ROLE OF SCHOOL LEADERSHIP IN MOTIVATING TEACHERS: A CASE OF ILALA MUNICIPALITY, DAR ES SALAAM

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES (MED APPS) OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned certifies that she has read and here by recommends for acceptance by the Open University of Tanzania a dissertation titled: *"Role of School Leadership in Motivating Teachers: A Case of Ilala Municipality, Dar es Salaam"* in Partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies (Med APPS) of The Open University of Tanzania.

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Date

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DECLARATION

I, **Johari Musa,** do hereby declare that this dissertation is my own work and all the sources that I have used have been indicated and acknowledged by means of complete references.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my late father Musa Hilali Samizi and late brother Samizi Musa, whose fountain of aspiration as well as love laid the foundation of my education.

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Many people have contributed in one way or another toward the accomplishment of this study in a way that it would be impossible for me to mention all of them. However I am obliged to acknowledge a few of them without whom this work would not be the way it is.

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ABSTRACT

The study was conducted to explore the views of teachers on effective strategies that heads of schools can use to motivate teachers; teacher personal factors leading to motivation; and school level factors leading to teacher motivation. Questionnaires and interviews were used to collect data from 120 teachers from 20 schools in Ilala district. The results of the findings have revealed that the most effective strategies for the heads of schools to use were; provision of teaching and learning materials and resources, involving teachers in decision making, awarding of token prizes to teachers who produced better results than other teachers, while personal factors leading to motivation among the teachers were interpersonal relationships (collegiality), sense of belonging, ability and interest in teaching and level of education. Further, the study found that school based factors leading to teacher motivation included conducive environment (good working condition), parents' involvement in school issues and learners' discipline. However, in the course of this study, there were some external factors that interfered with the school based strategies to motivate teachers, these included; delays of salaries, lack of incentives such as allowances and in some schools, work conditions were not quite favorable. This study recommends that heads of schools should ensure the improvement of school environment as well as bolstering teachers' capability to develop teaching and learning materials. The study suggests that the Ministry of Education and Vocational Training should ensure timely remuneration of teachers and devise a way to generate income that can be used to pay allowances for the teachers who work beyond the allocated time.

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LIST OF ABBREVIATIONS

MEO   Municipal Education Officer

MoEVT Ministry of Education and Vocational Training

OCs   Other Charges

PGDE   Postgraduate Diploma in Education

SMC   Management Committee Members

SPSS   Statistic Package for Social Science

TSC   Teachers Service Commission

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1   Introduction

This chapter discusses some critical issues related to the background of the problem. It presents an overview of role of school leadership on teacher motivation. It also highlights statement of the problem, purpose and objectives of the study, research questions, and significance of the study. Lastly, it presents definitions of important terms used in the study.

1.2   Background to the Problem

Teacher motivation is a subject that has received significant attention in mainstream educational debate in   recent decades. It has become an important aspect of teacher efficacy and professionalism given the teachers' responsibility of imparting knowledge   and skills to learners. On one level teacher motivation is related to a long list of variables including whether or not an enabling environment exits and whether or not teachers are equipped to conduct their responsibilities effectively. However at the basic level teacher motivation is linked to how teachers feel they are being treated and to the way they perceive their own working and living conditions (Davidson, 2004).

The word motivation has been derived from the Latin word 'movere' which means to move. Motive is anything that initiates or sustains activity. It is an inner state that energizes, activates or moves and that directs or channels behavior towards certain goals (Gupta, 2009). Motivation is a general inspirational process which gets the

members of the team to pull their weight effectively, to give their loyalty to the group, to carry out properly the tasks that, they have accepted and generally to play an effective part in the job that the group has undertaken (Bretch, 1965).

Further, Gupta (2009) argued that motivation is the process by which the efforts of an individual or group are energized and sustained toward attaining a goal. It involves a chain reaction starting with felt needs, resulting in motives, which raise tension (unfulfilled desires) which causes action towards goals. A motivation is force that deals with the reasons underlying behavior (Guay *et al.,* 2010). Definition of motivation may vary but all agree that almost everyone is motivated in one way or another. Because everyone has a different background and personality, different interests and attitudes, expectations, desire and needs, sources of motivation differ according to the individual.

Highly motivated teachers are the key factors of a successful educational system. Any successful educational system depends on qualified and motivated teachers because motivated teachers have positive impacts of learners' learning, are able to create an appropriate classroom atmosphere, have reasonable control of their work activities, are willing to accept responsibility and are personally accountable for outcomes. Motivation involves energy and drive to learn, work effectively and achieve potential (Pamela 2005). Anderson and Kaprianou (1994) point out three ways in which motivated teachers may make schools more effective. These are:

(i)   They will always find better ways to do their job

(ii)   They are seriously concerned about quality and

(iii)   They do their best to ensure that the teaching and learning process takes place effectively in the school.

It has been said that effective running of a school is dependent on the head teacher as leader. Schools become what the heads of schools make them. Head teachers are responsible for everything that takes place in their schools. In the school situation the inspiration and drive of the head teacher must motivate the teachers to join forces and become a vibrant body. In the same vein there must exist a relationship of trust understanding and authority. According to Christie (1990) the manager or leader is the live-wire or moving spirit that initiates or guides almost all processes that take place in the organization. The school like any organization has a head teacher to guide and determine the programmes that take place from day to day for the achievement of its goals.

The school leader should always make his teacher feel comfortable in order to encourage them. Teachers feel motivated by the trust that the school head shows in them. Educational goals are easily accomplished when all the participants feel involved. Blasé and Blasé (1994) argue that when principals effectively use governance strategies and participating management, teachers feel energized and motivated, and their sense of ownership and empowerment increases. Well implemented school improvement plans can increase collegiality and give teachers the satisfaction to commit themselves to school improvement goals (Johnson, 1986).

Teachers are motivated when there is a teacher – centered approach to educational leadership (Evans, 1998). This approach is only possible when the school head as an

educational leader, over and above his/her management role, endeavors to meet as many individual needs as possible and leads the teachers with considerable care, and has positive attitude and interest in their welfare. A head teacher guided by this approach develops a work contact that is underpinned by a professional culture of tolerance, cooperation, compromise and consideration of the teachers.

A study done by Ngobeni (2004) in the Zeerust District of South Africa on the role of leadership in motivating teachers found that leadership at a school center is the foundation of good and effective management. According to Ngobeni, schools that lack effective leadership do not perform well. In Indonesia a study done by Pongoh (2008) on the effect of principal's leadership and achievement on teaching competence of public school teachers found that the principal as a leader in the school must have a concern in the ability of teachers and continue to encourage them to improve their teaching competence, this is because the teacher is a valuable asset for the school in helping students to improve leaning outcomes and to achieve the best learning achievement.

In Ghana the study done by Alugchaab (2011) reveals that the principal's affinity seeking strategies and cooperation with teachers improve the interpersonal relationships between principals and their teachers, and that teacher job satisfaction is strongly associated with teachers' perception of their principals leadership styles and decision-making strategies.

Recepoglu (2003) found that teachers have the highest motivation in commitment to job and the lowest level of motivation in the dimension of integration with the job.

Job motivation level of teachers in high schools shows a significant difference in terms of age, tenure of office and education level. Mustafa and Othman (2010) found that there is a positive relation between motivation and works performance of the teachers. That is the greater the level of motivation the high will be teachers' job performance; that is if you provide a high level of motivation to teachers then their job performance will increase.

Chirwa (2012) revealed that school management should develop a conclusive environment for learning served with good infrastructure. People give respect to teachers without considering the condition of their work station. It is therefore very important to have good infrastructure at school. Bennell and Ntagaramba (2008) did a study on teacher motivation and incentives in Rwanda point out that committed teachers are working hard for very little.

The principals were generally quite positive about the motivation and commitment levels of their teachers. A study done by Massawe (2006) found that teachers' motivation depends on effective management particularly at school level. If the system and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment.

1.3   Statement of the Problem

In the literature scholars have theorized much about the importance of teacher motivation in school and the role of heads of schools in motivating teachers (see for example Ngobeni 2004; Christie, 1990; and Pongoh 2008). Furthermore, some scholars (Blasé and Blasé,1994; Johnson, 1986) have gone further into showing how

heads of schools can motivate teachers, this include shared governance and the use of teacher – centered approach to educational leadership (Evans, 1998). However, there is not much that has been written on what teachers consider to be the most effective strategy that the heads of schools can use to motivate teachers. This study aims to fill this gap in the literature.

1.4   The Objective of the Study

The general objective of this study was to explore the views of the teachers on the most effective strategies that the heads of schools can use to motivate them. This was achieved through the following specific objectives;

(i)   Investigate the teachers views on the most effective strategy for the heads of schools to use in order to motivate teachers

(ii)   Examine the teacher personal factors leading to motivation

(iii)   Assess school level factors leading to teacher motivation

1.5   Research Questions

(i)   What are the teachers' views on the most effective strategy heads of schools should use to motivate teachers?

(ii)   What are the teacher personal factors for motivation?

(iii)   What are school level factors for teacher motivation?

1.6   Significance of the Study

This study is expected to contribute knowledge to the existing stock of knowledge on educational leadership in Tanzania specifically in promoting teacher motivation in public primary schools. Thus, the study will be significant to the following categories

of the people. First the findings of the study will be of importance to officials of the Ministry of Education and Vocational Training (MoEVT) as they will get to know the role of school leadership on teacher motivation. By this the Ministry will use the information to come up with the ways of motivating teachers.

Second, the findings will also be of importance to teachers as they will get to know how different factors which enhance teachers' self – commitment and motivation. This will help them in deciding to adjust to the prevailing situation to improve their performance. Thirdly, the present study will be of importance to the management of the schools as it will highlight strategies employed by head teachers in motivation and factors that enhance teachers' self-commitment and motivation. By this information, the management of the schools can come up with better ways of improving teacher motivation.

1.7   Definition of Key Terms

1.7.1   Leadership

Leadership is a process whereby an individual influences the group of individuals to achieve a common goal. According to Freeman and Rosenzoveg (1985) leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factors that binds a group together and motivates it towards a goal. It is the decisive factor that brings to success all the potential that is in the organization and people.

1.7.2   Motivation

Okumbe (1998) defines motivation as a physiological and psychological deficiency or need that activates behavior or a drive that is arrived at a goal or incentives. It is

important to keep people motivated as they work hard to achieve goals. People are used to feel that they are getting some rewarding from the situation. Some people are motivated by recognition for job well done, others by meeting a challenge, or having a sense of belonging to a team or by feeling that they are achieving something important. Therefore, motivation encompasses internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or to make an effort to attain goal.

1.7.3 Head Teacher

Unit University of Leicester (1994) describes a head teacher as an individual who supervises the school activities and occupies the position of the school leader and he/she is perceived as the significant in initiating and realizing the innovation that takes place in the school.

Hall *et al.* (1996) argue that, the head teacher is a symbol of the school both to the people within the school and to the community because of his/her position in the school structure. Therefore, the head teacher is an individual who occupies a leading position in the school and directs the affairs of the school. He/she is accountable for the success or failure of the whole institution.

1.7.4 Teacher

The teacher is the person or substitute who must educate and teach and must manage all associate teaching activities (Kruger, 1997). According to him, he/she is a 'conductor' who controls the 'volume' and the tempo of events in classroom. In the primary school system in Tanzania especially in Ilala municipality the teacher has the following duties and responsibilities:

(i)   Teach in Primary Schools

(ii)   Prepare schemes of work, lesson plans and lesson notes of subjects and classes under his/her responsibilities.

(iii)   Conduct examinations, continuous assessments, extension classes and extracurricular activities as directs.

(iv)   Keep records of learners' performance and learners' report book.

(v)   Maintain discipline

(vi)   Head subjects department

1.7.5   School Leadership

Is the process of enlisting the talents and energies of teachers, pupils and parents toward achieving common educational aims.

CHAPTER TWO

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1   Introduction

This chapter presents the theoretical framework of the study, reviews the related literature about teacher view on the most effective strategies that the heads of schools use to motivate teachers. The chapter will also explore the teacher personal factors leading to motivation and school level factors leading to teacher motivation. The last part is the summary of the chapter.

2.2   Theoretical Framework

This study is based on two theories of motivation, namely: - Expectancy Theory and Herzberg's two factor theories.

2.2.1   Expectancy Theory

Vroom's (1964) Valence Institute Expectancy Theory explains why people such as teachers work and behave in the way they do in terms of efforts and direction they take. It also describes what organizations do to encourage people to apply their efforts and abilities to achieve desired goals as well as satisfying individual. This theory developed by Victor Vroom in 1964 and later extended by Porter and Lawler in 1968 explains the determinant of work place behavior and attitudes (Drafke & Kossen 1998).

According to this model, prior to investing effort the teacher goes through a process of evaluating the value of rewards (valence), the probability that the effort will

achieve results (expectancy) and that effort will achieve the performance required (instrumentality). The degree of motivation is affected by teachers' preferences for intrinsic or extrinsic rewards and perception of equity.

From the Expectancy Theory, it is clear that teachers will be motivated only to the extent that they expect high levels of effort to be reflected in high levels of performance will be rewarded then this will affect motivation negatively, but if they believe in high valence of outcomes then they will be highly motivated (Steyn, 2002). Woolfolk (2002) added that if one of those factors is absent, motivation will be zero. So, the higher these factors are the more motivated teachers will be in a school.

The Expectancy Theory is widely accepted for two main reasons (Drafke & Kossen, 1998). It makes sense that principals cannot motivate teachers with things they do not want or things they cannot earn. In fact, teachers must want the motivator be it recognition, status or bonus and they must believe that and they must believe that they have a fair chance of obtaining it in order for it to motivate them to perform.

On the other hand, principals must identify the type and amount of behavior that will be used. i.e. judge good or outstanding performance that is establish clear appraisal parameter. They should also determine whether teachers have the appropriate skills and knowledge to do their work effectively (Steyn, 2002). According to Crawford (1999), principals should give appropriate rewards for individual performance and take heed of intervening variables such as traits, school procedures and support facilities provided by this theory is useful to teachers and principals.

2.2.2 Herzberg's Two Factors Theory

Herzberg (1919) constructed two dimensional paradigm factors which affect peoples'
attitudes about their job. One set of factors relates to intrinsic aspects of the work,
that is actual execution of the work or the job content. These factors are called
motivators or satisfiers, which drive people to achieve aspects such as achievement,
recognition, the work itself, growth and advancement, responsibility and feedback
(Drafke & Kossen, 1998).

The other set of factors relate to the extrinsic aspects of the job, that is the work
environment or the context. They are known as the hygiene or maintenance factors or
dissatisfiers. The hygiene factors include aspects, such as salary, status, society,
working conditions, policies and administrative practices and interpersonal
relationship. The motivators includes, such as, feeling of achievement, increased
responsibilities and opportunities for growth and achievement.

According to the Herzberg's two factors Theory, motivators provide real motivation,
and when they are inadequate, teachers are not motivated (Drafke & Kossen, 1998).
On the other hand the absence of hygiene factors can create job dissatisfaction
(Grawel, 1997). This is because intrinsic motivators (satisfiers) must be provided
along with extrinsic motivators (hygiene factors) for optional teaching performance.

The Herzberg's Two Factors theory can be applied to good affect by school
principals in the motivation of their staff. Teachers should be given opportunities to
be involved in shared decision-making, professional and personal growth
programmes, collegial relationships and teamwork with job enrichment

opportunities. Moreover the teaching task should be made more interesting, meaningful and challenging since the job itself. According to Herzberg's Two Factor Theory, this is an important factor to teachers. It's also clear that education leaders should be concerned with eliminating the causes of dissatisfaction so as to motivate teachers. The two theories of motivation have been described and examined and their application to teacher motivation has been discussed in detail. The theories have revealed that teacher motivation is influenced by both intrinsic and extrinsic factors.

2.3   Empirical Literature

2.3.1   Strategies to Motive Teachers

Belle (2007) conducted a study on the role of secondary school principals in motivating teachers in the Flacq district of Mauritius. An empirical investigation based on qualitative research was conducted following the literature study on two themes; motivational factors pertaining to the school based personal and professional needs of the teacher. By using a qualitative research design the researcher was able to gain a deep understanding of teacher motivation through interaction with teachers. The principals who gave him their views, meaning, options and perceptions of teachers used two types of interviewing for the purpose of this research, namely focus group interviewing and individual interviewing.

Belle (ibid) found that teachers are very discouraged by too much paperwork and administrative tasks that are imposed on them by the Ministry. The study also found that teachers are proud to work in very attractive surroundings with well-maintained facilities and impressive infrastructure. Collaboration, communication and collective

problem solving generate a sense of professionalism, mutual care and support amongst teachers. The researcher adds that recognition and praise by the principal for devotion, commitment and to stay enthusiastic. Teachers are motivated by principals who are personal oriented and who practice democratic leadership styles; autocratic and purely task – oriented principal approaches demotivate them.

On the other hand, Belle (2007) found that the principal as a visionary leader communicates the school vision, mission and goals through a school hand book or a school development plan that provides a framework for short and long term strategic planning. He adds that principals of the Flacq district in Mauritius empower teachers by involving them in the setting up and organizing extra – curricular activities by giving them the authority to take opportunities for collegiality among the teachers within and between subject departments, by delegating the monitoring of teachers instruction to the heads of department and by giving opportunities to the school management team to take decision regarding school pedagogy.

Belle (2007) recommended that the principal should monitor learners' academic progress and learners' attitudes to learning. This can be done by developing learner monitoring system where all the major stakeholders, namely the principal, teachers, prefects and students councils collaborate effectively. Also principals cannot escape their roles as resource providers since teachers need to be well equipped with instructional resources and materials. Principals should encourage the sharing of available resources between and among the various subject departments to ensure the efficient use. It was also recommended that a democratic leadership style enhances teacher empowerment. The principal should not hesitate to delegate responsibilities

to any teacher. Indeed, delegation of power and authority should not only be given to senior teacher and the heads of departments. Finally the researchers recommend that principals should be responsible to inform teachers about the value, purpose and importance of the monitoring instructional practices.

Nyakundi (2012) did a study on factors affecting teacher motivation in public secondary schools in Thika, West District in Kiambu County, Kenya. The study targeted the principals and teachers of public secondary schools in the district. Random sampling technique was used to select teachers while purposive sampling technique was used to select principals. A total of 126 respondents participate in the study. She used both qualitative and quantitative research design. Questionnaires were used to collect data from teachers while interview schedules were used to collect data from the principals.

The study recommended that school management should ensure transparent and transformational leadership which will motivate teachers to work hard in their service delivery. It was also recommended that schools should ensure that the school environment is conducive for teachers to increase their motivation and satisfaction with their job. This can be achieved by ensuring that there are adequate teaching and learning resources.

Nyakundi also provides recommendation to teachers service commission (TSC) to promote teachers on merit and endeavor to improve teachers' standards, promoting teachers on the merits and paying them well, increase teachers' recommendation, review teacher pay in relation to the teacher to release their load as a motivational

strategy for them to ensure quality for them to ensure quality curriculum delivery. Pongoh (2008) did a study on the effect of principals' leadership and achievement of motivation on teaching competence of public school teachers in Monado City of Indonesia. Data collection used questionnaire that was developed from each variable. The population in this research was the public senior high school teachers that amount to 325 and spread in 9 senior high school. The research sample amounting to 76 that was taken randomly.

Pongoh found that principals' leadership positively influenced the teaching competence of teachers. This means that whenever there is an increase in school leadership, it can improve the teaching competence to teachers. The principal as a leader must be able to encourage improvement of teaching competences of teachers through teacher empowerment potential. It was also found that the principal as a leader in the school must have a concern in the ability of teachers and continue to encourage teachers improve their teaching competence as the teacher is a valuable asset for the school in helping students to improve learning outcomes and to achieve the best learning achievement. The study also shows that achievement motivation affects positively on teachers' teaching performance. This means that whenever is the increase in achievement motivation, it will improve the teaching competence of teachers.

The study recommended that strong school leadership with a strong achievement motivation can be a trigger for teachers to improve their teaching competence as teachers are challenged to be able to improve performance through the implementation of educational and teaching tasks effectively. Her study included that

teachers continue to work despite the challenges and responsibility of their task in order to improve quality of education and learning.

In another research, Adeyami (2010) investigated the relationship between leadership styles of principals and teachers' job performance in secondary schools. Adeyami used questionnaire to gather primary data. A total of 242 secondary school teachers employed in Ondo state of Nigeria participated in the study. He found that the principals mostly used democratic leadership style in schools compared to autocratic style. It was the most commonly used leadership style by principals in schools. His study also determined that there is a direct relationship between leadership styles used by principals and teachers job performance.

His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where principals are having democratic style of leadership. Thus the autocratic style is the best style of leadership that can improve productivity and performance of teachers in schools. He also recommended that the principals should use both autocratic and democratic leadership styles in their performance. That is they could apply autocracy in certain situation where it is applicable while in some situation they could use the democratic style.

Ngobeni (2014) conducted a study on the role of leadership in motivating teachers in Zeerust District of South Africa. The study explored the way in which leadership and motivation could have impact on educators research. It used a qualitative approach with the aim of obtaining an in depth understanding of the role of leadership in

motivating educators in the Zeerust District. Questionnaires were distributed to both primary and secondary schools. The population for this study included all educators in Zeerust District. This included 40 secondary schools, 20 schools were sampled randomly whereas out of 60 primary school 30 schools were sampled which gave the researcher a total number of 50 students.

Ngobeni found that leadership at a school center is the foundation of good and effective management. Schools that lack effective leadership usually do not perform well. They normally lack discipline, direction and their results are often poor. Thus understanding the leadership of an educational leader in school management is fundamental and important. A staff member's motivation to work is made up of drive forces and influences that cause the person to attain certain goals. It is important for education leaders to know about the factors that create motivation so that they can induce employees to work harder, faster, more efficiently and with greater enthusiasm.

The researcher made the following recommendations on how to improve the current situation. These include:

(i)   Salary satisfaction and workload

(ii)   Security satisfaction at work and

(iii)   The need to revise factors that lead to learners performance

This section discussed the strategies employed by the head of school so as to motivate teachers. It has presented research findings related to the strategy to motivate teachers in enhancing school performance. Collaboration, communication

collective problem solving, fairness in the teachers' promotion system, principle's leadership, teacher empowerment are described as a strategies that can be employed to motivate teachers in schools. The researcher concluded that heads of schools cannot escape their roles as resource providers; they should encourage the sharing of available resources. It was also concluded that the school management ought to ensure transparent and transformational leadership as well as leadership styles that can improve the performance of the teachers. The principles should use both autocratic and democratic style in their performance.

2.3.2   Personal Factors Leading to Motivation

Seniwoliba (2009) did a research on teacher motivation and job satisfaction in senior high school in the Tamale Metropolis of Ghana. A sample size of 178 respondents from seven senior high school was interviewed using self-administered questionnaires. The research was a across sectional survey design which combined both qualitative and quantitative research methods to make use of the interests and advantages of both types of research approaches. The researcher used questionnaire and interviews to collect data for the study. The questionnaire was specifically designed for the selected sample.

Seniwoliba (2009) found that salary, work conditions, incentives, medical allowance, security, recognition, advancement growth, students' indiscipline, school policy and status were the ten most important factors of motivation to teachers that could enhance, retain or cause them to leave. The study also found that there was the general perception of inequity among teachers when they compared themselves with their colleagues with the same qualifications, experience and responsibilities in non-

teaching organizations and therefore feel unfairly boated as professional teachers. They were equally classified with their pay compared to their inputs (skills, ability and work load). Teachers' performance according to the researcher depends on what they perceive as important to them in their teaching or professional career.

Seniwoliba (2009) recommended that participant management decision-making processes should be adopted to help resolve the issue emanating from the research particularly relating to the intrinsic de-motivating factors which could be addressed by the top management of the most senior high school. It is also recommended that since teachers' have low self-esteem and feel they are not respected by communities and society in general, teachers' social status could be enhanced through a two – prong approach **(a)** By providing teachers with effective training, decent work condition and enhanced remuneration; and **(b)** By sensitizing all educational stakeholders aimed at improving, restoring the dignity and status of the teaching profession.

The study concluded that government should design a single – spine salary structure for all public servants to ensure that people in different establishments with equal qualifications, knowledge, skills and experience with similar job responsibilities are placed on the same scale to avoid disparity and eliminate the perception of inequality.

Aacha (2010) did a study on motivation and the performance of primary school teachers in Uganda. The study sought to find out whether motivational of teachers had any effect on their morale to perform and, the effect of intrinsic and extrinsic

motivational on the performance of teachers. A descriptive survey research design was adopted where a total sample of 135 respondents including teachers, head teachers, school Management Committee Members (SMC), and Masaka Municipal Education Officer (MEO) were consulted. The primary data was collected using structured questionnaires for teachers and MEO. A focus group discussion was also held with SMC members in the area. Consequently both qualitative and quantitative date was collected.

Aacha found that the performance of teachers was good despite the fact that their motivation was inadequate. Besides, the majority of the teachers performed their activities with high morale as evidenced at school regular testing and examination of pupils and high turn up of teachers in staff meetings and school occasions among others. On the other hand, a positive relationship was also revealed between extrinsic motivation and performance of teachers. It was also found that the majority of the respondents were intrinsically motivated by the responsibilities they performed in the school that gave them a sense of control over others, interaction and development of relationship with people from many areas, recognition and respect accorded to teachers by the community and the challenging nature of teaching profession.

Aacha (2010) suggests the need to provide accommodation to teachers so as to enable them live near schools since many of them reported to be living far away from their schools. The community should be assisted by the government to put up decent teachers' houses so that teachers live within the schools and reduce lateness and absenteeism. Her study also recommended that supervision should be strengthened and circuit supervisor be more regular to stop teachers from participating in

secondary employment. Her study concluded that awards could be instituted for better performance. Areas such as school and pupil discipline, teacher performance, pupil attendance and achievement and community and parent participation in school should be rewarded to serve as a motivation.

Alugchaab (2011) studied factors that influence the motivation of basic school teachers in GA East Municipal. A stratified sampling method was adopted to select the respondents. 200 respondents were drawn from a population of 1426. A set of questionnaire was distributed to elicit response from teachers and the results analyzed by means of statistical software SPSS. A set of administered and research design questionnaire was used to collect relevant standardized data from all subjects in the sample. The questionnaire was made up of closed ended and open ended items.

Alugchaab (2011) found that teachers were passionate about their job but were not satisfied with what Herzberg describes as hygiene factors. These factors which include salary, fringe benefits, working conditions, status, lack of administrative support and teaching and learning materials. The results however found that most teachers find solace in interpersonal relationship that exists between and among them.

It is recommended that work conditions in schools should be improved, teachers' salary should be looked at holistically taken into consideration. Teachers' performance should be recognized by both government and the communities where teachers work. Alugchaab (2010) also recommended that adequate teaching and learning materials should be provided to improve teaching and learning. School

heads should be innovative enough to source for funds from community members and business organizations to procure the needed materials and equipment. His study concluded that school heads should adopt democratic management style and should reduce unnecessary bureaucracy and involve teachers in decision-making. Democratic leadership styles produce an environment where every leader will feel free to express him or herself and make meaningful input that will have a far reaching impact on the general school climate.

With regards to personal factors leading to motivation it is concluded that salary, work conditions, incentives, medical allowance, security, recognition, achievement growth, school police and status were found to be important factors of motivation. It was also found that positive relationship, provision of accommodation, respect by the community are correlated with personal factors that influence motivation among teachers. Thus, work conditions in schools should be improved and teachers' performance should be recognized by both government and communities where teachers work.

2.3.3   School Level Factors Leading To Teacher Motivation.

Ejimofor (2007) did a study on principals' transformational leadership skills and their teacher job satisfaction in Nigeria. Ejimofor used an ex-post facto research design in this study. A set of questionnaires were used to gather data. Participants were 818 secondary school teachers and 48 principals from two local government areas in Southern Nigeria. Multiple linear regressions were used to analyze data. Ejimofor found that principals' transformational leadership skills significantly impacted on teacher's job satisfaction. Some demographic variables of teachers were

also studied to determine their relationship with job satisfaction. The study also revealed that participation in decision-making depicts recognition of intellectual power and when teachers' intellectual power or ability is acknowledged, they become more participative, creative and satisfied. In this way, teachers become empowered because they are offered the opportunity to exercise autonomy, responsibility, choice and authority.

Ejimofor (2010) recommended that secondary school principals demonstrate fundamental respect for teachers' ingenuity, ideas, decisions, knowledge and growth and develop skills for building and maintaining friendship and collegiality. This study also recommended that education Ministries and boards should integrate demographic characteristics of school principals/teachers with continuous assessment and evaluation of their performance.

Marks and Printy (2003) focused on school leadership relations between principals and teachers their study examined the potential of their active collaboration around instructional matters to enhance the quality of teachers and students performance. The sample comprises 24 nationally selected restructured schools. The primary analysis technique is hierarchical linear modeling.

They found that transformational leadership was a necessary but insufficient condition for instructional leadership. When transformational and shared instructional leadership coexisted in an integrated form of leadership the influence on school performance measured by the quality of its pedagogy and the achievement of its students was substantial. They suggested that the schools would be promising

sites for finding transformational leadership because a central goal of school restructuring is improved students achievement; also they expected instructional leadership to be prevalent.

Marks and Printy (2003) add that where integrated leadership was normative, teachers provided evidence of high – quality pedagogy and students performed at high levels on authentic measures of achievement. They also suggested that strong transformational leadership by the principal is essential in supporting the commitment of teachers. Teachers have both desire and the expertise to teach, that means it is necessary to demonstrate the importance of cultivating teacher leadership for enhanced school performance.

The study demonstrates the effectiveness of integrated leadership both transformational and instructional in eliciting school performance leadership of teachers for improving school performance. Arguably, principals who share leadership responsibilities with others would be less subject to burnout than principal 'heroes' who attempt the challenges and complexities of leadership alone.

At school level motivation is important aspect which can improve school performance. Participation in decision-making depicts recognition of intellectual power and when teachers' intellectual power is acknowledged, they become more participative, creative and satisfied. Therefore head teachers should demonstrate respect for teachers ingenuity, ideas, decision making, knowledge and growth, maintain friendship and collegiality.

2.4   Summary of the Literature Review

This chapter reviewed different literature pertaining to the role of school leadership on teacher motivation. On the strategy to motivate teachers it was found that collaboration, communication, collective problem solving, fairness in the teachers' motivation system, principals' leadership, teacher empowerment are described as the strategies leading to motivation.

Regarding the personal factors leading to motivation it was found that salary, work conditions, incentives, medical allowances, security, recognition, achievement growth, school policy and status affect teacher motivation. It was also found that teacher training and development affected their motivation and lead to productivity and retention. On the school level factors for teacher motivation it was found that work place arrangement and availability of teaching and learning resources, participation in decision making, maintain friendship and collegiality affected teacher motivation.

From the literature cited above, there was no clear evidence and information on various motivation strategies which are crucial for head teachers to consider in order to enhancing teacher motivation. Little is known on what strategies head of schools can use to motivate teachers in order to work effectively. Indeed, not enough literature wrote on teacher personal factors leading to motivation as well as school level factors that motivate teachers. This study is conducted as an attempt to fill up some of those knowledge gaps.

2.5   Conceptual Framework

The Figure 2.1 shows the relationship between independent and the dependent variables of this study. The dependent is school leadership which in turn contributing in teacher motivation while independent variable based on extrinsic motivation and intrinsic motivation as shown in Figure 2.1. The intervening variables for the study are physical infrastructure, free meal and allowances.

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┌──────────────────────┐                    ┌──────────────────────────┐
│  SCHOOL LEADERSHIP   │                    │   TEACHER MOTIVATION   ◄─┐│
└──────────────────────┘                    └──────────────────────────┘
                                                                        │
                                            ┌──────────────────────────┐│
                                            │ Extrinsic motivation     ││
┌──────────────────────┐   ┌──────────────┐ │                          ││
│ • Regular supervision│   │• Physical    │ │ • Working condition      ││
│ • Administrative     │   │  infrastructure│ • Interpersonal          ◄┤
│   support            │   │• Free meal  ◄─┤   relationship           ││
│ • Shared governance  │──►│• Allowances  │ │ • Accommodation          ││
│ • School policies    │   │              │ │ • Involvement in         ││
│ • Communication      │   │              │ │   decision making        ││
│ • Teacher empowerment│   │              │ └──────────────────────────┘│
│ • Provision of teaching│ │              │ ┌──────────────────────────┐│
│   and learning resources│ │            │ │ Intrinsic motivation     ││
│                      │   │           ◄──┤ │                          ││
│                      │   │              │ │  • Recognition           ││
└──────────────────────┘   └──────────────┘ │  • Work itself           ││
                                            │  • Feedback              ││
                                            │  • Achievement         ◄─┘│
                                            │    growth                 │
                                            └──────────────────────────┘
```

Figure 2.1: Conceptual Framework

Source: Based on Herzberg's (1966) Two Factor Theory

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1   Introduction

This chapter describes the research approach and design; area of study, target population, sample size and sampling procedures, data collection instruments, data collection procedures and data analysis, also ethical considerations are explained.

3.2   Research Approach

Based on the overall research objectives, this study was conducted within the framework of mixed research methodology. This study employed concurrent triangulation method in which both quantitative and qualitative data were collected. This is about to study the same phenomenon using more than one paradigm, method, design, approach or instrument, technique or measures so as to increase depth of understanding in a given research episode or phenomenon (Omari, 2011).

3.3   Reseacrh Design

This study used descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). The main advantage of this type of design is that it enables the researcher to assess and describe the situation of the study. The researcher therefore used the descriptive survey design to assess and describe the teachers' views on the most effective strategy to motivate teachers; personal factors

leading to teacher motivation; and school level factors leading to teacher motivation in Ilala municipality. According to Cooper (1996), descriptive study is concerned with finding out who, what, where and how about a phenomenon.

3.4   Area of the Study

The study was conducted in Ilala district. This is one of the three districts in Dar es Salaam city, the others being Temeke to the South and Kinondoni to the North. The district covers an area of 173km². The study was carried out in public primary schools in Ilala district. According to Singleton (1993), the ideal setting is one that is related to the researchers interest, is easily accessible and that which allow the development of immediate report. The choice of the district was determined by the familiarity of the researcher to the study area and the fact that the researcher is also a teacher in the district. This allowed the creation of rapport with the respondents during the data collection.

3.5   Target Population

Population or universe for a study is any group of individuals or institutions which have one or more characteristics or institutions which have one or more characteristics in common that are of interest to the researcher (Cooper, 1996). The target population for the study consisted head teachers and ordinary teachers in the selected schools.

3.6   Sample Size and Sampling Procedures

The process of selecting the participants is called sampling and the people selected are called sample or subjects (Enon, 1998). 20 public primary schools in the district

were sampled and studied. The simple random sampling was used to select sampled schools. Basing on schools located in Ilala district, the study conducted in both areas of the district which are Ilala urban and Ilala rural. Purposive sample technique was used to sample head teachers while simple random sampling technique was used to sample teachers. The main advantage of simple random sampling technique is that it gives equal chances for the participants to be included in the study.

On the other hand, purposive sampling technique was deemed appropriate for the study as it allowed only those who were perceived to have specific information required for the study to be included. A total of 120 respondents were targeted by the study. Pieces of paper with ME and NOT ME were written and dropped in an empty antelope for possible teachers to pick blindly .A total of 120 respondents were targeted by this study. This was constituted 100 teachers and 20 head teachers. A total of 5 teachers were randomly sampled from each of the 20 schools used in the actual study. Sampling was be done as shown in Table 3.1.

Table 3.1 Study Sample Size

Target Population	Number per school	Number per school	Total Sample
Head teacher	20	1	20
Teachers	20	5	100
Total	**20**	**6**	**120**

Source: Field Data (2014)

A total of 120 respondents were targeted by the study (constituting 100 teachers and 20 head teachers).

3.7   Data Collection Instruments

In the selection of the instruments to be used in the study, the researcher ensured that the instruments chosen were suitable and appropriate by considering the literacy level of the targeted and respondents and their availability. Questionnaires and interview schedules were therefore used as instruments for date collection.

3.7.1   Questionnaire

According to Kothari (2004) a questionnaire consists of a number of questions printed or typed in a defined order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own. To White (2002), a questionnaire is regarded as a series of questions, each one providing a number of alternative answers from which the respondents can choose.

The researcher used questionnaires which made up close ended and open ended and distributed them physically to 100 teachers in the 20 public primary schools in the Ilala municipal. The instruments were chosen because the targeted population was considered literate which minimized the interpretation of the questions for their understanding to capture reliable information.

The questionnaires were divided into different sections including data on the background information of the respondents, items on strategy to motivate teachers, items on factors that lead to motivation. Likert scale was used in questions which were testing on the degree of respondents' agreement with particular variables of the study.

3.7.2   Interview Schedules

According to Enon (1998) the interview technique requires the researcher to ask questions orally or vocally. The technique involves face-to-face interaction between individuals leading to self-rapport. It is advantageous because it is quite flexible, adaptable. According Kothari (2004) the interview method for collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses.

This methods can be used through personal interview and if possible, telephone interview. The researcher used interview schedules to collect data from head teachers. Kerlinger (1973) observed that more people are willing to communicate orally than in writing, this therefore provided data more readily in an interview. The interview schedule structured based on the research questions of the study.

3.8   Piloting of Research Instruments

The instruments of the study were tested in the schools which did not participate in the actual study. The piloting ensured clarity of the final instruments for the actual data collection. The purpose of pre-testing assists to find out any weakness that might be contained in the instruments of the study.

3.8.1   Validity

Validity refers to the quality that a procedure or an instrument (tool) used in the research is accurate, correct, true, meaningful and right (Enon, 1998). According to Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represents the phenomena under study. A validity instrument should

accurately measure what it is supposed to measure. After administering the instrument to the selected respondents, the data will be a true reflection of the variables under study.

3.8.2   Reliability

Reliability is stability or dependability of an instrument or procedure in order to obtain information. Reliability therefore means that whatever is done should be done consistently (Enon, 1998). The research was also reliable as relevant people such as head teachers and teachers participate during the pilot study. Questions being asked and the method used were included in the research. To test on the reliability of the instruments the split-half method was used. This technique requires the researcher to split the instruments into two halves and correct the subjects' scores on the two halves.

3.9   Data Analysis Procedurre

Primary data from the field were coded, translated and arranged into specific categories. Coding was intended to organize and reduce research data. Basing on triangulation approach, quantitative data were analyzed using descriptive statistics using Statistic Package for Social Science (SPSS) while qualitative data from the interviews were subjected to content analysis

3.10   Ethical Consideration

Ethics is a set of moral principles suggested by an individual or group and which is widely accepted, it entails official rules and behavioral expectations about the correct conduct towards experimental subjects and respondents, employers, sponsors, other

researchers, assistants and learners (De Vos *et al.,* 1998). Ethical considerations are very important when research is conducted. Cohen *et al* (2002) identify three main areas of ethical issues when interviews are used, namely informed consent, confidentiality and consequences of the interview. To these, Blaxter *et al.* (2003) add the aspect of being truthful and the desirability of the research. It is the responsibility of the researcher to do everything possible to respond to these issues. In this study the following ethical measures were adhered to in the process of data collection, analysis and dissemination.

(i)   Participants were contracted for participation in the study either face to face or telephonically whereby they were informed of the purpose of the study. They were also assured about confidentiality before, during and after the research.

(ii)   The participants chose the time and date of their convenience.

(iii)   Written permission to conduct the research at sites was sought and obtained from the Ilala Municipal Education Officer.

(iv)   To guarantee confidentiality, anonymity, non-identifiable and non-traceability of the participants, the researcher used codes instead of names.

(v)   The participants to be informed about the research findings.

CHAPTER FOUR

4.0 FINDINGS AND DISCUSSION

4.1   Introduction

This study examined the role of school leadership on teacher motivation. The specific objectives were to explore teachers' views on the most effective strategy for the heads of schools to motivate teachers; to examine teacher personal factors leading to motivation and; to assess school level factors leading to motivation.

Table 4.1: Number of Schools and Number of Respondents

		Frequency	Valid Percent	Cumulative Percent
Valid	1	6	5.0	5.0
	2	6	5.0	10.0
	3	6	5.0	15.0
	4	6	5.0	20.0
	5	6	5.0	25.0
	6	6	5.0	30.0
	7	6	5.0	35.0
	8	6	5.0	40.0
	9	6	5.0	45.0
	10	6	5.0	50.0
	11	6	5.0	55.0
	12	6	5.0	60.0
	13	6	5.0	65.0
	14	6	5.0	70.0
	15	6	5.0	75.0
	16	6	5.0	80.0
	17	6	5.0	85.0
	18	6	5.0	90.0
	19	6	5.0	95.0
	20	6	5.0	100.0
	Total	**120**	**100.0**	

Source: Field Study 2014

This chapter presents an analysis and discusses the findings obtained from the field through questionnaire and interview schedule. The study samples were 120 respondents comprising of 20 head teachers and 100 teachers. The Table 4.1 shows the artificial names of the schools, number of teachers who responded to the study. The school artificial names were labeled by primary 1 to primary 20.All the schools had five primary teachers and one head teacher.

Table 4.2: Distribution of the Respondents by Render

		Frequency	Valid Percent	Cumulative Percent
Valid	**male**	**30**	**25.0**	**25.0**
	female	90	75.0	100.0
	Total	**120**	**100.0**	

Source: Field Data (2014)

Table 4.2 shows respondents' gender. It turned out that 25 per cent of t teachers were male while 75 per cent were female. From the findings of the study it can be said that there are many female teachers in public primary schools in Ilala district. The reason for large concentration of female teachers in Ilala district could be attributed to female teachers joining their husbands who work in the district. These are as presented in Table 4.2.

Table 4.3: Distribution of Respondents by Age Bracket

		Frequency	Valid Percent	Cumulative Percent
Valid	18-25 years	1	.8	.8
	26-35years	28	23.3	24.2
	36-45years	48	40.0	64.2
	46-55years	34	28.3	92.5
	above 55	9	7.5	100.0
	Total	**120**	**100.0**	

Source: Field Study 2014

Table 4.3 shows the age distribution of the respondents, it shows that 8 per cent of the respondents fall within 18-25 year group, 23.3 per cent are in the age group of 26-35 years, 40 per cent of the population fall within the age group of 36-45, 28.3 per cent of the respondents fall within 46-55 years group and 7.5 per cent of the population belonging to the age group of above 55 years.

Table 4.4: Distribution of Teachers by Highest Academic Qualification

		Frequency	Valid Percent	Cumulative Percent
Valid	grade IIIA	79	65.8	65.8
	diploma in education	30	25.0	90.8
	bacheor in education	11	9.2	100.0
	Total	**120**	**100.0**	

Source: Field Data (2014)

Table 4.4 displays teacher responses to question which asked them to indicate their highest academic qualification. It turned out that 65 per cent of respondents had teaching certificate (teacher Grade IIIA). The study also found that 25 per cent had diploma in education and that 9.2 per cent had Bachelors Degree in Education. From the findings of the study, it can be said that teachers in public primary schools in Ilala District were qualified.

Table 4.5: Distribution of Teachers by Teaching Experience

		Frequency	Valid Percent	Cumulative Percent
Valid	2-5 years	4	3.3	3.3
	6-10years	27	22.5	25.8
	11-15years	33	27.5	53.3
	over 15years	56	46.7	100.0
	Total	**120**	**100.0**	

Source: Field Data (2014)

From the result most of the teachers in the study area didn't think that academic qualification can serve as a form of motivation. This could be adduced from the fact that in the teaching profession little is added to the teacher's salary after attaining with higher qualification

Table 4.5 presents teachers' responses to the question which asked them to indicate the period for which they had taught in school. It turned out that 3.3 per cent of the respondents indicated that had taught for a period between 2 to 5 years, 22.5 per cent of the respondents had taught for a period between 6 to 10 years, 27.5 per cent of the respondents had taught between 11 to 15 years and that 46.7 per cent have taught for a period of above 15 year. From the findings of the study, it can be said that majority of participants had taught for a long period of time.

Table 4.6: Position of Respondents

		Frequency	**Valid Percent**	**Cumulative Percent**
Valid	head teacher	20	16.7	16.7
	primary teacher	100	83.3	100.0
	Total	**120**	**100.0**	

Source: Field Data (2014)

Table 4.6 shows the respondents' employment position. Head teachers were 16.7 per cent and primary school teachers were 83.3 per cent, all them were participated on the research study were 120 respondents.

4.2   Findings

4.2.1   Teachers' Views on the Strategies to Motivate Teachers

The strategies that lead to teacher motivation in developing countries are relevant to Tanzania since teachers in Ilala district are also motivated by a combination of these

strategies. What became evident in this study, however is that motivation is determined by the degree of matching between individuals and the specific context in which they work.

The first research objective was to explore the teachers' views on the most effective strategy for the heads of schools to use in order to motivate teachers. This objective aimed at finding information on various strategies employed by the head teachers that the teachers considered to be effective in motivating them to teach in public primary schools in Ilala municipality. The data was collected through interview and questionnaire from 20 primary schools.

The question was: *The school management provides me with the needed teaching and learning materials. Responses from the questionnaire are indicated in Table 4.7.*

Table 4.7: The School Management Provides me with the Needed Teaching and Learning Materials

		Frequency	Valid Percent	Cumulative Percent
Valid	strongly disagree	22	21.8	21.8
	Disagree	60	59.4	81.2
	not sure	10	9.9	91.1
	Agree	8	8.9	100.0
	Total	**100**	**100.0**	
Missing	System	20		
	Total	**120**		

Source: Field Data (2014)

Table 4.7 shows the results of whether the school management provides teachers with teaching and learning materials. 21.8 per cent strongly disagreed, 59.4 of the respondents were disagreed, 9.9 per cent of the respondents were not sure and 8.9 per cent of the respondents agreed. The results are clear that most of the respondents as shown in the table above indicated that the school management did not provide them with teaching and learning materials.

As a result teachers teach without the necessary teaching and learning materials. The teaching and learning materials were essential because they contributed on learners' understanding by arousing learner concentration on topic taught so the absence of them led to poor understanding and hence poor academic performance which associated with students' mass failure.

The researcher found that availability of teaching and learning materials and resources is one of helpful way of supporting teachers. The teachers emphasized that when resources were provided, teachers felt inspired and more confident to teach since they were able to develop new teaching strategies. In this regard some teacher respondents commented as follows:

Teacher I: *If the head teacher providing us with all necessary instructional materials and resources we are motivated to meet school expectation because we feel the head teacher expectation are high in terms of good results.*

Others pointed to inadequate instructional supplies as a contributing factor to frustration for both teachers and learners which impeded progress in meeting

instructional objectives. Participant teachers complained that lack of teaching and learning resources and materials negatively impacted on teacher motivation.

Teacher II*: I feel helpless and humiliated when a learner also asks me for textbook and I can't help them.*

Teacher III*: For example, I gave homework, but learners were not able to do it well because they do not have textbooks and reference materials. This discouraged me since I couldn't arouse any interest from my learners through homework.*

An interesting finding relating to teaching and learning resources is that although the resources were available in some schools, teachers did not use them because they were afraid of damaging them and be held responsible.

Teacher IV: *The resources are there but I won't dare use them…..you are warned that if you break them, you will have to bear the cost .So I prefer not to use them .I have the feeling the school management does not trust me.*

Whatever the reason for not employing appropriate resources it was clear from the questionnaire with teacher participants that scarcity of resources and materials make the teachers less effective and supportive. This has an impact on learner achievement and in turn on teacher motivation. A follow up question in the interview with the head teachers showed that the availability of resources and materials is not prerequisite for teachers to be more motivated. However, lack of resources and materials impacts negatively on teachers' motivation.

Head teacher I: *It is my responsibility to ensure the availability of teaching and learning materials but the capitation grant I receive to run a school is not enough to meet all the necessary expenses of my school especially teaching and learning resources, so teachers are supposed to teach without them and this leading to de-motivation.*

Head teacher II: *I tried my best to provide resources and materials because I know that teaching and learning resources and materials motivate teachers and have confidence in their teaching.*

The researcher wanted to find out about the head teachers' role in motivating teachers. As mentioned earlier, the principal as a leader must be able to encourage improvement of teaching competence of teachers through teacher empowerment potential (Pongoh, 2008). In this regard respondents acknowledge the importance and the right to participate in decision-making process concerning school goals.

These responses were given when answering the question:

Explain how would you involve teachers in decision-making?

The researcher found that teacher empowerment is associated most particularly with the opportunity to exercise professional judgment, to hold views and opinions about school matters on school meetings. When they are empowered in these ways, they become more committed to teaching and endeavour to attain school goals. This is evident from the following comments given by the teachers:

Teacher I: *I was appointed by the head teacher to form part of the school committee. This increases my self-esteem and I become motivated to prove to others that I am a good teacher.*

Teacher II*:   It could be good for us as teachers to sit together with school management in order to discuss different issues regarding school development. This will contribute to the teachers' level of motivation.*

The fact that teacher empowerment assures staff that they are valued as reliable, not only encourages them but also motivates them to take initiatives in their pursuit of teaching and learning process.

Teacher III*:   The head teacher gave the teachers responsibilities and hence it means to solve learners' problems personally at our level. I feel happy to be a person relied upon by my head teacher.*

An interesting phenomenon relating to teacher involvement in decision-making that emerged from teachers was that head teachers delegate power and responsibilities mainly to only a few privileged members of staff.

Teacher IV: *Only few privileged teachers have their say in the school.....we are not involved in decision making as a result, I feel am considered an inferior, a second grade teacher……I feel marginalized.*

Besides teachers, the head teachers also respond this question. An interview with the head teachers produced the following responses:

Head teacher: *Empowerment brings along with it a sense of responsibility. When you involve a teacher in decision-making, he/she begins to think that they are more important and more concerned with the school.*

Head teacher II*:   I perform transparency in all issues I do as a school leader and I involve teachers in decision making if needed. Teachers are given*

opportunity to discuss matters concerning school development and

learners performance.

Head teacher III: *Through meetings every teacher has equal chance to contribute*

his/her views. This creates a sense of belongingness among teachers.

Teachers' participation in decision making improves their morale as they are always willing to be involved or consulted by the head teacher in school matters. However, teacher involvement in Ilala district relates mainly to extra curricula activities while heads of departments and senior teachers are consulted for decision making with regard to school goals and development.

The strategies used by the head teachers to motivate teachers were almost the same as teacher participants explained. Contributing more to the objective on the teachers' views regarding the strategies to motivate teachers; teacher participants mentioned that availability of teaching and learning materials and resources as well as empowerment (participation in decision making process) as the strategies which if employed properly by the head teachers would motivate them to work effectively. Therefore the head of schools should ensure the availability of teaching and learning materials and teachers' involvement in decision making so as to make teachers work effectively.

4.2.2 The Teacher Personal Factors for Motivation

The second research objective was to examine the teacher personal factors leading to motivation. Questionnaires were used for teachers of all selected schools to get

information about the factors that motivate them to work effectively. They were responding to the question; *List down at least four factors that motivate you at work.*

The questionnaires provided to teachers produced the following responses:

Teacher I: *To me as a teacher, good work condition, good leadership, collegiality and students discipline are among factors that motivate me to work effectively. Despite of low pay (salary) these things encourage me to work hardly and responsibly.*

Teacher II: *Allowances for extra duty, availability of teaching and learning resources and materials, and the school management to provide meal for teachers and salary increment are things when considered will motivate me as a school teacher.*

Teacher III: *The factors that motivate me are many……. But the most important one for me in order to work effectively; are provision of meal this is because we teachers spend our money (salary) to buy meal during work hours as you know we receive low salaries, recognition and respect by the community, provision of houses for teachers this is because we spend a lot of money for house rent so the school leadership and government should take serious measures to help us with these matters.*

Findings above are consistent with the findings from the study done by Aacha (2010) on motivation and the performance of primary school teachers. The researcher found that positive relationship, interaction with people from many areas; recognition and

respect accorded to teachers by community and provision of accommodation were key factors in motivating teachers. The researcher also suggested that government should build up teachers' houses so as to enable teachers live within the school and reduce late coming and absenteeism.

Table 4.8: School Leadership Support to Staff is Encouraging

		Frequency	Valid Percent	Cumulative Percent
Valid	strongly disagree	26	26.0	26.0
	Disagree	49	49.0	75.0
	not sure	14	14.0	89.0
	Agree	4	4.0	93.0
	strongly agree	7	7.0	100.0
	Total	**100**	**100.0**	
Missing	System	20		
	Total	**120**		

Source: Field Data (2014)

Table 4.8 presents responses to the question *"is school leadership support to staff encouraging?"* 26 per cent of the respondents strongly disagreed, 49 per cent disagreed, 14 per cent were not sure, 4 per cent agree and 7 per cent of the respondents strongly agreed. The results indicate that there is lack of leadership support for respondents. Leadership support can manifest in the form of achievement recognition, support to teachers and giving encouragement to teachers.

Teachers need to be supported when they are in difficulties like in times of loss of a loved one, finding accommodation for newly posted recruited teachers, getting

financial support to solve a pressing need. The results showed that poor administration support impacted negatively on teachers' motivation. A follow up question with the head teachers aimed to get information on their personal approach that they use as heads of schools to improve teacher self- commitment and motivation. The interview schedule was used to get information from the field.

The question was: *What personal approach do you use to improve teacher self-commitment and motivation?*

The following were responses from some school head participants:

Head teacher I*:   I always encourage teachers to participate and voice out their opinions on issues I raise in staff meetings. I always try to make them feel comfortable that there is cordial relationship between the head teacher and the teachers. I don't want to make them feel that they are inferior parties.*

Head teacher II*:   I use a reward system to encourage teachers who have performed is high in their subjects compared to other teachers' performance .By doing so the reward given motivates teachers to do all their best in order to show their excellence .I reward my teachers with gifts from money I receive from capitation grant administration expenses and other charges (OCs).*

Head teacher III: *In order to improve teacher self-commitment, I put the attendance register in every class and every teacher is obliged to sign in at the end of his/her period. Also I conduct monthly test to make teachers evaluate*

themselves from learners test performance. I do this because I don't

have money to reward them and as you know teachers need allowances

in terms of money and not as I do, all in all this helps to improve

teachers' self commitment and motivation at my school

From the findings above, school head teachers mentioned that they tried their best to ensure teachers were self-committed and motivated by employing different approaches according to the situation. They mentioned that they encouraged teachers to voice out their opinions; rewarded teachers who passed many students in national examination; put attendance register for teachers to sign on at the end of his/her period. It was clear from the interview that that head teachers employed various approaches to improve teachers' self-commitment and motivation but teachers mostly needed to be rewarded in terms of money as a result teachers felt helpless s and de-motivated. This situation led to poor teaching where by teachers taught below their capacity of teaching and thus learners' academic performance decreased and this precipitated what we call current mass failure of the learners.

Table 4.9: Head Teacher Supervision

		Frequency	Valid Percent	Cumulative Percent
Valid	strongly disagree	15	15.0	15.0
	Disagree	45	45.0	60.0
	not sure	29	29.0	89.0
	Agree	11	11.0	100.0
	Total	100	100.0	
Missing	System	20		
	Total	**120**		

Source: Field Study 2014

Table 4.9 shows results on how regularly head teachers supervised by their school heads. 15 per cent strongly disagreed. 45 per cent disagreed, 29 per cent were not sure while 11 per cent agreed. The success or the failure of the school weighs so much on the shoulders of head teacher. To see to it that school performs its mandate of producing future change agents in society, the head teacher is duty bound to regularly supervise the teachers who work under him or her. As mentioned by Steyn (2002). The success and failure of the schools depend largely on the action and inaction of the head teachers; leadership style has a profound influence on the job motivation of staff members.

The researcher found that 15 per cent of respondents strongly disagreed, 45 percent disagreed and 29 per cent of the respondents were not sure that they are motivated by their head teachers to work while 11 per cent agreed that their head teachers motivated them to work. It can therefore be concluded that head teachers' supervision in public primary schools in Ilala was low. This implies that there is a need for the school heads to conduct regular supervision so as to influence teachers work motivation. Thus it is concluded that regular supervision by head teachers has an impact on the teachers to put in more effort in their work and vice versa.

4.2.3 The School Level Factors Leading to Teacher Motivation

The third objective aimed to assess school level factors leading to teacher motivation. This objective aimed at determining whether there were the factors at school level that accelerate teachers work motivation. The question was: How does work environment affect teacher motivation? The questionnaire and interview schedule were used to seek information of this objective.

Table 4.10: Conduciveness of School Environment and Motivation

		Frequency	Valid Percent	Cumulative Percent
Valid	strongly disagree	25	25.0	25.0
	Disagree	59	59.0	84.0
	not sure	11	11.0	95.0
	Agree	5	5.0	100.0
	Total	100	100.0	
Missing	System	20		
Total		**120**		

Source: Field Study 2014

Table 4.10 shows responses to the question which wanted to determine whether work conditions in the schools was conducive. 25 per cent strongly disagreed, 59 per cent disagreed, 11 per cent were not sure and 5 per cent agreed. From the study it is evident that work conditions within which teaching and learning takes place was not the best. From the responses, a majority of respondents reported that they did not have staff common rooms, chairs and tables (teachers were sitting on pupils' desks) and the general physical condition of infrastructure in the school were not the best.

According to Herzberg (1969) physical environments were an important aspect of work condition for teacher motivation. Physical environment according to this study refers to class size, teaching load, teaching and learning resources and the overall condition of the school site. In this regard good physical conditions impact positively on teacher motivation and boost their self-image because they have the feeling that they are working in a conducive environment with all facilities and they feel proud to belong to such a school. The teachers indicated that they appreciated a spacious

staffroom and comfortable staffroom as a sign that they are appreciated as professionals. From the above it is concluded that when the physical condition of the teachers are inadequate, teachers' feelings of professionalism and morale are boosted up and teaching and the learning process in such a school is improved too; and hence favorable academic performance takes place.

The interview schedule for head teachers on the same question also confirmed the responses given by the teachers. They claimed that school environment had a positive impact on teacher motivation because it consisted various factors which they facilitated school performance. To them those factors were parents' involvement, teaching allowances and attractive surrounding.

The study found that lack of those factors resulted into poor morale for teachers leading to negative impact on teachers work motivation as a result poor performance of learners. Some of these responses were as follow:

Head teacher I*: Negative responses from parents especially in fund raising and contribution, low level understanding about education issues among parents effect teacher work morale. This is because the involvements of parents in the school matters have positive impact on teachers' motivation.*

Head teacher II: *The absence of teaching allowances de-motivate teacher to work effectively. If this allowances is available, they increase the teachers level of motivation because we as teachers we receive no allowance instead of our salary so the situation de-motivate teachers, as they said*

their fellow civil servant with the same qualification receive huge

salaries and they have allowances.

The findings above are correlated with the findings from the study by Belle (2007) who concluded that teachers were proud to work in very attractive surroundings with well maintained facilities and impressive infrastructure. Collaboration, communication and collective problem solving generated a sensory professionalism, mutualism care and support amongst teachers.

So teachers who worked in unattractive surroundings with poor facilities and depended mostly on salary were likely get engaged in petty business so as to fulfill their basic needs such as house rent, bus (daladala) fare. School heads participants mentioned that conducive environment motivated teachers thus making them willing to stay longer at their work places hence increasing their contact hours with the students.

Table 4.11: Feeling Comfortable and the Cooperative with my Colleagues

		Frequency	**Valid Percent**	**Cumulative Percent**
Valid	strongly disagree	11	11.0	11.0
	Disagree	64	64.0	75.0
	not sure	17	17.0	92.0
	Agree	8	8.0	100.0
	Total	100	100.0	
Missing	System	20		
Total		**120**		

Source: Field Data (2014)

Table 4.11 shows the results of whether teachers felt comfortable and cooperative with their colleagues.11 per cent of respondents strongly disagreed, 64 per cent disagreed, 17 per cent were not sure and 8 per cent agreed.

The result indicates that high percent respondents disagreed. This implies that most teachers' work is carried out individually without much support from colleagues. The nature of interpersonal relationship amongst colleagues can contribute to job motivation and de-motivation. From the empirical investigation it is clear that similar conditions are present at selected schools in Ilala district. The prevalence of collaboration, comprehension, communication and collective problem solving amongst staff has significant positive impact on teachers motivation in terms of cohesion. This implies that the head of schools in Ilala district have the obligation to ensure and maintain interpersonal relationship ties within their schools so as to improve teachers' motivation.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter is the last of the five chapters of this research report. Chapter 1 provided background information on the study. It also stated the statement of research problem, aim and specific objectives of the study, research questions and definition of key terms used in this study. Chapter 2 presented a review of related literature basing on empirical investigation of various studies and explained two theories of motivation. Chapter 3 highlighted research approach and design, area of study, target population, sample size sampling procedures, data collection instruments, data collection procedures, data analysis and explained the ethical consideration while. Chapter 4 analyzed and discussed the findings obtained from the field. The present chapter has presented the summary of the study, conclusions drawn from the study and recommendations made by the researcher.

5.2   Summary of the Study

This study was conducted to examine the role of school leadership in motivating teachers in Ilala District, Dar es Salaam City. The main purpose was to explore the views of the teachers on the effective strategies that heads of schools can use to motivate teachers, teacher personal factors leading to motivation; and the school level factors leading to motivation. Both qualitative and quantitative data were collected through questionnaires and interview schedules. The totals of 120 respondents were targeted by the study. This was constituted 100 teachers and 20 head teachers. Basing on triangulation approach, quantitative data were analyzed by

using Statistical Package for Social Science (SPSS) while qualitative data we subjected to content analysis. The results of the findings have revealed that the most effective strategies for the heads of school to use were; provision of teaching and learning materials, teachers involvement in decision making while teachers suggested that interpersonal relationships, sense of belonging, working conditions were among factors that motivated them to work effectively. It is therefore, concluded that the head of schools should ensure the improvement of school environment as well as bolstering teachers capability to develop teaching and learning materials.

5.3   Conclusion

From the findings of the study it can be concluded that teachers in Ilala district were less motivated due to absence of external motivations like conducive work conditions, recognition, allowances and accommodation, status, interpersonal relationships, participation in decision making, parents' involvement and salary. This study has further revealed that young teachers are least motivated than older teachers, female teachers are more motivated than male counterparts.

The general picture that study has revealed is that teachers in the study area are not motivated about their work. Although teachers were passionate about their job, they were not motivated with their job due to absence of external motivation like high renumeration, conducive work conditions, status, lack of administration support, recognition and general lack of teaching and learning materials. Despite the above factors which cause de-motivation among teachers, teachers in the present study were motivated with interpersonal relationship with their colleagues, head teachers

and learners. The findings also showed that the higher the level of demotivation to teachers, the higher the level of students' poor performance; so there is a need to balance the equation so as to save the district as well as the nation at large from decline in teacher performance because the situation could led the mass student academic failure.

5.4   Recommendations

5.4.1   Recommendation for Immediate Action

Based on the conclusions made, it is recommended that:

1. Schools should ensure that school environments are conducive enough for teachers to be motivated with their job. This can be achieved by ensuring that there is an adequate supply of teaching and learning resources.

2. The study also recommends that teachers should be numerated well to motivate them in their job. This can be achieved through offering them incentives and rewards, especially to teachers whose students perform better in the subjects the teach. This will encourage them to improve teaching.

3. The school heads should conduct supervision by visiting classes regularly to get first hand information for him or herself.

4. The Ministry of Education should involve teachers in formation of educational policies. This will make teachers provide inputs which will impact on their livelihood in a positive manner. This may lead to policy formulation that will address issues affecting teachers directly than those issues that do affect general education.

5. Head teachers in Ilala district should develop a network of head teachers aimed at creating a culture of mutual dependency and support about effective instructional leadership strategies. In accordance with the networking suggestion, head teachers should do inter- visitation where they learn how to improve their instructional leadership practices through pear learning and coaching.

5.4.2 Recommendations for Further Study

The research findings are geographically limited because the study investigated teacher motivation and school leadership within one district of Tanzania. The sample used did not include learners whose perception and opinions of teacher motivation could have resulted in a deep understanding of teacher motivation.

Further research should be conducted to investigate the effects of teacher motivation on learner motivation since learning is usually the outcome of teaching. Similar research should be done in other districts on the effect of the school leadership style on teacher motivation which was not the concern of the study.

Another area that needs investigation is teacher motivation in public primary school compared with teacher motivation in private primary schools in order to understand the similarities and differences of approach used by school heads to motivate teachers in these schools.

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APPENDICES

Appendix 1: Questionnaire for Teachers

SECTIONJ A: BACKGROUND INFORMATION

1.   Name of your school

2.   Gender: Male   (   )   Female (   )

3.   Age :   18 – 25 years (   )   26 – 35 years ()   36 – 45 years (   )

      46 – 55 years (   )   Above 55 years (   )

4.   What is your highest education qualification?

      Grade III A   (   ) Diploma (   ) Bachelor (   )

      PGDE (   ) Master (   )

5.   How long have you been in the teaching profession?

      Less than two years (   ) 2- 5 years (   ) 6 – 10 years   11 – 15 years (

)over 15 years   (   )

6.   How many learners are you teaching per class?

      25 – 30 (   )   31 – 35 (   ) 41 – 45 ( ) Above 51 (   )

7.   For how long have you taught in this school

      ……………………………………………………………………….……………

      ……………………………………………………………………………………….

SECTION B: TEACHERB MOTIVATION SURVEY

8.   Many times people talk of motivation, what is motivation?

      ……………………………………………………………………….……………

      ……………………………………………………………………………………….

9.   What do you consider to be the most effective way to motivate teachers?

………………………………………………………………………….…………

………………………………………………………………………………………….

The following are the perceived factors influencing motivation among teachers. Please select the appropriate response by ticking the one of which you feel most correctly describe how best you feel about your job.

10.   I am satisfied with my job

(a)   Strongly disagree

(b)   Disagree

(c)   Not sure

(d)   Agree

(e)   Strongly agree

11.   I am motivated with my job

(a)   Strongly disagree

(b)   disagree

(c)   Not sure

(d)   Agree

(e)   Strongly agree

12.   My head teacher motivates me to work?

(a)   Strongly disagree

(b)   Disagree

(c)   Not sure

(d)   Agree

(e)   Strongly agree

13.   My job provide me with the feeling of recognition

(a)   Strongly disagree

(b)   Disagree

(c)   Not sure

(d)   Agree

(e)   Strongly agree

14.   I feel comfortable with the cooperation effort from my colleagues?

(a)   Strongly disagree

(b)   Disagree

(c)   Not sure

(d)   Agree

(e)   Strongly agree

15.   School leadership support to staff is encouraging?

(a)   Strongly disagree

(b)   Disagree

(c)   Not sure

(d)   Agree

(e)   Strongly agree

16.   The school management provides me with the needed teaching and learning

        materials?

(a)   Strongly disagree

(b)   Disagree

(c)   Not sure

(d)   Agree

(e)   Strongly agree

17.   The head teacher allows you to contribute to decision making in the school.

     (a)   Strongly disagree

     (b)   Disagree

     (c)   Not sure

     (d)   Agree

     (e)   Strongly agree

18.   Working condition in this school is condusive

     (a)   Strongly disagree

     (b)   Disagree

     (c)   Not sure

     (d)   Agree

     (e)   Strongly agree

19.   The head teacher of this school leads by good examples?

     (a)   Strongly disagree

     (b)   Disagree

     (c)   Not sure

     (d)   Agree

     (e)   Strongly agree

20.   The head teacher regularly supervise classes

     (a)   Strongly disagree

     (b)   Disagree

(c)   Not sure

(d)   Agree

(e)   Strongly agree

21.   Have you ever attended any in-service training organized for teachers?

Yes (   )   No (   )

22.   List at least four factors that motivate you at work place.

(a)   _____

(b)   _____

(c)   _____

(d)   _____

23.   What four things do you think if added to your working environment would

motivate you to do your work?

(a)   _____

(b)   _____

(c)   _____

(d)   _____

24.   Why do teachers leave the profession for other job?

(a)   _____

(b)   _____

(c)   _____

(d)   _____

25. What would you recommended to be done in improving teacher motivation.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

Thank you for your time and cooperation

Appendix 2: Interview Schedules for Head Teachers

1.   For how long have you served as a school head teacher?

_____

_____

_____

2.   Are you satisfied with your job as a school head teacher?

Yes (   )   No (   )

Briefly explain your answer

_____

_____

_____

3.   Tell me what do you do to motivate teachers to teach?

_____

_____

_____

4.   Please explain how you involve teachers in decision making?

_____

_____

_____

5.   How does work environment affect teacher motivation?

_____

_____

_____

6.　　What else do you do to motivate the teachers?

_____

_____

_____

7.　　In what other way are you making your teachers feel proud and motivated?

_____

_____

_____

8.　　What personal approach do you use to improve teacher self-commitment and motivation?

_____

_____

_____

Appendix 3: Permission Letters

The Open University of Tanzania
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P. O. Box 23409
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Chuo Kikuu Huria cha

S. L. P 23409

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Dar Es Salaam.Tanzania

21.05.2014

Director of Research and Publications Postgraduate Studies
OUT

RE: LETTER OF PERMISSION FOR FIELDWORK: JOHARI MUSA: REG:

HD/E/628/T.12

Kindly refer to the heading of this letter Johari Musa, a Master of MED APPS in the

Faculty of Education has successfully developed her proposal: **Role of School**

Leadership on Motivating Teachers. A Case of Ilala Municipal Dar es

salaam

Johari is ready to collect data immediately.

Thank you.

Dr. Elinami Swai