
Implication of Motivation Theories on Teachers Performance in the Context of Education System in Tanzania

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Abstract: Motivation is generally known as the desire of doing things. Apparently, it can be also interpreted as a desire to perform an action in various contexts. The purpose of this study is to examine the implication of motivation theories on improving the performance of teachers in the context of education system in Tanzania. This paper will discuss the current situation of the educational system in Tanzania as well as the factor that motivates teachers' performance by relating with the motivation theories of Maslow's Need for Hierarchy and the Herzberg Motivation-Hygiene Theory. Furthermore, this study found out that, most teachers in Tanzania are less motivated, especially in terms of psychological factor which was explained in Maslow's theory. Nevertheless, this paper has discussed the importance of teachers' motivation and enhances both intrinsic and extrinsic factors in order to balance the platform of apex motivation theories in Tanzania. Perhaps, this might increase the efficiency on teachers' effectiveness and performance in Tanzania to improve the level of motivation. Lastly, the study recommended the Tanzanian government to prioritize, improve teachers' benefits as well as emphasize on sustainable development to lift up the living standards in the rural areas, this will help to increase teachers' motivation level as well as improve their performance.

Keywords: Motivation, Teachers' Performance, Education System, Tanzania

1. Introduction

The history of education in Tanzania can be traced before and after independence in 1961. Before independence the education was very restricted, it was provided to special people only. In 1967, the transformation era of Tanzania went from capitalist to socialist society, at that time the government introduced the policy "Education for Self-reliance". Some Education aspects and other access has been incorporated in national and international major economic and social policies such as The National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA), which was designed to promote economic growth, specifically in remote areas. The education system in Tanzania is based on 2-7-4-2-3+ structure, which means, 2 for pre-primary school, 7 for primary school, 4 as secondary school, 2 for high school and 3+ for university. The Ministry of Education, Science and

Technology is responsible of education system in the country. Although, there are some other ministries, which are directly or indirectly involved in one way or the other on providing some assistance or guidance in educational development in the whole country.

This paper attempts to imply and assess the factors that motivate teachers in the context of the education system in Tanzania. As it is acknowledged worldwide, motivation, is the most crucial element and key for success in any organization. In any country's development, motivation of employees is vital, and excellent service delivery plus the service provided that is offered by employed, in order to create a positive perception and everlasting image in the eyes of citizens and stakeholders [1]. Motivation can be quantified as the internal and external factors that stimulate desire and energy to people so that they become interested and fully committed to the job.

In addition to that, both public and private teachers' College and University provide training for the teachers in Tanzania. Despite the government's effort to provide high-quality education to its citizens, the educational system faces several challenges represented by lack of highly-qualified teaching staff may increase the challenges on teacher's motivation in the education system in Tanzania. The major challenges on the education system in Tanzania, where most teachers become less motivated in performing their work to encourage, inspire, and influence the education system in Tanzania. Public sector performance management techniques are generally presented as mechanisms to save money, hold bureaucrats and contractors accountable, even more so in periods when governments see performance tools as a way of cutting spending [2]. Mlaki [15] suggested that, in order to provide quality education in Tanzania, there is a need for the government to invest in education, and especially financing secondary education, especially in rural areas. In addition to that, the research found out most schools are located in hard areas which are difficult to reach and teachers are unwilling to live there due to the environmental condition. Therefore, the research more focused on school financing phenomenon which drawbacks coast sharing in secondary education and how to maintain high-quality teachers. [6] They identified the variables that must be given full attention and priority so that the teachers may be able to develop instructional strategies for making sure that all the children be provided with the opportunities to arrive at their fullest potential in learning and performance. Furthermore, they have suggested that there is a need for other researchers to explore the problem on a large sample from more scattered geographical regions including other student factors, family factors, school factors, and peer factors.

This paper attempts to investigate the factors that motivate teachers in both financial and psychological need and how its affect teachers' performance. Furthermore, to found out the possible solution which is to balance the motivation factors. The economic situation is one of the reasons which affects both students and teachers' performance, as is well known that most children were being involved in agricultural activities, so they don't get enough time to concentrate on their studies.

The issue of teachers' professional development includes in-service teachers' training, upgrading licensed teachers and non-education professionals to full-time teachers, especially in Science, Mathematics, and English. Rural schools have relatively less qualified and experienced teachers. The big challenge in rural schools is that, teacher turnover, because they give them a higher working load, big class sizes, and poor working conditions [3]. Therefore, the government should pay more attention into motivating teachers in the aspect of human personality, particularly in self-esteem, group belonging and self-cultivation. Many theories of motivation have been developed in helping understanding organizational or employees' behaviors, these include the Maslow's Need for Hierarchy and the Herzberg's Motivation-Hygiene factors theories which will be used in this research.

These two theories (Maslow's Need for Hierarchy and Motivation Hygiene factors) are quite related to this study. According to Moynihan, Pandey, & Wright [2], there are five basic group of human needs that emerges in a specific sequence and represent the order of importance to the individuals, which are physiological, safety, social, esteem, and self-cultivation.

2. Educational System in Tanzania

Rubagumya [4], "the educational system of Tanzania still functions as a reproductive mechanism for a small elite, rather than as an instrument towards egalitarianism. The educational system in Tanzania is provided by both the public and private sectors". The private sectors use English language as a medium of instruction in all of the subjects except for Swahili and Arabic languages, right from kindergarten up to higher education. In the public schools, the language of instruction at primary level is Kiswahili (Swahili), which is the national language of the country, and at the secondary level, English is used as a medium of instruction except for major courses such as Swahili, and Arabic language. When it comes to the language used the medium of instruction between the public and private schools, private schools seem to have better option than public schools, because they prepare their students well right from the onset by using the mainstream language that is English to communicate better, and simpler instruction at large, so that it becomes easier for the students to adapt, as they get into secondary level education. The Tanzanian education system comprises both formal and non-formal education. The basic education starts from pre-primary to primary level; whereby secondary level is divided into ordinary and advanced levels while tertiary level is categorized into non-higher and higher education.

2.1. Educational Structure

The Ministry of Education, Science and Technology is responsible for quality assurance, research, and evaluation of primary and secondary education, meanwhile, there are various other agencies involved in governance and monitoring education system and educational service in Tanzania, such as the Ministry of State President's Office (Regional Administration and Local Governance), and other Non-Governmental Organizations (NGOs) and individual organization which is coordinated by the central government.¹ The educational structure is divided into three levels namely, Basic, Secondary and Tertiary (Higher Education) Levels. The basic level education consists of pre-primary, primary, and non-formal adult education. The secondary education level includes the Ordinary and Advanced levels of schooling, while the tertiary (Higher Education) or university level programs and courses are offered by higher education institutions, including

¹ Education system Tanzania | EP-Nuffic | 1st edition December 2014 | version 1, January 2015

universities and teacher training colleges. The table below presents the structure of the Tanzanian education system:

Table 1. The Education Structure in Tanzania.

No	Level of Study	Students' Age Range	Duration of the Study
1	Kindergarten	5-6	2
2	Primary level	7-13	7
3	Secondary Ordinary level	14-17	4
4	Secondary Advanced level	17-19	2
5	University level	20-23	3+

Source; URT, 2014 Education Policy

2.1.1. Primary Education Structure

Primary education is compulsory to all Tanzanians. Every child at the age 7 is required to attend school. Public and private schools are using different curriculum and the languages of instruction. In public school, Swahili language is used as a medium of instruction, while in private school English is used for major subjects. According to the data of National Enrolment Ration (NER) of 2013, the primary school enrolment has increased from 4,839,361 in 2001 to 7,959,884 in 2006. Which means that the government has reached the goal of Education for All (EFA). Even so, recently according to UNICEF data shown that despite the positive progress in terms of the National Enrolment Ratio (NER) in the primary it has increased from 89% in 2003 to 97% in 2007 could not be sustained, primary school NRE declined to 85.6% in 2016. In Tanzania Education Curriculum in primary level is composed of twelve subjects, Kiswahili, Mathematics, Science, Geography, Civics, History, English, Vocational Subjects, French, Religious Studies, Information & Communication Technology and Physical Education (Sports). Examination of standard seven (Std VII) marks the completion of the Primary Education, and it is used for selection of students into government secondary education, while to private secondary schools passing standard seven (Std) VII Exam is not among requirements for admission.

2.1.2. Secondary Education Structure

Secondary schools usually specialize in very specific subjects and students are divided into different class groups such as in science and art classes. Whereby each student is assigned or placed according to the passing score of his primary final examination. The secondary education in Tanzania is divided into two levels, the Ordinary Secondary Level (O-Level 4years) starts from form I to form IV, and the Advanced Secondary Level (A-Level 2years) which starts from form V to form VI. see the figure 1 below:

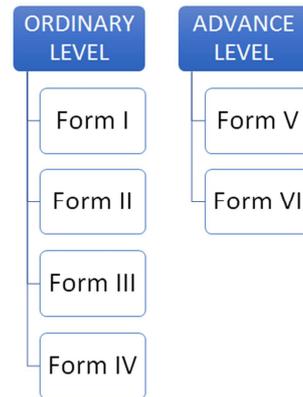
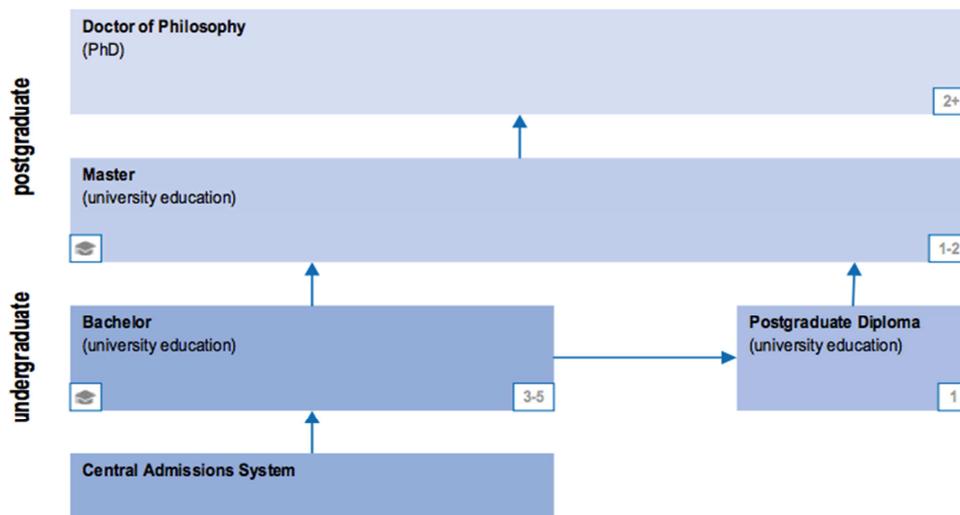


Figure 1. The Structure of Secondary Level in Tanzania.

2.1.3. Higher Education

Higher education in Tanzania is also divided into two levels. University Level (which offers degree programs and non-degree programs) and universities are authorized to independently award academic degrees. The second one is non-University Level (provide with non-degree programs, which offer access to bachelor and master's programs, depending on their level), they are authorized to issue various qualifications, ranging from certificates, diplomas and advanced diplomas to postgraduate diplomas, as it is shown in figure 2.



Adapted from: Education system Tanzania | EP-Nuffic | 1st edition December 2014 | version 1, January 2015

Figure 2. The Structure of Higher Education Level in Tanzania.

2.2. Educational Challenges in Tanzania

The Tanzanian government is aware that, the quality of education is the basic instrument of national development. The government adopts the policy of free education for all Tanzanian children at the primary level, but the education quality from pre-primary school to primary school is believed to be quite poor due to some challenges which include the poor family background of the learners, disability of children and orphanage.² In Tanzania, most teachers are less motivated, and they do not usually contribute enough to prepare students who do science rather than study science on solving essential problems of poverty, disease, and illiteracy, which obstruct social development as well as the value of human well-being [5]. Furthermore, there is lack of highly qualified teaching staff, lack of classroom and teaching materials, as well as inadequate administrative evaluation system. Chaudhry, Shafiq & Berhanu [6] stated that "Identifying the most contributing variables in quality of academic performance is a very complex and challenging job".

Generally, education can be acknowledged as the key to life, which it means that education derived the development of a particular state or country. Tanzanian Government appreciates that without proper and quality education the country development can be derived backward, therefore, the government puts more effort on improving and supporting education sector in the country. Although the government has taken some actions to make sure that education system in Tanzania is gradually improving, there are some challenges still exist in one way or another which may lead to the poor education quality delivery and affect both teachers and students' performance, and in turn contribute to poor development of the whole country.

Tanzania is one of the developing countries, where almost third majority of its population are still living in rural areas due to economic situation, although there is an increase of urban population from 26% in 2002 to 33% in 2012, and the population number decrease in rural area from 74% in 2002 to 67% in 2012 [7]. According to these statistics, there is still a large number of the population living in the rural areas where it is believed to have poor infrastructure, low education quality, this may be a problem where the majority of the students from remote areas have to confront. In addition to the workload of the teachers, most of the public schools have the large number of pupils in one class, whereby teachers get very tired, and tiredness influences their performance when it comes to assessing the students. The teachers are assigned with big class sizes, and in some cases especially in villages, one teacher can run the whole school. In addition to that, the other challenge is the language curriculum changing, this is one among the big challenge to both teachers and students in the second level where all subjects taught in English while in primary level all subjects

are taught in Swahili except English itself as a subject. This situation is unlike in private schools where to have better language foundation from primary level. Nevertheless, the very critical problem recently is that teachers' salaries and benefit have fallen considerably and are not given on time. This makes the teacher's performance to get relatively poorer on a daily basis, especially in public schools. Teachers in public schools are not motivated due to the unfavorable working environment. This compels most of them to move to the private school for the sake of better salaries in order to fulfill their dreams. Motivation implies arousal and maintenance of interest in the learning or doing an activity. For example, motivation plays a vital role in learning by bringing the learners to the proper frame of mind for learning. It promotes learner's concentration, attention and reinvigorates the energy to partake in various activities and attain a desired knowledge [8].

3. Motivation Theories

For the purpose of the current study, the research focuses on two of the four theories of motivation, which will help to justify and generate the theoretical framework of the current study: Maslow's Need for Hierarchy, and Motivation-Hygiene Theory of Frederick Herzberg, which are discussed in details in the following paragraph below:

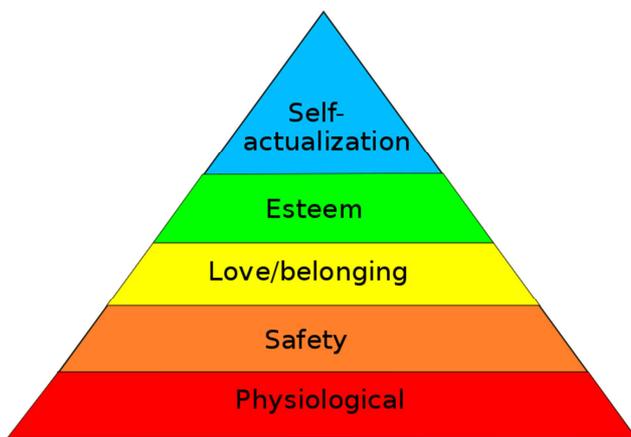
3.1. Definition of Motivation

Many scholars have mentioned in the different notion of motivation, but actually both of them there are still focusing on the same page. And yet, we need to have some common understanding and make sure what do we need to understand each other. Lunenberg & Ornstein [9] mentioned that the word motivation is derived from a Latin word *movere* which means (to move) and it is a critical determinant of performance in organizations and in fact school administrators widely agree that, but there is a less agreement on the definition itself. Motivation is a desire directed towards a positive stimulus or away from a negative one as well as the activated and consummatory. McPheat [10] define a description of a person's motive to action, it can be low level of motivation if a person takes a long time to begin or even to complete his project, and also it can be highly motivated if a person drives toward objectives, goals or target and likely those who are highly motivated is easy to fulfill and achieve their things in their lives. "Motivation in its broadest sense can be defined as forces acting either on or within a person to initiate behavior. It's what get you going. It's what potentially make you enjoy the job". The word motivation mostly used in psychology, and it refers to the factors which move or activate the organism. Actually, we recognize motivation factors when people work to achieve a certain goal, or the action taken or established to reach their goals.

² Educational System in Tanzania: Challenges and Prospective. <http://www.tanzania.go.tz/educationf.html>

3.1.1. Implication of Maslow's Hierarchy of Need for Motivation

Abraham Maslow developed a theory which starts from low-level of needs must be fulfilled before the higher-level needs in order to pursue the hierarchy model and motivation in the organization. Although there is no evidence to support that but also the existence of five steps are more likely to operate in a flexible rather than in a strict step by step unless the two lower-needs (physiological and security) are basically satisfied [9]. Motivators create job satisfaction which includes achievement, recognition, autonomy and other intrinsic aspects when there are fulfilled. On the other hand, he came up with the hygiene factors which will enhance dissatisfaction when they are not fulfilled. Motivators are those factors which provide a feeling of job satisfaction at work. These factors influence the ways of work in a company; for example, giving responsibility to carry an enlarge task within an organization and providing the person with the necessary conditions will lead to growth and advancement to higher level tasks. See example in the figure 3 below:



Source; Maslow's need for hierarchy (1953)

Figure 3. Maslow's Need for Hierarchy theory.

Every school leader or administrator required a knowledge of the ability to motivate people to maximize their performance in order to achieve their goals grow professional and to change, school administrators must understand and be able to apply the basic theories of motivations³. According to the five factors of Maslow's Need for Hierarchy to compare with the education system in Tanzania it can be categorized as it follows;

Psychological needs as a fundamental aspect, the government should provide a reasonable salary and better working condition so that the teachers can afford their basic needs such as food, clothes, and shelter, so that the teachers can work in the good environment and be satisfied with their workplace which may increase the efficiency of work.

Safety needs, every employee need protection against any kind of danger, threat, amalgamation, etc. the organization can provide job security to its employees and make them feel safe from any kind of risk, they should be treated equally with fairness. Social security and work insurance may also be among the factors which increases work performance.

Social needs, in this factor more likely include the relationship between the employees and the surrounding environment, such as friendship and love. Organizations required to meet their needs by including employees in the social activities and sponsoring them in sports activities, providing opportunities and employee-centered supervision.

Esteem needs, appreciation of the work that employees (teachers) do and reward them accordingly, mostly recognition and focus on self-respect and respect others. They need to feel self-confidence, valuable and in control, the organization can give or establish a kind of award, promotion or job title as recognition to its members in order to motivate them.

Self-actualization needs, apparently, self-cultivation can be personalized differently in different people, but it about provides opportunities to the employees in self-growth or personal development.

By looking from the context of Tanzania education system, this theory is relevant, although some aspects need to be developed in order to meet the requirement of the needs of the teachers as well as the citizens. As most of the Tanzanian population are living in the rural area, where it believes the quality of education is still under threat and delivered in a low quality, therefore, the government and the responsible ministries need to take some measurement to fulfill teachers desire and increasing the level of motivation for better and quality performance in education sector.

3.1.2. Motivation-Hygiene Theory (Herzbergs' Two Factors Theories)

Fredrick Herzberg (1959) developed the theories from existing theories of Maslow's Need for Hierarchy and Alderfer Existence Relatedness Theory (ERG), the Motivation-Hygiene theory has actually received and well accepted in the workplace. The theory was able to subscribe and differentiated between the factors that satisfied employees, and the factors that dissatisfied employees. Herzberg conducted his research based on accountant and engineers who were employed in different firms and concluded that managers must set up and guaranteeing the adequacy of the hygiene factors to avoid the employee's dissatisfaction, which means the employees are influenced by two factors (motivators and hygiene factors).

Motivators are those factors which create job satisfaction because they fulfill an individual need for psychological growth, in other word known as intrinsic factor, which includes achievement, recognition, work itself, responsibility, advancement personal growth, and all other instinct factors. These factors motivated the employees to the high level of work performance refers to the job satisfaction, and according to Herzberg, the motivational factors yield positive

satisfaction.⁴ The aspect of motivation can be either desire or behavior that drive a person to achieve his/her goals and can be something within or outside the person that energizes behavior. Abraham Maslow (1970) suggested that certain needs have priority over others. Physiological needs like breathing, thirsty, and hunger comes before psychological needs such as achievement, self-esteem, and the need for recognition. Moreover, we cannot deny that all type of motivation is equally important especial for increasing optimum level of arousal, and not to eliminate it. It is everyone and every leader dreams to manage a team with a certain level of satisfaction, engagement, and productivity in his or her organization.

Hygiene factors, these are those factors that essential existence at the workplace, and do not lead to positive satisfaction for long-term, these factors are associated with the surrounding environment and adequate/reasonable in a job, pacify the employees and do not make them dissatisfied which also known as dissatisfiers or hygiene factors. These factors are extrinsic to the workplace, for example, salary, working condition, status, relationship, policy and administration, security as it stated in the table below:

Table 2. Motivation and Hygiene Factors Theory.

Motivation factors (Intrinsic)	Hygiene Factors (Extrinsic)
a) Achievement	a) Company policy and administration
b) Recognition	b) Supervision
c) Work itself	c) Relationship with supervisor
d) Responsibility	d) Work condition
e) Advancement	e) Salary
f) Growth	f) Relationship with peers
	g) Personal life
	h) Relationship with subordinates
	i) Status
	j) Security

Source; Lunenburg and Ornstein (2010, p. 85)

3.2. Training Process in the Public Service in the Context of Education System in Tanzania

Training function or training activities in the public sector is the responsibility of employers, therefore, as Government of Tanzania must take full responsibility on training the public servants as a part of performance management for public delivery. While it is responsible for undertaking Training Need Assessment (TNA), which is preparing a Training Plan; allocate fund for training; implementing the training plan; monitor and evaluate the institution's training plan, must be systematic organized.

According to the URT (Public Service Training Policy, 2013), the President's Office- Public Service Management is responsible for coordinating training in the Public Service through issuing various training guidelines; coordinate scholarships opportunities from Development partners and facilitating MDA's to develop TNAs and Training Plans. For the implementation of those roles, the Tanzania Government put efforts and succeeds to receive an average of 1,100

scholarship opportunities from different development partners out of 483,118 employees in the public service. Also, the government has established various training institutions and created a better environment for anyone to establish training institutions (centers), meanwhile both public servants and public institutions have the freedom to choose training institution to undergo training except for the statutory ones.

In 1996, the Tanzanian Government launch a policy of the technical education and training policy in Tanzania, the objectives of this policy were to have an important implication on the education sector. According to URT [11], the general objectives of this policy were: -

- a) To enhance the application of science and technology to socio- economic development in order to improve the standard of living of the population and meet the basic needs of the masses;
- b) To establish an appropriate legal framework, laws, regulations, and rules for rationalizing, assessing and monitoring the development of technical education and training in the country;
- c) To facilitate the creation of relevant institutions both public and private, to implement specific objectives on the development of technical education and training;
- d) To enable the country to attain adequate and acceptable levels in technical manpower requirements in different sectors of the economy; and
- e) To ensure the existence of an effective technical education and training system, which can address itself to present and future economic development requirements of the society through effective planning and implementation of national programs.

3.2.1. Challenges of Training in the Public Service

Tanzania is facing some challenges regarding the performance of training in the public service, as a result, public service not being satisfied with the training products in terms of quality and relevance. According to the (URT, Public Service Training Policy 2013), there are some challenges pointed out as it follows: -

- i) Lack of comprehensive guidelines on the management and coordination of training in the Public Service;
- ii) Limited appreciation of the importance of training by employers leading to less priority in planning, budgeting, implementation, and M&E for training function;
- iii) Inadequate resources for the training of Public Servants;
- iv) Training programs in the public service are not structured to address different levels, cadres and responsibilities and attitudinal transformation of public servants;
- v) Lack of systematic training geared to prepare public servants to occupy higher positions in the public service.

3.2.2. Factors Motivating Teacher's Performance in Tanzania Education

Despite the existence of some challenges in the public service especially in the education system in Tanzania, but the Government ensures a friendly environment to motivate and encourage teachers are as it follows:

⁴ <https://www.managementstudyguide.com/herzbergs-theory-motivation.htm>

i. Carrier Development and Scholarship Opportunities for Teachers

Tanzanian Government take measures to make sure that all teachers around the country get the opportunity to continue their studies inside and outside the country, for the sake of self-actualization needs, contribute to the education sector and bring sustainable development and to the country sound economically. By looking way back in August 2006 when the 4th President of Tanzania, Jakaya M. Kikwete declared that all graduates with B. A. in education will get a full scholarship [12]. This issue was initiated in order to motivate, encourage, and attract the young generation to be interested in the field of education and increase the number of teachers which will help to fill the gap of lack of teachers in the country.

ii. Establishment of different policies

In order to promote education in Tanzania, the government set up different policies which create a better environment in the education sector, especially by empowering teachers and reactivating education sector. The education system is centralized, in which education involves different agents both governmental and non-governmental organization, the aim is to fulfill the development goals. The establishment of different policies was to the ultimate goal of improving the living standard of the people as well as teachers, they become the target for improving and boost the country development.

Establishment of Primary Education Development Plan (PEDP) and the Secondary Education Development Plan (SEDP) in 2002-2006, help to increase the number of new school and classroom across the country. More than one thousand new government schools were built between 2003-2006 and increased from 1,083 in 2003 to 2,289 in 2006. Teacher's houses were also built during this period [12].

iii. Working condition

Tanzanian Government puts a lot of effort and investments in education. The budget for basic education keeps increasing dramatically every year, which helps to finance, and to encourage better teachers working condition such as building houses for teachers, providing essential teaching tools, and materials such as books and build better scientific modern laboratories, which also helps to motivate teachers and promote technology in school, and good performance in the educational sectors. After studying these two theories, it is clear to see that some gap which the government has to fill in order to reach the impeccable realistic goal of motivating teachers in the context of the current education system in Tanzania.

4. Two Theories Approach Related to Teachers' Motivation in the Tanzanian Education System

4.1. Maslow's Need for Hierarchy

By considering the five factors of Maslow's need for Hierarchy, impulse the instinctive motives to desire goals of

the school or organization. In the context of education system in Tanzania to what extent these factors are practical and which parts need to be improved; in Psychological needs, although the government has taken some action to ensure that they reach a certain level to motivate teachers and other education stakeholders, but there is still existence of some unsatisfied conditions of teachers' benefits such as salary, shelter etc. Mruma [13] researched on teacher's motivation in Tanzania, and he concluded that 89.2% of his correspondents responded that the salary they get is not enough to afford their basic needs, meanwhile others (85.4%) disagree that the school provides them with the free accommodation. Psychological needs are not yet reached to the level that motivates teachers, meanwhile, it leads to an unsatisfied factor which may cause poor performance of the teachers and finally may cost the whole nation.

4.2. Motivation-Hygiene Theory (Two-factor Theory)

Frederick Herzberg (1959) introduced two-factor theory or the motivation-hygiene theory and explained two distinct factors influence motivation. According to Herzberg, there are some factors that result in satisfaction and motivation of employee while there are some factors that merely prevent dissatisfaction.⁵ Motivation-Hygiene theory is closely related to Maslow's Need for Hierarchy Theory, in aspects that both identify and explain the human needs and clarify that these human needs satisfied the motivation of employees [9]. After reviewing some of the motivation factors in both theories, there are some suggestion to the government which may help to reduce the challenges and improve the education quality. Therefore, the current study suggests the following points which can guide the improvement of the education system in Tanzania:

- (1) *Teachers assessment with rewarding bonus*, this will help to measure teacher's performance and increase their level of motivation. Herzberg (1959) argues that managers must stress upon guaranteeing the sufficiency of the hygiene factors to avoid employee dissatisfaction, not only that, but they have to make sure that, the work is interesting and rewarding so that employees are motivated to work and increase the performance, working harder and better.⁶
- (2) *Improvement of infrastructure in the rural areas*, as the majority of Tanzanian people are still living in rural area, the government has to take responsibility to make sure that they supply all kind of social need on each village, by building proper roads, new schools among others. This will attract and motivate teachers to go and work at any kind of place in the country, and reduce the population growth (urbanization) in the major city as most of the teachers seek the place where they can find the better working condition. This will help them to fulfill their psychological need, by providing them better working condition so that they can perform at a

⁵ <https://www.managementstudyguide.com/herzbergs-theory-motivation.htm>

⁶ <https://www.managementstudyguide.com/herzbergs-theory-motivation.htm>

high level.

This evidence can be reviewed from Maslow's Need for Hierarchy, he proposed that human beings are motivated by their needs, which in his pyramid-shape placed psychological needs such as water, shelter and other working conditions are being the most basic needs [14].

- (3) *Policy review*, the government should also review policies on the educational system. The policies should be well-designed and implemented to meet the demands of teachers; for example, by making them participating and have a say on matters regarding themselves and provide them more opportunities for training and development teachers will likely be motivated.

5. Conclusion

Education is a key element in any nation's development process, and teachers who are placed among the key stakeholders in education should to be motivated in order to reach the development goals. Motivation of teachers in Tanzania will help to improve the quality of education in the country, as well as connecting to the bridge of sustainable development. Motivation also is the reason for people's activeness, desires and needs, therefore, any organization should be responsible to create a better environment for belongingness, and togetherness. Government and other organizational institution should apply the same motivation theories in order to increase the teachers' and other employees' performance level.

According to the motivation theories, performance always become as a result of the interaction between an individual's motivation, ability, and the environment. Therefore, success in motivation will give way to better succession in higher education in order to increase the performance level in the education sector in Tanzania. The government, therefore, needs to set up a good program with an excellent working environment as well as provide recognition for teachers in return at a high standard priority. In so doing, this will help to increase the level of motivation of teachers for better high performance. On the contrary, low motivation of teachers in Tanzania has led to dissatisfaction with the motivational factors such as working condition, policies on education, financial compensation, work promotion, and community's perception towards teaching professional and recognition. More importantly, the government should pay attention to both instinct and extinct factors, as it mentioned on Herzberg Two Factors Theory, this will possibly help to increase the satisfaction level of teachers as well as the education system in Tanzania. Furthermore, one of the key intrinsic motivation factors for teachers is professional training programs, and development, this was also noted to be lacking in the studied for the public secondary schools and demotivated teachers who wanted to advance their career in education. There is less funding which is located in rural areas, and teachers become less motivated to work in such environment, what

should the government do to improve the living standard as well as to create a friendly working environment to attract teachers to work in different areas, expressively with high performance motivation.

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