



STAFF MOTIVATION IN THE PROVISION OF QUALITY EDUCATION IN PRIMARY SCHOOLS IN BUNDA DISTRICT, TANZANIA

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Abstract:

This study dealt with staff motivation in the provision of quality education in primary schools in Bunda District, Tanzania. Despite the efforts by the government, NGOs, parents and other stakeholders in promoting quality education, the quality of education in Bunda primary schools, in particular, is still a challenge. It employed a descriptive survey research design. The target population was 109 primary schools, 1290 teachers, 2450 parents and 1 district education officer. The researcher used 30% to get a sample size of 28 out of 109 head teachers. The researcher also considered using Saunders, Philip, and Adrian's (2003) table to get a representative sample of 278 teachers from the population of 1290 and 370 parents from 24650, respectively. Data collection instruments were questionnaires and interview schedules. Validity was established by giving the instruments to the experts in the Department of Education Administration Planning and Economics of Kisii University to ascertain. The reliability was ascertained by a pilot study conducted in the same district among the head teachers who were not included in the final study population. From the schools where the five head teachers were stationed 10 teachers were randomly selected for the pilot study, and 13 parents were also randomly selected. Split-Half technique was employed for the test. Pilot questionnaires were divided into two equivalent halves, and their correlation coefficient for the two halves was computed using the Spearman-Brown prophecy formula, describing the internal consistency of the test and then showing that the instrument was reliable. A correlation coefficient of 0.70 was obtained and recommended as reliable. The findings revealed that 16 (57.1 %) of headteachers reported that pupils are motivated by the provision of certificates whenever they do anything exemplary, while 12 (49.9 %) indicated that they are motivated by providing them with special meals. The study concluded that motivation was done by rewarding performing head teachers and staff in various ways.

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The study recommended that motivation by rewarding performing head teachers, staff and pupils be encouraged in various ways. The researcher sought permission from the National Council for Science Technology and Innovation (NACOSTI) through Kisii University as required. The researcher equally got permission from the Bunda District Education Officer. The respondents were assured of strict confidentiality. The researcher acknowledged all sources referred to so as to avoid plagiarism.

Keywords: staff, motivation, provision, quality, education, schools, Tanzania

1. Introduction

In order to ensure adequate staffing and quality education, the work of Wylie and King (2006) among school superintendents in Wellington, New Zealand, opined that schools can employ as many teachers as they wish, but the costs of a certain number based on school enrollment are met directly by the Ministry of Education (MOE). This was referred to as entitlement staffing; the costs of enumerating and payment of any additional teachers employed were to be met from the school's own funds, which include government operational funding and income from school income generating income, should there be any. Moreover, a study of 18 effective New Zealand schools by Wylie (2007) found that all of those schools employed teachers above their staffing entitlement registered a positive deviation in academic performance. Staffing in schools has been a crucial matter. The proportion of teachers employed using locally managed funds has risen steadily from 2000, when 3.2% of primary and 3.6% of secondary full-time equivalent positions were funded this way. In 2005, the proportions were 4.8 and 5.1, respectively (Wylie & King, 2006).

According to Boyd and Watson (2006), during the 2007 national survey on primary school principals' competencies and school staffing fund, on average, one equivalent full-time teacher over their entitlement and secondary school principals funded an average of 2.5 teachers over entitlement. Principals and head teachers need to have adequate academic qualifications so as to handle staffing matters. According to studies conducted by Lewin (2018) in Japan, the government of Japan has greatly funded teacher training colleges, causing expansion of entry into the teaching profession. Teachers' level of education increased. Enrolment in secondary education in Japan has also been increasing because of the commitment of more resources from time to time. The government has spread its resources to promote entry from one level to another, including teachers' level of education. Some institutions had no additional staff, primary schools had up to five, and secondary schools might have eight or more. As might be expected, there was an association between school size and the number of staff over entitlement. Some schools are well staffed, but the issue of teacher transfer requests and intention, as put forward by Quick and Nelson (2011) in their studies in Singapore, postulated that this impedes professional motivation to exert optimum work effort towards school goals of better academic achievement. This has been necessitated by employees intending to move to

more perceived favorable areas and display a drop in excitement with regular work activities. Teacher transfers and staffing in bid to do staff balancing, research done by Jong and Gutteling (2006) revealed that this has steadily increased the incidence of absenteeism from work among those intending to relocate to another job or to another work locale, are often in conflict with workplace management, sometimes facing disciplinary action. This study will embrace a holistic approach to the effectiveness of staffing in the provision of quality education in primary schools. This holistic approach, according to Zadkovich (2014), includes community involvement and parents' attitudes towards school staffing. While the studies done by Zadkovich (2014) were on the principles for determining the mixed staff in 436 schools, the current study considered 109 primary schools to fill the research gap.

Understaffing in some schools, as reported by the World Bank (2005) and Boyd *et al.* (2009), equally indicated that there is a concern about teacher transfer intention due to several consequences, particularly causing schools they move from to be understaffed. Some key reasons for requesting transfers include: socio-academic disadvantages for learners in their care, hence depressed opportunities for self-optimization, and staff instability both in the destination and the source schools (Heitin, 2012). A well-staffed school has positive academic progress, and a report by Deininger (2013) shows a significant gain in primary enrolments in the country, which was observed among the rural poor girls. According to the World Bank (2005), nations have come up with strategies used to minimize teacher desire to transfer in order to maintain staffing from hard-to-staff zones, including the following: free accommodation in remote, sparsely populated areas in Denmark; annual stipend of EUR 1, 321 to teachers in remote schools in Ireland; high priority teacher supply allowance (HPTSA) of NZD 2,500 in New Zealand; consideration of teaching in a remote province as a perquisite for promotion in China and Korea; provision of hardship allowance of 30% of annual salary to cater for isolation in Chile. The introduction of hardship allowances was to persuade teachers to remain in their staffed schools and ensure improved education quality (Wylie & King, 2006).

The work done by Boyd *et al.* (2009) in a study of the influence of school administrations on teacher retention decisions in Outer London schools found that teachers choose to leave schools with large concentrations of children from poor communities and low-performing. When the work environment was favourable, self-initiated voluntary teacher transfer requests could be reduced by over 77% due to less work-related stress, and staffing could be stable. In order to realise quality education, Jacob (2007) pointed out that in Britain, teachers play a critical role in schooling, particularly in inner-city school districts where children often have less support at home. However, some areas, especially central-city districts, often have difficulty finding qualified teachers. The problem that urban districts face in staffing their schools is often couched in terms of a teacher "shortage." Ordinarily, it is helpful to consider the problem in terms of an economist's use: a shortage occurs when demand exceeds supply. In the case of an urban school district, a teacher shortage means that the number of effective

teachers the district wants to employ is greater than the number of effective teachers who are willing and able to work at a given salary (Boyd *et al.*, 2009; Clotfelter, Ladd, Vigdor, (2006)).

In South Africa, Xaba (2013) opined that provincial departments need to compile accurate data regarding staffing in schools as a security for quality education. This is important in order to facilitate projections regarding teacher demand and supply and determine the extent of turnover and attrition. According to Ingersoll (2002), staffing in schools has been a problem created when employees leave the schools and have to be replaced, especially since teacher turnover is highest among new teachers - mostly within the first five years of employment (Mills, 2001). Teacher attrition disrupts schooling and hence disrupts the quality of education attainment. This is especially so when teachers leave the profession during the academic year or whilst engaged in critical projects in school.

Matters of staffing and academic achievement have generated various debates in South Africa. The research done by Coombe (2002) and Santiago (2001) among staffing officers and school principals found that cities mostly have an ageing teaching workforce and the possible retirement thereof. This comes with low salaries and demands for even more complex teaching abilities. They also mentioned working conditions as the reason for high turnover, especially among teachers leaving within the first five years of being employed in the profession and advocated for teacher mobility, induction programs, and better working conditions. This was aimed at narrowing the growing salary gap between teachers and other college graduates' counterparts to minimize teacher turnover (Coombe, 2002). When there are few teachers in a school, academic achievement is affected. In this regard, Santiago (2001) and Xaba (2013) found that the main reasons for the drop in teacher numbers in South Africa were the government's financially-driven trimming of the teacher corps, a decision to retrain an estimated 100,000 underqualified teachers rather than recruit new ones, a growing HIV/AIDS crisis in the teaching profession and natural attrition as teachers die, retire and leave the profession altogether (Santiago, 2001).

The Ethiopian experience has not been different when academic achievement and staffing matters are compared. Studies by Deribe, Endale and Ashebir (2015) prescribed that quite often, staffing in schools rates high among the school-based factors that affect academic performance, for it had a mean of 4.24. On the other hand, poor staffing was closely associated with wastage, especially in schools where one gender is missing. For instance, girls may be discouraged from attending schools where there are no female teachers. This was in concurrence with the research done by Kane (2004) and Wylie (2007), who noted that girls and their parents are discouraged by the absence of female teachers who act as their role models. This may contribute to wastage in schools. Schools where male teachers sexually harass girls also tend to have high cases of wastage. Proper staffing is associated with a reduction of wastage. This finding agrees with the findings of Deribe *et al.* (2015), who pointed out that one of the components required to make an educational system viable, functional and productive is the availability of experienced,

qualified and adequate teaching staff in a school (Mbera *et al.*, 2015). Consequently, the effectiveness of strategic staffing in the provision of quality education in primary schools was the focus of the current study to fill the research gap.

Teacher staffing in sub-Saharan Africa has been a challenge. Research done on the same in Bunda, Tanzania, by Krishnan and Singh (2010), revealed a suggestion that provincial departments need to compile accurate data regarding staffing in schools so as to ensure the quality of education. This is important in order to facilitate projections regarding teacher demand and supply and determine the extent of turnover and attrition that normally affect academic performance in schools. While the government struggles to staff adequate teachers for proper teaching, the works of Achiyo and Yambo (2020); Mwandosya (2009) also reiterated that child labour can be disabling and an active factor leading to dropout. Specific work-related tasks, for example, full-time child care and work in peak agricultural times are less easy to reconcile with schooling (Nyanjom & Yambo, 2021). In less-staffed schools, teachers' care becomes inadequate; hence, children's control becomes difficult, and they become prone to other forms of child abuse, including child labour. Studies done on teachers' open appraisal in Serengeti, Tanzania, by Nyagiati and Yambo (2018) revealed that inadequate staffing was the prime cause for learners' absenteeism, repetition and, most particularly, drop-out rates in Tanzania. This was coupled with a lack of staff who were our role models, especially for the girl child.

In the struggle to provide quality education as expected, schools have various challenges ranging from inadequate funds to infrastructure, among others, consequently, the work of Atunga, Nyamwange and Nyamwaka (2018); Nyanda *et al.* (2018) also pointed out that the problem that had arisen was insufficient numbers of qualified teachers to disseminate knowledge in the school systems and insufficient number of school inspectors to oversee the supervision of teachers. Teachers are important resources in the teaching and learning process, and their training and utilization, therefore, require critical consideration in every school in Tanzania.

In every school, teaching staff has been a key human resource, for they resonate in the school's academic output. This sentiment was supported by research done by Krishnan and Singh (2010) and Ayeni and Amanekwe (2018), who posited that poor or shortage of teachers indicates and sounds a warning or signal for the educational planners, school administrators, human resource managers, and providers of education services to take a holistic view and diagnostic analysis of their staffing. Moreover, teachers' workloads in respective schools should be reviewed in order to strengthen the teaching staff capacity, provide adequate instructional resources, and implement a reasonable workload policy. This would minimize stress and improve teachers' instructional tasks performance and eventual pupils' academic performance in primary schools as required.

Bunda Town Council District has 16 secondary schools, located in 12 wards, which are Bunda town, Sazira, Balili, Rubana, Kunzugu, Nyasura, and Manyamanyama, Bunda stoo, Guta, Kabasa, Wariku and Mcharo wards. There are 104 public primary schools with 1290 teachers. Moreover, there are 5 private primary schools and 4 private

secondary schools in the district. Academic output for the last three years in the primary school leaving exam results have not been better, as depicted in Table 1.1.

Table 1.1: Primary School Leaving Examination
 Results in Bunda District between 2021 to 2023

Subject	Mean score			
	2021	2022	2023	Mean
Kiswahili	41.4	62.2	50.9	C
Social science	48.2	51.3	46.4	D
Science	54.7	49.8	65.4	C
Mathematics	49.7	45.4	57.8	C
English	37.5	34.6	58.1	D
Average	46.3	48.66	55.72	C

Source: PSLE (2021, 2022 & 2023 School Ranking).

The district recorded an average score of 46.3%, 48.66% and 55.72% in the three consecutive years: 2021, 2022 and 2023, respectively. On the other hand, private primary schools performed better, with an average mean score of 71.6%, 81.4% and 92.6% in the same years (Primary School Leaving Certificate Report). These results were not of valuable quality since the average mean ranking grade is C, which is not considered as good performance according to the National Examination Council of Tanzania. Proper teacher staffing appraisal is expected to provide schools with a required academic performance standard that meets the National education sustainable goals. This will hopefully promote teachers' accountability and individual development. This background, therefore, is a clear indication that there is a need to explore the effectiveness of teachers' staffing in the provision of quality education in public primary schools in the district.

1.2 Statement of the Problem

Ideally, every school needs to be adequately staffed by qualified and competent teachers who can face academic challenges. The Tanzanian government, non-governmental organisations (NGOs) and other willing and concerned stakeholders are doing their best to build schools and teacher houses, buying books and furniture and capacity building. These are worthwhile. The government has posted teachers to schools. Most schools are staffed, and parents, through their parent-teacher associations (PTA), have also contributed to supplementing teacher shortages in schools by employing more on contract to meet the demand. Despite these efforts by the government, NGOs, parents, and other stakeholders to promote quality education, the quality of education in Bunda primary schools, in particular, is still a challenge. This is evidenced by the results in Table 1.1, where the academic performance in the last three years has an average of C grade. Hence, there is a need to explore the effectiveness of teachers' staffing in the provision of quality education in public primary schools in Bunda District, Tanzania.

2. Literature Review

2.5. Influence of Staff Motivation on the Provision of Quality Education

The Australian government paid more attention to the aspect of teacher staffing in schools, according to Zadkovich (2014), whose work was on the principles for determining the mix of staff in 436 schools and used a focus group discussion. The study found that the specialist teacher staffing component is vital for every student. Every school had adjusted every three years to include the subject specialist for the benefit of learners. This goes along with teacher motivation, for it motivates when one does what gives satisfaction, especially when dealing with areas of interest. In this instance, when a vacancy occurs in this position, the principal normally works hard to look for a proper replacement for the continuation of specialist teacher support in the school. When it proves difficult to find a direct replacement, Schagen and Hipkins (2018) recommended that a principal choose to employ different but relevant teacher specializations within the allocation given to meet the needs of students with either disability or students who require learning adjustments in specific areas. A motivated teacher ordinarily provides adequate service in schools. Studies done by Shaw (2002) in France opined that the government launched a national plan to do adequate staffing in schools and meet the communities' expectations by selecting and training some 7000 young teachers and school assistants in many schools and they increased medical and social work staffing in schools in areas of high risk of poor service delivery in bid to provide quality education.

According to Schneider (2013), there are pertinent factors influencing the turnover of teachers that affect school staffing. This work seems to confirm school organisational factors as being critical in teacher turnover. These factors include but are not limited to the incentives and rewards, which relate to reward and gratitude, career progression, advancement and employment security. Generally, poor job performance, which relates to lack of required skills, low motivation, bad performance and lack of resources, is demotivating (Xaba, 2013). Staff motivation has been seen as significant in schools. Studies by Yambo (2023) opined that school stakeholders, including teachers, are managed from various levels in the education system. In particular, the management roles of school-based managers regarding teacher turnover are limited to instructional leadership and motivational processes, while issues like compensation, service conditions and entry requirements into teaching are located in the education departments' domain. This care taken is to motivate them.

Both extrinsic and intrinsic motivations are needed in schools. According to Tortora (2012), addressing motivation issues in school needs school managers who are well-equipped to create conditions that instill intrinsic motivation in teachers in schools. This implies that the Department of Education must ensure that support is proffered to schools via management development support programmes aimed at capacitating school managers in this matter of motivation. The same sentiment was supported by Adeyinka (2010), who pointed out that the salaries of science teachers should be enhanced and

science allowances should be paid promptly to encourage and motivate them to work hard in schools.

The national policy of education in education, as stipulated Heitin (2012) and Achiyo and Yambo (2020), whose work was on the contribution of age to girl child academic achievement, opined that quality education requires girls who are pregnant to enroll back in school. However, this was and has been a challenge due to cultural backgrounds, and the parents may be demotivated to take the girls back to school. A recent survey on the policy of pregnant girls required to re-enroll back to school faced a lot of challenges, as reported (Mutambai, 2015).

Teachers and other education providers in schools work well when the respective workload has been shared among adequate and competent staff. Provision of quality education, according to Boyd *et al.* (2009) and Schagen and Hipkins (2018), in their research, prescribed that the use of ICT among primary school teachers helps their ICT skill development and that it makes learning more engaging, motivating and interactive. A majority of teachers involved, 56%, felt ICT use was an essential and routine aspect of learning while nearly half said that ICT use in their classroom was occasional, and only for a specific project or purpose and done by specialized staff in the rural areas. The work of Jacob (2007) in South Africa contended that staffing urban schools should include specialization like ICT among others, to help teachers face formidable challenges in technology. Evidence on teaching staff recruitment and retention suggests several important lessons for quality education in schools. These include the teaching job itself, supervision, motivational incentives and rewards, which relate to compensation and recognition. Others equally needed by teachers, according to Xaba (2013), are career development, advancement or promotion, and job or employment security. Now that these studies dealt mostly with rural schools, the current study area was Bunda District Township to fill the research gap.

In Eastern Singapore, Quick and Nelson (2011) revealed that motivation of staff directly relates to the provision of quality education because a motivated teacher has an improved quality of life and enthusiasm to go along. The same was echoed by Narciss (2004), who said that self-efficacy, motivation and work harmony were vital in schools. This was closely related to teachers' retention, attention given to learners, production, and academic success. Moreover, Zadkovich (2014) and Quick and Nelson (2011) observed that adequately remunerated and both intrinsically and extrinsically motivated staff would shun a transfer and prefer continuity in a school. Ordinarily, this arrangement has enabled many schools, both urban and rural, to register positive deviations in their respective academic performance and in the provision of quality education. Staff motivation needs prior planning. As pointed out by Zadkovich (2014) planning education resources has been key to all education stakeholders. This has always included the aspect of teaching and non-teaching staff motivation to all players. According to Mtahabwa (2007) and Travers and Christiansen (2010), more finance should be set aside to motivate teachers to implement educational innovations and academic improvement in schools.

The Kenyan situation has not been different. Studies by Okoth and Yambo (2022) and Dawo *et al.* (2015) revealed that teacher transfer intention normally impedes professional motivation to exert optimum work effort towards school goals of the provision of quality education, among others. Furthermore, Kurgat *et al.* (2014) equally contended that teachers should be given chances to further their education as motivation through promotion upon achievement of higher academic standards.

Additionally, the work of Akiri, Yambo and Nyakan (2024) opined that teacher motivation was significant in that teaching effectiveness has been dealt with in terms of teaching styles in class. Teacher approaches to teaching itself, teaching practice and instruction behaviours in relation to teacher motivation factors. Motivating teachers makes them devise more effective ways of teaching (Butler & Shibaz, 2014). Consequently, the TSC should review some rules affecting teachers who are given study leave to be more motivational. A typical example was the rule that a teacher who takes a paid study leave should not be promoted for at least two years after the end of study leave. This idea has been demotivating to teachers in Kenya (Akiri *et al.*, 2024).

In order to realize quality education, the TSC took to work closely with the Ministry of Education (MOE) to employ more teaching staff, and equitably redistribute them and balance teachers of varying qualifications and competencies. In the bid to reduce teacher wastage due to poor career choices, Achiyo and Yambo (2020) and Dawo *et al.* (2015) suggested that primary and secondary school teacher training institutions like universities should only admit those who selected teaching as the first choice in their lists of career choices in advance. This would help to determine and identify career teachers who have an interest in teaching. Ordinarily, teacher motivation often plays a vital role in students' learning and academic achievement in schools. According to Mabubi, Ngwacho and Nyakundi (2020) and Odindo and Yambo (2024), it is significant to note that the teaching staff should be effectively motivated intrinsically and extrinsically so as to improve their teaching skills that result in students' academic performance (Reeve, 2019)

In Tanzania, teachers tend to prefer some particular regions to work in. The work of Krishna and Singh (2010) found out that Ministry of Education employees, especially teachers, regularly intend to move to perceived more favorable areas, and display a drop in excitement with regular work activities in schools. Their work suggested that the government should make all schools the same, including workload and all forms of motivation. The work of Nyagiati and Yambo (2018) in Tanzania, revealed that considering staffing in schools was vital for this could enable schools to find the right teachers per subject. Consequently, there was a positive association between teachers' activities and staff motivation, including their upkeep. According to Mpululu (2014), for quality education to be realized, the government of Tanzania should motivate teachers by providing adequate staffing and remuneration and making every primary school secure for teachers to avoid transfer requests, which normally create an imbalance in staffing in schools. This current study, therefore, analyzed the effectiveness of strategic

staffing in the provision of quality education in primary schools in Bunda district, Tanzania, to fill the knowledge gap.

3. Research Methodology

This study employed a descriptive survey research design. Saunders, Philip, and Adrian (2003) stipulated that a survey is an attempt to collect data from members of a population in order to determine the status of that population with respect to one or more variables. The survey helped the researcher to analyze the effectiveness of strategic staffing on the provision of quality education in primary schools in Bunda district, Tanzania. The study area was Bunda District Township, which is among the 06 districts of the Mara Region in Tanzania.

The target population has been defined by Kombo and Tromp (2006) and Bloomberg and Volpe (2008) as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study in a given area. In this study, there were 109 primary schools, 1290 teachers, 2450 parents and 1 district education officer. The following table shows the sample size distribution and technique used:

Table 1: Sample Size Distribution

Respondents	Target Population	Sampling Technique	Sample Size
Head Teachers	109	30 %	28
Teachers	1290	Saunders <i>et al.</i> (2003) Table	278
BOM Chairpersons	109	30%	28
DEO	1	100 %	1
Total	1509		335

The researcher used 30% to get a sample size of 28 out of 109 head teachers and BOM chairpersons. This is based on the work of Best and Khan (2006) and Bloomberg and Volpe (2008), who contended that 30% is statistically considerable and convenient. Purposive sampling technique was used to select the DEO. The researcher also considered using the Saunders *et al.* (2003) table to get a representative sample of 278 teachers from the population of 1290, as represented in Table 1. The instruments of data collection for this study were questionnaires and interview schedules

Validity was consequently established by giving the instruments to the experts in the Department of Education Administration Planning and Economics of Kisii University. The reliability of the instruments was therefore determined by employing Pearson's product moment for the test-retest, and the reliability coefficient of 0.75 for questionnaires was realized, 0.71 was realized for the interview schedule, then the instruments were termed reliable (Kombo & Tromp, 2006).

4. Data Analysis and Discussion

4.1 Influence of Staff Motivation in the Provision of Quality Education in Primary Schools

In order to examine the influence of staff motivation on the provision of quality education in primary schools in Bunda District, the following research question was used:

- How does staff motivation influence the provision of quality education in Bunda District primary schools?

4.2 Head Teachers' Ways of Staff Motivation

Ordinarily, motivated staff are positive towards duty. In this study, the headteachers were asked how they motivate staff in their schools, and they responded, as shown in Table 2.

Table 2: Head Teachers' Ways of Staff Motivation

In my school teachers are motivated in the following ways:					
		Frequency	%	Valid %	Cumulative %
Valid	Rewarding performing head teachers and staff	12	42.9	42.9	42.9
	Providing special meal for best performers	7	25.0	25.0	67.9
	Taking teachers for trips/ Tours	9	32.1	32.1	100.0
	Total	28	100.0	100.0	

The finding indicated that 12 (42.9%) of head teachers reported that motivation was done by rewarding performing head teachers and staff in various ways. Furthermore, 9 (32.1%) reported that they are motivated by taking teachers for trips or tours, while 7 (25.0%) responded that there was a provision of a special meal for the best performers. Zadkovich (2014) pointed out that staff motivation needs prior planning. This has always included the aspect of teaching and non-teaching staff so as to have motivation for all team players. According to Mtahabwa (2007) and Travers and Christiansen (2010), more finance should be set aside for teachers' motivation to implement educational improvements and academic progress in schools.

4.3 Motivation of Pupils

Learners form a significant percentage of stakeholders; consequently, pupils' motivation was a factor considered in this study. When the head teachers were asked how their pupils get motivated, they responded, as shown in Table 3.

Table 3: Motivation of Pupils

How do pupils get motivated?					
		Frequency	Percent	Valid %	Cumulative %
Valid	Providing them with a special meals	12	42.9	42.9	42.9
	Provision of certificate	16	57.1	57.1	100.0
	Total	28	100.0	100.0	

The findings revealed that 16 (57.1%) of headteachers reported that pupils are motivated by the provision of a certificate whenever they do anything exemplary, while 12 (49.9 %) indicated that they are motivated by the provision of a special meal. This motivation made them improve academically. Likewise, in Eastern Singapore, Quick and Nelson (2011) discovered that motivation of staff directly relates to the provision of quality education because a motivated teacher has an improved quality of life and enthusiasm to go along.

4.4 Motivation of Staff

Generally, a motivated worker normally posts adequate and positive results in workplaces. During the study, the BOM chairpersons were asked to comment on how staff motivation influences the provision of quality education. They responded as shown in Table 4.

Table 4: Motivation of Staff

Comment on how staff motivation influences the provision of quality education.					
		Frequency	Percent	Valid &t	Cumulative %
Valid	Raise teachers self esteem	14	50.0	50.0	50.0
	Promotes professionalism	14	50.0	50.0	100.0
	Total	28	100.0	100.0	

The research findings from Table 4 revealed that half of the respondents, BOM chairpersons 14 (50.0%), noted that staff motivation raises teachers' self-esteem, and the other half 14 (50.0%) reported that staff motivation promotes staff professionalism. These findings were in line with the work of Deribe *et al.* (2015) in Ethiopia that the motivation of teachers has been found to be a great remedy in bringing order in service delivery and quality education and recommended that the state government should provide opportunities for all teachers including the basic science and science teachers of other science subjects to attend seminars, service courses and workshops.

4.5 Head Teachers' Response to Staff Demotivation in School

In schools, while management struggles to motivate workers, there are also elements of demotivation. In this regard, head teachers were asked about what they think demotivated staff in schools, and they responded as shown in Table 5.

Table 5: Staff Demotivation

What do you think demotivate the staff of your school?					
		Freq.	%	Valid %	Cumulative %
Valid	Hostile working environment	14	50.0	50.0	50.0
	Poor remuneration	6	21.4	21.4	71.4
	Failure to take the pupils who have done well to high school	8	28.6	28.6	100.0
	Total	28	100.0	100.0	

The findings shown in Table 5 indicated that 14 (50.0%) of head teachers were of the opinion that hostile working environments are actually demotivating, while 8 (28.6%) reported that failure to take the pupils who have done well to high school was equally demotivating. On the other hand, 6 (21.4%) said that poor remuneration was demotivating enough. These findings were supported by the work of Xaba (2013), who also cited poor job performance, which relates to a lack of required skills, low motivation, bad performance, and lack of resources as demotivating in nature.

4.6 BOM Chairperson’s Response to Staff Demotivation

The opinion of chairpersons was sought regarding what they thought demotivated the staff, and they responded as shown in Figure 1.

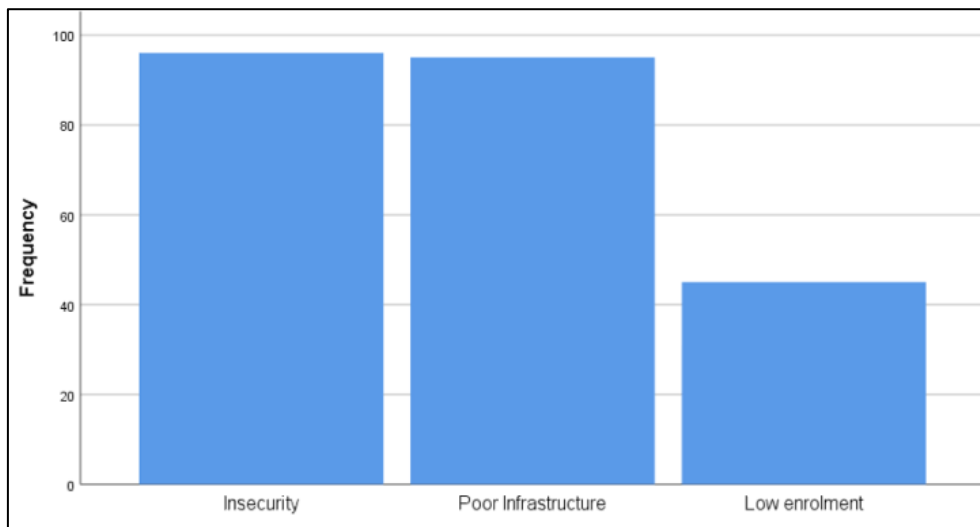


Figure 1: Staff Demotivation

The findings shown in Figure 1 indicated that most BOM chairpersons reported that insecurity and poor infrastructure really demotivated the education providers, while low enrolment was also a factor. Consequently, Mpululu (2014) added that for quality education to be realised, the government of Tanzania should motivate teachers by providing adequate staffing remuneration and making every primary school secure for teachers to avoid transfer requests, which generally create an imbalance in staffing in schools.

5. Conclusion

Motivation was done by rewarding performing head teachers and staff in various ways. Additionally, teachers were motivated by taking them on trips or tours. There was a provision for a special meal for the best performers among pupils.

5.1 Recommendation

Motivation by rewarding performing head teachers, staff and pupils should be encouraged in various ways.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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