

**ANALYSIS OF ISSUES RELATED TO HEAD'S RESPONSIBILITY  
ALLOWANCE AND ITS IMPACT ON ORGANISATIONAL BEHAVIOUR:  
SELECTED PUBLIC SECONDARY SCHOOLS IN KATAVI**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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**2021**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: *“The Analysis of Issues Related to Heads of School Responsibility Allowance and Its Impact on Organisational Behaviour: Selected Cases from Public Secondary Schools in Katavi”*. In partial fulfillment of the requirements for the award of the Degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

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.....

Date

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I, **Elines Sossy**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

Signature

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Date

## **DEDICATION**

This dissertation is dedicated to my beloved husband, Mr. Stephano John Mwalisu, and my children Anna and Claude.

## **ACKNOWLEDGEMENT**

My greatest gratitude is to the Highest God for enabling me health and strength to achieve this milestone's academic goal.

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## ABSTRACT

Responsibility allowance is among the incentives used to motivate senior leaders in an organization such as school institutions. This study was conducted in the Katavi region of Tanzania to analyze issues related to heads of school responsibility allowance and its impact on organizational behaviour. The four specific objectives of the study intended to: examine the understanding of stakeholders on responsibility allowance effects to organizational behaviours, explore the experience on responsibility allowance as motivation element in leadership, investigate the effects of responsibility allowance on school staff views of leadership position, and analyze views on trends on school leader positions over time. Adopting a mixed approach, quantitative and qualitative data were collected and analysed in SPSS V.20. The descriptive survey design was adopted, where through probability and non-probability sampling techniques guided to reach 83 participants. The sample consisted teachers, education officers, and key education stakeholders at the local government level, in Katavi region. It was revealed that, *first*, paying heads of schools' responsibility allowance enhances motivation, discourages moonlighting among, and improves school supervision and management. *Second*, paying allowance to heads of school alone has long-run negative effects on team work spirit at school level. The study concluded that there is no common understanding among stakeholders concerning the recently introduced program of paying responsibility allowance to secondary school heads. The study recommends that the government should continue paying allowances to school heads but also find a better way of motivating other teachers for improvement of school organization behaviour.

**Keywords:** *Responsibility allowance, incentive, senior leaders, Katavi Region*

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**LIST OF ABBREVIATIONS**

CWT	Tanzania Teachers Trade Union (Chama Cha Walimu Tanzania)
DHRO	District Human Resource Officer
DSEO	District Secondary Education Officer
URT	United Republic of Tanzania
UNESCO	Nations' Educational Scientific and Culture Organisation
PO-RALG	President's Office, Regional Administration, and Local Government Ministry
OPRAS	Open Performance Appraisal System
TGTS	Tanzania Government Teachers Scales

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

This dissertation gives a detailed report of the survey on inherent issues surrounding Heads of School responsibility allowances. The study was planned to analyze issues on responsibility allowance paid to heads of school and the impact it has on organizational behaviour. Chapter one of this dissertation delineates the problem and its context, statement of the problem, research objectives, scope, significance, and the limitation of the study.

#### **1.2 Background Information to the study**

Post independent Tanzania has been marked by invariable reforms of education policies to mitigate colonial characterized education as well as to prepare human resources that will serve in the government development activities (URT, 2014). The target areas of policy reforms have been to improve an education system that would accommodate the majority of school-going age to participate in education. Other targets include improving the quality of education, revise and improve curricula, set standards for teacher qualification in the education system, ascertain managerial and administration qualifications at the different levels of the education system. Also equipping schools expand and improve school-level facilities and classroom buildings have been a policy target in policy reforms (URT, 2010; UTR, 1995, URT, 2014). The decision to incorporate all these reforms in the policy aim to meet Millennium Development Goals (MDGs) by 2015, Education for All (EFA) goals



agreed in Dakar framework, as well as the growing recognition of the importance of education in development as explained in Tanzania 2015 vision (UNESCO, 2000; URT, URT, 2014).

School organization operates like other organizations and faces similar organization challenges, features, and profiles. Organization in this context infers not only structured buildings but the combination of individual efforts in pursuit of certain common purposes (Miner, 1973). For an organization to operate efficiently and effectively, a need for qualified and competent leadership, competent and qualified workforces, good infrastructures, good organization climate and working environment, and a well-established organization behaviour are some of the most important ingredients (URT, 2014).

The organization exists to fulfil some goals. People in an organization, through their experiences, education, skills, and knowledge, become part and parcel of the organization's success and sustainability. Miner (1973) elaborated three types of goals in an organization; (1) Official goals-representing expectations that large society has for its constituent organization, (2) Operative goals-the profit foresight of an organization which falls short to some extent to that of the society, and (3) Task and maintenance goals-referring to profit, products, and services of an organizational survival of the organization as an ongoing entity.

School organization fit in the first goal and Heads of Secondary School in that context assumes multifaceted roles, cutting across students, teachers, other

employees, and the community at large. Manaseh (2016) has elaborated that for effective teaching and learning to take place, instructional leadership is imperative and the same has to be spearhead by the Heads of School. Underscoring the role of Heads of Schools as liaison managers in their respective schools, the government of Tanzania has explicitly stated the need to recruit and deploy qualified education leaders at school organization.

According to the education and training policy of 2014, one among factors for low-quality education in Tanzania is under qualified and incompetent school-level leadership. The policy, therefore, states that the government will strengthen the ability of leadership and administration in the education and training sector, reviving leadership structure in the equation by decentralizing educational authority and responsibility to the school level (URT, 2014).

Some of the outlined roles of Heads of School include (a) plan, monitor, and review the work of teachers, non-teaching staff and students, (b) ensure that the curriculum is implemented accordingly. This includes the assurance that lessons are taught, tests are administered, marked and returned to students for corrections proper records are kept and reports are provided on time, (c) supervise and control the utilization of school funds, (d) ensure that teachers adhere to the norms of Teachers Service, Regulations and handle teachers' disciplinary matters, (e) Perform other duties assigned by the Government policy and circulars (URT, 2015). Beyond the policy position, it is imperative therefore to analyse how implementation of those issues by school heads influences organizational behaviour.

### **1.3 Statement of the Problem**

Acknowledging the role and importance of strong leadership at the school level, the Government of Tanzania (GoT) has issued various circulars, principles, and guidelines that empower Heads of Schools to execute daily management and supervision responsibilities effectively. However, this can happen if school heads are motivated enough to elicit their leadership functions. School organization in Tanzania performs educational undertakings to meet the official goal of inculcating values, traditions, skills, and knowledge needed by the government and the society necessary and sufficient to enable citizens to manipulate their environments (URT, 2014).

GoT have avowed to ameliorate its educational system managerial capacity and leadership to which Heads of School are given special consideration and priority in need assessment. In the year 2014, the government issued a circular on disbursing responsibility allowance to education officers at ward level, head teachers, and heads of secondary schools as the measure to motivate them and raise their morale to work effectively. The intention came into full implementation in FY 201/52016. It is the past three years experiencing implementing the circular. The immediate ground to assess the effectiveness of responsibility allowance motivational objectives for Heads of School is at the school level. The study, therefore, intended to analyze issues around the allowance and the impact it has on organizational behaviours in public secondary schools for the purpose of informing its contribution on school level human resources performance.

## **1.4 General Objective**

Overall, the study aimed at analyzing issues related to Heads of School responsibility allowance and its impacts on the public secondary school organization behaviours in selected secondary schools in the Katavi Region.

### **1.4.1 Specific Objectives**

The general objective was further broken into specific objectives as follows:

- i) To examine the understanding of stakeholders on the Heads of School responsibility allowance effects to organizational behaviours.
- ii) To explore the experience of stakeholders on Heads of School responsibility allowance as motivation element in leadership
- iii) To investigate the effects of Heads of School responsibility allowance on school staff views of leadership position
- iv) To analyze stakeholders' views on trends on school leader positions over time.

### **1.4.2 Research Questions**

- i) What is the understanding of stakeholders on the Heads of School responsibility allowance effects on organizational behaviour?
- ii) What is the experience of stakeholders on Heads of School responsibility allowance as a motivation element in leadership?
- iii) What is the effect of Heads of School responsibility allowance on school staff views on a leadership position?
- iv) What is the trend on stakeholders' perceptions of the school leader position over time?

### **1.5 Scope of the Study**

The study was conducted in the Katavi region involving three councils; Mpanda district, Mpanda municipal council, and Nsimbo district. The study delved into analyzing issues related to responsibility allowances disbursed to heads of public secondary schools and the impact it has on organizational behaviours. Within the scope of the study, teachers, ward education officers, heads of schools, ward executive officers, WCT officers, DHRO, district and regional levels education offers were considered. Findings and conclusion of the study reflects views and opinions of the participants in the scope of the study.

### **1.6 Significance of the Study**

The study will contribute significantly to the government officials such as education ministers, regional, district and ward education officers, and council executives. The mentioned official play roles of employment and appointment of Heads of School in one way or another, implement and influence policy in various ways, and at the same time implement education circulars. They will be well informed on issues around disbursement of responsibility allowances to heads of school.

The study will also be useful to Heads of Schools, teachers, and community due to knowledge developed regarding the correlation nature of motivation to Heads of Schools and organizational behaviour variables. Disseminated information from this study will foster the supervision and administration of school because of the expected accountability of heads of school to the community.

## 1.7 Limitation

These are incidences or situations that were beyond the researchers' ability to control and affect the result of the study. One of the limitations was the coverage of the study. The study was conducted in the Katavi Region which is one out of 31 regions of the United Republic of Tanzania. Even in the selected region, it was not possible to cover the entire population of the Katavi region. It was therefore not practically possible to cover all regions of the country due to the limitation in finance, time, and accessibility. To accomplish the study, without biases an appropriate and representative sample of participants were selected from Mpanda, Mpanda Municipal and Nsimbo district councils as measures to overcome the limitations. The selected sample was ensured to have characteristics representing the target population, which later served for inference and conclusion.

## 1.8 Key Terms (Concepts)

**Heads of School:** Is a person in charge of a school organization. In some countries, Heads of School are referred to as secondary school head teacher, headmasters or headmistress. The personnel entitled Heads of School is responsible for all daily activities of the school running smoothly, accountable for teaching staff, support staff, students, and the community. In the context of this study, Heads of School should be understood as a person who has been appointed by responsible authorities as required by the laws of the state. The person is in charge of the school organization depending on the nature of the school. It may be in charge of lower and upper secondary school or lower secondary school only (Manaseh, 2016; UNESCO, 2009; Eurydice, 2013).

**Organization behaviour (OB):** The concept embeds two words, organization, and behaviours. OB may be explained differently as a conceptual term or as an independent discipline in management and business studies (Kondalker, 2007; Mullins, 2016). As a concept, OB is the actions and attitudes of people in an organization that is either manifested or latent in nature. By manifested or latent it means observable and non-observable actions and attitudes respectively.

As a discipline, “Organizational behaviour is a field of study that investigates the impact that individuals, groups, and organizational structure have on behaviour within the organization, to apply such knowledge towards improving organizational effectiveness” (Kondalker, 2007, p.4). In this study, organizational behaviour is collective attitudes, behaviours, and performance as a result of interactions from individuals, groups, and structures within a school organization setting that influences organization performance and effectiveness.

**Responsibility allowance** Are extra payments in terms of money given to employees in private or public sectors. This payment is normally different from the statutory salary or remuneration to motivate employees. It can be paid every month, or specifically to excellence accomplishment of a task. The payment may also be intended to cover accommodation costs, travel or communication, housing, etc (European Commission/EACEA/Eurydice, 2016). In the context of this study, responsibility allowance is the payment made to Heads of Schools every month as a motivational strategy of the government to raise the morale of persons in charge of the schools.

## **1.9 Study Organization**

The study has been organized into five chapters. Chapter one gives concise information on the study background, statement of the research problem, General and specific objectives of the study, significance of the study, scope, limitation, and definition of key conceptual terms used in the dissertation.

Chapter two presents condensed literature reviews on topical areas to acquaint with the study problem, improving the methodology, identify the research gap, and avoiding repeating the study that has already been done. Literature reviews are presented in two approaches, the first is the general reviews on scholarly works and publications from different sources and second on reviews of empirical studies done on themes of the same kind to the topic under investigation.

Moreover, Chapter three presents the methodology underpinning the study, and Chapter four covers the presentation of data, analysis, discussion, and interpretation of collected data. Nonetheless, chapter five presents a summary of the study, conclusion, and recommendations. Other areas covered in this dissertation include the references for all cited work and preliminary issues such as the title page. Finally, chapter one set the foundation for the rest of chapters in dissertation. The following chapter two is an extension of chapter one by presenting a review of literatures surrounding the specific objectives stated in this study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Chapter one introduced the study, presenting a background to the study and statement of the study, objectives and research question. The following chapter will be concerned discussion of overviews of kinds of literature surrounding the topic of investigation. A thorough review of relevant literature surrounding the research topic was imperative in many ways, inter alia, to improve the methodology, refining research problem, and better articulation of the statement of the research problem. Other benefits include avoiding repeating what other scholars have already studied (Kothari, 2004).

Some of the areas of concentrations in reviewing literature included operational terms, school organization leadership, the influence of leadership on school organization behavior, issues related with responsibility allowances to school organization, overviews on salaries, responsibility allowances to teachers and Heads of Schools in Tanzania, theories underpinning motivation in an organization setting and empirical studies on responsibility allowances to school heads. The synthesis of the reviews set the ground for establishing a research gap to fill.

#### **2.2 School Organization Leadership and Influence on Organization Behaviors**

The organization may be defined as a system of two or more persons engaged in cooperative action to achieve some set goals or purposes (Champoux, 2011). Like

any other organization, School bears all characteristics of an organization such as people, groups, structures, norms, cultures, politics, and leadership, just to mention few.

Central to all school characteristics are people with their diversities. In his work, Mullins (2016) have elaborated that, it is people who are an organization (Mullins, 2016, p.2). Amid characteristics diversities, effective leadership is important for achieving organizational goals. Muraru and Pătraşcu (2017) elaborated that, school organization leadership is difficult because of the complexity of variables involved; pupils, teachers, school programs, educational technologies, and school partnerships. School organizations; therefore, exist to meet the official goal of providing education to the entire community according to the policy, curriculum, and ideology of the nation. Organizational behaviour is the accumulated behaviour of individuals working in an organization (Kondalkar, 2007). Leadership influences individual behaviour which in turn affects the behaviour of an organization, as such understanding leadership roles is the most important aspect of studying and understanding human behaviours in an organization setting (Kondalkar,2007; Muraru & Pătraşcu ,2017).

For the understanding of leadership in school organization settings, Kondalkar (2007) defined leadership as, “the influence, that is, the area or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals” (p.225). According to Manaseh (2016), the core responsibility of a school organization is teaching and learning. It is further explained

that school leadership that is needed for effective school goal attainment should focus on these core functions by defining the school, mission, and goals, managing the instructional program, and promoting school climate (Manaseh, 2016). Effective leadership should, therefore, capitalize on developing culture, defining values, motivating, and impact positively behaviours of individual subordinates and ultimately the entire school community so that education goals attainment is made successful.

The above-mentioned core functions of a school may be manifested only when a leader himself or herself is motivated to lead. Qutoshi and Khaki (2014, p.87) put it clearly when argued that, “Head teacher’s leadership role is seen in many forms as gatekeeper and responsible person to transform the schools to the highest levels while not always seeing his or her challenges”. School organization behaviour, therefore, rests solely on the climate to which leadership has set.

### **2.3 Issues Related with Responsibility Allowance in a School Organization**

Motivation in school organization constitutes a primary incentive for teachers to work and elicit potentials of their teaching professionals. The Eurydice report (2013, p.5) indicated that,

*“Attractive salaries combined with the potential for earning additional allowances as well as good working conditions constitute some of the primary incentives for drawing people into the teaching profession and ensuring high levels of satisfaction and motivation among staff”.*

Across the globe, countries are striving to improve the quality of education outcomes to grow their economy. Teachers have the central role to play in the education system

for arriving at the desired quality of education. No education system will deliver quality education above the quality of the teacher it employs (UNESCO-IICBA, 2017).

As elaborated in UNESCO-IICBA (2017, p.16), “Even if countries achieve full enrolment, the most important issue is for them to be able to complete a school cycle and acquire the skills necessary for development. This requires high-quality teachers in all schools”. This is accorded by the fact that teaching and learning activities in a school organization are spearheaded by teachers; therefore, quality teaching workforce serves the purposes of giving quality education to students.

For achieving quality education, not only should material resources be a priority to planning in education, teacher workforce is imperative as well (URT, 2010; UNESCO-IICBA, 2017). Quality teachers in this context referred to a teacher who has efficacy, understanding and demonstrates the ability to address the content, character, challenges, and complications of being a teacher on top of subject contents mastery (UNESCO-IICBA, 2017). These variables of a quality teacher may, however, be hindered by the state of motivation or system of motivation to teachers.

According to Eurydice (2013; 2016), allowance payment to teachers stimulates motivation for them as they “make up a considerable proportion of teachers' take-home” (Eurydice, 2013, p.15). Allowances may be given in finance and non-finance terms. Some of the allowances that are practiced in most of the countries across the world include responsibility allowance, teaching allowance, hardworking

environment allowance, extra duty allowance, travelling allowance, supervision allowance, house allowance, best-performing teacher allowances, and other extra duty allowances which are payments apart from statutory salary. Studies elsewhere indicate that the education system endowed with the quality teacher workforce and quality heads of school is likely to deliver quality education (Eurydice, 2013; 2016; UNESCO-IICBA, 2017).

The report on teacher salaries and allowances across European countries authenticate that almost all countries give teachers financial allowances when they are willing to assume additional responsibilities in their school organizations such as supervision of students after class, participation in school management, provision of support to teachers, and another extra duty assign by their school heads (Eurydice, 2013).

Also, in underscoring the role of Heads of School in administration and supervision capacity, serving as employer and employees at the same time, some of the countries in Europe and elsewhere pay Heads of School responsibility allowances and exceptional salary to motivate them to serve in the interest of the organization with creativity and enthusiasm (UNESCO-IICBA, 2017; Eurydice, 2013; 2016).

An exemplary case in Europe is noted, where school heads of secondary education institutions are paid higher salaries as compared to primary school's head teachers, consecutively, it takes a minimum of 19 years of teaching experience years to become head of secondary education institutions in some of the European countries (Eurydice, 2013; 2016).

In the Czech Republic, for example, it is reported that heads of secondary schools receive an additional allowance for leadership 5-60% of teacher's salaries according to the level of leadership (Eurydice, 2016). The rationale for allowance to teachers and Heads of School is to motivate them to give out their behavioural potentials that have a positive impact on the organization. Parsa (2017) have argued that allowances indirectly influence performance by triggering creativity and the decent allowances discourage moonlighting in teaching, allowing teachers to work hard to meet the need of the organization. Based on the literatures discussed, it important to note that monetary incentives such as allowance have positive impacts to organization managers such as school heads which may in turn make them creative on handling behavioural issues on human resources at schools they manage.

#### **2.4 Overviews and Experience on Issues Related to Secondary School Teachers and Heads of Schools in Tanzania**

Education system in Tanzania is comprised of primary, secondary and tertiary education sectors. The primary education sets the foundation of the whole system, where secondary education sector is treated as the junction that link primary school education graduates to other levels of education. Secondary education consolidates and expands the knowledge and skills learned at primary education at the same time prepare students with skills for further studies and life experience. Considering school organization, secondary school level of education need conducive environments and well nurtured organization behavior for teachers to be effectively performing their duties.

#### **2.4.1 Head of School and Teacher Training, Recruitments, And Employment**

According to Education and training policy in Tanzania, education structure is divided into pre-primary education, primary, secondary (lower and upper) and tertiary education (URT, 2014). It is further explained that secondary school teachers have to possess a minimum qualification of diploma education, where the diploma teachers are supposed to teach up to forms two and degree holders' teachers to teach from form three up to form six (URT, 1995).

On one hand, pre-service training for secondary school teachers in Tanzania falls under the ministry of education and training and the universities' approval and certification. The former is responsible for diploma teachers only while the later cater for both diploma and degree holder teacher preparation. On the other hand, recruiting, deploying, and remuneration teachers in secondary school fall under the President's Office, Regional Administration, and Local Government Ministry (PO-RALG) (URT, 1995; 2014).

The appointment of Heads of School is the Regional Administrative Secretary's responsibility after the nomination has been made by the District Secondary Education Officer. This process is normally undertaken under the vetting system to ensure appropriate personnel are uplifted in the office of the Head of School. Through Open Performance Appraisal System (OPRAS), it is clear that any teacher may be appointed the Head of School provided that he or is experienced and competent in fulfilling teacher obligations.

Consequently, according to handbook for Heads of School in Tanzania Mainland, the Head of School is supposed to be a person with experience and capable of appointing subordinates to fill leadership posts at the school level, provided that his character and integrity is worth the office (URT,2012).

#### **2.4.2 Secondary School Teachers and Heads of School Salary and Allowance Payments**

Teachers fall in the category of civil servants, as such statutory salary payments are made under the regulation of the government through agencies responsible for employment and salaries. Upon approval of the salary in the respective financial year, the disbursement of salaries is affected by the Ministry of Finance in facilitation by banks to which the teacher subscribed during the first appointment. Secondary school teacher's salary payment does not base on the leadership title one holds at school but rather it is based on entry education qualification and experience due to escalating in Tanzania Government Teachers Scales (TGTSs).

Therefore, it is evident that being the Heads of School post is not a factor for higher salary entitlement in Tanzania except teacher grade scale education level up to a bachelor's degree. However, masters and Ph.D. degrees do not earn an extra payment. As noted in Lyimo (2014), after independence and before the era of Structural Adjustment Programmes, Tanzania teachers had enjoyed the privileges of their professions. Teachers were paid allowance on top of their statutory salaries. Such allowances included Leave allowances, transport allowances, rent allowances, and teaching allowances.



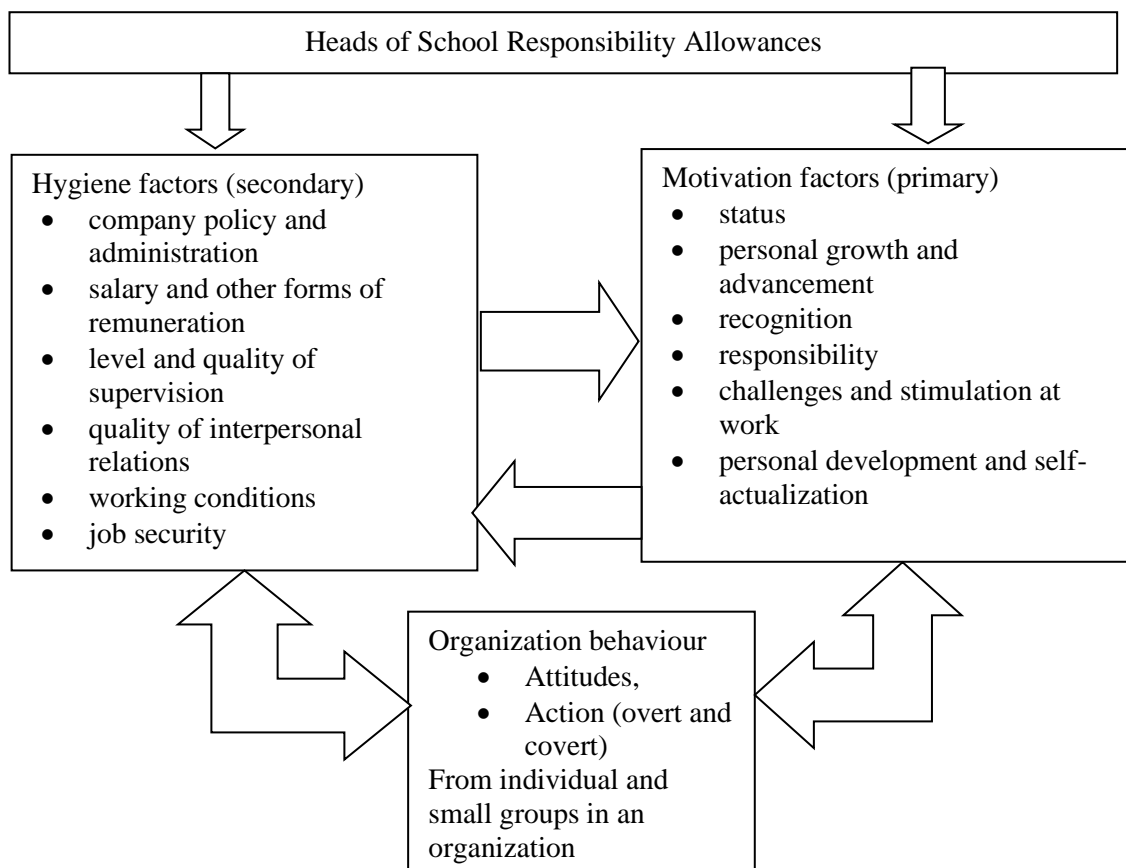
Some of those entitlements were stopped during the implementation of SAPs in the 1980s to recent, except leave allowances. However, in the year 2014, the government underscored the exceptional role of Heads of Schools by deliberately issuing the circular for paying responsibility allowances to Heads of School to motivate them (URT, 2014). The implementation of the circular came into effect in July 2015, and from that moment Heads of Schools have been receiving responsibility allowances on monthly basis a sum of Tanzanian shillings two hundred fifty-thousand (250,000/=), which is paid directly through a school account. The process is transparent and every teacher in the school is aware that Heads of School receive such amount of money monthly while those teachers do not get any sort of allowances apart from statutory salary. What remains on papers is optimism and unfulfilled promises that other teachers apart from Heads of School will be considered in the future (URT, 2007).

## **2.5 Motivation Theory**

Two concepts need to be worked out clearly, motivation and theory. Motivation is that force that acts on an individual's behaviour to cause the action to happen with identifiable intensity. Briefly, it is explained that motivation is "what makes an individual act and behave in a certain way" (Karlöf & Lövingsson, 2005, p.221). Theory on the other side refers to a set of concepts, prepositional, and assumptions that serve to explain the meaning and nature of phenomenon (Hoy & Miskel, 1991). The choice of the appropriate theory is imperative for guiding the study methodology, discussion, and interpretation of the findings to arrive at valid and reliable results.

## 2.6 Theoretical Framework

Considering the overall operation of managerial and leadership skills of the Heads of School in everyday interactions with teaching and non-teaching staff, the study will employ the Herzberg theory of motivation. Improved relationship between teachers and school administrators is regarded to motivate and improve organization behaviour, getting teachers, and non-teaching staff involved in the decision making the process at school level (UNESCO-IICBA, 2017). Figure 2.1 shows a variable relationship in an organizational set-up.



**Figure 2.1: Relationship between heads of school responsibility allowance and organization behavior.**

Source: By the Researcher (2018)

Herzberg's theory of motivation is also known as two-factor theory. It is comprised of two sets; hygiene and motivation factors. The theory was developed by behavioural psychologist Fredrick Herzberg in an attempt to study motivation at the workplace. According to Herzberg's theory, motivation is divided into two categories, intrinsic and extrinsic motivation. The former is referring to individual employee motivation and the latter referring to motivation arising from workplace environment (Karlöf & Lövingsson, 2005; Baldoni, 2005).

Discussing the two factors of the theory, Baldoni (2005, p.59), states that, "intrinsic factors include "achievement, recognition for achievement, the work itself, responsibility, and growth or advancement," and extrinsic factors ("hygiene") include "company policy and administration, supervision, interpersonal relationships, working conditions, salary, status, and security". Therefore, in the context of Herzberg's theory and Baldoni (2005) statement employee's motivation at the work place is complemented by how they feel satisfied in themselves and how the environment supports their jobs. However, it is what is inside employee individually that matter the most because inside motivation acts as a primary force while the external motivation is secondary.

Organizational behaviour, on the other hand, contributes to a great extent the environment in which self-motivated employees may elicit the potentials towards contributing to the organization's goal achievement. In an organization set up, it is the desire to achieve, recognition of what one does and the available incentives that will maximize motivation of employees to individual's employee in particular. The

assumption to the application of this theory is that motivated Heads of School as the result of responsibility allowances will be creative and self-giving to organization strategies which in turn will create conducive organization behaviour for every employee to contribute to attaining organizational goals.

## **2.7 Empirical Studies on Responsibility Allowances**

Literature has informed that teachers and Heads of schools need to be motivated (UNESCO-IICBA, 2017). Apart from intrinsic motivation, extrinsic motivation in forms of incentives and allowances is important to complementing intrinsic motivation (Karlöf & Lövingsson, 2005). Motivation is the enabling force of behaviour (Mullins, 2016). Low motivation may lead to poor organizational behaviour that will lead to failure to achieving set goals and vice versus is true. Some of the low motivation indicators include low productivity, poor work organization, low quality, and service delivery, strikes, resenting, and demonstrations at workplaces. On the contrary, high motivation will result in the opposite of those mentioned in the low motivated environment (Karlöf & Lövingsson, 2005).

The studies conducted in Africa which resulted in the publication of a framework for teacher support and motivation in Africa have revealed that teachers are central to planning to reach EFA and MDGs. Further, the report indicates that teachers in Africa are not motivated enough due to the poor working environment, deprived incentives and allowance, and low salaries that do not suffice to meet their basic needs (UNESCO-IICBA, 2017).

Cases are cited from Tanzania where disparities in motivation are seen between secondary teachers and primary teachers, urban teachers, and rural teachers. In Tanzania for example, secondary teachers are less motivated as compared to primary teachers and also the motivation of older teachers in a rural area was higher than the younger teachers. The case is less the same in other African countries where the overall survey data indicate low motivated teachers as one among the obstacles to attaining quality education (UNESCO-IICBA, 2017).

Meta-analysis studies across the globe have been conducted on the emerging roles of Heads of Schools documenting the rapid advancement in enrolment in the lower tier of secondary education in most of the countries, with low-quality education attainment, African among. It is indicated that,

*“Secondary education is advancing rapidly throughout the world, with the number of pupils enrolled having risen from 321 million in 1990 to 492 million in 2002-2003. The biggest increase has been observed in South America which, with Europe, has the highest gross enrolment rates (almost 100%) at that level. Next comes North America, East Asia, and Oceania, with rates in excess of 90%. The gap is greater in West Asia, where only 69% of pupils of age to attend the first tier of secondary education are enrolled”* (UNESCO, 2007, p.6)

However, the increase is said to be, in Africa the increased enrolment in the lower secondary tier is lower as 29%. The report also indicated that Heads of School are under qualified yet are the one vested with the highest responsibility to assure that students at secondary school attain higher quality education.

Qualified and motivated Heads of School set a school into a move to attaining students and social goals. As noted, “The 30 years of research into school

performance (“school effectiveness”) and into factors that improve it (“school improvement”), principally conducted in the developed English-speaking countries, have established the fact that the quality of head teachers is the chief factor in school performance” (UNESCO, 2009, p.13).

A similar study on roles of Heads of School conducted in Mbeya region in Tanzania indicated that Heads of Schools are an imperative figure to attain high academic performance (Ndyali, 2013). The study focus was on community secondary schools in Mbeya urban, attempting to analyze roles of Heads of School in influencing academic performance. The study employed a survey design where a total of 98 participants were reached. The study revealed that Heads of schools were facing diverse challenges and predetermined poor results were the factors for poor academic performance in Mbeya community secondary schools.

Moreover, Manaseh (2016) conducted a study on the role of Heads of School on instructional leadership in a school organization. The study was guided by two objectives; exploring informants' understanding of instructional leadership and examining the role of Heads of schools in managing the instructional program. Adapting qualitative approach, data were collected from Heads of Schools (HoSs), senior academic masters/mistresses (SAMs), teachers and students, it was revealed that participants were not familiar with instructional leadership and HoSs did not effectively manage the program. It was concluded that “without effective management of the instructional program in favor of promoting teachers’ classroom instruction and students’ learning, efforts to that effect are doomed to fail” (Manaseh,

2016, p.30), and the one vested with that responsibility in the first action is the Head of School.

## **2.8 Research Gap**

The studies conducted in different parts of the world have indicated explicitly that in an organization setting goals will be achieved if the leadership of that organization is effective (Karlöf & Lövingsson, 2005). It has been indicated that due to organizational changes in adapting internal and external forces influencing school organizations, Heads of School have to assume both leadership and managerial capacity and skills to achieve school goals (Manaseh ,2016; URT, 2014).

Issues of motivation have been studied in some areas indicating that not only Heads of School but school teaching staff do need the motivation to improve school organization performances (UNESCO,2009; UNESCO-IICBA, 2017). . However, no study has been conducted in Tanzania, in particular, the Katavi region on issues surrounding responsibility allowances concerning organizational behaviour. This study, therefore, intended to bridge this gap to inform scholars and community at large on the commonality of the issues of responsibility allowances and organization behaviour.

## **2.9 Chapter Summary**

Chapter two has presented detailed reviews of literatures on organizational leaders' responsibility allowance with its contributions on improving their managerial capacity. Issues concerning motivating teachers and school levels leadership were

explained, drawing evidence from developed countries and developing. Presentations of literature review followed the order of presenting global perspectives on allowances in organization down to Africa and in particular school organization, ending up with empirical studies. The theory which guides the study on responsibility allowances was motivation oriented. It was presented in brief with highlights of its suitability on the study at hand. Finally, the chapter presented the research gap to fill. The following chapter will discuss the methodology adopted to study issues related to heads of school responsibility allowances and its impact on organizational behavior.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The previous chapter on literature review concerned with highlighting studies surrounding the research title and objectives. The following chapter presents a systematic and logical way of conducting research on issues relating to responsibility allowance to heads of school and its impact of organization behaviour. It involves the principles, rules, and laws that govern a research activity. It covers the approach, design, study area, sample size and sampling techniques, data collection methods, data analysis methods, and ethical considerations (Adam, Khan, Reaside & White, 2007; Kothari, 2004).

#### **3.2 Research Approach**

The approach to this study was qualitative and quantitative with the intent to collect in-depth raw data from the field (Patton, 1990; Enon, 1995). The reason for choice for the two approaches was to collect both quantitative and qualitative data to help understand the problem being studied. The need for quantitative and qualitative data in the same study rests on the fact neither numbers nor words may serve to explain phenomenon in social science studies. Patton (1990) argues that, it is people's ability to make sense and interpretation of issues based on their personal experiences on their natural settings. The study was dominated by qualitative data collections, and only quantitative data were collected for supplementing.

A qualitative approach involved the collection of qualitative data in an attempt to understand and explain behaviours, attitudes, and opinions of participants on a phenomenon from the field in a natural setting (Kothari, 2004; Enon, 1995). Quantitative data on the other side helped to establish numerical facts on issues relating to payment of responsibility allowance to heads of school. Mixed approaches offered flexibility to triangulate both methods for data collection, tools, and analysis techniques, which in turn complement the weaknesses that may have been attributed for one approach alone. In the context of Patton (1990) and Enon (1995) both types of data were collected to complement each other, hence help the researcher to gain deep understanding of issues surrounding responsibility allowance to heads of school and impact it has on school organization behaviour.

### **3.3 Research Design**

Research design is the prior arrangement akin to architectural art in civil works that guides the way fieldwork is going to be executed (Kothari, 2004; Sahu, 2013). All research programs are oriented to giving benefits to society and good research design is one among the criteria for good research (Sahu, 2013). Due to the adoption of the qualitative approach adopted, the study was to be guided by a cross-sectional (one-time) descriptive survey design. The design involved studying various sample elements through questioning, interviewing, and observation in the short prescribed time (Kothari, 2004). The strength of this design lies in the fact that it provides flexibility in methods of data collection and tool uses. Survey design was relevant to this study as it enabled a researcher to collect data over a wide area through using

questionnaires, observation, and interview methods at one time (Manion, Cohen & Morrison, 2000; Singh, 2006).

### **3.4 The Study Area**

The study was conducted in the Katavi region, involving three district councils: Mpanda, Mpanda Municipality, and Nsimbo. The area was chosen because of the availability of participants who bears representative characteristics. There were about 38 secondary schools in Katavi region to the date of planning for this research. This implied availability of representative cases from all categories: Heads of Schools, teachers, and policy actors. Another reason for choosing this area was limitedness in time, finance, and accessibility as key issues to consider in any research activity (Kumar, 2011). To conduct research with feasible budget and allocated time, it was convenient to make reconnaissance of the study area that is within the researcher budgetary ability bit with representative cases. Since the researcher lives in the Katavi region, which has met the criteria for sampling participants, it was feasible and therefore considered as suitable study area for researching issues surrounding heads of school responsibility allowances and its impact on organization behaviour.

#### **3.4.1 Population and the Study Sample**

The population of the study was teachers, heads of school, ward education officers (WeO), education officers dealing with secondary education in district and region levels. Also, education quality assuarers, ward executive officers (WEO), teachers trade union (CWT) regional secretaries, district human resources officers (HRO) and

school board members were part of the study population. From, this population, a sample of sixty (60) respondents was selected as participants for this study.

### **3.4.2 Sampling Techniques**

The study employed probability and non-probability sampling techniques. Probability sampling was thought to minimize errors because each member of the population of interest assumed to have a known likelihood of being included in the sample. However, owing to its weakness, non-probability believed to have a possibility of increasing errors because of the selection of samples depending on the researcher's prerogatives (Manson, Lind & Marchal, 1998).

In the case of probability sampling, simple random sampling techniques were employed to select Heads of Schools, teachers from secondary schools, School Board Members, and ward education officers. The sampling frame for teachers, heads of school and board members, and ward education officers were established from official documents available in council education departments.

On the other hand, other policy actors and key informants were regarded as key informers and selected by purposive sampling techniques. The strength of adopting a non-probability sampling technique was because the cases were assumed to be well-informed participants to save the purpose. The participants were regarded to have special information or understanding of the phenomenon under the study (Singh, 2006).

### 3.4.3 Sample Size and Distribution

The sample size was regarded as an important factor in error minimization and attaining accuracy in research (Sahu, 2013). As documented elsewhere, it is accepted universally that a minimum sample size of 30 is regarded representative (Singh, 2006; Kothari, 2004).

Because the study was dominated by qualitative data, the sample size attained at a point of information saturation. A total of 83 (73.30%) participants were reached as Table 3.1 present

**Table 3.1:Description of the sample and tools used to collect data**

<b>Tool type</b>	<b>Respondents</b>	<b>Target number</b>	<b>Reached</b>	<b>Percentage reached</b>
Questionnaires	Teachers	50	40	80.0%
	Ward Education Officers	11	9	81.8%
	School Board Members	13	11	84.6%
Interview	Heads of school	13	11	84.6%
	Ward Executive Officers	9	5	55.6%
	CWT District Secretary	1	1	100%
	Chief Education Quality Assurers	2	2	100%
Check list [In depth Interview]	REO	1	1	100%
	DSEO	3	2	100%
	DHRO	3	1	100%
<b>Total</b>		<b>106</b>	<b>83</b>	<b>73.30%</b>

Source: Field Data, 2019

### 3.5 Data Collection Methods

The study involved the collection of primary and secondary data. Primary data were regarded as the first-hand data because they were collected for the first time and from the natural setting to meet the study demands. Secondary data were regarded as

second-hand data because they have been first collected and used for some purpose other than this study. Primary data was collected using questionnaires and interview methods. Secondary data were collected using documentary reviews from existing sources such as official report, online publications, government publications, journals and research articles (Sahu, 2013; Singh, 2006).

### **3.6 Data Collection Instruments**

These are tools that were used in the fields to collect primary and secondary data. They ranged according to the nature of the participants involved in the data collection process. The following instruments were used in the field;

#### **3.6.1 Questionnaires**

Structured Open and closed-ended questionnaires were employed in the data collection process. Some of the limitations involved in the use of this tool in the data collection process included delayed return of answered questionnaires, non-response problems, biased responses on opinion clue questions, and uncertainty who responded to the questionnaires (Singh, 2006. Kumar, 2011).

However, this tool was appealing and useful as many participants in their widely spread localities were reached in a short time and less cost and distance limitations. The tool also gave respondent freedom to answer questions in absences of supervision, and reduced interviewer's biases. Therefore, despite the weakness of the tool, it enabled the researcher to collect enough qualitative and quantitative data to the study using open and closed ended questionnaires (Singh, 2006; Kumar, 2011;

Sahu, 2013). The tool was used to collect data from teachers, ward education officers, and school board members.

### **3.6.2 Interviews Guide**

A structured and semi-structured interview guide was used to collect qualitative data from Heads of Schools, Ward Executive Officers, CWT district secretary, and Education Quality assurers. The strength of the method lies in the fact that it serves to collect data in a natural setting, in-depth, also enabling the researcher to capture respondents' feelings (Kumar, 2011).

The tool also offers a flexible means of questioning, unlike the questionnaires. Some of the weakness of the tool is raising faking habit to shy respondents, possibility interviewer's biases and need for the competent interviewer on communication to elicit interviewees' response (Sahu, 2013; Kothari, 2004; Kumar, 2011). The tool was adopted to collect data from the mentioned participants concerning their experience on implementation of paying responsibility allowance to heads of school alone. The process involved capturing verbatim and observes other emotional and non-verbal in formations as one among the strength of interview methods.

### **3.6.3 In-Depth Interview Checklists**

This tool is useful to collect data from key respondents who are more informed of the policy-related issues (Singh, 2006). Key questions (checklist) were prepared to exhaust information from informed personnel in education and teacher human resource management system. The checklist was used to collect data from the

District Secondary Education Officers (DSEO), Regional Education Officers (REO), and District Human Resources Managers (DHRO), relating their experience on implementing responsibility allowance in school. The process involved note-taking and tape recording to ensure proper tracking of whatever was contributed from respondents (Sahu, 2013; Kothari, 2004; Kumar, 2011).

#### **3.6.4 Document Analysis**

This involved the collection of data from written, tape-recorded and archive documents, the documents range from government reports, publications, and speeches, Institutional records, Newspapers, official periodical, articles and journals (Singh,2006; Kothari,2004; Sahu,2013). This method was useful in collecting secondary data that involved care and competence in selecting authentic and appropriate sources of the data relevant to the study at hand. The notebook was used to summarize, memoing, and concept mapping to ensure information regarding implementation of allowance scheme to heads of school is extracted to supplement raw data from the field (Kothari, 2004; Sahu, 2013).

#### **3.7 Data Analysis and Presentation**

Primary data were processed and analyzed using SPSS built-in software and Excel Spreadsheet. Test statistics involved include measures of central tendencies and dispersion. Cross-tabulations were performed to compare and contrast operational variables. Primary data such as text and audio were analyzed using text and discourse analysis techniques through concept mapping, coding, and themes formations.



Secondary data were processed using content analysis through which summaries and concepts were established to complement primary data.

For the sake of anonymity and respondents confidentiality, the following symbols were used in analysis process: WEO1, 2, 3..., means ward executive officers one, two, three, etc; HRO1,2,3..., district human resources officers one, two, three, etc; OE1,2, 3,...,means education officers one, two, three, etc, from district and regional levels. Also, for CWT, SH, and QE, the numerical numbers that follow each of the abbreviation indicates the number of a participant from the category of district teachers trade union secretaries, heads of schools and district quality assurer respectively. In the context of this study, the meaning of head of school was presented in section 1.9 in chapter one, therefore should not be mixed with other stakeholders.

### **3.8 Reliability and Validity of the Study**

Reliability of the study concern with the extent to which under the same conditions the study may produce the same result. The reliability of this study was assured by piloting all the tools that were applied in the data collection process at my work place. Through testing of the tools, the researcher was able to rephrase and paraphrase some of questionnaire items, as well as finding simple vocabulary. Also, data were collected using various tools to complement weaknesses that could arise from use of one tool. Finally, 83 sample size used in this study was appropriate and representative as participants took part in the study based on their knowledge, experience and engaging of teacher motivation issues. Also means of selecting

participants for those respondents not in position of assumed knowledge and experience, simple random probability sampling offsets the biasness. On the other hand, the validity of the study was ensured by developing a well-thought Through adhering to scientific methods of conducting research, applying survey design to collect enough quality data, and designing appropriate and representative sample (Singh, 2006; Kothari, 2004).

### **3.9 Ethical Issues**

Ethics is vital in research undertakings and should be the primary consideration in any research endeavour (Creswell, 2012). The study adhered to several ethical considerations ranging from dissertation writing, data collection, and processing, analyzing, and dissemination of research report because research involves people either individually or in organization settings.

Specifically, some of the ethical considerations included anonymity from questionnaire participants, informed consent from all participants, seeking of data collection clearance letters from authorities. A research clearance letter was collected from the Open University of Tanzania, also field permission letter was asked from the regional administrative secretary in Katavi and also all questionnaires were preceded by introduction part explaining the objective of research and free consent from participants. Furthermore, respondents were not required to write their names on the questionnaires when returning (see appendices I, II, III, and IV). In addition, under the research supervisor, the process ensured avoiding all sorts of research that

lead to harm participants morally, emotional or physically (Kumar, 2011; Manon, Cohen & Morrison, 2000).

### **3.10 Chapter Summary**

Chapter three explained the methodology in conducting a research. Area that was explained include the approach adopted, study area, population, sampling techniques applied and sample size. Moreover, the chapter explained the validity and reliability of the study and how ethical issues were implemented during the while process of the research. The following chapter four dealt with presentation of the findings and discussion.

## **CHAPTER FOUR**

### **FINDINGS PRESENTATION AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter covers the presentation of fieldwork data collection, analysis, discussion, and interpretation of the findings. Robust fieldwork was complemented by those activities which were organized under respective four specific objectives. The study intended to: i) examine the understanding of stakeholders on the Heads of School responsibility allowance effects to organizational behaviours, ii) explore the experience of stakeholders on Heads of School responsibility allowance as motivation element in leadership, iii) investigate the effect of Heads of School responsibility allowance on school staff views of leadership position, and iv) analyze stakeholders views on trends on school leader positions over time.

#### **4.2 Demographic Information of Participants**

Available demographic data were from questionnaire respondents. For interview data, the researcher was not interested to collect demographic data because she interacted with them in a natural setting, and also they were selected to participate in the study through purposive sampling because of preconceived requisite to have been more informed of the phenomenon under the study.

Gender, occupation, education level, and marital status were sample demographic variables collected from the field. The rationale behind the selection of those sample variables lied on the strength of understanding the respondent's social status and accountability as well as the extent of knowledge among participants. Demographic

characteristics are important in any research for the determination of the representativeness of the sample for generalization and also they form independent variables of the research for manipulating dependant variables (Beel, et al 2013).

Table 4.1, present participant's demographic information;

**Table 4.1: Participants demographic findings**

		Education Level of Respondents				Total
		Diploma in Education	Bachelor Degree in Education	Master's In Education	Not applied	
<b>Gender of Respondents</b>	Male	10 26.3%	16 42.1%	0 0.0%	12 31.6%	38 100.0%
	Female	6 27.3%	8 36.4%	1 4.5%	7 31.8%	22 100.0%
	Total	16 26.7%	24 40.0%	1 1.7%	19 31.7%	60 100.0%
<b>Occupation</b>	Teacher	16 40.0%	23 57.5%	1 2.5%	0 0.0%	40 100.0%
	Others	0 0.0%	1 5.0%	0 0.0%	19 95.0%	20 100.0%
	Total	16 26.7%	24 40.0%	1 1.7%	19 31.7%	60 100.0%

Source: Field data, 2019

From Table 4.1, it was revealed that questionnaire respondents who took part in this study were 60, comprising 38 (63.33%) males and 22 (36.67% females). The study further informs that of 60 participants; 40 (66.67%) were etchers and 20 (33.33%) were of other occupation categories not specified. It was also revealed that, out of 40 teachers who were required to indicate education level, 16 (40.0%) teachers were diploma holders, 23 (57.5%) were bachelor degree holders, and 1 (2.5%) hold master's degree level. The researcher was not concerned with the education level of not teaching the category of participants except their experience over the issues of heads of school responsibility allowances.

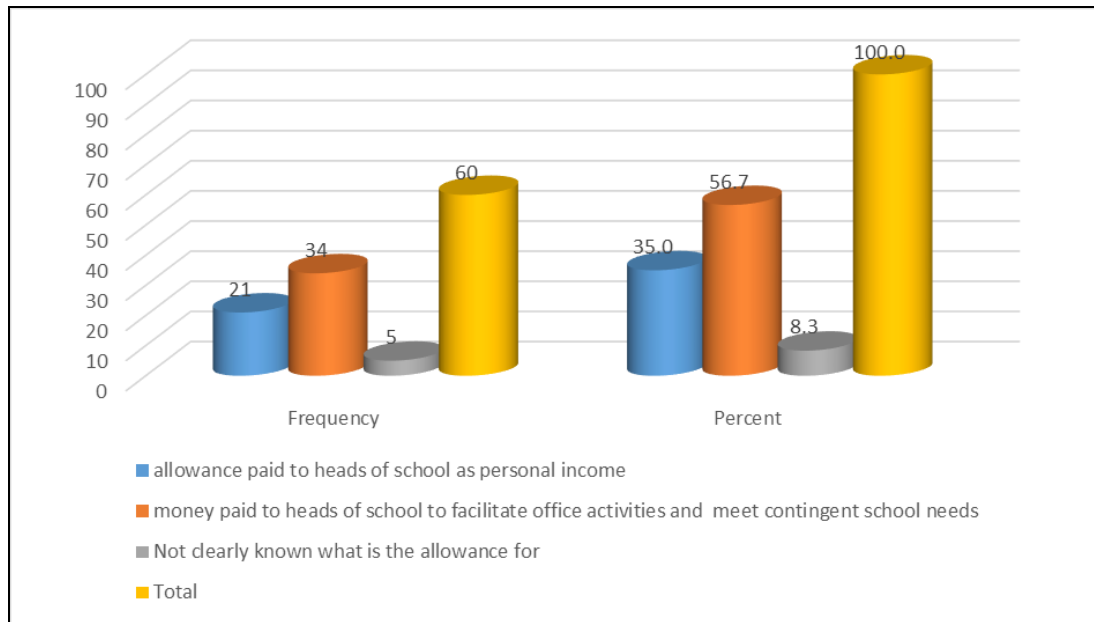
For the case of marital status, the findings indicated that 12 (20.0%) were single, 48 (80.0%). The findings implied that respondents were believed to have knowledge on educational issues not only being teachers but also possessing a good education level as 40 (66.67%) of teachers had an education level of diploma and above. Further, the study being dominated with married couples 40 (80.0%) ensure that participants were more socially responsible, who could be informed of issues surrounding heads of school responsibility allowances and organization behaviours.

### **4.3 Stakeholders Understanding of Heads of School Responsibility Allowance Effects on Organizational Behavior**

Objective one of the studies intended at examining the understanding of stakeholders on the recently introduced program of paying responsibility allowance to heads of secondary schools and the effect if any to the school organization behaviour. The key question was to find out whether respondents understood the program and the possible effect it could have on to school organization. Specifically, to arrive at answering the key question of objective one, specific questions were prepared in a questionnaire tool and interview schedule to be administered to sampled participants.

#### **4.3.1 Respondents Perceived the Meaning of Responsibility Allowance Paid to Heads of School**

The findings from the field from questionnaire respondents are summarised and presented in various forms for each specific question. Table 4.1; present the findings for specific question one that intended to collect data on the understanding of responsibility allowance paid to heads of school.



**Figure 4.1: Perceptions over school heads responsibility allowances**

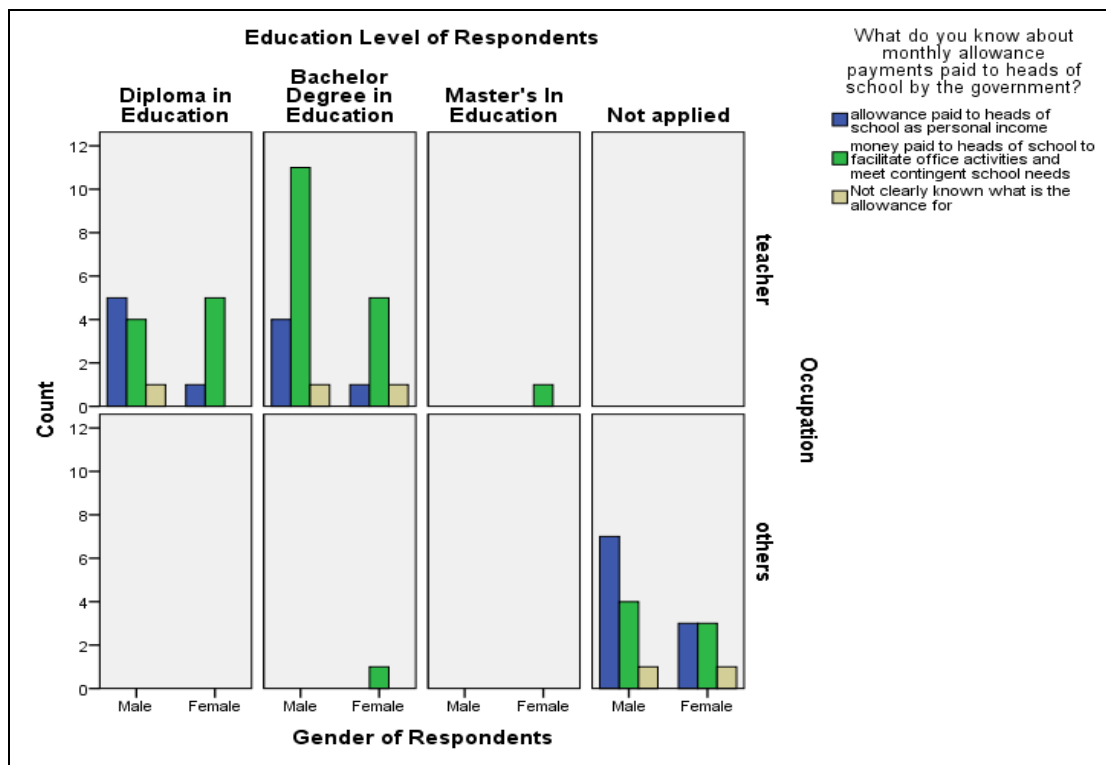
Source: Field data, 2019

Overall, Figure 4.1, reveals that the total questionnaires participant were 60 (100%). Further, the majority of respondents 34 (56.7%) understood responsibility allowance paid to heads of school as money to facilitate office activities and meet contingent school needs. The second group 21 (35.0%) understood responsibility allowance as payment to heads of school as personal income, and the last group 5 (8.3%) understood responsibility allowances as money paid to school with no clear purpose for it.

The existence of disparities in views among key education stakeholders including teachers themselves implies that implementation of the program could be facing various challenges. Only 21 (35.0%) respondents are positively in favor that responsibility allowances are paid to heads of school as their income whereas 39

(65.0%) are not certain of the use of that money as personal income to heads of school.

A cross-tabulation analysis further indicated the variation on perception over the meaning of responsibility allowances as presented in Figure 4.2;



**Figure 4.2: Cross-tabulation for responsibility allowance and understanding among respondents**

Source: Field data, 2019

Cross tabulation on the understanding of responsibility allowance from respondents' perspectives over education, gender, and occupation variables reveals that majority of teachers from all sexes lead by bachelor degree holders have indicated that money paid by the government as responsibility allowance should be for school level petty uses such offices expenses and solving contingencies arising at school.



On the other hand, no-teachers' respondents in the majority in the male category have revealed that money paid by the government as a responsibility allowance is the personal income to heads of school. However, the female category of the non-teaching participants was indifferent on responsibility allowances as should be personal income to heads of school and money to facilitate school activities and meet contingent needs at school. The findings from the questionnaire, therefore, inform that there is no common ground to understanding responsibility allowance paid to heads of school among stakeholders.

Interview respondents were required to give their experience of teacher's understanding of allowance paid to heads of school. According to findings from interviewees, some perceived that teachers are positive while others asserted that teachers are negative over the program. One head of school, while responding to the question of how he perceives teachers understanding of allowance paid to heads of school, argued that,

*Teachers are divided into two groups when comes to issues of responsibility allowances paid to heads of school. Some are positive because they see that money as another source for school operation but some are negative about the program claiming that heads of school are using the money for personal benefits (Inter, SH4, 2019)*

Responsibility allowance in the views of heads of school is not well understood among teachers and the community, another head of school contended that.

*Understanding of teachers over responsibility allowance is so dived. Some teachers understand it as money paid by the government to help heads of school to supervise school well, but others understand as the money wasted and insignificant because it exalts heads of schools above other teachers (Inter. SH3, 2019).*

Views from other stakeholders such as education officers and employers reveal diverse views over responsibility allowance paid to heads of school and closely did affirm that is not well understood among education stakeholders more especially teachers. Responding over these issues, one education officer elaborated that,

*Responsibility allowance paid to heads of school is the money that intends to reduce life costs to heads of school and uplift the working morale (Inter.OE1, 2019)*

The views from OE1 were opposed by another education officer who confirmed that,

*Since the introduction of responsibility allowances to heads of school teachers are not certain as to what was the purpose of the allowance. Among teachers, there is a negative perception that heads of school are not the only persons to use those allowances (Inter. OE2, 2019)*

Even from employers and education quality assures categories. According to one district human resource officer,

*Teachers perceive responsibility allowance paid to heads of school as prejudice in recognition of other teacher's responsibility and do not mean anything to improve school (Inter. HRO1, 2019).*

On the other hand, one education quality assurer argued that,

*Teachers understand that responsibility allowance is part of heads of school salary as a leader of an organization and that it is meant to simplify administrative chores (Inter. QE1, 2019).*

From the perspective of collected data, there is no common understanding among education stakeholders as to what is responsibility allowance paid to heads of school, a situation which may bring various challenges in implementing the program form teachers and leaders in charge of heads of schools. Heads of school responsibility allowance should be understood in the light of what European Commission (EACEA/Eurydice, 2016) elucidate, as the payment normally different from statutory

salary or remuneration to motivate heads of school and that it should be part of take-home if to perform motivational roles.

#### 4.3.2 Views On Contributions of Responsibility Allowance to School Organization Welfare

To ascertain the extent of understanding of responsibility allowances and the influence it has on school organization welfare, the study intended to capture respondent's experience of how responsibility allowance paid to heads of secondary schools has contributed to school organization welfare. Data were collected and analyzed. From text responses, key concepts were identified, compared and contrasted to form three key themes and the findings according to the questionnaire tool are presented in Table 4.2;

**Table 4.2: Contribution of responsibility allowance to the well being of school organization**

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b> heads of school become more committed to supervising school	19	31.7	31.7	31.7
enable heads of school pay recurring office expenses	29	48.3	48.3	80.0
has contributed to bullying behaviours among heads of schools, regarding themselves superior to other teachers	3	5.0	5.0	85.0
Uncertain	9	15.0	15.0	100.0
<b>Total</b>	<b>60</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field data, 2019

From Table 4.2, the findings disclose that majority of respondents 29 (48.3%) perceive that responsibility allowance contributes to the well-being of the school

organization by enabling heads of school pay recurring office expenses, followed by second group 19 (31.7% respondents perceive that it has contributed by enabling heads of school to become more committed to supervising schools. However, few respondents 9 (15.0%) were not uncertain of the extent to which it has contributed to well-being of the school.

Of special interest, though to the least responses, responsibility allowance is reported to have contributed to emerging bullying behaviour among heads of school, regarding themselves as superior to other teachers as revealed by 3 (5.0%) respondents. The finding implies that responsibility allowance has been welcomed with myriad views among teachers and stakeholders. The fact that the majority 29 (48.3%) does attach school well-being to uses of responsibility allowance for meeting school recurring expenses, followed by 9 (15.0%) uncertain, raises a question of what would be the well-being if the head of school uses responsibility allowance as personal income?

The findings from interview respondents have informed that responsibility allowance has been accepted by teachers in a divided mind and to the extent, it has influenced organizational behaviour depending on the respective teacher stand to the said motivation. Among interviews, it was reported in two approaches but informing the same that it is conditional for motivation allowance to improve organization wellbeing. An interviewee from education quality assurance affirmed that;

*depending on the use it is set at school, responsibility allowance will contribute to improving the wellbeing of the school if it is used to solve*

*petty administrative issues at school such as motivating subordinates*  
(Inter. QE2, 2019)

This was further supported by human resources officers that,

*responsibility allowance has no contribution to the improvement of school wellbeing because it depends on the disposition of the school head on the use of that fund* (Inter. HRO2, 2019)

On the other hand, however not specific, one education officer asserted that;

*responsibility allowance contributes to the wellbeing of the school because it brings honour to school heads and also a rightful entitlement to them* (Intr. OE1, 2019)

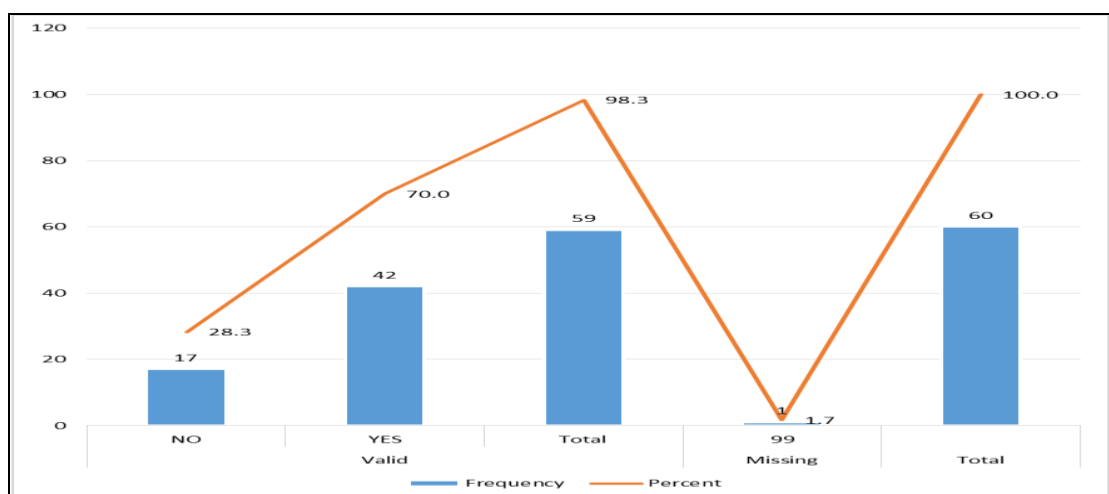
Overall, interview respondents inform that responsibility allowance may improve school wellbeing if it is used exclusively for the school benefit such as to meet recurring costs at school, attending school visitors, motivating all teachers, buying sugar for school staff teach, fare and accommodation when heads of school are summoned to attend a various meeting organized by education officers at the ward, districts and regional levels, and the like.

The findings do not concur to pay responsibility allowance to an employee explained in the available literature. As documented elsewhere, financial and material motivational should be meant for the recipient to increase welfare for operant motivation to occur (Parsa, 2017; UNESCO-IICBA, 2017; Eurydice, 2013; 2016). Anything short of this would not elicit motivation to the recipient and therefore contradict the objective of disbursing responsibility allowance. In the context of the findings above, the extent to which organization wellbeing is affected by heads of school responsibility allowance is subjective to respective school head use of responsibility allowance.

### 4.3.3 Attitudes and Rationales Over the Importance of Paying Responsibility Allowance

Respondents were asked to contribute their views, whether it is important or no that heads of school should continue receiving monthly allowances from the government for improving organization staff behaviours. Data were collected through the questionnaire tool and interview schedule. For questionnaire respondents, this was in the form of a closed question for YES or NO response followed by an open-ended question that requires them to give reasons for the option they made in the closed question.

Concerning whether it is important or not, the findings are presented in Figure 4.3. From the findings, it was revealed that out of 59 (98.3%) valid cases, most respondents 42 (70.0%) disclose that Yes, it is important that heads of school should continue receiving responsibility allowance to improve organizational behaviour and only 17 (28.3%) respondents were against this contention.

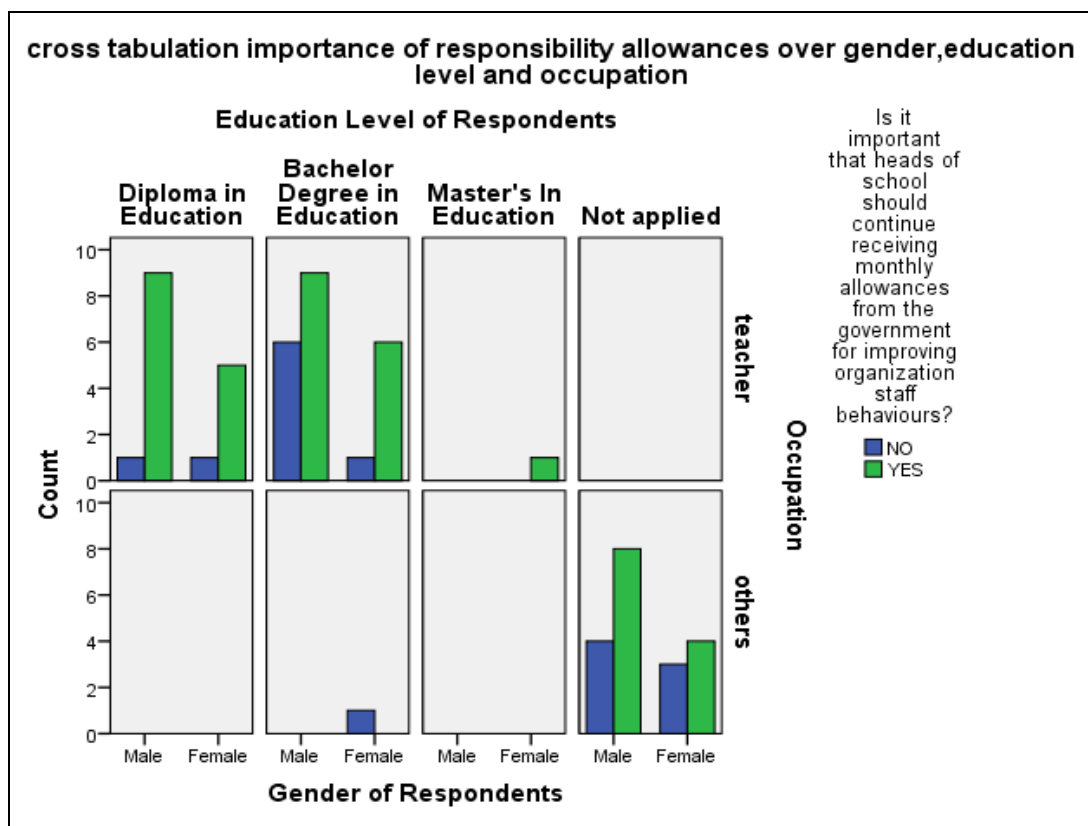


**Figure 4.3: Respondents attitudes on responsibility allowances paid monthly to heads of school**

Source: Field data, 2019

The findings imply that the respondent's attitude towards disbursing responsibility allowance to heads of school for improving organizational behaviour was positive.

For detailed analysis and understanding of respondents' attitudes towards the contention, cross-tabulation was performed to reveal attitude disparities within categorical variables. Results are summarised and presented in Figure 4.4.



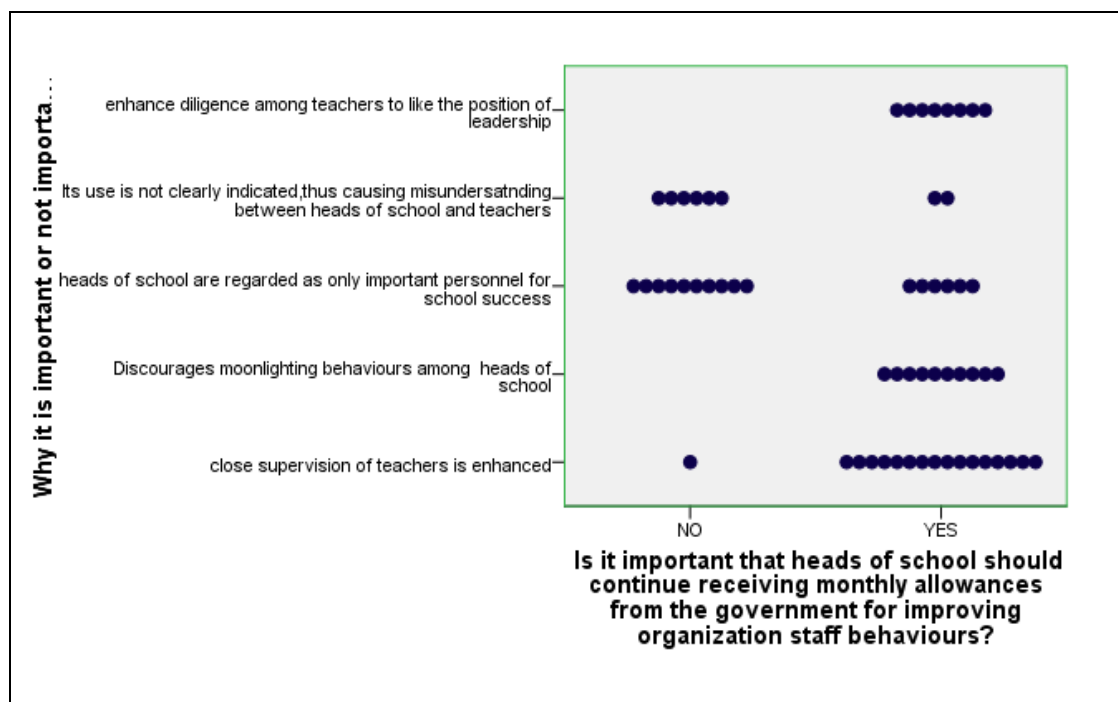
**Figure 4.4: Cross-Tabulation of Gender, Education and Occupation over Importance of Paying Responsibility Allowances to Heads of School**

Source: Field data, 2019

Figure 4.4 reveals that, except for the female category of other occupation groups, the majority of respondents from all categories and groups were positively about

responsibility allowance paid to heads of school for improving school organization behaviour.

To substantiate the findings in Figures 4.3 and 4.4, rationales for respective responses, YES, or NO, several themes were formed through emerging concept mapping and coded. The findings are presented in Figure 4.5;



**Figure 4.5: Importance of Responsibility Allowance Paid to Heads of School**

Source: Field data, 2019

From Figure 4.5, it was revealed that most respondents supported paying responsibility allowance for improving organization behaviour because close supervision of schools is enhanced, discourages moonlighting among heads of schools, diligence among teaching staff is enhanced to like the post of head of school, heads. The rest two are ambiguous and less likely to support the contention.



Moreover, respondents who were against the contention had reasoned that responsibility allowance paid to heads of school does not improve organization staff behaviour because; first heads of school are regarded as the only important personnel at school for school success, and second the use of that fund is not indicated thus causing confusion between organization staff and school heads. The rest reason is less likely to support the NO response. From the questionnaire respondent's point of view, the above analysis informs that paying heads of school responsibility allowance have created diverse behavioural situations among school staff between the supporters and non-supporters of the program.

The findings from the questionnaire respondents were complemented with interview responses. Interviewees were asked to contribute their experiences whether it important that heads of school should continue receiving monthly allowances from the government for improving organization staff behaviours and rationale for their responses. As for the cases of questionnaire responses, interviewees informed that it was imperative to continue paying responsibility allowances, though reasons for the responses made were slightly different among themselves.

According to heads of school categories, it was revealed that responsibility allowance should continue because it motivates heads of school to work overtime, improve supervision of schools, help heads to motivate other teachers, instil discipline for teachers aspiring to be heads of schools, source of income to heads of schools, and strengthen leadership at the school level. In an exemplary case, one head of school expounded that,

*The government should continue giving heads of school responsibility allowance to improve supervision and leadership at school (Inter. SH3, 2019)*

The response is further supported by another head of school, who complimented that,

*Responsibility allowance should continue because it motivates heads of school to work even after official hours, but also inspire other teachers to be disciplined to the expectation of heads of school post in future (Inter. SH1, 2019)*

Another head made a clear statement about why responsibility allowance should continue and should be for heads of school. According to him,

*Available or not available responsibility allowance has nothing to do with a behavioural change of school staff because the good or bad behaviour of an individual is the person's attitude. Even before the introduction of responsibility allowance to heads of school, we used to have good teachers and bad teachers, therefore to my opinion, the government should continue paying responsibility to heads of school because it has no connection with teacher's behaviour changes instead it will help heads of school to improve performance in administration (Inter. SH4, 2019)*

Moreover, according to other stakeholders from non-teaching categories, the government should continue paying responsibility allowance to heads of school because; it brings honour to heads of school as a key figure at school, it motivates heads of schools and other teachers to work hard, while heads of school work hard to maintain the position, other teachers work hard to aspire the position and also it is used to solve school emergency issues. From the category on non-teaching, one respondent sharing the experience in interview argued that,

*Is important that heads of school continue receiving responsibility allowance because it has a positive repercussion to teachers and heads of school themselves, While heads of school working to maintain their post, other teachers are working very hard that in case opportunity for appointment appear they should be considered in that context to me is*

*see it as an instrument to change positively behaviour at the school level, especially when heads are not using it exclusively for themselves (Inter. HRO1, 2019)*

The findings from questionnaire and interview respondents agree somewhat though, in every category, the yardstick is responsibility allowance is good and should continue but its uses should explicitly be stated to leave no room for stakeholders to guess.

The findings on the importance of responsibility allowance to school heads and the need for a continuance to be paid are supported by motivational theory according to Herzberg (Karlöf & Lövingsson, 2005). At workplace heads of school have to be motivated intrinsically and extrinsically (Karlöf & Lövingsson, 2005; Baldoni, 2005). Workplace motivation forms external motivation which includes the policy in place, salary, incentives, status, and security.

The government's deliberate decision to pay responsibility allowance was supported by respondents and recommends it to continue. However, there is a difference in the perceived reasons for paying responsibility allowance among stakeholders. As was for the case of understanding of the term itself, also there is no common understanding among stakeholders from all categories why the government needs to pay responsibility allowance to heads of school. The study, therefore, informs that stakeholders do not understand well about responsibility allowance paid to heads of school which has in turn affects organizational behaviour by creating division among school staff.

#### **4.4 Stakeholder's Experience on Head of Schools' Responsibility Allowance as A Motivation Element in Leadership**

Under the second objective, the study intended to explore stakeholder's experience over responsibility allowances paid to heads of school as a motivational element in leadership. The guiding question was; what is the understanding of stakeholders on the Heads of School responsibility allowance effects on organizational behaviour? Several specific questions were presented to respondents using questionnaire and interview schedule tools. The findings and analysis are organized under three sub categories as listed.

##### **4.4.1 Respondent's Opinions Over the Government Purpose to Pay Responsibility Allowances to Heads of Schools**

To ascertain the level of respondents' understanding of the influence of responsibility allowance on organizational behaviour, respondents were required to respond to the question; what is your opinion on the purpose of monthly allowances paid to heads of school by the government? Responses varied from one category to another which through content analysis emerged into four themes. The themes were grouped into three categories to run into SPSS after coding, and the findings are presented in Table 4.3:

**Table 4.3: Perception on Government Decision to pay responsibility allowance to school heads**

		Occupation					
		Teacher		Others		Total	
		Count	Column N %	Count	Column N %	Count	Column N %
Motivation	Don't support	16	40.0%	7	35.0%	23	38.3%
	Support	24	60.0%	13	65.0%	37	61.7%
	Total	40	100.0%	20	100.0%	60	100.0%
Effective School Management	Don't support	17	42.5%	5	25.0%	22	36.7%
	Support	23	57.5%	15	75.0%	38	63.3%
	Total	40	100.0%	20	100.0%	60	100.0%
Meet School contingencies	Don't support	13	32.5%	12	60.0%	25	41.7%
	Support	27	67.5%	8	40.0%	35	58.3%
	Total	40	100.0%	20	100.0%	60	100.0%
Personal income for recognition of exceptional roles of Heads of School	Don't support	27	67.5%	15	75.0%	42	70.0%
	Support	13	32.5%	5	25.0%	18	30.0%
	Total	40	100.0%	20	100.0%	60	100.0%

Source: Field data, 2019

From Table 4.3, generally, close observation reveals that out of four themes that were established from 60 respondents, in the sequence, majority 38 (63.8%) had the opinion that government pays responsibility allowance to school heads for effective school management, 37 (61.7%) were of opinion that is money for motivation, 35 (58.3%) had the opinion that is money for paying school contingencies, 18 (30.0%) indicated that is money for heads of school personal income for recognition of the exceptional roles of the office of school heads.

Specifically, the observation across categories of teachers and no-teachers responses, Table 4.3 reveals that, from teachers, out of 40 respondents, in order of the sequence indicates that majority 27 (67.5%) were of opinion that responsibility allowance is

the money paid to meet school contingencies, followed by 24 (60.0%) had an opinion as money paid for motivation, followed by 23 (57.5%) of opinion as money paid by the government for effective school management, and least 13 (32.5%) were of opinion that it is the money for heads of school personal income because of the exceptional roles performed b school heads.

Moreover, the non-teachers category as may be observed from Table 4.3, in the order of sequence, have revealed that; Out of 20 respondents, the majority 15 (75%) had the opinion that responsibility allowance is for effective school management, followed by 13 (65.0%) of opinion that is money for motivation, followed by 8 (40.0%) of opinion that is money for money to meet school contingencies, and the least 5 (25.0%) gave an opinion as money for heads of school personal income for exceptional roles they perform. The ANOVA Table 4.4 further presents the interdependence of opinions between teachers and non-teachers' respondents

**Table 4.4: Views between teachers and non-teacher category regarding payment of responsibility allowance to heads of school**

		Sum of Squares	Df	Mean Square	F	Sig.
Motivation	Between Groups	.033	1	.033	.137	.713
	Within Groups	14.150	58	.244		
	Total	14.183	59			
Effective School Management	Between Groups	.408	1	.408	1.751	.191
	Within Groups	13.525	58	.233		
	Total	13.933	59			
Meet School contingencies	Between Groups	1.008	1	1.008	4.308	.042
	Within Groups	13.575	58	.234		
	Total	14.583	59			
Personal income for recognition of exceptional roles of Heads of School	Between Groups	.075	1	.075	.347	.558
	Within Groups	12.525	58	.216		
	Total	12.600	59			

Source: Field data, 2019

The motivational aspects for the use of responsibility allowance as revealed from the respondent's perspective are implied by both the teachers and non-teachers' categories. Although teachers and non-teachers categories have indicated personal income because of exceptional roles of heads of school as the lowest aim of responsibility allowances in Table 4.3, further, the AVOVA Table 4.4 reveal significant variation in perceptions between teachers and non-teachers groups [df(1,58), F(4.308), sig. (.042)] concerning the use of responsibility allowance to meet school needs and contingencies. While non-teacher's respondent's opinions rank number one use of responsibility allowance to effective school management, teachers have ranked the use of the money to meet school needs and contingencies. Interviewees' respondents concur with findings from questionnaire respondents. Accordingly, most interviewees revealed that the purpose of the government to pay responsibility allowance is to improve the management and supervision of the school. One interviewee response elaborated that,

*Before the introduction of responsibility allowance to school heads, attendance of school heads in official and work meeting at the district offices and wards was very poor. After the introduction, we can see that attendance at these meetings has improved considerably. Apart from this, even cooperation among heads of school has increased through their casual meeting and helping each other in problems and challenges (Int.OE1, 2019)*

Another officer commented that,

*Responsibility allowance to school heads has helped much in performance among them as may be observed throughout our schools because, money has increased in the pockets of the head of schools (Int.OE1, 2019)*

Improved performance and supervision according to findings is an attribute to use of responsibility allowance for travel costs to attend meetings, simply school works by

catering for immediate expenses, heightening school head position status in the sight of other teachers and community, and use of that money to motivate other teachers. This was well elaborated by one respondent who contended that *“Responsibility allowance simplify works at school and also the head of school may use it to motivate other teachers”* (Int. OE1, 2019)

The element of uncertainty in the use of responsibility allowance was revealed among interviewee respondents. One of the respondents argued that,

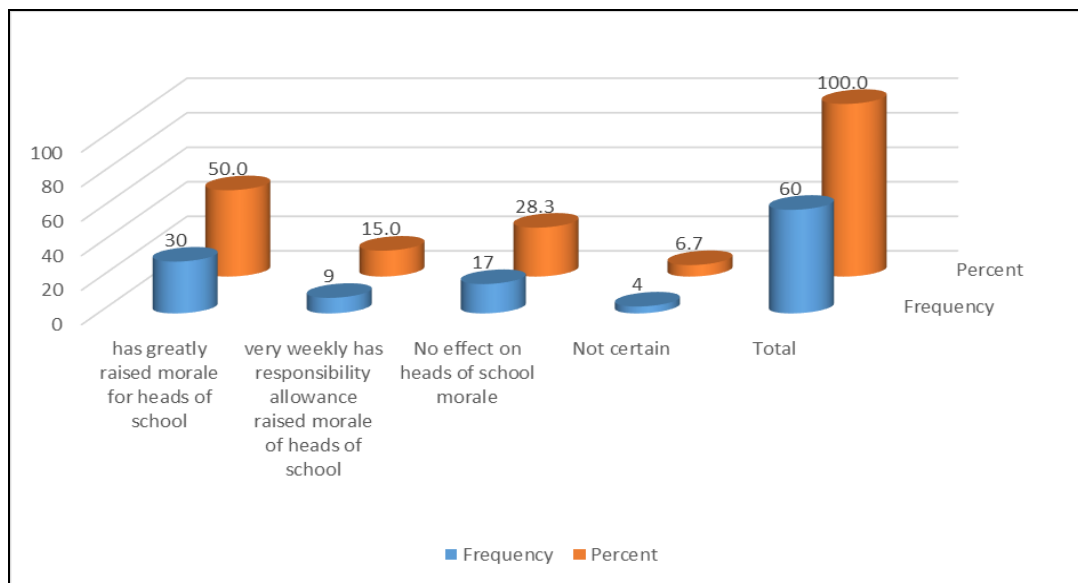
*In general, the aim of responsibility allowance is not very clear, only depends on how the heads of the school decide on the use. This situation creates oddities in the use of that money, raising unnecessary questions among teachers and causing strife when some teacher seems to question this money, I advise the government to provide a clear direction of the use of responsibility allowance* (Int. SH6, 2019)

The findings imply that among respondents' belief is that the government is paying responsibility allowance to improve school leadership and education supervision. This is supported by Muraru and Pătraşcu (2017) who elaborates that school organization leadership is a complex phenomenon that involves people with diverse behaviour and needs as constituting variables to manage to arrive at achieving set goals. In the context of Muraru and Pătraşcu (2017), only school organization with effective leadership is liable to achieve organization goals. However, respondents' beliefs that link payments of responsibility allowance to improvement in school level leadership are attached to the motivation of school heads, effective school management and supervisor, and payments to immediate school needs. A clear understanding of the government objectives to pay responsibility allowance is important for proper judging of teachers and heads of school behaviour towards that allowance.



#### 4.4.2 Respondents' Views Concerning How the Monthly Allowances Influence Heads of School Personal Motivation to Manage School and School Staff Behavior

The second specific question of objective one intended to collect questionnaire respondent's views concerning how monthly responsibility allowance paid to heads of school influences head of school motivation and teachers' behaviour on school level leadership. Thorough text analysis of the open question: How do you relate monthly allowances paid to heads of school to their motivation to manage school organization, lead to established themes and the findings are as presented in Figure 4.6 ;



**Figure 4.6: Influence of Responsibility Allowances to Heads of School Personal Behaviors**

Source: Field Data, 2019

Generally, observation from Figure 4.6 discloses that the majority of respondents 30 (50.0%) relate responsibility allowance to greatly raised morale for heads of

school,17 (28.3%) relate responsibility allowance to not affect heads of school morale,9 (15.0%) indicate that there is very weak relationship between responsibility allowance paid and raised morale to heads of school, and 4 (6.7%) were not certain of a relationship if any between responsibility allowance and their motivation to manage schools.

However, cross-tabulation analysis based on teachers and the non-teachers category was conducted to found out category related views of how responsibility allowances have influenced heads of school personal behaviours to manage school, which form the basis of understanding staff behaviours related to responsibility allowance scheme. The summary of the findings based on occupation are presented in Table 4.5:

**Table 4.5: Influence of responsibility allowance to heads of school personal behaviors Behaviours**

		has greatly raised morale for heads of school	very weakly has responsibility allowance raised the morale of heads of school	No effect on heads of school morale	Not certain	Total within category	
Occupation	Teacher	Count	21	5	11	3	40
		% of Total	35.0%	8.3%	18.3%	5.0%	66.7%
	Others	Count	9	4	6	1	20
		% of Total	15.0%	6.7%	10.0%	1.7%	33.3%
Total within response		Count	30	9	17	4	60
		% of Total	50.0%	15.0%	28.3%	6.7%	100.0%

Source: field data, 2019

From all categories of occupation which comprised teachers and non-teachers respondents, Table 4.5 discloses that out of 60 questionnaire respondents teachers

were 40 (66.7%) and non-teachers 20 (33.3%). Out of all teachers, 40 (66.7%) the majority related responsibility allowance to raising the morale of heads of schools, followed by 11 (18.3%) teachers who relate it to not affect heads of school motivation.

The same is observed in the non-teacher's category were out of 20 (33.3%), the majority 9 (15%) non-teachers questionnaire respondents related motivation of heads of school to responsibility allowance they receive followed by 6 (10.0%) that it does not affect heads of school motivation. However, from Table (4.5), other respondents 9 (15.0%) shows that there was a weak relationship between school heads motivation and paid responsibility allowances and those who were not uncertain 4 (6.7%). The findings therefore reveals that responsibility allowances has raised working morale among heads of school. However, views on the weak link and uncertainty of the effects of the allowances among respondents should not be ignored as they inform more studies to be done on recently introduced heads of school responsibility allowance scheme in Tanzania.

Findings from interviewees on views on relating monthly allowances paid to heads of school and the personal motivation of heads of school to manage school organization was similar to from questionnaire respondents. According to the findings from interviewees, there is a relationship between motivation paid to heads of school and improved school management. The perceived indication of improvement is close supervision of schools, timely implementation of orders and instructions from district and ward leaders, regular attendance of meetings, including

heads of school annual general meeting. The findings were reflected in the majority of interviewees' respondents.

One officer responded that

*“There is a relationship because it assists school heads in managing school, through overtime working, extra income to boost personal income, and stop looking for after working hour financial related activities” (Int.WEO2, 2019).*

The syntheses of the findings on this specific question of the purpose of the government to pay responsibility allowance inform an explicit function of money as a secondary motivation at the workplace. Respondents have informed unanimously that the objective of the government to pay motivation to heads of school may be conceptualized in raising their, morale to work hard in supervising teachers and students as well as managing school organization even to the point that heads of school are willing to work overtime. Probably, expected morale may not be salient due to the understanding and context of stakeholders, teachers in particular to which responsibility allowance is practiced. Like what was responded by one, school head,

*There is no relationship between responsibility allowance and the actual situation at the workplace. If someone was not motivated by appointment to be in the office of the head of school, he/she will not get motivated because of this responsibility allowance. This money we receive in the name of allowance is used is more used to run the school and even some time heads of school use their money to meet school needs, therefore to me, responsibility allowance has no contribution to motivate to work hard more than frustrations to heads of school (Int. SH6, 2019).*

Arguments raised by SH6, although deviated from majority views, should not be ignored. The extent to which findings inform raised the morale of heads of school because of receiving monthly responsibility allowance is questionable, informing face value morale than deep actual personal heads of school's morale to lead manage

and supervise school organizations. According to UNESCO-IICBA (2017), teacher motivation, as for heads of school should be looked at as individual teachers raised morale to work effectively, with efficacy to deliver the service according to his potentials.

#### **4.4.3 Respondent's Views on Alternative Ways of Improving School Level Leadership Apart from the Allowances Paid Monthly to Heads of School**

The last specific question for objective one intended to capture the respondent's suggestion for ways to improving school level performance apart from monthly responsibility allowance paid to heads of school by the government. The quest was: What is your suggestion on alternative ways of raising the morale of leadership at the school apart from the allowances paid to heads of school monthly? Respondents were required to give at least four suggestions. Upon reading and analyzing questionnaires, five themes were identified and coded and run in SPSS to capture the feeling and suggestion of alternative ways that could do more to promote leadership at the school level. Finds are presented in Table 4.6.

Observation from Table 4.6 discloses that majority of respondents did not recommend an additional amount of responsibility allowance to heads of school as out 59 valid cases, 43 (72.9%) teachers and non-teachers did not imply supporting this alternative. Followed by promoting teachers grade on time with 40 (67.8) not implied, leaders should not use responsibility allowance to flog heads of school with 37 (62.7%) respondents not implied to support and last pay responsibility allowance to all teachers with 32 (54.2%) respondents not implied to support.

**Table 4.6: Views on alternative ways to improve leadership at school level**

Themes and responses		Teacher		Occupation Others		Total	
		Count	Column N %	Count	Column N %	Count	Column N %
Increase the amount of responsibility allowance to heads of school pay	Don't support	27	69.2%	16	80.0%	43	72.9%
	Support	12	30.8%	4	20.0%	16	27.1%
	Total	39	100.0%	20	100.0%	59	100.0%
responsibility allowance to all teachers provide transport and working facilities such as motorcycles and vans	Don't support	19	48.7%	13	65.0%	32	54.2%
	Support	20	51.3%	7	35.0%	27	45.8%
	Total	39	100.0%	20	100.0%	59	100.0%
Leaders should not use responsibility allowance to flog heads of school	Don't support	15	38.5%	10	50.0%	25	42.4%
	Support	24	61.5%	10	50.0%	34	57.6%
	Total	39	100.0%	20	100.0%	59	100.0%
promote teachers grades on time	Don't support	27	69.2%	10	50.0%	37	62.7%
	Support	12	30.8%	10	50.0%	22	37.3%
	Total	39	100.0%	20	100.0%	59	100.0%

Source: Field data, 2019

Except for theme of pay responsibility allowance to all teachers, the findings for implied not supported themes are similar even between categories where, out of 39 teacher valid cases, 27 (69.2%) did not give views to imply increase the amount to the current beneficiaries, as was for out of 20 non-teacher valid cases, 16 (80.0%) respondents. Also, similar findings may be observed in themes relating to, Leaders should not use responsibility allowance to flog heads of schools as, majority 27 (69.2%) of teachers out of 39 valid cases did not imply on the theme promote teachers grades on time, as 26 (66.7%) out of 20 valid cases did not as well.

On contrary, although respondents in general 32 (54.2%) didn't imply to support the theme of pay responsibility allowance to all teachers, majority of teacher category 20 (51.3%) out of 39 did imply to support the theme as one among the alternative way to improve school level education leadership. and relating to the amount due for responsibility allowances, as well as from teachers and non-teachers.

Moreover, findings in Table 4.6 disclose that majority respondents, 34 (57.6%) implied to support the theme of providing transport and working facilities such as motorcycles and vans as an alternative way to promote leadership at the school level. Quite an intrigue, the teachers' category seems to have the strong support of this theme as out of 39 (65.1%) valid cases had responses concurring with the established theme. Non-teachers' response findings are the indifferent provision of working facilities as 10 (50.0%) did respond in favour of the theme.

The fact that questionnaire respondents were so diverse in views of the alternative ways to promote leadership at school level is indicated in the findings above. It is implied from the findings that providing working facilities and transport means at school could be the best alternative as compared to other reported alternatives. Views of respondent over responsibility allowance to only school heads pose weakness to promoting leadership at school level as indicated by strongly implied disapprove to any attempt to increase the amount and teacher's category to support pay responsibility allowance to other teachers as well. Raised motivation and effective school management as mentioned earliest, may too well be understood in line with

what teachers are feeling of who should be paid responsibility allowances and what should be the use of the current responsibility allowance paid to school heads.

Interviewees, on the other hand, revealed that some of the alternative ways to improve school-level leadership apart from paying responsibility to school head alone were the provision of working facilities, transport facilities such as motorcycles, improve the working condition by providing accommodation to teachers and special allowance for those working in hard environments far away from centres providing social service, promoting teachers grade on time, and non-financial material forms of motivation such as the use of good language and complimenting good act with a letter of appreciation or a word of recognition.

The majority of heads of the school informed that the use of good language to them could mean motivation that even receiving responsibility allowance. One school had commented that,

*The alternative way to improve school level leadership is the use of good language from administrators. Ever since we head started receiving responsibility allowance, the language used is not friendly and discouraging at most. When heads of school and even other teachers performs at a good level give appreciation and when he/she fail to reach that perform to the level administrators need, encourage him/her, that is how we should work more comfortable and motivated (Int. SH4, 2016)*

Another school head confirmed the need for good language and school level leadership autonomy by declaring that,

*Apart from providing all facilities needed at schools such as good infrastructures, teaching and learning materials, and hostels for our students, also appointing authorities and other leaders on top of school heads should respect the head of school leadership autonomy and*



*authority which are important for school head to feel performing and respected by teachers. Bad language and oppression in the sight of other teachers deprive heads of school power and authority to act in the capacity of their office. Let the school head relax and work comfortably with teachers because has more troubles enough which more that responsibility allowance (Int.SH1, 2019)*

Apart from heads of school, other interviewees informed that improving the working environment and care for other teachers could be an alternative way. One human resource officer explained that

*“the alternative way to improve leadership at school is to improve working environments, provide transport facilities, and prepare heads of school psychological to lead school in diversity among teachers’ (Int.HRO3, 2019).*

The finding and analysis above imply that the current working environment is challenging in terms of leadership operations, where majority teachers as are other respondents perceive that motivation would be raise at school organization if alternative ways are implemented rather than abiding by practices of paying responsibility allowance to school heads alone. A need to motivate entire school workforce is supported in Karlöf & Lövingsson (2005) who argues that level of productivity, state of work at the organization, kind of quality and type of service delivery, the occurrence of strikes, resentments, and demonstrations at workplaces are linked to the level of motivation available in employees of a particular organization. Also, findings reveal heads of schools complaining of bad language for their seniors in cases students do not do well in their examinations or some of the infrastructures at school are defective just because they are receiving responsibility allowance. The findings on heads of school feel are contrary to the facts of non-cash

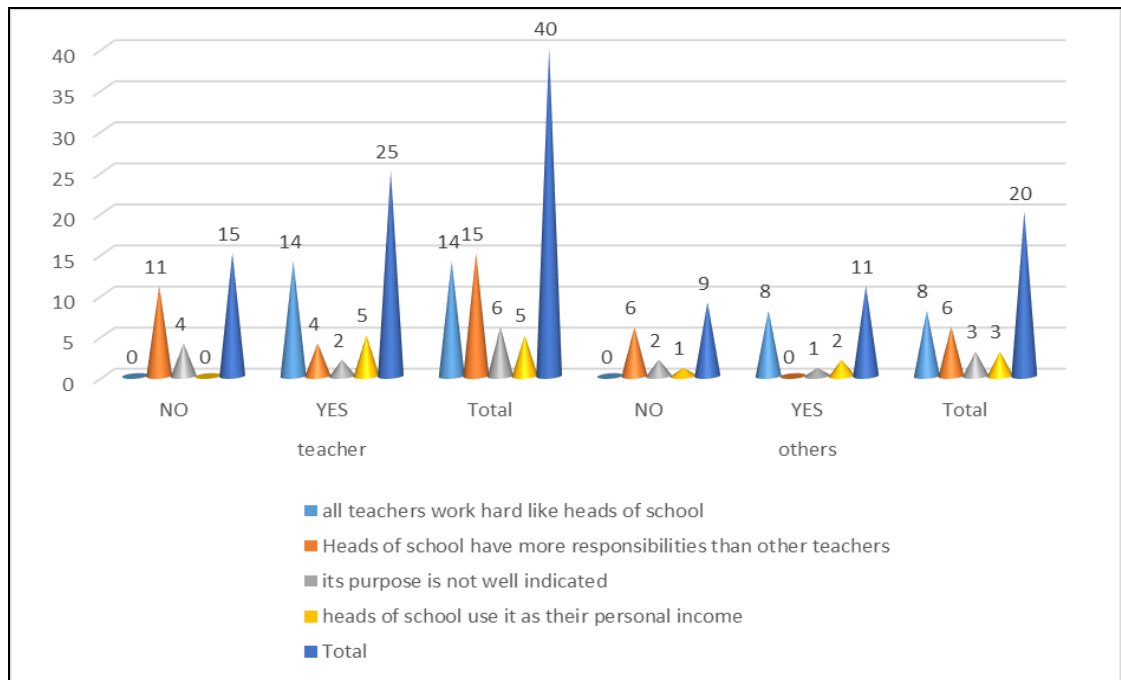
effects on raising motivation. According to Zell (2007), praise lifts employees' pride and humility which in turn raises motivation at the workplace. The language which does not elicit pride tends to hurt personal pride and humility towards whatever they are doing and hence lower motivation at the workplace.

#### **4.5 Responsibility Allowance Paid to Heads of School and the School Staff Views of Leadership Position.**

The third objective of the study intended to investigate the impacts of heads of school responsibility allowance on school staff views of leadership positions. Findings and analysis are presented under sections 4.5.1, 4.5.2, and 4.5.3 respective to thematic questions.

##### **4.5.1 Respondents' Perceptions Over the Fairness in Payment of Monthly Allowances to Heads of School Alone**

The study intended to capture views and perceptions from respondents on how fair is the responsibility allowance scheme in the eyes of other teachers and education stakeholders at large. Part one of the question was closed one in which, respondents were required to comment indicate YES or NO if the payments of allowance to heads of school alone are fair and they were supposed to give the rationale for the choice. Responses were grouped into two for a YES and NO among teachers and non-teacher categories. A thorough reading of texts leads to formulating four themes from the reason for the response raised among respondents. Coding and analysis of themes lead to the findings as presented in Figure 4.7;



**Figure 4.7: Perceptions over fairness in paying responsibility allowances to school heads alone**

Source: Field Data, 2019

Observation from Figure 4.7 discloses that, among 40 teacher respondents, 25 (62.5%) responded that yes, paying responsibility allowance to head of schools alone is unfair and 15 (37.5%) responded that the system is fair. From the non-teacher category, out of 20 respondents, 11 (55.0%) responded yes, is an unfair system and 9 (45.0%) did respond that it a fair system to pay responsibility allowance to school heads alone.

Moreover, of the teacher category, the majority, 11 (27.5%) about 40 teachers, revealed that a fair system had views that heads of school have more responsibilities than other teachers, followed by 4 (10.0%) that is fair because its purpose is indicated. Also from teachers, the majority 14 (35.0%) reveal that it is not the fair

system because other teachers do work very hard like heads of school, followed by 5 (12.5%) teachers that are unfair because heads of school use it as their income, followed by 4 (10%) teachers that is unfair because have more responsibilities, and last 2 (5.0%) that is unfair because its use is not indicated.

On the other hand, from non-teacher respondents, among those responded yes, the majority 6 (30.0%) revealed that is unfair because all teachers work hard and those with no response, about 6(30.0%) said it is fair because heads of school have more responsibility than other teachers. From majority perceptions, it was implied that paying responsibility allowance to heads of school alone is an unfair system because all teachers work hard like school and the allowance paid is not well indicated how it should be used at school as out of 60 questionnaire respondents, 36 (60.0%) inform that it is unfair as may be compared to 24 (40.0%) respondents who inform that it is a fair system.

The findings from interviewee respondents on the fairness of allowance payments and leadership positions were contradictory. According to interviewee views, the practice of paying responsibility allowance was to some fair to another unfair system of motivation. Those who subscribed to a fair system believed that heads of the school had many roles and responsibilities as may be compared to other teachers. The support of fairness comprised heads of school and partly education officers. One officer, responding to the question remarked that,

*There is a mixture of understanding and thoughts among stakeholders on these ongoing practices of paying an allowance to heads of school alone. Some teachers see it as fair that school heads should be entitled this*

*allowance whereas others say it unfair to pay the allowance to school heads alone because all teachers work hard and have the same education level (Int.OE2, 2019)*

Another officer added responding to the same question commented that “*Teachers don’t see fairness in paying responsibility allowance to heads of school alone, while some other teachers are working hard even more than head of schools*” (Int.HRO1, 2019). The comments from the officer in charge of the district human resource office are important to note because daily he interacts with teachers as the key human resources in the education system. The comments may be understood well in the context of what was contributed by a quality assurer officer, who argued that,

*Teachers regard responsibility allowance paid to school heads as another salary to them and therefore as if other teachers are not being cared by the government at all.to my opinion, it could be better if other teachers would be receiving on regular basis any sort of money allowance for motivation to bring equality at the workplace (Int.QE2, 2019).*

From heads of school responses, it was revealed that in the eyes of teachers, the practice is unfair, but also in the eyes of education in charge; it was regarded as additional income to heads of school alone. One head of school explained that,

*The issue of fairness of allowance payment is hot in the teacher’s informal debates. There are those supporting that it is fair because heads have money responsibilities but there are those who say it is unfair because heads of have education the same to other teachers and all work hard. Sometimes it is so challenging even to us in charge. You travel on office duties when you demand travel allowances, they would tell you that what is responsibility allowances for? It brings an image that heads of school have more money (Int.SH3, 2019).*

In the views of heads of school, it is a fair system but the problem is in the eyes of those not benefiting from the allowance.

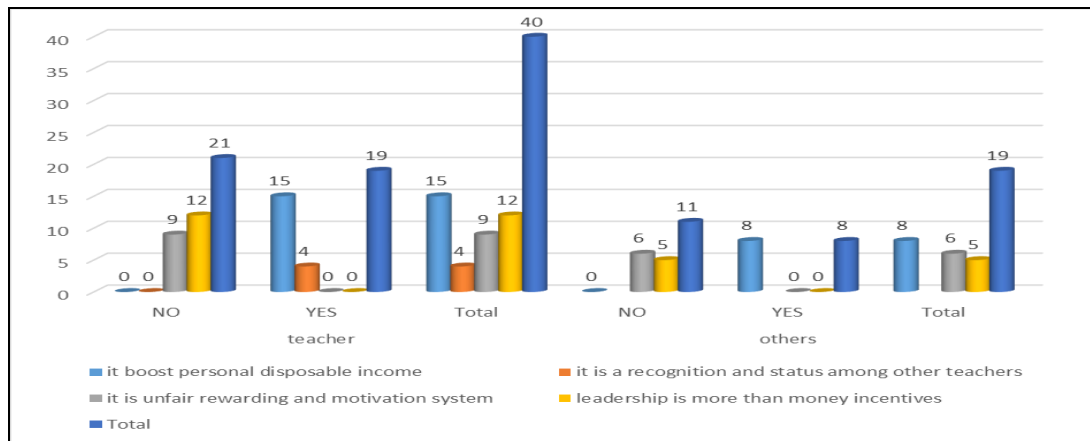
Another head of school responded that

*“it may be seen as unfair in the eyes of teachers especially those who don’t have good foundations to distinguish the meaning of leadership”* (Int.SH5, 2019).

From the finding and analysis above, based on this section reveal the unavailability of regular motivational practices among teachers has created an unsupported environment for teachers to acknowledge and appreciate the practice of paying responsibility allowance to heads of school alone. There must be an alternative way to apply motivational strategies that will uplift all human resources at the school level as argued in UNESCO (2007) and Eurydice (2013; 2016).

#### **4.5.2 Respondents’ Views Over the Influence of Responsibility Allowance to Teacher’s Competing for School Leadership Position**

Respondents were required to give out their experience and views concerning perceived the influence of responsibility allowance to other teachers competing to be in the school level leadership position. First, they were supposed to respond to a closed question whether allowance tends to influence teachers to like the post of the school head and of why they should it be if any. Findings are presented in Figure4.8 based on themes that were formed form open-ended questions for justifying existence or nonexistence of responsibility allowance.



**Figure 4.8: Views on influence of responsibility allowances to teachers' behaviors over the school level leadership**

Source: Field data, 2019

As per themes formed, Figure 4.8 reveal that albeit the fact of the government paying responsibility allowance, from teachers and non-teachers out of 59 valid cases, majority of respondents, 32 (54.23%) inform that responsibility allowance does not influence for teachers to compete or like the office of the head of school while 27 (45.76%) did reveal that responsibility allowance influenced teachers to compete in a school-level leadership position. However, close observation of responses and reasons found among respondents reveal that; among teachers, out of 40, 21 (52.5%) teachers responded that they are not influenced to compete for a post of leadership at school. Further observation of this category reveals that 12 (57.1%) out of 21 teachers responded NO because they believed that “leadership is more than money”, and lest 9 (42.9%) out of 21 said NO. After all, responsibility allowance paid to school head is an “unfair rewarding and motivating system”.

On the other hand, out of 40 teachers, 19 (47.5%) teachers responded that responsibility allowance has influenced them to compete for the school leadership

post. Close observation further discloses that, out of 19, about 15 (78.9%) teachers responded YES because responsibility allowance paid to school head “boost personal disposable income” and the rest 4 (21.1%) responded YES because paying responsibility allowance to school heads is “a recognition and status among other teachers”. The findings from the teacher’s category imply that they were cynic over the payment of responsibility allowance to school heads alone.

Moreover, from the non-teacher’s category, observation reveals that out of 19 respondents, the majority, 11 (57.9%) indicated responsibility allowance paid to school heads did not influence teachers to compete for leadership at school level while 8 (42.1%) indicated that there influence to teachers. Out of 11 respondents, 6 (54.4%) indicated NO influence because “it is an unfair rewarding and motivating system” while 5 (45.6%) indicate NO because “leadership is more than money”. On the other hand, all respondents in this category 8 (100%) indicated YES there is an influence because responsibility allowance “boost personal disposable income”. Non-teachers’ responses imply suspicion over the scheme as unfair among the school teacher community. Further cross-tabulation analysis between occupation and response over whether responsibility allowance influences teachers to compete for school-level leadership is presented in a one-way ANOVA Table 4.7:

**Table 4.7: ANOVA for perceptions among teachers and no-teachers categories**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.033	1	.033	.146	.704
Within Groups	12.848	57	.225		
Total	12.881	58			

Source: Field data, 2019



From the Table 4.7, it was revealed that difference in perceptions between groups of the same sample is insignificant at 95% significant interval ( $.05 < .146 (1,57) < .704$ ) implying that teachers and non-teachers are likely to perceive the same that although responsibility allowance raises personal disposable income to beneficiaries, it is believed as the unfair rewarding and motivating system at school.

To counterbalance views from questionnaires on the possible competition to the office of heads of school if any, current beneficiaries of the allowances were required to respond to the question; Do allowances paid to heads of school by the government motivate you to continue like school organization leadership post? Why? Views from school head were synonymous except for one head of school. The majority were for yes, payment of responsibility allowance has influenced them to like continue in the position because it motivates to work hard, it brings respect among other teachers and community. Some heads of school in support of the response why he likes to continue in the position because of allowance confirmed that

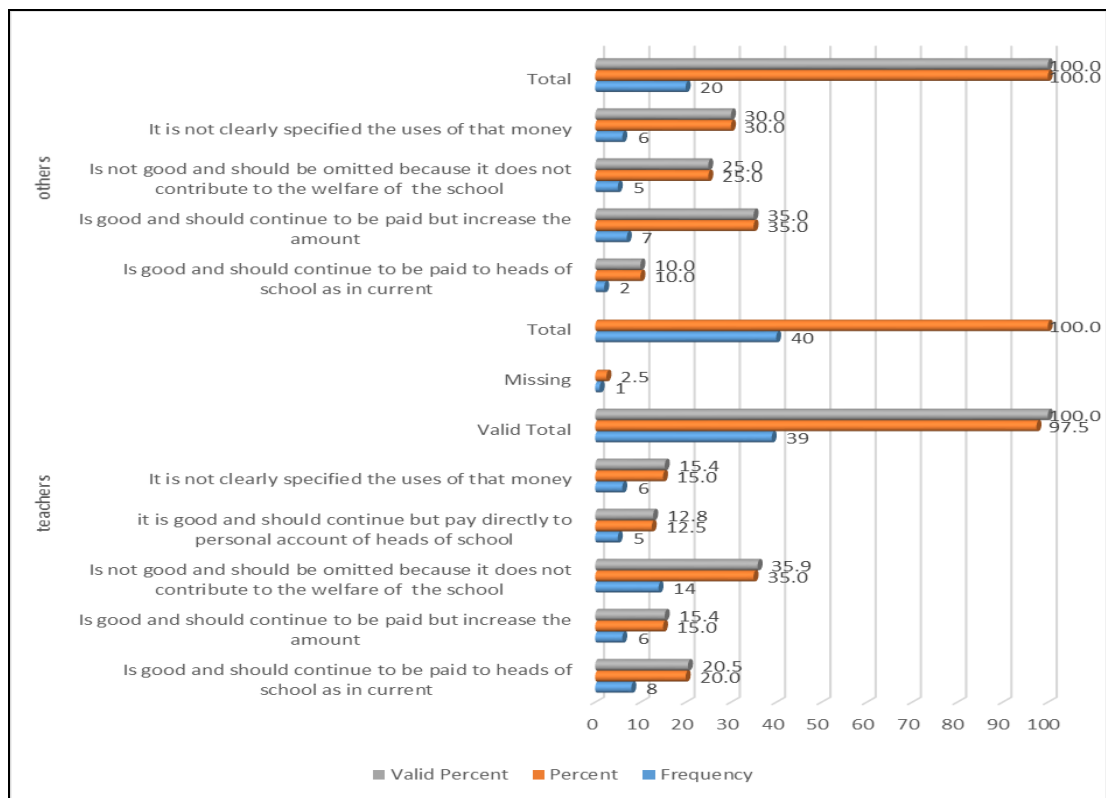
*“It motivates to be the head of school because even when you are needed by your boss you have the assurance of attending the call in the past all expenses were born of your salary” (Int. SH6, 2019) and that, “the allowance help to solve school administrative activities like attending meeting and paying some contributions which seem difficult to withdraw from school account” (Int. SH5,2019)*

The findings and analysis imply that responsibility allowance is desirable among heads of school and teachers especially if it has a positive impact on personal income above all other mentioned benefits (UNESCO, 2007). Even the head of school who responded not attracted to continue with the post because of responsibility allowance

gave reasons that the whole lot is used to meet school expenses and no benefit to respective beneficiaries.

### 4.5.3 Respondent’s Personal Views on the Allowances Paid To Heads of School-On-School Level Leadership Position Sustainability

The third question under objective three intended to collect data over personal views from respondents on the ongoing payment of responsibility allowance to school heads. Respondents were required to respond to the question: What are your personal views on the allowances paid to heads of school on leadership positions? The findings are presented in Figure 4.9;



**Figure 4.9: Teachers and Non-teachers Views on Responsibility Allowances Paid to School Heads**

Source: Field data, 2019

Close observation from Figure 4.8 reveals that 59 (97.5) respondents gave a response to the question out of 60 respondents. Overall, the following findings from 59 valid cases were revealed by respondents on the order of majority, as responsibility allowances paid monthly to heads of school:

- i) Is not good and should be omitted because it does not contribute to the welfare of the school 19(32.2%)
- ii) Is good and should continue to be paid but increase the amount 13 (22.0%)
- iii) It is not specified the uses of that money 12 (20.3%)
- iv) Is good and should continue to be paid to heads of school as in current 10 (16.9%)
- v) It is good and should continue but pay directly to the personal account of heads of school 5 (8.5%)

Further from Figure 4.8, based on the occupation of respondents, analysis between groups response revealed that among teachers the majority respondents 14 (35.0%) out of 39 valid cases for teachers had their views that responsibility allowance paid to heads of school is not good and should be omitted because it does not contribute to the welfare of the school, followed by 8 (20.0%) revealed that it is good and should continue to pay to heads of school as in current, followed by 6 (15.0%) teacher's views that it is good, should continue but increase the amount, another 6 (15.0%) teachers of the views that use of the money is not specified and last category of 5 (12.%) teachers that viewed responsibility allowance as good but payment should be made directly into heads of school personal account.

On the other hand, from the non-teacher's category, the majority of respondents 7 (35.0) of valid cases out of 20 had the views that responsibility allowance paid to school heads is good and should continue but increase the amount. The next 6 (30.0%) respondents viewed responsibility allowance as not indicated clearly how I should be used, followed by 5 (25.0%) who gave views that it is not good and should be omitted because it does not contribute to the welfare of the school, followed by 2 (10.0%) with responses that it's good and should continue as in current, and none among non-teacher's category implied paying responsibility into heads of school personal accounts. It is implied from the analysis that teacher's views of responsibility allowance paid to heads of school differ from non-teachers.

To fully understand the sustainability of leadership at school level assumed because of introduced responsibility allowance to school heads, heads of school were approached through a structured interview where the same question was asked to all of them. Heads of the school were asked to give personal views on the allowances paid to heads of school in a leadership position. The majority of school heads were positive and optimistic in their views. One school head posited that,

*To my opinion, for responsibility allowance practice to be meaningful and respected, I advise that it should be deposited directly into heads of school personal account as it is being done to other government officers with allowance entitlement (Int.SH3, 2019)*

Another school head complimented on the effort of the government to recognize extra work school heads are doing at school, however, he cautioned that,

*The responsibility allowance amount should be increased because school heads have many responsibilities and calls to attend in district offices at the same time they use that money to assist in some of the school*

*activities. He further commented that the use for that money we call responsibility allowance should be open because up to now, it is not indicated how it should be used (Int.SH6, 2019)*

Notwithstanding other heads of school views, another head of school testified to have been highly motivated to lead and manage that school because of the token he receives from the government as a responsibility allowance. Although he confirmed that it is not completely used by him, he commented that

*“Responsibility to me is activation to leadership morale, it has a special place to make one become a committed leader because it is a motivation (Int. SH2, 2019)”*

Other interviewees apart from heads of the school had positive views over responsibility allowance though they link allowances to simplifying heads of school works. They were not clear as well whether the money paid should be used by school heads as their income or should they use it for school activities. However, they gave credit to the government for the initiative believing that it has motivated school heads to work hard and active. One officer in a capacity of employing and supervising district education activities elaborated that,

*“The government considered that it was a good thing to pay heads of school responsibility allowance to simply work at school (Int.QE2, 2019).*

The views from QE2 were somehow different from that of an officer from the district human resource management department. According to him,

*The community surrounding the school regarding that head of school are being paid more than other teachers and they are benefiting more than other teachers for that case by receiving responsibility allowance alone on top of their salaries (Int.HRO1, 2019)*

Views of the HRO were similar to those given by education officers, who were in a position to judge the wrong perception of teachers and the surrounding community over the whole issue of responsibility allowance. They asserted that

*“community think that heads of school have more money, which is contrary to the real situation”* (Int.OE3, 2019).

Form the findings and analysis above, while recognizing the importance of the allowance to improve and sustain leadership at the school level, overall it is revealed that current practice of paying responsibility allowance to heads of school alone has influenced organization behavior negatively, in a way that while heads of school praise the government for considering them an allowance, views from the community and teachers challenge the practice for disturbing school welfare due to considering heads of school as the only person working hard and lack of clarity over the specific use of the allowance. The findings are supported in literature that for school to attain its goals including quality education, teachers and heads of school should be motive and effective to perform their responsibilities (UNESCO, 2009; Ndyali, 2013; Manaseh, 2016)

#### **4.6 Trends on School Leadership Positions against Responsibility Allowance**

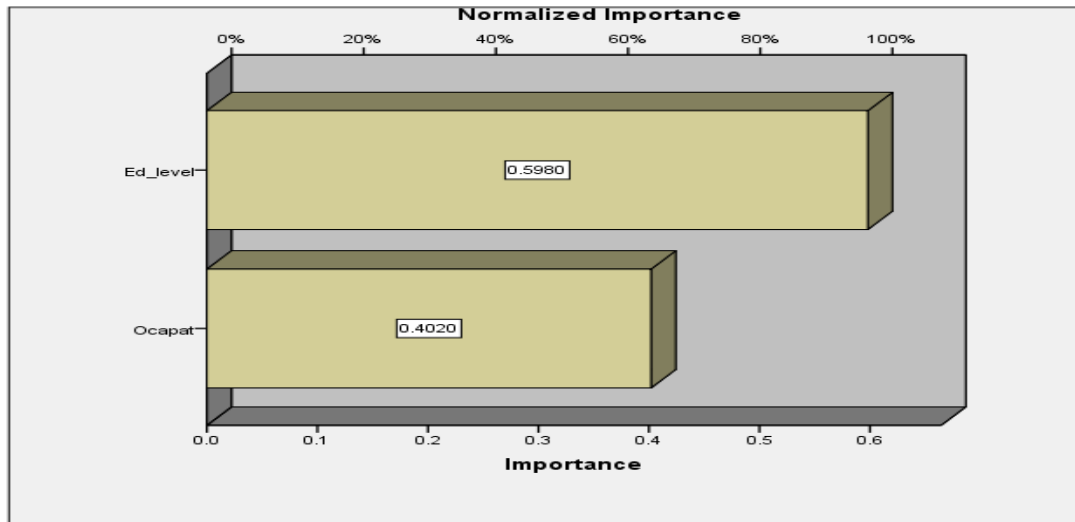
The fourth objective of the study intended to analyse stakeholder’s views on trends on school level leadership positions over time with respect to responsibility allowances. Findings were presented and analyzed under subsection 4.6.1, 4.6.2, and 4.6.3 respectively to the thematic questions.

Data analysis led to established themes that later were coded in numbers and re-analyzed into SPSS to determine the trend in school-level leadership. A non-linear relationship of variables was assumed where the researcher trained the Multilayer Perceptron Neural Network or artificial intelligence to understand the complexity in perception from the respondent's views. In the trained Multilayer Perceptron Neural Network, which is assumed to function as the brain of animals, the independent variables were education levels and occupation of participants as covariates.

On the dependent side, variables were: i) What are your comments on the statement that, "introducing allowances to heads of school is the good step of the government for sustaining school level leadership" (ii) What are the long-term effects of allowances paid to heads of school in school level leadership? (iii) How do you perceive allowance paid to heads of school and school level team work success? (iv) To predict over the correctness of the independent variables over the dependent. Table 4.8 and Figure 4.10 present the results for the importance of independent variable to explain the dependant variables

**Table 4. 8:Ranked variables according to the importance**

	Importance	Normalized Importance
Education Level of Respondents	.598	100.0%
Occupation	.402	67.2%



**Figure 4.10: Predictive power on Variables**

Source: Field Data, 2019

As may be observed from Table 4.8 and Figure 4.10, education level independent variable has a probability of 59.8% to correctly predict as may be compared to occupations that have 40.02% predictive ability over the trend of educational leadership at school level over time. The overall power of predicting the trend is 67.2% based on those independent variables. Ignoring the multilayer perceptron results for parameter estimates, model fitting, and case processing, and the following were presented based on themes for each specific question:

Comments on the statement that, “introducing allowances to heads of school is the good step of the government for sustaining school level leadership”

Under this contention, respondents were required to respond based on their experience what they perceive as the trend of educational leadership at school level in respect to ongoing scheme for paying responsibility allowance to heads of school



only. Based on a Multilayer Perceptron (MLP) the results and summarised are presented in classification Table 4.9:

**Table 4.9: Multilayer perceptron analysis on transition trends on allowances paid to heads of school**

What is your comments on the statement that, "introducing allowances to heads of school is the good step of the government for sustaining school level leadership"						
Sample		Predicted				Percent Correct
		It is not a good step	it is a good step if challenges realates to motivating other teachers are solved	It is a good step	It is a good step because it enhance commitment to heads of school and teachers for being attracted to like the post	
Training	It is not a good step	0	9	0	0	0.0%
	it is a good step if challenges realates to motivating other teachers are solved	0	17	0	3	85.0%
	It is a good step	0	7	0	6	0.0%
	it is a good step because it enhance commitment to heads of school and teachers for being attracted to like the post	0	7	0	6	46.2%
	<b>Overall Percent</b>	0.0%	72.7%	0.0%	27.3%	41.8%

Source: Field data, 2019

The result as presented in Table 4.9 based on MLP reveal that independent variables have predicted that about 85.0% of it is correct that given responsibility allowance to heads of school alone without solving other teachers' issues relating to workplace motivation, will not bring good to school level leadership. Next prediction about 46.2% was correct that paying responsibility allowance to heads of school is good because it enhances commitment to heads of school and inspires other teachers to like the post head of school leadership. The overall prediction of all themes to predict the trend of school level leadership was 41.8 % Correct. Classification Rate (CCR) of

41.8% for correct prediction calculated from taking  $[(17+6)/ 55$  (Sum of responses in column 2 and 4)]\*100 implies that there is a weak perception or a considerable uncertainty whether paying responsibility allowance to head of school is a good step or not for sustaining school level leadership.

On the other hand, views from interview category respondents revealed some issues to consider when concluding over the statement, “introducing allowances to heads of school is the good step of the government for sustaining school-level leadership”. The majority of respondents in this category supported the statement as the right step to improving school level performance and supervision. Heads of school’s category revealed that the practice is good because it has softened administrative hurdles at the workplace, including paying fares to attend the official meeting at district headquarters, a situation which makes them comfortable and feeling to continue working in that position. One head of school in response to question argued that,

*Paying responsibility allowance to school heads is a very good and step the government has done to improve and stabilize leadership at school, although the amount is not sufficient as may be compared to differences in geographical areas among us heads of school. Still, with this little I receive, I give my congratulations to the government (Int.SH11, 2019)*

Besides the argument from SH11, another school head revealed that the practice is good although the perception from senior leaders is different from government deliberation over the allowance. According to the school head’s feeling and experience on the practice, it was reported that,

*To my side, the practice is good and the contribution of the allowance in the motivation of school heads is significant, however the goal of the allowance if perceived differences between the government and officers supervising heads of school. Sometimes they use it as a flogging can to school heads. If they stop harassing heads of school because of receiving*

*responsibility allowance, then it will be meaningful as a motivation (Int. SH8, 2019)*

Other interviewees apart from school heads also supported views from questionnaires and heads of school that responsibility allowance is good if some grounds were to be considered. They argued in favor of the statement but with some commendation to improving the practice. Interviews argued by considering the work done by heads of school and geographical dispersion among school heads suggested that the amount should be increased or consider a difference in the geographical location of school heads. Unlike questionnaire findings, according to the majority views, responsibility allowance current amount is not sufficient as motivation to heads of school, that at least it could be three hundred thousand (Tsh 300,000/=), and also that other teacher should be considered a kind of motivational practices to make them sail the same boat with their school heads. One interview respondent argued that,

*The government has done a good thing to pay responsibility allowance to school heads but in my opinion, it could extend the scope of beneficiaries to include other teachers because some teachers like coordinators of special education students do work hard even more than heads of school (Int.OE2, 2019).*

On top what was reported from above interviewees, one officer in education quality assurer office remarked that,

*The government could create a good environment and awareness among teachers and community members, in general, to educate them on the purpose of paying heads of school responsibility allowance instead of leaving it as anyone business. Every one judge according to what is right to use that money! (Int.QE2, 2019)*

Synthesis of views across all respondents regarding the statement, “introducing allowances to heads of school is the good step of the government for sustaining

school-level leadership” reveals that it is subjective to other conditions being met while continuing disbursing allowances to heads of school. Community and teachers' perceptions over current pay of responsibility allowance are negative to contention and opposite to heads of school's views. While heads of school are commending for it as good and pleading for the increased amount, teachers view it as would be a good step if other teachers motivational related challenges will be solved. Overall, the practice of paying an allowance to employees as a strategy to raise working morale is positively favoured in European countries (Eurydice, 2013; 2016).

#### **4.6.1 Views Over the Impact of Responsibility Allowances on the School Level Leadership**

Respondents were required to give views long term impact of continual payment of responsibility allowances to heads of school under the current arrangement. Analysis from MLP are summarised and presented in classification Table 4.10.

The result as in classification Table 4.10 reveals that MLT analysis predicts 83.3% correct that independent variables have explained that the long-term effects for paying responsibility allowance to heads of school as in current will lower motivation among other teachers and with 40.0% correct prediction that it will lead to lack of confidence among school heads to express school challenges to senior leaders. However, based on established themes, it is revealed that independent variables have 38.2% correct classification rate prediction of the long-term effects of responsibility allowance payment to school heads over school-level leadership, which implies an uncertainty of the possible effects, whether positive or negative in the long term.

**Table 4.10: Multilayer perceptron analysis for long impacts of paying responsibility allowances to heads of school alone**

What are the long term effects of allowances paid to heads of school in school level leadership?						
Sample		Predicted				Percent Correct
		source of informal groups and conflicts in schools between teachers and heads of school	Lack of confidence to express school challenges to senior leadership among heads of school	lower motivation among other teachers	improve academic performance as a result of assured close supervision of school organization	
Training	source of informal groups and conflicts in schools between teachers and heads of school	0	5	12	0	0.0%
	Lack of confidence to express school challenges to senior leadership among heads of school	0	6	9	0	40.0%
	lower motivation among other teachers	0	3	15	0	83.3%
	improve academic performance as a result of assured close supervision of school organization	0	1	4	0	0.0%
	<b>Overall Percent</b>	<b>0.0%</b>	<b>27.3%</b>	<b>72.7%</b>	<b>0.0%</b>	<b>38.2%</b>

Source: Field data, 2019

Interviewees were required to respond to the question by giving their views and experience on the long-term effects of allowances paid to heads of school in school level leadership personally and from other community member views. It was revealed that long term payment of responsibility allowance to school heads only has positive and negative effects on the school community, both teachers and heads of school.

To the teachers', negative perceived effects were reported as demotivating teachers, lower school performance, the rise of informal groups among teachers towards the

relationship with school heads, and teachers to hate the government for bias motivation within the same school.

One respondent reported that:

*“Teachers will continue to hate and from bad image against the government as if nothing has been done to them” (Int.WEO3, 2019). Another interview, on the same negativity, reported that “if nothing is done to teachers, the continued payment of allowance to heads of school alone will in the long run lower school level performance in general because of the low motivation of other teachers” (Int.OE1, 2019).*

However, the positive side of the long-term effects of paying responsibility allowance to teachers was reported to instil discipline among teachers, being close to the school head to seek to approve for appointments. As explained by one school head that,

*“Long term effect to teachers I think is for them to work hard, to cooperate with the school head in various activities, such that appointing authority may see and consider them in case there is a chance” (Int.SH5, 2019).*

Moreover, to heads of school, the positive long term is assured commitment to ward hard with fear of demotion, recognition and respect from teachers and community members, and increased personal income. On the other hand, the negative long-term effects to school head are overlying on the allowance, forwardness to address real challenges facing the school, and working under pressure for continued recommendations. One school head gave the testimony that,

*Ever since the introduction of responsibility allowance to school heads, teachers have become too tough when you request them to send reports or carry out some activities when they regard it as supposed to pay activities (Int.SH9, 2019)*

Another head of school argued that,

*The greatest effect of the long-term payment of responsibility allowance to school head is that majority will become complacent to the money because of overlying and cannot think other ways of increasing their income. This makes them leave in fear and if in case they are demoted they become frustrated (Int.SH7, 2019)*

In addition to what was argued by SH7, another head of school explained that,

*Availability of responsibility allowance and the assurance to continue paying heads of school this money has heightened respect of heads of school among the community and even teachers themselves. Teachers are now admiring and dreaming to be heads of school in one of the days to come because of this money. Indeed, it has brought respect to the office of the head of school (Int.SH6, 2019)*

Synthesis of the above findings and analysis inform that overall, the long term effects of continual payment of responsibility allowance to school heads alone have both positive and negative effects on the school community and heads of school. Its positive effect is raising the morale of heads of school and attracting other teachers to aspire for heads of school posts while the negative side is teachers regarding heads of school as the only person at school who is recognized by the government as the hard worker. The findings further imply that the practice of continual paying heads of school allowance will lead to lower motivation among teachers as creating a stressed leadership environment at the school level. The findings concur with the argument in Karlöf and Lövingsson (2005) states that when employees are not motivated, leadership milieu becomes difficult because of plausible strikes, demonstrations, and resentments among employees.

#### 4.6.2 Allowance Paid to Heads of School and Perceived School Level Team Work Success

Respondents were required to give out their perceptions overpayment of responsibility allowances to heads of school and the overall school level teamwork success. MLP results for established themes present the predictive power of independent variables as in classification Table 4.11:

**Table 4.11: Multilayer perceptron on issues related to long term effects of paying responsibility allowance to heads of school alone**

Sample		Predicted					
		source of disunity between heads of school and teachers	unite all teachers because of close management and supervision of teachers by	no any relationship between responsibility allowance paid t heads of school and school level	It depend on heads of school discretion on the use of responsibility allowance	No opinion	Percent Correct
Training	source of disunity between heads of school and teachers	18	5	0	0	0	78.3%
	unite all teachers because of close management and supervision of teachers by heads of school	3	5	0	0	0	62.5%
	no any relationship between responsibility allowance paid t heads of school and school level team work	5	1	0	0	0	0.0%
	It depend on heads of school discretion on the use of responsibility allowance	8	3	0	0	0	0.0%
	No opinion	6	1	0	0	0	0.0%
	<b>Overall Percent</b>	<b>72.7%</b>	<b>27.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>41.8%</b>

Source: Field data, 2019

The results as parented in Table 4.11 reveal that the independent variable predicts about 78.3% correct that at school level responsibility allowance paid to heads of



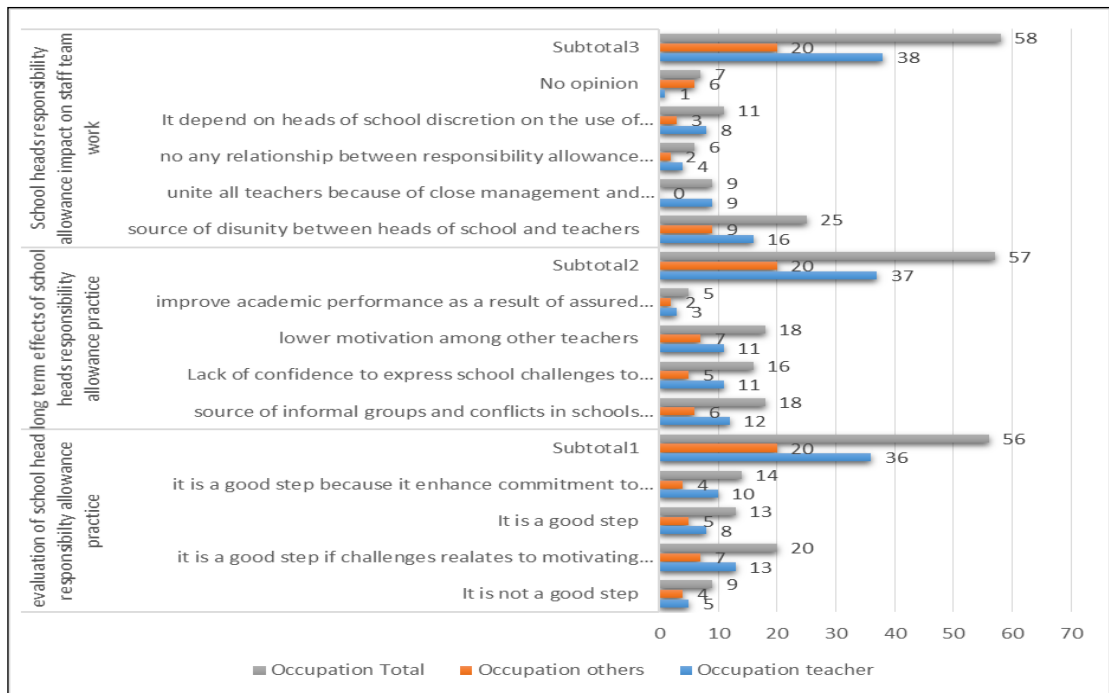
school will cause disunity between heads of school and other teachers which is no strategy to improve teamwork. Also, the independent variable reveals that it is 62.5% predictive correct, that responsibility allowance will unite teachers because of the close supervision of the school, which is a good strategy for building teamwork at school. Based on themes established under this question of teamwork, the overall predictive power of independent variables was 41.8% correct which is weak prediction to rely on. This implies that the issue of responsibility allowance and teamwork nature of the school staff may be influenced by some other factors not explained.

Overall, of all the three specific questions that were analysed and come out with themes presented in 4.6.1. 4.6.2 and 4.6.3 revealed that there is uncertainty over the trend of leadership sustainability at school level as the MLP output, a powerful believable analysis tool for complex relationship existing among non-linear variables has reported 40.6% CCR predictions (see Table 4.12 ).

**Table 4.12: Overall predictive power on trend items**

Sample	Overall Percent Correct	
Training	40.6%	

In connection to CCRs presented from classification tables 14.11, 14.12. 14.13 and 14.14 , all themes with corresponding responses are presented in Figure 4.12:



**Figure 4.11: Response Comparison on Trends of Responsibility Allowance and School Organization Behavior**

Source: Field data, 2019

Close observation from Figure 4.11 confirms the predictive power correct response rate to all themes for all specific questions of objective four. From Table 4.12, the majority form teacher’s category 13 (36.1%) out of 36 that responded to the question as is for non-teacher category 7 (35.0%) out of 20 implied that the practice of paying responsibility allowance to school head was perceived good if challenges relating to the motivation of other teachers are solved. Consequently, the majority of teacher respondents 11 (29.7%) out of 37 responded to the question as is non-teachers 7 (35.0%) out of 20 implied that the long-term effects of responsibility allowance payment will lower motivation to other teachers. Finally on the impact of responsibility allowance paid t school head to staff teamwork spirit,1Finally, the

majority of teacher respondents, 16 (42,1%) out of 38 that responded to the question as is non-teachers,9 (45.0%) out of 20 implied that it is the source of disunity between school heads and other teachers.

Moreover, the findings from the questionnaire respondents were analyzed in line with the interviewee's respondents. Based on the structured interview that was conducted in the field, views from heads of schools, education officers, and other stakeholders sampled were arbitrary contradicting to that found from the questionnaire, more especially teacher category respondents concerning the school level teamwork due to allowance payment to school heads alone. A specific question for the response was; how do you perceive allowance paid to heads of school and school level teamwork success?

The findings from the interviewee's respondents inform that there is an impact of responsibility allowance on teamwork at the school level. Heads of school differ on the impact of responsibility allowance on school level teamwork. Some claimed that it increases school level teamwork because teachers become obedient and cooperative to school heads to seek to approve, and heads of school are available at school most of the time, a situation which ensures close supervision and management of schools. One school head confirmed that,

*Paying responsibility allowance to heads of school is a catalyst in school leadership at school and teachers are expected to work hard because of close supervision and feel of sense of accountability to the community and the government*

Another head of school maintained that,

*Responsibility allowance help heads of school reduce life difficulties, also enable the school heads to motivate other teachers at school such as buying sugar for staff tea, contribution to staff lunch, and other staffs at school that bring us together as a team (Int.SH4, 2019)*

On the other hand, those who fail to see teamwork among school staff contended that teachers tend to leave most of the activities performed by school heads because they are paid extra.

One school head contended that:

*“To work as a team is not possible when heads are being paid and teachers have so many complains of not being paid any kind of motivation” (Int.SH8, 2019).*

From other interviewees, teamwork among school staff was perceived if other teachers are paid some kind of motivation as well. One interviewee responded that,

*Teamwork is very important at the school level. Sometimes academic teachers, discipline teachers, or sport and games teachers may be needed to meet for discussion or planning of events that are of benefit to the school. If there is no money at school, they are not willing to go even if they can be able to foot their travel and claim that it will be possible if the head of school uses responsibility allowance in such a situation (Int.OE4, 2019).*

Teamwork with relation to responsibility allowance is best explained on the school heads' attitude over the allowance used. The findings and analysis above inform that paying responsibility allowance to school heads alone while ignoring other teachers' needs for motivation is an impediment to teamwork at the school level (Karlöf & Lövingsson, 2005). Head of school attitudes over responsibility allowance in the context of the findings has a role to play in consolidating teamwork at school level notwithstanding the challenges raised from questionnaire findings and interviewees as well.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the study findings, conclusion, and recommendations on analysis of issues related to heads of school responsibility allowances and its impact on organizational behaviour, a case of selected public secondary schools in the Katavi region. Subsections covered in this chapter include a summary of major findings as per the objective discussed in chapter four, the overall conclusion of the study, and recommendations.

#### **5.2 Summary of Findings**

The major findings of the study are arranged according to the specific objectives of the study. This study's overall objective was to analyze issues related to Heads of School responsibility allowance and its impacts on the public secondary school organization behaviours in selected secondary schools in the Katavi Region. Four specific objectives were derived from the general objective that aimed at: i) examining the understanding of stakeholders on the Heads of School responsibility allowance effects to organizational behaviours, ii) exploring the experience of stakeholders on Heads of School responsibility allowance as motivation element in leadership, iii) investigating the effect of Heads of School responsibility allowance on school staff views of leadership position, and iv) analyzing stakeholders views on trends on school leader positions over time. Briefly, the study established the following major findings;

### **5.2.1 Stakeholders' Understanding of Heads of School Responsibility Allowance Effect on Organization Behavior**

Three categories of respondents involving teachers, teachers, and heads of schools, were involved in the analysis, discussion, and interpretation of findings. The study revealed that there was no common understanding as to what is responsibility allowance based on the recently introduced scheme of paying heads of school monthly allowance. While non-teaching attributed responsibility allowance to personal income paid to heads of school but the government, teachers had a different attitude on the allowances as the money that is paid to the school to help solve school needs.

Although it was commonly revealed that it was important to continue paying responsibility allowance to school heads, there was a misunderstanding of the concept of allowance and who actually should be the beneficiary of the scheme. According to the findings, the importance of continue paying responsibility allowance was attached to improved close supervision and management of schools, discouraging a habit of doing other paying works among heads of schools, enhanced diligence among heads of school staff teachers for admiring the position of being school head.

In this context, the lack of clear understanding of the allowances paid to heads of school from stakeholders, more importantly, teachers harm school organization behaviour. The existence of situations where some regards the whole lot to be used for school activities and not for heads of school personal related expenses while other

groups regard it as legitimate for heads of school to use as personal income will replicate in leadership and administration challenges at school-level leadership.

### **5.2.2 Stakeholders' Experience on Heads of School Responsibility Allowance as A Motivation Element In Leadership**

The study revealed that responsibility allowances paid to school heads could be used to motivate heads of school, effective school management and supervision, and meet school needs. The study further revealed that respondents were not in favour of the use of responsibility allowances as a personal income by heads of school. It was not revealed what was a motivational use of the allowance to heads of school as views of teachers and heads of schools were contradicting the use of allowances.

In this context, the study discloses that continue paying responsibility allowance to school heads alone will lower the motivation of other teachers at school unless heads of school use the allowance to benefit all teachers to the school level. The attitude of heads of school on the use of the allowance is therefore another determinant of the motivation to overall school level leadership motivation as related to the deliberate government to pay responsibility allowances to heads of school.

### **5.2.3 Responsibility Allowance Paid to Heads of School and School Staff Views of Leadership Position**

It was revealed that it is important that school heads of school should be paid responsibility allowances to make them fulfil their leadership responsibilities well. However, the study informs that the practice of paying responsibility allowance

under the current system does not clearly outline the use of that money, a situation which causes misunderstanding between heads of school and teachers at school but also causes competition among teachers for heads of school posts.

Lack of clear outline of the use of the allowance is a source of competition as some teacher's regard being heads of school you likely to have increased personal income on top of statutory salary. The study further reveals that continue paying responsibility allowance to heads of school alone have positive and negative checks. On one side, its positive side is on raising morale of heads of school to work hard and also instil in other teachers the discipline for anticipating to be appointed for the position. On the other side, the negative side imply unfair system of motivation as heads of school are regarded as the only important personnel at school that makes school success possible. This perception from respondents is a negative check to the overall view of leadership at the school level unless other teachers are considered some kind of allowances. It also creates stressful working environments for heads of school from teachers and the top leadership.

#### **5.2.4 Stakeholders' Views on Trends in A School Leadership Position Over Time**

The study revealed that responsibility allowance motivational effects are perceived differently among groups and are face value motivation. Two facts are established from the study; one is that views of motivation from responsibility allowance are attributed to the increased personal disposable income of recipient and two;



motivation from responsibility allowance is through solving school challenges using the allowance.

The group in favour of the second perception will have problems if allowances are used otherwise to benefit school heads in any way while the first group has no problem with the use of allowance as personal income. Taking into consideration the two extremes, paying responsibility allowance to heads of school has the long-term negative effects on school level leadership as it affects teamwork spirit which is an important ingredient for successful leadership. The study also reveals that for improved leadership overtime, heads of school should therefore not overly spent responsibility allowance as their income but consider solving school needs using that allowance for teachers and school community to become comfortable and continue working as a team.

### **5.3 Conclusion**

An analysis of issues related to Heads of School responsibility allowance as reflected in the major finding's sections, some of the visible issues include the following.

Understanding of Heads of School allowance is not clear among stakeholders. Heads of School consider allowance as additional income and motivation to enhance them to work comfortably but teachers regard that money as unfair payments to school heads because they also deserve receiving the allowance. The existence of misunderstanding of proper use of that allowance open room for division among teachers and between teachers and heads of school which in turn harms overall school organization behaviour.

Experiences shows that continuing paying responsibility allowance to school heads alone is believed to lower motivation of other teacher at school. The teacher regard heads of school as the only personnel at school who work and make things happen. Although, it is revealed that continued paying allowance to heads of schools is important to enhance supervision of school closely and effectively, make heads of school to be available at school, and motivate them to work hard, teachers also need some kind of motivation.

Perceptions of staff about paying responsibility allowance to heads of school bring a mixture of ideas. There is positive and negative perception over the practice. The positive side on enhancing working morale of heads of school and arousing discipline among other teachers who aspire to be future educational leaders. The negative perception, however is the lowered motivation among other teachers and stressful working environment for head of school.

The allowance changed the view on leadership position by attracting many teachers to like the position different from the previous situation where teachers were Unwilling to join the position. The allowance is activation to leadership morale, it has a special place to make one become a committed leader because it is a motivation

The Head of School responsibility allowance has brought an impact on organisation on public schools reflected as continued as paying responsibility allowance without establishing other motivational mechanism for all teachers at school will harm team working spirit. The teamwork is accomplished where there is no staff division and

not otherwise. Responsibility allowance should be used in a way that makes teachers and heads of school as one team to make the school successful.

#### **5.4 Recommendations**

Based on the findings and conclusion, the study recommends the following:

- i) To achieve the intended objectives of paying responsibility allowance to heads of school, the government of Tanzania should give clear guidelines on the use of the allowance as for current it not clears what of the use and the same is paid through a school account
- ii) Mode of paying responsibility allowance should be changed, instead of paying to the school account; it should be paid to heads of school account to avoid the call for a staff meeting or school management's team every time it is needed to be withdrawn.
- iii) Teachers should be educated to acknowledge entitlement of responsibility allowance to heads of school as it is paid to other officials based on the roles they perform.
- iv) Heads of school should currently use allowances in a way that lead to staff team building instead of division, and
- v) The government and other stakeholders should device alternative ways of motivating the teaching workforce at school instead of concentrating to pay the allowance to school heads without paying attention to other teachers.

#### **5.5 Areas for Further Studies**

This study was conducted in Katavi Region involving three district councils and one

municipal council. Teacher motivation is an aspect that needs a profound understanding to tap their potentials in the teaching and learning process. The scope of the study and sample that was used in this study might limit the authenticity of the findings. It is recommended that similar studies should be conducted in other regions in Tanzania and developing countries which is practicing paying responsibility allowance to heads of secondary schools for replication, comparative critics, and evaluation purposes.

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20th May, 2020.



## APPENDICES

### APPENDIX I: Questionnaire for Secondary School Teachers

#### i) INTRODUCTION

My name is ELINESSY SOSSY MWANGOMBA, a master student at the Open University of Tanzania. I am pursuing my course in education administration planning and policy studies. I am undertaking research titled *“The Analysis of Issues Related to Heads of School Responsibility Allowance and Its Impact on Organisational Behaviour: Selected Cases from Public Secondary Schools in Katavi*, as part of my course requirement.

I am inviting you to take part in my study by filling in this questionnaire. All of the responses you give are treated confidential and only applied to this study. Remember, this is not an examination, so there are no correct or wrong answers, it all depends on your perception and understanding of the question. You are free to participate or withdraw if in case you find it inconvenient. However, I do appreciate your friendly cooperation with the study and promise that your devotion will contribute much to the study findings and analysis of the problem under the study. Once again, thank you in advance.

#### ii) PERSONAL INFORMATION (circle where you belong)

##### A. Gender

1. Male
2. Female

##### B. Occupation \_\_\_\_\_

##### C. Education and Qualification Level (For Teachers Only)

1. Diploma in Education
2. Bachelor in Education
3. Master's in Education
4. Masters in Other Fields

##### D. Marital Status

1. Single

- 2. Married
- 3. Divorced

**iii) PERSONAL RESPONSES FOR TEACHERS ONLY**

**(Be brief and short in your answers)**

- 1. What do you know about monthly allowance payments paid to heads of school by the government?

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- 2. How does the heads of school monthly allowance payments by government contribute to the well-being of the school organization?

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- 3. Is it important that heads of school should continue receiving monthly allowances from the government for improving organization staff behaviours?

Why? \_\_\_\_\_

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- 4. What is your opinion on the purpose of monthly allowances paid to heads of school?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

- 5. How do you relate monthly allowances paid to heads of school to their personal motivation to manage school organization?

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6. What is your suggestion on alternative ways of raising the morale of leadership at the school apart from the allowances paid to heads of school monthly?
- a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
7. Do you agree with the statement that, allowances paid to heads of school by the government is unfair to other staff members?
8. Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Does allowances paid to heads of school by the government inspire you to like school organization leadership post?  
Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What are your personal views on the allowances paid to heads of school on their leadership position?
- a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
11. What are your comments on the statement that, “introducing allowances to heads of school is the good step of the government for sustaining school level leadership”?
- a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
12. What are the long-term effects of allowances paid to heads of school in school level leadership?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

13. How do you perceive allowance paid to heads of school and school level team \_\_\_\_\_ work success? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**iv) PERSONAL RESPONSES FOR OTHER STAKEHOLDERS**

**(Be brief and to the point in your answers)**

1. Do you know that heads of secondary school do receive monthly allowances from the government on top of their salaries? (circle the answer) YES/ NO
2. How did you know about the monthly allowances paid to heads of school?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. What is the importance of monthly allowances paid to heads of secondary schools by the government?
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
4. What is your opinion on the purpose of monthly allowances paid to heads of school by the government?
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
5. How can the monthly allowances paid to heads of school influence teacher's behavior on school level leadership?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

6. What is your suggestion on alternative ways of improving school level leadership apart from the allowances paid monthly to heads of school?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

7. How do you perceive fairness in payment of monthly allowances to heads of school alone? \_\_\_\_\_

8. Is it possible that monthly allowances paid to heads of school may influence other teachers to compete for school leadership position? \_\_\_\_\_  
Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. What are your personal views on the allowances paid to heads of school in a leadership position?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

10. What are your comments on the statement that, “introducing allowances to heads of school is the good step of the government for sustaining school level leadership”

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

11. What are the long term effects of allowances paid to heads of school on the school level leadership?

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12. How do you perceive allowance paid to heads of school and school level team worksuccess?

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**APPENDIX II: Interview Guide for Heads of Schools**

1. How do you perceive teachers understanding of allowances payment given to heads of school by the government?
2. How do the heads of school monthly allowances payment by government contribute to the well-being of the school organization?
3. Is it important that heads of school should continue receiving monthly allowances from the government for improving organization staff behaviours? Why?
4. What is your opinion on the purpose of monthly allowances paid to heads of school?
5. How do you relate monthly allowances paid to heads of school and your motivation to manage school organization?
6. What is your suggestion on alternative ways of raising the morale of leadership at school apart from the allowances paid to heads of school monthly?
7. Do you agree with the statement that, allowances paid to heads of school by the government may be regarded as unfair to other staff members? Why?
8. Do allowances paid to heads of school by the government motivate you to continue like school organization leadership post? Why?
9. What are your personal views on the allowances paid to heads of school in a leadership position?
10. What is your comment on the statement that, “introducing allowances to heads of school is the good step of the government for sustaining school-level leadership”?
11. What are the long-term effects of allowances paid to heads of school in school level leadership?
12. How do you perceive allowance paid to heads of school and school level teamwork success? Are there issues of concern regarding the government’s decision to implement payment of responsibility allowances to heads of school that you would like to share?
13. Are there issues of concern regarding the government’s decision to implement payment of responsibility allowances to heads of school that you would like to share?

**APPENDIX III: Interview Guide for Education Officers (Ward, District, and Regional Levels)**

1. What are your perceptions of allowances payment given to heads of school by the government?
2. How do the heads of school monthly allowances payment by government influence the well-being of the school organization?
3. Is it important that heads of school should continue receiving monthly allowances from the government for improving organization staff behaviours? Why?
4. As a close supervisor to heads of school, to what extent have monthly allowances paid to heads of the school raised their motivation?
5. What is your suggestion on alternative ways of improving school-level leadership school apart from the allowances paid monthly?
6. How do other teachers perceive the fairness of allowances paid to heads of school by the government? Why?
7. Do allowances paid to heads of school by the government seem to contribute on heads to like school organization leadership post? Why?
8. What are your personal views on the allowances paid to heads of school in a leadership position?
9. (a) What is your personal view on the future of allowances paid to heads of school and school level leadership prosperity? (b) What are the public views on the heads of school responsibility allowances and the future of school-level leadership?
10. Are there issues of concern regarding the government's decision to implement payment of responsibility allowances to heads of school that you would like to share?



**APPENDIX IV: Research Clearance Letter**

**THE OPEN UNIVERSITY OF TANZANIA**  
**KATAVI REGIONAL CENTRE**

**The Open University of Tanzania**  
**Katavi Regional Centre**  
**P.O.Box 662 Mpanda**  
**Tel: 025-2820463**  
**Ref: PG201609493**



**Chuo Kikuu Huria cha Tanzania**  
**Kituo cha Katavi**  
**S.L.P 662 Mpanda**  
**Simu: 025-2820463**  
**Date: 15./06.2019**

**RAS KATAVI,**  
**P.O.BOX 235,**  
**KATAVI.**

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1<sup>st</sup> March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the University act of 2005. The charter became operational on 1<sup>st</sup> January 2007. One of the mission objectives of the University is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice Chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the University on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **SOSSY, ELINESI** with **Reg. no.** PG201705280, who is a Master student at the Open University of Tanzania. By this letter, **SOSSY, ELINESI** has been granted clearance to conduct research in the country. The title of her research is **“The analysis of issues Related to Heads of School Responsibility allowance and its impact on organizational behaviour:**

The research will be conducted in Katavi Regional. The period which this permission has been granted is from July 28<sup>nd</sup>, 2019 to September 29<sup>th</sup>, 2019. Areas of focus will include though not limited to the following: Mpanda Municipal, Mpanda District Council, Mpimbwe District Council and Mlele District Council.

In case you need any further information, please contact:

The Director Katavi Regional Centre, The Open University of Tanzania; Katavi Regional Centre, P. O. Box 662, Mpanda. Tel: **025 -2820463** or **0754335394**

We thank you in advance for your cooperation and facilitation of this research activity

Yours sincerely,

  
**Dr. Newton Kyando**  
**Director Katavi Regional Centre & Research Supervisor**