

**THE EFFECT OF TEACHERS' MORALE IN IMPROVING ACADEMIC
PERFORMANCE OF SECONDARY SCHOOLS IN BUKOBA MUNICIPAL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTER DEGREE OF EDUCATION IN
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CERTIFICATION

The undersigned certifies that has read and recommends for acceptance of a dissertation entitled: *“The Effect of Teachers’ Morale in Improving Academic Performance of Secondary Schools in Bukoba Municipal”* by the Open University of Tanzania in partial fulfilment of the requirements for the award of degree of Master of Education Administration, Planning and Policy Studies.

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DECLARATION

I, **Monica Simon Maningu** do hereby declare that this is my original work and it has not been presented for a similar award in any other University.

.....
Signature

.....
Date

DEDICATION

This dissertation is dedicated to my husband, Raymund Mutakyahwa Mutashaba and my children Gladness Claudia Kokutuma, Danstan Mgisha, Collin Agaba and Leonard Simon Kabagambe for their care and tolerance in the preparation of this work as a wife, mother and student.

God bless and reward you abundantly!!!

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ABSTRACT

This study aims to investigate the effect of teachers' morale in improving academic performance of secondary schools. This end was fulfilled by three objectives namely: to explore the existing status of teachers morale in secondary schools, to assess the motives of the existing status of teachers morale in secondary schools, and to examine the relationship between teachers' morale and schools academic performance. This study was guided by motivation and leadership theories. The study applied quantitative and qualitative research approaches and cross sectional research design. The data were collected through questionnaires and interview from 77 respondents. The findings revealed that the existing status of teachers' morale in secondary schools was below the expected standard. Majority of teachers had bad feelings about their work. The motives behind the learned status of the teachers' morale were related to salary, leadership, conducive environment for teaching and learning including enough teaching and learning materials. Generally, the findings revealed strong positive relationship between teachers' morale and schools' academic performance. However, further studies on the same topic are crucial due to the ever changing global environment, policies and drastic changes in managing secondary education in Tanzania. Major improvements are also expected basing on the current national leader's slogan of "HAPA KAZI TU" and the free education policy.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
CSEE	Certificate of Secondary Education Examination
HIV	Human Immunodeficiency Virus
PEDP	Primary Education Development Programme
SEDP	Secondary Education Development Programme
BBC	British Broadcasting Corporation
SPSS	Statistical Packaging for Social Science
NECTA	National Examination Council of Tanzania
DRC	Regional Director Coordinator
DSEO	District Secondary Education Officers

CHAPTER ONE

1.0 THE PROBLEM AND ITS SETTING

1.1 Introduction

This chapter provides background information and arguments for justification of undertaking the study on the effect of teachers' morale in improving academic performance of secondary schools. In this Chapter the researcher first traces and then presents the background information and magnitude of the problem in organizations. Thereafter, the chapter presents the statement of research problem, study objectives, research questions and rationale of undertaking the study. Finally is the organization of the research report.

1.2 Background to the Problem

According to Global Partnership for Education (user/Document/Education Global Partnership for Education on 2/5/2015) Education is more than reading and writing and arithmetic. It is one of most important investment. It is critical to reducing poverty and inequality. If all students in low income countries left school with basic reading skills people could be lifted out of poverty.

Education gives people critical skills and tools to help them better provides for themselves and their children. Education helps people work better and can create opportunities for sustainable and viable economic growth now and in the future. It also helps fight the spread of HIV/AIDS and other diseases, reducing mother and child mortality and help improves health. Education also encourage transparency, good governance, stability and helps fight against graft and corruption. According to HINDU Education is a fundamental right. It is not enough to get children in school;

we also need to ensure that they are learning. Education builds a strong sense of self-esteem, self-confidence and realization of potential. So education is considered as a social instrument for developing human resources and for human capital formation. Despite the importance of education globally, Tanzanian education sector has been facing the problem of mass failure especially in our government schools. This is evidenced by MEST report, (2009) that students are not doing better in their final examination at ordinary level (CSEE). Many factors have been identified as the sources of massive failures: such as shortage of teachers, lack of enough books, students' low entry marks, poor teachers' supervision, poor teachers' working condition (see, Haki Elimu Journal Report (2011). Different from other sectors education sector is not paid special attention with most administrators as it revealed by employee of this special sector (education) both their living and working condition.

Their future is unpredicted from their earnings and incentives compared to time spent to their career. Its speciality comes from the outcome of the functions performed by teachers in the sense that it is the key to any criteria would be for civil development. (ref. "Ripoti ya Utafiti Kuhusu Sifa za Walimu Kitaaluma, Hamasa na Moyo wa Kufundisha ya tarehe 20th October, 2011 ya Haki Elimu. However education sector have been facing different challenges including poor schools' academic performance. Different studies have been conducted to investigate the cause for the problem. Unfortunately few studies have associated teachers' morale with the poor schools academic performance. From researchers' opinion, morale can be one of the factors for the problem as it highly related to the stipulated situation by Haki Elimu Journal report (2011) on teachers living and working condition. Work place morale can be

affected directly or indirectly by income, leadership behaviour and motivation as stipulated in this research's conceptual framework. According to Chand (2016), employees' low morale is characterized by the following behaviours; frequent absenteeism, fighting among staff, and poor working conditions the opposite indicates high morale. The outlined behaviours are likely to affect ones job performance hence poor goal attainment. Moreover teachers' suffer from low morale due to low pay compared to high cost of living gap (ref. International Journal of Education and Research Vol.2 No 2 February 2014). Life costs can stress a person affecting his level of acting accordingly. Researcher's experience as a teacher agrees with teachers concern that their monthly salaries do not relate with the living costs something which is revealed by the society itself that take teaching as last option to be adopted. So employers need to consider this for effectiveness of their employee.

The issue of leadership techniques should those which influence teachers' undergo through challenges fulfilling their goals including motivation skills. The sense of ownership makes one feel satisfied as a result he will be confident with the feeling of happiness for effectiveness in their performance there is evidence from Keiser and Schulte (2009) that a positive school climate increases academic performance, enhances social and emotional skills and retains teachers. Kenneth (2006) contended that maintaining good working and living environment for teachers can boost their attitude towards teaching career. Poor working conditions depress initially high level of both teaching ability and teachers' motivation. The current popular teaching standards movement assumes that teacher performance will improve if only teacher capacity or ability changes and this is by limiting depression levels. However, morale affects one person or a group performance in their job positively or negatively on

attainment of the group or individual goal. Satisfying people can be difficult if not taken seriously as one needs to understand members expectations and ability on the particular segment of the organization. When one is confident and happy with the work to be performed is likely to use the available resources to attain the goal set. Building confidence is also a component of administrator's duties. This can bring up on how effective a teacher can become.

This is because what pushes one to act includes the feeling of readiness which is within the individual to decide on how, when and what to be done and regardless of the available resources. The purpose of emphasizing on this is to make our schools perform according to the expectation of our society by identifying the real need or the current motives for the schools to be effective. Influence of peoples' feelings on their work by cultivating job related attitudes involves building of morale through different motivational agents such as good working condition, good salaries according to money value, promotion on time and other incentives in order to build better performance in public schools (Evans, 1998).

Recently, teaching is becoming an increasingly more demanding profession in Tanzania; this is due to an increased number of schools and enrolment in particular. The question here is on how teachers should be motivated so as to improve their effectiveness at work for improved academic performance in our schools. The main goal is to identify the real teacher motivator on cultivating high morale for achievement of the set schools academic objectives and targets within or at the end of the implementation of solution towards the problem.

1.3 Statement of the Problem

Education is a central key to any nation's development and society wellbeing. Thus, performance of education sector is crucial. While Tanzania is making a good progress in improving education status through various programmers' such as PEDP and SEDP, the performance of education sub-sectors especially secondary education has been deteriorating (ref. CSSE, 2007-2013). This has made the community to raise queries on the credibility of efforts made by school owners in ensuring teachers' morale in the country and the worth of education provided to school children.

Many factors like shortage of teachers and books, selection of students with low entry marks, unsatisfactory teachers' supervision and un-promising teachers' working condition have been identified as the major factors for the performance status. However, few studies have considered teachers' morale as also important factor that may influence school's academic performance. Teachers' morale is important in the teaching effectiveness which enhances students learning and their higher performance in general.

Thus this study held a major assumption that improving teachers' morale makes teaching more pleasant and eventually school academic performance rise. Therefore, it is imperative to conduct this study aiming at exploring the existing status of teachers' morale in secondary schools, assessing the motives of the existing status of the teachers' morale in secondary schools, and examining the relationship between teachers' morale and schools' academic performance.

1.4 Research Objective

1.4.1 General Objective

The general objective of this study is to explore the influence of teachers' morale in improving secondary schools academic performance in Bukoba Municipal Council.

1.5 Specific Objectives

The objectives of the study were to:

- i. To assess the existing status of teachers' morale in secondary schools.
- ii. To assess the motives of the existing status of the teachers' morale in secondary schools.
- iii. To examine the relationship between teachers' morale and schools' academic performance.

1.6 Research Questions

The following research questions guided this study:

- i. What is the status of teachers' morale in secondary school?
- ii. What are the motives for the existing status of teachers' morale?
- iii. What is the relationship between the existing status of teachers' morale and schools' academic performance?

1.7 The Scope and Delimitation of the Study

The study examined the influence of teachers morale in improving secondary school's academic performance in Bukoba Municipality. Bukoba municipality covers about 80 kilometres square area with about 128796 people. It consists of 31 schools, of which 19 were government and 12 were private schools. The study included teachers, heads

of school, and education officers from all schools in Bukoba Municipality. The study focused on the teachers' morale and the ways this would influence schools academic performance.

1.8 Significance of the Study

The intention of the present study is to contribute to the existing knowledge on the influence of teachers' morale in improving secondary schools' academic performance. The recent study sought to provide new insights to public and private secondary schools main actors, managers as well as policy makers as inputs to support the existing prevailing efforts for high academic performance in our secondary school.

Further, the findings from the present study are expected to provide help to practitioners and policy makers as they strive to improve secondary schools performance and teaching conditions and environment. The study shall influence teachers' morale needs to be investigated so as to identify what really can boost secondary schools' academic performance. Therefore, this study will respond to the need to identify effective means that can be employed to improve teacher morale in order to meet the levels of current reforms in secondary educational achievement.

1.9 Limitations of the Study

The researcher come across a number of limitations but the major one was data collection in which some respondents could not complete the questionnaires. So to accomplish my aim I had to revisit the centre and clarify the purpose and handling of the information ethically and it was fruitful as I managed to get the dished questionnaire filled.

1.10 Definition of Key Terms

In this study, the researcher will always be referring to the following terms:

- *Morale*: A state of mind which involves feeling and emotions, created within each employee .It involves the altitude and perception towards the job, work environment, team members, managers, organization on a whole. This is exhibited by confidence, discipline and willingness to perform.
- *Teacher's morale*: Bentley and Remplel (1970) defined teacher morale as the degree to which the needs of a person are satisfied, and the person's perception of how the job situation brought the state of satisfaction of the worker to fruition.
- *School performance*: The degree of success of a school in achieving educational goal.

1.11 Organization of the Dissertation

The study contains five chapters. The first chapter is focused on the general setting and background of the research problem. Chapter two presents literature review which covers conceptual definitions of important terms of the study, theoretical and empirical literature review and establishing the existing research gap and the conceptual framework which provides an overview of the main constructs used in this study. Chapter three presents the research methodology which includes the research approach, research design, sampling procedure, research instrument, data collection procedures and analysis procedure. Chapter four provides the presentation, analyses and discussion of the research results. Chapter five comprises summary, conclusions and recommendations of this study on the influence of teachers' morale in improving secondary schools academic performance in Bukoba Municipal Council.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review which covers the already existing conceptual definitions, theoretical and empirical literature reviews as a part of establishing the existing research gap in relation with the research topic. The basis of the theoretical and empirical literature reviews fall within the limits of the existing knowledge of the concept on the effect of teachers' morale in improving secondary schools' performance.

2.2 Theoretical Literature Review

2.2.1 The Concept of Morale

The term "Morale" is more associated with a mental state which concerns with a person's confidence, hope and enthusiasm to participate in performing a task. Motives are reasons for doing something, something that cause a person to act. In this setting, there are things or factors that push one to perform a certain task. Huczynsink (2009) defined motives as socially acquired needs activated by a desire for their fulfilment. Maliyamkono and Mason (2006) defined morale as a state of mind that involves feeling and emotions, created within employee. It involves the altitude and perception towards the job, work conditions, work environment, team members, managers, organization as whole. That, this is exhibited by confidence, discipline and willingness to perform work and adherence to stipulated rules and conditions. Further in conclusive they described morale as a mental condition or attitude of individual and a group which determines the willingness to cooperate.

Bowles (2009) further defined morale as the spirit of a group that makes members to succeed. So managers and administrators need to be careful with the way subordinates are treated for achievement of the organization goal hence higher production. McFarland in Chand (2016). Morale as an intangible concept refers to how positive and supportive a group is feels towards the organization to which it belong, Haddock in Ngambi (2011). He also added that, special feelings members of the group share with others, such as trust, self-worth, purpose, pride in one's achievement, and faith in the leadership and organization success.

Morale is an intangible and subjective concept that cannot be directly measured or evaluated Venkatachalam (2015). In an Indian Journal of Research Volume 4 issue 2 considered morale as esprit de corps, a feeling of enthusiasm, zeal, confidence in individual or groups that will be able to cope with the task assigned to them. That a persons' enthusiasm for his job reflects his attitudes of mind to work environment and to his employer and his willingness to strive for goals set for him by the organisation in which he is employed. He referred morale to willingness to work. That good motivation leads to high performance morale. He classified morale into three approaches; Classical, psychological, and social approach. In classical approach he defined morale as an extent to which individual needs are satisfied and individual perceives that satisfaction is stemming from total job satisfaction. In psychological approach he defined morale as a state of mind and emotion affecting willingness to work which in turns affects individual and organisational objectives. While in social approach morale was defined as a social phenomenon which enables man to live in a society or group in pursuit of a common goal. He added that morale is a stimulation of the feeling of togetherness an identification of group interest and that of the enterprise,

fellow employees and the requirements of the job and the creation of an atmosphere in the organisation conducive to the achievement of the enterprise. Further, on nature of morale Venkatachalam (2015) referred morale in terms of health as essential good health is for any individual that is how morale is necessary for any organisation. High morale is to be built and maintained by continuous efforts. He characterised morale by the feeling of togetherness, a clear goal which is a target of production set before, observed or perceived progress towards the attainment of the goal, meaningful task to perform, supportive or stimulating leadership. Therefore, morale is a state of mind reflecting mental health, as aggregate of attitudes, feeling, and emotions. In a nutshell, scholars on morale concentrated much on types, forms and characteristics of morale rather than how is it influenced.

2.2.2 Teachers' Morale

Bentley and Remplel's (1980) defined teachers' morale as the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation p.2. Lumsden (1998) and Evance (1998) defined teachers' morale as the feeling that one has about her or his job that is based on how the teacher perceives himself or herself in the organization and the extent to which an organization is viewed as meeting teacher's needs and the expectations. Bowles (2009) defined teacher's morale as a state of individual psychological wellbeing based upon a sense of confidence and usefulness and purpose. Bowles (2009) also defined it as the spirit of a group that makes members to succeed. From the free encyclopaedia teachers' morale is defined as the job satisfaction, outlook and feelings of well-being a teacher has within work place setting. That it is based on how the teacher perceives himself or herself in the organization and the extent to which an organization is

viewed as meeting teacher's needs and expectations. It also states that morale has direct effect on productivity. Low morale may lead to reduced concentration which in turn can cause mistakes, poor services, high turnover rate, absenteeism, and poor job performance. The only question we can ask our self "Is our teachers satisfied?" this should ring in our heads for improvement of where we went wrong and maintenance of the good trend in for higher improvement.

2.2.3 Academic Performance

Performance can be expressed as the result of activities within an organization over a given period of time. Academic performance has been defined as the degree of success of a school in achieving educational goal. This includes students' success in examination and the ability of influencing teachers' morale and improves working conditions and learning environment (Haki Elimu, 2011).

2.4 Theory of Motivation and Leadership

Theories on the effect of teachers' morale in improving secondary schools' performance vary; some theories emphasize on motivation and others on leadership as the key rein forcers of teachers' morale in improving academic performance in secondary schools. This subsection dwells on only two theories basing on the existing assumptions that improving teachers' morale can contribute towards academic performance of secondary schools.

2.4.1 Motivation Theories

Motivation is defined as the source that drives behaviour; it is about incentives that make people work. Most of the motivation theorists assume that on the effect of teachers' morale in improving secondary schools' performance results from the

capability to motivate teachers through rewards, compensations administered by school managers and leaders. Teachers are satisfied through motivation thus leading them to improve academic performance in secondary schools. Vroom's expectancy theory of 1964 built an assumption that school managers and leaders should understand that school teachers have expectations about improving secondary schools performance from what they do but with different preference and morale. In this sense, school managers and leaders have to regard secondary school teachers as being moralized thinkers and able to anticipate both their future and that of secondary schools. Therefore, school managers, leaders, policy makers in the country should make sure that secondary school teachers' morale is directed towards improving academic performance. The theorist added that if teachers' morale is positively encouraged they shall be motivated towards improving academic performance since shall be and are satisfied with what they earn and also work conditions and teaching environment. This shall further encourage secondary school students to perform better hence good examination result and successful performance.

Vroom's theory divided teachers morale motivations to into two; first intrinsic motivation (meaning those related to task such as interesting and challenging job) and second extrinsic motivation (meaning those related to the job context environment such as salary, motivating working conditions, attractive leadership influence and recognition of teachers' efforts by secondary schools managers, leaders, policy makers and the government). If these are well administered teachers' morale shall be enhanced towards improving secondary school academic performance. The theory above has explained a reality on how to generate teachers' morale in secondary schools but with much emphasis on the process and says nothing on other motivators

to mention few include; secondary schools teachers' five sets needs by Abraham Maslow (1943) being psychological, safety, love, esteem, and self-actualization. The figure below summarises Maslow's idea.

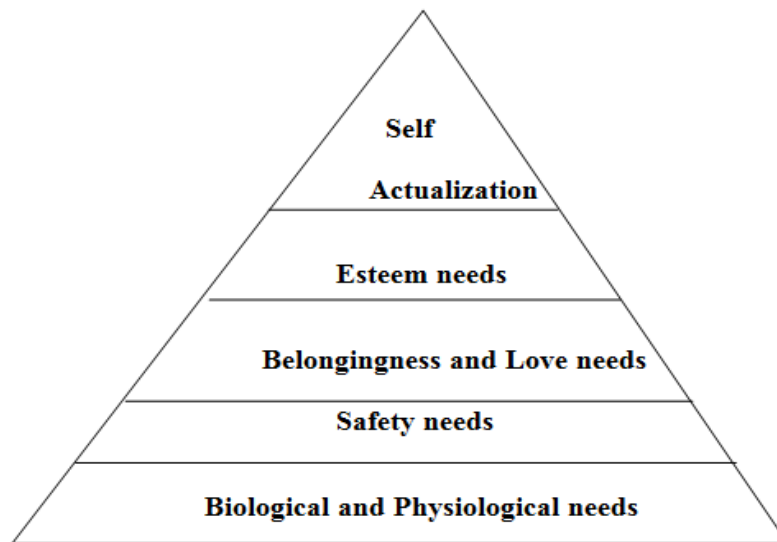


Figure 2.1 Maslow's Hierarchy of Needs (1943)

The theory explained on how men need changes chronologically depending on the fulfilment of the lowest need. Attaining one stage does not mean attainment of the expectation, it normally stimulates more and higher quality needs. That food, clothing and shelter do not terminate the needs when obtained one will look for more and different material or service. When secure different demand shall raise intimate relationships and friends this will be followed with one looking for respected from those around or closer and then ones full potential. However in pyramidal shape the number of achievers decreases from the simple to the complex needs that, meeting physiological needs does not guarantee security something need to be done to cater for. According to Maslow 1943 higher needs emerge as lower needs are satisfied also

added that as the lower needs are satisfied does not mean behaviour satisfaction. However, in pyramidal shape the number of achievers decreases from the simple to the complex needs that, meeting physiological needs does not guarantee security something need to be done to cater for. The implication is, what motivates today does not guarantee for tomorrow's motivation, so employers should be ready to learn and cope with changes.

Similarly, Herzberg (1959) found that factors causing motivation were different from that causing job dissatisfaction, the hygiene factor. He argued that there are two distinct human needs, the physiological needs and the psychological needs.

Table 2.1: Two Factors on Human Needs

Hygiene Factor	Motivation Factor
Company Policy	Achievement
Supervision	Recognition
Relationship with the boss	Work itself
Work conditions	Responsibility
Salary	Advancement
Relationship with peers	Growth

Source: Frederick Herzberg (1959).

That the hygiene factors acts as a dissatisfier if not fulfilled, however their removal does not guarantee motivation so employees must be allowed to realize their personal needs and aspirations. So leaders' creativity is needed for best performance in our secondary schools on recognizing the real motivator to teachers.

2.5 Leadership Theories

Leadership is a process by which a person influences others to accomplish an objective. As in Cohen W.A (1990) leadership is the art of influencing others to their maximum performance to accomplish any task, objective or project. There are many leadership theories in relation to the effect of teachers' morale in improving secondary schools' performance. Some focus on traits of a leader, others on behaviour of a leader and the rest on situations arising. Blanchard (1999) in their study they found that leaders should adapt their style to their follower development levels or maturity, based on their competence and motivation. Adams (1963) contended that people judge fairness of their work situation by comparing the inputs that they contribute to the output from the job. That when the two are balanced people tend to be satisfied. This was proved in this research.

According to Yukl (2002), the Participative leadership theories advocate that the ideal leader and leadership style is one that takes the input of others into account. The theories define leadership as the visionary art of leading secondary school teachers to deliberately through participation to improve academic performance. The school managers and leaders have to encourage teachers' morale through participation and considering contributions from their group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the school manager and leader retain the right to allow the input of teachers.

The theory came up with four styles applied by school managers and leaders when encouraging teachers' morale. First, a school manager or leader should focus on the work by organizing teachers to get the job done in the most efficient manner. Second,

a school manager or leader should ensure that the teachers' needs are met. If teachers' needs are met becomes happier with high morale and will put more effort into improving schools academic performance. Third, a school manager or leader should direct others by ensuring that teachers follow decisions for others and expects them to follow the same and fourthly; a school manager or leader should develop a participatory system that allows teachers to participate in decision making to benefit everyone as a whole. With behavioural theories, a school manager or leader can't therefore just choose one style and use it. The type of work, environment and the people all determine which style can be used. This makes secondary school teachers to improve academic performance since are satisfied by participating in decision making.

However, the theory justifies the importance of participatory decision making leadership and leadership styles in influencing teachers' morale as to enhance academic performance in secondary schools. The weakness realized is that the theory fails to say a little on dictatorship leadership style in relation with encouraging teachers' morale as it applies only order and force by nature. Huczynsink and Buchanan (2001) conducted a study on what motivate performance morale at workplace. They looked at motivation from three distinct but related perspectives. (Content theory, Process theory and Job enrichment theories). In content form of theories; teachers' morale motivation was viewed in terms of desired goals such wealth, status and power. In process theories aspects; teachers' motivation was viewed in terms of participatory cognitive decision- making processes concerning the individual teacher's choice of goals while by job enriched theories approach teachers' morale motivation was seen in terms of a social influence of school managers and leaders with teachers. The researcher proved that people are motivated differently

hence leaders and administrators flexibility is important in handling employee issues for better performance. Further in content theories they differentiate between drives and motives by defining drive as an innate, biological determinants of behaviour activated by deprivation and motives are socially acquired needs activated by a desire for their fulfilment. The content theories described Abraham Maslow's human hierarchy of needs. Apart from explaining how to develop teachers' morale the researcher duplicated what Maslow (1934) and Vroom's (1964) explained in their theories.

In another place Maslow conducted a study in Europe on employ morale needs in (1943) and realized that employees' morale was motivated by nine needs condensed to five sets being psychological, safety, love, esteem, and self actualization. The basic needs were arranged in order of their importance that when the physiological needs (hunger, thirst, sleep) are satisfied are replaced by safety needs (desire for protection against danger or deprivation) when satisfied are replaced by the need for love or belonging to, when the need for love or belonging are satisfied then esteem needs and respect which are affected by the need for recognition and appreciation. Then self actualization or desire for self fulfilment is argued by individuals as self development, creativity and job satisfaction. Maslow suggests that pay or reward for the lower levels would not satisfy the individuals' higher level needs. If these needs are administered to secondary school teachers shall be moralized and directed towards improving academic performance. In another place Douglas McGregor (1960) conducted a study in an industry plant in Europe and formulated two theories on individual's behaviour and morale at the work place, Theory X and Theory Y. Under theory X assumes that people are lazy; they hate to work to the extent that they avoid it. They have no

ambition, take no initiative and avoid taking any responsibility, all they want is security and to do their work, they must be rewarded, coerced, intimidated and punished. Unlike theory X, in theory Y, McGregor believed that people are motivated to learn and that work is their natural activity to the extent that they develop self-discipline and self-development. They see their reward not so much in cash payments as in the freedom to do difficult and challenging work. The job of the school manager in building morale is therefore to make a link within the individual's wish for self-development with the needs of the organization for efficiency in production. So leaders have so much to contribute according to make their subordinates' performance as expected by either fighting weaknesses or supporting strengths.

Notwithstanding Venkatachalam (2016) conducted a study to describe the types of morale needed to improve academic performance. In this study explained that morale can be divided into two major groups being individual and group morale. Provided that individual morale refers to a single person's attitude towards work, environment and other factors and group morale is the one which reflects the general attitude of the group. McFarland in Chand (2016) added that high morale exists when employee attitudes are favourable to the total situation of a group and attainment of its objectives while low morale is exhibited when attitudes inhibit the willingness and ability of an organization to attain its objectives.

2.6 Empirical Literature

This section presents empirical literature pertaining to the Teachers' Morale in the global environment. It covers experience from countries outside Africa, African countries and Tanzania experience.

2.6.1 Experiences on Teacher's Morale

Teachers experience showed that teaching profession was left without much consideration on what should be done exactly to make it more attractive compared to the rest. Teachers have complaining on their life status in relation to their colleague who opts for different career as related to different studies made. According to Anderson in his book *Teacher Morale and Students Achievement* he wrote on teacher morale was a general problem during world war 1, the depression of 1930's, and World war II. That regarding the classroom teacher, there were evidence for teachers leaving the classroom during World War II and the remained was vocal in their dissatisfaction with the profession. This again was evidence that teachers' morale have been a problem worldwide and is historical in nature. Compensation, communication, and a positive work environment are the significant factors in the work place.

In one of their report BBC news reporter on 2 of January 2013 from the department for education said that for education standard shall be achieved "by giving power to head teachers, attracting the best graduates and professionals, and helping those teaching now to do their jobs even better". The implication there is that teachers were not performing effectively that is why the reporter was calling upon for those concerned especially the owners of schools to check with the situation. This was from the study which suggested that teacher morale was dangerously low in England and Wales, that more than half (55%) of teachers described low morale and 77% said that the government's impact on education in England was negative. This has made the developed countries to satisfy teachers and students for better performance of their schools. However very few researches have been conducted by Bennell and Akyempong (2007) studied *Teachers Motivation in Sub-Saharan Africa and South*

Asia. They found that in urban areas teachers and student's morale was high as compared with rural areas. When determining whether teacher morale affected the standard of academic achievement the findings reflected that academic achievement was synonymous with teacher's morale hence were in complement. It was realized that what teachers do is a function of three interdependent variables: motivations, abilities, and the working conditions, or the situations in which they work. In Tanzania teachers seem to lack self-confidence. Some seem to dread teaching so much that they would opt out if they could. This is because they tend to lose morale. Gosnell, (2000) supported the view by explaining the outcomes of building teacher morale highlighted that confidence cannot be faked but it is something that can be built. If teachers are confident with the management they are likely to be moralized and motivated. This includes the issue of their monthly earnings, training and some upkeep incentives.

In Africa the issue of morale has been addressed by different researchers who were trying to work on the real solution for the problem. Most of the African countries have been affected by the shortage of resources and capital in general. Lack of commitment towards improvement of the education sector has made the situation worse so African governments have to deal with the issue seriously for improvements. Prof. Steyn from the Department of Further Teacher Education Unisa in his study ‘ A theoretical Analysis of Educator Motivation and Morale 2014 showed that Prof. Kader Asmal, the minister for Education, had stated that educators morale in all communities in South Africa is low and that their morale was affected by different factors depending on age, length of services, qualifications and experience, resources available, aspirations with respect to career development, priorities and social factors. The findings of his study revealed that educators are influenced by both intrinsic and

extrinsic factors (Barnabe & Burns 1994; Eimers, 1997:125). That the intrinsic factors identified in the study included : interaction with learners, accomplishment, recognition and praise, task significance and autonomy while the intrinsic factor identified were as follows: salaries, promotion, relationship with colleague, job security, fair treatment, respect, unreasonable working hours, disciplinary problem, and lack of parent commitment.

Different from Perumal, Kariuki et al. (2014) on her study “ secondary school teachers perceptions of the factors that influence their morale and commitment to work” in Nakuru district the results showed that teachers highly committed to their work characterized by les’s absenteeism, lower burnout, less dysfunctional classroom behaviour and high productivity. She also added that remuneration, availability of training opportunities, responsibility given in school, participation in decision making, social status and job security as morale drives. He disagreed with the correlation between experience of the teacher and their commitment to work and their age, experience, and gender. Negating, Aaach (2010), that there was no significant relationship between motivation and teacher performance. That despite their career problem teachers still worked hard fulfilling their responsibilities however he learnt that teacher salary need some improvement to meet with the increased living cost.

According to Bernnell et al. (2007) in his study on Teachers Motivation in Sub Saharan Africa and Asia, he found that there was a crisis on teacher motivation and the level of motivation varied from country to country while in Ghana and Zambia teachers were poorly motivated compared to other parts of Africa. He mentioned some factors such as accountability, policy environment, security and conflict, pay and

career progression, teacher competence, working and living conditions, teacher management and professional support. He also suggested on the means to tackle the situation for attainment of the millennium goal. Incentives for rural teachers, improved conditions of services, attractive career structures, and increased teacher accountability were his concern on improving morale among teachers. In addition Adegan et al. (2002) in Bukola conducted a research on Teachers' Work Environment as Correlate to Classroom Management in Ekiti State Government Schools in Nigeria and observed that "most of the persistent problems and complications that bedevilled classroom management arises from either lack of information and poor capacity for information management. The studies confirmed that moralized and satisfied workers are more effective though now day's workers need more recognition. The researcher concentrated much on work place environmental constraints.

O'Day (1996) studied The Effect of Teacher Morale on Student Achievement in an Urban Denominational Elementary School. This study sought to determine whether teacher morale affected the standard of academic achievement at an urban denominational primary school in Trinidad and Tobago. It was realized that what teachers do is a function of three interdependent variables: motivations, abilities, and the working conditions, or the situations in which they work. In Tanzania teachers seem to lack self-confidence. Some seem to dread teaching so much that they would opt out if they could. This is because they tend to lose morale. Explaining the outcomes of building teacher morale highlighted that confidence cannot be faked but it is something that can be built. If teachers are confident with the management they are likely to be motivated. This includes the issue of their earning per month, training and some upkeep incentives.

2.6.2 Experience of Teachers' Morale from Tanzanian Secondary Schools

In Tanzania the issue of teachers and schools performance were much addressed after the massive failure in schools in 2008 to 2012 though still an issue to date. Different strategies were made to calm the crisis but seem not to be permanent as teachers are still complaining on the way they suffer socially and economically. The researcher was trying to analyze some of the indicators and the way forward for better performances of our schools academically in relation to what others have done. Mruma (2013), on her study "The Effect of Motivation Factors on Teachers' Performance in Tanzania Education Institution" the case of Nyamagana district Mwanza found that teachers in public secondary schools were not happy with the so called intrinsic and extrinsic motivators by the time, something which resulted to below average performance in their school. She recommended that teachers salary level were to be considered including free meals, free accommodation, weekly allowances, recognition, responsibility allowances, work environment, personal growth also close supervision were to be checked.

Ngimbudzi (2009) conducted a research on "Job Satisfaction Among Secondary School Teachers in Tanzania" The Case of Njombe District in Tanzania and found that teachers were satisfied with the meaningfulness of the job, social benefits and support from administrators but not satisfied with job characteristics such as pay, fringe benefits, bonuses, promotion process and procedures, in service training, professional growth and appreciation. Also Mkumbo (2012) on the journal on International Education Studies vol.5 No 3 published on may 22 2012 wrote a research report on Teacher's Commitment to, and Experience of, the Teaching Profession in Tanzania. The report revealed that teachers' commitment to the teaching

profession was low from factors such as poor working condition, low status accorded to teachers by the government and the community. With the findings he suggested that the government and other stake holders should address the issue of poor working condition for teachers, poor pay and promotion procedures to raise the level of motivation to teach. Wolhuter et al. (2012) on his study “What inspires south Africa Student Teacher for their Future Profession”? Said that no research is available about what exactly inspires, motivates or drives student teachers to involve them on teacher education.

2.7 The Motives of Teachers’ Morale in Secondary Schools

Richardson (2014) study findings revealed that employees’ compensation, communication and a positive work environment were significant factors in the work place. To add on that Ngambi (2011), conducted a study on morale, he found that morale can affect performance and productivity, furthermore morale is affected by both internal and external factors and that there is relationship between leadership and morale. This was evidenced by Lyimo (2014) on his study published in the International Journal of Education which showed that teacher’s low salary affected teaching professional by decreasing status of teachers. Likewise, Jinjevu (2013) on his study on employees performance found that there was a direct relationship between job satisfaction and employees performance and that motivation is the catalyst for higher performance.

Furthermore, Venkatachalam (2016) in his study on influencing morale stipulated that morale can be high but leading one to low productivity due to lack of training , ineffective supervision, and restrictive norms of the informal group. Further,

explained that teaching has many appeals to young people but the profession will not attract qualified teachers as long as it is associated in the minds of the public with low salaries. In understanding the researchers views, pointed out factors demoralizing teachers morale and academic performance.

From the theoretical review, it has been realized that building teachers' morale involves motivation and creativity of the supervisors was necessary for Employee's satisfaction and can lead to high performance at the work place and effectiveness in their responsibility if their attitudes are favourable to the attainment of the organizational objectives (Venkatesh, 2015). Morale is an intangible and subjective concept that cannot be directly measured or evaluated (Venkatachalam, 2015). Sometimes it is difficult to notes ones morale but productivity, absenteeism, grievances can tell. Herzberg (1966) a behavioural psychologist, added that factors that led to job satisfaction were different from those which lead to job dissatisfaction and called this two- factor theory of motivation, the hygiene and motivator factors. The hygiene factors include organization supervision, interpersonal relation, working condition, salary, status and security as the function of morale.

2.8 Research Gap

From the literatures reviewed on the research topic, some gaps were observed. First of all, as for all literatures the gap observed was that few researchers used quantitative approach to conduct their studies and not in Bukoba Municipality. Thus, this motivated the researcher to apply quantitative and qualitative design to describe its worth to the study. The second gap was on coverage whereby many researchers conducted similar studies in Europe few studies covered the effect of teachers' morale

in improving academic performance in Tanzania thus motivated the researcher to conduct similar study by reflecting Tanzania environment. The third gap was on the study setting whereby the researchers conducted their study basing on public schools in Europe and Nigeria. This encouraged the researcher to conduct a similar study by focusing on both public and non public schools setting in Tanzania.

2.9 Conceptual Framework of the Study

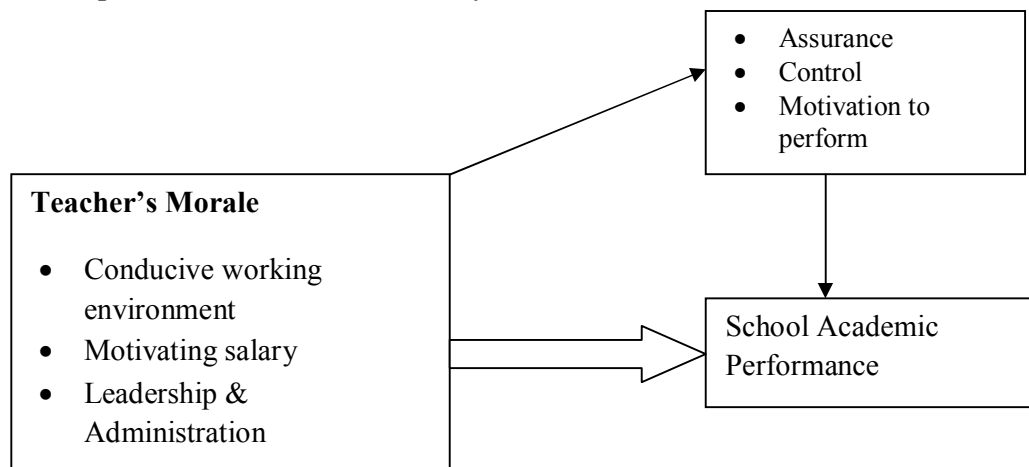


Figure 2.1 Conceptual Framework

Source: Research Insight (2017).

The figure above shows the major three elements of the study, the researcher aims at showing the relationship between them. Teachers morale and school academic performance have the direct relationship on the sense that, high teachers morale will affect the academic performance positively while low morale shall lead to low morale which is the negative effect. Having teachers who have high morale are likely to perform better hence good school performance. This is to say school performance depends on the morale of the teacher. Teachers' morale is independent but depending on other motives such as environment conducive to working, salary, and leadership

which moderate the relationship between the two variables as indicated in figure 1.1. The major variables of this study were grounded from motivation and leadership theory. It is believed that when teachers are motivated and handled well by the leaders are likely to perform better. The motives for the relationship above as indicated in figure 1.1 are expected to be environment conducive to working, salary and good leadership. With the working environment we expect a school to have good supply of books, recommended number of students in class, proper housing and infrastructure.

For the salary, it is obvious as employees teachers have been paid monthly but how much for how long at what range with other sectors. Those are things to be considered when discussing on the payment or salary issue. Lastly the researcher wants to check on with the effect of leadership on teacher's morale. The researcher assumed that leadership would act as a mediating variable between teachers' morale and school academic performance. To conclude the researcher wants to know the real teacher motivation for the better performance of our schools.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This part presents the research methodology. The methodological procedures such as the approach and design adopted have been described. The chapter further explains on the area of the study, population of the study, the sample and sampling procedure, research instrument, validity and reliability of the study, data analysis plan and ethical consideration.

3.2 Research Design

According to Christensen and James (2008) a research design was described as a clear specification of what is being studied and determination of the best way to accomplish it. Therefore a research design is a blue print or a plan for obtaining information to achieve the research objectives and goals. Further (Kothari, 2004, p.31), defined research design as a conceptual structure within which research is conducted and constitutes methodologies for data collection, measurement and analysis of variables. In this study, cross-sectional research design was adopted to study on the impact of teachers' morale in schools' performance. The main reason of choosing cross-sectional research is to collect large amount of data at once that would enable understanding of the influence of teacher's morale in enhancing school academic performance.

3.3 Data Collection Methods

Kothari (2003, p.31) defines research approach as the arrangement of conditions for the collection and analysis of data in a manner that aims to combines relevance to the

research purpose. With reference to the chosen research design, the researcher used quantitative qualitative research approaches to study the effect of teacher morale in secondary school's academic performance. The approach was chosen because was expected to help the researcher collect data from a large number of people within a short period of time and thereafter minimise research costs for the study while understanding the influence of teacher's morale in enhancing school academic performance.

3.4 Area of the Study

The study was conducted in Kagera particularly Bukoba municipal. Bukoba municipality covers about 80 kilometres square area with about 128,796 people. This was because in the area there were schools which used to perform better formerly but was among the deprived schools identified on massive failure. However, with the private schools most continued doing better. Also the researcher was familiar with schools within municipality in the sense that their locations were to carter research budgetary implication and time to accomplish the study.

The researcher also assumed that the findings obtained shall be reliable basing on the research question and objectives. The researcher believed that the abundance experience of the study area was necessary for provision of reliable data and information worth to the research topic which was to be obtained easily from the respondents within specified time and costs. Bukoba Municipal consisted of 573 teachers in general, with a total of 31 schools of which 19 were government schools and 12 private schools.

3.5 Data Collection Instrument

According to Parahoo (1997:52,325), research instrument is the tool used in collection of data. Questionnaires which are self-administered and standardized were used in data collection. They contained both open and close ended questions. According to Saunders et al. (2003) questionnaire is the data collection tool in which respondents are provided by set of questions. Questionnaires have been chosen for this study because the researcher assumed that questionnaire should provide a room to ask the respondents the same question using the open and closed form in a standardized self administered approach to ease data collection process in a reliable way in relation to the study topic. The questionnaires were distributed to respondents to enable the researcher to collect data within time and to avoid bias. Participants were asked to fill in the questionnaire according to the instruction under each question as they appear in Appendix 1. The researcher decided to use this source believing that respondents will be free to give their views as privacy was guaranteed by the researcher.

3.6 Population of the Study

According to the oxford dictionary population is defined as a particular group of people having the same characteristics living in a place. For the study the targeted people are those within the study area and this will include teachers, heads of school, and education officers from Bukoba Municipality. The total number of respondents was 77 out of which 10 were the headmasters, 02 District secondary education officers and the rest were teachers.

3.6.1 Sample and Sampling Procedures

A sample is subgroup of the target population that the researcher plans to study for purpose of making generalization about the target population. According to Kothari (2004), a sample is a part of the target population and a researcher should be most careful in selecting a sample that will represent the whole population under investigation. Basing on Jackson (2009), to achieve the representativeness sampling procedures should follow certain standards and methodological principles. In this study, probability sampling (random) techniques was used to get the research participants for having correct data. At different levels, teachers were asked to complete individual form of questions which involved 55 teachers from 10 of 31 schools, 10 heads of schools from the sampled ones and 2 municipal secondary education officers.

Table 3.1 Study Sample Size in Percentage

Category	Total	Percentage
Teachers	65	84%
Head of Schools	10	13%
District Secondary Academic Officers	02	03%
Total	77	100%

Source: Field data (2016).

3.6.2 Validity and Reliability of Research Instruments

Validity and reliability of the research are used in determining the quality of the research instrument used in data collection as elaborated below.

3.6.3 Validity of Research Instruments

Validity of the study is fundamental. The researcher was confident of the research strategy used. Likewise, the researcher reviewed and refined items of the research instruments so that it measures what was intended (Kothari, 2004). A pre-test of the

questionnaire was conducted to confirm the degree to which it is likely to measure what was expected to be measured.

3.6.4 Reliability of Research Instruments

To ensure consistency of the research instrument the researcher carried out a pilot study in 2 schools which were excluded in final data collection.

3.6.5 Data Analysis Plan

According to Kothari (2004) data analysis means transforming raw data collected from the field so as to obtain meaningful information to meet the objective of the current study. Data were collected quantitatively, analyzed into the Statistical Package for Social Science (SPSS) and normal tallying to allow analyzed study to key variables.

3.6.6 Ethical Consideration

The research permit provided helped in getting permission from the study area authority (The Bukoba Municipal Director) for the research data collection. Also privacy was adhered to for maintaining confidentiality of the information obtained during data collection. That information obtained was for the research purpose only and not otherwise.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The purpose of the study was to examine the effects of teachers' morale in schools' academic performance. The results of the study are presented in this chapter and the summary of the major findings of the research shall be provided according to the research questions. The data was analyzed by using simple frequency counts and percentage. First part of the chapter presents respondents bibliographic features.

4.2 Findings on Respondents Biographic Features

The study presented at first the findings on the respondents' biographic features of (n=77 (100%)) basing on three categories of respondents being secondary school teachers (n=65, 84%), head teachers (n=10, 13%) as well as secondary school education officers (n=2, 3%). These were categorized due to the fact that each group of respondent as sampled had its own questionnaires to respond.

Table 4.1 Respondents Biographic Features

Category	Frequency	Percent
Teachers	65	84%
Heads of School	10	13%
Education Officers	02	3%
Total	77	100%

Source: Field Data (2017).

4.3.1 Respondents by Age Group Category

The researcher explored respondent's age character with a notion that age has something correlating with the effects of teachers' morale in schools' academic performance thus with age valid results were obtained. The researcher maintained the interval of ten (10) to determine the age group category of (n=77,100%) respondents categorically secondary school teachers (n=65, 84.4%), heads of school (n=10, 13%) as well as district secondary academic officers (n=2, 2.6%).

4.3.2 Distribution of Teachers, Heads of Schools and DASEO Academic Officers by Age Group Category

The teachers' age group category had (n=65, 84.4%) out of (n=77,100%) total respondents for the study. The ambition of the researcher on age category was crucial since respondents differed in age. Table 4.1 summarized the findings.

Table 4.2 Age Category for Teachers, Heads of School and District Education Officers by Age in Absolute Frequency and Percentage

Age category Range	Respondent group Teachers (n=65)		Heads of School (n=10)		District Education Officers (n=2)	
	Frequency	%	Frequency	%	Frequency	%
25-35yrs	22	33	0	0	0	0
35- 45yrs	27	41	4	40	0	0
45-65yrs	16	26	6	60	2	100
TOTAL	65	100.0	10	100.0	2	100.0

Source: Field Data (2017).

The findings under the teachers cadre revealed that the age group of 35 - 45 (n=27, 41%) dominated the study as compared to age groups 25 – 35 years (n= 22, 33%)

respondents as well as age group 45 - 65 years (n=16, 26%) respondents. Concerning heads of schools the study had (n=110, 13%) out of (n=77,100%) total respondents for the study. The results informed that the age group 45 – 65 years (n= 6, 60 %) dominated the study as compared to age groups 35 – 45 years (n=4, 40%) respondents which is a disparity of (n=2, 20%) respondents. At last explored age distribution for district secondary academic officers (n=02, 4.6%) out of (n=77,100%) total respondents for the study and the results revealed that the age group 45 – 65 years dominated the study as compared to age groups 25 – 35 years while 35 – 45 years that scored (n=0, 0%) which was a disparity of (n=2,100%) respondents.

4.3.3 Respondents by Gender

The researcher intended to find out representation of (n=77,100%) respondents by gender, which was among the aspect to be explored in relation with the effects of teachers' morale in schools' academic performance with an assumption with gender would get differing results. Further administered independent questionnaires to each respondent categorized group as to meet the study objectives in which teachers were (n=60, 77.9%), head teachers (n=15, 19.5%), and district secondary schools officers (n=2, 4.6%).

4.3.4 Distribution of Teachers, Heads of Schools and DSEAOs by Gender

Category

This study engaged (n=77,100%) total respondents out of them (n= 65, 84.4%) were teachers, head teachers (n=10, 13%), and district secondary academic officers were (n=2, 4.6%). The researcher assumed that with gender consideration and category accurate results shall be revealed. Table 4.2 summarized the findings.

Table 4.3 Gender Category for Teachers, Heads of Schools and DSEOs

Gender Category Sex	Respondent group					
	Teachers (n=65)		Heads of school (n=10)		District secondary education officers (n=2)	
	Frequency	%	Frequency	%	Frequency	%
Female	26	40	4	40	1	50
Male	39	60	6	60	1	50
Total	65	100.0	10	100.0	2	100.0

Source: Field Data, (2016)

The results revealed that teachers' cadre was dominated by male gender (n= 39, 60%) respondent dominated the study as compared to females (n= 26, 40%) being a disparity of (n= 13, 20%). For heads of school the study involved (n=10, 13%) out of (n=77,100%) and the results indicated that the males (n = 6, 60%) dominated as compared with females (n= 6, 40%) with a disparity of (n=3, 20%). At last explored gender distribution of district secondary school education officers (n= 2, 20%) and that females district academic officer was (n=1, 50%) and male was (n=1, 50%) without any disparity.

4.3.5 Work Experience of Teachers, Heads of Schools and DSEAO

The researcher intended to find out respondent experience of (n=77,100%) assuming that experience shall provide proved results in relation with the effects of teachers' morale in schools' academic performance. The interval of five years (5) was maintained in exploration of work experience. By that context administered independent questionnaires to each respondent categorized group as to meet the study

objectives in which teachers were (n=65, 84.4%), head teachers (n=10, 13%), and district secondary academic officers (n=2, 2.6%).

**Table 4.4 Work Experience for Teachers, Heads of School and DSEAO in
Absolute Frequency and Percentage**

Work experience Range	Respondent group					
	Teachers (n=65)		Heads of school (n=10)		District education (n=2)	Secondary officers
	Frequency	%	Frequency	%	Frequency	
0-5 yrs	21	31	0	0	0	0
6- 10 yrs	25	38	3	30	0	0
11-15 yrs	11	17	4	40	0	0
16 and above	08	12	3	30	2	100
TOTAL	65	100.0	10	100.0	2	100

Source: Field data (2017).

The results stated that for teachers work experienced group ranging from 6-10 years (n=24, 40%) dominated as compared to work experienced groups ranging from 0- 5 years (n=20, 33.3%) as well as 11- 15 years (n=10, 16.7%) and 16 and above work experienced group (n=6, 10%). Concerning the heads of school the study was dominated by work experienced group 11- 15 years (n=9, 60%) as compared to work experienced groups 6- 10 years (n=4, 26.7%), 16 and above years (n=2, 13, 3%) and 0-5 years (0, 0%). For district secondary school education officers the study was dominated by work experienced group 16 and above years (n= 2, 100%) as compared to other work experienced category ranges 0- 5 years, 6-10 years, and 11- 15 years which had no respondents.

4.3.6 Distribution of Teachers, Heads of School, and DSEOs by Education Level Category

The researcher intended to find out (n=77,100%) education level characteristics, assuming that it was crucial to provide factual results in relation with the effects of teachers' morale in schools' academic performance. Three education levels were maintained being certificate, diploma and degree. By that context (n= 77,100%) were involved in the study in where each respondent categorized group was separately analyzed but findings combined in one table as to achieve the study objectives in which teachers were (n=65, 84.4%), head teachers (n=10, 13%), and district secondary academic officers (n=2, 2.6%). Table 4.4 summarized the population.

Table 4.5 Experience Category for Teachers, Heads of School and DSEOs by Education Level Category in Absolute Frequency and Percentage

Education status Level	Respondent group					
	Teachers (n=65)		Heads of school (n=10)		District secondary education officers (n=2)	
	Frequency	%	Frequency	%	Frequency	%
Certificate	0	0	0	0	0	0
Diploma	30	46	3	30	0	0
Degree	35	54	7	70	2	100
TOTAL	65	100.0	10	100.0	2	100.0

Source: Field data (2016).

The results explained that for teachers degree holders (n=35, 54%) as compared with diploma holders (n=25, 46%) and certificate holders (n=0, 0%). This was a disparity of (n= 10, 16.6%). For heads of schools the study was dominated by degree holders

(n=7, 70%) compared to diploma holders (n=3, 30%) and certificate holders (n=0,0%). This was a disparity of (n=4, 40%). Lastly for secondary school education officers the study was dominated by degree holders (n= 2, 100%) as compared to diploma and certificate holders that scored (n=0, 0%). This was a disparity of (n=2,100%).

4.4 Data Presentation

Data are presented and discussed according to the study specific objectives namely:

- To explore the existing status of teachers' morale in secondary schools,
- To assess the motives of the existing status of the teachers' morale in secondary schools and
- To examine the relationship between teachers' morale and schools' academic performance.

4.4.1 The Existing Status of Teachers' Morale in Secondary Schools

The first objective of this study concentrated on examining the existing status of teachers' morale in secondary schools and its consequences on schools performance.

The researcher wanted to know the teacher's morale status towards their job from the concept that teacher's performance can be affected directly by the morale level which has effect on student's academic performance. That was because teacher's morale tend to impact academic performance and classroom teachers have direct effect on improvement of school academic performance through lesson facilitation and as immediate guardians. Three standardized questionnaires on exploration of the existing teachers' morale in secondary schools and its consequences on schools performance were developed for teachers, one to heads of schools and one to secondary school

education officers in order to capture respondent's feelings. A likert scale was adopted to lead respondent response as shown in brackets (1= Not likely at all, 2 = Not likely, 3= Moderate likely, 4= Likely and 5= Very likely), while in some areas were guided by (Yes or No), alongside with open ended questions.

By studying the existing status of teacher's morale in secondary schools the researcher administered questionnaires to teachers (n=65), heads of schools (n=10), and District Secondary Education Officers (n=02). The researcher held an assumption that given to changing global conditions such as living expenses like irregular price fluctuation and the related have much to do with the status of teacher's morale may be implicated.

Table 4.6 Respondents and their Responses on the Existing Status of Teacher's Morale

S/N	Item	Responses				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
1.	Teacher's have high morale towards their career	18 28%	27 42%	13 20%	7 11%	65 100%
2.	Good feeling about their work	20 31%	30 46%	10 15%	5 8%	65 100%
3.	Fearful feeling about their future	7 11%	13 20%	30 46%	15 23%	65 100%
4.	Willing to join other career	7 11%	15 23%	27 42%	18 28%	65 100%

Source: Field Data (2017).

Note, during data analysis and interpretation the researcher combined strongly disagree with disagree and strongly agree with agree because they meant the same to simplify data interpretation from the applied questionnaires. The findings from (n=65) teachers who filled in the questionnaire revealed that (n= 45, 69%) disagreed that

teachers have high morale towards their career. Interview findings also supplemented the responses from teachers who filled the questionnaire (n= 65) teachers, (n=10) heads of school, and (n= 02) district education officers when interviewed said that teachers morale is low as revealed by their behaviour. General findings on the existing status of teachers' morale showed that teacher's morale is low as revealed by responses of the items in the Table 4.5 above concerning exploration of the existing status of teachers' morale. The results support previous studies (e.g. Ngirwa, 2016) that linked poor academic performance to teachers' dissatisfaction and bad feeling with their profession.

4.5 Concerning Motives for Teacher's Morale in Secondary Schools

This was the second study objective that aimed at studying motives for teachers' morale in secondary schools in Bukoba Municipality. The study involved (n=77, 100%) respondents but each category being (n=65, 77.9%) teachers, (n=10, 19.5%) heads of schools and (n=2, 4.6%) secondary schools academic officers had its own set of questionnaires to respond.

In order to gather data questionnaires were developed and distributed to respondents with a certain intention as per study objectives. The questionnaire contained 5 items searching on the real motive for teachers' morale. The responses also ranged from strongly disagree, disagree, Agree and strongly agree. Below is the analysis and interpretation of the questionnaire's responses.

Table 4.7 Responses on the Motives for Teacher's Morale in Secondary Schools

S/N	ITEM	RESPONSES				Total
		Strongly disagree	Disagree	Agree	Strongly Agree	
1	School leadership have effects on teachers morale	05 8%	10 15%	25 38%	20 31%	65 100%
2	Students performance academically is a morale motive	12 18%	23 35%	12 18%	18 28%	65 100%
3	School location is a motive for teachers morale	14 22%	11 17%	22 34%	18 28%	65 100%
4	Salary earned per month is a motive of teachers morale	07 11%	10 15%	28 43%	20 31%	65 100%
5	School general infrastructure is a motive for teachers morale	11 17%	20 31%	20 31%	14 22%	65 100%
6	Teaching and learning materials availability is a motive of teacher's morale	10 15%	10 15%	20 31%	25 38%	65 100%
7	In service training is a motive of teacher's morale	11 17%	10 15%	24 37%	20 31%	65 100%

Source: Field Data (2017).

To discuss the findings the responses were condensed in two major groups as disagree and agree to ease the process of data analysis. The findings proved that (n= 48, 74%) respondents dominated the study by providing that salary improvement a motive that increase teacher morale as compared with (n=45, 69%) who sighted leadership, (n=45, 69%) that viewed good supply of teaching and learning materials, (n=44, 68%) who stood for in-service training and (n=44, 68%) respondents who were for good working conditions. Interview finding revealed that salary earned monthly does not suffice their monthly need that if improved teachers are likely to turn back. The results were

similar to the previous study findings by Gorge (2014) that most of teachers' were motivated by salary increase than other aspects. This seems important to be considered by the policy makers and educational managers at the central government. Moreover, the findings cement the Davidson's (2007) study on the significant role of teachers' motivation in enhancing quality of education. The current findings of this study hence, add to the recent study by Ngirwa (2016) that linked poor academic performance due teachers' dissatisfaction to the bullying of the teaching profession.

4.6 Teachers' Morale on Students' Academic Performance

This was the third study objective that aimed at studying the relationship between teachers' morale and schools' academic performance. The study involved (n=77,100%) respondents but each category (n=65, 84%) teachers, (n=10, 13%) heads of schools and (n=2, 2.6%) secondary schools education officers had its own set of questionnaires. In order to gather data questionnaires were distributed to respondents with a certain intention as per study objectives. This had 02 items to mention them were teacher's morale impacts student's academic performance and if teachers were encouraged with student's national examination performance. The researcher had opinion that schools' performance related directly with teachers' morale. The questionnaire was administered to (n=65, 84.4%) out of (n= 77,100%) respondents. A likert scale was adopted where by 1= strongly disagree, 2= disagree, 3=neutral, 4= agree, 5=strongly agree in which a responded had to tick where deemed fit. In data analysis, strongly disagree and disagree were combined as well as for strongly agree and agree. Table 4.8 below summarizes the results.

Table 4.8 Responses on the Influence of Teacher's Morale and School's Academic Performance

S/N	ITEM	RESPONSES					Total
		Strongly Disagree	Disagree	Agree	Strongly Agree		
1	Teacher's morale impacts student's academic performance	05 (08%)	08 (12%)	29 (45%)	23 (35%)	65 (100%)	
2	Teachers encouraged with student's national examination performance	11 (20%)	14 (22%)	25 (38%)	15 (23%)	65 (100%)	

Source: Field data, (2016).

The results showed that (n= 52, 80%) respondents accepted that teachers morale have impacts on students academic performance and (n= 40, 62%) agreed that they were encouraged with students performance in relation to teachers morale. From the interview also the result implicated that teachers' performance have effect on students' academic performance.

The results supported findings by Dinham and Scott (2000) who found that if teachers' morale is encouraged, boosts students' performance. The findings are in line with the previous studies (e.g. Bunnel & Mukyanuzi, 2005; Davidson, 2007; Haki Elimu, 2011) that necessitated the need of motivating teachers' existing morale for the improvement of various aspects (such as students' academic performance) in education sector.

CHAPTER FIVE

5.0 RESEARCH SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings, conclusions and recommendations for this study. As presented previously the researcher felt a gap that the previous studies conducted were conducted outside Tanzania and few covered the concern of teachers' morale in improving secondary schools academic performance. Given to the environment, it was worth to conduct a research to find out whether what was examined by the previous researchers do happen in secondary schools also in Tanzania context.

5.2 Summary of the Study

The study contains five chapters. The first chapter is focused on the introduction which contains description of the background to the problem, statement of the problem, the establishment of research objectives and research questions, the rationale of the study, limitation of the study and the organization of the study. Chapter two presents literature review which covers conceptual definitions of important terms of the study, theoretical and empirical literature review and establishing the existing research gap and the conceptual framework which provides an overview of the main constructs used in the study which are morale, teachers morale, secondary school performance, and the theoretical construct of leadership and motivation. Also chapter two presents the theoretical model and the hypothesis. Chapter three presents the research materials and methodology which includes the research approach, research design, sampling procedure, research instrument, data collection procedures and

analysis procedure. Chapter four provides the presentation of findings and results of exploring the influence of teachers' morale in improving secondary schools' performance. Chapter five exhausts a descriptive discussion of findings or results, conclusion and recommendations.

5.3 Summary of the Research Findings

The overall purpose of the study was to explore the influence of teachers' morale in improving secondary schools academic performance with specific attention to Tanzania. Having an understanding on the importance of motivating teachers' existing morale status in secondary as suggested in previous studies (e.g. Bunnell and Mukyanuzi, 2005; Davidson, 2007; and Haki Elimu, 2011) it was imperative to conduct a study using all tenants suggested to foster teachers morale tools and techniques used to stimulate the study satisfaction. A total number of 77 (n=77, 100%) responses were obtained from respondents in the following categories (n=65, 84.4%) were secondary schools teachers, (n=10, 13%) were heads of schools and (n=2, 2.6%) were district secondary schools education officers. The study applied a quantitative design with closed and open ended questionnaires as a tool for data collection.

In brief, the findings of the study were as follows:

- The first objective aimed at exploring the existing status of teacher's morale in secondary schools. The results showed that teacher's morale was low in secondary schools; this was similar to what was highlighted by Mkumbo (2010 and 2012) who conducted a study on teacher's morale outside Tanzania. To explore this teacher's were asked on how they feel about their career. The responses showed that most were not happy about their career. When asked

about feelings on their future status, teacher's showed fearful feeling of not having possibilities of saving for future and kind of life on retirement.

- With the second objective which aimed at examining motives for the exiting status of teacher's morale. Teachers were asked to choose things that can motivate them perform effectively in order of their importance from the list of different highlighted morale motives. Salary dominated as the highest on rank from selection. Others were high-quality administrators and available teaching and learning materials. As human teachers are motivated differently and with time but standards should be maintained as motivation both extrinsic and intrinsic.
- The third objective was to examine the relationship between teacher's morale and school's academic performance. The study findings revealed that teacher's morale have effects on school's academic performance accordingly that when high performance is likely to be higher and when likely performance will drop. Morale as a state of mind which involves feelings and emotions within employee when low tend to interfere with ones performance at the work place. Behaviours like absenteeism, low work quality, conflicts among staff and other disciplinary problems which are likely to lower student's academic performance. Generally teachers were not confident enough with their career and that is why most of them opt for different work opportunities when they are available. This was also proved by the study conducted by Mruma (2013) that, morale of teachers was low and this affected their performance.

5.4 Implications of the Results

The study general objective which was to examine the effect of teacher's morale on school's academic performance proved that morale affects performance. Through the study it was learnt that teacher's morale towards work was weak. Majority were ready to look for different jobs available or invest privately which is likely to affect the aim of education as a whole. So stakeholders can learn some important behaviours and needs of their employee and work them out for effectiveness in provision of education.

5.5 Conclusions

Addressing the research objectives as stated in the previous chapters of the present study makes several contributions in terms of widening the theoretical understanding on the effect of teacher's morale in improving academic performance of secondary schools. Findings revealed that teachers morale have direct effects on the performance of students academically in the sense that high morale means high performance and when low also students are likely to perform badly.

This implies that poor performance of schools on final examinations is a result of low morale from teachers. From teacher's behavior students are likely to perform greatly or disappointingly. Behaviors like poor service, absenteeism, poor job performance, high turnover rates, and the likes signifies low morale and the opposite are for high morale. To make our schools perform better commitment on the set education goal need to be focused without forgetting goal implementers, I mean teachers. Teachers concern need to be reviewed regularly for effectiveness hence motivated teachers who can be in a position of performing well and easy to handle. So employers and other

stake holders in education sectors need to ensure that teacher's morale is highly maintained for big results of school in Bukoba Municipality as well as Tanzania's schools. Regarding the first objective which focused on the existing status of teachers' morale in secondary schools; the findings revealed that teacher's morale towards their career was low. And this seemed affecting their performance, hence weak school's academic performance. This was as revealed in CSEE results (2007- 2013). Therefore, school owners, supervisors, administrators and other stakeholders' behaviour should focus on supporting sustainable teacher's morale status in relation to the research objective and question. They should be equipped with strategies of improving teacher's feelings towards their work drastically because factors for happiness are not constant basing on human needs which tend to change from time to time.

With regard to the second objective which focused on the motives of the existing status of the teachers' morale in secondary schools; the findings revealed that teachers have a lot of expectations from their career. These include students' higher performance. This can result from improved working environment like good and enough accommodation, effective leaders and administrators, available teaching and learning materials and provided with salary sufficient to accommodate their living expenses. Owners and employers in education sector need to check with teacher's behaviour regularly through close supervision and daily monitoring so as to timely manage common change of behaviour accordingly. This may avoid their effects to poor performance. On whether there is a positive relationship between teachers' morale and schools' academic performance, the findings revealed that student's performance can be affected with teacher's low morale. This is from the signs of low morale at work such as absenteeism, regular complains, conflicts among staff and the

related disciplinary problems. The mentioned have effects on ones performance at his or her workplace. With this teachers performance needs regular evaluation just like other sectors for effective results and not waiting for the final examination results. Observation of teachers' behaviour is crucial for adjustment in case of any learnt disparaging behaviour and help teachers achieve the school education goal capably.

5.6 Recommendations for Action

There are challenges pertaining teachers supervision as a result of nature of their work which involves a lot of process and delayed results. In teaching and learning process performance results normally are taken from their last national examination which takes 7years for primary school, 4years for secondary school and 2years for high school. This is one of the limitations on improving teacher's performance that teachers should be monitored on daily basis for immediate assistance if necessary.

Teachers are not well informed on their responsibilities and what is expected from their work in spite of teaching. Performance in classroom is affected with even environment outside the classroom, to rescue the situation the government should ensure that teachers are well trained in colleges and universities. In service training for competent and confident teachers is crucial for standard classroom situation and teachers should be equipped with both content and methodology. Through this student's differences in learning ability can be accommodated creating uniformity of performance in their classroom. The government should review the system of handling teachers staff especially promotion from grade to grade according to the standing orders, seculars as one of their concern for life security. Teacher supervisors should be kept informed on administration and managerial techniques of handling and

dealing with teachers' problem for friendly working environment. School owners need to make sure that their schools are well equipped with all the necessary materials for full school operation. This includes supply of basic infrastructure, teaching and learning materials, and appropriate human resource as per school capacity.

5.7 Recommendations for Further Studies

The results of this study ground the following recommendations for further studies:

- Further research could be on the role of District Education Officers in improving teacher's morale and school academic performance in various levels of education (i.e. Primary or Secondary education). The study will help to create awareness among administrators for fair treatment of teachers' importance in promoting teachers' morale and academic performance in general.
- The government should ensure equal treatment among teachers to basing on the set rules and regulation.
- Further studies on the same topic are crucial due to the ever changing global environment, policies and drastic changes in managing secondary education in Tanzania. Major improvements are also expected basing on the current national leader's slogan of "HAPA KAZI TU" and the free education policy.

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APPENDICES**APPENDIX 1****QUESTIONNAIRE FOR TEACHERS****1. Introduction**

Dear respondents, I am Monica S. Maningu a student undertaking a Master degree in Education Administration, Planning and Policy studies at The Open University of Tanzania. This questionnaire has been prepared to assist me in pursuit of the degree program, partially fulfilled with the dissertation “The impacts of teachers’ morale on schools performance. The information obtained will assist in developing a dissertation in which the information obtained confidentiality is observed.

Thank you for your participation!!

A. Demographic Information

I. Age.

25----35 Years	
35-----45 Years	
45-----65 Years	

II. *Gender*: Male (), Female ()

III. Experience

For how long have you been teaching in secondary school?

0-5 years (), 6-10 years (), 11-15 years (), 16 years and above ().

IV. Education level

What is your education level (Tick appropriately)

Certificate	
Diploma	
Degree	

B: Concerning existing status of teachers’ morale in secondary schools

(i) Kindly tick where applicable .Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5.

S/N	ITEM	RESPONSES				
		STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
1	Teacher’s have high morale towards their career					
2	Good feeling about work					
3	Fearful feeling about future					
4	Willing to join other career available					

(ii). what do you suggest to be done in improving teachers’ morale?

i).....

ii).....

iii).....

C. Concerning the motives of existing status of the teachers' morale in secondary schools

(i) **Kindly tick where applicable.** Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5.

S/N	ITEM	RESPONSES				
		Strongly disagree	Disagree	Agree	Strongly Agree	Total
1	School leadership have effects on teachers morale					
2	Students performance academically is a morale motive					
3	School location is a motive for teachers morale					
4	Salary earned per month is a motive of teachers morale					
5	School general infrastructure is a motive for teachers morale					
6	Teaching and learning materials availability is a motive of teacher's morale					
7	In service training is a motive of teacher's morale					

(i). Please outline below three substances that can motivate and make and make you happy and confident as a teacher:

i).....

ii).....

iii).....

D. Concerning the relationship between teachers' morale and schools' academic performance

(i) **Kindly tick where applicable** .Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5.

S/N	ITEM	RESPONSES				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
1	Teacher's morale impacts student's academic performance					
2	Are you encouraged with student's national examination performance?					

(ii). what do you think can be done in improving student's academic performance in general?

i).....

ii).....

iii).....

iv).....

v).....

Thank you for your participation!!

APPENDIX II

QUESTIONNAIRE FOR HEADS OF SCHOOLS

1. Introduction

Dear respondents, I am Monica S. Maningu a student undertaking a Master degree in Education Administration, Planning and Policy studies at The Open University of Tanzania. This questionnaire has been prepared to assist me in pursuit of the degree program, partially fulfilled with the dissertation “The impacts of teachers’ morale on schools performance. The information obtained will assist in developing a dissertation in which the information obtained confidentiality is observed.

A. Demographic Information

I. Age.

25----35 Years	
35-----45 Years	
45-----65 Years	

II. *Gender*: Male (), Female ()

III. *Experience*

For how long have you been teaching in secondary school?

0-5 years (), 6-10 years (), 11-15 years (), 16 years and above ().

IV. Education level

What is your education level (Tick appropriately)

Certificate	
Diploma	
Degree	

EXPERIENCE AS HEAD OF SCHOOL..... MONTHS

B: Concerning existing status of teachers' morale in secondary schools

1. a) Are you satisfied with the way teachers perform their duties?

YES () NO ()

b). If no give suggestions for improvement.

.....
.....

C. Concerning the motives of existing status of the teachers' morale in secondary schools

1. As a leader what do you think can be done to motivate or increase staff morale in today's school climate?

i).....

ii).....

iii).....

D. Concerning the relationship between teachers' morale and schools' academic performance

4. (a) Is there disciplinary problem among teachers performance ?

YES (...) **NO (...)**

(b) What do you think are the reasons for?

i).....

ii).....

5. Which age group among the following is most stubborn in performance as related with existing status of teachers' morale?

20 - 35 () 36-45 () 46-55 () Above 55

6 . Mention one measure you feel could improve school's academic performance

.....

Thank you for your participation!!

APPENDIX III**QUESTIONNAIRE FOR EDUCATIONAL SUPERVISORS AT MUNICIPAL
LEVEL****1. Introduction**

Dear respondents, I am Monica S. Maningu a student undertaking a Master degree in Education Administration, Planning and Policy studies at The Open University of Tanzania. This questionnaire has been prepared to assist me in pursuit of the degree program, partially fulfilled with the dissertation “The impacts of teachers’ morale on schools performance. The information obtained will assist in developing a dissertation in which the information obtained confidentiality is observed.

THANK YOU IN ADVANCE!

A. Demographic Information

I. Age.

25----35 Years	
35-----45 Years	
45-----65 Years	

II. *Gender*: Male (), Female ()

III. Experience

For how long have you been teaching in secondary school?

0-5 years (), 6-10 years (), 11-15 years (), 16 years and above ().

IV. Education level

What is your education level (Tick appropriately)

Certificate	
Diploma	
Degree	

B: Concerning existing status of teachers' morale in secondary schools

1. How do you feel about your transition from a classroom teacher to a supervisor?

.....
.....

C. Concerning the motives of existing status of the teachers' morale in secondary schools

2(i) As a supervisor what are you doing to make sure that teachers are motivated to their responsibilities?

.....
.....

2(ii) what are the challenges you face in motivating teachers?

i).....

ii).....

D. Concerning the relationship between teachers' morale and schools' academic performance

3. (a) As an education supervisor how do you perceive schools' academic performance in your area of supervision?

Please tick where applicable Bad () Average () Good () Better () Best ()

(b) What are the reasons for the choice you made above?

.....
.....

4. What do you think can be done to teachers for better performance?

.....

.....

.....

Thank You for Your Recommendable Cooperation.

HALMASHAURI YA MANISPAA BUKOBA

(Barua zote zitumwe kwa Mkurugenzi wa Manispaa)

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Ref.NO.BMC/E.10/19/VOL.XII/ 39

04/02/2016

TO WHOM IT MAY CONCERN

RE: RESEARCH PERMIT FOR MANINGU MONICA SIMON

The heading above refers.

The above mentioned student is from The Open University Of Tanzania Kagera Region Centre, pursuing the Masters Of Education in Administration, Planning and Policy Studies (MEDAPPS).

We have granted him the permit of conducting research in Council on the topic known as: **"THE EFFECT OF TEACHERS MORALE IN IMPROVING ACADEMIC PERFORMANCE OF SECONDARY SCHOOLS"THE CASE OF BUKOBA MUNICIPALITY.**

The permit validity is from 04/02/2016 – 12/05/2016.

Please accord her any necessary assistance he may need from your office.

Yours faithfully,


 Deodati M. Katundu
**FOR MUNICIPAL DIRECTOR
 BUKOBA**

Copy: Mrs. Maningu Monica Simon
 Student

KURU MUKURUGENZI WA MANISPAA
 HALMASHAURI YA MANISPAA
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TO WHOM IT MAY CONCERN

26th January, 2016

RE: MANINGU MONICA SIMON – REG. NO. PG20140037

MANINGU MONICA SIMON is a student enrolled for the Master of Education in Administration, Planning and Policy Studies (MEDAPPS) Degree with the Open University of Tanzania – Kagera Regional Centre.

As part of the requirements for the mentioned Degree, students are expected to do the dissertation which is an independent study under supervision; finalize the research and submit it to the Coordinator of the Postgraduate Studies.

In view of the above requirements, we kindly request you to assist her in her research.

She will be doing her Dissertation Research and the Topic is: *THE EFFECT OF TEACHERS' MORALE IN IMPROVING ACADEMIC PERFORMANCE OF SECONDARY SCHOOLS: THE CASE OF BUKOBA MUNICIPALITY: KAGERA REGION.*

Hence, your assistance and co-operation is highly requested and appreciated so as to enable her undertake her dissertation.

Please assist her accordingly.

Thanking you in advance for your co-operation,

THE OPEN UNIVERSITY OF TANZANIA

Rev. Alex Kasisi
 DIRECTOR
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