

# Teacher Factors that Lead to Pupil Motivation not to Learn in Tanzania Primary Schools

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**Abstract:** Realization of having quality education in Tanzania depends on pupils in primary schools engaging in learning behaviour. Learning in the class is mainly a result of student motivation to learn or motivation not to learn the school material. Several studies and observations made in Tanzania indicate that pupil academic performance is low due to the fact that many students are motivated not to learn although they can learn. This paper focuses on some teacher factors that influence and lead to student motivation not to learn. These factors include poor training of prospective teachers in the subject of motivation, teacher's inability to training students to acquire learning skills, teacher incompetence in the subject matter and teaching skills, not accepting making mistakes as a natural part of the learning process, use of severe punishment and teachers' negative attitudes towards teaching profession. The paper gives some suggestion on how to make teachers create motivation to learn the intended material in Tanzania primary schools.

## INTRODUCTION

Schools have been established to provide high quality education that can address the demands of the society. In case of Tanzania, it is a law that all children of school age enroll in standard one and remain in school for seven years. Few of them are then selected to pursue further education, same for eleven or more years to become medical doctors. Achievement of the objectives of any level in the school system, for the individual or the society, be it in acquiring knowledge, patriotism, self-respect, self-confidence or developing skills required in meeting the current challenges, constantly changing environment and societal expectations, is solely based on students engaging in learning behaviour.

The aim of introducing Universal Primary Education (UPE) is to make all children enroll in school and engage in learning behaviour while in the classroom. From the following studies done in Tanzania one can assume that the quality of education gained in the primary school and academic performance of pupils is very low. Omari (1993) said there are many schools in Tanzania but very little education and he (Omari, 2002) noted that although the number of schools in Tanzania had increased, education provided in the classroom is of doubtful quality. Mosha (1995) found that 95% of those completing primary school are unable to either construct or speak one correct English sentence even after attending English language periods for five years. Oxfam (1998) cited that 80% of all children completing primary school education score less than 50% in the primary school leaving examination. Some of them do not acquire the basic skills of reading, writing and arithmetic.

So pupils are attending school but there is very little learning of the required material been done by many of them.

The objectives of having a school can be achieved if pupils are motivated to learn. However, some studies and public perception indicate that many pupils after being enrolled in school are not motivated to learn. School dropout is high, 61,059 in 1996 (MOEC 1997), and 34% for the cohort class of 1991-1997 (Kuleana, 1999). Even those who remain in school for seven years show signs indicative of lack of motivation to learn and thus motivated not to learn. Katunzi (2003) noted an increase in dropout every year for children enrolled in school, truancy becoming a normal practice in school and children lack interest for learning.

A number of factors contribute to this situation and it is impossible to discuss them all in this paper. Thus, this paper will focus on education at primary level and also only on one factor of learning, namely motivation to learn in school in relation to the teacher. The teacher is core in the teaching/learning process in the class, and motivation is important in learning school material. Furthermore, a teacher is a significant factor in creating classroom conditions that facilitate pupil motivation to learn or not to learn. This paper will make identification of teaching practices and teacher factors that erode pupil natural motivation to learn when they are in primary schools and instead develop motivation not to learn. It will highlight experiences on motivation, based on the current research in Tanzania and on my own experiences as a former primary schoolteacher and tutor in a teachers' training college.

### CONCEPTUAL FRAMEWORK

A variety of psychology textbooks define motivation as an internal state or condition that initiates, energizes and/or sustains a behavior and directs it towards a certain goal (Kleinginna and Kleinginna, 1981). Elliot, et al (200) defined motivation "as an internal state that arouses us to action, pushes us in particular directions, and keeps us engaged in certain activities" (332). Furthermore, they point out that academic performance equally depends on learning and motivation. Motivation is directional and involves responses that lead them to a specific goal. This may be to obtain or approach an object, or to retreat or move away from an object. Thus a pupil in a classroom can be motivated to learn i.e. approach learning objectives; or be motivated not to learn i.e. move away from learning expected activities in the classroom by inactivity or engaging in other activities.

Most theorists stipulate that motivation is involved in all learned behaviour, including learning in schools. Borich (1988) states that motivation includes what energizes a learner's attention, emotions and activity. Travers (1978) also points out that it determines rates of learning. Child (1977) stated that academic

performance could be based on 25% ability, 25% personality, 25% motivation and 25% by social variables. Uguroglu and Wablerg (1979) indicated that 11.4% of variance in academic performance could be accounted on motivation. The above imply that motivation is a significant component in the teaching/ learning processes in the classroom. Motivation can initiate learning and/or sustain learning behaviour while in school and after completing school. Motivation is goal specific, and due to its significance, students in Tanzania schools need to be motivated to learn, so as to achieve the objectives set by the state.

#### **LEARNING AND MOTIVATION TO LEARN OUTSIDE THE SCHOOL**

The above information does not mean that Tanzanian children cannot learn, but rather they do not learn what the society expects them to learn while in school. They have been engaged in learning long before they enter school. By the age of seven, when they enter school, they have acquired language (some several languages), know their environment, can reason and convey ideas; have developed physical skills like playing games and manipulating objects, and socially they can identify themselves with specific groups and adhere to group norms. Children also learn in the morning before going to school and in the afternoon after school hours. Furthermore, after completing school they keep on learning. In case of Tanzania, a large majority of its citizens do not continue with formal education after primary school but they continue learning new skills and knowledge that enables them to function as independent and responsible adults. Thus, learning behavior takes place before, after and outside the school setting.

Tanzanian children are motivated to learn prior to entering school. They have stimulus motive in form of curiosity, and manipulative motive that drives them to seek information about their surroundings by investigating, manipulating and changing the environment to meet their needs. Always they are asking questions in order to understand a certain thing or an event. If feeling well, they are always on the move to find out what is there, how does it feel by touching, holding, tasting, smelling and kicking or dropping objects. These children are rarely bored of learning, bored when learning, afraid or depressed by failure experienced when learning. So, most children before getting into school want to learn, do enjoy learning and are motivated to learn.

So when entering school most pupils can learn and may be motivated to learn. What is needed is nurturing this motivation to realize the objectives of having a school. In 2003 the number of children who enrolled for Standard One in some schools in Dar-es-Salaam was more than the schools could accommodate. It is possible that some pupils have no motivation to learn in school but want to be in another place doing something else; and others have low motivation or are indifferent in being in school. For these groups of children the school or the teacher is required to create a condition that motivates them to learn school

material. Even if the subject is difficult or a compulsory one, of which most in primary school are, student motivation to learn is essential if the pupils are to learn. It defeats the purpose of having a compulsory subject if some pupils will not want to or have no need of learning it.

#### **THE INFLUENCE OF THE TEACHER ON PUPIL MOTIVATION TO LEARN**

The teacher is the most important component in creating classroom conditions that facilitate pupils' learning. In some instances in Tanzania, the teacher is the sole source of effective learning in regard to subject matter and how it is presented (an English language teacher in some remote rural school where the language is never used). The teacher has in his/her possession reinforcements and decides who, how, and when to give, withdrawal or withhold in the class. S/he motivates the pupils through the relationship created between him/her and the pupils, which determines how they interact in the teaching/learning process. A powerful person in controlling pupil behaviour in the classroom in regard to what they learn and how it is learnt.

Understanding of human motivation and human behaviour is prerequisite for being an effective teacher (El-Abd, 1971). Good (1990) stated that for a teacher to be competent and comfortable in the classroom needs to be conversant with low motivation takes place. So one will hope that teachers should not be the cause for killing pupils' natural motivation to learn.

In Tanzania the teacher is supposed to possess the subject content and the means and skills of making pupils acquire it. The above are acquired in Teachers' Training Colleges i.e. they are part and parcel of a professional teacher training. For primary school teacher trainees' motivation is one of the major topics in the Educational Psychology course, and is also taught in the teaching methods of all subjects. At the university level it is an independent course for those aspiring to be trainers of prospective teachers in colleges. The implication is acknowledgment by the state of Tanzania and its educationalists on the significance of motivation in the learning process.

A close scrutiny on this subject reveals that motivation as a topic is only taught theoretically to the prospective teachers, hardly are student teachers trained practically on how to motivate pupils to learn. In the Educational Psychology course, the contents show types of motivations, namely extrinsic and intrinsic motivation; primary and secondary motives. However, it does not indicate how to determine or detect in the classroom pupils with either of the two types of motivations or any of the motives and those who lack any or some of them.

On the side of applying principles of motivation while in college the trainees do not practice how to motivate pupils in the classroom during Single Lesson Teaching Practice or in the Block Teaching Practice. In the Teaching Practice

Assessment Form, used as both a teaching and evaluation instrument, the part relating to motivation is in a vague abstract form and of little use to the trainees. One can assume teachers enter the teaching profession without being adequately equipped with skills to motivate pupils to learn in the classroom.

In Tanzania a teacher may enter the class and start teaching without enquiring the physiological and psychological state of the individual pupils. Mbunda (1996) observed in one school where a teacher entered the classroom and went straight to write the topic on the blackboard. According to Maslow (1970) one cannot move up to upper level of hierarchy of needs if the motives at the basic level have not been met. For the pupil to learn school material, his/her physiological needs (food, water, sleep) and physical and emotional security have to be satisfied first. Some pupils in the classroom can be hungry (Katunzi, 2003), sick, or disturbed emotionally. All these conditions undermine motivation to learn, but primary school teachers disregard them and commence or keep on teaching as if they are unaware of the consequences of the above on pupil's learning. This means Tanzanian primary schools have teachers who can describe motivation and its importance but unable to motivate pupils to learn.

In the college, trainees are taught on how human and specifically children learn. However there is no training on how to train pupils to learn. Wangeleja (2003) reported that due to many teachers lacking professional skills for effective classroom teaching the Ministry of Education saw it necessary to make innovations on teacher education curriculum, to make it focus more on pedagogy. Some pupils lack skills of learning in a structured classroom environment or are unable to adapt the learning skills they possess to the formal teaching/learning process. This implies that some of the pupils may have positive attitude towards school learning when entering school but soon discover that they lack necessary skills required in the game and furthermore, the teacher, the person one expected to cultivate them is unable to do so. Such a situation makes a pupil to perceive school learning as being very difficult, not to enjoy learning the school material, consequently stopping to learn and becoming inactive or motivated to engage in other behaviors rather than learning. Perceiving learning of class materials in a formal setting as hard or impossible undertaking, can lead pupils to avoid participating in future formal learning. On the other hand pupils whose learning skills may find school learning a little easier, and enjoyable can engage in independent learning of school material, even when they are away from the school environment.

The subject material possessed by the teacher and how it is imparted can motivate pupils to learn or not to learn that material. For the subject matter to have a motivating factor the learner must see it as either interesting or of value to him/her, i.e. being useful now or in the future based on one's expectations. The nation can recognize the significance of a given subject to

the pupils and to the society while some of the pupils may have a different perception or are indifferent about learning the subject. Some studies have found pupil to hate some of the subjects (Kimaro, 1981). A Tanzanian pupil not aspiring to go to secondary school may have negative attitudes towards English language because it has no significant role in his/her expected life after school.

In a condition where some pupils lacks intrinsic motivations to learn the subject, one can expect the teacher to externally create conditions that stimulate motivation to learn. However, teachers in primary schools present the subject matter based on their personal perceptions and/or that of the Ministry of Education and ignore the needs and interests of the pupils. Rarely are pupils' considerations and interests included in the preparation and presentation of the subject matter. In such cases some pupils are in the classroom because they are required to be there and the subject is a compulsory one and not because they are motivated to learn it.

Some primary school teachers are incompetent in teaching some subjects. An analysis of data provided by National Examination Council of Tanzania (August 1992, 1994, 1995, 1996) indicated that in 1991, 1994 and 1995 the majority of grade "A" certificate students (56.7%) obtained grade "D" and for 1992, 1993 and 1996 about 45% of all students' had a "D" mean grade. The minimum pass score is grade "D" i.e. 30% of the total assessment. Most of the above teachers were certified and I believe quite a big number of them are currently teaching in primary schools. In case of English language one cannot expect a teacher who scored 30% of what s/he was supposed to know to be competent in teaching English language and have a positive effect in the classroom. That is why the Minster of Education suggested teachers to sit for the primary school examination in order to assess their competence in the subject they teach. Gwee (1968) pointed out that incompetent teachers have adverse effects on the interests and imagination of pupils. Such teachers lack self-confidence and feel threatened by pupils' questions and curiosity (Henson and Higgins, 1976). Teachers who are poor in the subject matter may doubt their capabilities and knowledge, consequently avoid anything that exceeds their knowledge. Since they are poor academically, they resist developing challenging activities for the class and helping pupils to succeed in difficult tasks (Schunke, 1990). Under such situation, pupil motivation to learn will definitely be undermined by such teachers.

Teacher expectations of the pupil academic performance can affect pupil motivation to learn. It can cause between 5%-10% variance in pupil learning (Brophy, 1983). Normally, teachers expect a high performance for students they hold a high expectation and low performance for those expected to perform at a low level. As such, teacher expectancy has cumulative effects on pupil motivation and school achievement (Entwisle and Alexander, 1988).

Lema (1998) found a significant difference between mean test scores of pupils in the classes of teachers with high expectations on their pupils and that of classes of teachers with low expectations on their pupils. Pupils in classes of teachers with low expectations had a low mean score. The study implied that pupils detect their teacher's expectations on them and act accordingly.

Previous academic performances of both teachers and pupils have a significant effect on their perception and future performance respectively. A particular pupil may have previously made mistakes or is slow to comprehend school material. This may lead the teacher to demand less effort from that pupil or require him/her to perform simple tasks or ignoring the pupil in the learning process. A pupil in such condition may lack motivation to learn and perceive him/herself as a low performer.

Entering the classroom the teacher also brings his/her own personal attitudes, perceptions and prospects on the teaching profession in general. These aspects have a bearing on his/her performance when teaching and consequently on the attitudes and behaviour of the pupils. There is no doubt that there are some teachers in our classrooms with a calling to the profession and they enjoy teaching. However, it is equally true that there are some teachers in schools that are there not because they are motivated to teach pupils but because in life they lack a viable alternative to the job. Ndunguru (1976) said some teachers in Tanzania were teaching because they could not get anything better in terms of a secure employment. P.Towse et al (2002) in one study found that none of the Grade "A" certificate teacher trainee in Bunda and Tarime Teacher's Colleges had aspired to be teachers in life, they had wanted to join other professions but were unable to get them. Some of them may have a low status and negative attitude towards teaching and this can affect their effectiveness in motivating pupils to learn. Evans (1959) found that the correlation between attitude and teaching efficiency were low but positive. It may be difficult for a person who despises teaching to detach from his/her negative attitudes so as to create an environment conducive to pupil motivation to learn.

Towse, et al (2002) also found that teachers are demoralized due to not being paid enough salary by the government. To supplement the meager earnings and make ends meet quite a number are involved in teaching some school subjects to pupils after school hours, during the weekend, and school holidays for a pay commonly known in Tanzania as "Tuition". Guranywa (1995) found that this practice is a result of parents and pupils' dissatisfaction with teaching/learning atmosphere in the schools. (In the same study pupils who did not attend teacher's private tuition classes were victimized in school.) Pupils may value tuition more than school learning because of the held perceptions and close supervision during tuition. This may lead to underrating the importance of school learning, thus creating motivation not to learn in school.

Learning expends energy and thus one gets tired. Also there is a limit on what a pupil can do in a given period of time. To conserve energy and meet the demand of the tuition teacher, a pupil might be motivated not to learn in school but rather be motivated to learn subjects taught during tuition. Also one might rightly feel that teachers involved in tuition teaching might expend more energy and time on tuition preparation and teaching at the expense of school teaching. Tuition learning, which is competing against, instead of complimenting school learning, may be detrimental to motivation to learn while in school.

### **EFFECTS OF POOR TEACHING METHODS IN THE CLASSROOM**

Some of teacher ineffectiveness in primary schools is not of teachers' making or their abilities but due to government policies and poor economic conditions prevailing in the country. Due to some conditions in some classrooms teacher attendance is not related to effective teaching but rather because they are employees and are required to be in class at that time. Pupils in one classroom have different characteristics based on, among other things, previous background, mental abilities, attitudes, motivation and perception on the learning behaviour and the subject being taught. All these factors determine pupil motivation to learn or not to learn. For effective pupil learning, the teacher needs to address each pupil individually so as to create conditions that motivate that pupil to learn. Some classrooms have more than 100 pupils while the Government recommends forty-five pupils for effective teaching and learning. Mahenge (1998) found that teachers in large classes are forced to attend the whole class in general and rarely attend to individual learner. It is impossible, even for a very good teacher, to attend each one of the 100 pupils individually in a forty-minute period. Attending each pupil on average of fifteen seconds per pupil it will consume 25 minutes of the period. A Math's teacher giving an exercise of ten questions will collect a thousand answers. Correcting the pupil's exercise books at the speed of half a minute per book, it will take the teacher 50 minutes of a 40-minute period to complete this one teaching task! This is exacerbated by the fact that a teacher has to teach various subjects in different classes in the same day. The implication is that the teacher has to ignore all or some pupils and may concentrate only on the bright ones. Those pupils ignored, if were motivated to learn, will see the teacher as not being interested on them and become frustrated, consequently affecting their learning. Wentzel (1997) found that students are motivated to engage in classroom activities if they believe that the teacher cares about them. Szepelak (2002) say that those with nothing to do during the lesson turn off learning. Some remain quiet while others may become disruptive and/or be destructive. So, instead of being motivated to learn school material they become motivated not learn or motivated to do other things.

The approach used in imparting subject material to the class has influence on motivation to learn. Although teachers have been made aware of using learner centred approach one can suspect they do otherwise. Komba (1977) found



that teachers avoided using teaching-methods which themselves verbally insisted were very effective in teaching in the classroom. The society judges a school academic performance by the score pupils receive or by the number of pupils selected to join Secondary School Education rather than pupil participation in learning process in the classroom. A product is more important than the learning process. Mbunda (1996) observed a teacher had a structured lesson that did not give room for self-initiated pupil participation. Dasu (2001) pointed out that output in many schools is poor because of teaching that is mostly of talk, chalk and choke type. Mwizarubi (1990) found that teachers rigidly followed an instructional planning and rarely did they attend to pupils initiated talk. To the pupils, this approach implies that teachers are experts who know, has a lot of knowledge and pupils role in the classroom is that of listening and absorbing what is being said. Under this condition they learn that their participation is not very important and should be disregarded. Also it instills a perception that one is a fool, therefore should not set own goals and strive to get them in academic setting but should accept only what "experts" say or direct. Pupils find themselves in a situation where they have no control at all on how they learn. They cannot self-initiate learning in the classroom, determine, choose, or control learning process and outcomes. I believe that also this kills talents that pupils have and undermines creativity and fosters convergent thinking. Deci and Ryan (1991) said that human natural need for control, competence and belonging are functions of motivation. Such experiences in some classroom teaching/learning processes inhibit motivation to learn instead of enhancing it.

Also academic performance of a pupil in Tanzania is largely determined by either number of correct answers one gets in a test or his/her rank in the class. In monthly tests, the end of term examinations and annual examination the teacher adds the correct answers to get a score that is used to assess and interpret one's performance. Those who have a score that is above a given point are said to have "passed" and those below that point "have failed". Those who rank last in class in order of having the lowest total marks are scolded, ridiculed and looked down by teachers and peers. From this experience these pupils feel ashamed and learn that failure is something to fear while in school. As mentioned before, prior to entering school pupils accept their failures, not by despair, shame or feeling stupid but by accepting them as challenges and try several means until they achieve the intended goal (sometimes they even laugh at their mistakes). So instead of teachers acknowledging failure as crucial in the learning process and a need for pupils to expand their capabilities, they frustrate it. Sometimes fear of failure is detrimental to attempting to learn new skills or acquiring knowledge.

## THE EFFECTS OF CLASSROOM PUNISHMENT ON PUPIL MOTIVATION TO LEARN

Making mistakes or errors is a natural phenomenon when learning and, if utilized properly, can have a motivational value to the learner. Acceptance of ones errors and persistence in a difficult task indicates a motivation to learn. In primary schools, some teachers punish pupils who fail to answer, are slow in answering or give wrong answers when asked questions relating to the subject matter. Caning is one of punishments given during teaching/learning processes in the classroom (Osaki and Agu, 2000). Punishment is an aversive stimulus used to suppress an unacceptable proceeding response. Attempting to answer a question during the teaching/learning process in the classroom is not an unacceptable behaviour, but rather one that needs to be nurtured. It is difficult to believe that pupils attempt to answer questions from the teacher with anticipation of receiving a painful experience. I believe, in normal situations, pupils answer the questions with the expectation of getting reinforcement in form of personal satisfaction for giving a correct answer that is acceptable to the teacher, or for the teacher providing a correct answer when one gives an incorrect answer. Even if a pupil misbehaves when learning it is not always necessary for the teacher to use physical punishment. Pupils can change their behaviour through verbal explanations and disapproval, and they consider punishment as morally unnecessary (Valtin and Walper, 1995). Physical punishment can neither increase the mental ability of the pupil nor clarify the information and make the child understand why and how the error was made or indicate the correct answer or procedure.

One strategy pupils can use to avoid being punished is not to answer questions or hand in academic work i.e. being motivated not to engage in learning of the required material. (At the extreme end the pupil may dropout of school completely). As such teachers are suppressing the very behaviour they are required to nurture or in calculate in the pupils in the learning process. The implications are that some teachers are agents of training pupils how to survive in a threatening environment without learning the required material.

Also punishment administered regularly to students creates a big distance between the teacher and the students. For one this has detrimental effects on the student if he/she is motivated to learn but with a problem in reaching the goal. Instead of getting support from the teacher the pupil is discouraged by the same teacher. Fear of punishment will prevent the pupil from showing that he/she does not yet have the correct answer. In such a situation, there will be no expression of problems being encountered when learning, ask questions that seek clarification and a need to know how or why one is wrong. So some pupils may be motivated to learn in school but are deterred by teacher-administered punishments.

A child forced by law to be in school for seven years in conditions that

undermine his/her natural motivation to learn, has no control over his/her school learning, made to fear failure, believe that making a mistake is a symptom of being a failure, and has to bear adverse consequences in form of punishment develops learned-helplessness. In this condition the pupil learns not to learn because it hurts too much to learn school material that is perceived as being impossible to comprehend. Dweck (1988) found that learned-helpless children perceive failure as being permanent, very personal and pervasive. Mpama (1984) on a study done in Mtwara District found that depreciated self-concept leads to a consistent poor performance. It destroys pupils' desire to learn i.e. motivation to learn. It affects a child emotionally by causing frustration, depression and also lowers one's self-esteem. If this remains untreated it may adversely affect one's whole life.

## CONCLUSION

There are motivational factors related to teachers that are adversely affecting learning in Tanzania primary schools. All stakeholders in primary school education should acknowledge the significance of pupil motivation to learn in realizing the objectives of having a school in a society. Quality education will remain on the paper and a policy document if pupils cannot learn effectively and be motivated to gain knowledge and acquire skills required by the society.

There should be a deliberate effort of moving from only emphasizing theoretical aspects of motivation to the practical use of motivation in the teaching/learning process in the class. Prospective teachers should purposely be trained and required to motivate pupils to learn during Single Lesson Teaching Practice and Block Teaching Practice. The motivation component has to be clearly indicated and evaluated in teaching practice assessment forms. This will help them acquire motivating skills and realize its positive effects on classroom pupils' learning.

In the same token teachers should be made aware of their life aspects that undermine pupil motivation to learn in school. These include teachers having low expectations of pupils' performance; teacher's negative attitudes towards school, learning the teaching profession and use of harsh punishments like caning. Teachers have to accept making mistakes as a natural part of learning process and emphasis should be more on learning instead of grades. Positive responses, attitudes, and supportive climate should be expected from the teachers. Teachers should show interest in their teaching subjects and the pupils, also make the class a physically and psychologically safe place to the pupils. Pupils are supposed to have a positive experience when learning and that the teacher expects them to succeed.

Learner centred approach should be put in practice and not to remain an academic matter as it is currently seen. Pupils should have a limited control

over their learning in the classroom and teachers should address pupils' interest in relation to the subject context. There is a need to develop a mechanism for determining pupils' interests and concerns. Pupils should be made to see the state objectives from their perspective, be encouraged to ask and answer questions, be given a chance to express their talents and creativity while in school. When possible pupils should participate in selecting goals of the subjects they learn and encouraged to indicate what is needed to achieve the goals and the procedural steps involved. Teacher managed pupil control during teaching/learning process in the classroom is expected to make school more meaningful to the pupils and create motivation to learn. A motivated pupil will find that engaging in the act of learning school material easier and, consequently improve his/her academic performance.

The importance of researchers on this subject cannot be overemphasized. There is a need to identify factors and sources that create motivation to learn or not to learn among primary school pupils in Tanzania for utilization in teaching/learning process in the classroom. It is important to have an inventory of factors that contribute to pupil motivation to learn based on interests and needs of the individual and of groups in terms of geographical location, social and economical context. When these factors are known then the teachers will be aware of them and how to utilize them to motivate pupils in the classrooms. Also a study should be done to determine factors that prevent pupil motivation to learn school subject material and find the best remedial processes for pupils with low motivation, motivated not learn or are experiencing learned helplessness.

Teacher competency in the subject matter and in teaching can be improved by changing the grading system. Only those who score above 75% in the teaching subject and teaching methods should be certified to teach. The state should facilitate a conducive environment for teachers in the school in their general welfare because these have effect on their perception on the teaching profession and consequently on how they teach.

Equally important is having a clear understanding of how national policies facilitate or undermine pupil motivation to learn in the classroom e.g. how quantity is affecting motivation to learn and consequently quality of education. We need to know the effects of Universal Primary Education on individual pupil motivation to learn in primary schools. Policy makers, when preparing a policy, should put into consideration the effects of the expected policy on the learning behaviour of individual pupils in the class. A policy that undermines individual learning cannot succeed in realizing the expected outcomes.

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