THE INFLUENCE OF HEADS OF SCHOOLS' INSPIRATIONAL MOTIVATION ON TEACHERS' WORK PERFORMANCE

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ABSTRACT

This study explored how heads' inspirational motivation promoted teachers' work performance in Tanzania secondary schools. The fieldwork covered four secondary schools in two Districts in Rukwa Region, Tanzania. Data was collected through a questionnaire and was analysed using descriptive statistics, an independent sample t-test, and Pearson correlation coefficients. Results show that teachers differed in work performance in relation to gender, age, teaching experience, years of stay in a school and school ownership. The results further revealed a significant relationship between head of schools'use of inspirational motivation and teachers' work performance. Head of schools' inspiring practices worked better than financial rewards for duties better performed, thus, they aroused enthusiasm among teachers. Teachers worked well when their supervisors noticed their work by commending them, which encouraged teachers to work harder and to internalize school values. This drew teachers to their immediate supervisors and to each other, in the school setting. It is recommended that work performance needs to be promoted to all teachers. Head of schools should consider the use of inspirational motivation to promote teachers' work performance, and to create teachers' sense of responsibility so that teachers use their skills and experiences for the betterment of the school.

Keywords: Inspirational motivation, leadership style, teachers' work performance, teachers' sense of responsibility, Tanzania secondary schools.

INTRODUCTION

Background of the Study

The effectiveness of leadership in secondary schools in Tanzania has become a major issue given rapid changes in the secondary education system in the country, including expansion of secondary education provision, advancement in technology and escalating societal needs and demands. All these require a high level of effectiveness among leaders, including heads of schools. Teacher's innovations that are geared towards achieving the school goals could be affected by the power and leadership style, especially that of heads of schools (Choi, 2007).

School life is part and parcel of that of its members: students, teachers, non-teaching staff and their leaders at different levels. As argued by Raza et al (2010), in nature, human beings are social creatures who live in society. In this way, teachers as key human resources in schools, contribute a lot to the efficiency and effectiveness of the school.

An effective school requires sound leadership, a prime force that determines school competitiveness (Büyükgöze and Özdemir, 2017). In this, staff members work in harmony and unison (Yousaf et al, 2018) to accomplish educational goals. This may make teachers stay committed to their duties and the school.

Leadership is a bond that makes teachers work together in which the head of school manages and disseminates innovation and change, always in direct contact with teachers (Ukaidi,

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2016). According to Raza et al (2010), modern leaders adopt an attitude that supports employees, prepare vision, cultivate hope, encourage creative thinking and broaden communication. All these features are directed towards a transformational leadership style.

A leadership style is a framework of how leadership in a school is accomplished as the leader influences all followers to attain goals that the school has planned to achieve (Mwamuya et al, 2012). In this, school leadership enhances the teachers' capacity to perform their functions, including teaching. It is a dynamic process of working in a group where by an individual influences the other group members to commit themselves freely to the achievement of their organisation (Büyükgöze and Özdemir, 2017). In this, the leader directs, co-ordinates, influences and supports others in performing a common task.

Leaders in schools often choose a particular interaction style that they use to give clues and to influence followers to perform their tasks. They use that to present values, motivation, wants, needs, aspirations and expectations of these followers (Arafin, 2015). For effective interaction that could result to teachers' reciprocal trust, school leaders focus on the quality concern about individual teachers through ensuring participatory decision-making and democratic leadership (Choi, 2017).

Statement of the Problem

Inspirational motivation as an element of transformational leadership is imperative as it could contribute significantly to teachers' work performance. When heads of schools understand and implement strategies to promote teachers' job performance they may inspire teachers' optimal work output. While there are many factors that could contribute to teachers' work performance, the role of heads of schools' inspirational motivation is an issue that cannot be ignored. It is in the light of this fact that the present study inquired about bridging this knowledge gap.

Purpose of the Study

The purpose of this study was to assess the contribution of heads of schools' inspirational motivation to teachers' work performance, in Tanzania secondary schools.

Objectives of the Study

The study sought to achieve the following objectives:

First, to find out the way heads of secondary schools' inspirational motivation is perceived by teachers in line with teachers' demographic and school characteristics.

Second, to examine how heads of secondary schools' inspirational motivation promotes teachers' work performance.

Research Questions

First, how do secondary schools teachers perceive their heads' inspirational motivation?

Second, how does heads of secondary schools' inspirational motivation promote teachers' work performance?

Significance of the Study

The importance of work performance has become increasingly urgent in the school context, because both heads of schools and teachers are responsible for the future of the community in which they operate. New challenges such as modernisation, the revolution of technology and increase in accountability impose great pressure upon heads of schools and draw attention to the need for more concern over teachers' work performance. Thus, findings of this study may be useful to school heads in using inspirational motivation to promote requisite work performance among teachers.

LITERATURE REVIEW

In this section, a review of literature is made. It provides a discussion of the study's main concepts in order to discern the gap to be filled in by the present study.

Teachers' Perception of their Leaders' Inspirational Motivation

Inspirational motivation is related to the leader's capabilities to formulate and communicate the school vision and goal challenges to followers (Malela and Gathumbi, 2016). In this, teachers could be motivated to focus more on performing their duties in line with the school targeted goals, in a way that increases their day-to-day responsibilities. In general, teachers are motivated to work beyond their self-interests (Avolio and Bass, 2000). In this way, inspirational motivation seems to be an important issue to realize teachers' work performance for school success.

Transformational leaders motivate their followers to achieve something more than they are expected to provide. This inspiration triggers teachers' capabilities for innovation in looking at problems from different angles (Fessehatsion, 2017). In this way, school transformational leadership dimensions can be applied to ensure best school work performance among teachers (Malela and Gathumbi, 2016).

The main transformational practices, according to Avolio and Bass (2000), include: intellectual stimulation, individualised consideration, idealised influence and inspirational motivation. The present study focuses on the way head of schools' utilisation of inspirational motivation enhances teachers' work performance.

Regarded as an element of transformational leadership, inspirational motivation is the degree to which a leader articulates a vision in an attempt to motivate teachers towards exceptional performance. It involves the leaders' ability to clearly communicate the shared vision so as to inspire teachers' achievement of strategic goals (Malela and Gathumbi, 2016). To enhance school performance, leaders need to focus on inspirational motivation by displaying enthusiasm and optimism, involving teachers in envisioning an attractive future state, communicating high expectations, and demonstrating commitment to the school goals (Fessehatsion, 2017).

Transformational school leaders inspire their followers towards a common goal of the school and challenge them to adopt innovative thinking in problem solving (Eboka, 2016). This makes teachers consider the school vision as a reflection of their own values rather than something imposed to them. In a way, it makes teachers develop their self- efficacy; hence, contribute to the implementation of the school goals, and making a great effort in performing their duties to develop a will to stay with the school.

Different study findings report that teachers are satisfied with their leaders' leadership style, hence believe them as effective (Mwamuya et al, 2012; Ukaidi, 2016). Some researchers propose that female and male teachers do not differ significantly regarding the way they perceive their leaders' efficiency in inspiring teachers' work performance (Eboka, 2016). Other studies however, suggest that gender significantly influences teachers' perception of their leaders' encouragement. A study by Iqbar et al (2015) revealed that when compared to their male counterparts, female teachers are more motivated to execute their duties. These findings are supported by Nyamubi (2017) who reports similar findings.

Studies on the influence of teachers' age on their perception on school leaders' efficiency in inspiring teachers' work performance reveal mixed results. One line of argument accepts that there exists a relationship between teachers' age and the way they perceive their leaders' style of leading, as teachers' seniority is positively associated to inspirational perception (Jonathan et al, 2013; Ukaidi, 2016). These studies assert that as teachers get older, they adjust to their leaders' style of leadership and work place life situations.

However, other studies indicate that age has no significant influence on teachers' perception of their heads of schools' inspirational motivation that makes them to work beyond their individual concerns. Arop et al (2014) found no difference between young and older teachers in reference to teachers' work performance, indicating that teachers' age does not cause any significant differences regarding their motivational practices by their leaders.

Experience in teaching has been found to influence teachers' capacity to perform their duties as a result of school head's encouragement. Studies reveal that as teachers gain greater experience in teaching, they tend to make efforts to implement school goals and those of the profession (Büyükgöze and Özdemir, 2017). Thus, as teachers stay in the teaching profession they adjust their prospects with authenticity; hence, become more motivated to work harder (Malela and Gathumbi, 2016).

Furthermore, studies show that the more experienced teachers are, the more they invest their energy in performing their jobs, consequently, the higher possibility they would stay with the school they work with (Yousaf et al, 2018). In this way, teachers who have high aspiration to attain school goals would plan to stay with the school and perform better in teaching in response of their leaders' inspirational motivation.

Location of a school (rural or urban) may influence teachers' commitment to work as a result of the head of school's inspirational motivation. Jonathan et al (2013) report that teachers who work in rural-based secondary schools exhibit intention to leave their employers. On the other hand, Malela and Gathumbi (2016) found that location of the school is insignificant in determining teachers' will to stay with the school, as well as expected teachers' work output. So, the present study sought to confirm such incongruity.

Head of Schools and Teachers' Work Performance

Teachers' work performance refers to duties performed by a teacher at a particular period in the school system to achieve school goals (Büyükgöze and Özdemir, 2017). It is the teachers' ability to combine relevant inputs to enhance the teaching and learning process so as to reach the overall school performance to develop its ending targets (Perera and Wijewardene, 2021). According to Amin et al (2013), teachers' work performance is the record of work outcomes achieved by a teacher for each job function during a specified period of time.

In the school context, teachers' work performance is defined as an extent to which teachers contribute in achieving goals and objectives of the school (Amin et al, 2013). It is determined by the teachers' level of participation in the daily running of the school, including class and out of class duties, in and outside the school premises. It is a success rate of the teacher's given tasks over a certain period of time, compared to pre-determined standard of work, targets or criteria of performance in relation to school goals (Yousaf et al, 2018).

Work performance in this study refers to results that are achieved by teachers because of being motivated in their job. It is conceptualised in four facets: teaching skills, management skills, discipline and regularity as well as interpersonal relations. According to Amin et al (2013), in the four facets of work performance, teachers are expected to satisfy learners' needs through their teaching styles and quality, management of class discipline, ensuring students' motivation to improve their achievement, performing duties assigned by their immediate supervisors in a regular way as well as interacting with students, parents, colleagues and high officials in a way that meets the needs of the school.

Effective teachers' work performance depends upon the proper match between the leaders' ability to lead contingent situational factors, including leaders' preferred leadership style, behaviour and employees' competence (Raza et al, 2010). Thus, leaders adopt that style which best matches to the situation and immediately stimulate the employee's work performance. As argued by Ukaidi (2016), quality education requires teachers' effective performance of their duties. To achieve this, heads of schools need to deploy an appropriate behaviour that would boost up teachers' morale towards high performance in the school.

An effective school leader has a responsibility to provide guidance and share knowledge to teachers, to lead teachers at school towards better performance and make them expect to maintain work quality (Iqbal et al, 2013). In this way, heads of schools offer guidance to teachers through their supervision such that school objectives are achieved through effective and efficient learning (Yousaf et al, 2018). According to Ukaidi (2016) the supervisor's behaviour can positively or negatively influence teachers' work performance. If the head of school is friendly and open in exchanging information, it results to positive feedback from teachers (Perera and Wijewardene, 2021).

Heads of schools assist teachers in refining their competencies essential for better teaching and disciplining students. In this regard, heads of schools who are efficient in supervision, endow with help in assisting teachers in preparing lesson plans and lesson notes, instructional teaching material and provide target oriented activities. Heads of schools with better supervision skills take feedback and then further guide and move teachers towards desired work objectives, leading to teachers' better performance of their duties (Amin et al, 2013).

When inspirational motivation and work performance are taken to be very vital to the incessant growth of education systems in general and schools in particular, teachers' work performance could be seen. This could be achieved especially when a school head takes the responsibility of giving teachers inspirational motivation in the work place (Malela and Gathumbi, 2016). This occurs when the heads of schools feel effective in their leadership behaviours to influence teachers in a way that forms fundamental reasons for working to gratify their needs in their lives (Ukaidi, 2016). In this way, leaders' inspirational motivation and teachers' work performance are related in that they are very essential to the continuing growth of the school.

There is little knowledge about how inspirational motivation, as an aspect of transformational leadership style, could contribute to teachers' work performance in secondary schools in Tanzania, the gap that this study filled

METHODOLOGY

Research Design

The study employed a descriptive cross sectional survey design, in which the population was studied at a single point in time. Sekaran (2005) merits the design as providing a snapshot of the outcome and characteristics associated with it at a specified point in time. This design enabled the researcher to find out how heads of schools' inspirational motivation determined teachers' work performance in secondary schools in Tanzania.

Area of Study

The study was conducted in Rukwa Region, Tanzania. The area was randomly selected from other twenty-seven Regions, in Tanzania Mainland. Rukwa, like other regions, catered for the education of the local people from both urban and rural areas around the country. Two Districts with different environments were selected to be representative of rural and urban locations in the study. Thus, Sumbawanga Municipality was purposely selected to represent the urban setting, while Kalambo District was randomly selected from the three Districts to represent the rural schools.

The Target Population

The target population consisted of all secondary school teachers in the study area.

Sample and Sampling Techniques

As it was not possible to collect data from all individuals in the target population, the respondent sample was drawn from the population. A stratified random technique was used to select four schools (two public and two private) from among 27 secondary schools in Sumbawanga Municipal and other four schools (two public and two private) from 19 secondary schools in Kalambo District. The selection of these schools was based on two criteria: location (urban or rural) and type of school ownership (public or private). Permission to visit the schools was obtained from relevant authorities. All participants consented to participate in the study.

The selection of teacher respondents who participated in the study from each school was through an instant invite and questionnaire take technique. All teachers in the sampled schools were invited to participate in the study. Thus, all teachers who were present at school during the survey were requested to fill the questionnaire. A total of 350 teachers (187 male and 163 females) participated in the study.

Data Collection Instrument

The questionnaire was used to collect data that informed this study. It was categorised into three parts: teachers' demographic and school characteristics, teachers' work performance factors and the inspirational motivation scale, as modified from the Multifactor Leadership Questionnaire (Avolio and Bass, 2000). This was contextualised to the teaching profession in Tanzania. In both scales, respondents rated their agreement with statements on a four point Likert scale, starting from 1= strongly disagree to 4= strongly agree.

Validity and Reliability of the Instrument

Validation of the questionnaire scales was ascertained by engaging educational management experts from the Faculty of Education, Open University of Tanzania. Both face and content validity of the research instrument were positive. Few areas for modification were identified and corrected. The questionnaire was written in English and later translated into Kiswahili with assistance of a person fluent in both languages. This ensured consistency in the content and meaning.

Furthermore, a pilot study was conducted prior administering the survey in four secondary schools not selected to participate in the study. They were selected from the study area because they shared the same characteristics with those selected for the study. This was done to find out whether items in the questionnaire were ambiguous to ascertain applicability, relevance and usefulness of research tools.

The pilot study also served as a means to find out the internal consistency or reliability of the questionnaire. The teachers' work performance scale had a Cronbach's alpha coefficient of 0.78, while the inspirational motivation scale scored 0.82. Both scales observed alpha coefficients that were above the cut-off point of 0.70, indicating good internal consistency as recommended by Sekaran (2005). The main study was done in August-September, 2020.

Data Collection

The author collected the data through a questionnaire. The researcher visited each selected school and administered a questionnaire to respondents in person, with the help of a key informant in each school. Respondents were assured of confidentiality and anonymity. They were also given guidelines on how to respond to the questionnaire.

Data Analysis

Data were entered and analysed using SPSS for windows (Version 21) following IBM guidelines. It was first coded then transferred to a computer. Descriptive statistics provided frequencies, percentages, mean scores and standard deviations. An independent t-test was performed to explore the variations among respondents in terms of gender, age, teaching experience, school ownership and school location. Significance levels of the relationship between respondents' demographic and school characteristics and scores in teachers' work performance were analysed. The test of significance was performed at the probability level of $p<0.01$. Pearson's correlations were calculated to examine the strength and direction of the relationship between inspirational motivation and teachers' work performance.

RESULTS

4.1 Demographic Information of the Respondents

In this section, the results from the field are analysed. The descriptive statistics and t-test are used with regard to the respondents' demographic and school characteristics.

Table 1. Respondents' demographic information

Characteristics	N	Percentage
Gender		
Male	187	53.4
Female	163	46.6
Age		
Below or equal to 35	181	51.7
Above 35	169	48.3
Teaching experience		
Below or equal to 10	196	56.0
Above 10	154	44.0
School location		
Urban	178	50.8
Rural	172	49.2
School ownership		
Government schools	191	54.6
Private schools	159	45.4

Table 1 shows teachers' demographic and school characteristics. Respondents were 350 in all. There were 187 males (53.4 percent) and 163 female (46.6 percent). Respondents who aged 35 years and below were 181 (51.7 percent); while 169 (48.3 percent) were above 35 years of age. As regards work experience, 56 percent of respondents had worked for 10 years or less and 44 percent had worked for more than 10 years. As regards school location, data showed that 50.8 percent of respondents, (N=178), worked in Urban-based schools whereas, 49.2 percent (N=172), were from rural-based secondary schools. Lastly, majority of the respondents (N=191, or 54.6 percent), worked in government secondary schools while (N=159 or 45.4 percent) worked in private secondary schools.

Teachers' Demographic and School Characteristics' Role on theirWork Performance

The first research objective of this study focused on examining the extent to which teachers' demographic and school characteristics significantly contributed to their job satisfaction.

Regarding sex, data in Table 2 show that most male teachers indicated that they were getting head of school's inspiration to execute their duties (79.6 percent), compared to (72.3 percent) of their female counterparts, indicating a statistically significant difference (t=35.46, p=0.031). Concerning age, data displayed that teachers aged 35 and below (M=44.3, SD=5.554) indicated that they were encouraged to carry out their tasks (74.5 percent) more than teachers above 35 years who had a combined percentage of 69.7 (M=44.8, SD=5.648), which was statistically significant (t=42.31, p=0.008).

Table 2. Teachers'-test scores for inspirational motivation by demographic characteristics

		%	Mean	Std.Dev	t	Sig
Sex	Male	79.6	48.6	5.643	35.46	0.031*
	Female	72.3	46.7	5.741		
Age	Below or equal to 35	74.5	44.3	5.554	42.31	0.008*
	Above 35	69.7	44.8	5.648		
Teaching Experience	Below or equal to 10	72.2	45.2	5.972	38.71	0.663
	Above10	73.4	45.6	6.041		
School location	Urban	77.1	46.5	5.846	41.81	0.004*
	Rural	76.9	45.7	5.694		
School ownership	Government schools	81.2	49.6	5.645	42.67	0.028*
	Private schools	78.3	47.8	5.642		

Key: * p is significant at the 0.01 level (2-tailed).

With regard to teaching experience, teachers who had worked for more than 10 years pointed out that they were receiving encouragement from their respective heads of schools (M=45.6, SD=6.041), or 73.4 percent, compared to those who had worked for 10 years or below (M=45.2, SD=5.972), which was however, not significant (t=38.71, p=0.663).

Furthermore, data showed that more urban teachers (M=46.5, SD=5.846 or 77.1 percent) than the rural school teachers (M=45.7, SD=5.694, that is, 76.9 percent), received their heads of schools' encouragement in implementing their tasks. Their difference was statistically significant (t=41.81, p=0.004). With respect to school ownership, 81.2 percent of teachers in government schools (M=49.6, SD=5.645) and 78.3 percent of teachers in private school (M=47.8, SD=5.642) indicated that they were inspired to affect their contractual obligations by their school heads. This was statistically significant (t=41.81, p=0.028).

Teachers' Inspirational Motivation and Work Performance

The second research objective explored the way heads of schools used inspirational motivation to promote teachers' work performance. In this objective, inspirational motivation is an independent variable while the dependent variable is teachers' work performance. These facets of work performance as well as inspirational motivation aspects are summarised in Table 3.

Four work performance factors were used to measure teachers' work performance. These are: Teaching Skills (TS), which measured teachers' achievement in satisfying learners' learning needs, Management Skills (MS), which gauged the way teachers managed class discipline, students' motivation as well as in improvement of students' learning achievement; Discipline and Regularity (DR) showed teachers' discipline and consistency in performing required duties to meet the desires of the school, and Interpersonal Relations (IR) which indicated the way teachers interacted with students, parents, colleagues, as well as high officials at the school and outside the school. Inspirational Motivation (IM) showed head of school's style of leadership used to energise teachers' work to meet school goals.

Table 3. Teachers' Work Performance and head of school's Inspirational motivation

SN	Statement	Mean	SD
TS 1	I use different methods of teaching.	3.58	0.541
TS 2	I come well prepared for teaching in class.	3.56	0.601
TS 3	I teach every student according to his/her abilities.	3.41	0.622
TS 4	If any student asks a question, I try to satisfy him/her at every level.	3.38	0.576
TS 5	I make no injustice in marking the papers.	3.32	0.617
	Teaching Skills Scale	***3.45***	
MS 1	Apart from teaching, I fulfil other responsibilities very nicely.	3.32	0.681
MS2	Co- curricular activities do not affect my class teaching.	3.28	0.619
MS 3	My domestic affairs do not interfere in my duty.	3.26	0.642
MS 4	If someone changes my responsibilities, I adjust myself.	3.27	0.593
MS 5	I try my level best to improve my work performance.	2.58	0.627
	Management Skills Scale	***3.14***	
DR 1	I come to school regularly.	3.31	0.618
DR 2	When present at school, I attend my class on time.	3.05	0.614
DR 3	I fulfil my assigned activities on time.	3.11	0.621
DR 4	I maintain discipline in my class.	3.48	0.632
	Discipline and Regularity Scale	***3.24***	
IR 1	I enjoy good relations with my colleagues.	3.12	0.616
IR 2	I co-operate with my colleagues in any work.	2.76	0.589
IR 3	I consult my colleagues in solving of my class problems.	3.08	0.611
IR 4	I motivate my students to take part in co-curricular activities.	3.26	0.623
IR 5	For the betterment of my students, I contact their parents.	2.68	0.625
IR 6	I help the head in solving the problems of the school.	2.81	0.633
	Interpersonal Relations Scale	***2.95***	
	Total Teachers' Work Performance	**3.21**	
IM1	My head of school provides a vision of a school.	3.20	0.611
IM2	My head of school helps me to focus on my work.	3.05	0.609
IM3	My work is significant for the school.	3.03	0.632
IM4	My head of school provides appealing images of my work.	2.83	0.661
IM5	My head of school helps me find the meaning of my work.	3.01	0.643
	Inspirational Motivation Scale	**3.24**	

Data in Table 3 indicate that teachers' work performance was more profound in the Teaching Skills dimension with the mean of 3.45 as compared to other scale items. This was within the range of ''agree'' and ''strongly agree''. As such, teachers agreed that they used different teaching methods (M=3.58, Std. Dev=0.51) and that they entered classes to teach when well prepared (M= 3.56. Std. Dev=0.601. They further revealed that they satisfied students' needs (M=3.38, Std. Dev=0.576) as they taught every students according to his or her ability (M= 3.41, Std. Dev=0.622). Also, teachers marked students' work fairly (M= 3.32, Std. Dev=0.617).

Regarding Discipline and Regularity, it was found that majority of teachers fulfilled their assigned activities on time (M=3.11, Std. Dev=0.612). They attended their lessons on time (M=3.05, Std. Dev=0.614) and they reported to school duties regularly (M=3.31, Std. Dev=0.618). Teachers indicated that they maintained students' discipline in class (M= 3.48, Std. Dev=0.632). Taken as a whole, the mean for the Discipline and Regularity scale was 3.24.

In terms of Management Skills, teachers showed that they tried to their level best to improve their work performance (M=2.58, Std. Dev=0.627) by not letting domestic affairs (M=3.26, Std. Dev=0.642) and co-curricular activities (M= 3.28, Std. Dev=0.619) to interfere with their school duties and to affect their teaching. Teachers indicated that apart from teaching, they fulfilled other school related responsibilities very adequately (M=3.32, Std. Dev=0.681) and that they adjusted to contextual work demands when their responsibilities were changed (M= 3.27, Std. Dev=0.583). In totality, the Management Skills scale yielded a mean of 3.14.

With regard to Interpersonal Relations, most teachers agreed that they enjoyed good relations with their colleagues (M=3.12, Std. Dev=0.616). They cooperated with each other (M=2.76, Std. Dev=0.589) and consulted one another in solving class problems they individually met (M=3.08, Std. Dev=0.611). Teachers further indicated that they helped their heads of schools in solving the problem of the school (M=2.81, Std. Dev=0.633) and for the betterment of students, they contacted parents (M=2.68, Std. Dev=0.625) and motivated students to take part in co-curricular activities (M=3.26, Std. Dev=0.623). On average, these four items had a mean of 2.95.

It was found that majority of teachers were satisfied with their heads of schools' leadership. Data showed that teachers were getting support from their school heads. To begin with teachers agreed that their heads of schools provided a vision of school (M= 3.20, Std. Dev= 0.611), by helping teachers to focus on the work (M= 3.05, Std. Dev= 0.609). Again, majority of teachers (M= 3.03, Std. Dev= 0.632), disclosed that their heads of schools had noticed the significance of teachers' work. Teachers also got help from the heads of schools to find the meaning of work (M= 3.01, Std. Dev= 0.643) and that the heads of schools provided an appealing image of work (M= 2.83, Std. Dev= 0.661). Generally, teachers were of the opinion that they received Inspirational Motivation from their heads of schools (M=3.24).

Table 4. Pearson Correlation on heads of schools and teachers' work performance

	Inspirational motivation	*TS*	*MS*	*DR*
TS	0.454*	1		
MS	0.461*	0.364	1	
DR	0.558*	0.228	0.335	1
IR	0.456*	0.271	0.341	0.263

Key: * Correlation is significant at the 0.01 level (2-tailed).

The results in Table 4 show that there is a correlation between inspirational motivation and teaching skills (TS) as there is positive and significant relationship (r=0.454, p=0.000). Heads of schools helped teachers to have interest in teaching, and to search for requisite skills to teach their respective subjects.

Data further show that there is a positive and significant correlation (r=0.461, p=0.004) between inspirational motivation from heads of schools and teachers' management skills (MS). Also, there is a positive and significant relationship between inspirational motivation from heads of schools and teachers' discipline regularity (DR) (r=0.558, p=0.000), meaning that teachers were inspired to feel secure in the teaching profession.

As regards to inspirational motivation and teachers' interpersonal relations (IR), the results show that there is positive and significant relationship (r=0.456, p=0.000) between these variables, which means that head of schools used inspirational motivation to promote teachers' interpersonal relations so as to help teachers cooperate among themselves and consult each other for the betterment of students' learning. Generally, there is a direct correlation between inspirational motivation and teachers' job performance, which indicates that teachers are inspired to work for the betterment of their schools.

DISCUSSION

Teachers' Background Characteristics and Work Performance

Results of this study reveal that teachers differ in work performance in relation to sex, age, teaching experience, school location and school characteristics (school ownership). The present study findings indicate that female and male teachers differ significantly in their work output in terms of their perceived support from heads of schools.

This study's findings on age indicate that there is a significant relation between age and teachers' work performance. Results in this study are congruent with findings by Nyamubi (2017) in that, as teachers get old, they adjust to the teaching profession and life situation at their work stations, which means that they are satisfied, and this helps them to dedicate indispensable efforts to their schools.

This study raised the new thing that younger teachers worked harder to improve their work performance to fulfil their responsibilities nicely. The number of young teachers is bigger in many secondary schools than that of older teachers, although it is easier for them to be hired somewhere else than older teachers. Young teachers are believed they are believed to be creative, not difficult to train and have a better physical condition than older workers (Malela and Gathumbi, 2016).

The findings of this study indicate that teachers' work performance is incongruent to their teaching experience. Arguing in a similar vein, Jonathan et al (2013) agree that long serving teachers are more committed in their schools than those with few years in the teaching profession. Thus, long serving teachers are able to be well prepared for teaching and maintaining discipline in their classes.

The findings of this study indicate that teachers' work performance is harmonious to years of stay in the teaching profession.This is in support of Malela and Gathumbi (2016) findings in that the longer an employee stays in teaching, the more one feels responsible for outcomes relevant to keep moving up for professional growth. In this, experienced teachers enjoy good relations with their colleagues, which strengthen their cooperation.

The findings of this study show that school ownership is an important factor to explain teachers' work performance. Studies show that most heads of schools are in a position to provide rewards and incentives to teachers, depending on their financial position and autonomy given to them by school owners or directors to take such decisions (Nyamubi, 2017; Ukaidi, 2016). This makes teachers to be ready to help their leaders in solving school issues.

However, with the implementation of school-based management in Tanzania, heads of public secondary schools are allocated some funds for administrative expenses based on the number of students enrolled in the school (Nguni et al, 2006). This is the fund that heads in public secondary schools use to motivate teachers for work well done.

On the other hand, in private secondary schools, planning and budgeting are done at the school level. In this way, expenditure for administrative expenses, including financial motivation to teachers, are done in relation to the school's revenue. Such a notion is supported by Jonathan et al (2013) who espouse that private secondary schools in Tanzania are able to attract and retain good teachers on the basis of tenure, due to the autonomy given to school heads and school managers.

Many teachers in urban schools are satisfied by some factors as they indicated that there is availability of many social services such as hospitals and good infrastructure. This helps in making teachers comfortable than those in rural-based schools, where there is poor infrastructure and some social services,that are absent or far from where they are working (Boniface, 2019).

Inspirational Motivation Practices and Teachers' Work performance

The results of this study revealed significant relationship between heads of schools' inspirational motivation practices and teachers' work performance. The previous research findings are consistent with the current findings as they indicate a significant relationship between heads of schools' inspirational motivation and teachers' work performance (Mwamuya et al, 2012). Teachers see their work as significant for the school.

Also, this study agrees with Nyamubi (2017) who argues that leaders who articulate an attractive vision of the future state of the school and its members inspire enthusiasm and exuberance among teachers, resulting in their positive dedication to the school and the teaching profession in general, to their optimal work output. This suggests that, the more dominant inspirational motivation style is in the management strategies of school leaders, the greater teachers'work performance will be.

Besides, when the school leaders are very careful, they pay attention to individual comments and attend to high-level needs of teachers. They also provide a situation where teachers develop a sense of attachment to education endeavours and to the school, making them do their best for the success of school (Iqbal et al, 2015).

It should be taken into consideration that the forward–looking and inspiring leaders have great influence on subordinates' work performance in any sector, including that of the school (Amin et al, 2013). As argued elsewhere (Malela and Gathumbi, 2016), inspirational motivation should be practiced at all levels of management to bring better commitment of all teachers. The implication of this is that, heads of schools need to have the sense of inspiring leadership to effectively engage with teachers at the school level.

The study findings showed that teachers are encouraged to work harder by the inspirational support they receive from their employers that lead them to behave in ways that compel them to internalise school values. This is in support of Arafin (2015) findings that if teachers are supplied with motivating items, they accord the school administration maximum co-operation in running school activities, thereby attaining the expected educational goals. Teachers work harder to ensure that better results of their schools are obtained, which is the major goal of their stay in those schools. In this, school leaders help teachers to focus on their work to ensure that school goals are realised.

In this way, teachers manage time between work and family life, which excels their work performance at the school (Perera and Wijewardene, 2021). The school heads' strategies to inspire teachers by a word of praise motivate teachers to work harder. Thus, as argued by Mwamuya et al (2012), transformational leadership positively relates to teachers' increased job performance. Teachers, who are inspired to find the meaning of their work, uphold improved job performance. Hence, efficiency in their daily work performance is attained. All in all, it enables teachers to do more than what was required of them in performing their duties.

More specifically, heads of secondary schools are aware of their role in the cultivation of the supportive relation among teachers to create the structural, cultural and formal conditions that are important for teachers to meet and exchange ideas (Yousaf et al, 2018). Inspirational heads of schools provide teachers with an appealing image of their work. Heads of schools promote teachers' work performance through shaping a school culture with norms of collective mutual responsibility and accountability to encourage teachers to support each other professionally.

The findings of this study agree with those by Arop et al (2019) who stress that employees work well when their supervisors take notice of their work by commending them. As human beings, teachers feel encouraged when praised for their efforts at work. Such an inspirational gesture works better than financial rewards for duties better performed (Nyamubi, 2017), because it draws teachers to their immediate supervisors and to each other in the school setting. Such an attitude shows that teachers are devoted to the teaching profession.

Thus, when teachers feel that they are supported by their administrators, they display a higher sense of commitment. This is achieved when the inspirational school head provides a vision to the followers. It cultivates teachers' desire to willingly make extra effort for school growth. Thus, improved leaders' clear vision and high inspiration stimulate teachers to perform to what is expected to them (Fessehatsion, 2017).

Heads of schools guide teachers to appreciate the meaning of their work, which helps teachers to see a valuable work output. This assists teachers to focus on work in a way that promotes teachers' job performance. Their use of inspirational motivation encourages teachers to focus on work by attending in the school and perform well all their tasks. The implication of these findings is that teachers need to work in an environment favourable enough to support their efficient service provision.

It is argued alongside Malela and Gathumbi (2016) that teachers who experience strong levels of school support feel the need to give in return to the school. Furthermore, Fessehatsion (2017) argues that educators who establish a framework for effective leadership ensure sustainable school improvement and teachers' continuing devotion. Such heads of schools strive to lead in a way that shows teachers that the school succeeds through the collaborative efforts of stakeholders, including teachers.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

There is a significant contribution of teachers' gender, age, school location and type of school ownership to their work performance. Indeed, young teachers are satisfied with their leaders' inspirational motivation than older teachers. School location tends to have more contribution towards teachers' work performance; teachers being in an urban setting can lead to increased work performance. Teaching experience has no significant contribution towards teachers' work performance.

There is a strong relationship between heads of schools’ use of inspirational motivation and teachers’ work performance. Heads of schools help teachers to focus on work in promoting teachers’ work performance, using inspirational motivation to encourage them to focus on work by attending in the school and perform well their tasks. Head of schools help teachers to feel that their work is significant to the school. This facilitates teachers to find the meaning of their work, and see that they have a valuable contribution to the school growth, amd it makes teachers to have interest in teaching, to obtain what they want in teaching and to see that the teaching job is close to their ideal.

Recommendations

The study recommends that: first, teachers’ work performance needs to be promoted to all teachers regardless to their gender, age, work experience, school location and school ownership. Heads of schools need to consider the use of inspirational motivation to promote teachers’ work performance.

Second, heads of schools’ use of inspirational motivation that enhances teachers’ work performance, need to be promoted in schools to make teachers’ potentials ignited for maximum work output.

Third, teachers should be inspired to work harder when professional work performance guidelines are in place to create teachers’ sense of responsibility in a way that teachers will use their skills and experiences for the betterment of the school.

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