schools.

De Grauwe *et al.,* (2005), also studied the relationships between education offices, local authorities, schools and communities. A related factor is that the relationship between elected authorities and local education offices is as much one of conflict as well as of collaboration. Two different legitimacies are in confrontation: education officials refer to their professional legitimacy, while local authorities emphasize their political legitimacy. The balance between the two does not depend on an official framework, which does not exist everywhere, but on the characteristics of each one and on the personal relationships between them. At times their collaboration is mutually beneficial, with the education office acting as technical support to the local authority. At other times there is conflict regarding recruitment of teachers or transfer of funds. The district education officer is seldom invited to participate, as an observer, in municipal council meetings – even if they concern education. At the school level, the relationship between the school and the community is a much closer one than that between the local education office and the municipality, but is not without problems either motivation of teachers.

One key mission of a local education office is to monitor the quality of teaching in its schools. Inspectors are expected to visit schools and examine the teaching provided at regular intervals. Their recommendations should be followed up by the administration and the school itself. Statistical information, transformed into indicators, should be of assistance to the monitoring process. The reality though is quite different. Little inspection is exercised and this for several reasons, of which lack of staff and lack of resources are the most evident. The number of teachers per inspector has increased; for instance in one Senegalese district, four inspectors supervise nearly 800 teachers. The profile of teachers has also changed, with many having less training and lower qualifications than was the case some years ago. This is coupled with a lack of resources, especially as regards to travelling. In Benin pedagogical advisors receive a petrol allowance, but many do not have vehicles. The result is that inspectors undertake few visits, and that these are generally short and superficial (De Grauwe *et al.,* 2005). The situation is the same in Tanzania where by the small number of educational inspectors makes it difficult for them to handle a large number of secondary schools in the country especially schools in rural areas. In this case the school inspectors fail to accumulate relevant data which addresses issues of teachers' motivation.

Bennell (2004), conducted a study which focused on teacher motivation and incentives in low-income developing countries in sub-Saharan Africa and Asia. In particular it assessed the extent to which the material and psychological needs of teachers are being met. This included overall levels of occupational status, job satisfaction, pay and benefits, recruitment and deployment, attrition, and absenteeism.

Khna *et al.,* (2009), investigated the efforts of two Pakistani school administrators in dealing with the issues related to teacher motivation. This study exclusively examined

how the two administrators embedded in their practices different ways of increasing the productivity of their staff. The study maintained that the private school administrator, unlike his public school counterpart, had a more updated knowledge in the field of education due to his exposure to professional development programs. This knowledge, gave a better understanding of the link between the motivational level of the teachers and the teachers' productivity. Unfortunately only a limited quantity of research explored different dimensions of school leadership in the educational context of Pakistani. Therefore this study attempted to address related issues, such as the recruitment of school leaders and the availability of professional development opportunities.

2.7.3 Empirical studies done in Tanzania

The paper by Mmari (2005), examined the Tanzania government's decentralization efforts related to the provision and management of primary and secondary education and their effects on local capacity. It sought to do this through examining the government of Tanzania policies, strategies and actions in pursuit of decentralization by devolution of powers and resources to local government against this background of fundamental change and its effects on teacher motivation.

Massawe (2009), notified that teachers' pay should be significantly increased to teachers in secondary schools, particularly in relation to the currently high cost of life, simply to enable them to meet their basic household needs. Major improvements in the incentives for teachers are housing, water, electricity, rural allowances to attract and retain teachers in rural schools. As a result, many of them are forced to find other sources of income. Secondary income activities create divided attention and loyalty to teaching and impact negatively on the quality of schooling.

Mosha (2010), has argued that poor teacher motivation and inadequate incentives have far reaching adverse impacts on the behavior and overall performance of secondary school teachers and thus learning outcomes. High rates of teacher attrition through resignations are a key indicator of low levels of teacher job satisfaction and motivation. Low pay forces teachers to find additional sources of income. Teachers highlighted poor work environment, poor government and community attitudes towards the teaching profession as the main de-motivating factors for the teaching profession.

According to Mbwambo (2009), there appeared mounting concerns that unacceptably high proportions of teachers working in public secondary school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, inadequate controls, and other behavioral sanctions. Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Teacher accountability to school management, to parents and the community as a whole has increased more effective teacher trade unions, and workplace programmes.

Sumra (2003), described that one factor that has a significant impact on teaching quality is the lack of motivation among teachers. A potential crisis in the teaching profession threatens the ability of national governments to reach internationally agreed targets to expand and improve education. In many developing countries, the teaching force is demoralized and fractured. In order to raise teachers' commitment to the teaching profession it is recommended that the government of Tanzania and other stakeholders should improve the teachers work conditions, including provision of housing facilities and social welfare services.

2.8 The Research Gap between Empirical and Theoretical Literature

The literature so far has shown that poor teacher motivation and an inadequate incentive have a significant impact on teaching quality and threatens the ability of Tanzanian government to reach their targeted goals to expand and improve results in education. Actually the work and living environment for many teachers is poor, which tends to lower self-esteem and is generally de-motivating. One of the reasons of the poor examinations results of form four in 2012 and 2013 is because of teachers' official and unofficial strike because of dissatisfaction with pay and other conditions of service (Twaweza, 2013). This study investigated the contribution of local government authorities in teacher motivation for which no researcher has done in Dodoma municipality.

CHAPTER THREE:

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in the study. This includes research design, area of study, target population, sampling methods, data collection methods, data quality control, ethical issues and data analysis plan.

3.2 Research Design

A research design refers to arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. It is conceptual structure within which research is conducted; it constitutes a blueprint for collection, measurement and analysis of data (Kothari, 2004). According to Creswell (2009), research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. Three types of designs are case study, survey and experimental design. The study has used survey research design. Survey is credited for their usefulness in collecting a large amount of data from a sizeable population for generalization effectiveness. The data in surveys are often obtained by using standardized tools particularly questionnaire, structured interview and observation (Saunders *et al.,* 2007).

3.3 Area of the Study

The study was conducted in Dodoma municipality. According to Dodoma municipal profile of 2013, the Dodoma municipality is located in the central part of the country. The municipality occupies an area of 2769 square kilometers. Administratively it is divided into 4 divisions, 37 Wards, 40 villages and 70 streets. Economically about 75% of the

municipality income comes from agriculture and animal husbandry while other 25% of the population is engaged in petty business such as retail shops, carpentry and food vending. Other activities include small and medium industries, consultancy and construction work. Main industrial products are wine, mattresses and packed water. From forestry there is honey, wax and herbs. Dodoma municipality was selected for the study because Dodoma is among councils in Tanzania which face the same problem of poor teacher motivation (Dodoma municipality, 2005).

3.4 Study Population

According to Kothari (2004), population is the totality of any group of units which have one or more characteristics in common that are of interest to the researcher. In this study, population comprises all education stakeholders who are affected or involved in teacher motivation including officials from TTU, District Secondary Education officer (DSEO), Zonal School Inspectors, Heads of Schools (HS) and teachers.

3.5 Sample Size

Sample size refers to the number of items to be selected from the universe to constitute a sample (Kothari, 2004). The large sample gives accurate information of the respondents but if the sample is too small the researcher could not obtain accurate information. The sample size of this study includes 60 teachers from 6 public secondary school in Dodoma municipality, 6 Head of schools, District Education Official, TTU district official and Zonal Education Officer. The study consisted of a sample size of 70 respondents as shown in Table 3.1.

Table 3.1: Categories of respondents and sample size of the study

Categories of Respondents	Sample size	Respective Office/ Place
TTU District officer	01	Dodoma Municipal TTU office
District Secondary Education Officer	01	Dodoma District Secondary education office
Zonal Education Inspectors	02	Central Zone Education Inspectors office
Head of schools	06	Kikuyu, Mkonze, Dodoma, Viwandani, Kiwanja cha Ndege and Umonga secondary schools.
Teachers	60	Eight teachers from each secondary school in Kikuyu, Mkonze, Dodoma, Viwandani, Kiwanja cha Ndege and Umonga secondary schools.

Source: Researcher's Data (2014)

3.6 Sampling Techniques

Sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). Sampling techniques available can mainly be divided into two types: probability sampling and non-probability sampling.

3.6.1 Probability sampling

Probability sampling is the sampling technique in which every item of the universe has equal chance of inclusion in the sample. Methods used in probability sampling are simple random sampling, systematic sampling, stratified sampling, and cluster sampling (Saunders *et al.*, 2007).

According to Kothari (2004), simple random sampling method was used to select category of respondents by asking each to pick one folded piece of paper with words YES or NO

depending on number in population. Those who pick the paper written YES were asked to provide required information. In this study teachers were selected by using simple random sampling technique.

3.6.2 Non-probability Sampling

According to Saunders *et al.* (2007), non-probability sampling is the sampling technique in which probability of each case being selected from total population is not known but a sample is obtained by researcher's judgment. Non-probability sampling technique includes quota sampling, purposive sampling, snowballing and convenience sampling methods. Purposive sampling was employed so as to get rich information from the District Secondary Education Officer, the Municipal Director, Zonal Education inspectors and heads of secondary schools.

3.7 Data Collection Instruments

According to Kombo and Tromp (2006), data collection refers to gathering of information to serve or prove some facts. In data collection, the researcher must have clear vision of instruments to be used to different respondents or sources of data. There are two sources of data used by researchers which are primary and secondary sources. A number of tools used for collection both primary and secondary data are described in the following section.

3.7.1 Primary Data

Primary data is the information gathered directly from the respondents. The data collection tools for primary data are questionnaires, interviews, focused group discussions, observations and experimental studies (Orodho and Kombo, 2002).

3.7.1.1 Questionnaires

A questionnaire consists of a number of questions written in a definite order on a form

filled by respondents on their own (Kothari, 2004). This instruments have several merits such as it is free from the bias of the interviewer because answers are in respondents' own word; respondents have adequate time to give well thought out answers, more over it cost low even if the universe is large so that large sample can be made and the result can be made more dependable and reliable. In other hand questionnaire have the following demerits, it can be used only when respondent are educated, the control over questionnaire may be lost once it is sent, also this method is likely to be the slowest of all (Kothari, 2004). A self administered questionnaire was the major instrument that was used in data collection in the present study. Questionnaires were been administered to 60 secondary school teachers. The questionnaires were intended to gather quantitative and qualitative information regarding the contribution of local government authorities to teachers' motivation in secondary schools in Dodoma municipality. The questionnaires comprised both closed and open-ended questions formulated by the researcher. The questionnaire for teachers is attached to this study as Appendix I.

3.7.1.2 Interview guide

According to Kothari (2004), the interview instrument of collecting data involves presentation of oral-verbal stimuli and reply in term of oral-verbal responses. The interview guide was designed and was administered to key informants to capture qualitative information. The chief merits of the interview method are as follows, more information and that too in great depth can be obtained, sample can be controlled more effectively as well as supplementary information can be obtained. In contrary interview method is expensive especially when large and widely spread geographical sample is taken; the method is relatively more time consuming not only that but certain of respondents such as important officials may not be easily approached under this method (Kothari, 2004). The key informants for in depth interviews included one TTU Officer,

one District Secondary Education Officer, two Zonal Education Inspectors and Heads of school. This was purposely intended to get more information about the contribution of local government authorities on addressing motivation of secondary teachers. A sample of interview guide for DSEO, TTU Officer, Zonal Education Inspectors and Heads of school is attached to this study as appendix II, III, IV and V respectively.

3.7.1.3 Documentary Checklist

This is a list of items that are supposed to relate to the context of the study area. A checklist verifies the availability and conditions of use of specific items. A checklist is essential as it shows the existing available infrastructures with the school, which include furnished classrooms, staffrooms, libraries, teachers' houses, toilets and also teaching and learning materials. The facilities in this checklist were crosschecked with what is physically available in the respective school. The checklist was necessary because the researcher wanted to know the physical environment and gauge the conduciveness for the teaching and learning processes and if such environment affected the degree of motivation to teachers. The checklist used in this study is found in appendix VI.

3.7.2 Secondary Data

Secondary data refers to information that has already been collected by someone else. Secondary data may either be published data or unpublished data. Published data are usually available in various publications of central and local governments; technical and trade journals; books, magazine and news papers; reports and publications of various associations; reports prepared by research scholars, universities etc; public records and statistics; historical documents and other sources of published information (Kothari, 2004). The main sources of secondary data in this study included the following: school reports in municipal education office, teacher welfare committee minutes, magazines, newspapers, reports, publications, public records and statistics.

3.8 Validation of Data Collection Instruments

Validation of instruments is the process that aims at improving the quality of data collected or procedures so that the instruments can measure the issues they are intended to measure (Guthrie, 2010). To ensure validity of instruments, the instruments were developed under close guidance of the supervisor. After the questions were designed, they were pre-tested to respondents not in the sample. Based on the findings from pilot test, the instruments were modified accordingly by considering the relevance, coverage and consistency.

3.9 Data Analysis Procedures

Data analysis refers to examining what has been collected in survey or experiment and making deduction and inferences. It involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions (Kombo and Tromp 2006). Statistical Package for Social Science (SPSS) version 18, which is user-friendly software, was used for analyzing quantitative data. Qualitative data were organized according to themes identified from research questions and analyzed using content analysis. The data were recorded, organized, interpreted and presented and discussed by the use of tales and narratives.

3.10 Limitations of the Study

Any study encountered a number of limitations in which the researcher tried her level best to minimize them. These limitations included poor cooperation from the respondents. Some respondents were not ready to cooperate with the researcher in providing reliable information for the study. This might have been caused by lack of understanding on why such studies are made in their respective locations. The researcher had to create a favorable environment for respondents especially by assuring them that confidentiality would be observed on any information that they provided.

3.11 Ethical Research Issues

Blumberg *et al.,* (2005:92) define ethics as moral principles; norms or standards of behavior that guide moral choices about our behavior and our relationship with others. At the onset of data collection the researcher took the clearance letter from the Open University of Tanzania authorities and submitted it to the Municipal Executive Director of Dodoma municipal. The Municipal Executive Director of Dodoma municipal provided to the researcher an introduction letter of whose copies were used to introduce the researcher to the District Secondary Education Officer, Zonal Education Inspectors and Heads of schools to carry out the data collection task. In addition each questionnaire contained an opening introductory note requesting for the respondents cooperation in providing the required information for the study.

The respondents were further assured confidentiality of the information provided and that the study findings would be used for academic purposes only. Respondents were further assured of their personal protection and that they had the authority to refuse or accept to be involved in the study as respondents. The clearance letter from Open University of Tanzania is attached in Appendix VII, while that of the Municipal Executive Director is found in Appendix VIII.

CHAPTER FOUR:

4.0 RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the research findings and discussion of what was obtained from the field study carried out in Dodoma municipality on contributions of Local Government Authorities in addressing teacher motivation in public secondary schools in Tanzania. Furthermore, the chapters' presents work experience of workers, examines the role played by LGAs in promoting and sustaining secondary teachers' motivation, identify problems or challenges facing LGAs in promoting secondary teachers' motivation and to explore possible initiatives that LGAs can undertake in promoting motivation to secondary school teachers.

4.2 Working Experience of Respondents

The working experience of respondents provided important information on this study because the teachers employed at different periods have different feelings on the roles of Local Government Authorities in addressing teacher motivation in public secondary schools in Tanzania Seventy (70) respondents were asked to state the time they had spent in their teaching profession and the following results in Table 4.1 were obtained:

Table 4.1: Working experience of the teachers

Working Experience	Number of Respondent	Percentage (%)
Less than a year	10	14
1 to 2 years	13	19
3 to 4 years	23	33
5 to 6 years	8	11
Above 6 years	16	23
Total	**70**	**100**

Source: Field finding, (2014)

It was found that the majority (33%) of the respondents had an experience of three to four years at work. 23% of respondents had the experience of above six years while 11% of respondents had five to six years at work. Those with less than a year at work were 14% of respondents while 19% of respondents had a year at work (See Table 4.1).

The presence of teachers with less than four years of work experience dominating in the study reflects government's initiative of training and recruiting many teachers after the commencement of community secondary schools, whereby the first product of teachers from different universities was employed to different schools in Tanzania in 2009 (Mkonongwa, 2012).

However, those with more than four years at work comprised the group of more experienced public secondary school teachers who had experienced different kinds of motivation they had received from central government and the present motivation status they receive from local governments authorities. The teachers in this group were employed under the central government system then shifted to local government whereby the municipal director became their employer. Therefore this group had the experience of motivation strategies provided by both the local government and central government.

4.3 Factors that Motivated Teachers to Join the Teaching Profession

Different factors were found to have motivated teachers to join the teaching profession. Some of the factors included; being inspired by other teachers since their school days; to stay with family because there is no night shift in the teaching profession. Another factor was related to their obtaining poor performance in form six final examinations. While some of the teachers were advised by parents or relatives to join the

teaching profession. Another reason that influenced them to join teaching profession was to be immediately employed on completion of the studies as well as the availability of university students' loans from the Higher Education Students Loans Board (HESLB) for most students who pursued education degree as well as financial problems to undertake other preferred course as a contributing factor to join teaching. The factors that induced teachers to join the teaching profession are summarized in Table 4.2.

Table 4.2: Factors that motivated teachers to join the teaching profession

Responses	Frequency (N =70)	Percent (%)	No response	Percentage (%)	Total Frequency	Total percentage (%)
Inspired by other teachers	14	20	56	80	70	100
No night shifts, hence enough time to be with the family	18	25.7	52	74.3	70	100
Financial problems to undertake other preferred courses	24	34.3	46	65.7	70	100
Poor pass mark in form six	48	68.6	22	31.4	70	100
Getting employed after studies	43	61.4	27	38.6	70	100
Availability of loan for university Education students from HESLB	52	73.3	18	25.7	70	100

Source: Field findings, (2014)

The findings in Table 4.2 show that 20% of teachers joined the teaching profession because they were inspired by other teachers since when they were in school. The standard of living of some teachers as well as the image teachers presented to the society inspired some teachers to join the teaching profession. Society considered the teacher as a mirror of a society meaning that   a teacher is seen as a model from which society can learn.

 Furthermore 25.7% of teachers were inspired to join the teaching profession   because of the knowledge that teachers do not have night shifts, hence they will have enough free time to spend with their families or be able to do other private activities after work hours. Data showed further that 34.3% of respondents joined teaching profession because of financial constraints to undertake other preferred courses which were more costly in terms of fees. They commented that due to background of their families they had to join the teaching profession knowing that they could not undertake other preferred courses which required more money for fees.

68.6% of the respondents affirmed low pass mark in form six final examinations caused a number of teachers to join the profession. This means that students with high pass mark joined other professions like law, accountancy, engineering or other social science degree programs which seem to be high paying in terms of salary. This result concurs with the research findings by HakiElimu (2004) which observed that most students who joined teaching the profession did so following performing poorly in their form four or form six national examinations. One of the teachers from Mkonze secondary school reported that:

A larger number of teachers, who joined the teaching profession in most recent years, did so due to low pass mark they achieved on form six final examinations.

Unlike those who performed well and got high marks. They were able to join other professions where they were able to earn more payment than teachers.

Furthermore, 61.4% of the respondents affirmed that they joined the teaching profession in order to get fast employment after studies. These were teachers who were employed after their studies without being interviewed but were just posted to their work places provided they passed their examinations.

73.3% of the teacher respondents said that the availability of university student loans for those pursuing education degree courses was another factor influencing them to join the teaching profession. Some teachers commented that they were not interested in the teaching profession but circumstances forced them to do so. One teacher from Dodoma secondary school responded as follows;

> A good number of young teachers who reported for work starting from 2009 had joined the profession because of getting loans when they were at university. This is a problem as a majority of these teachers have no interest in the teaching profession but use the teaching profession as a transit to move to other professions

A similar observation was also reported by Ndawi (2007), who asserted that the provision of funding in higher learning institutions   especially to those to pursuing Bachelor of Education and sciences degrees induced many students to join the teaching and science professions.

However, some of the researches of the same nature commented differently on the causes for teachers joining the teaching profession. For example the Cooksey (1990) study showed that the major reason given by teachers for joining the teaching profession was "to help build the nation". Surprisingly, in 1990, 76% of the teachers saw teaching as

a respected profession, and nine out of ten respondents said salary was not an important consideration.

4.4 The Roles of LGAs in Motivating Teachers in Public Secondary Schools

A total   of 70 respondents were asked through the questionnaire on the role played by LGAs to motivate public secondary school teachers. The respondents were asked if LGAs were involved in motivating teachers. It was revealed that Local Government Authorities played a number of roles in motivating teachers in public secondary schools. The responses of the findings are discussed in the following section on the role of LGAs in motivating teachers in public secondary schools. The responses of the findings on the role of LGAs in motivating teachers of public secondary school are discussed in the following section.

4.4.1 Local government authorities plans for motivating teachers

Seventy (70) respondents were asked if they agreed, disagreed or were not sure that local government authorities had plans to motivate teachers. The responses are shown in Table 4.3.

The findings in Table 4.3 bellow show that 41% of teachers in the sample commented that LGAs had plans for motivating public secondary schools teachers, however 56% of respondents disagreed and 3% were not sure. One head of school had this to say; The LGAs have plans for motivating public secondary schools teachers such plans include building teachers' houses, classrooms, laboratories and purchasing of teaching and learning equipments. But all of these are in documents only; none of them are being put in action. Through interviews with the heads of schools, they pointed out that most of LGAs' plans for motivating public secondary schools teachers were only in documents.   The

purported building of classrooms, teachers' houses or purchasing of teaching and learning equipments did not meet the needs of those public secondary schools. Hence most teachers had to find accommodation outside school compounds.

Table 4.3: Local Government Authorities Plans for Motivating Teachers

Response	Frequency	Percentages
Strongly agree	03	4
Agree	26	37
Undecided	02	3
Disagree	30	43
Strongly disagree	09	13
Total	**70**	**100**

Source: Field findings, (2014)

4.4.2 The municipal councils have been able to motivate teachers

On the claim that the municipal councils have been able to motivate teachers, the teacher respondents were required to give their recommendation if they agreed, disagreed or were not sure that responsible municipal officers were able to motivate teachers as per requirements and the responses are as shown in Table 4.4.

Table 4.4 The Municipal councils have been able to motivate teachers

Response	Frequency	Percentages
Strongly agree	03	4
Agree	26	37
Undecided	03	4
Disagree	34	49
Strongly disagree	04	6
Total	**70**	**100**

Source: Field findings, (2014)

The results from Table 4.4 reveal that municipal education officers have not been able to motivate teachers as it was reported by 55% of respondents. However, 41% agreed that responsible municipal officers were able to motivate teachers while 4% of teachers were undecided as they were not sure (See Table 4.4). These findings concur with the study findings by Mkumbo (2010) who found that teachers were complaining that the councils do not give priority to payment of leave allowances when they were being transferred. One respondent from Kikuyu secondary school who strongly disagreed on that the municipal officers' motivated teachers commented as follows:

Most of municipal officers responsible to motivate teachers do not do so even though they themselves came from the teaching profession. For example the district education officers were once teachers but after being appointed, they changed by supporting the government interests, afraid to lose their positions.

De Grauwe *et al.,* (2005), argued that there were many competing demands on municipalities, with schooling not always being a priority. Few have the expertise necessary to address complex educational issues. In some cases though, municipalities, especially the bigger ones, do take educational initiatives which go beyond the outward, for instance working with NGOs to improve teachers' skills. The lack of involvement of municipal officers in education issues should therefore not be interpreted as an inherent characteristic of decentralization but more as the result of implementing decentralization in a context of priority.

4.4.3 Teacher motivation changed since secondary education became under LGAs

The respondents were asked to give their recommends if they agreed, disagreed or were not sure that the situation relating to teacher motivation has ever changed since secondary

education was brought under local government authorities from the central government. The responses are shown in Table 4.5.

Table 4.5 Motivation of teachers has changed since secondary education was brought under local government.

Responses	Frequency	Percentages
Strongly agree	02	3
Agree	24	34
Undecided	02	3
Disagree	33	47
Strongly disagree	09	13
Total	**70**	**100**

Source: Field findings, (2014)

The findings in Table 4.5 indicate that 60% of the teacher respondents disagreed that the situation of teacher motivation has ever changed since secondary education was brought under local government authorities from central government. However, 37% agreed that the situation of teacher motivation has changed as the teachers are getting their services on time compared to the situation when the secondary schools were under central government, 3% of teachers were not sure whether there has been any changes.

4.4.4 Teachers are promoted within a specified time

Promotion is important for teachers so that they feel recognized in their work. Teacher promotions are implemented by Teachers Service Department (TSD) but it takes a number of years like six years for a teacher to be promoted. Once they are promoted they however it takes more than a year before they are paid a new salary which is not accompanied with the corresponding arrears. The findings from the respondents who were asked if they were promoted in time are shown in Table 4.

Table 4.6 Teachers promoted within a specific time

Response	Frequency	Percentage
Strongly agree	0	0
Agree	9	13
Undecided	3	4
Disagree	30	43
Strongly disagree	28	40
Total	**70**	**100**

Source: Field findings, (2014)

The findings show that 83 % of the teachers in the sample expressed that their promotions were not affected in time. While 13% indicated that their promotions were affected in time, 4% of teacher respondents were however not sure. One teacher from Dodoma secondary school commented as follows: "All the teachers who were employed in 2009 in the Dodoma municipality have not been moved from grade D salary scale to grade E despite completing five years of work experience".

The officers concerned with promotions said this was because of shortage of funds. Therefore this shows directly that the local governments did not promote teachers (83%) within the specified time.

The results in this study concur with the HakiElimu (2006), findings which reported that 44.2% of the teachers felt that the promotion process was not fair. Slightly more than half of the teachers teaching in urban area and 40.3% of all the teachers teaching in rural areas felt that the process was unfair. However regulation requires that teachers have to be promoted after every 3 years. The findings of the present study indicate that most teachers complained not to be promoted within appropriate time and for those who chance to get

promoted corresponding payments are delayed for even up to a year before they start getting their new salaries.

4.4.5 Salaries are released within specified time from 24 to 28 dates each month

Despite public secondary schools teachers' salaries being low compared to employees with same education qualifications in other government employment sectors, the salaries of teachers are not paid on time. Late payments of the salaries make teachers demoralized causing them not to go to school on time and at times they do not attend classes on time or perform their duties as required. The respondents in the category of teachers were asked if salaries were released within given time from 24 to 28 dates each month, the results are shown in Table 4.7.

Table 4.7 Salaries are released within specified time from 24 to 28 dates of months

Response	Frequency	Percentage
Strongly agree	2	3
Agree	46	66
Undecided	3	4
Disagree	17	24
Strongly disagree	2	3
Total	**70**	**100**

Source: Field findings, (2014)

Many teachers agreed that their salaries were paid on time. This was reported by 69% of all teachers who responded on this question. Only 27 % of teachers said that salaries were not being released in time and 4% were not sure or undecided (see Table 4.7).

Similar study by Cook in 1991 found that 35% of the teachers stated that they received their salaries on time. More rural teachers (40%) than teachers in urban areas (26%) stated that they received their salaries on time. Sixty percent (60%) of teachers in urban areas and 44% of teachers in rural areas stated that they received their salaries one week later. It appears that the situation has worsened over the last decade and half, especially for teachers teaching in rural areas; whereby they have to travel to a district headquarter to fetch their salaries and when the salaries were delayed they had to spend extra money while waiting for salaries. Another study on the same subject from Tanzania by HakiElimu (2004) however found that in urban areas, the majority of teachers (55%) received their salaries before the end of the month.

4.4.6 Teachers live in houses built by local government authorities

Housing is a major problem facing nearly all teachers. School houses are simply not enough to go around. Only a tiny proportion of teachers stay in houses provided by schools. The housing situation is slightly better for secondary school teachers working in government boarding schools that were built in pre independence time. The situation is different in community secondary schools that were built by the community with the support from local government. The findings on teachers living in houses built by the LGAs are shown in Table 4.8.

The findings in Table 4.8 show that 83% of teachers disagreed that the local government has built houses at schools. Only 14% agreed on this and 3% were undecided. The availability of a large number of respondents who disagreed with this proposition is a reflection that local government authorities do not build houses for teachers at schools.

Cooksey (1991) reported that of the 1383 teachers in the sample, over half lived in rented accommodations. This means that over half of the sample of teachers had no government houses. This shows that the problem has not changed at all ever since secondary schools were under central government up to the present when they are under local government; and the problem is becoming more acute than in the past when teachers were few in number and the number of schools were also still small.

Table 4.8 Teachers live in houses built by Local Government Authorities

Response	Frequency	Percentage
Strongly agree	1	1
Agree	9	13
Undecided	2	3
Disagree	30	43
Strongly disagree	28	40
Total	**70**	**100**

Source: Field findings, (2014)

4.4.7 Physical condition of school buildings changed since secondary education became under LGAs

It was revealed in the interview with the heads of school that there are adequate school buildings including classrooms, staffrooms, libraries, laboratories, teachers houses and toilets. The investigation intended to get an insight about the way physical conditions of school buildings had improved since secondary education was brought under local government.

4.4.7.1 Availability of classrooms

There were 39 classrooms in all 6 schools whereas the requirement was 57 classrooms.

Acute shortage of the number of classrooms was in 4 schools. Other schools were having classroom shortage, ranging between 5 to 8 classrooms. There were a total of 6 staffroom offices in the sample schools. School offices for heads of school were available at 100%. The findings also indicate that schools lacked libraries, laboratories and toilets. Moreover some of the classes were congested due to large number of students as compared to the capacity of the classrooms; as a result teachers taught using non participatory teaching methods which had negative impact to the learners.

4.4.7.2 Availability of staff houses

The total number of staff houses required was 82 whereas only 18 were available. There are various consequences for having a shortage of staff houses in a school including; teachers living far away from the schools they teach, hence undermining their work performance leading to lowering of motivation in their teaching job.

4.4.8 General overview of physical facilities in the sampled schools

A summary of the overview of the physical facilities available is presented in table 4.9

Table 4.9 Situation of physical facilities in sample schools

No of schools	Classes		Staffrooms		HM offices		Libraries		Laboratories		Teachers houses	
	Req	Av	Req	Av	Req	Av	Req	Av	Req	**Av**	Req	Av
6	57	39	12	6	6	6	6	2	6	3	82	18

Source: School file supplemented by checklist (2014)

The findings in Table 4.9 show that there was an average of 39 classrooms in all the 6 schools where the required was 57 classrooms. Many schools were having classroom shortage ranging between 5 to 8 classrooms. There were a total of 6 staff room offices in

the sample schools. Offices of heads of schools were available in all schools. There were also an adequate number of libraries, laboratories and toilets. It was expected that each school should have at least one library.

The more critical situation was in the number of staff houses, the staff houses shortage situation was so serious in such a way that some teachers lived very far away from their work station. This contributed much to the increase of transport costs on the part of the teachers and largely impacted on the teachers' attendance in the schools. As a result this some teachers had to teach tuition classes to earn more money while others taught in more than one school,; and others got involved in other income generating activities, so as to supplement their income as the monthly payment was not sufficient to meet their needs.

4.4.9 Allowance offered by the school for extra duties

Public secondary schools teachers are involved in a number of extra-curricular activities and other extra duties such as double shift teaching without being provided any extra duty allowances. Teachers in public secondary schools are involved in different activities such as school projects supervision after work hours but perform many activities without any allowance paid to them. Employees in other government sectors are paid extra duty allowances to any assignment given to them outside the allocated work time. The respondents were asked if they were offered extra duty allowances for any activity done outside the allocated time and the findings are shown in Table 4.8.

From Table 4.10 the findings show that teachers were not paid overtime allowances even if they worked outside the located time. The study revealed that 80% of teacher respondents disagreed with the statement that teachers are paid overtime allowances when any duty is done outside the time located. Only 16% of respondents agreed that they

were paid overtime allowances when they did any duty that is outside the located time and 6% were undecided. A teacher from Kikuyu secondary school complained that; I have been doing extra duties like printing exams on the photocopy machine after my normal working hours at school but I have never been paid extra duty allowance by the school. Teachers also complained that they were not paid any extra money for teaching double shifts but the 2004 SEDP Review Team 'agreed actions' by the government to include 'the gradual provision of incentives to teachers involved in double shift teaching', but, to date, this has not been implemented (Mkonongwa, 2012).

Table 4.10 Public secondary schools offer extra duty allowances

Response	Frequency	Percentage
Strongly agree	2	3
Agree	8	11
Undecided	4	6
Disagree	46	66
Strongly disagree	10	14
Total	**70**	**100**

Source: Field findings, (2014)

4.4.10 The state of advance payment to teachers from municipal council in case of encountering a genuine Problem

Because of their low salaries, the teachers are subject to various social problems that require money. Such include being bereaved by their relatives. These problems need cash balance in which the schools and municipal at their work place can help by providing advance payments. The respondents were asked if they received advance payments from

the municipal, in case of encountering genuine social or financial problems. Their responses are as summarized in Table 4.11.

Table 4.11Provision of advance payment from the municipal council

Response	Frequency	Percentage
Strongly agree	2	3
Agree	9	13
Undecided	2	3
Disagree	49	70
Strongly disagree	8	11
Total	**70**	**100**

Source: Field findings, (2014)

The findings indicate that 81% of teachers disagreed and only 16% of teachers agreed that it was possible for them to get advance payments from the municipal in case they had social or financial problems. This shows that the municipalities do not assist their teachers in the event they have genuine social or financial problems. However, 3% of respondents were not sure if schools provide advance payments to teachers with genuine financial problems (see Table 4.11).

The availability of large number of teachers almost 81% disagreeing on this shows that the situation is worse as a teacher cannot be given advance at municipal even if one has a financial problem. One of the teachers at Umonga secondary school had the following to say;

One day I had a financial problem and when I asked for help from the head of school, I was told that the municipal was not a financial institution, for that was a real humiliation because instead of getting help I ended up getting humiliated. Heads of

schools and a District Education Officer stressed that there is shortage of funds so there is a need for increasing fund for the purpose of helping teachers in case they have social or financial problems. There was a suggestion that that the municipalities should be granted with sufficient funds for them to be in a position to help giving teachers advance pay when they are in need of it. However teachers have been advised to seek financial help from the appointed financial institutions such as NMB and CRDB banks as well as from teachers' SACCOs clubs when they are in need of emergency funding.

4.5 Challenges facing teachers at schools

The work and living conditions for many teachers are poor; which results in   lowering their self-esteem and general de-motivation. The challenges facing teachers at schools include; scarcity of teaching and learning materials, poor teachers' work conditions, heavy teaching workload, big class sizes. Furthermore they are faced with lack of school buildings such as classrooms, staff rooms, laboratories, teachers' houses and toilets. These challenges as expressed by teachers are summarized in Table 4.12.

Table 4.12 Challenges facing teachers at schools

Response	Frequency (N= 70)	Percent (%)	No response	Percent (%)	Total Frequency	Total percent (%)
Scarcity of teaching materials	49	70	21	30	70	100
Poor working conditions	55	79	29	41	70	100
Heavy work load per teacher	41	59	15	21	70	100
Class size	40	57	30	43	70	100
Lack of school buildings	61	87	47	13	70	100

Source: Field findings, (2014)

One of the main challenges facing teachers is scarcity of teaching and learning materials such as textbooks, laboratory apparatus and learning models as mentioned by 70% of the respondents. Another challenge facing teachers at work is poor work conditions; which was reported by 79% of teacher respondents. .Because of inadequate number of teachers in schools, teachers were subjected to a big teaching workload as reported by 59% of respondents. In some schools one teacher teaches two subjects in each class from form one to form four with each form having 3 streams. One physics teacher from Mkonze secondary school complained as follows:

I am the only teacher teaching physics subject in this school from form one to form four whereby I teach all streams and each class has 3 streams . Therefore I become tired of teaching physics alone while there are arts teachers who only teaching a single class.

This is a case which indicates that teachers are probably not well distributed among public secondary schools. Therefore the LGAs have the responsibility to make sure that teachers are distributed to schools according to the number of students.

Class size is a measure of the average number of students in a teacher's classroom during a school period and represents an important indicator of the working conditions of teachers, as well as the learning conditions of students. Big class sizes was reported by 57% of teacher respondents as a challenge facing teachers at school, especially in the teaching and learning process.

Lack of school buildings such classrooms, laboratories and library was affirmed by 87% of respondents as challenge facing teachers at work. Moreover teachers have no living

houses but live in rented houses which are expensive and far away from schools. Teachers spend a long time traveling in public transport to and from school. Due to lack of houses at the respective school premises, the distance to which teachers come from is now becoming another challenge.

4.6 The Challenges Facing LGAs in Motivating Secondary Schools Teachers

Local government authorities face different challenges in motivating secondary schools teachers. Among the mentioned challenges were poor parents' support to schools and their development projects, poor implementation of LGAs education plans, shortage of education funds, misallocation of education funds, political leaders' interventions on teaching programs. The opinions of teachers on the challenges are indicated in Table 4.13.

Table 4.13 Challenges facing LGAs in motivating secondary schools teachers

Response	Frequency (N= 70)	Percent (%)	No response	Percentage (%)	Total Frequency	Total percent (%)
Poor Parents support of school activities	38	54	32	46	70	100
Poor implementation plans/policies	32	46	38	54	70	100
Shortage of education funds	59	84	11	16	70	100
Misallocation of education funds	27	39	43	61	70	100
Political leaders intervening teachers	30	43	40	57	70	100

Source: Field findings, (2014)

The results indicate that 54% of teacher respondents affirmed that poor parents' support to schools and their development projects was one of challenges the local government authorities faced in the process of motivating public secondary schools teachers. The LGAs face resistance or poor turn up from parents when asked to contribute their manpower or small amount of money in development projects such as building of teachers' houses or classrooms for improving teachers' work conditions. These findings concur with the findings by De Grauwe *et al.,* (2005) who pointed out that in Benin, for instance, many local offices function only because the schools, through student and parent fees, participate in their financing, including at times for the construction of new buildings. In one recent case parents refused to do so, arguing that this was surely the responsibility of the state and that their focus would remain on school construction.

Another challenge the local government authorities faced in motivating public secondary schools teachers was affirmed to be poor implementation of targeted education plans or policies as reported by 46% of teachers' respondents. The good education plans by LGAs which could motivate teachers are poorly implemented by corrupt leaders. An official of TTU had the following to say;

> There are well organized plans on motivating public secondary school teachers; the problem comes on the implementation of those plans. Whereby the funding provided for those plans is not well utilized on the targeted education plans by corrupt leaders. This causes the LGAs to fail to motivate teachers in public secondary schools.

Shortage of funding was another challenge that was reported by 84% of respondents. The shortage of funds in the education sector is a long lasting obstacle for implementation of   education plans by LGAs for improving teaching conditions in different schools. Another 39% of the respondents affirmed that misallocation of education funds to other programs was a challenge that local government authorities face

in implementing education plans for motivating public secondary schools teachers. Education funds were also misallocated for political issues like national torch racing hence intervention to education plans as reported by 43% of respondents.

De Grauwe *et al.,* (2005), in their study conducted in four countries in west Africa found that lack of resources, goes some way in explaining why district offices are seldom able to plan strategically, take initiatives and focus their efforts where they are most needed. This weakness is not only the result of insufficient resources, but is compounded by three management related factors. Firstly, resources made available by the central level generally come within tight budget lines, based at times on provisions made by the offices and the schools. Once the budget is in place, district and school managers have little, if any, autonomy in deciding how to spend them. Any change in planned spending, needs approval from authorities higher up in the hierarchy. This leads to absurd situations, which one would have liked to see as a thing of the past. Secondly, the level of financial support given by the government generally does not take into account the characteristics and needs of each district and its schools. A third problem concerns lack of transparency in the use of resources. This is especially the case when funds are collected from parents or students.

Green (1995), complements this study finding by stating that the relationship between elected authorities and local education offices is as much one of conflict as of collaboration. Two different legitimacies are in confrontation: education officials refer to their professional legitimacy, while local authorities emphasize their political legitimacy. The balance between the two does not depend on an official framework, which does not exist everywhere, but on the characteristics of each one and on the personal relationships between them. At times their collaboration is mutually beneficial, with the education office acting as technical support to the local authority. The district education officer is

seldom invited to participate, as an observer, in municipal council meetings – even if they concern education. At the school level, the relationship between the school and the community is a much closer one than that between the local education office and the municipality, but is not without problems either.

4.7 The Initiatives by LGAs to Promote Motivation to Public Schools Teachers

The initiatives by Local Government Authorities to motivate public secondary school teachers are what should be done so as to increase teachers' morale and enable them to work comfortably to achieve the required education objectives. People who are motivated exert a greater effort to perform than those who are not motivated. Human motivation then is the process whereby the behavior of an individual is energized, sustained, and directed in order to meet individual needs and achieve organization objectives.

In order to improve motivation to public secondary schools teachers, the LGAs should recruit more teachers, provide overtime and other benefits to teachers, and improve teachers' living conditions, increase teaching and learning materials. These recommendations were suggested by seventy (70) respondents. These are the recommendations they made and are summarized in Table 4.14.

To overcome the problem of teachers in a school, it was recommended to the LGAs to propose the recruitment of more teachers by PMO-RALG, especially for science subjects as affirmed by 74% of respondents. The recruitment of new teachers would reduce the heavy work load of teachers thus enhance smooth teaching and learning processes. However the provision of overtime and other benefits to teachers was affirmed by 51% of respondents as means of raising the work morale of teachers. This concurs with the findings of the study by Bennel (2004) which concluded that no sizeable allowances, most notably for housing and transport are currently paid to school teachers in Tanzania.

Table 4.14 Initiatives by LGAs to Promote Motivation to Public School Teachers

Measures	Frequency (N=70)	Percent (%)	No response	Percent (%)	Total Frequency	Total percent (%)
Recruit more teachers	52	74	18	26	70	100
Provide overtime allowances and other benefits to teachers	36	51	34	49	70	100
Improve teachers living conditions	57	81	13	19	70	100
Provide teaching and learning materials	60	86	10	14	70	100
Mobilize building school houses	49	70	21	30	70	100

Source: Field findings, (2014)

The 81% of teachers' respondents recommended LGAs to improve the living and work conditions of teachers which include improved housing conditions which are generally poor. That means teachers did not have accommodation near schools and thus many teachers had to commute long distances between home and school, which was time-consuming, costly and tiring.

Furthermore the increase of teaching and learning materials such as textbooks, laboratory apparatus, chemicals as well as learning models was identified as one of initiative that LGs can do to promote teacher motivation as reported by 86% of teachers' respondents. Many schools have few text books and to some subjects there is

only one book used by the teacher which results difficulties in the teaching and learning processes. Some schools have laboratories without laboratory apparatus and learning models like skeletons which are useful in teaching and learning processes.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND   RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary, conclusion and recommendations of the study which intended to evaluate the contribution of local government authorities in addressing teacher motivation in public secondary schools in Tanzania using Dodoma municipality as a case study.

5.2 Summary of the Study

The study intended to determine the contribution of local government authorities in addressing motivation of teachers in public secondary schools in Tanzania. The sample was drawn from public secondary schools in Dodoma municipality involving other education stakeholders, a district secondary education officer, zonal school inspectors and a TTU official, teachers and heads of schools. The distribution of the 70 respondents was as follows; sixty respondents were teachers, six heads of schools, one district secondary education officer, two zonal school inspectors and one TTU official.

The conceptual framework used in this study was adapted and modified based on Hertzberg two factors theory of motivation in which the background variables give intrinsic factors, while the independent variables give the extrinsic factors for teachers' motivation which is a dependent variable. The three objectives in this study were; to examine the role played by LGAs in forming, promoting and sustaining secondary teachers' motivation in Dodoma municipality; to identify challenges facing LGAs in promoting secondary teachers' motivation in Dodoma municipality; and to explore

possible initiatives that LGAs can undertake in promoting motivation to secondary school teachers in Dodoma municipality.

The review of related literature provided the definitions of various concepts related to local government authorities and motivation of teachers. It described the theories related to motivation and how the local government authorities tried to improve work and living conditions of teachers so as to motivate them.

The study employed both qualitative and quantitative research approaches using questionnaires and interview guides as data collection tools. Questionnaires were administered to teachers, while interviews were administered to heads of schools, District Education Officer, Zonal school inspectors and TTU official. The findings of this study have been presented according to research objectives and research questions as specified in chapter one.

The findings were as follows: The work and living conditions for many teachers is poor, which leads to lowering of self-esteem and general de-motivation. The teachers have poor living and work conditions, inadequate salary, lack of proper housing, inadequate teaching facilities, heavy teaching work load and large number of students causing overcrowdings. The role of local government authorities is to improve the work and living conditions of the teachers in public secondary schools but findings do not indicate so.

The findings have shown that local government authorities face different challenges in the process of motivating secondary school teachers. Among the mentioned challenges are poor parents' support to schools that are owned by LGAs and their development projects, poor implementation of LGAs' education plans, shortage of education funds, misallocation of education funds, political leaders' interventions on teaching programs.

So as to motivate public secondary school teachers, recommendation made by respondents to Local Government Authority were improvement of teachers' salaries, provision of adequate teaching materials like books, recruitment of enough teachers to ease the work load of teachers, payment of their allowances such as leave allowances on time as well as starting effecting payments of extra duty and house rent allowances as paid to other employees in public sectors.

5.3 Conclusion

The purpose of this study was to examine the contribution of Local Government Authorities in addressing teacher motivation in public secondary schools in Tanzania. The findings have indicated that there are a number of factors which together cause the LGAs to fail in motivating public secondary school teachers. In this case the LGAs have to pay attention to multiple factors that can help to motivate teachers in public secondary schools in Tanzania.

The thrust of decentralization is to motivate teachers in public secondary schools; however the findings do not indicate so. The findings of the study show that the LGAs have not been able to motivate the teachers in public secondary schools under them. The work and living conditions for many teachers was revealed to be poor in contradiction with the role of local government authorities of improving the work and living conditions of the teachers in public secondary schools. The poor living and work conditions of teachers include inadequate salary, lack of housing for teachers, inadequate teaching facilities, heavy teaching work load and large number of students per class leading to overcrowdness.

The motivation of teachers was found not sustainable as LGAs had no proper plans which were sustainable towards teachers motivation. However, due to lack of sustainability the LGAs were found to be faced with different challenges in promoting and delivering motivation to secondary school teachers. The challenges facing LGAs in process of motivating teachers were parents not supporting teachers at schools. Other challenges were poor implementation of plans, shortage of education funds, misallocation of education funds and political leaders intervening teachers.

The study looked at improving of work conditions as one of the factors in motivating public secondary teachers. It can be concluded that the LGAs have to improve the work and living conditions of teachers which include salary, construction of teachers' houses, classrooms, laboratories as well as provision of sufficient teaching and learning materials in order to motivate the teachers in public secondary schools.

5.4 Study recommendations

Based on the study findings the following recommendations are made:

5.4.1 Recommendations relating to teacher motivation

Basing on findings and conclusion of the study the following recommendations are made for actions to be taken:

1) LGAs should provide accommodation to the teachers to enable them live near schools since many of them reported to be residing in places far away from their schools. Communities should assist the Local Government Authorities to put up decent teachers' houses so that teachers could live within the school compound and thus reduce lateness and other inconveniences. This will increase their motivation and eventually lead to better performance. The local communities' contribution in

this case may be in form of provision of free labor or financial contributions towards the construction process of the teachers' houses.

2) Teachers should be paid their overtime allowances; they should not be used as tools of work without being paid. A program should be set to all districts to pay teachers their overtime allowances.

3) Teacher promotion should be done in time because when this is not done it reduces their working morale. Hence the teachers become demotivated.

4) There should be set programs and plans at LGAs on how school buildings such as classrooms, laboratories and libraries are going to be built as well as the number of teachers in schools should be increased so that the problem of large size class and work load for teachers can be solved in which students will perform better.

5.4.2 Recommendation for further research

The results of the study have revealed inadequate contribution of local government authorities in motivation of teachers in public secondary schools. This implies that studies to investigate strategies that can be implemented to improve contribution of local government authorities in addressing motivation of teachers in public secondary schools are necessary. The study is confined to one municipal council, hence there is a need to carry out the study in other councils as some councils might have good initiatives to motivate teachers in public secondary schools.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

My name is Sabina Richard, a student at the Open University of Tanzania, pursuing a Masters of Education Administration, Planning and Policy Studies (MEDAPPS) degree. I am carrying out a research on the contribution of local government authorities in addressing teachers' motivation in public secondary schools in Tanzania by using Dodoma municipality as a case study. I am kindly requesting you to provide me with information on the study. It will be treated as confidential and be used for academic purposes only.

SECTION A: PROFILE OF TEACHERS (Tick the right option or fill in the right response in the spaces provided)

Name of the school_____

A1. Position of the respondent…………………………………………

A2. How long have you been employed as teacher?

a) Less than a year ☐   b)   1-☐s   c)☐ 4 years

d) 5-6 years   ☐   e) Above six years   ☐

A3. What motivated you to join the teaching profession?..

....…………………………………………..

……………………………………………...

....

SECTION B THE ROLE PLAYED BY LOCAL GOVERNMENT AUTHORITY

B1. For each of the following statements, please indicate by ticking the extent to which you agree on them by using the following scale: (Strongly Agree, Agree, Undecided, Disagree and Strongly disagree).

Statements	Responses				
	Strongly agree	Agree	Unde cided	Disagree	Strongly disagree
Local Government Authorities have plans of motivating teachers					
The municipal officers have always been able to motivate teachers					
The situation of motivation to teachers has improved differences ever since secondary education was brought under local government.					
Sustainability of secondary school teachers' motivation is considered in local government institutes.					
Teachers are promoted within a specific time.					
Salaries are released within a given time within 21-28 dates each month.					
The local government authorities have built teachers' houses at schools					
Teachers are paid overtime allowances					

by the school when they do any duty that is outside the located time					
It is possible to get a loan/some fund from the municipal in case you have a financial problem					
The school offers financial assistance to teachers bereaved by relatives					
The school offers extra duty allowances					
The physical condition of school buildings such as classrooms, staffrooms, laboratories and libraries have been improved ever since secondary education was brought under the local government					

B2. What challenges related to motivation do you face as teachers in this school?

_____

B3. What do you think can be done by the LGAs to improve teachers' motivation in this school?

_____

_____

B4. What do you think are the problems/challenges faced by the LGAs in motivating public secondary school teachers?

THE   END

Thank you for your cooperation

Appendix II: Interview Guide for the District Secondary Education Officer

My name is Sabina Richard, a student at the Open University of Tanzania, pursuing a Masters of Education in Administration, Planning and Policy Studies (MEDAPPS) degree. I am carrying out a study on the contribution of local government authorities in addressing teachers' motivation in public secondary schools in Tanzania by using Dodoma municipality as a case study. I am kindly requesting you to provide me with information on the study. Your responses will be treated in confidential way and will be used for academic purposes only.

Title of the key informant_____

1. Do the municipal council have any strategies to motivate teachers apart from their salaries?

2. What ways do the municipal council use to motivate teachers?

3. Do the Local Government Authorities have any plans on motivating teachers at school?

4. What ways do the LGAs use to motivate teachers?

5. Does the district offer the required allowance when teachers go for a leave?

6. What do you think are the challenges that LGAs face in motivating teachers?

7. What are the possible initiatives that can be used by LGAs to motivate secondary school teachers?

Appendix III: Interview Guide for TTU Official.

1. What are the challenges teachers faces at school?

2. Does the school have enough houses for teachers?

3. Do the Local Government Authorities motivate teachers at school?

4. What ways do the LGAs use to motivate teachers?

5. Are teachers' motivation sustained by LGAs at schools?

6. What do you think are the challenges that LGAs face in motivating teachers?

7. What are the possible initiatives that can be used by LGAs to motivate secondary school teachers?

Appendix IV: Interview Guide for Zonal Educational Inspectors

1. Do the municipal council have any strategies to motivate teachers apart from their salaries?

2. What ways do the municipal use to motivate teachers?

3. What do you think can be done by the municipal council to improve teachers' motivation in schools?

4. Do the Local Government Authorities have plans of motivating teachers?

5. Do the LGAs built houses for teachers at school?

6. What do you think are the challenges that LGAs face in motivating teachers?

7. What are the possible initiatives that can be used by LGAs to motivate secondary school teachers?

Appendix V: Interview Guide for Heads of School

1. Does the school offers houses to teachers?

2. How many teachers are staying away from the school?

3. Does the capitation grand come in your school within the specific time?

4. Is there any income generating activity in your school?

5. How does the generating activity benefiting teachers?

6. Do the Local Government Authorities motivate teachers at school?

7. What way do the LGAs use to motivate teachers?

8. What do you think are the challenges that LGAs face in motivating teachers?

9. What are the possible initiatives that can be used by LGAs to motivate secondary school teachers?

10. Do the LGAs address issues related to teachers' motivation when forwarded to them?

Appendix VI: Documentary Checklist for the Availability of Facilities in a School

		Quantity Available	Quantity required	Difference	Condition of use
	A. BUILDING				
1	Classrooms				
2	Head of school offices				
3	Staffroom				
4	Library				
5	Teachers houses				
6	Toilets				
7	Science laboratory				

APPENDIX VI: RESEARCH CLEARANCE LETTER

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759Dar es
Salaam, Tanzania,
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01/04/2014

Municipal Executive Director
Dodoma Municipal Council
P.O. Box
DODOMA

RE: RESEARCH CLEARANCE

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

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

The purpose of this letter is to introduce to you **Ms. Sabina Richard** is a Master student at the Open University of Tanzania. By this letter **Ms. Sabina Richard** has been granted clearance to conduct research in the country. The title of her research is **"The Contribution of Local Government Authorities in Adressing Teacher's Motivation in Public Secondary Schoolsin Tanzania: A Case of Dodoma Municipality"**. The research will be conducted in **Dodoma Municipality**. The period which this permission has been granted is from 08/04/ 2014 to 30/05/2014.

In case you need any further information, please contact:
The Deputy Vice Chancellor (Academic)
The Open University of Tanzania
P.O. Box 23409
Dar es Salaam
Tel: 022-2-2668820
We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

APPENDIX VIII: PERMISSION TO CONDUCT RESEARCH

HALMASHAURI YA MANISPAA DODOMA
(Barua zote zipelekwe kwa Mkurugenzi wa Manispaa)

MKOA WA DODOMA

Tel.: 2354817/2321550
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Unapojibu tafadhali taja:

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Kumb. Na. HMD/T.40/6/VOL.II/

Tarehe: 8 | 4 2014

Mkuu wa Chuo,

Chuo cha................O.U.I...................

....

YAH: KUFANYA MAZOEZI KWA VITENDO/UTAFITI

Tafadhali rejea somo hapo juu,

Napenda kukujulisha kuwa ombi lako la mwanachuo/wanachuo wako
.........SABINA....RICHARD.............. ....,.............limekubaliwa.

Mtajwa afike ofisi ya SHULE ZA KIKUYU, DODOMA VIWANDANI, UMONGA, NKONZE NA KINDEGE .
Kwa ajili ya kuanza mazoezi hayo/kufanya utafiti huo, kwa tarehe husika.

Aidha Manispaa haitakuwa na fungu loiote la kumlipa mwanachuo/ wanachuo
hao.

Nakutakia kazi njema.

Kny: MKURUGENZI WA MANISPAA
DODOMA.

Nakala:-   Mkuu wa Idara ya ....

Mwanachuo/Wanachuo ndugu ...SABINA RICHARD...

Mtendaji wa Kata/Kijiji/Mtaa wa ....