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**Extensiveness of Teachers Motivation Strategies in Enhancing Form Four Students' Academic Performance in Public Secondary Schools in Namtumbo District – Tanzania**

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**ABSTRACT:** *The purpose of this study was to examine the extent of teachers' motivation strategy in enhancing form four students' academic performance in public secondary schools in Namtumbo district – Tanzania. The study was guided by the theory of Transformation Supervision Theory developed by Bass, (1985). Question which guides the study is to what extent does teachers' motivation strategies enhance students' academic performance in public secondary schools in Namtumbo District? The study used convergent design under a mixed method approaches (Quantitative and Qualitative approaches). Target population of the study were 948, probability and non-probability sampling were used to get sample size of 135 respondents. The instruments for data collection were questionnaires for teachers, students, and academic masters/mistresses and interview-guide for heads of schools and WEOs. The validity of the instruments determined through content validity by expert in education from Mwenge Catholic University and face validity were viewed by a researcher. The reliability of the instruments was determined by using Cronbach Alpha which measures the consistency of the items and the results were  $r = 0.775$  for students,  $r = 0.757$  for teachers and  $r = 0.943$  for academic masters/mistresses. Qualitative data was established through triangulation. The quantitative data was analysed into frequencies, percentages, tables, and mean scores by using Statistical Package for Social Science (SPSS) version 22. Descriptive and inferential statistics were used. Hypothesis tested by using Pearson correlation at significance level of 0.05. The study found that teachers' were not much motivated by heads of schools due to lack of trainings, in-service training, workshops and seminars shortage of teaching and learning materials, shortage of facilities like laboratories and libraries. Study concluded that due to lack of implementation of motivation strategies teachers' reduced the morale of teaching and learning process in enhancing students' academic performance. The study recommended that, heads of schools find means of motivating teachers for the purpose of improving the performances in National examinations. The government should provide training to teachers, teaching and learning resources and facilities in schools.*

**KEYWORDS:** strategies, public secondary schools, students' academic performance

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## INTRODUCTION

Education is a vital human right as well as a reagent for economic growth and human progress (Okumu, 2022). Education is a process whereby an individual is helped to develop behavior or to apply existing behaviors to equip him /her to cope more effectively with historical environment (Marozas and May 2022). Administration is a person's ability or talent to supervise school or organization to ensure the objectives and goals in education are well

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achieved. Motivation is a kind of internal force that pushed someone to do some activities for the aim of acquiring something that can be in apposite way or negative way. In Tanzania like other sub-Saharan African countries, poor academic performance in schools has been a major concern (URT, 2017). The same issue raising in Namtumbo District that many students scored division 1V and 0 but few of them scored division 1, 11 and 111 that is among indicators which show that there is poor education in Namtumbo District. Parents use a lot of money to educate their children and their expectation is to get good result from them. When the results come negatively parent rise up their cry because students cannot continue with further studies. Although the governments made efforts in education sectors through establishment of infrastructures, provision of teaching and learning materials, facilities, employ teachers but the problem of poor performance is still there. Therefore, the study searched the extent to which teachers' motivation strategies in enhancing students' academic performance in public secondary schools in Namtumbo District.

Among the strategies used were teamwork, motivations, provision of teaching and learning materials, instructional supervision, strict rules and regulation, providing enough assignments to students, coverage of syllabus on time and camping strategies. One of the strategies used by heads of public secondary schools was motivation, which refers to how willing individuals are to work towards achieving the goals of their organization or employee (Li Min & Su Yong, 2014). Motivated teachers are likely to go the extra mile to improve student performance and ensure that the learning outcomes are achieved. Although some strategies mentioned above but the researcher wanted to know to what extent teachers motivation strategies were implemented by heads of school in enhancing students' academic performance in Namtumbo District.

In Canada Leithwood et al. (2019) stated that, school leaders are the bridge between reforms and their effectiveness in schools. They proposed that success of teaching and learning reforms depend on the motivation and skills of school leaders. Success of any reform focused on learning may be low, unless school leaders support the purposes of the reform and prioritize it. According to these authors, effective leadership is critical to the success of education reforms in general and for the improvement of students' performance in particular.

Igoche et al (2022) did a study in Nigeria concerned with teachers' motivation on students' performance in mathematics in secondary schools. Teachers' condition of service has influence on the students' performance in mathematics. It was revealed that payment of teachers' salaries regularly on time influences the performances of students. The study revealed that with teachers' motivation, the students' academic performance in mathematics can be enhanced. Secondary school proprietors should take the issue of teachers' motivation seriously by paying their salaries when due, providing the appropriate resources needed for delivery of mathematics knowledge and assign appropriate workload in order not to overload them. The heads of schools in public secondary schools need to motivate teachers' through providing trainings, rewards, providing to them enough teaching and learning materials and having good working environment. Therefore, the study searched that to the extent teachers' motivation strategies enhances students form four students' academic performance in public secondary schools in Namtumbo.

Moreover, Msafiri, (2017) conducted a study in Kahama-Tanzania aimed at investigating the strategies for motivating teachers in Tanzania rural public ordinary secondary schools. The study found that in-service training, seminars and workshops are not fairly provided to rural

public teachers hence lowering teachers' performance and some teachers motivated. Moreover, there is a great need to offer extra attention to teachers who work in rural public secondary schools since the working environment is not motivating and most lowers teachers' motivation. The current study worked on the extensiveness of teachers' motivation strategies in enhancing form four students' academic performance in public secondary schools in Namtumbo District.

### **Statement of the problem**

Teachers' motivation strategies are very crucial for academic performance of students. In Namtumbo district public secondary schools faced with the problem of teachers' motivation strategies that leads to Poor Performance of form four students in National Examinations. Therefore, teachers motivation strategies is a major concern in Tanzania. Teachers complain that they do not have seminars, in-service training, workshops, rewards that motivated them to work and shortage of teaching and learning resources which motivate teachers to accomplish their activities effectively and efficiently. Parents complain that they use a lot of money to educate their children and they hope that at the end, they will have a return of their investments. Students cannot continue with further studies due poor results. Several studies have been done by Leithwood et al. (2019) argued that success of teaching and learning reforms depend on the motivation and skills of school leaders. Msafiri, (2017) states that in-service training, seminars, workshops are not fairly provided and working environment is not motivating teachers and Igoche et.al (2022) states that heads of schools in public secondary schools need to motivate teachers' through providing trainings, rewards, providing to them enough teaching and learning materials and having good working environment. There was a need for researcher to investigate the extensiveness of teachers' motivation strategies in enhancing form four students' academic performance in public secondary schools in Namtumbo District.

### **Research Question**

To what extent does teachers' motivation strategy enhance students' academic performance in public secondary schools in Namtumbo District?

### **Significance of the study**

The findings of the study will contribute much to the heads of public secondary schools to formulate teachers' motivation strategy and other strategies that can help teachers to work and enhance students' academic performance in form four National Examinations in Namtumbo District. The community will be aware of the problem of performance of students what makes them to fail due to truancy, parents use form four student to care their young brother and sisters when they go to farm. Moreover, the findings will benefit stakeholders like Ministry of Education, Science and Technology (MoEST), curriculum planners and policy makers who are responsible for monitoring and evaluating the academic performance of secondary schools to make decisions on how best they could create initiatives to intervene in the challenges that faced teachers and school management. In addition, the findings of this study will contribute to the existing body of knowledge whereby the researcher will gain skills concerned with the strategies of heads of schools used in public secondary schools. The study also will contribute to other readers who will read the work for adding skills and knowledge. The findings also will help the policy makers to reexamine regulations for the Education sector in Tanzania and ensuring that the policies are implemented in teaching and learning process.

### **Theoretical framework**

The researcher used transformation supervision theory in this study because the theory is related to the study. This theory gives the researcher the right way on how the employer and employee work in the institution for the better performance. The theory explains different aspect of supervisory strategies this help the heads of public secondary schools in Namtumbo District to support and give teachers instructional skills to enhance performance of students and acquisition of life skills in education

### **Transformation Supervision Theory**

This theory was developed by Bass (1985) and the researcher chose this theory to guide the study in which emphasized working towards the benefit of institution or organizations. The theory based on the leaders who supervised people in the organization. Through supervision the leader can create positive change to the workers through motivation and other strategies and come up with high performance in the organization or school. Moreover, the theory state that everyone can work due to the task provided. Also the theory was introduced to establish the usefulness of the leaders in the organization and to create relationship among the heads as a supervisor and subordinates such as teachers, students and non-teaching staff as supervisees in the school or organization. The theory postulates that the leaders in the organization has influence on supervisee and impose effectiveness for better performance in institution. James Mac Gregory Burns (1978) introduces the concept of transforming leadership, and he struggled that in transformation supervisors and followers need to work in collaborative manner in order to achieve an intended goal, transformation supervision leaders are idealized in the sense that they are moral examples to subordinates

According to Bass (1990) the theory postulates that there is a principle that has to encourage and motivate followers, that is a person with vision and desires would achieve great things, people will follow the person who encourages them, awareness of tasks concerned with the profession is very important and motivates people. Theory emphasizes teamwork in the school and to come up with better performances.

### **Strengths of the Theory**

Moreover, the strength of the theory first of all it has two unique categories of behavior that supervisors may exhibit; initiating structure behaviors and consideration behaviors also supervisor has responsibility for implementing important administrative function like staffing, Planning, organizing directing and controlling and Administrative function is among the strategies which the head of school should do as a part of the work. Furthermore, the theory states that when head supervising well schools he or she will be able to utilize employees effectively and efficiently and through that the students will perform well in National Examination. In managing the school performance and students' academic performances, the theory emphasizes that, there should be good relationship between the administrators and the employees in the school or organization settings for the purpose of having good academic performance of the students.

### **Weaknesses of the Theory**

The weakness of the theory does not say how the performance of school will be raised up and by which means. Management skills is born according to this theory but according to the study

it is not true to say that management skill is born that is why there is course of management which offers in different universities. Therefore, management skills are acquired through training not inborn. Transformation Supervision need the administrator to use skills such as motivating teachers but this study shows that head of school do not motivate much teachers and the result teacher reduce morale to teach students.

### **Application of the Theory**

Theory is applicable in this study because management strategies are needed in schools to enhance the performance of students. The heads of schools need to apply transformation supervision in working places. The theory is applicable in this study because it emphasizes that there should be good relationship between the administrator and employees for the purpose of having good academic performance of the students. Heads and teachers work as a team in school setting and different supervision strategies applied in school to enhance the performances of form four students.

### **Review of related Empirical Literature Review**

Teachers' motivation this is the way of caring for teachers to continue working in morale within the institution effectively and efficiently for the aim of achieving performances. Such as to participate in professional learning is a significant factor in explaining motivation also to participate in professional learning activities.

Akomolafe and Adesua (2016) conducted a study to examine the relevance of physical facilities in enhancing the level of motivation and the academic performance of senior secondary school students in South West Nigeria. The study adopted ex-post facto design. The population consists of all senior secondary students in South West Nigeria. 1500 senior secondary school students from three states out of the six states in the South West geo-political zone made up the sample of study. Questionnaire and an inventory were used to collect data. A self-designed questionnaire tagged "Motivation and Academic Performance of Senior Secondary School Students" used to obtain information from the respondents. The findings of the study indicated a considerable correlation between physical amenities and students' motivation levels and academic achievement. High quality physical, human and material resources should be made available in public secondary schools to encourage students towards learning. This study discovered on physical facilities, human and material resources facilitating teaching and learning process. The study conducted in Nigeria and instruments for data collection was questionnaire and an inventory and based on motivation of students' but the current study based on the motivation of teachers in enhancing academic performances. The instruments for data collection were questionnaires and interview guide. Apart from that, there might be other factors which motivated teachers' in enhancing students' academic performances such as giving rewards and word of appreciation. Therefore, the study employed quantitative and qualitative approaches. Therefore, the current study worked on extensiveness of teacher's motivation in enhancing students' academic performance in Namtumbo District.

Ukpong and Uchendu (2012) conducted a study about the influence of motivational strategies on teachers' teaching performance in public secondary schools in Oyo-Urban, AkwaIbom state in Nigeria. An ex-post facto design was used for the stud and 360 teachers were randomly chosen as samples from the population of all the secondary school instructors at 18 public schools in the area. 300 teachers were given a questionnaire that was based on four point Likert



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scale. ANOVA was used for statistical analysis of gathering data. The yielded significant influence of motivational strategies on teacher's work performance. The findings were significantly positively influencing of motivational variables on teachers teaching performance. Principals who apply the motivational strategies to motivate their teachers highly could return enjoy high teaching performance among the teachers.

The study revealed that, positive motivational on teachers would return high teaching performance among the teachers. There is still a gap concerned with motivation and the previous study done in Nigeria came up with those findings, the current study conducted in Namtumbo District to find more about teacher's motivation. The researcher used convergent mixed method design and used questionnaire and in depth interview guide as instruments for data collection. The recent study the researcher investigated more concerned with teacher's motivation in enhancing students' academic performance in Namtumbo District.

Mugarura et al (2022) conducted study in Kisoro District in Uganda on In-service training is very important in the life of a learner and general performance of the school. There are many variables that affected Students achievement, but one of them, most crucial ones is having good teachers. Students won't receive a highly quality education if teachers in a schools lack the resources they need to teach students in an effective manner. Using qualitative and quantitative methodologies. Mixed method designs were used to collect and analyze data. Target population were 238 in Kasoro district, the respondents were teachers, district education officer and district inspector of schools were including in this study. If school teachers do not have the tools they need to teach students effectively, their students will not get quality education. Quantitative data were collected data by using questionnaires while qualitative data collected by using in-depth interviews. It also positively contributed to teachers' performance. In-service training for teachers and rewards motivated teachers for better results. To teach effectively, teachers need access to ongoing teacher training development. This professional development enables teachers to improve their education through seminars, workshops, and classes among others.

Mugarura et al (2022) findings exposed that, in-service training, seminars, workshops and motivation are very essential for teacher development. Moreover, the researcher did his or her part and discovered motivational factors which are important for students' performance but also the presence of teaching and learning materials will assist teachers in implementing well the curriculum. Therefore, the current study the researcher worked on extensiveness of teachers' motivation strategies to enhance students' academic performance in Namtumbo District.

Mark (2015) conducted research on factors influencing teachers' motivation for job performance in public secondary schools in Kibaha District. A descriptive survey research design. was used for investigation. Data gathering methods used in the research included questionnaires and interviews. While the qualitative responses were coded, categorized and subjected to the thematic analysis the quantitative data were evaluated using descriptive statistics such as tables, frequencies and percentages were used to assess the quantitative data while the qualitative responses were coded, categorized and analyzed to the themes. The findings of the study show that the motivation in Kibaha District teachers were affected by factors such as poor working conditions, low salary and unfavorable policies on education. Delays promotions and the community's negative perception of teaching. The researcher did

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not consider that, lack of training; lack of teaching and learning materials and lack of team spirit was among the factors that affect academic performance. Therefore, there is still a gap of knowledge concerned with motivation and data collected by using questionnaire and in- depth interview guide. The study concerned more with teacher's motivation in enhancing students' academic performance in Namtumbo District.

This study conducted in Uganda by Paul (2018) investigated teachers' motivation and the academic performance of students. Among the objective stated to guide the study is to determine whether the methods of incentive employed to contribute to academic performance achievement in the schools in Kwapa sub-county. The overall number of respondents were 273 and there were 161 sample sizes. Information was gathered via a questionnaire, interview guidelines, focus group discussion and documentary. According to the research study, there is a significant study correlation between teachers' and their academic success in the subject they are teaching. It wasn't right that rewarding teachers raised their spirit Comparing oral praise to tangible incentives promotion and money benefits which in turn increased student's performance motivation. It has been observed that verbal praises were essentially irrelevant from the research. It was discovered that teachers worked better when they were rewarded, which encouraged passive students to study well as preserved between teacher motivation and the academic performance of students in the subject handled by the same teacher. It was not worthy that, rewards given to teachers boosted their morale and this subsequently improved students' performance. From the study, it was found that when teachers were rewarded, they worked harder and this motivated disinterested learner to learn, preserved, and fostered the enthusiasm of those who are interested in learning.

The findings done by Paul (2018) have shown that, extrinsic motivation plays a significant role in determining the performance of students in academics. The researcher disclosed that, teachers' motivation is among the strategies for good academic performance, these motivations are based on extrinsic motivation such as promotion, material rewards and financial rewards. Although the previous study discovered those above there is a need for the researcher to work on teachers' motivation in consideration of intrinsic motivation, the researcher used quantitative and qualitative mixed research design and the instrument for data correction comprised questionnaire and interview guide. Therefore, the current study the researcher investigated on extensiveness of teachers' motivation strategies in enhancing form four students' academic performance in public secondary schools in Namtumbo District.

Furthermore, the researchers used one approach and data were collected by using one instrument that hindered them to get enough information concerned with the study, few of them showed the number of respondents. Also in this study, researchers based on how to motivate teachers such as extrinsic rewards and ignored intrinsic rewards, some factors have been mentioned by the researchers therefore, in the current study researcher was focused on the factor that motivate teachers in enhancing students' academic performance.

### **Knowledge gap**

Many studies have been conducted on teachers' motivation strategies for many years and in different countries such as in Canada, Nigeria, Uganda, Tanzania and other developed and developing countries. Akomolafe and Adesua (2016) Paul (2018); Mark (2015) and Ukpong and Uchendu (2012) conducted study on teachers motivation strategies, but the problem of motivation to teachers and other staff is still an issue in the organization and in schools. Few

them used qualitative approach. But the problems of the performance are still unsolved. The current study t instruments for data collection were interview and questionnaire. The gap is the area of the study conducted is differ with the current study. The researcher conducted the study in Namtumbo District worked to which extent teachers' motivation strategies in enhancing students' academic performances in Namtumbo District.

## **METHODOLOGY**

This study employed a convergent design under a mixed method approach. This study allowed the researcher to collect data by using both approaches, quantitative and qualitative approaches (Creswell and Creswell, 2018). The target population of this study is 948 included 24 public secondary schools, 24 heads of public secondary schools, 21 WEOs, 350 teachers, 24 academic masters and 529 students. The researcher used probability and non-probability sampling to select the respondents. According to Kumar (2011) In probability sampling each individual in the population has an equal and independent chance of being selected in the sample. This study employed stratified random sampling techniques to sample 6 schools, 60 teachers, 6 academic masters and 60 form four students but heads of schools and WEOs were included directly due to the position they have and the total sample size was 135 respondents. The instruments for data collection were questionnaires for teachers, academic masters/mistresses and students while school heads and WEOs the instruments were interview guide. The validity of instruments was ensured by requesting three research experts in education from Mwenge Catholic University to ensure the content validity of the instruments. The reliability of the items were tested by using Cronbach Alpha formula and found  $r = 0.775$  for students,  $r = 0.757$  for teachers and  $r = 0.943$  for academic masters/mistresses. The descriptive statistics were analyzed through frequencies and percentages. The support Statistical Package for Social Science (SPSS) Version 22 and presented by using tables. Analyses of qualitative data were done through thematic and transcribed data were presented in form of explanation and supported by quotations.

## **FINDINGS AND DISCUSSION**

### **Teacher's Motivation Strategies Enhances Students' Academic Performance in Public Secondary School**

The second research question dealt with finding out the extent teachers' motivation strategies in enhancing students' academic performance in public secondary schools in Namtumbo District. The information to answer this research question was obtained from teachers and academic masters/mistresses through questionnaire heads of schools and WEOs through interview guide. Table 1 and Table 2 present data and the responses.



**Table 1. The Responses of Teachers on Teachers Motivation Strategy Enhance Students Academic Performance N= 60 teachers**

S/N	Statement of extent	N		SE		ME		GE		VGE		Mean
		f	%	f	%	f	%	f	%	f	%	
1.	Teachers are appreciated when they perform well their activities	3	5.0	19	31.6	16	26.7	16	26.7	6	10	3.1
2.	Every staff member has a chance of being motivated	3	5.0	14	23.3	16	26.7	17	28.3	10	16.7	3.3
3.	The head of school has a tendency to reward teachers	3	5.0	18	30	19	31.7	14	23.3	6	10	3.0
4.	There is frequent communication between head of school and staff	3	5.0	9	15	9	15	22	36.7	17	28.3	3.7
5.	Teachers are given training within the school to improve their teaching professionals	11	18.3	23	38.3	14	23.3	7	11.7	5	8.3	2.5
6.	Teachers are assigned subjects with related to their specialization	1	1.7	9	15	5	8.3	22	36.7	23	38.3	3.9
7.	The head of school normally reward teachers with material things	13	21.7	18	30	14	23.3	11	18.3	4	6.7	2.6
8.	Teachers are provided with houses within school premises	12	20	19	31.7	13	21.6	6	10	10	16.7	2.7
9.	There are enough social services in the school such as electricity, water and other social services	8	13.3	21	35.0	11	18.3	9	15	11	18.3	2.9
10.	The head of school treats all staff fairly	7	11.7	11	18.3	10	16.7	14	23.3	18	30	3.4
	<b>Grand mean</b>				18.3		16.7		23.3		30	<b>3.11</b>

**Source: Field Data (2022)**

**Keywords:** N= Not at all SE= to small extent ME=to a moderate extent GE= to a great extent VGE=to a very great extent

Data in Table 1 indicated that 45 (75%) of teachers who were involved in study responded that to a very great extent teachers were assigned subjects related to their specialization while 14(23.3%) of teachers stated that to a small extent teachers were assigned subjects related to their specialization and 1 (1.7%) of the teacher indicated that not at all teachers are assigned subjects related to their specialization.( Mean score=3.9) .The findings show that majority of teachers agreed that to a great extent teacher were assigned subjects related to their specialization. Although the government assigned teachers subjects related to their specialization but still the performance of students in public secondary schools in Namtumbo District were unsatisfactory. This implies that teachers who were assigned subjects by the government they are not competent enough to deliver materials to the students.

This was supported by one HOs during the interview stated that:

All teachers are assigned subjects related to his or her specialization and they are assigned by the government authority but you can find a teacher is not competent with the subject and students fail to acquire the knowledge and skills needed and as a head I am supposed to find an extra teacher from another school to assist students (Interview, 30<sup>th</sup> June, 2022).

Apart from that, WEO supported that:

In my ward teachers teach subjects according to their specialization but some of them are not competent enough and some are competent but they do not have enough textbook for teaching and learning for example science textbooks to enhance teacher to be competent in teaching and learning process (WEO, 12<sup>th</sup>July, 2022).

From the interviews the implication is that not all teachers who were employed by the government were competent so the head of school should give a chance to attend different seminars and workshops which related with their specialization to improve their competency.

Data in Table 1 indicated that 39(65%) of the teachers reported that to great extent teachers were frequent communicated with heads of schools and staff while 18 (30%) of teachers to a small extent teachers were frequent communicated with heads of schools and staff and 3(5 %) of teachers said that not at all. (Mean score=3.7). The results revealed that to a great extent majority of teachers were communicated with heads of schools. It means that in any organization or institution the leaders had a tendency of communicating with teachers for the purpose of improving the performances of students and institutions in general.

This implies that there was good communication in the school between the heads and the staff such as to communicate about on how to raise up the performances of form four students through meetings and few teachers rejected that there was no frequent communication may be they did not obey the order given by head of school. This supported by (Kanani, 2018) stated that frequent communication between head of school with teacher led to the performance in secondary schools.

The interview conducted with One WEO had this to say:

Usually I try to communicate with heads of schools, school board and teachers through meetings to discuss on how to help form four students to perform well in their national examination and the meetings held before national examination and after results of form four on how to improve the performance of students in Namtumbo district (WEO interview, 12<sup>th</sup> July, 2022).

Furthermore, another HOs of school added that;

In my school, I try to make communication with teachers but not frequently, because as a head I have many activities to do as you see when you come here I was dealing with the case of one student with her parents (HOs, interview: 27<sup>th</sup>June, 2022)

This indicated that heads and WEOs did not have frequent communication with teachers to enhance performances of students and institution; they supposed to have frequent communication with teachers.

Data in Table 1 revealed that 32 (53.3%) of the teachers indicated that to a great extent the head of school treat all staff fairly while 21 (35%) of teachers said to a small extent the head of school treat all staff fairly and 7(11.7%) of teachers responded that not at all the head of school treat all staff fairly. (Mean score=3.4). The findings showed that majority of teachers who participated in this study reported that to a very great extent heads of schools treated all staff fairly. This implies that most teachers were treated fairly by head of school while some of them

were not treated well by the head of school. This shows that the head of school did not treat all teachers equally some of them complained about that situation and due to that even the work performance declined and lead to poor performances of form four students. This supported by Muriithi, (2020) found that many head teachers were not supportive, and teachers generally feel unsupported and unappreciated by the school management. It means that the head of school as a bridge in the organization or institution those subordinates should be treated well through treating them fairly.

Data in Table 1 revealed that 30 (50 %) of the teachers stated to a moderate extent staff members had a chance of being promoted while 27(45%) of the teachers indicated that to a great extent staff member had a chance of being promoted while and 3 (5 %) of the teachers explained that not at all staff member had a chance of being motivated in Namtumbo District. (Mean score= 3.3)The result showed that to a moderate extent teachers had chances of being motivated in Namtumbo District. This implies that teachers who were committed to teach students and came up with good results of form four examinations were motivated by the head of schools and teachers who did not show efforts in teaching were not motivated.. The findings is supported by Igoche et al, (2022) in Nigeria found that teachers' motivation has an influence on students' performance. This means that teachers felt they are the part of the school if heads of school motivated them this could influence good results of form four students.

Data in Table 1 indicate that, a slight majority 35(58.4%) of the teachers who were involved in this study responded that to a moderate extent teachers were appreciated when they are performing their activities well while 22(36.7%) of the teachers responded to a great extent teachers were appreciated when performing their activities well, and 3(5%) of the teachers reported that not at all teachers were appreciated when perform their activities well.(Mean score=3.1) . This implies that the majority of teachers reported that to a moderate extent teachers were appreciated when they perform well in their activities. This occurred with subject teachers whose students did well in form four examinations were appreciated. Most heads of schools did not show recognition to teacher who performed their activities well, this situation de-moralized teachers that they were not valued hence they were not interested in teaching the students effectively which led to poor performance of the students. Therefore, there was a need for raising awareness to heads of schools to use verbal and written appreciation.

The findings concur with Paul, (2018) in Uganda who found that it was not worthy that; rewards given to teachers boosted their morale and this subsequently improved students' performance. Verbal praises were noted to be unimportant as compared to material rewards, promotions and financial rewards. Apart from that the findings supported by Bass (1990) transformation supervision theory postulates that there was a principle that had to encourage and motivate followers, that is a person with vision and desires would achieve great things, people would follow the person who encouraged them.

Data in Table 1 shows that 37 (61.7%) of the teachers who participated in the study responded that to a moderate and small extent the head of school had a tendency to reward teachers while 20 (33.3%) of the teachers stated that to a great extent the head of school had a tendency to reward teachers and 3 (5%) of the teachers indicated that, not at all the head of school had a tendency of rewarding teachers.( Mean score=3.0). From the findings the results have shown

that, to a moderate extent heads of schools had the tendency of rewarding teachers and head of school had a tendency to encourage The implication of the study the head of school rewarded teacher who did better and showed the effort of helping students to perform in National examination and teachers who did not show an effort were rewarded by giving a warning letter. During face – to – face interview with one of HOs had this to say:

It means that heads of schools have little chance to motivate teachers because they do not have enough funds to reward all teachers but they look some criteria of the teachers and try to reward them. For those teachers who yielded grade A were rewarded 5,000Tsh, Grade B rewarded 3,000 Tsh and grade C were rewarded 2,000Tsh only in form four national examinations and those who did not score the above grades were rewarded negatively through warning letters from the head of school. Interview conducted by (HOs, interview, 24<sup>th</sup> June, 2022).

This implies that head of school motivated teachers who performed well and lagged behind those who did not perform well. As a head should motivate all teachers if not money, could use oral appreciation for what they have done.

Apart from that, one academic master supported that motivation to teachers' increased in performance and morale but for those who were not motivated also it encouraged them to increase effort in teaching. These findings are supported by Paul, (2018) who found that rewards given to teachers boosted their morale and this subsequently improved student's performance.

Data in Table 1 indicated that 32 (53.3%) of the teachers exposed that to a small extent there were enough social services in the school such as electricity, water and other social services while 20 (33.3%) of teachers said that to a great extent there were enough social services in the school such as electricity, water and other social services and 8 (13.3%) of the teachers discovered that not at all there were enough social services in the school such as electricity, water and other social services.( Mean score=2.9) The results imply that, the majority of teachers responded that to a small extent the schools had social services around them but many schools did not have enough social services in schools such as water, electricity and other social services which hindered them to perform effectively and efficiently their activities which resulted in poor academic performance of students and teachers.

This supported by Ajayi, Ekundayo & Osalusi (2010) argued that the availability and quality of educational facilities such as school buildings, classrooms, chairs, tables, laboratories etc, led to high performances of students. This means that heads of schools should make efforts to ensure the facilities in schools to be available to enhance performances.

Data in Table 1 shows that 32(53.3%) of teachers in this study reported that to a small extent teachers were provided with quarters within school premises while 16(26.7%) of teachers revealed that to a great extent teachers were provided with quarters within school premises and 12(20%) of teachers stated that not at all teachers were provided with quarters within school premises. (Mean score=2.7 .The results show that, to a small extent teachers were provided with quarters within the school premises. This implies that many public secondary schools in Namtumbo district did not have teachers' quarters near the school and they rent houses that are

so cost to them. Based on asserted results the researcher had an opportunity to conduct an interview with one head of school as among the respondent and was quoted and had this to say:

In Namtumbo District many public secondary schools do not have teachers' houses near the school, teacher's houses should be built near at school because if teachers stay near the school compound they could help form four students during the evening study and to come up with satisfactory results of form four national examination. (HOs, interview 24 June, 2022).

This implies that if teachers stayed far away from school there was a possibility of coming late to school and deceiving heads that he/she was sick. There was a need to have teachers' Quarters around the school. This is supported by Akomolafe and Adesua (2016) who said that more physical and material resources that are high quality should be made available in public school to motivate teachers and students towards teaching and learning process.

Data in Table 1 revealed that 32(53.3 %) of the teachers responded that to a small extent the head of school normally rewarded teachers with material things while 15(25%) of the teachers exposed that to a great extent the head of school normally rewarded teachers with material things and 13 (21.7%) of the teachers stated that not at all the head of school normally rewarded teachers with material things. (Mean score=2.6). The findings show that, to a small extent teachers were rewarded with material things. It implies that the material rewards which were given did not satisfy teachers compared to the work done by teachers but most of teachers were given material things when performing well and other were not rewarded materially due to poor performance. This supported by the interview with third head of school had this to say:

Teachers who helped form four students to score grade A, B and C are given funds as reward for work done, for grade A 5,000 Tsh for grade B 3,000Tsh and for grade C 2,000 Tshs but some school the School head do not reward teachers at all due to the shortage of funds. (HOs interview 6 July, 2022)

Moreover, one head of schools had this to add: "*Usually I reward teachers through giving appreciation letter for what he/she has done for those who performed well*" (HOs interview, 28<sup>th</sup> June, 2022). This implies that head of schools motivated only teachers who performed their activities but for those who did not receive any reward should be considered to be given a small gift. This concurred with study conducted in Uganda by Paul (2018 ) who found that, verbal praises were noted to be almost unimportant as compared to material rewards, promotions and financial rewards.

Data in Table 1 shows that, 27(61.6%) of the teachers who participated in this study were reported that to a small extent teachers were given training within the school to improve their teaching professionals while 12 (20%) of the teachers indicated that to a great extent teachers were given training within the school to improve their teaching professionals and 11 (18.3%) of teachers responded that not at all teachers were not given training within the school to improve their teaching professionals. (Mean score=2.5) The result implies that, to a small extent teachers were equipped with training within the school to improve their teaching professionals. Therefore, that led to poor performance in teaching and unsatisfactory students' performance in National examination. The findings were supported by following statement by Mugarura et al, (2022) that teacher In-service training as a tool for the student's performance in selected



public schools in Namtumbo district. There was need for head of school to equip teachers with training to enhance performances of form four students and supported by transformation supervision theory postulates that the leaders in the organization had influence on supervisee and imposed effectiveness for better performance in institution.

The findings in Table 1 show that, majority of teachers reported that heads of schools motivated teachers to a small extent. It means that head of school do not encourage teachers in motivation strategy to enhance students academic performance and that de-moralize teachers to work hard in secondary schools. The researcher asked the same theme to academic master/mistress the responses presented in table 2

**Table 2 Summary of Academic Masters/Mistresses Responses to the Extent Teachers**

S/N	Statements of motivation strategy	N		SE		ME		GE		VGE		Mean
		f	%	f	%	f	%	f	%	f	%	
1	Head of school give teachers a chance to develop their professional for further studies.	1	16.7	-		1	16.7	2	33.3	2	33.3	3.7
2	The head of school appreciates teachers who help students to perform well in National examinations.	-		-		3	50.0	1	16.7	2	33.3	3.8
3	The materials used by teachers to teach students are up to date.	-		-		4	66.7	2	33.3	-		3.7
4	In school the head of departments have the time to conduct meeting within the department to discuss the performance of form four students in National Examination.	-		1	16.7	2	33.3	2	33.3	1	16.7	3.5
5	As academic master/ mistress have a chance to conduct meeting with teachers for the purpose of improving performance	-		-		2	33.3	1	16.7	3	50	4.2
6	The head of school prepare tours for the teachers at the end of term as kind of appreciation to them for what they have done in the school or students	3	50	1	16.7	1	16.7	1	16.7	-		2.0
7	The head of school ensure availability of enough facilities such as electricity, water, teachers quarters in the school	3	50	1	16.7	1	16.7	1	16.7	-		3.8
8	Teachers are happy when the head of school choose only few teachers to motivate them without considering at which degree they perform	-		1	16.7	1	16.7	2	33.3	2	33.3	3.0
9	In my school there is good environment that enhance teaching and learning process for teachers and students	2	33.3	-		1	16.7	2	33.3	1	16.7	4.2
10	The head of school insist teachers look for further studies on job training.			1	16.7	1	16.7	2	33.3	2	33.3	3.8
	<b>Grand mean</b>											<b>3.57</b>

### Motivation Strategy Enhance Students Academic Performance N= 6 Academic Masters

**Source: Field Data (2022)**

**Keywords:** N= Not at all SE= to small extent ME= to a moderate extent GE= to a great extent VGE= To a very great extent.

Data in Table 2 indicated that 3(50%) of the academic masters/ mistresses responded that to a great extent in my school there was good environment that enhance teaching and learning process for teachers and students while 2(33.3%) of the academic masters/ mistresses responded that not at all in the school the environment did not enhance teaching and learning process for teachers and students and 1 (16.7%) of the academic masters/ mistresses to a moderate extent.( mean score=4.2) This implies that the school had a good environment that enhanced teaching and learning to take place. In reality some schools the environment were not good, which hindered the process of teaching and learning such as some schools found in remote areas and the distance from home to schools that was risking students’.

The researcher conducted interview with one head had this to say:

In my school we do not have enough classes usually students do shift with form four students and the environment is not conducive for teaching and learning due to shortage of teaching and learning materials in school, also we do not have dormitories to help students to stay at school to have more time to prepare for the National examination instead of they are coming from home. (Hos interview, 14th July, 2022).

This finding concur by Lumpkin (2013), furthermore explained that the need for good environment was not in isolation from other factors. Good learning environment was to be blended with good standard, qualified teachers and good management to achieve good academic performances of students in examinations.

Data in Table 2 shows that, 4(66.7%) of academic masters/ mistresses reported that to a very great extent academic masters/ mistresses had a chance to conduct meeting with teachers for the purpose of improving performance while 2(33.3%) of academic masters/ mistresses exposed that to a moderate extent academic masters/ mistresses had a chance to conduct meeting with teachers for the purpose of improving performance. (Mean score=4.2). This implies that to a great extent academic master/ mistresses had a lot of chances to conduct meetings with teachers for the purpose of improving performance. Moreover, some of them were not aware of that because during the meetings they came up with excuses and other ignoring the meetings they did not see any improvement of student's performances in National examinations. This concurred by Leithwood et al. (2019) stated that, school leaders are the bridge between reforms and their effectiveness in schools. That means that if the academic master or mistress faced the problem of teachers who were ignoring meetings could face head of school to make the solution.

Data in Table 2 exposed that 3(50%) of the academic masters/ mistresses responded that not at all heads of schools ensured availability of enough facilities such as electricity, water, teachers houses in the schools 2 (33.4%) of the academic masters/ mistresses exposed that to the small/moderate extent and 1(16.7%) of the academic masters/mistresses indicated that to a great extent head of school ensured availability of enough facilities in a school. (Mean score=3.8) This implies that in Namtumbo district those schools did not have enough facilities that hindered the teachers and students to perform well in academic such facilities like libraries. Laboratories water, teachers quarters and other amenities which could help them to perform well. This is supported by Akomolafe and Adesua (2016) who stated that there was a significant relationship between physical facilities and students' level of motivation and academic performance. This means that if the school had enough facilities students would perform well contrary to that the performance of student is poor.

Data in Table 2 reveals that 3(50%) of the academic masters/mistress were reported that to a great extent heads of schools appreciated teacher who help students to perform well in National Examinations and 3 (50%) of academic masters/mistresses responded that to a moderate extent the head of schools appreciated teachers who helped students to perform well in National examinations (Mean score=3.8) The findings exposed that the majority of respondents reported that the heads of schools to a great extent appreciated teachers who helped students to perform well in National Examinations. This means that the head of school could create a good strategy

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to appreciate teachers through using certificates or verbal to encouragement to praise teachers for the work done and assisted them to make more efforts in teaching students for the purpose of acquiring good performance of form four students. This is supported by Ukpong & Uchendu (2012) who found that Principals who applied the motivational strategies to motivate their teachers highly enjoyed high teaching performance among the teachers and hence good performance of students. There was a need for heads of schools to value teachers through appreciation for what he/she had done and that created good relationship between management subordinates and led to performances of institution and students.

Data in Table 2 revealed that 4(66.6%) of academic masters/mistresses responded that to a great extent the head of school insisted teachers to do further studies as on- job- training while 1 (16.7%) of academic masters/mistresses revealed that to a small extent the heads of schools insisted teachers to do further studies as on- job training and 1(16.7%) of academic masters/mistresses to a moderate extent.(Mean score=3.8) This implies that majority of academic masters/mistresses reported that to a great extent head of school insisted teachers to do further studies as on -job training but few of them they are not aware of on- job training. The heads of schools should put the first priority to have in job training for the aim of acquiring new skills according to the specialization and enhance the performance of students. This is supported by Mugarura et al (2022) who found that In-service training was very important in the life of a learner and general performance of the school. Student achievement was linked to numerous factors, but quality teachers were one of the most important components of student success.

Data in Table 2 indicates that 4 (66.6%) of the academic masters/ mistresses revealed that to a great extent the heads of schools gave teachers chance to develop their profession for further studies while 1(16.7%) of academic masters/mistresses revealed that to a moderate extent heads of schools allowed teachers to develop their profession and 1(16.7%) of academic teachers responded that not at all the heads of schools gave teachers chance to develop their professional for further studies. (Mean score=3.7) The findings shows that majority of academic masters/ mistresses reported that heads of schools gave teachers' chances to develop their profession for further studies This implies that for the purpose of gaining more skills and knowledge that enabled them to help students to perform well in the examinations. Academic masters/ mistresses stated that some teachers were not given chance for further studies which made them to have insufficient skills and knowledge in teaching. It means that if school heads gave the chance for teachers to develop they could make wonderful performance in Namtumbo district. This information concur with the study done by (Mugarura et al 2022) who discovered that, in service training, seminars and workshop were very crucial for teachers development.

Data in Table 2 indicates that 4(66.7%) of the academic masters/mistresses revealed that to a moderate extent materials used by teachers to teach students were up to date while 2 (33.3%) of academic masters/mistresses reported that to a great extent materials used by teachers to teach students were up- to -date. The findings show that to a moderate extent materials used by teachers to teach students were up- to -date.(Mean score=3.7) This implies that the majority of academic masters/mistresses revealed that the materials used by teachers to teach students were not up to date as such. The general findings indicated that materials were very few in those six public secondary schools in Namtumbo District which hindered teachers to implement the teaching and learning effectively and efficiently due to that students usually performed poorly.

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During the interview with one WEO had this to say: “*The head of school made an effort to communicate with the leaders concerned with materials but no action taken*” (WEO interview 12<sup>th</sup> July, 2022). Apart from that, one head of schools had this to say:

In our school we have few materials used to teach students due to that the performances of students usually unsatisfactory especially for form four students, example two years now in our school our students failed even to score division one, two but only few scored division three and the majority of the students scored division four and the least failed.”(Interview: 12<sup>th</sup> July, 2022).

This implies that in Namtumbo District, public secondary schools had few teaching and learning materials that do not motivate teachers in teaching and learning process that led to poor performance of form four students. This is supported by Shemhulu and Adebayo (2015) who found that among the factor that led to poor performance of students was lack of teaching and learning materials.

Data in Table 2 indicated that 3(50%) of academic masters/ mistresses replied that to a great extent the head of departments had the time to conduct meeting within the department to discuss the performance of form four students in National Examination while 2(33.3%) of academic masters/mistresses responded that to a moderate extent the head of departments had the time to conduct meeting within the department to discuss the performance of form four students in National Examination and 1(16.7%) of academic masters/mistresses responded that to a small extent.(Mean score=3.5) The findings exposed that to a great extent the head of departments conducted meeting within the department to discuss the performance of form four students in National Examination but a half of them were not aware and others tend to ignore the meetings which were conducted with the head of department. This is supported by Larraz et al. (2017) who stated that by having cooperative learning the results show the development of transferable skills, such as leadership skills, negotiation, reflection, teamwork, improved social interactions. This means that the head of department should inform all department teachers to discuss the performance of students and put way forward to improve.

Data in Table 2 indicated that 4(66.6%) of the academic masters/ mistresses responded that to the great extent teachers were not happy when the heads of schools chose only few teachers to motivate them without considering at which degree they perform while 1 (16.7%) of the academic masters/ mistresses revealed that to a small extent teachers were happy when the head of school choose only few teachers to motivate them without considering at which degree they perform 1 (16.7%) of the academic masters/ mistresses stated that to a moderate extent.(Mean score=3.0) This implies that the majority reported that teachers were not happy when the head of school motivated few teachers without considering the degree which they performed while few of them responded that they were happy. Moreover, indicated that the heads of schools demoralized teachers that led to poor performance in working and students’ performance in National examination. The findings concur with Vero and Puka (2017) who stated on the importance of motivation in an education environment that, the role of teachers in the educational process was the creation of a climate and a positive attitude that encourages learning and their long-term success.

Moreover during interview one head of school had this to add: contrary to that “*sometimes I motivate my teachers through giving chance of attending seminars, emphasizing to work in teamwork and buying As and Bs through giving them money and appreciation letter*” (HoS, interview 8<sup>th</sup> July, 2022). The implication is that relied on two /one way of motivating teacher could use also gathering together strategy to motivate teachers.

Data in Table 2 revealed that 3 (50 %) of the academic masters/mistresses responded that not at all the heads of schools prepared tours for the teachers at the end of term as a kind of appreciation to them for what they did in the school or students while 2(33.4%) of the academic masters/mistresses exposed that to the extent and 1 (16.7%) of the academic masters/mistresses to a moderate extent.(Mean score=2.0). Moreover, the findings show that majority of respondents exposed that the heads of schools did not prepare tours for the teachers at the end of term as a kind of appreciation to them for what they had done in the school or students.

This implies that the head of school did not plan to have tour with teachers for the purpose of having refreshment time after work and also for those teachers who did not have a chance to be appreciated due to poor performance they could use that chance and could awaken teachers to work with morale way and could come up with high performance of form four students in National examination.

## **CONCLUSION AND RECOMMENDATIONS**

### **Conclusion**

The following conclusion were drawn Based on the study findings.

Based on the findings, the study concluded that in public secondary schools teachers were motivated in different ways such through rewards, appreciation letters, funds for those who performed well and warning letter for those teachers who did not perform well for the purpose of encouraging them to come up with a good results. Moreover, there was some challenges faced public secondary schools in Namtumbo District such as lack of seminars, workshops and in-service trainings. In addition of that, shortage of teaching and learning resources, shortage of teachers for example some of schools you find there is only one science subject teacher who teach from form one to form four students and teacher failed to cover the syllabus on time and shortage of facilities. Therefore, due to poor motivation there is possibility of students to perform poor in National examinations.

### **Recommendations**

The study recommendation based on the study conclusion. Heads of public secondary schools should find means of motivating teachers for the purpose of improving the performances of form four students in National examinations. Heads of schools should use management skills to motivate teachers instead of depending from the government. The government should provide more funds, text books, facilities and other teaching and learning resources in schools to enhance performances. The government should provide houses for teachers near the schools; different training within the school and out the school and the government should employ more teachers.



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