

**The role of school leadership in enhancing teachers' motivation in public primary schools in Ilemela district, Tanzania**

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This study sought to investigate the effectiveness of primary school head teachers in performing their role of enhancing teachers' job motivation in public primary schools. In particular, it focused on examining the head teachers' knowledge and skills about their role of enhancing teachers' motivation in their schools; examining strategies employed by the head teachers in enhancing teachers' motivation and job morale; and finally exploring teachers' views about the factors which enhance their motivation and job morale. The study employed a multiple embedded case study design within a framework of mixed methodology whereby purposive, convenience and random sampling procedures were used to select a sample of 103 respondents which involved 12 head teachers, 84 ordinary teachers, 6 Ward Education Coordinators and 1 District Education Officer. Data were collected through the use of questionnaires, interviews, focused group discussions and documentary reviews. The qualitative data were analysed following the Miles & Huberman Model of Qualitative Data Analysis while the quantitative data were coded and analysed statistically by the use of computer software (SPSS version 15) giving frequencies and percentages. The findings of the study revealed that the primary school head teachers were not effective in performing their role of enhancing teachers' job motivation. In particular, it was revealed that the motivational strategies used by the head teachers were mainly based on satisfying the lower order-needs which were found to be ineffective in enhancing teachers' motivation. On the other hand, the implementation of their motivational strategies encountered a number of limitations which were mainly associated with inadequate leadership knowledge and skills inherent among the head teachers. Based on the research findings the study recommended that, the government and all other stakeholders in education should recognize a strong need to create an effective school leadership which is able to enhance teachers' motivation. This could be achieved through frequently organized leadership trainings and seminars to the head teachers, reviewing the appointment procedures of teachers into leadership positions, effective use of the existing specialized institutions for educational management training such as ADEM and fulfilling the long term teachers' basic demands so as to maximize their level of satisfaction.