

**INVESTIGATION OF CHALLENGES THAT FACE TEACHERS IN
IMPROVING TEACHING PERFORMANCE IN PRIMARY SCHOOLS:
A CASE OF DODOMA MUNICIPAL COUNCIL**

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**A DESERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN
RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA**

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania entitled: **Investigation of challenges that face teachers in improving teaching Performance in Primary Schools: A case study of Dodoma Municipal Council**, in partial fulfillment of the requirements of the degree of Master of Human Resource Management

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DECLARATION

I, Ndikumwami Mary do here by declare that this Research Report is my own original work and that it has not been presented to any other University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my beloved children Gerald, Ezekiel, Happiness and Esther who missed my parental care during all time of the study.

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This study is a result of the involvement of a large number of people or individuals who contribute and enabled the achievement and fulfillment of my intention. It is very difficult to name all who participated fully in providing support, however the author express her special thanks and appreciation to the following people:

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ABSTRACT

This study was on the investigation of challenges that face teachers in improving teaching performance in primary schools. The case study was Dodoma Municipal Council. The study was guided by three research questions. First, the researcher wanted to examine the challenges that face teachers in improving teaching performance in primary schools. Secondly, the researcher wanted to assess teachers' morale in improving teaching performance in the Schools. Thirdly, the researcher wanted to determine the relationship between challenges that face teachers in improving teaching performance and the teachers' morale in teaching performance in primary Schools. Relevant literature was reviewed on theories and findings from relevant studies. The respondents included twenty pupils, thirty classroom teachers, twenty head teachers and one District Education Officer. Data were collected through questionnaire, interview and observation as well as documentary review. These were then subjected to both quantitative and qualitative analysis. The findings indicate that, teachers are facing many challenges in improving teaching performance in Schools. That challenges includes low and late salary payment, Poor school environment, overcrowded classrooms, Student indiscipline, distance from home to school, accommodation, teaching and learning materials, promotion and professional development and lack of teachers morale in teaching. The findings have indicated the importance of fulfilling the challenges face teachers in teaching performance.

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ABBREVIATIONS

DEO	District Education Officer
DMC	Dodoma Municipal Council
ETP	Education Training Policy
ESIT	Early Support for Infants and Toddlers
MoEC	Ministry of Education and Culture
NBC	National Bank of Commerce
NMB	National Micro financial Bank
NG'O	Non -governmental Organization
PEDP	Primary Education Development Plan
TETP	Tanzania Education and Training Policy
TSD	Teachers Service Department
T TU	Teachers Trade Union
TSD	Teachers Service Development
TRC	Teachers Resource Centre
URT	United Republic of Tanzania
UPE	Universal Primary Education
VSO	Voluntary Social Organization

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background

Education is the major and important need in initiating and preparing a pupil through training, in his environment to enable him/her to play active roles in society. It provides knowledge that prepares every individual to understand the social-cultural foundation which ethically and morally leads to the building of citizenship and nationality.

The Education and Training Policy (ETP,1995) states that, education provides desirable and worthwhile broad and in depth modes of thought, skills, attitudes and understanding needed for the full development of the human thinking and actions. Teachers make man aware of his potential and responsibility to change and improve his own condition and that of his society. The relationship between education and development depends on the extent to which the kind of education provided by teachers and its methods used which can meet the expectation of the individual and the need of the society and nation at large.

Education is the key element of national economic performance, resource allocation, and human advancement through training. Education needs a greater commitment than any other development activity as it is a continuous labour intensive process. It requires skilled and highly trained and dedicated staff with a year after year of patient toil. It also needs well structured curricular, adequate teaching and learning materials, well built buildings and adequate furniture. To provide all these, governments, communities, parents and other stakeholders must sacrifice other priorities. Education as a potential tool provides desirable and worthwhile broad and in depth modes of thought, skills, attitudes, and understanding needed for the full development of the human thinking and action (ETP, 1995).Therefore, education requires proper and special allocation of both human and physical resources.

Education is the means towards self-reliant, personal and national development. Sumra (2001) points out that equity and equality issues were central to Education for Self-Reliance. Access and quality in education is the main focus of the nation. Both, the Education Act (1978) and Education Policy (1995) stipulate the compulsory enrollment and attendance for all children of ages 7 to 13 years. This is for primary Education level which is termed as the right for all citizens.

Primary schools exist worldwide as the basic foundational institutions in the formal educational structure. Primary education prepares children in fundamental skills and knowledge areas. It is the early stages of formal, or organized, education prior to secondary education.

Primary education is fundamental to strengthening of higher level of education for it lays strong foundation in scientific and technological literacy and capacity (ETP1995). Education provision in Tanzania is through **formal** and **non formal** system of education. ETP, (1995) defines formal education as the predominant academic provision starting from primary school to university. The formal structure and training system is 2-7-4-2-3+. This means 2 years of pre-primary education, 7 years of primary education, 4 years of Ordinary level secondary education, 2 years of Advanced level secondary education and 3 or more years of university education.

1.1.1 Pre-Primary Education

Pre-Primary education is education provided to children aged between 0-6 years in nursery schools, day care centers, and kindergarten. Its purpose is to prepare children before starting Primary School education. The Children study in pre- primary for 2 years and then

are supposed to join standard one Class (ETP, 1995). Distinguish between pre-Primary and pre-school.

11.2 Primary Education

Primary Education is education given to pupils for seven years in schools. It is compulsory and free for all pupils. At the end of this education level pupils are given a summative examination that measure what pupils learn in seven years. Their performance on examination place pupils in different categories where some proceed in secondary education, other join vocational training colleges, and some join the world of work.

1.1.3 Secondary Education

Secondary education is divided into two parts namely Ordinary Level and Advanced Level. Ordinary Level lasts for 4 years while Advanced Level last for 2 years. On successfully completion of Ordinary Level students join Advanced Level secondary education, vocational and other professional training. Those who complete Advanced level secondary education successfully join tertiary, higher education and training institutions or join the world of work.

1.1.4 1.Vocational Education and Training

Vocational education and training involves the acquisition of skills for wage employment self employment or further vocational and professional advancement. Its courses range from primary school leavers to anybody with a subsequent level of education wishing to acquire skills for his/her employment or self-advancement.

1.1.5 Non-formal Education

Non-formal education is the education provided out of Formal Education but can be within the school education system for example Organization culture. The non formals comprised

of the informal and adult education. It includes literacy, post-literacy, continuing education, and Open University

1.1.6 Teachers Training

Training of Teachers is the role of Public and Private Colleges and Universities. Primary and Secondary school teachers are trained for two years after completing their form Four and Form Six educations respectively. These are teachers with certificate and diploma in Education. They are assigned to teach in primary Schools (certificate holders) and Secondary schools for the diploma holders. The university graduates with first degree (Bachelor of Education) are trained for three years and they are qualified to teach in Advanced Level secondary schools and colleges. ETP (1995) adds that, teacher education and training is important since they are the most actors in education and training. They organize and guide students in their learning experiences and interactions with the content of the curriculum and promote, at all times, student initiatives and readiness for learning.

The training of certificate and diploma level teachers was primarily the responsibility of the government. In 1995 the Government liberalized the establishment, ownership, administration, and financing of teachers at colleges. The teacher education curricular for all certificate and diploma level courses are designed, developed, monitored, and evaluated by the Tanzania Institute of Education (Sarungi, 1995).

The objectives of Primary Education are to transfer the socio-cultural foundations which impart moral, ethics that characterize the citizen of Tanzania. It strengthens higher levels of education laying foundations in scientific and technological literacy and capacity to self-reliance, personal and national development (ibid). It has been observed that poor quality

primary education affects secondary, vocational, tertiary and higher education Galabawa (2000).

Even though teachers have many responsibilities and importance in the society and the nation at large they are face economic and social challenges. (Sarungi,1995) states that, in Tanzania teachers have experienced low and irregular salary payments, lack of proper housing, inadequate teaching facilities, low status accorded to them, late payment of salary increments, and limited professional development. The Minister for Education and Vocational Training in his Budget Speech for 2012 stated that the Ministry faced several challenges which affect teachers directly or indirectly. These were shortage of teaching and learning facilities, shortage of infrastructures, teacher's houses, and laboratories, poor performance of students in mathematics, science, and English language.

Teachers are the frontline individuals in the provision of education service. They are the human resources who control the operations of schools in terms of transferring knowledge, skills and attitudes to students.

Numerous research studies have proved that teachers play important role in ensuring high quality education for students, regardless of the country in which they are teaching (Carr-Hill1984; Riddell 1998; Motala 2001; O'Sullivan 2002; VSO 2002; UNESCO 2005. For example, the *Dakar Framework for Action* (UNESCO 2000, 20), to which Tanzania is a signatory, stated, "Teachers are essential players in promoting quality education."

In Tanzania a number of reforms have been made in the education sector since independence, improvement have been made through Universal Primary Education (UPE), as laid out in the Primary Education Development Plan [PEDP] (MOEC 2001).

This plan, which included the introduction of free primary education in the country, identified major reforms for the primary education sector in Tanzania for the five-year period 2002–2006.

Though quantitative gains have occurred in the last three years in primary education in Tanzania particularly in student enrolment numbers the same cannot be said about the quality of education, the teaching and learning process that takes place within the classrooms and the schools. Though, many factors affect the quality of education in Tanzania, a key factor and one that largely has been neglected in government documents and plans is teacher welfare. This need is fuelled both by the government's obligation to improve teachers' lives and by the very real possibility that the government to certain extent had failed to address challenges of teachers welfare which undermines the government's attempts to achieve high-quality, sustainable UPE.

In Tanzania, strong evidence exists that the vast majority of teachers are unhappy with their teaching materials, low salaries, inadequate of training development programmes, social status within their communities, teachers housing, workload, working environment and overcrowded classes (MOEC 2003, 2004; Davidson 2004, 2005; Sumra 2004; HakiElimu 2005). The situation in Tanzania is similar to that in many other developing countries, including Zambia, Papua New Guinea, and Malawi where "it was abundantly clear that teachers' motivation is at best fragile and at worst severely deteriorating" (VSO 2002, 18).

In situations where the students per teacher ratio is increasing—in Tanzania, from 46:1 in 2001 to 59:1 in 2004 (MOEC 2004b)—and where serious concerns about the quality of pre-service and in-service teacher training exists, as well as about the calibre of the people who are choosing to become teachers (MOEC 2003, 2004a; HakiElimu 2005).

Due to these challenges of teachers, the researcher conducted the study on the challenges facing teachers in improving teaching performance in primary schools.

1:2 Statement of the Problem

Various discussions have been made in association with inadequate teaching standards in primary schools in Tanzania. The current school environments are a reward-scarce setting for a professional work and often seem to work against teachers best efforts to go professionally and improve teaching (Fraster, 1992). ETP (1995) explains that, the schools environment at primary schools level is very poor and non-conducive to learning. Pupils attend classes in poorly constructed and ill equipped schools. Further more essential school facilities such as instructional materials are in seriously short supply. Therefore, these problems become challenges that affect the effectiveness and efficiency in teachers' teaching performance in schools. To ensure that pupils gain the right education critical and detailed information are needed to help and convince all stakeholders to revise and come up with solution on how to assist teachers so that they may do what they ought to perform.

This study investigated the challenges face teachers in improving teaching performance in primary schools in Tanzania. The study was done in Dodoma Municipal Council in Dodoma Region. The Dodoma Municipal Council has been experiencing the shortage of education facilities that affect the teachers teaching effectiveness that created a gap for the researcher to work on it.

The table 1.2 explains statistically what has been stated above in Dodoma Municipal Council as an areas selected to represent another areas.

Table 1.2 School Infrastructure and furniture

NO	TYPE	REQUIRED	AVAILABLE	DEFICITY
1	CLASSROOMS	1656	888	766
2	TEACHERS HOUSES	1553	153	1400
3	DESKS	33120	9635	23485
4	CHAIRS	2908	1511	1397
5	TABLES	2710	1113	1597
6	OFFICES	92	55	37

SOURCE: Department of Primary Education: Dodoma Municipal Council (2012).

1.3.0 Objectives of the study

1.3.1. General Objectives

The aim of this study was to identify the challenges facing teachers in improving teaching performance in primary schools and how they affect students in learning.

1.3.2 Specific Objectives of the study

The specific objectives of the study were:-

- 1.To examine the challenges that face teachers in improving teaching performance in primary schools in Dodoma Municipal Council
2. To assess the teachers ‘morale in improving teaching performance in the selected schools in Dodoma Municipal Council
3. To determine the relationship between challenges that face teachers in improving teaching performance and the teachers’ morale in teaching performance in primary schools.

1.3.3 Research Questions

The following questions guided the Study:

1. What are challenges of Primary Schools Teachers at Dodoma Municipal Council?

2. What are the teachers' morale in improving teaching performance in selected Schools in Dodoma Municipal Council?
3. Is there any relationship between challenges that face teachers in improving teaching performance and the teachers' morale in primary schools?

1.4 Significance of the Study

The study found out the challenges facing primary school teachers during their delivering of education to the pupils.

This study was aimed at primary School administrator, head teachers, and parents to review their activities and plan on how they can assist in solving the challenges facing teachers for effective teaching performance by making them aware that, it was difficult for a teacher who was facing chronic challenges to deliver the right knowledge and skills which support the achievement of the pupils. Teachers who have low morale in teaching profession work with negative attitudes. The researcher observed that some teachers lost interest of their profession because of the challenges facing them. The study was conducted to be used as a guideline to education policy makers in evaluating whether their objectives were valid and to what extent they have been achieved and what further measures or actions should be taken to achieve the set goals. The information would also be used in academic contribution and managerial implication. The information that gathered and recommendation that given would be used in future research.

1.5 Scope of the Study and Limitation of the Study

This study was conducted in Dodoma Municipal Council covering 25 wards. The study also intended to be addressed to the Education Management Officers in Dodoma Municipal Council and other Stakeholders. Since the Study was a case study of DMC, the findings may not replicate the same characteristics of other District in the Country. It may differ due

to environmental factors and the community around the particular area. The study was faced by the following limitations: First, there were transport problems services in which some areas researcher used to walk on foot together information. Secondly data was collected during the beginning of term where pupils and teachers concentrated on study. Due to this the attention to questionnaire was very low and sometimes teacher refused to fill questionnaire that was distributed to them. This reduce the number of expected respondents hence reduce sample size and authenticity of conclusion made from the research findings. Some questionnaires were filled by respondents different as expected results; so reduced the reliability of information gathered; among respondents demanded to be paid money by researcher the amount which was difficult to afford to pay. The questionnaires were prepared in English language, which were a barrier due to the fact that in the area of study the most language spoken is Kiswahili, therefore translation to become very important. Time spend on completion of research report was a problem as researcher was not a full time student other time was at working station. The inadequate financial resource were also a challenge in collection of data and completion of report on the use of stationary and other research services cost. The weather were not friendly especially when it was so sun shining as the heat increased sweating and thirst, this made the researcher to collect data as it was planned.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter will deal with reviewing different literatures that are relatively reviewing to this study Enon (2003) defines that literature review is a systematic, identification and analysis of documents containing information of the study that relate to the study. The related literature of this study is categorized into sub section such as Theoretical literature, Empirical literature, Validity, Theoretical frame work and Research gap.

2.2 Theoretical Literature Review

2.2.1 What is teaching?

Mbunda (2006) states that teaching takes place when the teacher explain and demonstrates to the students a scientific phenomenon, a procedure for writing or a technique acquiring a certain skills, and anticipates that the student will learn the phenomenon, procedure, or technique from this activities. That means all activities performed by teacher through participatory method within the classroom. Normal students believe on what teacher teaches and from it learning takes place easily. Mayer (1982) says learning is a relatively change in a person's knowledge or behavior due to experience. The change is a long- term rather than a short-term one, that place or locus of the change is the content and structure of knowledge in memory or the behavior of the learner and that the cause of the change is the learner experience in the particular environment. Therefore teaching facilitates learning.

2.2.2 Teaching Theories

First, teaching is viewed as transmission of information (knowledge) from a teacher to student. The view assumes that knowledge is there to transmitted and acquired by the student. The students become a passive recipient of information or an empty vessel to be

filled with knowledge, attitudes and skills. Second, teaching is viewed as the process of transaction between teacher, student, subject matter and environment. In this view one assumes that student participation and contribution is essential during the process. Student and teacher become active participants throughout the process. Interaction become the major activity in the entire process during which the teacher is the facilitator to guide the transactions. Third, teaching is the transformation process whereby learners use the information, attitudes and skills acquired to change their view of reality, belief system and attitude from one form to another, and utilize what they have learned to solve classroom and day to day problems (Mbunda, 2006).

2.2.2 How does Teaching Occur?

Teaching occurs when the teacher interacts directly with one or more students with the intention that they will learn from the encounter parts. The teacher direct students to do certain things with the intention that they will learn from those activities Mbunda (2006).

2.2.3 Teaching Performance

Teaching performance refers to the actual behavior that a person manifests on a given occasion. Conger and Kagan (1963) speak of teaching performance as an establishment of a connection or association between stimulus and a response where prior to teaching such association did not exist. In Classical experiments of Ivan Pavlov (a Russian Psychologists) a dog was taught the response of salvation to the Cue of an electric bell accompanied with the presentation of food. Prior to that salvation did not occur to the cue of a bell, but with repeated pairings of the sound of the bell and food the bell sound alone was capable of eliciting the salvation response. Experiment with human beings had also shown that infants learned to suck to the cue of a buzzer (bell) as a result of the pairing of the sound of the buzzer with feeding. In order for learning to occur there must be both a distinctive stimulus

or cue and a response. Teaching performance in the classroom cannot be effective without the presence of teacher who organizes the learning by performing different activities to enhance learning. Teacher must be motivated by being given incentives which encourage him to teach pupils effectively to achieve education goal and objectives. Conger and Kagan (1963) state that learning is facilitated if there is some motivation (needs, goals, action) that provoke the organism to action and a reward or reinforcement. If the teacher are not well motivated response to teach lead to an event that are not satisfying to the need, that the event do not strength the response.

2.2.4. Teaching and Learning Relationship

Learning takes place when it becomes part and parcel of the entire process of teaching. That is to say whole teaching and learning process takes place in situations which are unpredictable and encounters a lot of problems Mbunda (2006). Teaching and learning goes together and if no teaching no learning at all.

2.2.5 What is Challenge?

The Oxford Advanced Learners' Dictionary (2010) defines the term challenges as an event or incident that prevents the smoothness of performing particular responsibilities in a certain institution or field. Challenges facing teachers are the difficulties that make teachers fail to teach effectively their students. Theoretical literature of this study dealt with the challenges facing teachers in teaching performance in primary schools.

2.2.6. Challenges Facing Teachers

2.2.6.1 Teaching Materials Needs

Teaching materials needs are a crucial component of working conditions. It is true that through classroom work, teachers tend to be satisfied to some extent. Some individual

however contend that such satisfaction appear to lack a background. Herzberg et al.,(1978) noted that job satisfaction was not a good reason for a teacher to choose teaching carrier for the second time. They note further that although teachers could derive satisfaction though pedagogical practice, some aspects of the working conditions were not attractive enough to make them choose carrier for the second time.

Most teachers face the challenge of lack of teaching and learning resources, some schools do not have enough textbooks, and other teaching and learning resources necessary for the molding students. Libraries in schools are ill equipped, in most cases; the few books available are too shallow to mould learner's skills (Phili, 2006).

2.2.6.2 Work Environment

What could then be the root cause of the deteriorating work environment in teaching occupation? Mantle and weeks (1994) argue that the decline in working condition has been paralleled by the decline in the respect accorded to teachers. A successful school is the one based on the interaction between teachers and pupils (ibid).That interaction must be based essentially on a reciprocal respect.

Teachers need good accommodation (houses), peaceful environment, good transport, physical condition of school, classroom building, libraries, offices, desks, chairs, textbooks, chemical and laboratory equipment's and moderate workload. The current school environments are a reward-scarce setting for a professional work and often seem to work against teachers best efforts to go professionally and improve teaching (Fraster, 1992).

ETP (1995) explains that, the schools environment at primary schools level is very poor and non-conducive to learning. Pupils attend classes in poorly constructed and ill equipped

schools. Further more essential school facilities such as instructional materials are in seriously short supply. Therefore, these problems affect the effectiveness and efficiency in teachers' teaching performance in schools.

2.2.6.3 Housing /Accommodation

ESIT (1984) observed that efforts need be done to ensure that all schools and colleges have in their vicinity, an adequate number of teachers' quarters. He also adds that the government needs to regulate the amount of rent paid by teachers such that it is not above 10% and that it is never as higher as that paid by other civil servants. But housing /accommodation is a big problem to teachers in different areas as many primary and secondary school do not have teachers' houses and no house rent is provided to them. In urban areas, teachers are forced to look for houses to rent with meager income. They can only afford to pay rents in crowded noisy environment in the slums. In rural areas, houses available are largely muddy. Due to the fact that teachers' salary is inadequate to allow teachers to rent house based on their status it becomes even difficult to pay the rent. This discourages their efforts to work as they feel that the employer does not care about their problem. Some teachers can rent house far away from the school leading to late coming in school as the result late class attendance. These areas frustrate teachers leading to poor preparation of lesson and marking students' assignments. Perhaps, because of these circumstances many good teachers leave teaching profession within the first three years (Feaster, 1992).

The World Bank (2006) states that most teachers prefer to work in urban areas which cause an enormous shortage of teachers in remote rural areas where bonuses for teachers are clearly not sufficient to compensate for hardships, and lack of appropriate housing they are facing. In urban areas there are social services like hospitals, electricity, water supply,

transport and communication networks, as well as markets which encourage teachers to remain in urban rather than in rural area where services are very poor.

2.2.6.4 Class Size

The Tanzania Education and Training Policy (1995) emphasizes on the importance of primary education to all children aged seven years. Primary education is the fundamental and foundation in transmission of culture, believes, ethics and moral characteristics of people of Tanzania. It prepare individual to be self managed and self reliance. These objectives cannot be achieved if there is no enough classrooms to accommodate pupils and provide good chances for teachers to move and guide pupils clearly on what to do. Many primary schools have no enough classrooms and teachers. Teachers face workload in the classroom. One teacher can teach up to thirty periods per week. Also pupil's teacher's ratio is almost 1:75 above the ministry of education and vocation training ratio which is 1:45 (MoEC, 1995). This has lead to the problem of overcrowded classes and poor teaching performance since the teacher is overworked and provides students few questions for easy marking.

2.2.6.5 Refusal of In-service Training Permission

Due to shortage of teachers in schools even if teacher get a training opportunity, yet they not be released to attend the programme as there is no replacement. Koda (2006) Explored the use of Teachers Resource Centre (TRUs) in Mbeya and Kilimanjaro regions and discovered that teacher do not use (TRCs) frequently due to various reasons one of them being denied permission by their leaders to attend any programme conducted in TRCs because of shortage of teachers in their Schools. Komba (1991) points out that many primary school teachers in Tanzania may teach for more than fifteen years without any opportunity to improve their knowledge through any in-service training.

Darling and Itammod (1997) found out that the shortage of qualified teachers is translated into enlarged class size, lack of access to higher level courses and poor teaching. Thousands of children in developing countries are taught throughout their school careers by parade of teachers without any preparations in the field they teach. These shortages thought are largely a problem of distribution rather than of absolute numbers. A large number of teachers especially women are working in towns where their spouses work. This causes the District Education Officer to face problems when they distribute teachers basing on deficit.

In recent years, with growing demand questions have surfaced as to whether or not teacher shortage actually exists. Those who argue yes and those who argue no are both correct. There is large number of teachers in town while there is high deficit of teachers in rural areas.

2.2.6.6 Payment of Low Salaries

Another challenge to teachers is the issue of payment of low salaries. Bruno (1986) explains that incentives such as paying salaries and bonus to teachers in hard areas to staff in different schools are not sufficient to retain teachers or enhance their teaching. Providing compensation, allowances and benefits to teachers increase motivation in teaching performance.

The Government workers including teachers are getting low salary to the extent that salary is finished in payment of debts as it is not enough. Teachers salary is being deducted 15% which is very large. Teachers have got not many workshops and seminars to attend as other Government workers. What they depend on is only monthly salary which is not enough and cannot enable them to fulfill their needs (Msuya, 2012).

World Bank (2006) Observed that in some Education institutions there is delay of payment of subsistence allowance, holiday allowance, and transfer allowance. The delay of teachers' payment affects the delivery of quality education. Liberman, (1995) echoes that monetary incentives could hardly raise work morale among the school teachers. He argues that salaries are not always a good indicator of status because an employee can obtain higher status through other ways. For example, though productivity bonuses change an individual's credentials, longer hours, department or job specific pay changes or cost of living adjustments. It is further emphasized that salaries is not even necessarily a good indicator of income, since compensation schemes often give the employees increasing proportions of their salaries in non-salary forms when they are protected (ibid).

Contrary to the above view Rosenbaun, (1978) believed that high status occupations should be more highly rewarded than lower status ones. The condition to attain high salaries is affiliated to raising the status of teachers. He further argues that status and compensation are inter-dependent to some extent nevertheless; high status is usually followed rather than preceded by high compensation.

Motivation is an important factor for teachers to perform their work effectively and efficiently. When teachers are well motivated and satisfied with their salaries in terms of amounts and timely payment, with minimum levels of harassment, good performance is realized (Mosha, 2000). When teachers are not adequately motivated and remunerated their morale lowers which results into poor commitment to classroom teaching and engage into other pet business. The high turnover rates of teachers which exists in our country currently is the result of poor motivation to teachers (Therkldsen, 2000).

It seems as if teachers have no realistic scheme of service. Salaries are based on incredible grading system, to the extent of lumping together the poorly and/or highly educated teachers.

Into exactly the same grades (Obanya, 1999). The grades among teachers tend to have a direct relationship with remunerations according to them. The lower the grade the poorer the pay is. This confirms further the low the status of teachers. Emphasizing on the roominess of teacher URT (1993) On the Tanzania Education system for the 21st century echoes that teachers are demoralized because they are dissatisfied with their working conditions being on the average and are poorly remunerated compared with the other professions.

Kyriacou (2001) explain that, student indiscipline is an obstacle to teachers. The main causes of student disruptive behavior are truants, use of drugs, lack of self esteem, dislike of teachers, and revolts against inability to do class work. The emotional difficulties, low academic self esteem. Prolonged mental effort, adolescent age, revolts against adult authority, general disinterest in school, emotional instability, and unsettled home environment influence the teaching and learning performance. Parents, teachers, and community around the School have responsibilities to ensure students follow roles and regulation which guide the school. Some students enter and leave their classrooms before the time. They leave their seats, and move around their classrooms, copy or cheat answers from others. They fail to attend parade, have low morale of learning, show emotional difficulties which sometimes are out of school for example bullying which is attention seeking behavior (Fontana, 1985).

Overcrowded classrooms prevent the teacher to deliver, to monitor teaching, mark and provide corrections at the right time. Sekwao (2004) explains that, the abolishment of

school fees in primary schools increased enrolment in standard one, leading to overcrowding of students in classes especially in urban areas. The shortage of qualified teachers has been translated into enlarged class size, lack of access to higher level courses and poorer teaching. Alabama et al (1996) argue that the class size accelerates to poor delivery of teachers, and failure of majority of students. The teacher becomes unable to assist each student when teaching in the classroom.

In most schools in Tanzania, the number of students is not in the ratio of subject teachers. Cuban (1986) states that, in developing countries, and especially in Africa, there is shortage of teachers particularly in the subjects of Mathematics, Science and Technology. Many researchers have shown that the shortage of teachers in urban areas is least compared to that of schools located in rural areas. Teachers prefer to work in urban areas causing an enormous shortage of trained teachers in more remote areas. The Government does not provide teachers compensation for the hardships and lack of appropriate housing they are facing. Lack of housing is a major obstacle to teachers in the rural areas World Bank (2006). Bennel and Akyeampong (2010) explain that decent accommodation in rural areas is a major headache for most teachers, while travel to work and house rent costs are high to teachers in urban areas. Sekwao (2004) explains that schools with shortage of teachers are not popular, and their students do not perform well in their examinations. Studies have shown that parents and pupils believe that the most important factor determining the effectiveness of a school is the existence of teachers who are able to interact with instructional methods and maintain an active learning environment of the students.

2.2.6.7 Low Performance

Low performance of students/pupils in National Examinations discourages teachers. Sekwao (2004) reported that, the performance of pupils in National Examinations in 2002

was low where 34% of the boys passed the Primary School Leaving Examination while the pass rate among girls was only 20 percent. This situation did not change in 2003. In 2003, 32-35 percent of girls passed the examination while the pass rate among boys was 47-62 percent. The government has to look on it and ensure that the problems facing teachers are solved to encourage them to work hard. The Minister for Education (2012) reported that one of the challenges that face the Ministry of Education and Vocational Training is poor performance of students/pupils in Mathematics, Science and English subjects.

It seems as if teachers have no realistic schemes of service. Salaries are based on incredible grading system, to the extent of lumping together the poorly and/or highly educated teachers into exactly the same grades (Obanyo, 1999). The grades among teachers tend to judge the salary scale among them. The teachers with first appointment receive low salaries compared to employees with the same qualification worked for many years. Also the salaries depends on education level and do not consider teachers who work hard especially in lower classes like pre-primary and standard one. This practice discourages teachers and reduces their status among other workers in different sectors. URT (1993) states that, the Tanzania Education System should consider the rights of teachers for better academic performance. Solving these challenges will lead to improved teaching commitment and high effectiveness to achieve the learning objectives.

Reynolds (1998) states that teachers have frustrations because of unsupportive classroom environment, community, financial conditions, shortage of teaching and learning resources, ineffectiveness of parent participation in learning of their children, and less involvement in curriculum change and poor performance of students in the examinations. Teachers need good accommodation (house), peaceful environment, good transport, adequate physical conditions of school classroom buildings, libraries, offices, desks, chairs, textbooks,

chemicals and laboratory equipments and moderate work load. The current school environments are a reward-scarce setting for professional work and often seem to work against teachers best efforts to go professional and improve pupils learning.

The housing/accommodation is a great problem in towns. In urban areas, teachers are forced to look for houses to rent with meager income. They can only afford to pay rent in crowded noisy environment in the slums. In rural areas, houses available are largely muddy. These areas are uncondusive for working, reading, lesson preparation and marking assignments. Perhaps, because of these circumstances many good teachers leave the teaching profession within the first three years (Fraster, 1992).

2.2.6.9 Promotion and Professional Development

It has been noted in the review that promotions may be better than salary increases as indicators of status (Lieberman, (1995). Lumsden, (1998) adds that on the other hand, promotions are also among the most important rewards in an organization and as such, they must be allocated in a way that gives hope and motivation to a maximum number of employees. Emphasizing even further on the validity of promotion as a direct device of raising employees' status. Obanya, (1999) argues that promotion is a principal means of growth in the occupational status. Apart from the benefits obtained in the process of promoting teachers, still some teachers within the teaching force believe that there are some elements of discrimination in the whole process of promotion.

The experience in Tanzania indicates that there is a good number of teachers who are less favoured in the process of promotion to the extent that they remain stagnant in one rank for more than five years (Thekildsen, 2000). Not only that but also promotion leads to the convergence of ranks among teachers of different qualifications. Such practices, apart from setting back economic advancement of teachers, it also demoralizes/under motivates them.

The Teachers Service Department TSD is an organ responsible for the promotion of teachers, its powers are stipulated in TSD regulations, and Government Notice (GN.No.459) .It operates under two basic procedures in effecting promotions. First, promotion will be based on the validity of work performed by a teacher in a current grade within a period of not less than three years. Second, teachers' promotion are effected on the basis of academic qualifications together with better performance of duties the teacher is assigned. The last condition carries more weight than the first one. This is associated with advancement through in service courses, seminars or distance studies. However, not much has changed since the problems and complaints of teachers being denied opportunity for advancement and delayed promotion are still heard.

In most African countries, teachers have no other life alternatives, the only income alternative remain in finding extra income from somewhere else, common activities are private tuition classes after rending tax driving, and in rural areas selling and consuming their own agricultural production, sell cakes and sweets to their own pupils during break time, and frequently, pupils work on teacher farms (Bennel and Akyeampog, 2007).

Harding and Mansary (2005) state that, typically, teachers who are not paid at the right time, they do not appear at school, and of they attend, they don't attend their students because they are hungry. Bennel and Akyeampog (2007) reported that in Zambia, teachers in remote and rural areas spend up to half of their salaries on transport, accommodation, meals, and costs they incur during their monthly visit to their District Education Offices for the following their payment. Gervas (2012) reported that a flawed of system of teacher's salaries, and other benefits is the main factor that are deteriorating education standards in our country. Devota (2005) noticed that the difficulty of getting promotion or salary increment is a major source of frustration and stress for many teachers.

Cole (2004) states that once a worker experiences to receive salary at the end of the service time, once it is cut off or postponed with no direction information to the employee it leads to unhappy marriage, dept problems and reduction of employee at work. Currently there have been riots and demonstration of the newly recruited teachers in different regions in the country demanding to be paid their salaries and other rights. This has led to life hardship, injury, lose of job, and change in financial position (Rwiza, 2012). Zehm (1999) states that approximately 20 percent of beginning teachers leave the teaching profession in America after their probationary period because of increased paper work, unresponsive administration, student indiscipline, delay of salary increments, low professional status, and late promotions. Gervas (2012) reports that some of the newly recruited teachers, most of whom have been posted in various rural schools in the country had abandoned their work station, while others were reported to have a 24 hours termination notice, after being subjected to work in deployable conditions, delay in salary, and payment of allowance.

2.3. Empirical Literature Review

2.3.1 Introduction

The researcher of this study has identified another study which relate to this study. The study is that which was done by Bennel, and Akyeampog (2007) on teachers' motivation in Sub-Sahara Africa, south, and Asia. An Education paper issued by the Central Research Department for the International Development, Sussex University presented challenges which face teachers as low salaries, poor teacher's accommodation, meals and transport cost during monthly visit to the District Education Offices. Not only that but also Irregular salary increment, poor support from students parents, and less involvement in education decision making are challenges that affect teachers performance. Even though, the study was conducted in Sub-Saharan countries, the study demands that the improvement of teacher challenges that they may be able to teach effectively. However, this study aimed to

identify the challenges and their effects on morale of teachers. Spear et al (2000) state without good payment, teachers provide their knowledge and their skills with low morale.

2.3.1 Teaching Performance in other Countries

Primary school teaching is the single most important professional in the World. Teachers pass on knowledge and values to children, prepare them for further education. They perform and keep pupils with skills which enable them for working life and are main contributors to good education. This most important professional however does not get the recognition it deserves. In the developed World young people do not want to become primary school teachers any more. In most developing countries the profession does not attract qualified and ambitious people because it is poorly remunerated. John, (2008) states that, teaching performance are a range of professional duties performed by a teacher at the heart of the teacher' role in the promotion of learning for all pupils. Their duties are to guide pupils to study and achieve the learning objectives.

2.3.1.1 Jamaica

The Jamaican education sector faces serious challenges in its efforts to provide quality learning opportunities for children up to age eighteen. Despite high levels of enrollment in primary and secondary schools, at each of the major transition points in the education system, a substantial number of children are insufficiently prepared to access the level ahead of them. Over 98 per cent of children 6-14 years old are enrolled, but that rate plummets to 89 per cent among children 15-16 years old, and to 47.8 per cent among those 17-18 years old. The percentage of children who reach grade 5 has been declining, from approximately 96.5 per cent in 1999/2000 to 87.6 per cent in 2001/2002, with retention rates higher for girls than for boys (91.4 per cent and 84.3 per cent, respectively).

Many students' performance has been negatively affected by challenges face teachers in teaching in Jamaica (Education state university, (2008). Issues such as the level of support to the teachers do not motivate them to improve learning. Reaction to peer pressure, one's financial Status and the effects of society and socialization of students are some external factors which hinder teachers from achieving the academic performance in schools.

The vast majority of Jamaica's school children who are enrolled in public schools are being denied the higher quality education provided in private schools, based on the socio-economic status of their families. Across the island, children contend with inadequate learning material, lack of infrastructure, outdated curricula, didactic teaching methodologies and other challenges that prevent children from learning in a child-friendly environment.

The incidence of violence by and against students, insufficient parental involvement in the activities of schools, poor parenting skills and the lack of interest on the part of some parents in the academic lives of their children, further negatively impacts on the performance of students. Maintaining an ongoing dialogue about good teaching with teachers is done through seminars, workshops, individual counseling, and course assessment activities with for faculty and teaching assistants through orientations, instructional development activities, individuals, departments, and colleges and schools. Center for teaching excellence supports their improvement, development and enhancement of university teaching, and the highlighting and rewarding of excellent teaching is achieved through: the development of teaching effectiveness evaluation of teaching performance, individual consultation on teaching practice and mentoring; the enhancement of teaching performance of mid-career and senior faculty by continuing education workshops and activities directed towards updates on new teaching and learning theory, technology, and pedagogy.

2.3.1.2 Netherland

Peter Donker (2008) states that giving priority to primary education does not compete with other sectors, it supports their development. A well educated population is also crucial for countries wanting to take advantage of market opportunities, wanting to export or to attract foreign investment. Free market access is important but what do you do with it if your country has no competitive enterprises because its population cannot read or calculate or is not innovative. Pupils should acquire the right education to enable them become good member of the society and contribute to their national development.

2.3.2.1 What makes Teachers Dissatisfied and Leave the Profession?

Work overload, poor pay and perceptions of how teachers are viewed by society are some of the one of the major sources of teacher's frustration and the administrative work load which accompanied by a career in teaching. This undermines teacher's feelings of competence and efficiency.

2.3.2.2 Pay

Another factor, which many consider demotivating and which may lead to teachers leaving the profession, is the level of pay. The level of pay for teachers is an immensely debated topic. Teachers choose a career in teaching for intrinsic reasons. Watson and Hatton 2002; Spear et al, 2001; Reid and Caudwell (1997), pointed out that many teachers are not remunerated sufficiently for their significant role in the society. A general statement that can be made here is that although teachers may not be attracted to the profession on the basis of salary, the level of salary can influence their decision to follow a career in teaching or to move to another profession. Opportunity costs had on a teacher's career choice. Opportunity cost can be defined as the salary a teacher would have earned had he or she pursued their best career alternative outside of teaching. Murnane, Singer and Willet (1989)

studied the relationship between teacher salary (and opportunity costs.) and the risk of leaving teaching. Their study, based on 5,100 white elementary and secondary school teachers in North Carolina public schools, found out that the more a teacher earns, the more likely he or she is to stay in teaching. However, the importance of salary, in predicting the likelihood that a teacher will leave teaching, diminished over time. Murnane et al (1989) endeavoured to explain the declining effect of salary on the risk of leaving teaching. They explained that switching occupations may become more difficult the longer one stays in teaching or that those whose career choices are most sensitive to salary tend to leave after only a few years in the classroom. Dolton and Van Der Klaauw (1999) conducted an econometric which highlighted the importance of the wage and relative forgone earnings in turnover decisions. Similar to Murnane et al (1989) the higher the opportunity wage outside teaching the more likely teachers are to leave teaching for an alternative career. In addition, Dolton and Van Der Klaauw (1999) found that the higher the wage in teaching the less likely the teacher is to quit a teaching job for career or family reasons.

2.3.2.3 Status of Teaching

The status of teaching is an important factor in both attracting and retaining teachers. Teachers view their role in society as being very important when teachers believe their status in society is not being highly ignored. Watson and Hatton (2002) suggest that the most outstanding negative item for teachers in terms of job satisfaction was that status of teachers in society, where 62 per cent were not at all satisfied. Spear et al. (2000) found that the major factors of job dissatisfaction were, work overload, poor pay and perceptions of how teachers are viewed by society. Teachers are essential people in the World and should be favoured as they are the base for National development. Their needs and challenges should be solved on time to ensure that pupils gain the expected results to prepare them to be good citizens.

2.3.2.4 The Importance of Teacher Policy

All countries are seeking to improve their schools, and to respond better to higher social and economic expectations. As the most significant and costly resource in schools, teachers are central to school improvement efforts. Improving the efficiency and equity of schooling depends, a large extent, on ensuring that competent people want to work as teachers, that their teaching is of high quality, and that all students have access to high quality teaching. Teacher issues are also currently high on policy agendas because of concerns expressed by teachers.

Themselves about the future of their profession – whether it is sufficiently attractive to talented new entrants, and whether teachers are sufficiently rewarded and supported in their work. As teachers are in daily contact with the students who potentially form the next generation of teachers, the enthusiasm and morale of the current teacher workforce are important influential on future teacher supply. The current timing of the upsurge of interest in teacher policy issues is particularly important. The fact that the large numbers of teachers who were recruited during the great expansion period of the 1960s and 1970s are now close to retirement is both a major challenge and an unprecedented opportunity in most countries. Although large amounts of experience and skills need to be replaced as teachers retire, a number of countries now have a once-in-a-generation opportunity to shape and benefit from substantial changes in the teacher workforce.

2.3.1. 3 China

Qualitative case study targeted the perceptions of Chinese teachers (**n=7**) who had teaching experience in China. This or Taiwan and the challenges they faced in transitioning to teach non-native Chinese students in U.S. classrooms, specifically about their teaching beliefs, styles, pedagogy, classroom management strategies of students which may be different

from that of American education system. Chinese teacher participants encountered numerous challenges including language barriers and culture shock, different teaching styles, classroom management, and inclusion of students with special needs. Chinese teachers need to be prepared to face the hurdles of having more responsibilities in classroom management, inclusion of students with disabilities, and communication with parents in the U.S. classrooms and acquire knowledge and skills of American teaching pedagogies, classroom management and special education. *Spear et al.* (2000) states without good payment, teachers provide their skills with low morale.

2.3.1.4. North America

Approximately 20 percent of beginning teachers leave teaching profession in North America after their probationary status as because of self esteem, unrelated pay to their service, lack of effective relationship with students, parents and their fellow teachers (Zehm, 1999). Teaching profession is the tough work, consume time, need settled mind and conducive environment to achieve educational objectives. There to encourage teacher to remain in education field encouragement is very crucial. Harding and Mansary (2005) added that, typically teachers who had not been paid do not appear at school, and if he comes, he doesn't work because he is hungry.

2.4 Challenges facing teachers in teaching Performance in African Countries

In the most African countries teachers have no life alternatives. They do not have any incentives as a source of income. They depend only on monthly salary. The only income alternatives remain in finding extra income from somewhere else. Common activities are private tuition classes after vending taxi driving, and in rural areas selling and consuming

their own agriculture produce. They sell cakes and sweets to their own pupils during break time, and frequently pupils work on teachers' farms Bannel and Akyeampog (2007).

2.4.1. Zambia

Bannel and Akyeampog (2012) reported that in Zambia, teachers at remote area can spend up to half of their salaries on transport, accommodation, meals costs incurred during monthly visits to the District education office for the follow up of their payment. Devota (2005) notes that the difficulty of getting promoted to permanent status is a major source of frustration for many teachers. Promotion improves teaching performance and leads to student success.

2.4.2 Kenya

Teachers who work in remote areas in Kenya have virtually no chance of being visited by inspectors, which dramatically reduces their promotion prospect, and the increment of teachers' salaries. Teachers' promotion based on inspection discourages teaching performance. They are humiliated and their effort to work becomes poor Bannel and Akyeampog (2007).

2.5 Challenge facing Teachers in Tanzania

Rwiza (2012) found that the government has said, the main root for the late payment of the new recruited teacher's salary, most of them delayed to submit necessary documents including certificate from college they studied from. They have to submit certificate to enable government to prepare and estimate the total cost for all.

Bannel and Akyeampog (2007) argues that attempt to use OPRAS system have been tried, but to date, have proved unsuccessfully, appraisal instrument are too complicated and

without major changes in pay structure, most teachers see little point in taking new system seriously. Its plan and arrangement of pages with prolonged pages has discouraged workers as well as heads of departments to make bargaining what actually employee has done well or poorly. Will and Verner (2010) state that teachers may lose motivation because they feel that their decisions, and policies are inequitable base on some arbitrary criteria which are inequitable treatment, and lack of recognitions, low salary range, may be seen as lack of respect for the professionals and inequitable when compared to the salaries of their administrators. Teachers are not involved in decision making and they have no chance to argue on what to be involved in curriculum or what rights ought to be given to them.

Nevill and Allan (2004) stated that, with the increase in accountability, teachers experience greater pressures. These pressures, and demands become a burden, some cause teachers to have lower morale or even to exist the profession. When teachers feel that they are not treated as professionals, not appreciated, recognized and overworked, that leads to low morale in performing their responsibilities.

Mayunga (2012) reported that the newly recruited teachers early last year have decided to sleep at Ujiji Municipal Council meeting hall demanding to be paid their salaries. They decided to sleep there in order to force, and make follow up for the delay of their February salary payment. Lortie (1975) says that teachers are employed but they are not paid and promoted at the right time, the teachers will not be interested in children's learning, not dedicated in teaching, and not committed to the service of education and community.

Gervas (2012) reported that some of the newly recruited teachers, most of whom have been posted in various rural schools in the country have abandoned their work stations, while

others were reported to have written 24 hours termination notes, after being subjected to work in deplorable condition, delays in salary, and allowances payment.

Cole (2004) reported that where a person is deeply committed to his or her work, and then his or her payment delays, he ends up with uncomfortable life, debts, and stress. *Isa* (2002) reported that in Arusha city in some schools students are being exploited by being forced to attend extra studies (tuition) during holidays, since teachers continue to teach extra studies where by every student is forced to pay ten thousands per month. They do that to subsidize their standard of living since the salary is not enough to fulfill their needs.

2.6. The Conceptual Frame Work

A good number of Models have been developed to explain the idea of efficiency in education. This Study adapted from the work done by Bennel and Akyeampog (2007) on teacher's motivation in Sub Sahara, Africa South and Asia. The theory is concerned with the analysis of the ways the parts are related and have an impact on each other. This means one part of the system cannot operate effectively without the presence of support from other part. When there is a connectivity and linkage between the different parts, then there might be a massive achievement of the goals and objectives in improving the quality of Education in the society.

The model is divided into three parts. First, Independent variables concerned with teachers challenges such as accommodation, salary payment, teaching materials, distance from home to school, overcrowded classes, teachers shortage, school environment, promotion and lack of participation in decision making. Second, Intermediate variables which concern with teachers morale in teaching performance. These are things which it will be fulfilled teachers can teach pupils effectively and education goals can be achieved and if not can

discourage them and encourage them in engagement in other activities, reduce attendance in the classroom, family problems, visit in education offices, extra evening classes, frustration and stress, riots and strikes, and leaving teaching professional. Third part is concerned with Dependent variables which explain about teaching performance. The teaching performance can only be achieved when independent and intermediate variables are successfully achieved. That means when mutual interaction and understanding exist among people the success becomes more effective (Lee, 2002).

MacIsaac, (1996) supported with availability of resources, it enhances the improved work performance of the teacher and hence higher achievement of pupils. Omari, (1995) states about the analysis of the way the parts are related and have impact on each other. Thus one part cannot perform well independently, but must depend on each other. When there is a mutual relationship among parts might lead to the achievement of education goals and objectives.

Cumming & Lunsford (1996) states that there is a need to ensure the existence of interaction between parts and the whole and ensure the interdependence for improvement purpose. To Masinde (2006) system thinking approach is a philosophy of structure that coordinates in an efficient and optimum manner. This approach is about seeing things as a whole, knowing that the system is made up of several entities. It enables analysis of complex problems and situations. According to Cummings and Lunsford (1996) in system thinking creation of sound goals with specific means of achieving them is a paramount importance. That is to say, if the challenges face teachers in teaching performance will be missing there will be no possibility of the government, stakeholder and other people to work on it in order to improve the academic performance of the students. They add that in teaching performance there are questions to be asked, such as what is the role of parents,

government bodies, teachers and administrators? If the school is not performing well for example. Who is at fault? Is it a teacher, a pupils or there is something wrong within the system? For example if teachers do not perform their teaching effectively, district education officers should ask themselves if they had played their roles effectively towards supporting the teacher to perform their responsibilities by giving them incentives required to support the working environment. The government also should ask what inputs have been directed to both Primary District education officers and teachers to ensure that what expected have received the attention needed. This means everyone involved in the provision of education of the pupils is accountable and play her part for the betterment of teaching performance.

Cumming and Lunsford(1996:78) again contend that education system is complex collection of interaction and interdependent processes and players and so one component teacher for example, cannot be singled out as at fault optimization of learning should focus on a whole school system not an individual school or an individual teacher. Advocating on system thinking, Richmond argues...the primary source of the growing intractability of our problems is a sighting of the links between the various physical and social sub systems that make up our reality, one will agree that system dynamics and systems thinking hold a great promise as approaches for augmenting our solution generation capacity (1993:115).Every part of the system is an integral part of the whole system to make smooth operations for the successful achievement of educational goals and objectives.

Figure. I is adopted and modified from the work done by Bennel and Akiampog (2007) to suit this study. In their conceptualization on teacher's motivation in Sub Sahara Africa ,South and Asia they state about the analysis of the ways the parts are related and have an

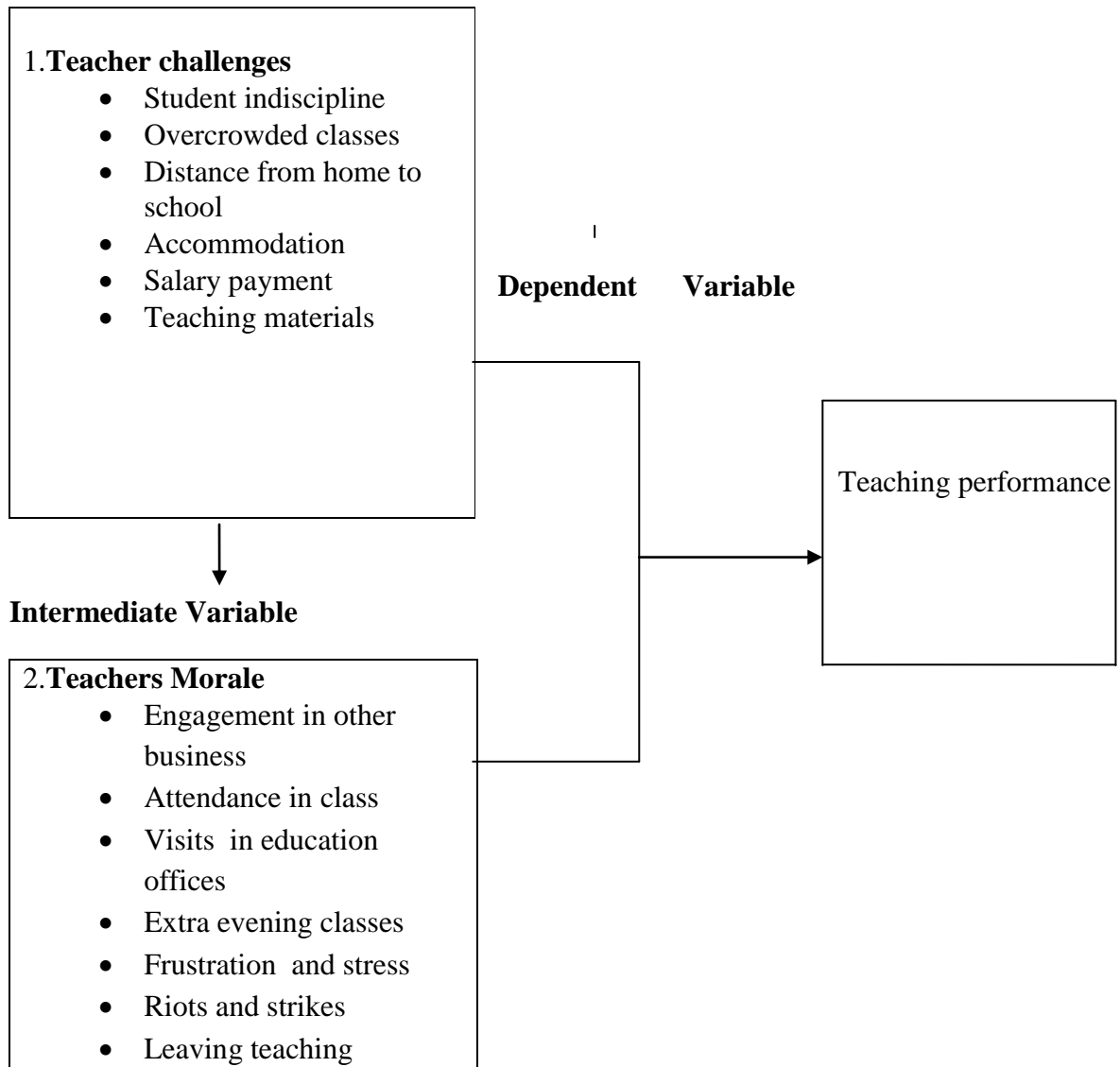
impact on each other. The conceptual frame work of this study shows the challenges that affect teachers, and teacher's morale in teaching, as the independent variables, While, the dependent variable is teaching Performance in Primary Schools.

Bennel and Akyeampog in their conceptualization of challenges face teachers in teaching performance in primary Schools contends that it is difficult to capitalize each part independently in per suit of the goal of improving education system. One has to think on the whole system and the independence of the inseparable parts. The arrows show the process from the teacher's challenges to teacher's morale and other from independent variable to dependant variable which is teaching performance .This means for a good teaching performance each part should play her own part. Bannel and Akyeampog were emphasizing on the importance of working together by considering both sides. That means the teachers as skilled and knowledgeable individuals they are human being who have similar needs as others. The government ought to ensure that, teachers challenges are solved and that conducive environment are made to allow them to perform their duties and responsibilities.

Motivation, incentives, compensation equity and other potential needs such as teaching and learning material, classrooms, teacher's houses, and desks.books should be made available. Also other stakeholders such as parent's society and community around the schools should involve themselves in contributing on school development. Teachers are the one who work hard to ensure pupils are well prepared and achieve education knowledge, skills and abilities that will enable them to contribute much in National economic, political and social development.

Figure 1.A frame work for the Challenges face teachers in teaching Performance in Primary Schools

Independent Variables



Source: Modified from Bennel and Akyeampog (2007)

2.5. The research gap

The research about challenges to teaching performance for teachers done was not adequately explored the real cause's .Therefore this research was intended to fill the

existing gaps by exploring many existing sources which will guide in finding resolutions to arrest the situation.

2.6. Relevance of Literature

The presented literature in this study is general good and they try to explain the challenges which face teachers in teaching performance in primary Schools. Some of the literature has empirical data for Tanzania context but both are relevant to the study.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with methods and procedures used in this study like: the research design, research area, data collection tools, population of the study, and sampling procedure, and final data analysis.

3.2 Research Design

Research design according to Kothari (2002) is the arrangement of conditions for collection and analysis of data in the manner that aim to combine relevance to the research purpose with economy in the procedure. It is the conceptual structure within which research is conducted.

The study was designed to show the plan, approach and strategies of investigation by following the format of the objectives of the study. This study is on the challenges that face teachers in teaching performance in primary schools a case study that of Dodoma Municipal Council.

The research set a questionnaire on whose answers were quantitative. Data were interpreted from the respondent's opinions and attitudes and answers were in numerical form. Also, the researcher used quantitative technique in presenting some arithmetical data.

The objectives of this study were assessed using quantitative design. (Mugenda and Mugenda , (2003) state that quantitative design brings facts of the study. In this case study, the challenges which face teachers in classroom teaching performance were studied from a sample of schools in Dodoma Municipal Council.

3.3 Sampling Frame, Techniques and Sample Size

3.4 Sample Frame

Population in this study included 25 wards in Dodoma Municipal Council. The wards were Makole, Uhuru, Hazina, Kizota, D/Mlimani, D/Makulu, Kikombo, Hombolo, Mpunguzi, Nzuguni, Msalato, Makutupora, Chihanga, Nala, Zuzu, Kiwanja cha Ndege, Ipala, Mkonze, Mbalawala, Mtumba, Chamwino, Ngho'ngonha, Mbabala, Kikuyu, and Miyuji.

3.5 Population and Sample of the Study

Creswell (2005) defines population as a group of individuals possessing one characteristic that distinguishes them from other groups. Ary et al (1996) define population as all members of any defined class of people, events, or objects from which the researcher is interested. According to the Educational Officer report (2012), Dodoma Municipal Council has a total number of 1553 teachers. These teachers provide teaching service in 92 government schools. Most teachers in Dodoma Municipality face almost the same challenges such as, overcrowded classes, shortage of teaching and learning materials, truants, transport costs, accommodation, and poor performance of pupils in academics and pupils' indiscipline. Since, it is neither easy nor necessary for the researcher to study the whole population; the target population of this study was six primary schools.

3.6 Sampling Techniques/Procedure

Enon (1998) defines sampling as the process of selecting the participants among accessible populations to participate in the study. People who are selected to participate in the study are called samples or subjects. A sample is a group of respondents drawn from the population in which the researcher is interested in collecting information and drawing conclusion (Kothari, 1990). In order to determine the representativeness, and the size of

sample, the quality and characteristics of the population were observed and the purpose of proper selection of the sample procedure represented characteristics of the population. (Leedy, 1980). The process of selecting participants of the sample is referred to as sampling techniques. To get sampling size from Dodoma Municipality Schools, random sampling was employed and six schools were selected using a list of all teachers from government schools. The list of these schools was obtained from Dodoma Municipal Offices. The sample schools were Uhuru, Kaloleni, Mlezi, Kizota, Chamwino, and Mnadani Primary Schools. Also the following were interviewed: District Education Office, primary school teachers and primary schools pupils. Some information was been gathered from relevant records kept in files, books, journals, booklets and the observation of real things.

3.7 Sample Size

The researcher used random sampling techniques to obtain the sample size. The respondents were Dodoma Municipal Officer 1: 20 Head teachers, 30 Primary school teachers and 20 Pupils. Contended sampling was done for the purpose of measuring the elements of population characteristics, and the conclusion was drawn by regarding the entire population (Cohen, 2000).

3.7.1 Sample Schools and Sample Size

Name of school	Number of teachers	The sample size
Uhuru	28	4
Kaloleni	33	6
Mlezi	28	5
Kizota	49	6
Chamwino	62	4
Mnadani	35	5
Education officer		1
Head teacher		20
Pupils		20
Total	235	71

Source: Dodoma Municipal Education Office (2012)

3.8. Methods of Data Collection

3.8.1 Data Type

Data of this study were collected from both primary and secondary sources. However, in any type of data collection, data was collected by using diary, pen for noting necessary information, a simple notebook, audio tape, printed questionnaire and interview.

3.8.2 Primary Data

The primary data collection involved face to face communication. The researcher obtained information through questionnaire and observation.

3.8 .2.1 Questionnaire Tools

A structured questionnaire was used in this study to collect primary data from respondents. The researcher used questionnaire to collect data from the selected schools. Questions were prepared and asked in a systematic way. This ensured a good comparison of answers from respondents on the same subject.

3.8.2.2 Observation Tools

The researcher used observation tool in direct looking for challenges that face teachers in improving teaching performance in Primary Schools in Dodoma Municipal Council. Examples were accommodation, distance of the location of schools, overcrowded classes, shortage of teachers, and lack of teaching and learning materials. Enon (2000) states that observation relies on the researcher seeing, hearing, testing, and smelling things. It does not depend on getting information through someone else.

3.8.2.3 Interview Tool

According to Cohen et al, (2001) an interview is regarded as an interchange of views between two or more people on a topic of mutual interest and emphasizes the social stiltedness of research data. It is the research tools for data collection that involves a collection of data through verbal interaction between the interviewer and the interviewee. In this study, structured interview was used to gather some information from primary school teachers, pupils and government officials.

3.9 Limitation of the Study

This study was based on the responses and comments of the respondents on the administered questionnaire. The study focused on the challenges which face teachers in their teaching profession. It was conducted in Dodoma Municipal Council based on investigation of teachers' challenges in improving teaching performance in Primary Schools. The researcher was limited by funds, the failure of respondents to provide answers at the right time, and the study focused only on the selected area of study.

3.10 Delimitation of the Study

The researcher conducted the study in the selected schools in Dodoma Municipality to collect data from teachers about their challenges. Factors that are not mentioned in the study were not considered. The challenges which face teachers during their daily activities were the only focus of this study.

3.11 Data Analysis

The collected data were screened, analyzed, organized and set to manageable by classifying and arranging them accordingly. The researched data were analyzed through the statistical package called SPSS. Also; the researcher used the measure of central tendency relative

standing and frequency distributions. Description of distribution category was used so that the respondents' views on different variables could be described in terms of tabulation number, and percentage of respondents.

3.12 Validity and Reliability of the Study

Validity in quantitative research determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit (the bull's eye) of your research objectives? Researchers generally determine validity by asking a series of question will often look for the answers in the research of others (Joppe, 2000 p.1).

In quantitative research validity is described as constructive validity. The construct is the initial concept, notion, question or hypothesis that determines which data is to be gathered and how it is to be gathered (Wainer and Braun, 1998).

The coefficient of reliability was determined with the SPSS. The questionnaire considered the reliability of the coefficient of reliability of 0.5 and above. And a pilot study was conducted in primary school in Dodoma District that was not part of the study. Those primary schools were Uhuru, Kaloleni, Mlezi, Chamwino, Mnadani and Kubota respectively.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents, analyses, and discusses findings which related by the purpose of the study, and research questions. The chapter is organized into three research objectives that guided the study. The first objectives examine the challenges that face teachers in improving teaching performance in primary schools. The second section deals with teachers' morale in improving teaching performance in selected schools in Dodoma Municipal Council. The relationship between challenges which face teachers in improving teaching performance and the teachers' morale in primary schools is discussed under section three.

The answer to the following three questions has been used to achieve the objectives.

1. What are challenges of Primary Schools Teachers at Dodoma Municipal Council?

(Objective 1)

2. What are the teacher morale in improving teaching performance in selected schools in Dodoma Municipal Council? (Objective 2)

3. Is there any relationship between challenges facing teachers in improving teaching performance and the teachers' morale in primary schools? (Objective 3)

4.2 Data presentation based on Distribution of Respondents

The section indicates the distribution of respondents in various groups. These are District Education Officer, Head teachers; Primary Schools teacher and Pupils. The section distribute respondents data on the bases of sex, age, level of education and location

4.2.1 Respondents by Sex

One (100%) male District Education Officer was interviewed, twenty Primary School Head Teachers were interviewed of whom (75%) were males and (25%) were females. Primary School Teachers who were interviewed were thirty, of whom (23%) were males and the rest (77%) were females. Twenty Primary Schools Pupils were interviewed of whom (45%) were males and the rest (55%) were females. The table 4.1 summarizes the distribution of respondents by sex.

Table 4.1: Distribution of Respondents by Sex

Respondents	Sex				Total Percentages	
	Males	Percentage	Female	Percentage	Male	Female
District Education Officer	1	100	0	0	100	0
Primary Head teachers	15	75	5	25	75	25
Primary School teachers	7	23	23	77	23	77
Primary School Pupils	9	45	11	55	45	55
Total	32	45	39	55	45	55

Source: Field work (2013)

4.2.2 Distribution of Respondents by Age

Most of the respondents who were in the age group of 12-14 years who were 20 pupils; they constituted 27 percent of the sample size. The age groups of 36-40 years and 51+ had equal number of respondents of 12 each and made 17 percent of all respondents. The fourth group was the age group of 41-45 years who constituted 8 respondents including 5 primary school teachers and 3 Head teachers that made 11 percent of the total respondents. The age group of 26-30 years had 8 respondents who were all primary school teachers. This age constituted 10 percent of all respondents. The age group of 46 to 50 constituted by 6

respondents including 3 head teachers, 2 primary school teachers and 1 District Education Officer. This age group constituted 8% of the total respondents. The age group between 31 and 35 years was constituted 5 respondents all who were primary school teachers. This age group contributed 7 percent of the total respondents. The last age group with the least number of respondents was the age group of 21-25 years which had 2 respondents who were both primary school teachers. This age group contributed 3 percent of all respondents. Table 4.2 summarizes the distribution of respondents by age.

Table 4 .2: Distribution of respondents by Age

S/N	Age	Frequency	Percentages
1	12-14years	20	27
2	21-25 years	2	3
3	25-30 years	7	10
4	31-35 years	4	7
5	36-40 years	12	17
6	41-45 years	8	11
7	46-50 years	6	8
8	51+years	12	17
9	Total	71	100

Source: fieldwork (2013)

4.2.3 Distribution of Respondents by Level of Education

A total of seventy one respondents were interviewed in primary schools. Among them, thirty-six (50.7%) were form four (grade A teachers) who were primary school teachers. The second in ranks in terms of frequency were 20 (28.2%) primary school pupils .The form six level (DIPLOMA) of Education were 8 (11.2%).The respondents with bachelor Degree were 7 (9.9%).

Table 4.3: Distribution of Respondents by Level of Education

Education level	District Education Officer		Primary School teachers		Primary school head teachers		Primary School pupils		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Bachelor Degree	1	100	3	10	3	15	0	0	7	9
Form VI Diploma	0	0	5	17	3	15	0	0	8	11.3
Form IV P/S.Teachers	0	0	22	73	14	70	0	0	36	50.7
Primary School Pupils			0	0	0	0	20	100	20	29
TOTAL	1	100	30	100	20	100	20	100	71	100

Source: Fieldwork (2013)

4.2.4 Distribution of Respondents by Location

The respondents used in this research work were teachers and pupils selected from the sampled six Primary Schools in five wards of Kizota,Uhuru,Hazina,Mnadani and Chamwino among twenty five wards within Dodoma Municipal Council. The sampled wards and the number of teachers and pupils selected from each ward are shown in Table 4.4.

4.2.5 Sample Schools

Table 4.4: Distribution of Respondents by Location

Name of schools	Teachers	Pupils	Total
Uhuru	11	4	15
Hazina	10	4	14
Kizota	10	4	14
Chamwino	10	4	14
Mnadani	10	4	14
Total	51	20	71

Source: Field Work (2013)

4.3 Data Analysis based on Respondents Responses

This section analyses data based on questions asked to classroom teachers, Primary school Pupils, District Education Officer, and interview item for Head teachers.

4.3.1 Responses from Classroom Teachers

Fifty classroom teachers were interviewed. Twenty of them were Primary Head teachers and thirty Primary School teachers. Both on their own questionnaire answered question asked to them.

4.3.1.1 Working Experience

The minimum years of experience were 4 and maximum were 35.

4.3.1.2 Responses to the Opinion on the Challenges that Face Teachers in Improving Teaching Performance

The question needs the respondents to pick or a select answer from the given table that was provided which includes the challenges that face teachers in improving teaching performance in primary schools. Below are respondent responses:

Twenty seven (53.9%) respondents strongly agree on the challenges asked to them, Seven (13.8%) said agree, five respondents (12.9%) said undecided, six (9.7%) said disagree and

five (9.7%) said strongly disagree. To make it clear the researcher summarizes the contribution of respondents in each question. Table 4.5 summarizes the responses on challenges that face teachers in improving teaching performance in Primary Schools.

Table 4.5 Responses on Challenges that Face Teachers in Improving Teaching Performance

No	Item each	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total	%
1	Students indiscipline				4		4	8
2	Overcrowded Classes	5	2			4	11	22
3	Distance the teacher walk from home to school	5				1	6	12
4	Accommodation/Housing	8	3	1			12	24
5	Salary payment	8	2				10	20
6	Teachers shortage in school							
7	Overload periods/number of period			1			1	2
8	Management system			2			2	4
9	Teaching materials	1		2			3	6
10	Pupils academic Performance				1		1	2
	Total Respondents	27	7	6	5	5	50	100
	Percentage	53.9	13.8	12.9	9.7	9.7		100

Source: Fieldwork (2013)

4.3.1.3 Responses on whether Teachers get any Professional Assistance when they Visit the Dodoma Municipal Office

Fourteen (27%) respondents said yes while thirty seven (73%) said no. The language used to some education officer are not friendly sometimes discourage teachers

4.3.1.4 Response on whether the Professional Assistance Given by the Educational Municipal Offices Assists them in Solving their Challenges in Teaching and Learning

Thirty three (66%) respondents said yes while seventeen (34%) said no. Thirty three (66%) respondents answered yes on the asked question. Eighty (16%) said that, they were given advice on the use of school environment to prepare teaching and learning materials based on resource available within the Schools. Five (10%) said that, they got an advice on being creative in using their financial resources in doing productive work that may help them to improve their standard of living. The standard of life individual lives depends on how a person plans to use a few resources available. Three (6.%) explained that they get an advice to seek loan from different banks such as NMB, CRDB, NBC,NG'O and other loan provider for improving their sustainable development. One (2%) said that they were directed to form their own group where they can meet to discuss their problems and find solutions them. Therefore the directives provided by them assist teachers to find solution on their own problem leading to high performance. Education officers should be aware when providing advice and directions to allow workers to participate fully in decision making. In doing those education achievements will be enhanced. Table 4.6 summarizes the responses on teachers' assistance from Municipal Education Offices in improving teaching and learning performance in primary schools.

Table 4.6: How the professional assistance they get help.

S/N	Advice given	Frequency	p
1.	They agree on advice given	33	66
2.	They were given advice on the use of school environment to prepare teaching and learning materials based on resource available	8	16
3.	They got an advice on being creative in using their financial resources in doing productive work.	5	10
4.	They get advice to seek loan from different banks such as NMB,CRDB,NBC, NG'Os and other loan providers for their development	3	6
5.	They were directed to meet in TRCS to discuss hard topic especial in science subjects	1	2
Total	50	50	100

Source: Fieldwork (2013)

4.3.1.5 Response on what can be Done to Improve the Level of Teaching and Learning

Forty two(82%) said that teachers should be involved in decision making, promoted on time, school environment improved, teaching and learning materials should be made available, provision of motivation and solving teachers challenges on time. Eight (18%) said that seminars, workshops, training and development improve performance as curriculum always change based on new instructions, therefore it is very important to keep teachers up to date. Increase number of teachers especially in remote areas to improve learning and teaching in schools.

4.3.1.6 Responses on Factors which Affect the Teachers' Morale

Fourteen (27.%) respondents answered always engagement in other business. Twelve (23.5%) respondents answered frequent attendance in class. Seven (16%) respondents answered sometimes visit to Education Offices. Six (12%) respondents answered seldom turnover of teachers. Five (9.8%) respondents answered not always extra classes are provided. Four (7.8%) respondents answered that not always there is teachers' strikes and riots. Two (3.9%) answered that frequently teachers are leaving teaching. The findings indicates that teachers morale were not good. This contrary with Herzberg *et al.*, (1959) pointed out that if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher morale and capabilities should be the core processes upon which efforts to make schools more effective focus. This means that highly morale and need satisfied teachers can create a good social, psychological and physical climate in the classroom.

4.3.2. Responses from Primary Schools Pupils

Twenty primary school pupils were interviewed. Eleven (55%) were female and nine (45%) were male.

4.3.2.2 Classes of Respondents

Nine (45%) were from standard VII, seven (35%) from standard VI and four (20%) from standard IV. Table 4: 8 summarizes the classes of the respondents.

Table 4.8 Classes of Respondents

Class	Frequency	percentage
STD VII	9	45
STD VI	7	35
STD IV	4	20
Total	20	100

Source: Fieldwork (2013)

4.3.2.3 Age of Pupil Respondents

The minimum age was 12 and maximum was 14 years with mean of 13 and standard deviation of 6.5 years.

4.3.2.4 Responses on Pupil attendance for Pre-primary School Classes

Nineteen (95%) said yes while One (5%) said no.

4.3.2.5 Responses on whether Pupils like their School and Learning

All respondents (100) said yes.

4.3.2.6 Responses on the Parent Education Levels

Sixteen (40%) male and twelve (30%) female respondents had secondary education. Eight (20 %) female and four (10%) males' respondents had primary education.

4.3.2.7 Responses on whether Teacher assigns Pupils assignment and Marks them

Eleven (55%) respondents said yes while nine (45%) respondents answered no.

4.3.2.8 Responses on five Problems that Affects teachers in Teaching

- Overcrowded classes.
- Inadequate classrooms.
- Insufficiency teaching and learning material such as book.
- Lack of play ground and libraries.
- Lack of school hostels for pupils to stay at the school environment.

4.3.2.9 Responses on three things which can be done in order to make the School Improve Learning

1. By making teaching and learning materials available
2. Improved school environment
3. Increase number of classes, teachers, books and houses for teachers to stay longer in the same school.

4.3.3 Responses from the District Education Officers (DEO-DODOMA DMC)

4.3.3.1 Responses on whether Teachers bring report on their Challenges Face Teachers in improving Teaching Performance in DEOs Office

Forty eighty (94%) answered yes while three (6%) said no.

4.3.3.2 Opinion of the DEO regarding on the Challenges Face Teachers in Teaching and Learning

She said that teachers should meet in groups in TRCS to make discussion on the hard topics to make them work effectively with high efficiency. Also teachers should be creative by using school environment to prepare teaching materials to improve learning.

4.3.3.3 Responses on whether the DEO think that Teachers' Challenge can make him Effective and Efficiency in work Performance

She answered that the teachers' challenges makes the department to be aware with teachers' challenges and act on it immediately.

4.3.3.4 Responses on the kind of Support that the DEO provide to Teachers in Solving their Challenges

The DEO said that the support that she provides to teachers in solving their challenges are to give an alternative way to reduce overcrowded classrooms through allowing double session in schools with large number of pupils. Distribution of capitation grants in all schools to enhance the school to use them in fulfilling school challenges especially to buy teaching and learning materials like books, chalks, pens, manila cards. Also re-employ retired staff to support schools with shortage of teachers.

4.3.3.5 Response on whether there is any Cooperation between Municipal Education and Primary Schools

The DEO answered yes. She added that there is strong cooperation among her office and Primary Schools especially in the way of providing directives, participation in

decision making, provision of seminars to teachers in TRCS, study tours and meetings within wards and the whole district.

4.3.6 Responses on what can be done to make Primary School Teachers more Useful in Improving Teaching Performance

The DEO said that provision of seminars and trainings to teachers in hard topics will improve teaching. Also she recommended strengthening cooperation between Primary Schools and the DEO'S Office in improving teaching performance will enhance learning and teaching performance in Primary Schools.

4.4 Responses from Interview Item for Head Teachers

4.4.1 Responses on Teacher Attendance in Classes

The answer was in the affirmative.

4.4.2 Responses on whether there is any Truancy

They all twenty answered yes. They explained that poor school environment, lack of education to parents, distance from home to school, poverty and diseases contribute much to truancy.

4.4.3 Responses on the Challenges Facing Teachers in Improving Teaching Performance

The head teachers answered:

- Inadequate motivation on teachers
- Inadequate teaching and learning materials
- Distance from their home to schools

- Class size
- pupils indiscipline
- In conducive school environment
- Low salary
- Poor infrastructure example classes, teachers houses, electricity, and water supply
- Inadequate number of teachers
- Lack of library

4.4.4 Responses on Measures taken to overcome these Challenges

- To ensure availability of enough books,
- Increase number of classroom, desks, and teachers' houses
- Pupils to study hard
- Solving challenge in time
- Promoting teachers
- Participation in decision making

4.4.5 Responses on whether there is any Support given to Teachers to Improve their morale in Schools

- Provision of capitation grants in all schools
- Payments of annual leave
- An advices from municipal inspector
- Support from different education stakeholders.
- Provision of seminars and meetings
- Discussion of hard topic in TRCs
- Support through provision of incentives

4.5 Assessment and Discussion of Objectives

4.5.1 To Examine the Challenges that face teachers in Improving Teaching Performance in Primary Schools. (Objective I)

Based on the findings obtained from Dodoma Municipal Council, teachers face different challenges in improving teaching performance in primary schools. They include number of pupils compared to available number of classrooms. The district has a total number of 66,240 pupils with 888 classrooms. These rooms are not enough to accommodate those pupils. The recommended number of pupils in each class is 45. Therefore, 766 classes are needed to enable all pupils to stay in class comfortably. Inadequate number of desks is another challenge that faces teachers in primary schools. Dodoma Municipality requires 33,120 desks where available desks are 9635. There is shortage of 23,485 (71%) desks which leads many pupils to sit on the floor while the teacher is teaching. The situation discourages pupils and makes them to become uncomfortable, less attentive and cooperative. Lack of teachers' houses also is another challenge to teachers. Some of the schools had no teachers' houses while those with houses, the houses are not good for human being to stay in. Dodoma Municipal Council needs 1553 teachers' houses but the available are 153 (10%) of the total needed. Their security and environment do not encourage them to work efficiently as they stay far away from the schools and walk every day long distances to school. This makes them become tired before working because of long journey. Inadequate offices are another challenge that faces teachers. The district had 55 teachers' offices with a deficiency of 37 (40%). Some of the teachers use Classrooms as their offices while others stay under trees to prepare their lessons and marking of pupils'

work. The challenge has discouraged teachers and some have decided to leave teaching professional. Other challenges are shortage of stores, tables, chairs and cupboards. Late payment of salary, promotion, training and professional and academic development, non-involvement in decision making, poor management appraisal and compensation. These challenges need to be addressed to improve teachers teaching performance. The infrastructure challenges are summarized in table 4. 9.

Table 4.9 Dodoma Primary School Infrastructure and Furniture

NO	TYPE		REQUIRED	AVAILABLE	DEFICIT	%OF DEFICIT
1	Classroom		1,656	888	766	46
2	Teacher Houses		1,553	153	1400	90
3	Latrine	Boys	1,291	488	803	62
		Girls	1,699	509	1190	70
4	Offices		92	55	37	40
5	Stores		92	25	67	72
6	Desks		33,120	9635	23485	71
7	Tables		2,710	1,113	1597	59
8	Chairs		2,908	1,511	1397	48
9	Cupboards		778	109	669	85

Source: Municipal Education Office –DMC (2013)

4.5.2 To Assess Teachers ‘Morale in Improving Teaching Performance in Selected Schools in Dodoma Municipal Council (Objective 2)

The teacher's morale in improving teaching performance has been identified from the responses of the respondents from the selected area. The morale support to teachers is not properly provided. Motivation is still low and things like seminars, teachers meeting in TRC, teacher's appraisal, provision of compensation and incentives are still a challenge to teachers. Salaries are not paid on time and due to that challenges teachers has involved in applying for loan from different banks like NMB, CRDB NBC and others. Teachers are not involved in decision making, their challenge are not solved on time. They are provided capitation grants that are not enough to support them in school development for buying books, teaching and learning materials like chalks, lesson plan, and scheme of work.

Teachers have been discouraged and they have decided to engage themselves in another business like tuition and other small business activities like cooking food. Making and selling alcohol, transportation service through the use of tax, bicycle and motorcycle. They said due to engagement in other activities sometimes pupils miss periods and attendance of teachers in classroom becomes very low.

When they visit educational offices they take a lot of time in getting services and sometimes their challenges are not solved on time. This problem leads them into frustrations and stresses those results into riots and strikes and for others to leave teaching professional. The government should take initiatives to ensure that teachers are morale supported so that they can enable them to concentrate in teaching and learning to pupils in Primary Schools.

4.5.3 To assess the relationship between challenges which face teachers in improving teaching performance and the teachers' morale in primary Schools (Objective 3)

The challenges that face teachers in improving teaching performance have been explained in relation to facilities available in primary schools in Dodoma Municipal Council.

4.5.3.1 The relationship between teacher's environment and teaching materials in primary schools

Teaching and learning materials are very important tool that enable teachers to delivery, provide instructions to pupils clearly, guiding teachers when teaching, arouse interest to pupils to learn, motivate teacher to teach and pupils to be attentive and creative. When the teacher lacks teaching and learning materials it becomes very difficult for them to teach and provide instructions as required. This results in poor pupil's performance in schools.

4.5.3.2 The relationship between teachers, number of pupils and available classrooms

Respondents responded on this by saying that 888 (54%) classrooms were not enough to accommodate 66240 pupils in primary schools. This challenge leads to overcrowded classes whereby it become difficult for teachers to move around in the classroom to direct pupils in the area with problem for them to understand easily. As the results teachers cannot provide enough questions and assignments to pupils to simplify marking. Pupils do not have enough time to ask questions or even make discussion since they use their time in making noise.

4.5.3.3The relationship between Teacher's and Teaching Environment

Respondents on answering they said that for the teacher to perform well in primary schools they need conducive school environment that encourage teachers to work and stay in the same station. But when the school has inadequate teachers' houses, no nearby hospital, road for transport and the teacher has to walk a long distance to school it discourages and

demoralize their morale to work. The government is supposed to ensure that the school environment is friendly to teachers to help them to assist pupils to perform well in lesson.

4.5.3.4 The Relationship between Teachers' Salary Payment, Riots and Strikes in Relation with Teaching Performances

The respondents said that, salary paid to teachers is very low that cannot fulfill their needs. They need money for school fees, home consumption, and self development and for contribution needed to the society where they live. These salaries are not given on time, sometimes salary increments are not added in time, poor incentives, promotion and lack of feedback for teachers' challenges encourage them to strike and stage riots and others decide to leave teaching professional.

4.5.3.5 Teachers Training and Development

Respondents interviewed said that, the frequently curriculum change had increasingly affected teaching and pupils performance. Primary school teachers need training in order to gain knowledge, skills, and abilities necessary to teach particular subjects. They also need to learn more so that they can work simultaneously with changing technology to enable them to be prepared for future. Therefore, there is a relationship between teaching and training and development of teachers if not done teachers use outdated knowledge that does not help pupil to learn. Hence, teachers should be considered to maintain quality education to manage the government to acquire well equipped people for economical, social and political development.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions arrived at and recommendations given both for administrative action, community, government and for further research.

5.2 Summary

The study was on the investigation of challenges that face teachers in improving teaching performance in Primary Schools in Dodoma Municipal Council. The study was guided by three research objectives. First, the researcher wanted to examine the challenges that face teachers in improving teaching performance in primary schools. Secondly, the researcher wanted to assess teachers' morale in improving teaching performance in the Schools. Thirdly, the researcher wanted to determine the relationship between challenges that face teachers in improving teaching performance and the teachers' morale in teaching performance in primary Schools. The respondents included twenty pupils, thirty classroom teachers, twenty head teachers and one District Education Officer. Data were collected through questionnaire, interview and observation as well as documentary review. These were then subjected to both quantitative and qualitative analysis. The findings indicate that, teachers are facing many challenges in improving teaching performance in Schools. That

challenges includes low and late salary payment, Poor school environment, overcrowded classrooms, Student indiscipline, distance the teacher walk from home to school, accommodation, teaching and learning materials, promotion and professional development and lack of teachers morale in teaching. Teachers morale are some activities in which teachers are motivated to do to assist them to cope with environment they live in .Such activities are engagement in other business, attending extra evening classes, visit in education offices, riots and strikes, attendance in classes

In this study Bennel and Akyeampog (2007) Model on teacher motivation in sub-Sahara Africa South and Asia was used to relate Independent variable which was concerned with challenges that face teachers in improving teaching performance in Primary Schools. Intermediate variables were used to indicate teachers' morale in teaching performance and the dependent variables was used to explain about teaching performance. The model was used to elaborate on how parts are related and used together to achieve a certain goals and objectives.

The Study was Guided by the following Research Questions:-

1. What are challenges of primary schools teachers at Dodoma Municipal Council?
2. What is the teachers' morale in improving teaching performance in selected schools in Dodoma Municipal Council?
3. Is there any relationship between challenges that face teachers in improving teaching performance and the teachers morale in Primary Schools?

Relevant literature was reviewed on theories and findings from relevant studies. The review of related literature included theoretical and practical information on the general over view of challenges that face teachers in improving teaching performance globally and

in Tanzania in particular has been done. The study was descriptive and evaluative research, which was carried in Dodoma Municipal Council in Dodoma Region. Dodoma Municipal Council was chosen as a case study to represent the other areas with the same challenges that face teachers in promoting an effective teaching.

The participants in the study included Education Administrators that is Municipal Education Officer. At the school level included 20 Head teachers, 30 primary school teachers and 20 pupils. The selection of primary schools was done at ward level whereby five wards of Uhuru, Chamwino, Hazina, Mnadani and Kizota were included. Teacher's respondents were selected by using random sampling, and stratified sampling while purposive sampling was used to select pupils. Instruments used in data collection were questionnaires, interviews, documentary review and observation. Numerical data were used in content analysis in different areas.

The results of the study revealed the way in which teachers are trained after completing Form IV and VI through teachers training colleges for two years for certificate teachers and diploma holders. In University Colleges teachers are trained for three years. Teachers are posted to teach in primary and secondary schools by government. Some of teachers who reject to be employed by the government they look for employment in private schools.

The study revealed the availability of the challenges that face teachers in promoting effective teaching in primary schools which affect the achievement of education goals. In schools there are not enough classrooms to accommodate students, and no teachers' houses for them to stay at school. There is inadequate teaching and learning materials such as books, teaching aids. Other challenges are low and late salary payment, pupils overcrowded in the classrooms, pupil's indiscipline; distance the teacher walk from home to school,

promotion and profession development, low performance of pupils in nation examination.

Working environment and teacher's morale in teaching also were among the challenges.

The findings revealed further that there was a variation in teacher-pupil ratios across schools within the district. In 92 primary schools in the district there was an average teacher-pupil ratio of 1:46 ranging from 1:35 to 1:60.

The study findings further showed that there was poor performance in primary schools since the study found that 127 STD VII pupils in 2012 in Dodoma Municipal Council completed school without 3Rs skills. Also the students with 70 marks below the cutting point of 100 marks were selected to join Form I in 2013. This is the challenge to secondary school teachers who receive these pupils.

5.2.1 The Implication of the Poor Results in STD VII Examination

The results may lead to poor performance in secondary national examinations. On other hand the poor result lead to increased number of unemployed people, prostitution, robbers, thief's, and increased ignorant people who are not able to contribute on national development. Peter Donker (2008) states that giving priority to primary education does not compete with other sectors, it supports their development. A well educated population is also crucial for countries wanting to take advantage of market opportunities, wanting to export or to attract foreign investment. Free market access is important but what do you do with it if your country has no competitive enterprises because its population cannot read or calculate or is not innovative. Pupils should acquire the right education to enable them become good member of the society and contribute to their national development. The government should take a strong measure to risqué the situation.

5.3 Conclusions

On the basis of the findings, the following is the conclusion of the study. The quality of education is the product of many challenges and to achieve it all those challenges must be put together and joint effort should be done to ensure that the challenges are solved or reduced so that the education objectives can be achieved. Good and adequate physical facilities, adequate teaching and learning materials, relevant curriculum, a qualified, adequate and well motivated teaching staff and good teaching and learning process will improve learning in schools. The challenges that face teachers in promoting effective teaching performance have the following disadvantages;

- Teachers have been discouraged in their efforts to assist pupils in their learning to achieve the education goals and objectives. The Tanzania Education and Training Policy (1995) emphasizes on the importance of primary education to all children aged seven years. Primary education is the fundamental and foundation in transmission of culture, believes, ethics and moral characteristics of people of Tanzania. It prepare individual to be self managed and self reliance. Teachers face workload in the classroom. One teacher can teach up to thirty periods per week. Also pupil's teacher's ratio is almost 1:75 above the ministry of education and vocation training ratio which is 1:45 (MoEC, 1995). This has lead to the problem of overcrowded classes and poor teaching. What the government and other stakeholder ought to do is to sit and find the way to encourage teachers to work to avoid poor performance as it happen last year where by pupils with low marks below cutting point of 100 marks before selected to join form one in 2013.
- Inadequate facilities such as classrooms have lead to overcrowded classrooms hence difficult in teaching and provision of few class exercises lead to poor performance in the nation examinations. Most teachers face the challenge of lack of teaching and learning resources, some schools do not have enough textbooks, and

other teaching and learning resources necessary for the molding students. Libraries in schools are ill equipped, in most cases; the few books available are too shallow to mould learner's skills (Phili, 2006). Teaching and learning materials are the main source of knowledge, skills and abilities for a teacher to teach but also for pupils to learn. Therefore teaching facilities should be made available to allow the learning to take place effectively.

- Teachers are leaving the teaching field and seek other work where they gain more returns, salary is encouraging, rights are provided on time, and compensation and incentives allows them to stay. Salary demotivating and lead to teachers leaving the profession because of the level of pay. The level of pay for teachers is an immensely debated topic. Teachers choose a career in teaching for intrinsic reasons. Watson and Hatton 2002; Spear et al, 2001; Reid and Caudwell (1997), pointed out that many teachers are not remunerated sufficiently for their significant role in the society. A general statement that can be made here is that although teachers may not be attracted to the profession on the basis of salary, the level of salary can influence their decision to follow a career in teaching or to move to another profession. Opportunity costs had on a teacher's career choice. Opportunity cost can be defined as the salary a teacher would have earned had he or she pursued their best career alternative outside of teaching. Murnane, Singer and Willet (1989) studied the relationship between teacher salary (and opportunity costs.) and the risk of leaving teaching. Teachers have no any source of income out of salaries. Teachers have got no many workshops and seminars to attend as other Government workers. What they depend on is only monthly salary which is not enough and cannot enable them to fulfill their needs (Msuya, 2012). Consideration should be made to retain

available teachers by motivating them through paying reasonable salary and incentives.

- Teacher's passive resistance in teaching due to unfulfilled challenges by the government affects pupils in learning. The status of teaching is an important factor in both attracting and retaining teachers. Teachers view their role in society as being very important when teachers believe their status in society is not being highly ignored. Watson and Hatton (2002) suggest that the most outstanding negative item for teachers in terms of job satisfaction was that status of teachers in society, where 62 per cent were not at all satisfied. Spear et al (2000) found that the major factors of job dissatisfaction were, work overload, poor pay and perceptions of how teachers are viewed by society and government. Their challenges are so many and when they presented to the respective authority are ignored and not solved on time. What the teacher decided to do is the passive resistance through which they attend to school but they do not teach. What happens is that children miss periods in classes and at the end results in poor performance. Teacher's problem should not be ignored and should be solved on time.
- Alternative ways for teachers to survive such as tuition classes, small business, and other economic activities have affected effective teaching, commitment to pupil's supervision and guidance. Cole (2004) reported that where a person is deeply committed to his or her work, and then his or her payment delays, he ends up with uncomfortable life, debts, and stress. Isa (2002) reported that in Arusha city in some schools students are being exploited by being forced to attend extra studies (tuition) during holidays, since teachers continue to teach extra studies where by every student is forced to pay ten thousands per month. They do that to subsidize

their standard of living since the salary is not enough to fulfill their needs. To avoid teachers to find option to their lives, the government, parents, society around the schools, NG'Os, and other stakeholders should put their consideration in education sector.

- Since education is the foundation for every nation, provision of poor education results into poor leaders hence, poor national development. The national economic developments depend on the number of literate people they had. The government has to ensure that her national produce educated people who will hold high position and will be able to plan for national development to its people.

The challenges that face teachers in improving teaching performance are an obstacle in education development and achievement of organization, or national goals and objectives. Therefore the researcher concludes that, initiatives should be taken to solve these challenges by considering the following suggestions:

- Teacher's challenges should be solved on time so that it does not affect the effectiveness in teaching and learning process. The Oxford Advanced Learners' Dictionary (2010) defines the term challenges as an event or incident that prevents the smoothness of performing particular responsibilities in a certain institution or field. Challenges facing teachers are the difficulties that make teachers fail to teach effectively their students. Challenges reduce efficiency on teachers working environment and lead to some teachers to leave teaching profession by seeking new paying post.
- Morale support such as compensation equity and other incentives should be given to teachers to encourage them to work hard. It is not surprising that staff morale is an issue in some schools. It would be nice if the government had the resources

available to pay teachers significantly more or to fund initiatives—such as reducing class sizes—that would make teachers’ jobs more manageable. Listening to Teachers is better able to identify both the positives and negatives in the school environment. What teachers say in one-on-one talks with the authority, what issues they bring up in staff meetings, and even snatches of teacher conversation heard in hallways provide valuable data for authority interested in keeping staff morale high. Large-scale teacher surveys also tell us much about characteristics of schools that support high teacher morale—as well as those that do not. For example, Perie and Baker (1997) analyzed data from a study conducted by the National Center for Education Statistics and found that the “most satisfied” teachers viewed their schools as supportive, safe, autonomous environments. They were also more likely to feel that staff members were recognized for a job well done, that their administration was supportive and caring, that teachers in their schools participate in making important school decisions, that government frequently discuss instructional practices with teachers, and that there is a great deal of cooperative effort among the staff. Whitener *et al.* (1997) analyzed data from surveys of teachers who had either left teaching due to “dissatisfaction with teaching as a career” or who, while still teaching, had transferred due to “dissatisfaction with the previous school.” Both groups said two factors significantly influenced their decision: inadequate support and lack of recognition from school leaders. A more recent study of North Carolina teachers analyzed teacher-provided data on working conditions in schools. The study found school leadership to be “at the heart of teacher working conditions” (Hirsch 2005). The teachers are able to work when morale is supported and mental settled.

- The government should provide opportunities for teachers to air their views and provide advice in decision making. Educational leaders should promote forms of participation in decision making that increase teachers' actual involvement in decisions concerning their duties and opportunities for development and also provide for more sharing on issues concerning the school management, particularly for women. The multidimensional approach to measuring teacher participation in decision making revealed quite high actual participation in decisions concerning students' and teachers' issues, but low levels of participation in managerial decisions. The discrepancy between the actual and desired levels of participation showed significant deprivation across all decision-making domains. Greater participation in decisions concerning teacher issues and lower levels of deprivation of participating in managerial issues are associated with teachers' perceptions of better leadership and higher collegiality in schools. The strongest predictor of both teachers' sense of efficacy and job satisfaction was their participation in decisions concerning teacher issues. Close supervision and follow up are necessary for improvement.(Jasmin, 2013).
- Discipline in schools is an essential element in the socialization of children, in the formation of their characters and in the process of education. This requires the use of certain controls which, while not threatening children's independence, self-esteem and self-confidence, will enable them to appraise their behavior rationally in terms of what is right and wrong or appropriate and inappropriate. (1) The board of management has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies there in. This code should be formulated by the principal and the teaching staff in consultation with parents and be approved by the board (2) Teachers should have a lively regard for the improvement and general welfare of their pupils, treat them with kindness

combined with firmness and should aim at governing them through their affections and reason and not by harshness and by the use of unfriendly language.

- The community around the school involvement will enhance and promote the quality of education by bringing greater awareness to the community for participation. The benefit of community participation in ongoing primary school construction includes ownership of the project, high enrollment of pupils in primary school, short distance to schools, meet construction of school target and participating in decision through school committee (Theresia L,2010). The challenges encountered during the ongoing construction of primary school are as follows, misuse of government fund, fund released for ongoing school construction was not enough to do all the planned activities, slow community participation in the contribution of materials, presence of famine, fluctuation of price of building materials, existence of multiple projects, HIV AIDS, and political ideology. Community mobilization is very crucial because it creates awareness among stakeholders, people become aware of their material resources, their leadership, their technical expertise and the kind of help they are likely to need from outside. People should be mobilized through education and training on the importance of their projects and to make them feel that projects belongs to them, with mobilization, various village resources should be identified and daily recognized within the rules and institutions that creates predictable and transparent framework of both private and public sector. In this manner, people will be in a position to make decision on matters concerning their social development. Involvement of people in ongoing primary school construction gives them power to make decisions pertaining to their social development, where people enjoy awareness of all the processes related to their social economic needs and inclinations. The study

concluded that, at community level the school committees be strengthened in order to enable grassroots stakeholders including the poor women, young people and others who are by able to contribute to be encouraged to work together.

- Teachers have to think on the rights of children. The children have the right to get free primary education. (ETP,1995) Commented that Primary Education is education given to pupils for seven years in schools. It is compulsory and free for

all pupils. Therefore teachers should consider the education ethics and provide right education to them as they have no mistake they concerned with.

5.4. Recommendations

On the basis of the findings and conclusions the following recommendations for both administrative actions and further research are made:

5.4.1 Recommendation for Administrative Actions

There is a need for employers to encourage teachers in promoting effective teaching by paying them higher salary for retaining them in work. If higher salaries are provided, it will motivate teachers to teach in different areas even where basic social services like clean water, reliable transport and electricity as well as health services are not enough. Teacher's participation or involvement in decision making should not be avoided since they are the implementers of curriculum goals and objectives. Classrooms should be improved by making joint efforts between government, parents, community around the School and other stakeholder to ensure the availability of adequate classrooms to avoid overcrowded classes hence, increase teaching performance. Teacher's houses should be built to help teachers to

stay at school environment to reduce the distance the teacher works from home to school. This will improve teaching as teachers will have enough time to prepare lesson plan, lesson notes and the scheme of work. The government has to train enough number of teachers who will be employed to reduce overloaded period to available teachers. Management system should solve teacher's challenges on time to avoid strikes and riots that can be erupted. The solution to the problem should be given on time. Promotion and professional development should be put into consideration to keep teachers up to date with changing curriculum through gaining new knowledge, skills, abilities and attitudes to enhance teaching performance in Schools by attending seminars, workshops and short courses. Teaching and learning materials should be made available for pupils to encourage them in participating fully in teaching and learning processes. Teachers should be creative by using available resources to ensure that pupils received what they were supposed to learn. Teachers have to overcome the problem of pupil's indiscipline. Their responsibilities, and duties is to train pupils, develop them, physically, mentally and sometimes spiritually to keep and transfer the traditional, culture and ethics of Tanzania. Education School inspectors should inspect teachers and make follow up to ensure that teachers attend classes and provide enough exercise to pupils to improve pupils academic performance.

5.4.2 Recommendation for Further Research

The challenges that face teachers in improving teaching performance in primary schools should be taken as starting point for enhancing teachers in secondary schools and colleges. Therefore it is recommended that. Further study should focus on the advantages and disadvantages of challenges that face teachers in improving teaching and learning in primary and secondary schools in Tanzania.

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APPENDICES

Appendices: Questionnaire of the study

THE OPEN UNIVERSITY OF TANZANIA

This questionnaire asks for information about the challenges face teachers in teaching performance. This questionnaire should be answered by marking the appropriate answers. It has got Section A, B, C and D. Respond on the questionnaire according to the instruction of the particular section. Thank you for positive responding and cooperation.

Appendices A: Questionnaire for Classroom Teachers:

A: Personal particulars (put v where appropriate)

A.1 Sex

Male.....()

Female..... ()

A.2 Education level

Form Four.....()

Form six.....()

Diploma..... ()

Degree..... .()

A.3 Professional qualification(A). Teacher (B)Tutor (C) Pupils

A: 3 Ages

Age group	v
21-25 years	
26-30 years	
31-35 years	
36-40 years	
41-45 years	
46-50 years	
50+	

A: 4 Years in service (period in years you worked as a teacher).....

A. 1-10

B. 11-20 ()

C. 21-30

D. 31-40

A: 5 please give your opinion on the following challenges that face teachers in teaching performances. The measurement for variables on the following question will be as follows:-5=strongly agree, 4=Agree, 3=Undecided 2=Disagree, 1=strongly disagree. Mark one choice in each row.

No	Item	5	4	3	2	1
1	Students indiscipline					
2	Overcrowded Classes					
3	Distance the teacher walk from home to school					
4	Accommodation/Housing					
5	Salary payment					
6	Teachers shortage in school					
7	Overload periods/number of period					
8	Management system					
9	Teaching materials					
10	Pupils academic Performance					

A: 6 Do there any professional assistance provided to you when you visit the Municipal education office? Yes () No ()

A: 7 Do the professional assistance given by the Education Municipal offices assists you in solving the challenges in teaching and learning? Yes () No ()

If the answer is Yes, please explain how the assistance you get help you in the teaching and learning

process.....

...

A: 8In your opinion what do you think can be done by Dodoma Municipality and the government in general to solve the challenges so as to improve the level of teaching and learning

A:9 Please indicate your perception for the factors which affect the teachers morale. Mark one choice in each row based on the following variables measurement 5=Always, 4=frequently, 3=sometimes, 2=Seldon, and1= not always.

No	Item	5	4	3	2	1
1	Engagement in other business					
2	Attendance in class					
3	Visits in Education Offices					
4	Turn over of teachers					
5	Extra classes					
6	Teachers strikes and riots					
7	Leaving teaching					

APPENDIX B: INTERVIEW ITEMS FOR HEAD TEACHERS

B.1. Sex.....

B.2.Age.....

B.3.Work experience.....

B.4.When was you appointed ashead teacher?

B.5. When did your school start?

B.6.How many pupils are there in your School?

Boys.....Girls.....Total.....

B.7.How many teachers does the school have?

Male..... Female..... Total.....

B.8.What is the pupil-Teacher ratio at you school?

B.9. How many stream does your School have.....

B.10.Does the teacher attends classes effectively?

B.11.Is there any truancy? Yes/No.....

If yes mention reasons.....

B.12.What are the challenges facing teachers in improving teaching performance?

B.13.What measures have you been take to overcome those challenges?

B.14. Is there any moral support given to teacher in your school?

APPENDIX C:

Interview guide for Municipal Education Officer

Name.....(Optional)

C.1.Sex.....

C.2.Educational level.....

C.3.Age.....

A.20-30 B.31-40 C.41-50 D.51+

C.4.Work experience.....

C.5.For how long have you been in this office as District education Officer?

.....

C.6 How many pupils does the District have ? Boys.....Girls.....Total.....

C.7.How many teachers do you have in your District.

Male.....Female.....Total.....

C.6 Does your District have enough Schools infrastructure?

C.7.What are the challenges face teachers in improving teaching performance in your District.

C.6.Do Head teachers bring their challenges that affect teachers in improving teaching performance in your office?

C.7.What measure do you take to solve such challenges?

C.8.Do you think teachers challenges can affect pupil's performance? Yes () No ()

Explain.....

C.9.What kind of support do you provide to teachers in solving their challenges?

.....

C.10. In your own view,what can be done to make primary school teachers improve teaching/learning?

.....

APPENDIX D:

PRIMARY PUPILS INTERVIEW GUIDE

D.1. Sex: Boy () Girl ()

D.2. Class

D.3. Age.....

D.4. Did you attend pre-primary school YES/NO

D.5. Do you like your school and learning YES/NO

D.6. Do your parents have primary and Secondary education YES/NO

Primary Education Father(Yes) (No) Mother.....(Yes)
(No)

Secondary Education Father..... .(Yes) (No) Mother.....(Yes) (No)

D.7. Does your teacher assign you home work and mark them YES/NO

D.8. Mention 5 problems that affects your teacher in teaching

.....

...

D.9. Mention 3 things which you would like to be done in order to make your school
improve

learning.....

Appendix D: Mahojiano na Wanafunzi wa Shule za Msingi.

D.1.Jinsi ya mwanafunzi.....Mvulana/Msichana

D.2.Darasa analosomamwanafunzi.....

D.3. Umri wa mwanafunzi.....

D.4. Je, umesomama somoya Elimu ya Awali.....()

(a).Ndiyo

(b).Hapana

D.5. Je, unapendakusomakatika mazingira ya shule yako ? ndiyo/hapana ()

D.6.Wazazi wakowanakiwagani cha Elimu

Baba a) Elimu ya Msingi b) Sekondari ()

Mama a) Elimu ya Msingi b) Sekondari ()

D.7.Je, Darasa linamada watii yako tishakukali wa wanafunzi Walimu wanapofundisha darasa ni?

Ndiyo/Hapana ()

D.8. Tajama tatizo 5 yanayowakabili walimu katika kuwafundisha hapa

Shuleni:-

.....

D.9.Eleza

nini ni ungependa kifanyike hapa Shuleni ili uwezeku jifunza vizuri.....