The Influence of School Heads' Motivation Strategies on Teachers' Performance in Public Secondary Schools in Arusha Region, Tanzania

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Abstract: *This study investigated the influence of school heads' motivation strategies on teachers' performance in public secondary schools in Arusha Region, Tanzania. Objectives were to; assess the status of teachers' performance in public secondary schools and determine the influence of school heads' motivation strategies on teachers' performance in public secondary schools in Arusha Region. Motivation management and Walberg's achievement theories guided the study. Mixed methods approach and concurrent triangulation research design were adopted. Questionnaires and an interview guide were used to collect data from 88 teachers and 8 school heads. Stratified and simple random sampling techniques were employed to select teachers while school heads were purposively sampled. Validity was established through expert judgment. The reliability index, TQ; r=0.78for questionnaire was obtained using Split Half method. Quantitative data were analyzed using descriptive statistics and inferentially using Pearson's Product Moment Correlation Analysis in the SPSS version 23. Results were presented in tables. Qualitative data were thematically analyzed alongside research questions and presented in narrative forms. Findings established that many teachers were not able to cover syllabus in time which occasioned low CSEE performance, partly attributed to inadequate motivation strategies adopted by school heads.   In conclusion, any form of motivation plays an important role in improving teachers' timely syllabus coverage and improved students' academic performance. The study recommends that school heads should create new strategies for motivating teaching staff to boost their morale. Education stakeholders should provide funds to provide conducive working environment through comfortable accommodation, accessible healthcare services and security.*

Keywords: *school heads, motivation, strategies, teachers, performance, Tanzania.*

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1. Introduction

Teachers are at the epicenter of the success of any education reform and thus, constitute a very important component of the education sector through implementation of curriculum objectives. Aaronson et al. (2014) assert that teachers undertake classroom pedagogy, syllabus coverage and above all, ensure that students register impressive academic grades in both internal and national examinations. However, to realize this, teacher motivation cannot be overlooked. Motivation affects how teachers pay attention to their work and strive to achieve set targets in their respective schools. Carnie (2017) posits that there are

two types of motivations: material motivations and social motivates. Material motivations include toys, treats, outings, privileges and permissions. Social motivations include hugs, smiles, congratulations, compliments and kudos.

Strategies adopted by secondary school principals to motivate teachers affect how teachers pay attention to specific information and attempts to understand the challenges which students undergo and which lead to teacher performance. However, Borders and Drury (2013) assert that in secondary school settings, there are problems related to non-professionalization of teachers, low teacher/student ratio and lack of recognition from the school administrators. In other words, lack of commitment and creativity by professionals to promote the profession in the school is mentioned as the major challenge. In line with this, Lapan et al. (2017) noted that in some secondary schools, some professionals lack professional preparations and motivation to improve teacher performance. In keeping with these assertions, Awan and Noureen (2016) argued that motivation is an internal condition that stimulates, directs and maintains behavior. The authors believe that there is a strong relationship between motivation of teachers and cases of low teacher performance in secondary schools.

In Kenya, there is recognition that motivation system adopted by principals play a key role in boosting teachers' morale to work hard and perform (Fratkin, 2017). Forms of motivation can be smiles, hugs, and pats on the back, the thumbs up sign, praise, and expressions of appreciation, positive acknowledgment, overhearing glowing comments and spending pleasant time with a principal. According to Fratkin (2017), principals should make it a habit to administer verbal or physical pats on the back whenever they give their teachers a material motivation. Some students are indifferent to praise, smiles, and kudos because every other sentence their principal utters is "good job!" until it sounds like a verbal tic.

In a study carried out in schools in Arusha Region in Tanzania, Galvin (2017) also established that teacher's performance at school must be improved through modeling by school headsand shaping skills through school heads'attention and encouragement. However, performance of teachers in many public secondary schools is still low. For example, Galvin (2017) reports that only 34.8% of teachers cover syllabus in time, which has occasioned low academic performance among students in Certificate of Secondary Education Examination (CSEE). A report by the National Examination Council of Tanzania (NECTA) shows that students have registered an aggregate decline of 6.9% in national examinations for the last five years (NECTA, 2023). Despite this state of affairs, much is yet to be done to interrogate the extent to which school heads' motivation strategies influence teachers' performance, hence the need for the current study.

1.1 Research Questions

The following research questions guided the study:
1. What is the status of teacher performance in public secondary schools in Arusha Region?
2. How does school heads' motivation strategies influence teachers' performance in public secondary schools in Arusha Region?

2. Literature Review

2.1 Theoretical Literature Review

The study was guided by the motivation management theory which was postulated by Robert Owen in 2001. This theory is based on Owen's experience with machines during the industrial age of the 1800s. According to Owen (2001), the better a machine is taken care of, maintained and looked after, the better it performs. This theory was revolutionary during his time and has continued to be true. The theory states that every person has the same needs, but each individual prioritizes them differently. In the context of this study, the theory identifies three needs: achievement, power and affiliation. The need for achievement is the desire to do well at a task, the need for power demonstrates itself through influence over other people and the need for affiliation is the yearning for meaningful relationships. According to Owen (2001), motivation is the psychological process of providing purpose and intention to students' academic behavior and explains why students behave the way they do.

The study was also guided by Walberg's achievement theory. This theory posits that psychological characteristics of individual teachers and their immediate psychological environments influence educational outcomes, that is, cognitive, behavioral and attitudinal. Walberg (2012) identified nine key variables that influence educational outcomes as: teachers' prior achievement, motivation, developmental level, quantity of instruction, quality of instruction, classroom climate, stakeholders' involvement, home environment, group dynamics and exposure to mass media outside the school.

2.2 Application of the Theories to the Current Study

Thus, the relevance of Owen's theory in this study is that it underscores the fact that teacher's motivation is the key to their performance and eventual students' success. On the other hand, the Walberg's achievement theory resonates with the current study in that performance is interpreted to include teacher perceptions of the social environment, creativity, self-concept, participation in extra-curricular activities, and interest in subject matter. Consequently, the theories emphasize new strategies for motivating teaching staff in order to boost their morale.

2.3 Empirical Literature Review

In a study carried out in Argentina, Harper and McLanahan (2016) established that teachers who are well-motivated ensure that syllabus is covered in time and their students register impressive grades in internal and national examinations. Cognizant of this fact, in a study carried out in the United Kingdom, Docking (2014) established that a principal must motivate teachers every single time at first, though with care frequency of motivate might be reduced later. The study established that more successful motivate-systems use procedures to improve teacher performance. However, many teachers are unmotivated to undertake other duties geared towards improving their classroom instruction activities.

In a study conducted in China among 243 respondents, Gonzalez-DeHass et al. (2015) intimated that for some motivational constructs which are above and beyond intelligence explains variance in work output among staff. Investigating intrinsic motivation, Grolnick and Slowiaczek (2015) found an incremental validity beyond intelligence for elementary and high school teachers. In many countries in Sub-Saharan Africa, Okonkwo (2015) asserts that motivation of teachers plays a crucial role in improving their performance. In South Africa, Duckworth (2016) indicates that since principals may provide many motivates each day, material motivates must not necessarily be expensive. These findings affirm the fact that it is important to use motivations which are meant to inculcate work ethic among teachers and enhance their work productivity. Ogunladeet al. (2015) found out that teacher commitment is a form of motivation since the job performance will be high hence improved teacher competence. The study recommended that though teachers were committed, there was need for fairness from the school principal when it comes to the promotion process. This could be achieved when promotion was done on merit and experience was evaluated on skills gained overtime.

According to Cherry et al. (2021), teachers are inspired by a teacher-centered approach to educational management. Teacher-centered operational leadership style is distinguished by greater engagement in decision-making; reduced tight monitoring of teachers; never-ending directorial sustenance for teacher development; good social relationships; and open interactions. This philosophy is only achievable when the school heads as school administrators, beyond or above their management positions, strive to meet as many specific preferences as necessary and guide teachers with extreme respect and a great mindset and involvement in their wellbeing. UNESCO (2017) in a study on teacher support and emerging issues on motivation came up with the need to offer support to teachers in difficult teaching environment, promote effective school leadership, and provision of opportunities for collegial support within the school and outside the school that is formation of peer learning and on-going professional development. This means the school principal should borrow some motivational strategies. In Sub-Saharan Africa, Apolline (2015) in Cameroon on motivational strategies used by principals in the management of schools in the case of some selected secondary schools in the Fako Division of the Southwest Region of Cameroon found out that motivational strategies employed by the principals include empathetic, supportive, caring, academic and disciplinary matters; positive leadership, and transformational leadership style helped teachers to feel motivated.

Globally, teacher performance is a significant challenge for education, necessitating effective strategies to combat low morale and ensure adequate school performance (Gitonga, 2012). Today's education administrators must excel in implementing effective strategies to combat the issue of low morale among teachers, hindering their ability to fulfill their duties in schools. As Gitonga (2012) noted in Kenya, teachers often exhibit low engagement in supervision, assessment, and teaching, with some expressing a high intent to leave their positions and a general lack of participation in various school activities. While Mutua (2016) posits that a school manager who had a well-balanced reward and recognition programme for teachers resulted in high student output. On the other hand, the mostde-motivating factors were unresolved personal problems, inadequate increase in pay and bonuses.

Despite the current motivation strategies by head teachers in secondary schools in Serere District in Uganda, there have been rampant reported cases of teachers' lack of supervision, low assessment, absenteeism, and non-participation in entire school activities (Lamaroand Akello, 2023). In this case, it is assumed that there will be a general decline in school performance by about 50%; the escalating poor teachers' performances worries the entire region if left to continue prevailing (UWEZO, 2014). This prompts a

curiosity about the influence of head teachers' motivational strategies on achieving optimal teacher performance, a subject that this study aims to explore. Zalwango (2014) in a study on the role of motivation in enhancing teachers' performance in private primary schools a in Tanzania, pointed out that teachers who are motivated will give their all and this will improve their job performance. The principals should maintain a professional code when dealing with teaching and learning.

3. Methodology

The study adopted a mixed methods approach and thus applied concurrent triangulation research design. Target population comprised 151 school heads and 1947 teachers totaling to 2028 respondents from which a sample of 96 respondents was determined using Yamane's Formula which states: $= n \frac{N}{1+N(e)^2}$:(Yamen et al., 2017).

Where: n=required sample size, N=total population and e= margin error (0.1 or 10%)

Therefore:

$$n = \frac{2098}{1 + 2098(0.1)^2}$$
$$n = \frac{2098}{1 + 2098\ (0.01)}$$
$$n = \frac{2098}{1 + 20.98}$$
$$n = \frac{2098}{21.98}$$
$$n = 95.500 \approx 96$$

From a sample size of 96, this study divided the sample into 88 respondents (teachers) for quantitative data and 8 respondents (school heads) for qualitative data as shown in table 1. Stratified random sampling was applied to create four strata based on the number of zones in Arusha Region. From each zone, two school heads were sampled using purposive sampling considering schools which have had reported cases of teacher attrition and low students' academic performance in CSEE for the last five years

(MoEST, 2023). However, from each zone, simple random sampling was applied to select 22 teachers. This sampling procedure enabled the researcher to sample eight school heads and 88 teachers. Questionnaires were used to collect quantitative data from teachers whereas interview guides were used to collect qualitative data from school heads. Split Half method was used to determine the reliability of the questionnaires and the correlation coefficient value of 0.78 for teacher's questionnaire was reported. According to George and Malley (2003), the instruments were found to be reliable for the study. The validity of both instruments was established through the judgment of experts from Human Resource Management (HRM). Data was collected in a sequential way both quantitative and qualitative data were collected in phases (Wium and Louw, 2018). Questionnaires were then issued to the respondents and collected after one day while personal interviews were conducted the same day of visit (Braun and Clarke, 2006). The researcher audio recorded the conversation for later transcription with the consent of the interviewee. Qualitative data were analyzed thematically alongside research questions and presented in narrative forms. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Packages for Social Sciences (SPSS Version 23) and presented in tables.

4. Results and Discussion

This section presents the findings of the study based on the objectives. It also outlines the methods of presentation of the study findings and discussions.

4.1 Response Rates

In this study, 88 questionnaires were administered to teachers out of which 85 questionnaires were filled and returned. At the same time, the researcher also managed to interview six (6) school heads (SH). This yielded response rates as shown in table 1.

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
School Heads	8	6	75.0
Teachers	88	85	96.6
Total	**96**	**91**	**94.8**

Source: field data (2023)

Table 1 show that school heads registered a response rate of 75.0% whereas teachers registered 96.6% as the response rate. On average, this yielded a response rate of 94.8%, which affirmed the assertions of Creswell and Creswell (2018) that a response rate above 75.0% is adequate and of suitable levels to allow for the generalization of the outcomes to the target population.

4.2 Status of Teachers' Performance in Public Secondary Schools

The study sought to assess teachers' performance in public secondary schools in Arusha Region. This was measured by assessing how often teachers cover syllabus in time and CSEE performance (mean points) between 2017 and 2021. Descriptive data were collected from the sampled teachers and results are shown in table 2.

Table 2: Frequency of Syllabus Coverage by Teachers in Public Secondary Schools

Frequency of Timely Syllabus Coverage by Teachers	Number of Teachers (N=85)	
	f	**%**
Often	25	29.4
Rarely	47	55.3
Never	13	15.3

Source: field data (2023)

Table 2 shows that 29.4% of teachers do not often cover syllabus in time, 55.3% rarely cover syllabus in time whereas 15.3% never covered syllabus in time. This finding indicates that the status of teachers' performance in public secondary schools in terms of syllabus coverage is not satisfactory. This could be attributed to either poor time management or frequent absenteeism as a result of motivation strategies employed in school. The finding aligns itself with that of Van Deventer and Kruger (2021) that noted time as the most valuable and scarce resource available to school, yet it is not utilized accordingly and is wasted on matters that impact negatively towards teaching and learning. This leads to a delay in timely syllabus coverage. In this regard, Harper and McLanahan (2016) established that teachers who are well-motivated ensure that syllabus is covered in time and their students register impressive grades in internal and national examinations. Similarly, while in agreement with the current findings, Galvin (2017) reported that only 34.8% of teachers cover syllabus in time which has occasioned low academic performance among students in Certificate of Secondary Education Examination (CSEE).

During the interviews, school heads also stated that most teachers do not cover syllabus in time. For instance, school head, SH1, noted:

In my school, I have had cases where teachers do not cover syllabus in time to accord students adequate time for revision (personal interview on 11th November 2023).

The response from the school head is a clear indicator that timely syllabus coverage is given emphasis in secondary schools. However, some weaknesses are reported from teachers in this regard. These findings corroborate the assertions of Hofman and Hofman (2015) that in the Netherlands, a performing or competent teacher is regarded as one who can cover syllabus in time and teach a particular subject very well. That is, one who perceives his or her teaching competence and believes that they can exert a positive effect on students' achievement.

Having collected and analyzed data on syllabus coverage, the researcher further sought to assess the status of performance in CSEE for the last five years (2018-2022) as an indicator of teacher performance. Results are shown in table 3.

Table 3: CSEE Performance in Public Secondary Schools in Arusha Region (Mean scores) between 2018 and 2022(N=85)

CSEE Results in Mean Score (Points)	Years of Examination				
	2018 **%**	**2019** **%**	**2020** **%**	**2021** **%**	**2022** **%**
1-2.9 points (Poor)	40.2	43.5	44.2	47.3	48.9
3-4.9 points (Below Average)	36.9	35.1	34.9	33.5	32.5
5-6.9 points (Fair)	15.4	15.1	14.8	13.7	13.4
7-8.9 points (Good)	5.3	4.4	4.3	3.8	3.6
9-11.9 points (Excellent)	2.2	1.9	1.8	1.7	1.6

Source: field data (2023)

Table 3 shows that, in 2018, 40.2% of the secondary schools had mean points ranging between 1-2.9 in CSEE, 36.9% scored between 3 - 4.9 points, 15.4% scored between 5 to 6.9 points, 5.3% scored between 7 to 8.9 points whereas only a paltry 2.2% of the secondary schools scored between 9 to 11.9 points in CSEE. In the subsequent years, the performance has been on a declining trend. For example, from table 3, 43.5% of secondary schools scored between 1 to 2.9 points in 2019, 35.1% scored between 3 to 4.9 points, 15.1% scored between 5 – 6.9 points, 4.4% scored between 7 to 8.9 points whereas 1.9% scored between 9-11.9 points in CSEE. In 2020, 44.2% of secondary schools registered between 1-2.9 points in CSEE, 34.9% scored between 3 to 4.9points, 14.8% scored between 5 to 6.9 points, 4.3% scored between 7 to 8.9 points whereas only1.8% scored between 9 to 11.9 points thereby showing a declining trend in performance. Table 3 further shows that in 2021, 47.3% of secondary schools scored between 1-2.9 mean points in CSEE, 33.5% scored between 3-4.9 mean points, 13.7% scored between 5 to 6.9 mean points, 3.8% scored between 7 to 8.9 mean points while 1.7% scored between 9 to 11.9 mean points in CSEE. To be precise, the findings give a picture of declining trend in performance among public secondary schools in Arusha region. Perhaps, this could be due to factors such as motivation strategies employed by school administrators. To buttress these findings, Docking (2014) established that more successful motivate-systems use procedures to improve teacher performance whose effects is seen in students' impressive performance in internal and national examinations as well as core curriculum activities.

In a similar trend, 48.9% of the secondary schools scored between 1 to 2.9 mean points, 32.5% scored between 3-4.9 mean points, 13.4% scored between 5to6.9 mean points, 3.6% registered between 7 to 8.9 mean points whereas 1.6% registered between 9 to 11.9 mean points in CSEE in 2022. These findings corroborate the findings of a report by NECTA (2023) that the performance of students in Arusha Region in CSEE has been on a downward trend. This calls into question the level of teacher performance and strategies therein which school heads develop to motivate teachers. In summary, these findings affirm the fact that teacher performance entails several aspects such as increased efforts to achieve high output, innovation to discover new superior ways of doing things, enhanced attitudes to treat customers, in this case, students, with respect and the overall performance of schools in terms of syllabus coverage and performance.

4.3 School Heads' Motivation strategies and Teacher Performance in Public Secondary Schools

The study sought to assess how motivation strategies adopted by school heads influence teacher performance in public secondary schools. Descriptive data were collected from teachers and results are shown in table 4.

Table 4: Teachers' Views on Influence of School Heads'Motivation Strategies on TeacherPerformance in Public Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Public secondary school heads rarely identify teaching staff to be motivated as a way of improving their performance	50.8	3.9	4.8	26.2	14.3
In public secondary schools, performance is low since school heads rarely identify hard-working members of non-teaching staff to be motivated	53.2	8.7	4.0	21.4	12.7
Public secondary school heads sometimes set standards to be met in order for any staff member to be motivated	57.1	7.9	4.1	19.8	11.1
Forms of motivation designed by public secondary school heads have not encouraged teachers to work hard and improve performance	63.5	5.6	4.7	16.7	9.5
In public secondary schools, material and social rewards are not often used by school heads as forms of motivation	59.3	6.1	4.4	18.9	11.3

Source: Field Data (2023)

Table 4 shows that 50.8% of the teachers strongly agreed with the view that public secondary school heads rarely identify teaching staff to be motivated as a way of improving their performance with 3.9% agreeing, 4.8% undecided, 26.2% disagreeing and 14.3% strongly disagreeing. Lack of motivation negatively affects teachers' performance. Galvin (2017) also established that teacher performance at school must be improved through modeling by school heads and shaping skills through principals' attention and encouragement. Slightly more than half (53.2%) of the teachers were in strong agreement that in public secondary schools, performance is low since school heads rarely identify hard-working members of non-teaching staff to be motivated while 8.7% agreed, 21.4% disagreed with 12.7% strongly disagreeing. However, only 4% were undecided. In addition, more than half (57.1%) of the teachers strongly indicated that public secondary school heads sometimes set standards to be met in order for any staff member to be motivated whereas 7.9% agreed. On the contrary, 19.8% disagreed whereas 11.1% strongly disagreed. These findings support the assertions of Fratkin (2017) that motivation strategies adopted by school heads play a key role in boosting teachers' morale to work hard and perform. According to Fratkin (2017), motivation strategies and standards adopted by school heads can either be smiles, hugs, and pats on the back, the thumbs up sign, praise, and expressions of appreciation, positive acknowledgment, overhearing glowing comments and spending pleasant time with a school heads. Most (63.5%) teachers strongly agreed with the view that forms of motivation designed by public secondary school heads have not encouraged teachers to

work hard and improve performance, 5.6% agreed, but 16.7% disagreed whereas 9.5% strongly disagreed. Moreover, 59.3% of the teachers strongly agreed with the view that in public secondary schools, material and social rewards are not often used as forms of motivation. In this respect, 6.1% agreed, 18.9% disagreed whereas 11.3% strongly disagreed. These findings are consistent with the findings of a study carried out in Argentina in which Harper and McLanahan (2016) found that teachers who are well-motivated ensure that syllabus is covered in time and their students register impressive grades in internal and national examinations.

This further supports the findings of a study carried out in the United Kingdom in which Docking (2014) suggested that, for a teacher to be effective and productive, a school head must reward teachers every single time at first, though with care, frequency of reward might be reduced later. The study established that more successful reward-systems use procedures to improve teacher performance. However, many teachers are unmotivated to undertake other duties geared towards improving their classroom instruction activities. These findings attest to the fact that, though not often undertaken by school heads, teacher motivation is crucial for improving their performance in terms of timely syllabus coverage and improved students' academic performance. In other words, it is important to use rewards which are meant to inculcate work ethics among teachers and enhance their work productivity.

Inferential Analysis

To verify the possibility of the influence of school heads' motivation strategies on teacher performance, data were collected from the five sampled public secondary schools on a scale of how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) school heads' reward teachers, how often teachers cover syllabus in time and academic performance in CSEE for the year 2022). The results are shown in table 5.

Table 5: How Often School Heads' Motivate Teachers and Teacher Performance in CSEE for the Year 2022

How often Principals Reward Teachers	How often Teachers Cover Syllabus in Time	2022CSEE Results
2	2	2.14
3	3	3.78
4	5	4.81
2	3	2.80
2	2	3.48

Source: field data (2023)

Table 5 shows that the higher the number of times school heads' motivation and reward teachers in their secondary schools, the higher the frequency with which teachers cover syllabus in time as well as improved students' academic performance in CSEE. These results further corroborate the findings of UNESCO (2017) in a study on teacher support and emerging issues on motivation came up with the need to offer support to teachers in difficult teaching environments. Well-motivated teachers ensure that syllabus is covered in time and their students register impressive grades in internal and national examinations. The data in table 5 were also run through Pearson's Product Moment Correlation Test Analysis. The results are presented in table 6:

Table 6: Relationship between Frequency of School Heads' Motivation Strategies and Teacher Performance in Public Secondary Schools

		X1	A	B
X1	Pearson Correlation	1	.913*	.884*
	Sig. (2-tailed)		.030	.047
	N	5	5	5
A	Pearson Correlation	.913*	1	.808
	Sig. (2-tailed)	.030		.098
	N	5	5	5
B	Pearson Correlation	.884*	.808	1
	Sig. (2-tailed)	.047	.098	
	N	5	5	5

*. Correlation is significant at the 0.05 level (2-tailed).

Key: **X1**- How Often School heads Motivate Teachers; **A**- How Often Teachers Cover Syllabus in Time and **B**-2022CSEE Results
Source: field data (2023)

Table 6 shows that there is a strong correlation between school heads' motivation strategies and teacher performance in public secondary schools. That is, the higher the frequency of school heads' motivation of teachers, the higher frequency with which teachers cover syllabus in time and improved students' academic performance in CSEE (r(5) = 0.913 and 0.884 at p = 0.030, 0.047 at α = 0.05). In summary, school heads' motivation

strategies play a significant role in enhancing teacher performance in public secondary schools.

During the interviews, the principals, however, indicated that they usually motivate teachers and identify teaching staff to be motivated as a way of improving their performance. School head, P2, noted:

> *In my secondary school, I always ensure that teachers are motivated despite the meager resources available for the same. I always identify hard-working staff and give them little incentives and recognition. This has boosted their morale to cover syllabus in time and ensure that students perform better in examinations (personal interview on 18th November 2023).*

This response emphasizes that employees are critical in achieving sustainable competitive advantage of the institution. Consequently, little incentives and recognition are necessary to boost their morale. Young (2018) supports this assertion but further pointed out that behind production of every product or service, there is a human mind, effort and man hours (working hours).No product or service can be produced without the help of human being. Human beings are fundamental resources for making or construction of anything. Every organization desire is to have skilled and competent people to make their organization competent and best. This can also be achieved by a competitive working environment laced with motivation strategies.

Another school head remarked that:

> *Education stakeholders at my school have a managerial and leadership function, in as much as myself as the school head to contribute towards teachers' motivation. It is of utmost curriculum importance that they contribute materially and financially to the satisfaction of the effective delivery of curriculum activities and obligations, otherwise the realization of the mission and vision of the school will remain just but a pipedream (personal interview on 20th November 2023).*

The remarks from the school heads underscore the importance of various strategies and approaches in motivating teachers. These findings underscore the vitality of teacher motivation as a critical factor in teacher performance. Just like quantitative findings, these views also support the views expressed by Fratkin (2017) that motivation strategies adopted by school heads play a key role in boosting teachers' morale to work hard and perform. That is, these mixed findings affirm the fact that though a rare undertaking by school heads, rewarding teachers or any form of motivation play an important role in improving their performance in terms of timely syllabus coverage and improved students' academic performance. Deventer and Kruger (2021) weighed in by identifying the aspects of managing time that include, among others, the drawing of a timetable, where all subject periods are designated time slots. This makes provision for thorough planning which leads to productivity, effective resource usage, improvement of interpersonal relationships as well as the application of effective methods to achieve the desired learning objectives in the classroom.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the findings of the study and to sum up this discussion, the following conclusion was drawn:
From the study findings, it is evident that many teachers do not cover syllabus in time and this has occasioned low academic performance of students in CSEE. Due to untimely syllabus coverage, students lack adequate time for revision. The study established that the performance of students in Arusha Region in CSEE has been on a downward trend. In the same token, the study established that teachers are rarely motivated to work hard. School heads rarely identify teaching staff to be motivated as a way of improving their performance, which has translated into low academic performance among students. This indicates that, though not usually undertaken by some school heads, a reward system plays a key role in boosting teachers' morale to work hard and perform. That is, rewarding teachers or any form of motivation plays an important role in improving their performance in terms of timely syllabus coverage and improved students' academic performance.

5.2 Recommendations

Based on the study findings the following recommendations were made:

1. The study recommends that school heads should create new strategies for motivating teaching staff to boost their morale. This will improve their

desire to teach, cover syllabus in time and help learners perform better in their examinations.

2. In the same token, the ministry of education science & technology, parents, guardians and non-governmental organizations should provide funds for enhancing conducive working environment through comfortable accommodation, accessible healthcare services and security at all times.

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