

**THE EFFECTS OF TEACHERS' MOTIVATION ON JOB SATISFACTION
IN PUBLIC PRIMARY SCHOOLS IN TANZANIA: A CASE OF
CHAMWINO DISTRICT, DODOMA REGION**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and here by recommends for acceptance by the Open University of Tanzania a dissertation entitled: “*The Effects of Teachers’ Motivation on Job Satisfaction in Public Primary Schools in Tanzania: A Case of Chamwino District, Dodoma Region*” in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS of the Open University of Tanzania.

.....

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.....

Date

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DECLARATION

I, **Stella Nyahenge**, 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. Whenever used in other people's works it should be cited and/or acknowledged by referencing.

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Signature

.....

Date

DEDICATION

This dissertation is dedicated to my beloved parents; Mr, Moses Mselemo Nyahenge and Blandina Hussein Mgata for their supports, prayers, patience and tolerance throughout my upbringing to date. They have been so kind to me. May the Almighty God bless them. Amen!

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ABSTRACT

This study investigated the effects of teachers' motivation on job satisfaction in public primary schools in Tanzania, a case of Chamwino district. The study employed a qualitative research approach and a case study design. The study involved fifty-six participants including teachers, head teachers, Ward Education Officers and the District Education Officer. Data were collected through interviews, documentary analysis and focus group discussion. The study employed both probability and non-probability sampling procedures, which included simple random sampling and purposive sampling. The collected data were analysed through content analysis. The findings of the study revealed that a conducive working environment, the presence of professional development opportunities, fairness, as well as appreciation and recognition among teachers were the main motivational factors among teachers in public primary schools at Chamwino district in Dodoma region. Also, it was revealed that the motivation gained by the teachers had a positive impact on their job satisfaction and motivation to work. Lastly the study recommends for the Government through its TSC, to review teachers' promotion policies to enhance their motivation and teachers' growth through training and professional development to improve their careers.

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LIST OF ABBREVIATIONS AND ACRONYMS

DED	District Executive Director
DEO	District Education Officer
FGD	Focused Group Discussion
IIEP	International Institute of Educational Planning
PEDP	Primary Education Development Plan
SAPs	Structural Adjustment Programmes
SSA	Sub-Saharan Africa
UK	United Kingdom
USA	United States of America
WED	Ward Education Officers

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

This study investigated the effects of teachers' motivation on job satisfaction in public primary schools in Tanzania. Chamwino District in Dodoma Region was taken as a case. This chapter introduces the study. It covers the background information, statement of the problem, research objectives, research questions, scope of the study, and significance of the study.

1.2 Background to the problem

Mangaleswarasharma (2016), once noted that, for the youths to adapt to the current globalized world, they have to develop relevant competencies by getting a quality education. The concept of quality education is determined by various elements, which in turn results in the quality of children's learning outcomes. However, the success and failure in achieving quality education lies primarily on teachers. Teachers play a vital role in ensuring quality education. That is why the recruitment and retaining of teachers has been a continuous concern globally as noted by Bahati, (2018).

According to Skaalvik and Skaalvik, (2011) and Tran and Le (2015), job satisfaction contributes to teacher retention in the sense that, satisfied teachers choose to keep working in schools that provide a positive environment. Moreover, Muhammad et al. (2019) mentioned motivation and job satisfaction as important determinants that affect teachers' performance and excellence.

For example, Anna (2019) insisted that teachers' satisfaction is important for student achievement and school performance because job satisfaction influences job performance. Sharif and Nazir (2016) found that the components and factors affecting teachers' job satisfaction include the working environment, pay and promotion, job security, and level of fairness. They further argue that low job satisfaction among teachers leads to a low productivity, job stress, poor overall performance, and teachers' turnover rate. They suggest that by providing good salaries and promotion opportunities, the performance of the organization service quality and job satisfaction among teachers could increase.

On another hand, Muhammad *et al*, 2019 stipulated that motivation stimulates teachers to reach the objectives they set in the sense that if they are highly motivated they can produce excellent results in education. This is seen to be possible because Motivation and teachers' job satisfaction both have a key role in the long-run growth of educational institutions. Nyakundi (2012) added that perfect teaching and learning activities are achieved through teacher's motivation. This is because; if teachers are motivated they are more likely to influence students to learn and ensure the effective implementation of the education reforms.

Therefore, from the above arguments, the quality of any education system cannot outperform the quality of its teachers. Moreover, motivation in primary school teachers has a great impact on their performance. This means that the quality of education depends much on teachers' motivation, in which as much as teachers are motivated and satisfied, they can produce a high-quality teaching force which is the

chief responsibility of educational administration at all levels (Muhammad *et al.*, 2019).

Alternatively, teachers' motivation and commitment to their job can be achieved only if these teachers are satisfied with it since satisfied and motivated teachers are more interested in professional development, which subsequently can improve the quality of teaching (OECD, 2014). Satisfied teachers are more likely to provide higher-quality teaching that benefits students' success (Demirtas, 2010; Collie *et al.*, 2012; Grivaet *al.*, 2012).

On top of that, Arachchi and Edirisinghe (2011) emphasize that there is a close relationship between the motivation and satisfaction of teachers in schools. Whereas, work motivation is positively associated with job satisfaction in the sense that highly motivated teachers are likely to be successful at their jobs (Li *et al.*, 2014; Jerotich & Box, 2015; Bozpolat, 2016). However, although it is clear that motivation is fundamental to the teaching and learning process in developing countries, many studies in this area show that a great number of teachers in primary schools are not highly motivated.

For instance, studies by Mangaleswarasharma, 2016, Wolf *et al.*, 2015; Candidus *et al.*, 2018, Shenyagwa, 2014; in West Africa and that of Bahati, 2018 in Tanzania show that teachers who are motivated are likely to provide a more experienced workforce and improve student performance and ensure that learning outcomes are achieved. However, despite the significant role played by motivation to teachers in Tanzania, most of the teachers in Sub-Saharan Africa (SSA) countries, particularly those teaching in primary schools, have been reported to have poor motivation and

low job satisfaction. Thus, job satisfaction, self-efficacy, and personal achievement are dynamic components of teachers' motivation.

In Tanzania for instance, there have been several reported cases, which indicate a low level of job satisfaction among primary school teachers. Some of the cases include the complaints of the poor working environment and low incentives, which have been increasing despite the Tanzanian government's efforts to improve the quality of its education (Makinge, 2014). For instance, the existence of a good number of new classrooms and teachers through different programmes such as the Primary Education Development Plan (PEDP) in public primary schools, but such programmes lack strong motivational forces like enough salaries, housing; just to mention a few in improving the quality of education in primary schools.

A report from MoEV, (2010) suggests that many programmes introduced for promoting primary and secondary education in Tanzania emphasize on improving schools' physical infrastructures such as classrooms, laboratories, teaching-learning materials as well as toilets. However, Makinge, (2014) added that teachers' welfare like building staff houses, and financial rights including extra duty payments, promotions and leave allowances; are not even pointed out in such programmes. Studies like those of Lyimo, 2014; Laddunuri, 2012 and Mkumbo, 2012 suggest that the problems related to teachers' payments in Tanzania emerged when the government started to implement Structural Adjustment Programmes (SAPs) in the 1980s.

Following the introduction of SAPs, there was little attention to teachers' demands and incentives and other rights including leave payments, teaching allowances, overtime allowances, extra duty allowances, and promotion; by the government since teachers are the key human resources in the educational industry. The mentioned studies imply that poor incentives among teachers affect an implication on teachers' motivation, job satisfaction and performance, which in turn affect the quality of education.

Having the reviews on the whole concept of education, this study sees that, the efforts to provide quality education would bring positive outcomes if all stakeholders and policymakers now and in the future pay attention to teachers' job satisfaction. It is argued here that the study on teachers' motivation and job satisfaction is crucial. It was therefore important to investigate how teachers' motivation was affecting their job satisfaction in the Tanzanian public primary schools.

1.3 Statement of the Problem

It is conceptualized that there is much relationship between teachers' motivation with their satisfaction and job performance. That is to say, motivation helps to retain teachers at workplaces. This motivation includes material and psychological needs among teachers. The experience in Tanzania shows that there is a teachers' motivation crisis in which job satisfaction and motivation levels among primary school teachers in the country are still far below what is required for teachers to deliver quality education (Candidus & Phyllis, 2018).

In Tanzania, the issue of teachers' motivation and job satisfaction has not been studied much by researchers. Most of the researchers have studied motivation and

job satisfaction separately, for example, the study by Bahati (2018) revealed that the presence of high motivation may lead to the high performance of teachers in working workplace in which there will be very few complaints among teachers. Thus, full motivation among teachers in their workplaces is needed to fulfil the objectives of teachers who are working to earn an income with hopes desires and wishes that can be realized in their workplace. With the same concept in the country (Tanzania), Olembo (2005) holds the same view that the provision of education services in public primary schools in the country (Tanzania) can be enhanced once teachers are well motivated to work in their workplaces. Though the country has been trying to formulate policies to uplift the level of education including training its teachers, there is no clear outcome as to whether quality education has been attained and to what extent the motivation for teachers has been given priority in the planning process. The most known studies on teachers' motivation in Tanzania like that of Bahati (2018) and Makinge (2014) just to mention a few, did not give details on the effects of teachers' motivation on job satisfaction in Chamwino district public primary schools; hence, this study intended to fill this gap.

1.4 Research Objectives

1.4.1 General Objective

The general objective of this study was to investigate the effects of teachers' motivation on job satisfaction in public primary schools in Tanzania at Chamwino District in Dodoma region

1.4.2 Specific Objectives

The study aimed at achieving the following objectives:

- (i) To find out the motivational factors among teachers in public primary schools in Chamwino District.
- (ii) To examine the influence of motivations on job satisfaction among teachers in public primary schools in Chamwino District.
- (iii) To determine how teachers in Chamwino District are motivated to work.

1.5 Research Questions

This study was guided by the following research questions:

- (i) What motivates teachers in public primary schools in Chamwino District?
- (ii) How does motivation influence job satisfaction among teachers in public primary schools in Chamwino District?
- (iii) To what extent are teachers in Chamwino District motivated to work?

1.6 Scope of the Study

This study focused on the influence of teachers' motivation on job satisfaction in public primary schools at Chamwino district in Dodoma, Tanzania. The study did not investigate the same in private primary schools.

1.7 Significance of the Study

This study is expected to help the government, through the Ministry of Education Science and Technology to enlightening various motivational factors that influence teachers' job satisfaction to enhance the academic achievement of the pupils in

primary schools. Also, the study would be useful to various scholars, teachers' associations, and other educational stakeholders who are interested in school effectiveness and school improvement.

Moreover, the study contributes to theoretical discussions around teachers' motivation, providing valuable insights for educators, policymakers, and researchers aiming to improve teachers' satisfaction and, consequently, students' performance in educational settings.

This study also provides practical implications for policy and management. It highlights the need for educational authorities to address systemic issues like overcrowded classrooms and inequitable treatment, suggesting that changes in these areas could profoundly impact teachers' morale and educational quality.

1.8 Limitations of the Study

In the course of undertaking this study, the researcher encountered some limitations, many of which the researcher found alternative ways of reaching the final step of the data collection to report writing. One of the limitations was that participants were not ready to give full cooperation to the researcher. This was due to a low understanding of the research and fear of being interviewed. Some of the participants were worried about responding to face-to-face questions due to doubting the outcome of giving out relevant data. To address this anomaly, the researcher encouraged the participants and assured them that no problem would happen to them as no one would have access to the data which would reveal their identities.

Also, some head teachers were too busy with their day-to-day activities. This made the researcher get delayed information from them. To address this problem, the researcher decided to be patient as well as use diplomatic language when talking with head teachers as part of the respondents.

1.9 Delimitations of the Study

This study investigated the effects of teachers' motivation on job satisfaction in public primary schools in Tanzania, using Chamwino District Council as a case study. It was conducted only in public primary schools in the study area and excluded private schools.

1.10 Organization of the Study

This study is organized in five chapters. Chapter one includes the background of the study, statement of the problem, research objectives, research questions, scope of the study, significance of the study, delimitation of the study and definition of key terms. Chapter two contains the concept of motivation, empirical review depending on the research objectives, theoretical review and research gap. Chapter three covers the research approaches, research design, study area description, sampling techniques, and instruments for data collection. Also, it gives details on the trustworthiness of the study, data analysis procedures and ethical considerations. Chapter four presents, analyses, and discusses the findings of the study. Chapter five contains the summary, conclusions and recommendations for action and for further research.

1.11 Definitions of the Key Terms

1.11.1 Motivation

According to Adair (2006), motivation refers to the driving force that influences a person to move forward as a process towards achieving a goal, including a need or desire or an emotion that leads someone to act a certain way. In this context, it refers to something that makes teachers want to do something or to work harder, for example, gifts.

1.11.2 Job Satisfaction

In this study, job satisfaction is referred to as the contentment experienced by a teacher when his or her needs are satisfied.

1.11.3 Academic Performance

In the current study, academic performance refers to how well the teacher/pupil fulfils the requirements of their jobs.

1.11.4 Public Primary Schools

In this study, they refer to primary educational institutions that are developed and maintained by the government using public funds.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews different literature used in this study. The chapter is categorized into five sections including the concept of motivation, empirical review, theoretical and conceptual framework and research gap.

2.2 The Concept of Motivation

Sims, (2003) stipulated that motivation in education is the process since its satisfaction involves internal needs, which are observed by one's actions and behaviours. This implies the concept that, motivation is composed of mental and physical drives within the environment. These drives are the ones that make people behave the way they do.

In turn, Dodd (2005), sees motivation as a state, since it involves a person's perspective, with strength within his or her propensity to exert effort toward some particular behaviour. In addition to that, Adair, (2006) topped up that motivation is about the driving force that influences a person to move forward as a process towards achieving a goal, including a need or desire or an emotion that leads someone to act a certain way.

Motivation of a person depends on the need and pressure from the working environment. Most of the time, people decide to perform a certain task because they want to show off in their field and the interest and values that they place on their

work. In education, teachers are seen to be motivated through action or practices like willingness to work, commitment, dedication to the project or common cause, desire to achieve, alignment with the organizational goals, determination, persistence and strength of purpose and energy (Ryan et al., 2000). Therefore, in this study, the term motivation is used to refer to the processes and factors both internal and external that drive people to continually behave in a particular way.

2.3 Empirical Review

2.3.1 The Motivation Factors among Teachers

According to the studies by Tella (2007), Stephen and Timothy (2008), Han and Yin (2016) and Jang (2017), intrinsic motivation makes a teacher forget high salaries and social recognition and, therefore, stay in the teaching profession. This kind of motivation occurs when a teacher is internally delighted to perform an activity. His/her reaction to work is basic and one's attitude toward work can very well determine success or failure. In this aspect, the motivation of a teacher is influenced by factors related to tasks. These include factors such as achievement, recognition, advancement and the possibility of growth.

Jang (2017) added that extrinsic motivation is another factor that motivates teachers. These are external rewards a teacher enjoys after he/she finishes his work. They include salary, fringe benefits, physical conditions, the amount of work and facilities available for doing the work. Moreover, Dornye (2004) and Han and Yin (2016) pinpointed that within extrinsic factors, there are organization's policies and administrations, technical supervision, personal and interpersonal relations with

superiors, peers, and subordinates that affect the external motivation of a teacher. Furthermore, Han and Yin (2016) and Jang (2017) added that extrinsic factors occur when/where the work is performed such as working conditions, job security and interpersonal relationships with superiors and peers.

2.3.2 Influence of Motivation on Job Satisfaction

Studies done in Sub-Saharan countries like Kenya by Otube (2004) and Botswana by Mhozya (2007) and Dehaloo (2011) suggest that the matching between rewards and employee expectations influences job satisfaction. Researchers in those studies argued here that the direct benefit of a job (to employees) is the salary, which is an important motivating factor. If the salary is less attractive and it does not meet the expectations of the employees, teachers' performance is likely to be affected. Low salary among teachers is a major source of low job satisfaction in the teaching profession.

For instance, in Botswana, the study revealed that a great number of teachers in primary schools were not satisfied with their salary, while in Kenya, it shows that inadequate teachers' remuneration resulted in low teaching morale among teachers. It is argued that salaries and wages provided to teachers in Kenya were low and, consequently, resulted in poor performance among teachers. This added up the likelihood of high teachers' turnover and strikes.

A study carried out by Buckley, Schneider, and Shang (2004) in the UK and USA revealed that teachers were motivated by high salaries. For instance, teachers in the

United Kingdom and California were considering staying in the profession if their salaries were to rise. Salary was considered the most important factor driving their decision. In the same line, Hanushek, Kain, and Rivkin (2004) pointed out that the salary increase reduced the likelihood that teachers in Texas would have turnover intention.

According to Nzuve (2010), psychologically, the motivation of teachers through non financial incentives influences their behaviour and attitude toward their work, colleagues and the school in general. These incentives like appreciation and school trips provide positive conditions and terms of employment. Motivations like working conditions are subjective factors that influence the teachers' job satisfaction. Teachers feel proud of their schools when working conditions are conducive and friendly to the workforce. Working conditions as motivational factors includes adequate accommodation for the staff, terms of payments, hours of work, the environment itself, provision and assurance of leave pay like sick, maternity and holiday pay, job security, pension assurance, retirement packages, empowerment and interpersonal relationships (Maicibi, 2003).

The study by Williams, (2009) suggests that schools' survival depends on teachers' motivation. This is because such kinds of teachers are more productive and effective. Therefore, administrators need to understand what motivates their teachers within the context of the roles they perform. Their (administrators') upper role must be motivating teachers because what motivates employees changes constantly.

2.3.4 Teachers' Motivation to Work

The status of the teaching profession has been declining day to day due to a decreasing opportunities for teaching incentives, and the limited relationship between teachers' performance and development in well-developed countries as reported by the International Institute of Educational Planning [IIEP] (2004) in an approximation of fifty years, and Spear (2000) in the United Kingdom which shows that motivation of teachers and job satisfaction were low due to work overload, low salary and low and negative societal perception on teachers and the teaching profession; in sub-Saharan Africa, things are real worse, due to the massive crisis of teachers' motivation in public primary schools. The most common reasons for such crisis, as reported by Akyeampong and Bannell (2007), include poor social and occupational status, low accountability, ineffective policy environment and management, low salaries, and poor living conditions among the teachers.

Alarm and Farid (2011) on their study revealed that socio-economic status has an impact on teachers' motivation. Teachers may be affected by personal and social status, classroom environment, socio-economic status, students' behaviour, examination stress, rewards and incentives and self-confidence through which they make choices and enter into the teaching profession. Furthermore, children's behaviours and manners, syllabus coverage and examination stress are the main causes of such motivational crises.

In Tanzania, the good examination performances experienced in primary schools are a result of the annual set-up and preparation of schemes of work, lesson plans, and

teaching notes among teachers (Eshiwani, 2013). Mark (2015) suggests that schools should create supportive and motivating working conditions for teachers so that they can support holistic children's development and learning.

The study by Ryan and Deci (2000) suggests that intrinsic motivation (e.g., personal growth, interest in teaching) leads to higher job satisfaction among teachers compared to extrinsic motivators (e.g., salaries, benefits). In educational settings, teachers who are intrinsically motivated tend to report greater job satisfaction. Another study by Ingersoll (2001) examined the effects of teacher autonomy on job satisfaction. It found that teachers who have greater control over their teaching practices and curriculum tend to have higher job satisfaction levels. Teachers' empowerment is closely linked to their motivation to teach effectively, which contributes to their overall job satisfaction.

Also, Baker et al. (2013) analysed the impact of school climate on teacher motivation and satisfaction. Positive relationships with colleagues and supportive leadership were identified as significant motivators. A supportive work environment enhances motivation and, consequently, job satisfaction.

Hakanen et al. (2006) in their longitudinal study, explored the relationship between professional development and job satisfaction. It found that teachers who engage in ongoing professional training and development report higher levels of job satisfaction due to enhanced skills and support for their teaching practices. In their research, Maslach and Leiter (1999) highlight the adverse effects of teacher burnout on motivation and job satisfaction. Burnout negatively impacts teachers' enthusiasm for the job, leading to decreased job satisfaction. Identifying motivational factors can mitigate burnout and improve overall satisfaction in the profession.

Tschannen-Moran and Hoy (2001), in their study on Administrative Support and Recognition, emphasized the importance of school leadership in motivating teachers and enhancing job satisfaction. Recognition and support from administrators directly contribute to teachers' sense of accomplishment and satisfaction, affecting their motivation levels.

Research by Aydin et al. (2013) examined the influence of cultural context on teacher motivation and satisfaction. The findings indicated that cultural values significantly impact teachers' motivation and influence their job satisfaction. In different cultural settings, factors such as community support and societal respect for teachers play a critical role in their motivation.

Moreover, Day et al. (2007) in their study investigated the relationship between teachers' commitment to their profession and job satisfaction. It found that strong professional identity and commitment are linked to higher job satisfaction, suggesting that motivation stemming from commitment is crucial for job fulfilment.

2.4 Theoretical Framework

2.4.1 Vrooms' Expectancy Theory

This study used Vrooms' (1964) "Expectancy Theory." Expectancy Theory, in this sense, is a bridge that connects effort and reward to achieve intended outcomes in the workplace. Regarding this study, this theory emphasizes rewards or payoffs that one is interested in achieving. This kind of expectation and perception is based on individual self-interest, with the goal of maximum satisfaction and minimal dissatisfaction.

In addition to that, such self-interest achievement is influenced by three factors: valence, instrumentality and expectancy. Valence is the degree to which the expected outcomes are attractive or unattractive. On the other hand, instrumentality refers to how much employees believe a set level of performance will lead to the attainment of a desired outcome. Expectancy is the extent to which a worker (in this case, a teacher) believes that making an effort will achieve a goal (Vrooms, 1964). Expectancy theory perceives that for motivation to take place, these three elements must be compacted to one another at the same time. This is possible in the sense that when valence, instrumentality and expectancy are high among teachers, motivation is expected to be high. If one among the three elements is not present, then, there will be a zero or no motivation. Hence, one would argue that even if a teacher believes that her/his effort will lead to a performance worthy of reward, there will be no or zero motivation if the valence of the expected reward is zero.

According to this theory, improved pay for older teachers rather than newly recruited ones, for example, may not motivate the newly recruited teachers to such posts if they have no confidence in the system of assessment and selection for such posts (Vrooms, 1964). Therefore, this theory builds the expectation of job performance for teachers since it influences motivation such as rewards and salary in the workplace like in schools. The expectancy theory holds that the level of performance is a multiplicative function of ability and motivation. Therefore, to get better performance, both factors must be present, and if one is absent, there will be no performance. Furthermore, the theory assumes that performance is determined by the

interactive effects of motivational levels, ability, traits and pride perceptions (Mark, 2015).

Moreover, this theory suggests that individual motivation is much affected by his/her behaviour because; people become satisfied with certain duties because of what they see as the likely result of their actions (Mark, 2015). Based on this perspective, it is expected that, before acting, teachers always think about the likely effects, and then act in the way that has the best chance of success and which will also be most rewarding.

2.4.2 The Relevance of the Expectancy Theory to this study

Expectancy theory provides an insight framework for understanding how teachers' perceptions of their efforts, the outcomes of their performance, and the value of those outcomes influence their motivation and job satisfaction. Therefore, by applying this theory, schools can better address the factors that motivate teachers, leading to improved job satisfaction and, ultimately, better educational outcomes for students. For instance, creating an environment where teachers believe their efforts will be rewarded effectively can help sustain their motivation and job satisfaction.

2.5 Knowledge Gap

One of the significant knowledge gaps in this study is the lack of longitudinal studies that explore how these relationships evolve over time. Many studies provide a short view of teachers' motivation and job satisfaction at a single point in time. However, there is poor understanding of how changes in teachers' motivation due to factors

such as professional development, changes in school leadership, or shifts in educational policy can impact job satisfaction over the long term.

Additionally, there may be a gap in examining how individual differences (such as personality traits, years of experience, or specific subject areas taught) influence the relationship between motivation and job satisfaction. Exploring these aspects could provide deeper insights into the complexities of teachers' experience and inform targeted interventions to enhance both motivation and job satisfaction in the teaching profession.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research approach, research design, area of the study, population, sample and sampling techniques, data collection methods, trustworthiness of the study, data analysis, as well as ethical considerations.

3.2 Research Approach

This study used a qualitative research approach. Qualitative research approach involves interpreting text and interviews to discover the meaning of a particular phenomenon (Creswell, 2013). According to Kothari (2004) argues that qualitative research analysis investigates the thinking or actions of the person. Thus, The study employed this approach to obtain the participants' personal understanding and opinions on issues related to the study at hand..

Moreover, this study used a qualitative approach to establish the effects of teachers' motivation on job satisfaction. Job satisfaction, in this context, is seen as one of the human behaviours. The choice of this approach was influenced by the fact that the qualitative approach was expected to enable the researcher to establish the effects of teachers' motivation on job satisfaction. The current researcher established this from the participants' perspectives; thus, qualitative research was a relevant approach to this study as it allowed the researcher to investigate the phenomenon in natural settings (Hossain, 2011).

3.3 Research Design

Research design in this study, as quoted by Kumar (2010), means the plan, structure and strategies of investigation undertaken to get answers to a problem under investigation. According to Kothari (2004), a case study is a form of qualitative analysis involving a careful and complete observation of a social unit, like a person, a family, an institution, a cultural group or the entire community. A case study involves the investigation of the problem in its natural setting (Yin, 2009).

Thus, based on the above arguments, this study adopted a case study design in order to come up with the effects of teachers' motivation towards job satisfaction by visiting schools under investigation to identify the factors or effects that account for the behaviour patterns of the given unit as an integrated totality. Also, to help the researcher to gain an in-depth understanding of the phenomenon, as case studies allow the interpretation of data from multiple fieldwork sources (Creswell, 2007; Yin, 2014).

3.4 Area of the Study

This study was carried out in Chamwino District, Dodoma region. The district lies between latitudes 400 and 800 south and between longitudes 350 and 370 East of Greenwich Meridian. The district has a total area of 8,056 square kilometres. The district borders Singida region, Dodoma and Bahi districts to the West. To the North, the district is bordered by Chemba District, Kongwa and Mpwapwa Districts to the East, and Iringa region to the South. Administratively, the district council is divided into 5 divisions, 36 wards and 107 villages (URT, 2020).

Chamwino District was chosen because of its academic performance progress in primary school's National Examination. For instance, in 2013, more than ten secondary schools were not able to enrol even a single form one student due to poor examination results of primary schools in 2012. However, by 2020, no secondary school lacked form-one students (URT, 2020). This is an indication of improved teachers' commitment, which could be linked with teachers' motivation. This makes the district more suitable for the study.

3.5 Population of the study

Bryman (2004) defines population as the entire group of people; events or things of interest that the researcher wishes to investigate. Population in a study forms a base from which the sample or subjects of the study will be drawn. The target population of this study included teachers and head teachers, in Chamwino District.

3.6 Sample and Sampling

3.6.1 Sample Size

A sample in research refers to smaller respondents to be used in a study drawn from a large number of people in which the researcher is interested in gaining information and drawing conclusions (Dattalo, 2008). Since this study used a qualitative approach, usually, this kind of approach uses a small number of respondents; but there is no rule guiding the selection of such several respondents for qualitative studies (Msoroka, 2018). For this reason, this study involved 56 participants who were engaged in face-to-face interviews and focus group discussions. It involved 40

teachers, 10 head teachers, five (5) Ward Education Officers and one (1) District Education Officer.

3.6.3 Sampling Procedures

Sampling procedures are methods used to get the intended sample of respondents used in the study. This study used simple random sampling and purposive sampling, respectively. Simple random sampling was used to collect data from teachers due to its ability to reduce bias, enhance representativeness and support statistical analysis, making it a cornerstone method in the research design used in this study. Under this technique, the random number method was used, whereby teachers were required to choose the folded pieces of paper, which were numbered in the range of needed sample size. This method provided an equal chance for teachers to be selected to participate in this study. On the other hand, the purposive sampling method in this study was used to select heads of schools and educational officers. This method is commonly used in qualitative studies, where the selection of participants was based on the specific characteristics that are relevant to the research problem to ensure the collected data are rich and focused on the topic of interest. In this case, head teachers and education officers were the only participants involved.

3.7 Data Collection Methods

This study used interviews, documentary analysis and Focus Group Discussion as the methods for data collection.

3.7.1 Interviews

The interview method of data collection involves the collection of information through interaction between the researcher and participants. In other words, this method involves questions and answers conversation between a researcher and respondent. The researcher applied semi-structured interview to have the free room to ask questions concerning the study topic. Semi-structured interview was used in this study it gives freedom to participants to give details when only a brief response is provided (Msoroka, 2018). The semi-structured interviews enabled the researcher to learn from facial expressions during interviews. This method was used to collect information from the head teachers in their offices. Interviews took 30 minutes up to 45 minutes in each school. The use of such participants was due to the fact that involving such two sides resulted in the production of rich data, including observational information for the study.

3.7.2 Documentary Analysis

Through this method, information was extracted from the current published and unpublished materials/documents relating to the study. In this study, the researcher used official documents and reports from the respective schools to check the number and quality of the resources available. The resources like buildings (classrooms and teachers' houses), reports on the number of teachers (present and retention rate) furniture and instructional materials and equipment were checked. The information gained from the documents added value to this study.

3.7.3 Focused Group Discussion (FGD)

In this study, only teachers were involved in this kind of data collection method. The researcher asked for a permission from the respective respondents to take notes through a voice record of the discussion. Since some questions needed more explanations from the respondents, this method of collecting data gave room for more clarification of their thoughts to allow more understanding of the problem under investigation. Since 10 teachers were used from each school, then each school formed two groups of teachers who were involved in the FGD in which, each group had 5 teachers. The use of focus group discussion was based on the general assumption that participants would sometimes be more open to discuss their thoughts if they discuss them in groups rather than in a one-to-one interview. The FGD took place outside teachers' offices, but within school environment such as under the trees and in the playing grounds. The discussions took 30 to 45 minutes.

3.8 Validity and Reliability

Validity is the quality that tools used in research are accurate, correct, true, meaningful and right (Linkolin et al., 1998). Reliability, on the other hand, refers to the degree of consistency within which instances are assigned to the same category by different or the same observers but on different occasions (Hammersley, 1990). In order to ensure validity, various tasks were performed. Among them, there was the availability of multiple metadata sources and, avoidance of any contradictory statement, checking of prepared instruments by both supervisor and others. Here, primary and secondary data were collected from primary and secondary sources.

Primary sources involved the data from the field on the effects of teacher motivation on job satisfaction in public primary schools. The secondary sources were the information from reports, articles and journals related to the study topic. Again, data reliability was achieved by creating a good rapport with the respondents during the introduction by explaining to them the main purpose of the study and ensuring the respondents the confidentiality of their information. Moreover, follow-up questions were used to seek clarity.

3.9 Trustworthiness of the Study

The research of this study used several methods to ensure the trustworthiness of the study. Among the methods, firstly, the researcher used triangulation of data, whereby he ensured that there were many data sources rather than depending on a single source. Secondly, the research ensured that the interview guides were checked by both the supervisor and fellow students to prove their correctness. That was not the end; recommendations from the supervisor and fellow students were also used to improve the questions used during interviews. Lastly, the questions used in this study were translated from English to Kiswahili to allow participants to express their opinions easily since Kiswahili language is better understood by every respondent than English. The raw data were then back-translated from Kiswahili to English by the researcher and other language experts to ensure that no original meaning was lost during the translation process.

3.10 Data Analysis

Depending on the nature of research design (case study), approach (qualitative) and data collection methods such as interview and FGD methods where responses from participants were to a much extent voice recorded; this study used inductive content analysis to analyse them. Here the data from the voice record were listened to and transcripts were written and later translated into English. Then, the transcripts were read several times by the researcher; ideas and opinions were coded and categorized into themes and sub-themes, which organically formed from transcripts. The themes and sub-themes were used as sign posts when writing this dissertation.

3.11 Ethical Considerations

The researcher got permission from the responsible authorities such as Chamwino District Executive Director (DED) and Heads of specific schools to ensure voluntary participation of the participants. Also, the participants were informed through the researcher's letter that the study was purely for academic purposes. Thus, their information would be kept confidential. The researcher informed the participants of the purpose of the study, the use of the results and the likely social impacts the study would have on their lives as a way of ensuring adherence to ethics in research.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This study investigated the effects of teachers' motivation on job satisfaction. The study had three objectives: to find out the motivational factors among teachers in public primary schools in Chamwino District; to examine the influence of motivations on job satisfaction among teachers in public primary schools in Chamwino District; and to determine the extent to which teachers in Chamwino District were motivated to work. This chapter presents analyses and discusses the findings of the study. The analysis and discussion in this section are arranged into themes and sub-themes.

4.2 The Motivational Factors among Teachers in Public Primary Schools in Chamwino District

The first objective of this study was to investigate the motivational factors among teachers in public primary schools in Chamwino District. The following were the motivational factors found in this study.

Professional Development/refresher courses

The study found that the availability of professional development (refresher courses) was one of the factors, which were motivating teachers in Chamwino District. It should be noted that as teachers get opportunities to grow personally and

professionally, they become more capable and effective in teaching, hence motivated to work. With regard to this, some teachers commented:

Honestly, we get opportunities for further studies. For instance, I am expecting to go for studies this year, since I have been granted a chance to. With this chance, I am sure that my professional skills as a teacher will be uplifted. I am motivated to work if these chances are given to us (teachers) frequently...

I am really motivated to perform my duties and give out all my skills in this field because refresher/development courses provided to us, through seminars and further studies, help us to regain/refresh, increase/develop and expand our knowledge in education. This provides us with the required information in the field

On the same matter, one head of the school had a similar view. He commented:

Refresher courses among teachers can enhance job satisfaction by helping them increase their skills and core content knowledge.

These findings suggest that having chances for professional development motivated teachers to work hard. It is argued here that participating in further studies gives teachers a level of commitment to their school and duties. Such commitment would reduce the chance of quitting their job since they gain motivation towards their work as suggested by the theory in chapter two that, the expected effects of a person's behaviour greatly affect the person's motivation; in which in this sense, teachers become satisfied from what they see as the likely result of their actions. Moreover, it is expected that, before acting, teachers always think about the likely effects, and then act in the way that has the best chance of success and will also be most rewarding. Based on this finding, one would argue that having no chance of professional development is likely to de-motivate teachers.

Working conditions

In this study, it was found that job satisfaction among teachers was closely associated with working conditions. This study revealed that many teachers were working in overcrowded classrooms. This was mainly due to a considerable increase in student enrolment. It was found that most schools had poor facilities (lack of basic teaching materials and absence of equipment for laboratories) and inadequate infrastructure (little lighting, drab walls), which seemed to de-motivate teachers.

Concerning this, one of the teachers said:

The school condition here is not good because we have a great number of students compared to the available classrooms, though they (classes) have nowadays been improved. However, they do not fit the available number of students. One teacher is likely to teach more than 60 students in a single classroom. Such working condition de-motivates me

Also, another teacher said:

The working condition in our school is not favourable. For example, the number of available teachers is very small compared to the number of students, especially in the low-level classes (pre/standard one to standard four). This situation makes us overloaded in teaching

On the same matter, another teacher commented:

Teaching/learning facilities are not sufficient in our school. Sometimes we (teachers) have to use our own money to buy some materials, which will enhance our teaching processes, such as reference books. This situation makes us think that the teaching profession is a burden to teachers, something that de-motivates us

Based on the findings above, it is clear that when the working conditions and status of teachers are constantly affected, one of the most serious consequences is teachers' de-motivation and dissatisfaction. In our country, the working conditions are likely to be affected by increased enrolments of students as a result of the recently introduced fee-free education. This finding is not new. It has been reported by other scholars. For instance, Nzuve (2010) argues that motivations, like working conditions, are subjective factors that influence teachers' job satisfaction. Teachers feel proud of their schools when working conditions are conducive and friendly to the workforce. For example, teachers are likely to be motivated in classrooms full of learning and teaching materials, classes with a moderate number of students, moderate housing and the presence of at least a single meal at school during work times. Lack of such conditions may result in teacher's de-motivation and hence poor performances by both teachers and students.

Fairness

Effective supervision plus equal treatment among teachers is assumed to have an impact on job satisfaction. Teachers must be judged justifiably and thus; administrators must not impose personal liking and disliking in the rewards and punishments among staff members. Effective and fair supervision always motivate teachers in the sense that they become motivated to do what their leaders directed them to do because they find it rewarding and satisfying.

Dwelling on this perspective, one of the teachers commented:

There is a tendency of favouritism in this school. Our administrators do not treat us fairly. They sometimes give some teachers advantages that they do not deserve. For example, you may find that only certain teachers are given opportunities for seminars, and refresher courses just to mention a few, repeatedly

Again, in this school, you may find one teacher has been given a lot of workload, especially teaching periods and subjects, while other teachers with the same subjects are given fewer periods or subjects to teach. Such treatment is very biased to some of us.

With the findings at hand, it is clear that fairness among the management team is one of the motivational factors for teachers. This is in connection to the study by Akyeampong and Bannell (2007) who revealed that a great number of the existing schools were facing a problem of teachers' motivational crisis which was associated with the existing several factors, including unfair treatment. It is argued here that such treatment de-motivates teachers. Thus, teachers are likely to be motivated to work if they are fairly treated in their workplace, including giving them equal opportunities related to their career.

Appreciation and Recognition

This study found that teachers who were given rewards and recognition were much more motivated to work.

On this aspect, one of the teachers said:

If they (Government/school Administration) want to see the best level of their teachers in teaching, they should award financial benefits to them. For instance, in this school, teachers are appreciated by the administration and other staff. Teachers here are rewarded for their good performances; they are given chances for study tours and picnics. This situation has much impact on our job motivation.

It was noted that in some schools, teachers' efforts were recognized and appreciated during a prize-giving day. The hard-working teachers were given a token to indicate appreciation for a job well done. Concerning this one of the heads of the school commented:

Here we have a reward system in which teachers and students are rewarded when they perform well in a certain subject. We agreed with teachers that, an A grade in each subject is rewarded Tsh. 10,000/= for a particular subject teacher, and 5,000/= for a student, and a B grade is rewarded with 5,000/= for teachers and 3,000/= for students.

A similar view was given by teachers. One of the teachers lamented:

I thank God, that in our school we are treated well. The administrators recognize our efforts to enhance school goals. Therefore, teaching is part of our life and we are very motivated here.

The findings of this study suggest that appreciation and recognition play a great role in motivating teachers. Both, financial and non-financial indicators of appreciation and recognition positively influence teachers' attitudes towards their work. The findings of this study are in connection with other scholars. For instance, Jang (2017) insisted on the use of external rewards for teachers who perform well. These external rewards include increased salary and other fringe benefits. Nzuve (2010) argued that, psychologically, the motivation of teachers through non-financial incentives, such as appreciation and school trips, influence the behaviour and attitude of teachers toward their work, colleagues and the school in general.

In this regard, it is argued that teachers' motivation can be influenced by factors relating to tasks such as achievement, appreciation, recognition, advancement and the

possibility of growth. It is suggested here that heads of schools need to recognize teachers' efforts. They need to give them prizes and take the hard-working teachers on educational tours to improve levels of job satisfaction among the teachers. However, it is noted here that a match between the given rewards and employee expectations influences job satisfaction. Thus, the school management should make sure that the given rewards meet teachers' expectations to bring positive impacts (Dehaloo, 2011).

4.3 The Contribution of Motivation on Job Satisfaction among Teachers

As stated earlier, job satisfaction is a positive feeling about one's job resulting from an evaluation of its characteristics. This section discusses the influence of motivation on job satisfaction. This study found that the motivation gained by teachers had a positive impact on their job satisfaction. Teachers seemed to be satisfied with their work. Most teachers noted that motivation factors such as good administration, working environment, high salaries, and fairness influenced their job satisfaction. With a focus on this, one teacher heard:

I am satisfied with my job because I get to be paid and the salary, I get is enough for my consumptions.

Another teacher stated:

Despite the fact that my salary is not high, I am satisfied with it, and I do not feel like quitting my job because of the salary.

It is argued here that the observations from the teachers above complement the argument presented by Dehaloo (2011) and Mhozya (2007) that the direct benefit of the job (to employees) is the salary, which is an important motivating

factor. Thus, one would assume that if the salary is less attractive and does not meet teachers' expectations, their work performance is likely to be affected. Therefore, salary has a significant effect on job satisfaction. If teachers are not given proper salaries in time, they are likely to be dissatisfied with their working environment.

On the same issue, another teacher was heard saying:

The availability of reward systems, promotion opportunities and supervision practices influence job satisfaction among us in the way that they act as stimuli for our performance, hence improving the academic achievement of students.

However, this study found that, in some schools, the teaching environment was not good enough. Consequently, teachers had a negative feeling about their work. Some of the teachers noted:

In our school, classes are very crowded in the way that even students are unable to catch well the lessons while we are teaching. Such a situation makes us (teachers) feel that this job is a burden to us as it does not meet our satisfaction with the teaching profession. Many schools here have no houses for workers like us teachers. In a school such as this (ours), there are only two quarters for workers. Compared to the number of teachers, this is not a good indicator and it de-motivates us. I am not satisfied with the working conditions here since I use a lot of money to rent a house, which I would otherwise be given the same by the authorities. Hence, I am not satisfied with the job.

This is not different from what Maicibi (2003) observed. He observed that teachers feel proud of their schools when working conditions are conducive and friendly. Therefore, it can be argued that the inadequacy of school facilities may contribute to teachers' job dissatisfaction. Although professional development is said to be one of

the key motivational factors among teachers, this study found that when it is not well managed, it may lead to job satisfaction.

On this, one teacher commented:

Although professional development improves teachers' confidence and knowledge, which helps us in implementing curriculum and thus motivates us, the chances provided for such opportunity are very few. I am not satisfied with such an arrangement.

The findings clearly show that teacher motivation is connected to job satisfaction and can bring positive outcomes to students. To get the best from teachers, we must find relevant motivations to boost their positive feelings towards the teaching profession.

4.4 Teachers' Motivation Level in Chamwino District

Under this theme, the researcher wanted to determine the motivational level among teachers in the study area. The findings reveal that, overall, the majority of the teachers were moderately motivated to work. In this regard, one of the teachers had these to say:

Although we (teachers) are not involved in the promotion processes, I am motivated by the possibility that one day I can get a chance to be promoted. This is because I see teachers getting promoted here at school, although such chances are minimal. I think what is needed is just to increase such chances.

This study revealed that teachers were more engaged in their work, and more motivated to maintain and improve their good work because they felt a sense of achievement as they had a chance to grow professionally. Some felt safe and secure with the teaching job. This improved students' academic performances in the visited schools.

In this study, some teachers were found to be motivated from the recognition they were getting from the school management and students. With a particular focus on this, one of the teachers was quoted saying:

We are motivated to work (as teachers) because students consider us their real mentors. Above all, we get better treatment and recognition from heads of school and other supervisors, as well as being respected through our freedom and rights.

On the same issue, other teacher commented:

I'm motivated to work in this area because I live a happy and contented life with my family. I like the point of financial incentives. Financial incentives are normally given in the form of money as part of the reward system. Therefore, such incentives motivate me (and I know even my fellow teachers, too) to work towards achieving the school's goals.

Based on the findings, it is clear that the majority of the teachers in the selected schools were motivated to work. It is argued here that perhaps this was being contributed to by the improvements in working conditions and teaching jobs in general. The overall picture of this is that teachers, especially those with many years of teaching experience, were probably very much used to their workplaces and that they were finding everything in the teaching career to be normal. The possibility of teachers staying long at workplaces and being motivated to work is likely if they are provided with adequate supporting infrastructure. Having good office space that is well-ventilated, with adequate light and fixed with all necessary appliances, good salaries, promotion opportunities, and chances for development training and recognition are arguably among the things that put teachers in a comfortable situation.

This finding is similar to that of Akyeampong and Bannell (2007) who insisted that a great number of teachers in their study area were motivated to work in the presence of fair treatment. It is argued here that such treatment motivates teachers. Thus, teachers are likely to be motivated to work if they are fairly treated in their workplace by giving them equal opportunities related to their careers.

4.5 Relevance of the findings to the theoretical framework

The theory used in this study was the expectancy theory, developed by Victor Vroom in the 1960s. It posits that individuals are motivated to act in a certain way based on the expected outcomes of their actions. The theory is built upon three key components: Expectancy (belief that effort will lead to performance), Instrumentality (belief that performance will lead to rewards), and Valence (the value placed on the rewards). The findings from the research on motivational factors influencing teachers in Chamwino District align closely with expectancy theory in several significant ways as follows;

Expectancy (Effort-Performance Link)

One of the most prominent motivational factors identified in the study was Professional Development/Refresher Courses. Teachers noted that participation in these programmes increased their skills and effectiveness, suggesting a strong expectancy that their effort in pursuing professional growth would improve their performance in the classroom. This aligns with the expectancy theory's premise that if teachers believe their effort in professional development will yield enhanced

teaching capabilities; they are more likely to be motivated to engage in such activities.

Instrumentality (Performance-Reward Link)

The principle of instrumentality is evident in the findings regarding appreciation and recognition. Teachers reported that receiving recognition for their efforts, both financial and non-financial, significantly enhanced their motivation. This reflects the belief that effective performance (i.e., good teaching practices) will be rewarded through acknowledgement and improved job satisfaction. For instance, when teachers receive praise or awards for their contributions, they are motivated to continue performing well, reinforcing the connection between performance and rewards.

Valence (Value of Rewards)

The study also highlighted the importance of fairness, noting that perceived equitable treatment by administration and attitudes towards workload distribution significantly impacted motivation. When teachers felt they were treated fairly and recognised for their contributions, the intrinsic value (valence) they placed on these experiences increased. If they perceive these rewards as valuable and meaningful, their motivation to contribute to a positive working environment also increases. Conversely, teachers noted that perceptions of favouritism could demotivate them, indicating a low valence for efforts that go unrecognised or unresolved issues of inequity. The study's findings on working conditions further reflect expectancy theory. Teachers indicated that challenging working environments, such as

overcrowded classrooms, negatively affected their job satisfaction, as they felt that their efforts could not lead to effective outcomes in such challenging contexts. If teachers believe that their efforts in pedagogy and student engagement will not yield positive results due to adverse conditions, their motivation to exert effort diminishes. Finally, the research underscores a strong link between teacher motivation, job satisfaction, and student outcomes. When teachers are motivated, as demonstrated by their engagement in professional development and positive perceptions of their environment, it leads to greater job satisfaction. This satisfaction is crucial, as it also ties back to the expectancy theory: motivated teachers are likely to exert effort, believe that their performance will lead to positive educational outcomes, and place value on their work, which ultimately benefits student performance. Generally, the findings from the study of teachers in Chamwino District illustrate the principles of expectancy theory effectively. By addressing motivational factors such as professional development, fairness, recognition, and working conditions, school administrations can enhance teachers' expectancy, instrumentality, and valence, thereby fostering a more motivated and satisfied teaching workforce. Implementing strategies that cater to these elements can enhance job satisfaction and, consequently, improve educational outcomes for students.

4.6 Chapter Summary

In this chapter, the researcher came up with the results of the investigated research problem. Whereas, firstly, the study explored the motivational factors influencing teachers in public primary schools in Chamwino District. Several key motivational factors were identified, including Professional Development/Refresher Courses

where teachers noted that opportunities for professional growth significantly motivated them. Participation in refresher courses and further studies was linked to job commitment and satisfaction, as it enhanced their skills and teaching effectiveness. Another was Working Conditions in which the study revealed that many teachers faced challenging working conditions, such as overcrowded classrooms and inadequate resources. These conditions were found to negatively impact job satisfaction and motivation. Also, another factor was Fairness; here, perceptions of fairness in treatment by school administration were crucial for motivation. Instances of favoritism, such as unequal distribution of opportunities and workloads, were reported as demotivating factors for teachers. Again, appreciation and recognition were among the factors, whereby teachers who received recognition and rewards for their efforts felt more motivated. The study highlighted the importance of both financial incentives and non-financial acknowledgments, such as appreciation ceremonies in enhancing teachers' job satisfaction. This is to say, the findings suggest that professional development, fair treatment, conducive working environments, and recognition play a pivotal role in motivating teachers, impacting their commitment and overall job satisfaction positively.

Secondly, the study examined the influence of motivation on job satisfaction among teachers, highlighting that motivation significantly boosts job satisfaction. Teachers expressed satisfaction with their work due to various motivational factors, including good administration, a positive working environment, competitive salaries, and equitable treatment. Many teachers acknowledged that while salary is a critical motivating factor, it does not solely determine their job satisfaction, as some expressed contentment with lower salaries if other conditions were favorable.

However, the study also revealed that inadequate teaching conditions, overcrowded classrooms, and a lack of staff housing negatively affected job satisfaction. Teachers reported feelings of burden due to these issues, indicating that poor working conditions could lead to dissatisfaction. Furthermore, the perceived inadequacy of professional development opportunities can contribute to job dissatisfaction despite its potential benefits in enhancing teachers' confidence and knowledge.

Thirdly, the findings indicate the presence of a strong link between teacher motivation and job satisfaction, suggesting that addressing motivational needs was essential for improving teachers' overall job satisfaction and, consequently, student outcomes. For optimal results, educational authorities should implement relevant motivational strategies to foster positive attitudes toward the teaching profession. The study reveals that teachers were more engaged and motivated in their work for a sense of achievement and opportunities for professional growth. Many teachers felt secure in their jobs, positively impacting student academic performance. Recognition from school management and students further fuels teachers' motivation. Some teachers expressed that financial incentives, overall job satisfaction, and supportive working conditions contribute to their motivation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The current chapter comprises of the summary of the study, conclusions of the findings and limitations of the study as well as the researcher's recommendations.

5.2 Summary of the Study

This study investigated the effects of teachers' motivation on job satisfaction in public primary schools in Chamwino District. It was guided by three specific objectives: to find out the motivational factors among teachers, examine the influence of motivation on job satisfaction among teachers, and determine the extent to which teachers in Chamwino District are motivated to work.

This qualitative study employed a case study research design. The data were collected through interviews, documentary reviews and focus group discussions. The collected data were analysed by using content analysis. The raw data were coded and arranged into themes and subthemes. The data suggest that a friendly working environment, the presence of professional development opportunities, fairness, as well as appreciation and recognition among teachers; were the main factors motivating teachers at Chamwino district.

It is evident in this study that teachers' motivation had a connection with their job satisfaction. Motivation was acting as a stimulus for teachers' satisfaction and their job performance. Hence, it improved academic achievement among students. Also,

this study revealed that teachers were somehow motivated to work. This was partly contributed to, by improved working conditions and teaching job in general. Having supporting infrastructure like good office space (well ventilated, with adequate light and fixed with all necessary appliances), good salaries, promotion opportunities, chances for development training and recognition were among the issues that motivated teachers in the selected schools.

5.3 Conclusions

5.3.1 The Motivational Factors among Teachers

Based on the findings, this study concludes that teachers in public primary schools in Chamwino District were motivated by good working conditions, the presence of professional development opportunities, fairness, and being appreciated and recognised in schools. Therefore, in the absence of such environments, teachers might find the teaching job dissatisfying and hence demotivated.

5.3.2 The Contribution of Motivation on Job Satisfaction among Teachers

Based on the findings, it is concluded that motivation influences teachers' job satisfaction. Factors such as good administration, working environment, high salaries, and fairness can influence job satisfaction among teachers.

5.3.3 The Extent to which Teachers in Chamwino District are Motivated

Based on the findings, this study concludes that most teachers in the selected public primary schools were motivated to work.

5.4 Recommendations of the Study

Based on the findings of the study and the conclusions drawn above, the study recommends the following:

Recommendations for Policy

- (i) The government, through the Teachers Service Commission, should review teachers' promotion policies to suit needs that enhance teachers' motivation. Such an organ should devise better strategies to reduce promotion delays and ensure that qualified teachers are promoted on time and in a more significant number.
- (ii) The Ministry of Education should pay special attention to increasing teachers' salaries, although most of them (teachers) did not indicate it to be a problem in the study. The increase in their salaries will meet their needs and increase their morale to teach.

Recommendations for Practice

- (i) It is recommended that the government should focus on teachers' growth, training and development to improve their motivation. The government needs to encourage teachers to take professional development courses and sponsor those undertaking professional development.
- (ii) Since the results of the study revealed that motivation in terms of working conditions has a great effect on teachers' job satisfaction, the government should put more effort into improving the teachers' working conditions by building more teachers' houses with electricity and water supplies. The

government should also build laboratories with equipment and improved classroom conditions and teaching facilities to facilitate easy teaching and learning processes.

Recommendations for Further Research

The study recommends the following as areas for further studies:

- (i) The current study is qualitative and covers a few schools in Chamwino district. A future study may employ a quantitative approach, and cover a large area in the country for generalization of the findings.
- (ii) This qualitative study only delved in Chamwino district. A similar study can be conducted in a different location to see the similarity of responses from the participants.
- (iii) In this study, some teachers indicated that they were satisfied with the income they were getting from their profession. A future specific study is needed to investigate how much teachers are satisfied with their salaries.

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APPENDICES

Appendix A: Interview questions for Primary School Education Officer

My name is STELLA JOHN, student at Open University of Tanzania (OUT) studying Master degree in Education in Administration, Planning and Policy Studies (MED APPS). I am researching, "The Effects of Teachers' Motivation on Job Satisfaction in Public Primary Schools in Tanzania: A Case of Chamwino District". Therefore, I request your cooperation in this research by participating in this interview for information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, except the researcher.

GENERAL QUESTIONS

1. In general are you satisfied with your job as a teacher?
2. Has your job satisfaction level changed recently? Why?
3. What is the most important factor that impacts your job satisfaction/dissatisfaction? Why?
4. To what extent are you motivated? Why?
5. What kinds of teaching facilities are available in your school? To what extent do these impact on job satisfaction?
6. What kind of duties are you assigned to teachers? How do these duties influence their satisfaction/dissatisfaction?
7. What is your opinion of the promotion opportunities that teachers have? How do they influence their job satisfaction?

8. What is the most important factor that influences your motivation? Why?
9. Do you have any suggestions that might enhance teachers' job satisfaction and motivation?

Appendix B: Interview Questions for Heads of Schools

My name is **Stella John**, student at Open University of Tanzania (OUT) studying Master degree in Education in Administration, Planning and Policy Studies (MED APPS). I am researching, "The Effects of Teachers' Motivation on Job Satisfaction in Public Primary Schools in Tanzania: A Case of Chamwino District". Therefore, I request your cooperation in this research by participating in the interview for information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, except the researcher.

GENERAL QUESTIONS

1. For how long have been in your position of head of school at this school?
2. Motivation for teachers is very important. How do you comment on it?
3. What are the effects of teachers' motivation toward their job satisfaction?
4. What are the factors that motivate teachers in your school?
5. How do you motivate your teachers?
6. Are teaching and learning resources available at your school?
7. For how long your teachers received in-service training?
8. Are there any relationships between teachers' motivation and students' academic performance?
9. Are teaching and learning environment friendly to teachers?

Thank You for Your Cooperation

Appendix C: Interview Questions for Teachers

My name is STELLA JOHN, student at Open University of Tanzania (OUT) studying Master degree in Education Administration, Planning and Policy Studies (MED APPS). I am researching, "The Effects of Teachers' Motivation on Job Satisfaction in Public Primary Schools in Tanzania: A Case of Chamwino District". Therefore, I request your cooperation in this research by participating in the interview for information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, except the researcher.

GENERAL QUESTIONS

1. For how long have you been teaching in this school?
2. How many students do you teach per day?
3. Motivation for teachers is very important. What are your opinions on it?
4. What are the effects of motivation on your job performance?
5. What are the factors, which motivate you to teach effectively and efficiently?
6. How teachers are motivated in this school?
7. Do you think there are relationships between teachers' motivation and students' academic performance?
8. What are the factors, which hinder teachers' motivation in your schools?
9. What measures do you think should be taken to motivate teachers?

Thank You Very Much for Your Cooperation

Appendix D: Interview Questions for Ward Education Officer (WEO(s))

My name is **Stella John**, student at Open University of Tanzania (OUT) studying Master degree in Educational Administration, Planning and Policy Studies (MED APPS). I am researching, "The Effects of Teachers' Motivation on Job Satisfaction in Public Primary Schools in Tanzania: A Case of Chamwino District". Therefore, I request your cooperation in this research by participating in the interview questions for information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, except the researcher.

GENERAL QUESTIONS

1. In general are you satisfied with your job as a teacher?
2. Has your job satisfaction level changed recently? Why?
3. What is the most important factor that impacts your job satisfaction/dissatisfaction? Why?
4. To what extent are you motivated? Why?
5. What kinds of teaching facilities are available in your school? To what extent do these impact on job satisfaction?
6. What kind of duties are you assigned to teachers? How do these duties influence their satisfaction/dissatisfaction?
7. What is your opinion of the promotion opportunities that teachers have? How do they influence their job satisfaction?
8. What is the most important factor that influences your motivation? Why?
9. Do you have any suggestions that might enhance teachers' job satisfaction and motivation?

Appendix E: Research Clearance Letter (From the Open University)

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

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



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

REF: PG2017992283

23rd October, 2021

Regional Administrative Secretary,
Dodoma Region,
P. O. Box 914,
DODOMA.

RE: RESEARCH CLEARANCE

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

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Ms. Stella John No: PG2017992283 pursuing **Masters of Education in Administration, Planning and Policy Studies M. Ed (APPS)**. We here by grant this clearance to conduct a research titled "**The effects of Teacher's Motivation on Job satisfactory in Public Primary Schools in Tanzania**". She will collect her data in primary schools located in Chamwino district between 25th October to 25th November, 2021.

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

Yours Sincerely,

Prof. Magreth S. Bushesha
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

Appendix F: Research Clearance Letter (From the District Level)

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

Mkoa wa Dodoma
Aarwani ya Simu REGCOM
Simu Nambaari: 2324343/2324384
E-Mail No: ras/jsh/dodoma.go.tz
Fax No: 255 026 2320046
Unapojitwa tafadhali taja:
Kumb. Na. DB.467/526/01/91
Bi. Stella John
Chuo Kikuu Huria Tanzania,
S.L.P. 23409
DODOMA.



Ofisi ya Mkoa wa
Mkoa,
Jengo la Mkoa
Barabara ya Hospitali,
S.L.P. 914,
41103 DODOMA

**YAH. KIBALI CHA KUFANYA UTAFITI KATIKA SHULE ZA MSINGI
WILAYA YA CHAMWINO**

Tafadhali husika na somo tajwa hapo juu.

Ofisi ya Mkuu wa Mkoa imekupokea barua yenye Kumb. Na. **PG2017992283** ya tarehe **23/10/2021** kutoka kwa Mkuu wa Chuo Kikuu Huria cha Tanzania inayoomba kibali cha kufanya utafiti katika shule za Msingi za Wilaya ya Chamwino kuanzia tarehe 25/10/2021 hadi 25/11/2021.

Napenda kukuarifu kuwa, **kibali kimetolewa**. Utafanya utafiti katika shule za Msingi zilizopo Wilaya ya Chamwino kwa kipindi kilichotajwa katika barua Kumb. Na. **PG2017992283**, ni imani yangi kuwa matokeo ya utafiti huu yatatunika kwa lengo la kukamilisha Shahada ya Uzamivu kama ilivyoombwa.

Aidha unatakiwa kufika ofisi ya Mkurugenzi wa Halmashauri ya Wilaya ya Chamwino kwa maelekezo zaidi.

Nakutakia mafanikio katika utafiti wako.


Justin Machelo
Kny. KATIBU TAWALA MKOA

Nakala: Mkurugenzi Mtendaji Halmashauri ya Wilaya,
Chamwino -**Dodoma.**