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AN EFFECTIVE LEADERSHIP MODEL FOR TEACHING MOTIVATION IN SECONDARY SCHOOLS IN SERENGETI DISTRICT, TANZANIA

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Abstract

This study assessed the effective leadership model for heightening teaching motivation in secondary schools in Serengeti District Council. It adopted mixed methods research approach and convergent parallel design. Data were collected from 93 respondents through interviews and questionnaires. The study was guided by Herzberg's Two-Factor Motivation Theory. The findings identified an effective leadership model with five critical leadership practices that contribute significantly to teachers' motivation. The leadership model embraces the provision of opportunities for professional development, giving constructive feedback and support, fostering collaborative culture, giving teachers' autonomy and regularly recognising and celebrating teachers' success and accomplishments. The model emphasized that giving constructive feedback and support creates a sense of teaching morale in doing teaching roles and motivating students learning habits. These findings underscore the critical role of school leadership in cultivating a motivated and empowered teaching workforce. The study contributes to educational leadership literature by providing practical and evidence based insights for school leaders aiming to enhance teaching motivation.

Keywords: Leadership model, motivation and Public secondary schools, educational leadership, mixed methods approach.

1. INTRODUCTION

Motivation is an articulation of forces which drive an individual to pursue a particular course of action (Gabriela, 2015). It is an internal state of affairs that imitates, directs and sustain the behaviour of an individual overtime. Motivation can be classified into intrinsic and extrinsic motivation. Intrinsic motivation aims to

achieve internal goal and gratification from the action itself. Extrinsic motivation has an external goal such as achieving a reward like pay and prestige (Ryan & Deci, 2020). Teacher's motivation has been a matter of great concern in many developing countries, including Tanzania. UNESCO (2015) argued that

motivating teachers appropriately will not only positively affect their self-efficacy but also increase the quality of education the children receive.

Motivated teachers tend to work harder and more effectively than those who are not, resulting in improved student learning and academic performance. This is because teacher motivation significantly influences job performance and plays a critical role in both school success and students' academic achievement (Kelvin, 2016). Over the past decades, teacher motivation has attracted considerable attention in mainstream educational discourse. It is now regarded as a key component of teacher efficacy and professionalism, particularly given the central role teachers play in imparting knowledge and skills to learners (Davidson, 2004).

Highly motivated teachers are widely recognized as essential to the success of any educational system. The effective functioning of a school largely depends on the leadership of school heads, who are responsible for fostering teacher motivation through inspiration, support, constructive feedback, and the creation of a conducive working environment. Leadership styles can greatly influence how motivated teachers feel in their roles. Furthermore, organizational success—whether in education or business—is closely linked to a motivated workforce, as employee dedication and hard work are major contributors to institutional performance (Forson, Ofosu-Dwamena, Opoku & Adjavon, 2021). In recognition of this, governments worldwide, including Tanzania, have continued to invest in strategies aimed at motivating their public service workforce (Tanzania Public Service Pay and Incentive Policy, 2010).

Good supervisor and managers maintain positive attitude of valuing employees and treating them fairly through designing supportive environment, which motivate employees. The key to create the efficient motivation system is by answering the question on 'what really motivate employees'? In Tanzania, strong evidence exists that the vast majority of teachers particularly in secondary schools are unhappy with their motivation schemes such as salary, housing, workload and status within the community (see, Davidson, 2007; Kambuga, 2023; Swai, 2022). Over time, poor motivational conditions in secondary schools have significantly undermined teachers' willingness to perform both teaching and non-teaching duties effectively and professionally.

A study by Chelwa, Pellicer and Maboshe (2018) examines the impact of the rural hardship allowance on teacher retention and educational outcomes in Zambia. It highlights issues such as delays in salary payments and the challenges teachers face when traveling to urban centers to collect their payments. This would mean that these teachers were struggling with their working conditions and unpleasant managerial procedures. Teachers in this situation would be psychologically affected, would also affect the inside of the schools and the entire schools' academic performance. Ngobeni (2004) in the Zeerust District of South Africa posited that leadership managerial behaviour at school centre is a foundation of good and effective teaching motivation. Likewise, schools that lack effective leadership managerial behaviour do not perform well (Ngobeni, 2004). The current study assessed an effective leadership model that influences teachers' motivation in Serengeti District council. The running question was 'what is an effective school leadership model for teaching motivation in secondary schools?'

2. LITERATURE REVIEW

The Concept of Leadership

Wanga (2011) contended that leadership is vital and leaders have multiple responsibilities in organizations. Leadership is incorporated within different hierarchical and authoritative levels and embedded in individuals, and managerial units. The role of leaders in an organization is critically linked with the performance of an organization. An organization can be more effective and significant if the important investments are made by an organization, the organization with effective leaders tend to perform well compared to organizations with ineffective leaders. Leadership by its definition is an act of influencing others so that they feel like devoting their psychological state into performing organizational tasks (Yukl, 2013). The other employee may go further by feeling committed towards organizational goals' attainment. Leaders who are participative in their managerial endeavours embrace honesty, consideration, fairness and care in handling employees and activities (Ngirwa, 2013). According to Bass (2006), leadership is considered as a key issue in any given institution and effective practice of leadership are reported to have a positive relationship and increased organizational effectiveness and performance. It is therefore, very important for the heads of schools especially in Serengeti District to understand the different type of leaders' behaviours that motivate and demoralise teachers.

Teachers Motivation

Ormrod (2018) defines the term "motivation" as an internal process that energizes, directs and sustains certain behaviour. People in any organization must have motives that trigger their willingness to perform organizational tasks; they only do that unless there is a motivator. It is a psychological construct that denotes the disposition to act and direct behaviours according to the goal (Arango, 2008). Motivation like most of the psychological process develops throughout the life span and is influenced by both biological and environmental factors. Orumwene (2018) sees motivation as the strength of the person work related behaviour that individual exhibit in applying efforts on their work tasks. But regarding this study motivation implies the provision of incentives and professional support to encourage teachers' work performance. Therefore, it's important for any organization like secondary schools to be led by leaders who will give motivation of any means to the workers (teachers) for the sake of good performance of the students and the school in general.

Herzberg's Two-factor Theory of Motivation

Herzberg's Two-Factor Theory of Motivation developed by Herzberg in 1959 was employed in this study. The theory was highly suitable for determining effective leadership models for teacher motivation in secondary schools, as it directly addressed the factors that influence job satisfaction and motivation. The theory posited that, there were two key factors influencing employee motivation: hygiene factors and motivators. Hygiene factors, such as working conditions, salary, and job security, prevented dissatisfaction but did not necessarily motivate employees. On the other hand, motivators, such as recognition, professional growth, and achievement, drove individuals to perform better and feel satisfied with their work (Herzberg, 1959).

In the context of secondary schools, leaders who provide continuous feedback, recognition, and opportunities for professional development directly address the motivators, identified by Herzberg. By recognizing teachers' achievements and promoting a culture of collaboration and professional development,

school leaders fulfill teachers' intrinsic needs for achievement and recognition. These motivational strategies contribute to increased job satisfaction, stronger commitment, and improved teaching performance (Rebull, Roberts, Laurence, Fitzgerald, French, Gorjian & Squires, 2018). Simultaneously, ensuring that hygiene factors, such as resources and working conditions, were adequately met prevented dissatisfaction and supported a conducive teaching environment (Hargreaves & Fullan, 2012). This theory was particularly suitable for secondary schools, where teachers' motivation was crucial for maintaining high levels of engagement, improving teaching effectiveness, and ultimately enhancing student learning outcomes. It provided a clear framework for school leaders to balance both hygiene factors and motivators, creating an optimal environment for teaching morale, motivation and professional growth (Desimone, 2009).

Conceptual Framework

This study dealt with the assessment of the relationship between leadership behaviours by school heads and teaching motivation in secondary schools. It indicates how school heads as independent variable influence on teaching motivation as dependent variable, Figure 1.

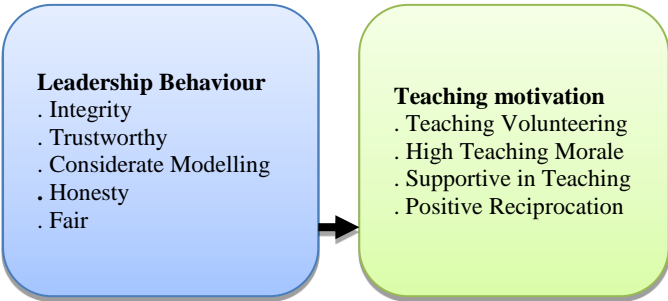


Figure 1 Leadership Behaviour on Teaching Motivation

The conceptual frame model illustrates the independent variable i.e. constructive leadership behaviours (i.e. integrity, honesty, fair, considerate modelling and trustworthy) that seem important in developing teacher’s positive feelings and perception towards school leadership and management endeavours. Leaders who embrace integrity, honesty, and consideration tend to escalate trustworthy from their subordinates and tend to motivate employees e.g. teachers in schools. This study assumed that leader behaviours that embrace authoritative behaviours (i.e. dominance in decision making process, strictly supervise employees, limited

and top down communication) would demoralise teachers in schools.

3. METHODOLOGY

The study employed a convergent parallel design under a mixed methods approach. With this research design, researchers collected, analysed and comparing quantitative and qualitative data in a single phase of data collection to determine whether the results corroborate or contradict one another. The sample size was 93 respondents. The sampling procedures employed were probability and non-probability. Under non-probability sampling, a purposive sampling procedure was used to select the 5 Heads of Schools and 5 Ward Education Officers because of their uniqueness in the area. Under probability sampling, simple random sampling was used to select 85 Teachers from 5 public secondary schools to reduce biases. The study derived Cronbach Alpha, a reliability coefficient of 0.8 and content validity to assess the validity and reliability of the research instruments. The research instruments passed through pilot study and the results were discussed with management experts and supervisors for a final document that was used for data collection in the main study. Moreover, data triangulation was ensured by the employment of interviews and questionnaires in data collection. Data from heads of schools and WEO were interrogated using interview guide questions while, questionnaire was used to collect data from teachers. The questionnaires’ administered returned by 100%. Quantitative data were analysed descriptively (mean and standard deviation) and then presented in a table with the help of the Statistical Package for Social Sciences (SPSS). Qualitative data was coded to get categories, themes and descriptions given in narratives form. The researchers asked the Open University of Tanzania, Mara Region and Serengeti District Executive Director (DED) for permission to collect data from respondents.

4. FINDINGS AND DISCUSSION

This section presents the results and the discussion regarding the question on ‘what is an effective school leadership model for teaching motivation in secondary schools? Questionnaire was provided to teachers; the return rate was 100%. Moreover, interview sessions were conducted with Ward Education Officer and District Education Officer. The shortest interview session took 20 minutes while, the longest session took 44 minutes. The researcher asked questions by starting with general questions e.g. ‘how can you describe your leader behaviour in this school?’ and then, we asked specific questions e.g. ‘what do you like from your school head?’

Table 1 An Effective Leadership Model for Teachers’ Motivation in Schools

	N	Minimum	Maximum	Mean	Std. Deviation
Provides opportunities for professional development	69	1	5	4.25	.864
Heads gives constructive feedback and support	69	1	5	4.33	.869
Heads fosters collaborative culture	69	1	5	4.35	.921
Heads gives teachers autonomy	69	3	5	4.26	.798
Heads regularly recognizes and celebrates teachers success	69	1	5	3.91	1.314
Valid N (List-wise)	69				
Overall view		1	5	4.22	.953

Source: Field Data, (2024).

The study findings revealed that most of respondents 'agreed' ($M = 4.22$, $SD = 0.953$) with the statement on the effective leadership model proposed by this study. The variation of responses was around 1 indicating that respondents were more of the similar view on this model than different views amongst them. Although, the

minimum response was 1 and the maximum was 5, the majority of responses were more towards the maximum to generate the mean of 4.22. Moreover, when analysing the data gained through interviews, the findings revealed one category and five themes, Table 2.

Table 2 Leadership Model for Teachers' Motivation

S/N	Category	Theme	Theme Explanations
1.	<i>Leadership Model</i>	Professional Development	- offering career pathways -encouraging collaboration -aligning personal development with school's goals
		Feedback and Support	- providing constructive feedback -support teachers to improve their instructional practices.
		Collaboration	- school heads create an environment that encourages teamwork -open communication -shared learning.
		Autonomy	-No close supervision - delegated different managerial tasks to teachers
		Recognition and Achievements	-Respect -Acknowledging teachers' achievements -Celebrating successes

Source: Field Data (2022).

i. Professional Development

The study findings in table 1 revealed that respondents 'agree' ($M = 4.25$, $SD = 0.864$) that professional development is a necessary aspect of an effective leadership model for teachers' motivation. The variation of responses was around 1 indicating a close view amongst respondents.

Majority of the respondents strongly agree that professional development is an effective schools' leadership model for teacher's motivation thus the school heads have to ensure that there is professional development of their teachers for the aim of increase academic performance in public secondary schools. One of the Ward of Education Officer had this to say:

"Professional development in our schools is applied by our school heads by fostering growth, offering career pathways, encouraging collaboration and aligning personal development with school's goals. It is a way to create a positive, empowering environment where teachers thrive" (semi-structured interview with WEO C, 15th November, 2024).

Additionally, one of the heads of schools ascertained that:

"In our public secondary schools, we see frequent attendance of teachers who attend various professional development training such as seminars, workshop and in-service training, this confirm that school heads are allowing teachers to attend various training to enhance both content and pedagogical training which is essential for obtaining educational goals" (semi-structured interview with HoS C, 15th November, 2024).

The findings from both interviews and the questionnaire suggest that school heads in Serengeti District Council should prioritize professional development opportunities for teachers. Providing

professional development helps teachers stay current with best practices, enhance their teaching skills, and improve their ability to address diverse student needs. Moreover, professional development fosters collaboration among teachers, allowing them to share knowledge and strategies, which ultimately benefits student outcomes. A commitment to continuous learning enables educators to adapt to changing educational demands and improve instructional quality. This finding are in line with a study conducted by Darling-Hammond (2000) who emphasized that professional development is crucial for improving teaching effectiveness, as it enhances teachers' knowledge and skills. Additionally, a study by Desimone (2009) highlights that effective professional development programs increase teachers' instructional practices, positively impacting student learning and achievement. Herzberg's Two-Factor Theory reflects this finding by highlighting that professional development opportunities serve as motivators, addressing teachers' intrinsic needs for growth, achievement, and recognition. By offering opportunities for skill enhancement and career advancement, school heads fulfil this motivator, which boosts teacher satisfaction, engagement, and performance. This leads to better instructional practices and improved student outcomes.

ii. Feedback and Support

The findings in table 1 revealed that respondents 'agree' ($M = 4.33$, $SD = 0.869$) that offering constructive feedback and support to help teachers improve their instructional practices is an aspect of effective leadership model for teachers 'motivation in schools. Thus feedback and support fosters a positive environment for professional growth and collaboration, motivating teachers to improve. Such feedback is essential for creating a culture of continuous improvement, ultimately benefiting student outcomes in secondary schools. On the other hand, researcher conducted interview session, the third interviewee (table 1) said;

“..... our head has a tendency of providing constructive feedback and support to teachers to improve their instructional practices. This feedback helps teachers to enhance their instructional practices and foster collaborative learning environments to the students” (Semi-structured interview with WEO A, 14th November, 2024).

The findings from both questionnaires and interviews indicate that school heads who provide continuous feedback and support create a positive environment that enhances teachers' instructional practices. This ongoing support fosters a sense of commitment in teachers, which translates into better teaching performance and positively impacts students' learning habits. When teachers receive regular feedback, they feel valued and motivated to improve their teaching strategies. This sense of responsibility and empowerment can also improve student engagement and academic performance. Providing continuous feedback is also an essential element in professional development. It helps teachers reflect on their teaching methods, identify areas for improvement, and apply new strategies to enhance student learning. Furthermore, when school leaders offer support, they contribute to the professional growth of teachers, increasing their satisfaction and motivation. This creates a cycle of continuous improvement in teaching practices, which is crucial for both teacher and student success. This finding is in line with a study conducted by Hattie and Timperley (2007) who demonstrates that effective feedback positively influences teacher practice and student learning. Feedback provides clear directions for improvement, which increases teacher self-efficacy and motivates them to refine their methods. Additionally, a study by Day (2004) highlights that continuous support from school leaders enhances teacher commitment, fosters professional development, and improves overall school performance. These practices reinforce the importance of feedback and support in building a committed teaching workforce and promoting positive learning outcomes.

Herzberg's Two-Factor Theory supports this finding by emphasizing the importance of both motivators and hygiene factors in teacher satisfaction. Continuous feedback and support act as motivators, fostering intrinsic satisfaction and a sense of achievement in teachers, which enhances their commitment and performance. This finding aligns with Herzberg's view that fulfilling teachers' needs for recognition, growth, and achievement increases their motivation, leading to better instructional practices and more engaged students, thereby improving the overall teaching-learning environment

iii. Collaboration

The findings in table 1 revealed that respondents 'agree' ($M = 4.35$, $SD = 0.921$) that fostering a collaborative culture amongst teachers in an aspect of an effective leadership model in teachers' motivation in schools. This implies that, collaborative culture indicates a significant recognition of effective leadership. This collaboration enhances communication, sharing of best practices, and teamwork, creating a supportive environment where students can learn. Such a culture ultimately improves teaching effectiveness and student achievement. On other hand, a researcher had interview session with interviewees. One of heads of schools had this to say

“In our public secondary schools, school heads usually build a collaborative culture among the teachers which

ultimately helped students learn under guidance of teachers” (Semi-structured interview with HoS A, 14th November, 2024).

The findings obtained from the questionnaire coincide with the findings obtained from the interview as school heads builds a culture of collaboration among the teachers. This implies that school heads create an environment that encourages teamwork, open communication, and shared learning. This collaborative culture enhances job satisfaction, fosters professional growth, and strengthens relationship. This means that when teachers feel supported and engaged with peers, their motivation and commitment to teaching improve, leading to better student outcomes. This finding align with study conducted by Hargreaves and Fullan (2012), who argue that building a collaborative culture among teachers enhances professional capital, leading to improved teaching quality and student outcomes. By fostering teamwork and shared learning, school leaders create an environment that supports teachers' professional growth and job satisfaction. Similarly, a study by Muijs *et al.* (2010) found that collaboration among teachers enhances motivation, improves teaching practices, and strengthens the school community, which ultimately leads to better academic results for students. Both studies support the idea that collaborative cultures are key to improving teacher performance and student success.

Herzberg's Two-Factor Theory of Motivation (1959) is reflected in this finding by distinguishing between hygiene factors and motivators in the work environment. The collaborative culture created by school heads serves as a motivator, fostering job satisfaction and professional growth, which directly influences teachers' motivation and commitment. By encouraging teamwork and open communication, school leaders address intrinsic motivators, such as achievement and recognition, leading to increased teacher engagement. On the other hand, a lack of support or collaboration can act as a hygiene factor, leading to dissatisfaction. Therefore, the supportive environment enhances teachers' motivation, improving performance and student outcomes.

iv. Autonomy

The research findings in table 1 revealed that respondents 'agree' ($M = 4.26$, $SD = 0.798$) that giving teachers autonomy is an aspect of effective leadership model for teachers' motivation in schools. The variation of responses is below 1 indicating that respondents' views on this aspect were similar than different amongst them. This implies that, schools' heads should give teachers autonomy to execute different tasks within the schools. During interview session the interviewees were asked to explain on the statement whether school heads gives teachers autonomy. One of the Ward Education Officer had this to say:

“In our public secondary schools, we see head of school allocating different tasks to the teachers such as academic issues, discipline issues, guidance and counselling issues and food and nutrition tasks. the good thing is that when tasks are distributed, there is no close supervision from school heads, so teachers have a power to carry his/her responsibilities freely” (Semi-structured interview with WEO D, 14th November, 2024).

Similarly, one of the heads of schools commented that:

"We always see school heads distributing different task to the teachers, and we see when teachers are given task there is no force on their execution of their tasks, so teachers are freely to delegate their duties" (Semi-structured interview with HoS E, 15th November, 2024).

The quoted interviewees' responses support the findings in table 4.5a as schools' heads delegated different tasks to the teachers ensuring that autonomy of powers were well maintained. This implies that, granting autonomy to teachers' fosters innovation, encourages ownership of the teaching process, and enhances job satisfaction. This also empowers educators to provide instructions to the students' needs, leading to improved engagement, creativity, and overall academic performance.

v. **Recognition and Achievements**

Research findings in Table1 revealed that respondents 'agree' ($M = 3.91$, $SD = 1.314$) that school heads recognition and celebration of the teachers' achievements and success is an aspect of effective leadership model for teachers' motivation in schools. The responses variations were above 1 indicating that views or respondents on this aspect are more or less uncommon amongst respondents. This implies that recognizing and celebrating teachers' achievements boosts morale, fosters a positive school culture, and encourages professional growth, and enhances student outcomes. During interview session when participants of this study were asked to explain on the statement whether school heads school regularly recognizes and celebrates the achievements and success of teachers, one of the WEO had this to say:

"At our schools, schools head has a culture of celebrating teachers' success, especially when they achieve high results by allocating a budget to host events honouring teachers and giving them gift" (semi-structured interview with WEO C, 15th November, 2024).

Similarly, one of the head of schools ascertained that:

"It is true that in our public secondary schools, heads of schools organize ceremonies to recognize teachers who excel in helping students achieve academic success" (Semi-structured interview with HOS B, 16th November, 2024).

The findings from both the interviews and the questionnaire indicate that celebrating teachers' successes is recognized as an essential practice by school heads. Acknowledging teachers' achievements serve as a powerful motivator, boosting morale and reinforcing the importance of effective teaching. When teachers feel appreciated, they are more likely to stay committed to their work, leading to improved teaching practices and ultimately better student outcomes. Celebrating successes also fosters a positive school culture, where teachers feel valued and are motivated to continue developing their skills. This approach promotes a supportive environment that benefits both educators and students, creating a cycle of continuous improvement. This finding are in line with the study conducted by Hargreaves (2000) who found that recognizing teachers' accomplishments is crucial in building professional relationships and a positive school culture. Teachers who feel acknowledged and supported are more likely to be motivated to enhance their practices. Similarly, Ryan and Deci (2020) argue that recognition and positive reinforcement are intrinsic motivators that drive teachers' intrinsic motivation, leading to higher job satisfaction and improved student learning.

Herzberg's Two-Factor Theory supports this finding by highlighting that recognition, such as celebrating teachers' successes, acts as a motivator, fulfilling teachers' intrinsic needs for achievement and recognition. By acknowledging accomplishments, school heads provide positive reinforcement that boosts teachers' morale, increasing job satisfaction and motivation. This leads to improved teaching practices and better student outcomes.

5. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that leadership model based on provision of opportunities for professional development, feedback and support, collaboration, autonomy, and recognitions of achievements is important in heightening teaching motivation in schools. It is not only motivating teachers but also fosters a positive educational environment for both teachers and students as the teaching motivation would be transformed into students' academic performance. School heads who embrace that comprehensive leadership model would lead to a more dedicated, engaged and effective teaching workforce, within a public secondary schools.

Implications of the Findings

The findings of this study have significant implications for educational leadership and policy development within secondary schools, particularly in contexts similar to Serengeti District Council. The identification of five key leadership practices — professional development opportunities, constructive feedback and support, fostering a collaborative culture, teacher autonomy, and recognition of achievements — suggests that school leaders play a pivotal role in shaping a motivational work environment for teachers.

Implementing this leadership model can lead to increased teaching morale, a stronger sense of professional commitment, and improved instructional practices, which are critical drivers of student learning outcomes. Consequently, education policymakers and stakeholders should consider integrating these practices into leadership training programs and school improvement plans. Moreover, these findings call for a re-examination of current leadership frameworks in public secondary schools, promoting a shift towards models that are more responsive to teachers' motivational needs. By institutionalizing these practices, schools may enhance teacher retention, reduce burnout, and foster a more engaged and effective teaching workforce.

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