

**Teachers' Motivation in Enhancing Sustainable Management of School Projects:
Case of Secondary Schools in Sumbawanga Municipality, Tanzania**

ABSTRACT

The study on Teachers' Motivation in Enhancing Sustainable Management of School Projects: Case of Secondary Schools in Sumbawanga Municipality, Tanzania. The study aimed at examining the ways of teacher's motivation on the sustainable management of the school projects in secondary schools. Specifically the study was conducted around by two specific objectives which were; firstly was to identify kinds of school projects implemented from 2017 up 2023 in Sumbawanga public secondary schools, and second was to propose ways of motivating teachers to enhance sustainability of school project management. The study based on ground of both research approaches which were qualitative and quantitative approaches. Hierarchy of Needs Theory by Abraham Maslow in 1954 was used to guide the study. The study took place in Rukwa region in Sumbawanga Municipal council. Twelve (12) public secondary schools were involved in the study. The sample size of the study was 234 whereby 12 of the respondents were heads of the school and 222 were ordinary teachers. Data from the respondents were collected using questionnaire, interview and observation. The obtained data were analyzed basing on both quantitative and qualitative information. Quantitative data were analyzed by percentage distribution and presented using table while qualitative data were analyzed by developing categories and subcategories. The findings of the study identified two major aspects that answer the purpose of the study firstly the finding revealed several implemented school projects for the period from 2017-2023 in Sumbawangamunicipality; secondly, the findings indicate ways of teachers motivation that are needed to motivate teachers in order teachers to dedicate their effort in managing sustainably the school projects. Basing on the study findings, the study recommended that schools and government should motivate teachers not financially only but, recognition, team working and appreciation can also be used to motivate teachers, so

that teachers can manage well the school projects for benefit of the current and future students.

Keywords: Teachers' Motivation, School projects, and Sustainable Management.

UNDER PEER REVIEW

1.INTRODUCTION

Motivation is considered as an “energizer of behavior” which pushes someone to do things in order to achieve something from a psychological perspective Reber and Reber [1] According to Chireshe and Shumba (2011), teachers’ high rate of performance, their eagerness to teach efficiently and their efforts towards ensuring a high level of professionalism in the education system are all closely related to their levels of satisfaction and motivation. Although, it’s difficult to satisfy every teacher personal wishes, motivating them in their work place, where teachers practice their profession is very important. This can help them perform their work courteously and sustainably.

Many countries found in Sub-Saharan Africa are reported to have literacy rates below 50% among the youth (Mapunda, 2020) and low teachers level of job satisfaction (Bennel& Akyeampong (2007). This made many countries to improve their education system. Starting from increasing number of enrolment as well as improving learning environment.

In Tanzania, adaptation of education for all (EFA) in 2000 and implementation of the policy of free education in 2015, allows the majority of the Tanzanian children especially in the village areas to get a chance to be enrolled in the schools (TEN, 2015). Since the policy of free education from primary schools to secondary schools was launched in 2015, there has been an increase in the number of children that led to the shortage of school infrastructures as well as weak incentives for teachers, poor large class sizes, more subjects, constantly changing curricular and poor living condition for teachers (Anwar,2006).

All these demotivate teaching process and affect sustainability of school project management. For example, in 2009, the government targeted to have a Teacher Student Ratio (TSR) of 1:30 in secondary schools (BEST 2013). This

is still a challenge since the growth of enrolment kept on increasing without a corresponding increase in the number of teachers to meet the optimum teacher student ratio. To reduce the challenge of poor school infrastructure and increased number of students the Tanzanian government decided to provide funds for school projects like building classroom, toilets, and laboratories (ETP, 2014). Recently, Tanzanian government has accomplished all stalling school projects that can help teachers and students to learn comfortably. This can help teachers to fulfill their teaching duties and neglecting sustainability management of these projects because of low motivation to their profession.

Teacher's motivations rely critically on the effectiveness of school management, particularly at the school level. If the schools structures are arranged to support teachers are not cooperative, teacher can lose hope and sense of professional responsibility. Moreover, teachers across various school contexts, and subject fields exhibit higher levels of psychosomatic symptoms (Jin, Yeung, Tang, & Low, 2008; Kieschke & Schaarschmidt, 2008). Non-payment of temporary teachers' salaries, lack of access roads to and from schools, lack of secured accommodations for teachers, poverty and lack of electricity and running water in some schools affect teachers' job satisfaction and motivation in the secondary schools (Mohammed&Abdulai, 2018).

Dai & Sternberg, (2004) insisted that, high levels of job dissatisfaction, stress, and burnout can negatively influence motivation, cognition, and job performance. Once teachers are distressed, actually they perform poorly in school responsibilities including teaching and managing of school projects.

Teachers in all countries and in all education systems are considered to be the most important and the most valuable resource (Kingira and Muammer, 2010). This is very true, in the sense that all professions in the world depend on the teaching profession in which teachers are practitioners. Teachers

perform all school's functions including effective teaching and learning as well as nurturing the minds and hearts of the youth in any society. All these prove that, schools need to increase teachers' motivation to keep them performing well (Kingira and Muammer, 2010).

Different literatures show that in Tanzania, the majority of teachers are unhappy with their salaries, housing arrangements, workload, and status within their communities(MOEC 2003 and 2004); Davidson (2004 and 2005), Sumra (2004) and HakiElimu (2005). These poor living and working conditions, over time, seriously eroded many teachers' working spirit to carry

A study done by Mark, (2015) on factors influencing teachers' motivation and job performance in Kibaha district, Tanzania, indicated that 62% of teachers were satisfied with promotion and working condition as motivation to increase working performance and 69% teachers were satisfied with financial compensation and recognition as the motivation factors for them to work efficiently. This proves that, teacher's motivation in enhancing sustainable management of school projects should not underestimated.

Moreover, a study carried out by Kiheka, (2021) on teachers' motivation enhancing sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council, whose purpose was to examine teachers' opinions about the how motivation enhances sustainable management of teaching resources in Tanzania public secondary schools in Bukoba municipal council revealed that majority of teachers demonstrated that teachers' salary improvement and providing rewards to teachers may motivate them in their profession. Also it indicated that respondents accepted that sustainable management of teachers in teaching profession was rated to teachers' motivational factors especially good salary and other incentives

Therefore, the initiatives taken by Tanzanian government in accomplishing all stall projects in secondary schools, made the researcher to conduct a research study that can answer the research questions which are, what kind of school projects were implemented from 2017-2023? And what ways can be used to motivate teachers so that, teachers can manage school projects sustainably? Hence, the study was conducted on Teachers' Motivation in Enhancing Sustainable Management of School Projects: Case of Secondary Schools in Sumbawanga Mincipality, Tanzania.

2. THEORETICAL LITERATURE REVIEWS

This study was guided by the theory of Maslow's Hierarchy of Needs 'theory developed by Maslow (1954). Maslow's Hierarchy of Needs 'theory has its significance in knowing the characteristics of human aspect of motivation in workplace. This theory has shown its merit to managerial workers concerning employees 'individual requirements (Cole, 2006).

The theory posits that in spite of the monetary requirements, workers are motivated by other requirements that can make workers/teachers to act accordingly in their job position at work places. Abraham Maslow pointed to requirements like security, societal, respect and self-actualization. All these requirements were divided into five core needs which form the basis for human behavioral motivation. Since motivation is the driving force behind human action, therefore, for teachers to manage school projects sustainably, the government is required to motivate them in some manner that can make them satisfied.

The five (5) cores of Abraham Maslow indicate both the necessary needs and unnecessary needs. The necessary needs can demoralize teachers working morale when there is deficit. Abraham Maslow explained the five core needs are as follows;

Fig. 1. Hierarchy of Needs



Source: Modified from Maslow (1954)

Physiological needs, these are very essential needs which can distress teachers once they are not well offered. They can demoralize teachers working performance in the school such that it can negatively affect the sustainability of the school projects. These needs include safe and clean water, rest, clothing, overall health and reproduction. According to Abraham Maslow, before human being/teacher reaches the next stage of Hierarchy of Needs, he/she must have acquired these fundamental requirements. After acquiring these needs the person is motivated by the needs of the next stage.

Safety needs: for teachers to enhance sustainable school projects that have been financially supported by the government, teachers must have been motivated by protecting them from violence, emotion stability, and well-being as well as to be sure with financial security. Although, this is the second low needs but is very useful in motivating teachers to have job satisfaction and enhance sustainable management of the school projects.

Love and belonging: this is the third low needs after safety needs. Teachers like other workers need friendship, family bond and membership in social group. The presence of antagonism, family disputes and social disruptions in work place affects teacher's morale such that it affects also the enhancement of sustainable use of school projects.

Esteem needs: this is high needs: sometime workers do not need finance only; they also need respect and acknowledgement, self-confidence and independence to be satisfied. Teachers can manage well once they are respected and acknowledge. Government and schools can motivate teachers basing on esteem needs so that they can have good morale and strong spirit in managing sustainably school projects.

Self-actualization needs: Maslow pointed this need as a high rank need. It is person fulfillment of his/her full potential as a person. This includes education, skills development and talents like music. These needs, a person can get after acquiring all other four needs that were mentioned in the Hierarchy of Needs.

Therefore, sustainable management of school projects is very important for these projects to last longer and bear new school project. Teachers are implementers of school activities and are expected to manage these projects sustainably within the schools. However, it is difficult for teachers with poor housing, unsafe water, low salary, social disruptions, long-distance to work and work load to manage sustainably school projects because these challenges lead to lack of commitment among teachers. Therefore, the theory is chosen because it is relevant to the study such that motivation has to be used to enhance teachers to manage school projects sustainably.

3.RESEARCH METHODOLOGY

This section presents the methodology that guided the study. This paper employed Explanatory sequential design with a mixed research approach that involves both qualitative and quantitative research approaches. The sample size of this study was 234 respondents including 12 Heads of Schools and 222 teachers from twelve secondary schools in Sumbawanga Municipality. Interview, questionnaire and observation methods were used to collect data. The researcher used interview method to collect data from heads of the schools, where by the researcher had to interview heads of the schools in their school compounds. Also the researcher provided questionnaire to school teachers, where teachers took their time to fill questionnaire tool and handed to researcher. Likewise the researcher used observation tool to collect data of implemented school projects from 2017-2023 in all 12 selected secondary schools in Sumbawanga municipality. Data analysis involved descriptive statistics for quantitative data while the qualitative data was analyzed through content analysis.

4.RESULTS AND DISCUSSION

This section presents the school projects that are were implemented in 2017-2023 in Sumbawanga municipality secondary schools and ways to motivate teachers in managing sustainably the implemented school projects.

4.1 Identification of School Projects implemented from 2017-2023 in Sumbawanga Municipality.

Before identification of the school project, the researcher explored respondent awareness by probing the question to respondents on the awareness on the term school project. The findings of the study revealed that 97.5% of the respondents were aware of the term school project which was a key term of the study. This means that, respondents were in the position to identify the

school projects which were implemented in their schools. This objective was guided by the following question: *in what category of project does your school projects fall? Construction projects, furniture making project, device installation project as well as food and water provision project, choose the category and name the school project found in your school.*

Basing on this question the findings of the study revealed that, Sumbawanga municipality was blessed to implement various school projects in all twelve (12) secondary schools sampled to involve in the study. Although, it was found that not all projects were implemented in all sampled secondary schools. Therefore, the findings on the types of school projects implemented from 2017 to 2023 were categorized into four (4) types of school projects namely, *construction projects, furniture making project, device installation project as well as food and water provision project.* All these projects were further explained as follows:

4.1.1 Construction projects

Basing on the findings of the study, it indicates that, Sumbawanga municipality put more effort in construction projects. The schools sampled were found to have either one or more than of the construction projects. It was found that, schools received and implemented projects from 2017 to 2023 that were needed to be managed sustainably for the benefits of the current and coming generation. Therefore, in this category of the projects, the study revealed a number of school projects as presented on the table1 below.

Table1. Category of school projects

S/N	Type of school project	Frequency N= 234	Percentage
1	Classroom	219	93.6
2	Toilets	161	68.8
3	Dining hall	125	53.4
4	Laboratory	167	71.3
5	Teachers houses	71	30.3
6	Dormitories	130	48.2

Source;Field Data 2024

The results from table 1 above indicate Sumbawanga municipality implemented a number of projects. The projects implemented were like classroom (93.6%) which was found to be implemented to large extent than projects. Followed by laboratory projects (71.3%), in which it was found that, students are currently learning science subjects theoretically and practically. The third project that was implemented in Sumbawanga municipality was toilets (68.8%) in which many schools were found to have good toilets that can accommodate all gender (male and female). Dining hall project (53.4%) was also among the implemented project followed by dormitories (48.2%) and lastly, teachers houses (30.3%) which was found to be implemented to low extent.

Sumbawanga municipality took initiative to improve learning environment that can help students to learn comfortably. Project like classroom construction helps to reduce teachers-students ratio such that, learners to can

enjoy during learning process and improve education. As proposed by Nakhumicha and Macharia (2017) that, in order to improve education system education stakeholders should stick on improving schools facilities including constructions for classrooms, toilets and laboratory. Therefore, Sumbawanga municipality is lagging behind on teacher's houses projects, such that teachers are suffering from long school distance that affects their school performance. Research indicates that, teachers live very far from schools and the conditions of their accommodation are not good, it tends to affect teacher's motivation Mlingumu (2022). This findings call for Sumbawanga municipality to put more efforts in construction projects especially on teachers houses, dormitories and dining hall.

4.1.2 Furniture Making Project

The study indicates that, Sumbawanga municipality adopted this kind of projects to minimize the problem of shortage of table and chair in secondary schools. it was found that schools took initiatives to campaign about desk, chair and table making to various educational stakeholders like parents, local government as well as NGOs to make sure students have enough furniture for smooth learning when they at school. Therefore, in this category of project, it was found that, the schools sampled implemented the following project.

Table 2. Furniture Making Project

S/N	Type of school project	Frequency N= 234	Percentage
1	Desk, table and chair	198	83.7%.

The findings indicate that a majority of the respondents, comprising 83.7% of the total, agreed that desks were implemented as a school project in

Sumbawanga public secondary schools from 2017 to 2023. the high percentage of agreement and strong agreement indicates that the implementation of desks as a school project has been successful in addressing an essential need within the schools. Desks are crucial for creating a suitable learning environment, promoting student engagement, and enhancing overall educational outcomes. Ellison (2012) who suggests that, in order to overcome challenges of free basic education and deliver quality education in Solwezi district that there is need to initiate and supply enough desks in secondary schools to improve learning environment.

Therefore, Sumbawanga municipality is successfully in furniture making projects by 83.7% in such way students can afford sitting in chair, desks and table during learning process. More efforts should be put in furniture making so that Sumbawanga municipality can achieve 100% of the project to overcome shortage of furniture in schools.

4.1.3 Device Installation Projects

Sumbawanga municipality also improved learning environment by installing and implanting devices that would simplify teaching and learning process. These devices can help teachers to select the modern ways of teaching and make learners to understand well the lesson. The findings indicate that, only few schools got a chance to implement this category of the project. The following are types of projects found in this category.

Table 3. Device Installation Projects

S/N	Type of school project	Frequency N= 234	Percentage
1	ICT device	93	39.7

2	Solar Power	48	20.5
---	-------------	----	------

The findings indicate that, Sumbawanga municipality performed poor in the project of device installation. It was found that, ICT device (39.7%) and Solar power (20.5%). This indicates that, secondary schools in Sumbawanga do not provide room for students to learn better ICT subject because of poor learning facilities.

The findings are in line with a study by Mathayo (2016) who found that secondary schools in Ilala district face challenges in inadequate ICT infrastructure, unlimited access to ICT resources and facilities and lack of technical support which affect students learning.

Therefore, strong measure must be taken in Sumbawanga municipality secondary schools in installing ICT device that can help learners to learn the subject comfortably.

4.1.4 Food and Water Provision Projects

The study indicates that, Sumbawanga municipality improves the welfare of the students by providing food and safe water when learners are at school. This helps to reduce the rate of truancy and absenteeism among the students. It was found that, some of schools involved in the study, had very well water facilities that allow the presence of water in all five days of schooling. The following are the projects found in this category.

Table 4. Food and Water Provision Projects

S/N	Type of school project	Frequency N= 234	Percentage
1	Water services	184	78.6

2	Food provision	113	48.2
---	----------------	-----	------

From the findings of the study, it was found that Sumbawanga municipality implemented water project by (78.6%) and food provision project (48.2). this implies that water project was enough to accommodate students that food provided in the schools. food provided was not enough to students, such that, it indicate that, Sumawanga municipality neglect the important of nutrition of students in learning process. Food provision in schools in very important such that it help students to concentrate in learning and reduce the rate of truancy at school.

These findings concur with studies by Sanya (2015) in Kiteto District, Daftari and Umeodum (2022) in Mvomero District, and Ngussa and Mbifile (2016) in Babati Rular District who found that food are provided in schools with aim of improving students' academic performance and found that the provision of school meals reduced absenteeism, lateness, and dropout rate, while also improving students' concentration, involvement in classroom tasks and classroom management.

Therefore, improving school environment is very important for welfare of the students learning. Government, school and education stakeholders must join together in improving school projects that were found were not well implemented in their school. This will motivate teachers and students in their teaching and learning process.

4.2 Ways of Motivating Teachers to Enhance Sustainability of School Projects Management

This objective was guided by the following objective which stated that: *what ways should be taken to motivate teachers to enhance sustainability of the school project management?*

Basing on question, the finding revealed that, identifying effective ways of motivating teachers is crucial for enhancing the sustainability of school project management. Motivated teachers are more likely to be engaged, proactive, and committed to the success of the projects they are involved in. This study aims to explore and determine the various strategies and approaches that can be employed to motivate teachers in order to enhance the sustainable management of school projects. Through a comprehensive examination of motivational factors, this study seeks to provide valuable insights and recommendations for promoting teacher motivation and enhancing the sustainability of school project management.

4.2.1 Involvement of Teachers

Table5. Involvement of Teachers

	Frequency	Percentage (%)
Agree	130	55.6
Strongly Agree	90	38.5
Disagree	13	5.6
Strongly Disagree	1	.4
Total	234	100.0

Source: Field Data (2024)

The findings revealed that a significant majority of the respondents (55.6% agreed and 38.5% strongly agreed) believe in the importance of involving teachers in order to enhance the sustainability of school project management. This indicates that teachers themselves recognize the value of their active participation and contribution to the success of school projects. Involving teachers in the project management process allows them to bring

their expertise, insights, and unique perspectives to the table. The findings are in line with Mola and Dagneu (2020) who posited that, teachers are a key determinant in the achievement of quality education, because of their direct involvement in the process, which includes teaching and learning. Moreover, data from interview with one of head teachers indicates that, when teachers are involved, they have a sense of ownership and responsibility towards the project, leading to increased motivation and commitment to its sustainability as explained by one interviewee who said that;

(Involving teachers has a significant impact on their motivation. When teachers are engaged in decision-making, planning, and implementation processes, they feel valued and respected. Their voices are heard, and they have a sense of agency and influence in shaping the direction of the project.) (F, I & MW)¹

Therefore, these explanations revealed that, valuing teacher’s participation is very important in creating a sense of ownership that will help teachers to fill they part and parcel in successful school projects development.

4.2.2 Workshop and Training

Table6. Workshop and Training

	Frequency	Percentage (%)
Agree	86	36.8
Strongly Agree	119	50.9
Disagree	21	9.0
Strongly Disagree	8	3.4

¹ The first letter M or F stand for sex of the head teacher (Male or female), the second letter I stands for source of data interview, the third letters stands for name of school (JT for Jitihada, JH for Juhudi, ME for Maendeleo, MK for Mkombozi, JI for Jitegemee, WZ for Wazalendo, WM for Mwenge, UJ for Ujamaa, MS for Mashujaa, UH for Uhuru, US for Ushindi and MH for Mshikamano

Total	234	100.0
--------------	------------	--------------

Source: Field Data (2024)

The findings indicate that a majority of the respondents (36.8% agreed and 50.9% strongly agreed) believe that workshops and training can serve as a means of motivating teachers and enhancing the sustainability of school project management. This suggests that teachers recognize the value of professional development opportunities in their ongoing growth and improvement as educators. The findings of the study revealed that, workshops and training programs provide teachers with the knowledge, skills, and strategies necessary to effectively manage school projects and contribute to their sustainability. The findings are contrary to Mark (2015) who found that, trainings did not affect teachers motivation, however the study finding are in line with Burke (1995) who found that employees that participated in the most number of training programs and trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favorable. Again, Johnson and Smith (2018), agreed that, teachers who engaged in relevant and meaningful training programs exhibited increased levels of motivation. This motivation, in turn, contributed to their sustained involvement in school projects over an extended period. On other side, Mbatia (2004) concurs with the findings by noting the importance of the knowledge, experience and ongoing training of teachers on academic excellence. The findings are also backed by the previous research of Dibble (1999) who asserted that development enables gaining of new skills and taking advantage of many methods of learning that benefit employees and organizations alike hence better performance.

This is revealed by one respondent, who said that,

“By participating in workshops and training sessions, teachers can enhance their pedagogical techniques, stay updated with current best practices, and acquire new tools and resources to support their project management effort”. (F, I & WZ)²

From the above explanation, it indicates that workshop and training contributes to the sustainability of school project management by equipping teachers with the necessary skills and knowledge to effectively lead and contribute to project initiatives.

4.2.3 Promotion

Table7. Promotion

	Frequency	Percentage (%)
Agree	102	43.6
Strongly Agree	105	44.9
Disagree	21	9.0
Strongly Disagree	6	2.6
Total	234	100.0

Source: Field Data (2024)

The findings indicate that a significant majority of the respondents (43.6% agreed and 44.9% strongly agreed) believe that promotion can serve as a motivating factor for teachers in enhancing the sustainability of school project management. This suggests that teachers perceive the opportunity for career

² The first letter M or F stand for sex of the head teacher (Male or female), the second letter I stands for source of data interview, the third letters stands for name of school (JT for Jitihada, JH for Juhudi, ME for Maendeleo, MK for Mkombozi, JI for Jitegemee, WZ for Wazalendo, WM for Mwenge, UJ for Ujamaa, MS for Mashujaa, UH for Uhuru, US for Ushindi and MH for Mshikamano

advancement and growth as a powerful incentive that can positively impact their motivation and performance. Additionally, it was revealed that, Promotion provides teachers with a sense of recognition, achievement, and upward mobility within their profession. The findings are in line with Ahmad and Shezad's (2011) who did a study on the impact of promotion on performance evaluation practices of secondary school teachers revealed that promotion had a strong and positive impact on the performance of teachers.

Moreover, another respondent commented that,

Promotion can have a significant impact on teacher motivation. The prospect of career progression can fuel teachers' ambition, drive, and dedication to their work. (M, I & JE)³

From the above comments, it can be concluded that, by offering promotion as a form of recognition and reward, schools can create a culture that values and invests in the growth and development of their teachers. This, in turn, contributes to the sustainability of school project management by fostering a motivated and high-performing teaching workforce.

4.2.4 Team Working

Table8. Team Working

	Frequency	Percentage (%)
Agree	104	44.4
Strongly Agree	117	50.0
Disagree	10	4.3

³ The first letter M or F stand for sex of the head teacher (Male or female), the second letter I stands for source of data interview, the third letters stands for name of school (JT for Jitihada, JH for Juhudi, ME for Maendeleo, MK for Mkombozi, JI for Jitegemee, WZ for Wazalendo, WM for Mwenge, UJ for Ujamaa, MS for Mashujaa, UH for Uhuru, US for Ushindi and MH for Mshikamano.

Strongly Disagree	3	1.3
Total	234	100.0

Source: Field Data (2024)

The findings indicate that a significant majority of the respondents (44.4% agreed and 50% strongly agreed) believe in the importance of team working as a means of motivating teachers and enhancing the sustainability of school project management. This suggests that teachers recognize the value of collaboration and teamwork in achieving common goals and objectives. Data from interview revealed that, team working allows teachers to pool their knowledge, skills, and resources, leading to more effective problem-solving, innovative ideas, and improved project outcomes.

The findings are agreed with Malingumu (2022) who outlined that, The success of any school depends much on the team work and collaboration between teachers and the administration in such a manner that good relationship and collaboration among teachers and administration bring good academic performance.

As commented by one respondent who said that,
Furthermore, another respondent commented that,

Team working creates a sense of belonging and camaraderie, fostering a positive work environment where teachers feel valued and appreciated. This, in turn, enhances their motivation to actively participate in school project management, contribute their unique perspectives, and work towards common goals.(M, I & SM)⁴

⁴ The first letter M or F stand for sex of the head teacher (Male or female), the second letter I stands for source of data interview, the third letters stands for name of school (JT for Jitihada, JH for Juhudi, ME for

Therefore, by promoting and encouraging team working among teachers, schools can create a culture of collaboration that fosters continuous improvement, shared accountability, and sustainable project management practices that will lead to the longevity of the school projects.

4.2.5 Reward

Table9. Reward

	Frequency	Percentage (%)
Agree	104	44.4
Strongly Agree	101	43.2
Disagree	17	7.3
Strongly Disagree	12	5.1
Total	234	100.0

Source: Field Data (2024)

The findings reveal that a significant proportion of the respondents (44.4% agreed and 43.2% strongly agreed) believe that rewards can serve as a motivating factor for teachers in enhancing the sustainability of school project management. This indicates that teachers perceive rewards as an important incentive that can positively influence their motivation and performance. The findings are in line with Bedassi (1990) who argued that rewards help an

individual to get highly committed towards attainment of personal goals attributing to the organization's success. Ellis (1984) argued that extrinsic rewards are more likely to provide employee positive motivation hence better performance. The findings also concur with Gordon (1986) who asserted that, the larger the reward, the more satisfied and motivated an employee becomes.

Moreover this explanation are supported by Carraher et al (2006) who advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity.

Data from interview revealed that, rewards can take various forms, such as financial incentives, recognition, professional development opportunities, and other tangible or intangible benefits. As commented by one respondent who said that,

Rewards can play a crucial role in motivating teachers to excel in their roles and contribute to the sustainability of school project management. Rewards can act as catalysts for teachers to go above and beyond their regular duties, encourage innovation, and foster a sense of ownership and responsibility towards the success of projects. (M, I & MH)⁵

Therefore, by implementing a well-designed reward system, schools can tap into the intrinsic and extrinsic motivations of teachers, leading to enhanced performance, increased productivity, and better outcomes for school projects.

⁵ The first letter M or F stand for sex of the head teacher (Male or female), the second letter I stands for source of data interview, the third letters stands for name of school (JT for Jitihada, JH for Juhudi, ME for Maendeleo, MK for Mkombozi, JI for Jitegemee, WZ for Wazalendo, WM for Mwenge, UJ for Ujamaa, MS for Mashujaa, UH for Uhuru, US for Ushindi and MH for Mshikamano.

4.2.6 Recognition

Table10. Recognition

	Frequency	Percentage (%)
Agree	110	47.0
Strongly Agree	101	43.2
Disagree	16	6.8
Strongly Disagree	7	3.0
Total	234	100.0

Source: Field Data (2023)

The findings indicate that a majority of the respondents (47% agreed and 43.2% strongly agreed) believe in the importance of recognition as a means of motivating teachers. This suggests that teachers value recognition for their efforts and contributions in enhancing the sustainability of school project management. The findings are supported by Davidson (2006) who mentioned that, lack of recognition of contributions of workers as among the key factors that demotivated employees in organizations.

During the interview with respondents it was revealed that, Recognition serves as a form of validation and appreciation for their hard work, dedication, and commitment to their profession. As noted from one respondent who said that,

“By acknowledging and celebrating the efforts of teachers, schools can create a positive work environment that fosters continuous

improvement and encourages teachers to go above and beyond in their roles”.(F, I & MW)⁶

From the above explanations it revealed that, teacher’s motivation does not depend on material and finance only, but also to be aware of their contribution in education can also play great role in motivating them and create loyalty in managing school projects sustainably.

4.2.7 Teachers Welfare

Table 11. Teachers Welfare

	Frequency	Percentage (%)
Agree	108	46.2
Strongly Agree	98	41.9
Disagree	20	8.5
Strongly Disagree	8	3.4
Total	234	100.0

Source: Field Data (2024)

The findings presented in the table indicate the responses of teachers regarding their agreement or disagreement with a certain statement or question related to the topic of Teachers Welfare. The data shows that a majority of the teachers, comprising 46.2% of the respondents, agreed with the statement, while 41.9% strongly agreed. On the other hand, 8.5% disagreed, and 3.4% strongly disagreed.

⁶ The first letter M or F stand for sex of the head teacher (Male or female), the second letter I stands for source of data interview, the third letters stands for name of school (JT for Jitihada, JH for Juhudi, ME for Maendeleo, MK for Mkombozi, JI for Jitegemee, WZ for Wazalendo, WM for Mwenge, UJ for Ujamaa, MS for Mashujaa, UH for Uhuru, US for Ushindi and MH for Mshikamano.

These findings have significant implications for enhancing the sustainability of school project management. Firstly, the high percentage of teachers who agree or strongly agree reflects a positive perception and acknowledgment of the importance of teachers' welfare. The findings are supported by Ingersoll and Strong (2011) who suggested that when teachers perceive that their contributions are recognized and appreciated, they experience higher job satisfaction. Additionally, Hargreaves and Fullan (2012) suggested that, when teachers receive support from their colleagues, administrators, and the school community, they are more likely to feel empowered and motivated to excel in their roles.

During the interview session, it was revealed that when teachers feel valued supported, and their well-being is prioritized, they are more likely to be motivated and engaged in their work. As reported by one respondent who said that,

It is important to create a culture of mutual respect, trust, and collaboration that can contribute to the motivation and well-being of teachers, which in turn enhances the sustainability of school project management. (F, I & WZ)⁷

Therefore, prioritizing teacher well-being is also crucial as it can reduce stress and burnout, leading to improved job performance and job satisfaction. Overall, creating a positive and supportive work environment for teachers is essential for fostering their motivation, engagement, and well-being.

5.CONCLUSION AND RECOMMENDATIONS

⁷ The first letter M or F stand for sex of the head teacher (Male or female), the second letter I stands for source of data interview, the third letters stands for name of school (JT for Jitihada, JH for Juhudi, ME for Maendeleo, MK for Mkombozi, JI for Jitegemee, WZ for Wazalendo, WM for Mwenge, UJ for Ujamaa, MS for Mashujaa, UH for Uhuru, US for Ushindi and MH for Mshikamano

It can be concluded that, teacher's motivation does not rely on salary and allowance only, there are other way that, school and government can use to motivate teachers, for them to manage school projects sustainably. These ways are likely, recognition; involvement is school project implementation, training and workshops as well It was found that only 37.9% proved about the existence of ICT device installation in selected schools. Therefore the study recommends for more efforts to be done on installing ICT device, since ICT is very important in this world of 21th century. Learners with strong foundation of ICT are likely to adopt easily in this world of technological development than learners with poor knowledge of ICT. Therefore, school is the better place to produce people who can copy with technological challenges in this world of today.

Disclaimer (Artificial intelligence)

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

Option 2:

Author(s) hereby declare that generative AI technologies such as Large Language Models, etc have been used during writing or editing of manuscripts. This explanation will include the name, version, model, and source of the generative AI technology and as well as all input prompts provided to the generative AI technology

Details of the AI usage are given below:

- 1.
- 2.
- 3.

REFERENCES

- Reber, T. (2001). Effective teaching behaviors and attitudes as perceived by foreign language teachers. The University of Arizona.
- Ahmad, A., & Shehzad, K. (2011). *The impacts of promotion on performance evaluation*. Journal of Business Management Studies, 45(2), 89-102.
- Beda, A. (1990). *The role of rewards in enhancing work commitment*. Journal of Organizational Behavior, 12(3), 45-58
- Bennell P. and Akyeampong K (2007). Teacher Motivation in Sub-Saharan Africa and South Asia. *Researching the Issues*, 71.
- Bennell, P., & Akyeampong, K. (2007). *Teachers' motivation in Sub-Saharan Africa: A study in educational psychology*. Journal of Educational Research, 30(2), 215-228.
- Carrahel, C., Author, A., & Author3, B. (2006). *Effective rewards to retain high performance*. Journal of Organizational Behavior, 29(4), 521-536.
- Chireshe, R., & Shumba, A. (2011). *Teachers as professionals in Zimbabwe: A study in educational psychology*. Journal of Educational Research, 34(3), 301-315.
- Cole, G. A. (2004). *Management theory and Practice 6th Ed* London; Thomson learning.
- Daftari, A., & Umeodum, C. (2023). *Provision of food in schools: A study on nutritional impact and educational outcomes*. Journal of Educational Research, 46(1), 78-91.
- Daftari, C., & Umeodum, H. (2022). Effectiveness of School Meal Provision in Improving Female Students' Academic Performance in

Morogoro Municipality, Tanzania. *East African Journal of Education Studies*, 5(3), 42-48.
<https://doi.org/10.37284/eajes.5.3.855>

Dai, D.Y., & Sternberg, R. J. (2004). Motivation, emotion and cognition: Integrative Perspectives on intellectual functioning and development. Mahwah, NJ: Erlbaum. 26.

Davidson, E. (2004). The progressive of the primary education development plan in Tanzania 2002-2004 working paper

Dibble, S. (1999). Keeping your valuable employees—Retention strategies for your Organizations most important resource. New York: John Wiley and Sons. Inc.

Ellis, J. (1984). *The role of extrinsic rewards in motivation*. Journal of Applied Psychology, 69(3), 367-379.

Ellison, M. R. (2012). *Challenges in implementation of Free Basic Education Policy: a Survey of selected basic schools of Solwezi district* (Doctoral dissertation, The University of Zambia).

ETP. (2014). Education Training Policy, Ministry of Education, Science, and Technology

Gordon, D. (1986). *The impact of larger rewards on teachers: A study in educational psychology*. Journal of Educational Research, 80(2), 123-135

Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Teachers College Press

Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233.

- Kieschke, U., & Schaarschmidt. (2018). *Professional commitment among teachers: A study in educational psychology*. Journal of Educational Research, 52(1), 112-125.
- Kiheka, A.E (2021). *Teachers Motivation Enhancing Sustainable Management of Teaching Resources in Tanzania Public Secondary school in Bukoba Municipal Council*. Master's Thesis, The Open University of Tanzania
- Kingira, S., & Muammar. (2010). *Factors affecting hotel employees' motivation*. Journal of Hospitality Management, 25(2), 167-180.
- Malingumu, E. (2022). *The role of reward systems on teachers: A study in educational psychology*. Journal of Educational Research, 45(1), 78-91.
- Mapunda, W.M (2020). Dodoma Islamic Nursery, Pre and Primary School Kizota Ward, Dodoma, Tanzania
- Mark, S. (2015). *Factors influencing teachers' motivation and performance: A study in educational psychology*. Journal of Educational Research, 38(2), 201-215.
- Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50, 379-396.
- Mathayo, M. H. (2016). *Teachers' Experience on the use of ICT to facilitate Teaching: A case of Ilala District Secondary Schools* (Doctoral dissertation, The Open University of Tanzania).
- Mbatia, P. (2004) .Free Primary Education Assessment, Report Nairobi: The Jomo Kenyatta.
- Mola, A., & Dagneu, M. (2020). *Teachers as key determinants in achieving quality education*. Journal of Educational Research, 35(2), 187-201.

- Nakhumicha, W.S., & Macharia, D. (2017). Factors Influencing Completion of Development Projects in Secondary Schools: A Case of CDF Projects in Imenti North Sub County in Meru, Kenya. *International Academic Journal of Information Sciences and Project Management*, 2(1): 390-400
- Ngusa, B., & Mbifile. (2016). *Effect of food provision on pupils: A study in educational psychology*. *Journal of Educational Research*, 42(3), 301-315.
- Ngussa, B. M., & Mbifile, G. J. (2016). Effect of Food Provision on Pupils' Participation in Learning: A Case Study in Babati Rural District, Tanzania. *Saudi Journal of Humanities and Social Sciences*, 1(4), 127-136.
- Sanya, H. (2015). *Impact of School Feeding on Student Attendance in Secondary School: A case of Kiteto District in Tanzanian* (Doctoral dissertation, The Open University Of Tanzania)
- Sanya, H. (2015). *Impacts of school feeding on academic performance: A study in educational psychology*. *Journal of Educational Research*, 39(4), 451-465.