

Factors Motivating Teachers in Developing Their Profession to Influence the Teaching and Learning Process in Iringa Municipality Community Secondary Schools, Tanzania

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Abstract

This study was conducted to find out Factors motivating Teachers in developing their profession to influence the teaching and learning process in Iringa Municipality Community Secondary Schools, Tanzania. The study was guided by one research question. Convergent design under mixed approach was used. The study used a sample of 10 schools, 50 teachers. Data were collected using questionnaires and interview guide for teachers. The reliability of the items was tested by using Cronbach Alpha formula whereby Likert scale questions were used and the coefficient of 0.784 was obtained. The descriptive statistics were analysis using mean scores, frequencies and percentages. Analysis of qualitative data was through thematic analysis and transcribed data were presented in narrations form supported by direct quotations. The study found teachers are motivated to participate in the Teachers' Professional Development programs for many reasons, some of them being; salary increment, promotion, and improvement of knowledge and getting allowances. There are some challenges facing teachers from participating in Teachers' professional development like insufficient of funds, time constraints, permission problems and poor support from the authorities. The study recommends that teachers are supposed to be intrinsically motivated to participate in the professional development programs to improve their teaching and learning techniques.

Keywords: Teachers' Professional Development, Motivation, Teaching and learning

1. Introduction

Teachers' Professional Development (TPD) is a systematized, initial and continuous process of educators to develop their profession and skills, knowledge, values and attitudes. It involves teachers' knowledge and skills enhancement in curriculum implementation; while instilling in them virtues of dedication, loyalty, commitment, discipline and resourcefulness (Isaacs, 2006). Due to the ever-changing competitive labour market, the importance of pre-service and in-service Teachers' Professional Development is increasing day by day and teacher employees have to prove themselves as competent employees to deal with the rapid obsolescence of knowledge (Broad & Evans, 2006). Teachers' Professional Development is one of the most promising features of educational reforms in many countries today. There is an increasing acknowledgement in societies that teachers are not just one of the resources that should be changed with a specific end goal to enhance the system of education, but they are additionally the most critical change operators in these changes (Villegas-Reamers, 2003).

Teachers' Professional Development entails educating and re-educating a cadre for the teaching profession. Globally, governments, voluntary agencies, non-governmental organisations commit significant resources towards building and developing teacher professionalism. The training of a professional teacher does not end with graduation from a college of teacher education. Scholars and practitioners, especially in education, acknowledge the fact that a teacher trainee begins his or her professional development from the point of entry into the teacher education and training programme (Cohen, Minion and Morrison, 1996).

Teachers' Professional Development in Tanzania is supervised by the Ministry of Education Science and Technology (MoEST), in collaboration with the Tanzania Institute of Education, as the main coordinator and organizer of all INSET. Teacher education and professional development are achieved in two phases, pre-service and in-service teacher education. Pre-service teacher education programs are mainly run by public and private-owned training institutions. In-service teacher education programs are mainly run by public institutions and are either upgrading or non-upgrading programs. Most upgrading programs are run by the same training institutions that offered pre-service programs. These types of in-service programs are mainly academic and less professional, and attract many teachers since they are recognised for promotion. Non-upgrading programs are not recognised for promotion, and therefore attract teachers only when they are associated with allowances. However, the current upgrading programs do not provide opportunities for teachers' cumulative career advancement along with the same specialization; (MoEST, 2017).

Haile, & Janessa (2010) motivation is described as the enthusiasm and persistence with which a person does a task. In this study, therefore motivation may be defined as the amount of effort a teacher desires to exert in a particular class to raise students' performance (Richmond, 1990). In line with this definition, Kreps (1990) classifies motivation as intrinsic motivation, that an individual has for the enjoyment of an activity and extrinsic motivation that an individual has for an activity due to reward received for performing the activity. A teacher's motivation is not only about motivation to teach but also to be a teacher as a lifelong career. Motivation is

thought to be responsible for why people decide to do something, how long they are willing to sustain the activity and how hard are they going to pursue it (Watt & Richardson, 2007)).

Intrinsic motivation refers to behaviour that is driven by internal rewards and extrinsic motivation is a behaviour that is driven by external rewards such as money, promotion and recognition (Veerendrakumar & Shintri, 2020). Extrinsic motivation unlike intrinsic motivation is through external stimuli. The two work together. Extrinsic motivation act as a stimulant force to intrinsic motivation which creates a push in an individual to embark on teaching and learning activity. On the part of community secondary schools teachers' extrinsic motivation may include significant good salaries, promotion at a right time, good accommodation and better compensations.

Also (Nyam, 2014) did a study on teachers' motivation in relation to psychological and social factors, he found out that motivated teachers can significantly improve students' learning outcomes than the unmotivated counterpart. The research further suggested that in order to increase teachers' commitment in his/her work earning will enhance teacher's commitment and performance. This is true because if the remuneration is encouraging teachers will work hard because they will not worry for tomorrow. Hence, they will work effectively and comfortably.

Lyimo (2014) conducted research on analysis of teachers' low payments in Tanzania in Moshi rural district. He found out that low salary has affected teaching professional by decreasing the status of teachers and suggested that the government should increase teachers' salaries and make them countable to their roles and providing allowances like leave and transfer allowances need to be clarified and known to and available on time. On the other hand, teachers are no longer feeling proud of their profession. They are looked down upon by the community where they live even the students they teach. They have low salaries; hence they are no longer respected as it was used to be in the past where teachers were a guide and counsellor in the community. All these factors demotivate teachers to teach effectively and so to participate in different professional development programs.

What are the driving motivations of teachers to take part in professional development? This is a question that needed to be responded to. According to Binde (2012), two forces seem to motivate teachers towards professional development activities. These include personal inspiration/motivation and organizational demand (a school, university, college). Personal motivation for TPD can be associated with several motives: First, the need for personal capacity development to cope with the demand of knowledge and skills required to teach certain topics (Mbwambo, 2005). This refers to growing in understanding, purposefully building on that which is currently known. The second motive is related to personal needs for career growth. Third, often teachers are driven by the need for promotion in institutions where promotion is based on certain criteria - attending the TPD program. Fourthly, at the system level, it is a common experience that institutions encourage TPD as an opportunity to cope with innovations and to avoid reacting to educational events-preparedness, constantly acting on and shaping the teaching and learning environment in our education institutions. There are also cases of organizational demands for TPD in case of promotions.

Organizations such as Universities normally have their demands-defined standards. Such institutions use professional development as a criterion for promotion and TPD if correctly done, supports quality enhancement and can thus make a difference.

Teacher's motivation stands as the most important single factor in terms of inspiring teachers to participate in TPD. Teacher's intrinsic drive towards self-improvement cannot be matched with any amount of pressure from the organizational demands. For effective TPD, the teacher is expected to perceive it positively and show a high readiness level. The teacher is expected to see and accept the need to grow professionally and this, in turn, inspires him/her to attain new knowledge, skills, attitudes, values and dispositions. It is further argued that within such dispositions there is pride, self-esteem, team spirit, commitment, drive, adventure, creativity and vision. All these attributes have to be owned by the teacher (Mosha, 2006).

School management with motivating culture (referring to school-based development model) encourages teachers to engage in TPD programs at the school or elsewhere. A motivated teacher learns from others and is more likely to attend various TPD programs. Motivation can be intrinsic or extrinsic, which drives the teacher towards self-improvement. Collegiality within the school is part of the school culture. If teachers cooperate, there is room for them to learn from each other (Galabawa, 2001). The role of the school management is to encourage this culture to prevail in the school and between the schools. This is one of the indicators of the presence of responsible school management in the school. Planning, that is, the setting of goals and objectives with activities to be done at the specified time is one of the main roles of the school management.

Involve all teachers in the school during the planning processes should be part of the school culture. Effective participation leads to a feeling of ownership and easy implementation (Galabawa, 2001). Meaningful improvement in the education system requires pressure from below, support from above, and continuous negotiations among those at different levels of the system. The TPD issue, therefore, should be regularly discussed by teachers because they know what they need most. Administrators and supervisors should be guiding, supporting, monitoring the implementation, and evaluating the work done. Effective communication among the key players is very crucial (Mosha, 2006).

There may be extrinsic as well as intrinsic factors that explain what motivates people in their workplace and, in particular, what motivates teachers to pursue professional development. As to extrinsic factors, the school or institution may 'dictate' or advocate teachers to engage in TPD. This is usually the case with compulsory courses locally initiated by the Ministry for Education and Employment (MEDE) to address curricular needs or when government-initiated reforms – competence-based curriculum. On the other hand, job satisfaction and the need for recognition may be considered as factors that intrinsically motivate teachers to engage in TPD. In a study with teachers in Ireland, (McMillan et al, 2014) found out that motivational factors fell under three categories: personal, school-related and system-wide. Teachers' personal choices for engaging in TPD included personal interest, career advancement and a perceived need to improve their classroom practice. School-related factors were also viewed by teachers as beneficial and motivating.

Following participation in TPD, teachers in the study reported by McMillan et al. (2014) were encouraged by their school to provide feedback to colleagues, hence supporting their professional learning community at school. Finally, the main system-wide motivator identified by these teachers was the mandatory nature of courses held during school hours. This scenario is very similar to the local context as generally teachers have little choice but to take the course offered to them. This constraint tends to limit teachers' motivation to develop professionally (Calleja, 2018).

Teacher motivation looks at "how much of the individual and professional needs of teachers" are met by society but most importantly by the school system. Theoretically, motivation is a socio-psychological issue that leverages the "needs-structure" of an individual or group. Motivation creates in the individual or group the willingness to submit and exert the highest efforts towards corporate, organisational or national goals. Like other professionals, teachers desire to meet their necessities of life through their earnings at work. They aspire for professional autonomy and enhanced political influence in the administration of education. They crave better social status and recognition by society and above all, they dream of attaining self-actualisation through opportunities at the workplace. The extent to which the school system satisfies these desires, to that extent the school system could be said to be motivating that the tenets of teacher professional standards and the general characteristics expected of the teaching profession cannot be attained without these three concepts being present and reinforcing one another. Teacher quality can only be achieved through teacher development, which is usually broken into two the initial and continuing teacher development. But the teacher also requires motivation to successfully undertake the professional development programmes and to offer the best knowledge, skills and attitudes acquired from the programmes to the school system.

Therefore, motivation is a concept that underlies a broad spectrum of the teacher's professional practice and engagements. The teacher was normally not exerted the best efforts in situations or programmes where motivation is minimal. Similarly, even a teacher with the required qualifications may not offer the best services if motivation is lacking. Consequently, while school managers are anxious to have teachers of high quality or struggle to improve quality through teacher development, they must ensure that motivation is driving the entire process. In other words, teacher quality is determined by both teacher development and motivation; (Nwokeocha, 2017).

Generally, teacher quality, development and motivation have varied across the globe. In some parts of the world, these are high and in others they are low. For instance, in the developed countries of Europe and America and even in Asian countries like South Korea and Singapore, teachers are believed to have very high quality, receive better professional development and are highly motivated; whereas in teachers in the developing parts of the world - Nigeria, the teachers still have a long way to go in actualising the desired quality, development and motivation (OECD, 2009).

2. Statement of the Problem

Discouragement of teachers in the participation in the Teachers' Professional Development can be traced back from lack of motivation for teachers in growing their profession. Promoting quality education has been a primary focus globally in achieving the Sustainable Development Goal (SDG) 4.c that aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNESCO,2018). Understanding educational quality requires a holistic approach, which should consider multiple aspects such as contextual factors, learner characteristics, teaching and learning processes, and learning outcomes. A well-trained and qualified teaching workforce is a key to driving other educational sector reforms like reigning in drop-out rates, better quality of education, and educational outcomes. Teachers are one of the most influential and powerful forces for equity, access and quality in education and key to sustainable global development.

Among all the aspects, the quality of teachers is a critical indicator of educational quality. Previous studies UNESCO, (2013), Sharma, (2020), Miranda, (2015), McMillan & O'Sullivan

(2018) and Saga, (2014) Zhang& Wong (2018), have provided solid evidence that the quality of teachers directly relates to the quality of education delivered, and to the learning outcomes of the students of a basic education level. The late Julius K.Nyerere once said that any educational policy needs well-trained professional cadres who are continually updated for it to succeed (Nyerere 1988). Consequently, teacher professional development programmes must be geared towards keeping teachers in all capacities abreast of new professional, academic, pedagogical and global society challenges. Much of the available literature worldwide generally acknowledged.

Various studies conducted in education sector in various countries in Africa, Asia and Europe revealed that Teachers' Professional Development can create a world of difference in the enhancing the quality of education by improving the quality of teachers who are key of change in education sector (Kafyulilo, 2013). Scholars who have addressed the problem such as Mwakabenga (2018), Hardman (2015), UNESCO (2017) and Mgaiwa (2018), Komba & Mkwakabenga (2019), and Kinyota, Mjege & Mkwakabenga (2019), Hammerness & Klette (2015), in their findings they found out that some of teachers are still motivated to participate in Professional development programs to enhance their profession. Despite the efforts in place to in improving the quality of teachers, together with few studies conducted in this area, teachers' motivation in participation in TPD is still unsatisfactory. Therefore, this study focused Factors Motivating Teachers in Developing Their Profession to Influence the Teaching and Learning Process in Iringa Municipality Community Secondary Schools, Tanzania

3. Research Question

This study is guided by one (01) research question - Factors Motivating Teachers in Developing their Profession to Influence the Teaching and Learning Process in Iringa Municipality Community Secondary Schools, Tanzania.

4. Significance of the Study

The importance of training teachers is to improve their experience, skills ability and knowledge. Hence the findings of the study provided a deep understanding and motivate teachers to participate in the TPD for improving the teaching and learning process in their schools. It has also addressed the challenges which face teachers in attempting to pursue TPD. Furthermore, the study has informed other stakeholders, for example, educational policymakers and TPD on how to they can design relevant programs. Finally, the results of this study have shed light on community members on teachers' implemented activities in the TPD programs in influencing the teaching and learning process. Nevertheless, the findings and recommendations will help teachers themselves to address the challenges which they are facing in the attempt to develop themselves professionally. Similarly, the educational administrators may take some measures to facilitate the availability of TPD programs and also, if possible, to support financially such pieces of training which will motivate more teachers to develop their cadre.

5. Theoretical Framework

The theory that guided this study is Professional Development and Change theory. Teachers and Teaching: Theory and Practice, developed by Thomas R. Guskey (2002). Guskey reports that the central goal of most professional development endeavours is to improve teacher practice, and as a result, improve student academic achievement. Guskey argues that many professional development opportunities lead to teachers trying out new practices in their classrooms, but only temporarily. Guskey believes that lasting change in practice has not occurred unless teachers see a change in student learning outcomes.

According to Guskey, once this change is perceived, teachers' attitudes and beliefs change, and the new practice is more likely to be permanent. Professional Development change in teacher practice, changes in student outcomes, change in teacher beliefs, and self-efficacy. Although the notion that a connection exists between teacher practice, self-efficacy and student outcomes are not new, Guskey posits that the order of these components is important. Unique to Guskey's model is the idea that lasting change seldom occurs in teacher practice unless teachers have evidence of its success through students' outcomes.

The ultimate goal of most educational reform efforts is to enhance the performance and learning experiences and learning outcomes of students through the improved practice of teachers. Research indicates that this change is a complicated process (Desimone, 2009; Guskey, 2002). Classroom experiences for students are influenced by the practices teachers enact in the classroom. Research suggests that changing teacher practice involves a range of interconnected components (Loucks, Horsley & Matsumoto, 1999).

Components such as beliefs and content knowledge can influence the practices teachers to choose to use in their instruction. Considerations of these components are essential for the development of successful professional development opportunities for educators. Several theoretical frameworks have been developed regarding professional development (Desimone, 2009; Guskey, 2002).

What is unique about this model is the order of the progression of these components. Guskey identifies three principles for professional development. First, recognize that change is difficult and takes time. Next, teachers need feedback on their students' learning. Finally, professional development should not end after the last workshop. Teachers need to follow up and continued support while they adjust to changing practices. This is the reason the theory is relevant and was used in this study.

6. Literature review

The factors which motivate teachers to participate in Teachers' Professional Development.

O'Connell (2010) did a study in the UK; "Towards an understanding of the factors that influence teacher engagement in continuing professional development." The participants; comprising of 60 teachers from various parts of Ireland who either held the position of principal in their school or were a member of the senior management teams, considered the original model and highlighted the lack of connectivity between the factors in the manner in which the model was presented. Question two highlighted the resistance by 15 of the 18 respondents to obligatory CPD in that 15 of the interviewees were adamant that the obligation to attend CPD would not be a positive step with three of the interviewees unsure concerning whether or not it would be a positive step. The findings suggest that the impact of engagement in CPD on the teacher's personal life is the single most important influencing factor on the decision-making process with the personal self-taking precedence over the professional self. The findings demonstrate that this was the case in both sites and suggest that this would be replicable throughout the country. The qualitative and quantitative data were collected through questionnaires and interview guide. The use of questionnaires only may affect the triangulation of data, hence the need for the study which incorporates more instruments of data collection to ensure accuracy.

Algamdi (2019) did a study in New Zealand on high School Teacher Motivation to Engage in Continuing Professional Development (CPD): A Mixed-Method Research Study. The study adopted a mixed-methods research (MMR) approach for collecting and analysing the data. Specifically, it used a sequential explanatory design that starts with a quantitative phase followed by a qualitative phase. To collect the quantitative data, an online questionnaire designed in Google Forms was used. The total sample of online questionnaire participants comprised 425 high school teachers from throughout the country. For the qualitative phase, 29 high school teachers who lived in Jeddah made up six focus groups comprising up to 5 teachers per group. The findings showed that high school teachers were motivated to engage in TPD. Moreover, they highly valued TPD for their professional development. The findings also identified 48 influential factors that highly enhanced teacher motivation to participate in TPD. These factors were organised into four categories: government and policy schools; TPD and personal factors. However, the researcher used only an online questionnaire as a data collection instrument; hence failed to triangulate the instrument data with other sources. For reliable and accurate data, there is a need of having more than one data collection instrument.

Anhwere (2013) did a study in Ghana which focused on factors influencing teachers' motivation for continuing professional development through distance education in the East Akim municipality. The sample consisted of 160 respondents, which were made up of 77 males and 63 females with the breakdown as 120 from the University of Education – Winneba, constituting 70 males and 50 females, 40 from the University of Cape Coast with 27 males and 13 females. The descriptive survey design was employed and a stratified random sampling technique was used to select the sample. The main instrument for data collection was a questionnaire and data were analysed both qualitatively and quantitatively in the form of simple percentages. The main findings of the study were that participants were highly motivated by factors such as upgrading knowledge, which led to promotion and subsequently better salary, status enhancement and respect. It came to light also that ability to continue with domestic chores, securing a current work position, lack of access to study leave with pay and the relative flexibility in learning schedules were some of the commitments considered most, which made them opt for distance mode of education. The study was well conducted but the researcher used only one source for data collection. The employment of one instrument of data collection could jeopardize the accuracy and reliability of data. Moreover, the contexts of the two studies were different; the reviewed study was done in universities, hence called another study to be done in secondary schools using respondents with different knowledge, understanding and level of education.

Atta and Mensah, (2016) conducted a study on 'Exploring Teachers' Perspectives on the Availability of Professional Development Programs, the researchers used a qualitative research design and data were collected using open-ended, as well as closed-ended survey instruments. Data were analysed in themes categories. The study found out that these models of professional development were structurally traditional, rarely organized, and limited to few teachers in the district, making them less effective in impacting the quality of teachers' instructional practices and students' learning outcomes to all.

Since the researchers used the questionnaire only as a data collection instrument, they failed to triangulate the instrument. Furthermore, the researchers used teachers only as their source of information. It was important for the study to involve school management who are the key source of information, internal quality assurers as ones who check the maintenance of the values, history, mission and vision of the school. In the current study teachers, students and heads of school were incorporated.

Komba & Nkumbi (2008) did a study on Teacher Professional Development in Tanzania: Perceptions and Practices. A teacher's intrinsic drive towards self-improvement cannot be matched with any amount of pressure from the educational managers. For real Teacher Professional Development, the teacher herself/himself has to perceive it positively. The teacher has to see and accept the need to grow professionally. Their study sample was 186 respondents who were purposively sampled and reached. Data on nature, importance, organization, motivation, adequacy of and support for Teacher Professional Development, were gathered using questionnaires, interviews and an observation checklist. Qualitative responses were coded, categorized and analysed according to themes. Quantitative data were analysed using frequencies and percentages. The current study involved secondary 50

teachers in the community secondary schools in Iringa municipality; more data collection tools were employed to ensure the triangulation of data.

Atuhumuze (2019) conducted a study in Uganda on in-Service Teacher Training and Professional Development of Primary School Teachers in Uganda. In the analysis, he used primary data collected from a sample of 610 primary school teachers in the districts of Bushenyi, Rukungiri and Sheema. The study applied a descriptive research design to obtain the required data. Questionnaires and key informant interviews were used in data collection. The research instruments were pilot tested to ensure validity. Triangulation of the two methods with secondary sources also addressed validity concerns by enabling double-checking and countering inconsistencies. Motivation for upgrading teachers' academic qualifications was the most considered criterion of the effect of in-service teacher training with 71% of respondents expressing strong agreement that in-service teacher training enables teachers to upgrade their academic qualifications, followed by enabling teachers to acquire promotion 70%, enabling teachers to acquire new skills and knowledge 63%, and broadening and deepening teachers' knowledge which increases their competence, reliability, and responsibility 47%.

The other criteria, though considered strongly agreeable, although by less than 50% of the respondents, were still considered agreeable with respective medians of 3. Specifically, results show that 57% of respondents agreed that in-service teacher training enables teachers to become more professional by motivating them on the job followed by, in descending order: enabling teachers to have a good command of their academic subjects and ably meet the needs of learners 56%, enabling teachers to provide quality education to learners 55%, enabling teachers to become professional by mastering the content 53%. As the study focused on Teachers' Professional Development for primary school teachers in Uganda, it called for a study to be conducted in secondary school. In this study, data collection questionnaires and interviews, will be used to collect data from both teachers and students in Iringa municipal community secondary schools.

7. Methodology

The study employed a convergent design under a mixed research approach. According to Creswell and Creswell (2018), convergent design involves the collection of quantitative and qualitative data concurrently to understand the research problem. This design helped the researcher to collect both qualitative and quantitative data from the participants to gain a deep understanding of factors that motivate teachers to develop in their profession through Teachers' Professional Development and subsequently influence the teaching and learning process in Iringa municipality community secondary schools.

The researcher edited, coded, and organized both quantitative and qualitative data in a way that made interpretations possible. For quantitative data, the researcher used both descriptive and inferential statistics to organize the collected data. Descriptive information and data were processed according to themes, Quantitative data were analyzed using computer software that is Statistical Package for Social Science (SPSS) version 26 was used. Tables cross-tabulation and charts were used to present the quantitative data.

The targeted population of the study was (877) teachers, the study employed simple random sampling to get sample of 50 teachers, from 10 community secondary schools, was selected to answer the key research question in this study. Data were collected through the use of a questionnaire, interview guide. Kerlinger and Lee (2000) argued that 10 to 30% of the target group is acceptable to constitute an adequate sample size.

8. Findings

On ‘Factors Motivating Teachers’ Participation in Professional Development Activities’ the research question sought to investigate factors that generally motivated teachers to participate in various types of TPD activities. Respondents were exposed to a five-point scale on several factors said to indicate the extent to which each proposed factor motivated them to participate in particular TPD activities that were offered through seminars, workshops and upgrading courses etc.

The data in Table 1 indicate that teachers were motivated by different factors to participate in the Professional Development. There were seven variables whereby teachers could choose one of them either strongly agree, agree, undecided, disagree and finally strongly disagree. In the findings the following variables had higher frequencies; motivation for salaries increment, get new skills, knowledge and techniques, some agreed they were motivated to participate in the TPD programs for the Possibility of Exchanging Views with other teachers not only that but also teachers who attended Professional Development for the possibility of getting a break from teaching in the classroom.

Table 1: Teachers’ Responses on factors motivating them on participation in the Teachers’ Professional Development (n=50)

Statement	SA		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
Possibility of salary increment	07	14	13	26	03	6	18	36	8	16
Possibility of promotion	06	12	15	30	8	16	11	22	10	20
To improve knowledge	11	22	07	14	02	4	14	28	15	30
Possibility of getting allowance	12	24	17	34	00	00	11	22	10	20
Possibility of getting views with other teachers	03	6	11	22	07	14	16	32	13	26
Travelling to other places	10	20	11	22	08	16	12	24	8	16
Getting break from teaching in the classroom	09	18	03	6	07	14	13	26	12	24

(Source: Field Data, 2021)

Key: SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree

For these factors, most responses were skewed between Strongly Disagree and Strongly Agree. In real numbers, the majority of the respondents 52% pointed out that teachers attend TPD for the hope of having increment in their salaries while 40% said salaries increment is not a motivating factor for participating in Teachers' Professional Development. Basing on this notion one teacher had this to say: *Those days we teachers were motivated to upgrade our levels of education of course for improving teaching and learning but also it was a very important factor for salaries increment from the salary grade you were before upgrading. I was employed as a diploma holder then I went for the degree; by then I was guaranteed leave with pay and good enough I got support from the Loan Board. When I completed my studies not only my salary was raised but also, I was promoted. Nowadays things have been changed, even if you reach PhD your salary segment is likely to remain constant as a degree holder. (Interview July, 05. 2021).* The findings imply that the majority of the teachers participate in TPD if there is the hope of having a salary increment. This implies that some years ago many teachers participated in the TPD programs in the hope of raising their salaries upon completion of their studies.

The findings are supported by the study done by (Meke, 2013) suggesting to salary increment as a motivation for Teachers Professional Development said; in Malawi, the salaries are not very attractive; hence de-motivating teachers' participation in professional development. According to Meke, a de-motivated individual cannot be committed to the implementation of what is learnt at CPD programmes. According to (Meke, 2013) disclosed that one of the challenges that affect the implementation of what teachers learn at CPD training, at the classroom level, is the fact that teachers are not motivated salary-wise. Teachers are always in debt because of their meagre salaries; therefore, they are not at peace with themselves. They are always thinking of how their families will survive until the end of the month. This seems to greatly affect the implementation of what they learn at CPD training.

A report, on rural teachers in Africa by International Labour Organization (2016), echoed that salary is a key factor in the success of high performing education systems. It has to be noted that there is a loss of prestige for the teaching profession when the salary is not commensurate with teachers' professional qualification levels and their responsibilities. Salaries that do not even meet even teachers' basic household needs, especially in low-income countries, may result in teacher recruitment difficulties, absenteeism and low teacher performance. In Tanzania, for example, ILO reported several problems arising from low pay, poor working conditions and inefficient administration systems. The key ones include annual salary increments and promotions, recognition and incentives such as housing and opportunities for professional growth.

The link between participation in TPD and salaries is echoed by one of the teachers during Interview who said; "... *There is no motivation for taking part in professional development programmes. I do not find any difference between those who get the opportunities to attend teacher professional development programmes and those who do not. For example, attending teacher professional development programmes is not a requirement for a promotion. Why*

should I bother...? (Interview, 5. 2021). Lack of extrinsic motivation affected intrinsic motivation hence teachers' failure to participate in the TPD programs.

The findings in Table 1 show that 42% of the respondents pointed out promotion was one of the motivating factors for attending Teachers' Professional Development; while the same number of respondents 42% did not consider promotion to be a motivating factor for them to attend TPD programs. Supporting the possibility of promotion to be one of the motivating factors for participating in TPD, (Selemani, 2013) observed that teachers after attending CPD training, should be awarded a certificate of value that can be recognized during interviews for promotions. This way of thinking concurs well with (Tudor-Craig, 2002) who observed that in the education sector, low wages, poor working conditions and dissatisfaction have been blamed for contributing to teacher ineffectiveness and poor academic performance in many schools, pointing out the importance of teacher motivation in the education system.

Since promotions go with a salary increase, possibly promotions or certificates of value after attending CPD training would be one of the best means of motivating the de-motivated teaching force. By recognizing the certificates and promoting the teachers, the teachers will get motivated their work and work tirelessly in implementing what they learnt during CPD training (Bowen, 2000). In fact in other countries like France and Romania, CPD participation is considered a prerequisite for career advancement and salary increases (Eurydice, 2009). Similarly in Poland, Portugal, Slovakia and Slovenia, credits may be earned through participation in regular professional development programmes and are taken into account for purposes of promotion (European Commission, 2009). Maslow's hierarchy of needs theory also acknowledges recognition as one of the self-esteem needs; for it affects the morale of a person (Maslow, 1943).

Individuals who feel that they will not produce the required result, despite their desire to do so, will likely not be motivated. For example, a teacher may feel motivated to participate in TPD because of the anticipation that it might lead to a promotion. Regarding this, one teacher who said: *I regret having spent a lot of my resources to upgrade my education expecting to be considered in promotion and hence salary increment something which couldn't happen until today since my graduation six years ago; other teachers who had interests in pursuing post-graduate have ceased; (Respondent, July, 6. 2021)* The motivation to participate would likely diminish if the efforts did not result in promotion. Regarding the percentage of teachers who showed that their participation in TPD is related to desire for promotion if that could not be realised, they may be negatively affected.

The findings in Table 1 also reveal that 58% of the teachers consider that Teachers' professional development programs are very important for improving knowledge, thus hence facilitating the teaching and learning process as through TPD they get new skills, knowledge and techniques. On the contrary, 36% of the respondents indicated that TPD has little impact on improving knowledge.

Regarding the findings, the extent of teachers' participation in the Teachers' Professional Development, respondents increasingly agreed that TPD is essential, both to improve

teachers' skills and extend the body of knowledge on effective teaching practices. One respondent who had attended a competence-based curriculum workshop had this to say: *"The programme has helped me to employ participatory methods of teaching which enhance teaching and learning. As such students seem to be the source of knowledge as compared to a previous time before this programme was started, where lessons were taught through teacher-centred methods"* (Respondent, July, 8. 2021). It improves the performance of employees in their current positions. It also improves the skills of identified employees to meet the needs of an institution, and. Similarly, it can help personnel to satisfy their individual needs of self-development.

Despite the usefulness of TPD some of the teachers considered that some of the TPD programs are not helpful in their subject of specialization and methodology as it was depicted from one of the teachers who said; *"To be frank with you, it is very sad. I do not know whether I can call it a program or just another ordinary seminar where we were gathered to be told to do things which are needed to be completed in a particular period and it was enforced in one day, and you cannot say that is development program because development programmes take different stages and have to be inclusive rather teacher remaining passive recipient from the facilitators"* (Interview July, 8. 2021). If TPD are not focused to accommodate the needs of the teachers its usefulness becomes questionable hence affects the benefits intended to bring about.

Karabenick and Conley (2011) pointed out that teachers' desire to participate is directly related to whether TPD would: make their lessons more engaging and more effective for students' learning, improve their achievement and the degree to which their students learn the required materials, capture students' interest in the subjects they teach, show students they truly care them and establish positive relationships with them. Teachers who consider themselves more personally responsible for student achievement, student motivation, relations with students, and quality teaching are more motivated to engage in and have more positive experiences with PD. According to Karabenick and Conley (2011) teachers who are emotionally positive and have fewer negative emotions in their teaching are more motivated to participate in PD than those with negative emotions. The findings support the constructs of the theory of the constructivist (Vygotsky, 1980) whereby the educator is required to facilitate learners with opportunities and support to promote learning.

Furthermore, research findings show that the majority 58% said that allowance was not an important factor for their participation in the Teachers' Professional Development while 42% of the respondents agreed that they were very much motivated to participate in professional development because there was the possibility of getting an allowance. This kind of motivation is only possible where there is a system that recognizes and grants professional status for all professional learning acquired formally and informally by an individual. Teacher Professional Development can be linked to career pathways (promotion, transfer, and specialization), remuneration, awards, and other professional benefits. However, the system that we are having in our schools does not, per se, pave a way for this kind of

motivation to thrive. To substantiate this view one of the respondents during the interview had this to say; “... allowances at a TPD training act as a motivator for the teachers to fully commit themselves to the training. Little and irregular allowances frustrate the teachers and reduce their morale to participate fully in the training.” (Interview July, 9, 2021). Despite of having intrinsically motivated, those who organize such professional programs should support teachers materially to cover some expenses they incurred in the participation of professional development programs.

Moreover, research findings revealed that 5% of the respondents agreed they were motivated to participate in the TPD programs for the possibility of exchanging views with other teachers while 28% said that participation in the professional development programs was not necessarily triggered by the opportunity of exchanging views with other teachers. During interview sessions, one of the respondents had this to say “... Some years ago, I attended several Big Results Now seminars and workshops for language teachers. I met several teachers from my council whom I never knew before. Since then, we are friends and share a lot in teaching and learning materials, In addition, we have joint exams at least twice per semester.” (Interview, July, 9, 2021). Basing on these findings it can be concluded that most of the teachers are motivated to participate in professional development in favour of meeting with other teachers from different schools to share different views. In the municipal, there are many social networks groups for different subjects, whereby teachers share ideas relating to their teaching subjects of specialization. Some even go far, to share notes and even composing exams together. Also, there are groups for academic masters and even heads of schools. This shows that when they meet for workshops, seminars or other related programs they almost know each other.

Similar results were reported by Mbwambo (2005) and Lehman (2005) who found out that teachers who participated in professional development activities relied to a greater extent on interactive activities than those who do not participate in such activities. Also, Femkeet *al.* (2009) found out that psychological factors like teachers' sense of self-efficacy and internalization of school goals into personal goals than the current factors have strong effects on teachers' participation in the professional development learning activities.

Karabenick and Conley (2011) argue that, unlike current findings, teachers wanted to participate in professional development to improve their subject-matter knowledge, enjoy and make fun, enhance their career, while not demanding too much time and effort. Teachers reported a preference for professional development when other teachers in their school were participating and when their principal encouraged them to participate. It was logical to argue that Teachers' Professional Development motivation revealed in this study relates to all of these professional development characteristics.

Research findings further revealed that 42% of the respondents said that participation in TPD was not motivated by travelling to other places while 40% said the training was motivated by travelling to other places. These findings imply that travelling to other places is not a priority for teachers to participate in professional development. These findings were supported during the interview sessions where one of the respondents said:

Teachers, as well as heads of school, complained about this trend. One of the respondents lamented that teachers travel long distances to the TDC for the training. They arrive there very exhausted and yet what they get at the end is just a bottle of beverage and a bun for the whole day. It is very frustrating. It is better to pay allowances. (Interview, July, 9, 2021). Therefore, there is a close relationship between the meeting point and the motivation that participants get back if there are meals and accommodation. If it is less than what has been expected teachers become de-motivated, and this, in turn, affects their participation in the CPD training as well as their implementation of what was learnt at the CPD training. When teachers were asked to give suggestions on how to effectively implement CPD training, one of the suggestions given was to reconsider the level of allowance paid to teachers during the CPD training. The finding disconfirms (Millinga, 2014) who found out that the majority of respondents 68% were interested in travelling to other places while only 12% were not prioritizing travelling allowance as an important motivating factor during their professional development programs.

Research findings revealed that 50% of the respondents, attended Professional Development as a possibility of getting a break from teaching in the classroom while 24% said getting a break from teaching was not a reason for attending TPD. This concurs with the comment given by one of the respondents who said:

I have been teaching for the past twelve years, but although I have a holiday each year; but nowadays it has been without payment or delays. However, sometimes I do not go anywhere. Hence am likely to get tired of teaching continuously. This is the reason I applied for a master degree and in fact, I intend to pursue PhD after completing my Master, thus being out of teaching for five years would be a kind of relief for me. (Respondent July, 8, 2021). The issue of using TPD as a break from work is not new. According to Thang et al. (2010) study found out that teachers had many responsibilities which hindered them from participating in some CPD programs. Thus, they had to take leave for extended training programs. The idea of a break from work as a motive for TPD has echoed the response by one of the teachers in the interview who said:

I would very much prefer to further my education in the nearby university but the challenge I find is that I have limited time enough to handle teaching and studying. This is the reason that made me apply for study leave. Unfortunately, I did not get a positive response from the responsible authority. Nevertheless, I am tired of teaching. So, if I succeed to get a study leave for three years, I will be out of the classroom teaching. (Interview July, 9, 2021). At the personal level, intrinsic factors are included, which means teachers would attend a TPD programme because of an inner push. Teachers would express a preference to pursue professional learning activities that they value for personal reasons and in response to their own personal and/or professional needs. Factors at the personal level are generally considered to be the chief catalysts, intrinsically motivating teachers to participate in TPD programmes. At the school level, interpersonal relations (the relationship between teachers and their colleagues and school leaders) and school policy could also be responsible for motivating teachers to participate in PD. School policy refers to general support in school. It

is assumed that teachers are more likely to engage in learning activities when they perceive a supportive school culture. Factors at the school level can be positively linked to both autonomous and controlled forms of teacher motivation to participate in learning activities.

Generally, teachers in Iringa municipality showed they were highly interested to participate in TPD. Most of them reported some experience with TPD in the last year, and a majority of those felt that TPD was useful for improving teaching practice, student learning, and student motivation. Teachers who participated in TPD expressed moderate to high levels of motivation, even when participation involved a considerable investment of personal time or resources. Teachers were exposed to a variety of TPD arrangements, most notably those that included teacher involvement. This suggests a picture of teachers ready to improve their teaching practices and to participate in continuing education. Administrative support, not district imperatives, appeared to be a key factor in influencing teachers' TPD. Understanding and measuring the flexible factors that increase TPD suggests ways to improve teachers' TPD experiences and recommended enactment of instructional practices that facilitate student learning and performance.

9. Conclusions and Recommendations

The study concluded that majority of teachers who were motivated to participate in the different TPD programs improved their teaching and learning process since through those trainings they were equipped with new knowledge, skills and attitudes in their profession. On the other hand, unmotivated teachers to participate in the Teachers' Professional Development programs lack necessary skills and techniques in their teaching learning process.

The study recommends teachers must intrinsically motivated to participate in the professional development to up-to date the profession through the teachers' professional development programs. Teachers' Professional Development programs are recommended for teachers so that they may cope the different challenges in the teaching profession and changes in the policies, curriculum and global changes.

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