The Relationship between Teachers Motivation Factors and Sustainable Management of School Projects: A Case Study of Secondary Schools in Sumbawanga Municipality

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Original Research Article

ABSTRACT

The study on the relationship between teacher's motivation factors and sustainable management of school projects 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 was on examining the role of teacher's motivation on the sustainable

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management of the school projects in secondary schools. Specifically the study was conducted around by two specific objectives which were; firstly was to identify teacher's motivation factors for sustainable management of school and secondly was to identify the relationship between factors for teacher's motivation and the school sustainable management of the school projects. The study took place in Rukwa region in Sumbawanga Municipal council. Twelve public secondary schools were involved in the study.

This study employed a survey research design. The sample size of the study included 234 respondents in which, 12 heads of schools out of 19 and 222 teachers out of 563, in public secondary schools in Sumbawanga Municipality. The sample size of this study was obtained by using purposive random sampling for head of schools and random sampling for teachers Sumbawanga Municipality. Interview, questionnaire and observation methods were used to collect data. 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 teacher's motivation factors for sustainable management of school project in Sumbawanga municipality; and secondly the findings revealed the existing relationship between teacher's motivation factors and the sustainable management of the school projects in Sumbawanga municipality. Basing on the study findings, the study recommended that, teacher's motivation is very important in maintaining teachers working spirits in teaching and managing school projects sustainably.

1. INTRODUCTION

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 countries and all education systems in the world, teachers are considered to be the most important and the most valuable resource Kingira & Muammer, [1]. This is because; all professions in the world depend on the teaching profession in which teachers are practitioners. All these prove that, schools need to increase teachers' motivation to keep them performing well Kingira & Muammer [1].

Teachers across various school contexts and subject fields exhibit higher levels of psychosomatic symptoms [2]. 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 [3].

International research shows that the majority of teachers in Sub-Saharan Africa including Tanzania are poorly motivated especially in rural schools Bennel & Akyeampong [4]. Since motivation is the driving force behind human action [5], teacher's sustainable management of school projects depends on the teacher's motivation.

A study done by Melchiory [6], on the role of school management on teacher motivation in public secondary schools in Tanzania, whose aim was to assess how school management motivate teachers in public secondary school, indicated that, teachers job performance is affected by the working environment. The findings showed that, poor living conditions, too much workload in terms of large class size, poor teaching facilities such as lack of enough textbooks and laboratory equipment's were mentioned by respondents as things which made them to perform poorly. Moreover, the findings revealed that the majority of teachers in Nyamagana district are not committed to the teaching job. Teachers consider the teaching profession as the last resort job. Generally, this study concluded that, teachers should be motivated by improving working conditions to enable them to work effectively in the school.

Moreover, a study carried out by Kiheka, [7] 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 thehow 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 professionis rated to teachers' motivational factors especially good salary and other incentives.

A study done by Mark, [8] 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 assumes that for teachers to manage school projects sustainably motivation to them should not beunderestimated

Therefore, the importance of managing school projects for the benefit of the current and the coming generation, call the need to identify teacher's motivation factors and their relationship in managing school projects sustainably. This will create awareness among education stakeholders in improving teachers working condition hence, the researchers conducted a study basing on the relationship of teacher's motivation factors and sustainable management of school projects.

2. THEORETICAL LITERATURE REVIEWS

This study was guided by the theory of Maslow's Hierarchy of Needs 'theory developed by Maslow

[5]. 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 [9].

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) core of Abraham Maslow indicates both the necessary needs that can demoralize teachers working morale when there is deficit, and unnecessary needs that a teacher can have as a way of fulfilling her/his potential in life time. Abraham Maslow explained the five core needs are as follows;

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
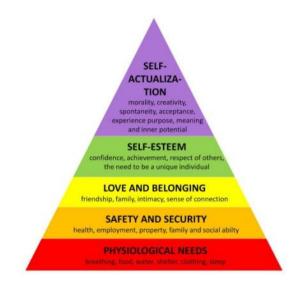

Fig. 1. Hierarchy of Needs
Source: Modified from Maslow [5]

can negatively affect the sustainability of the school projects. These needs include safe and clean water, rest, clothing, overall heath and reproduction. According to Abraham Maslow, before human being/teacher reaches the next stageof 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 out of 19 and 222 out of 563 teachers from twelve secondary schools in Sumbawanga Municipality. Interview, questionnaire and observation methods were used to collect data. Data analysis involved descriptive statistics for quantitative data while the qualitative data was analyzed through content analysis.

4. RESULTS AND DISCUSSION

This section explored teacher's motivation factors for sustainable school project management and the existing relationship between teacher's motivation and sustainable management of the school projects.

4.1 Teacher Motivation as the major Factor for Sustainability of School Projects Management

Teacher motivation plays a pivotal role as a major factor in ensuring the sustainability of successful school projects. When teachers are motivated, they possess the enthusiasm, dedication, and commitment necessary to drive the project forward and overcome challenges. Motivated teachers are more likely to actively engage in project planning, implementation, and evaluation, thereby enhancing the project's effectiveness and longevity. Therefore, understanding and nurturing teacher motivation is crucial for promoting the sustainability of school projects and ensuring their lasting impact on students and the broader educational community. The following are the sub-teachers motivations that, the studyhas come out with, to ensure the school projects sustainability in Sumbawanga municipality.

4.1.1 Infrastructural motivation

The sub-section was guided by the following question; *is infrastructure motivation, is one of teacher's motivation factors?*

The findings indicate that a majority of the respondents, comprising 47.9% of the total, agreed that infrastructural motivation is a major factor contributing to the sustainability of successful projects in Sumbawanga public secondary schools. Additionally, 33.8% of the respondents strongly agreed with this statement. Together, these two categories represent a significant proportion of the surveyed population, totaling 81.7%. On the other hand, a smaller proportion of respondents, 14.5% and 3.8% respectively, expressed disagreement or strong disagreement with the role of infrastructural motivation in project sustainability.

The findings indicate that, infrastructural motivation includes improving school learning environment which encompasses classrooms, library, laboratory, dormitories, water sources, electricity, and school furniture's as well as improving teachers accommodation. According to Bishay [10], the working environment of teachers also determines the attitude and behavior of teachers towards their work.Data from interview indicate that respondents recognize the importance of having well-maintained and functional infrastructure as a foundation for sustainable project implementation. As noted from one respondent who said that

> *"It is good to think that, improved school infrastructures can directly motivate teachers in performing his/her duties. This is because, good school infrastructure provides a conducive learning environment, facilitates effective teaching practices, and supports student engagement. This automatically, contributes to the overall quality of education and enhances the long-term impact of projects on students' learning outcomes. (M, I & JT)[1]"*

The implications of these findings suggest that good school infrastructure is perceived to be a significant factor in the sustainability of successful projects in Sumbawanga public secondary schools. These findings are in line with a study by Zhang, Patterson & Liang [11] who found that, although school buildings

account for a relatively small part of the public sector, their influence cannot be underestimated as schools can establish the core values of sustainability into minds of future generations. Therefore, sustainable school project can be and should be the flagship of the demonstrating projects to deliver sustainability in the schools.

4.1.2 Welfare motivation

The sub-section was guided by the following question; *is welfare motivation, is one of teacher's motivation factors?*

The findings indicate that a significant proportion of the respondents, comprising 46.2% of the total, agreed that welfare motivation is a major factor contributing to the sustainability of successful projects in Sumbawanga public secondary schools. Additionally, 41.0% of the respondents strongly agreed with this statement. Together, these two categories represent a substantial portion of the surveyed population, totaling 87.2%. On the other hand, a smaller proportion of respondents, 12.4% and 0.4% respectively, expressed disagreement or strong disagreement with the role of welfare motivation in project sustainability. The findings are line with Nwankwo [12] who said that to ensure adequate staff motivation schools manager must ensure that the task of classroom teaching or coaching in extra-curricular activities are made satisfying. Thus, Welfare packages of teachers should not be treated with laxity.

The findings are supported by explanations from one interviewee, who said that,

> *"Improving teacher's welfare can contribute to the retention of experienced and qualified teachers, which in turn leads to continuity in project planning, implementation, and monitoring. When teachers feel secure in their positions, respected and interested, they are more likely to invest their time, energy, and expertise in ensuring the long-term success and impact of the projects.(M,I & JI)[2]"*

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[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*

[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*

The implications of these findings suggest that teacher's welfare is perceived as a crucial factor in ensuring the sustainability of successful projects in Sumbawanga public secondary schools. This proves that, the respondents recognize the importance of providing teachers with a sense of stability and job security to foster their motivation and commitment to project implementation.

4.1.3 Endorsement motivation

The sub-section was guided by the following question; *is endorsement motivation, is one of teacher's motivation factors?*

The findings indicate that a significant proportion of the respondents, comprising 42.7% of the total, agreed that endorsement motivation is a major factor contributing to the sustainability of successful projects in Sumbawanga public secondary schools. Additionally, 38.0% of the respondents strongly agreed with this statement. Together, these two categories represent a substantial portion of the surveyed population, totaling 80.7%. On the other hand, a smaller proportion of respondents, 17.5% and 1.7% respectively, expressed disagreement or strong disagreement with the role of endorsement motivation in project sustainability.The findings of the study indicate that, endorsement motivation includes allowance for teachers, increase salary, encouragement as well as promotion. The findings are supported by Debbie [13] who contended that financial motivation has become the most concern in today's organization in regard to Maslow's basic needs. Also, these results are in line with a study by Mbarouk [14] in Temeke District who found that more than 70% respondents replied that remunerations such as salary, allowances, bonuses, fringe benefits, have the positive impacts on teachers' performance such as successful implementation of school projects. That is to say the improvement of those remuneration packages can lead to higher and better performance of teachers, though there is other factors contributes to the performance teachers like training, good working conditions, good relationship between teachers and management

The substantial portion is supported by explanation from one interviewee who said that

> 'Endorsement provides teachers with a tangible incentive for their efforts and recognizes their contributions to the success of projects. It can foster a sense of

> achievement, professional growth, and recognition, which in turn leads to increased dedication and long-term commitment to the projects.(F, I & WZ[3]"

The implications of these findings suggest that endorsement is perceived as an important factor in motivating teachers and ensuring the sustainability of successful projects in Sumbawanga public secondary schools. Asit indicates that the respondents recognize the influence of promotion opportunities, allowance, support and salary increase on teacher motivation and commitment to project implementation.

4.1.4 Gratitude motivation

The sub-section was guided by the following question; *is gratitude motivation, is one of teacher's motivation factors?*

The findings reveal that a significant majority of the respondents (40.2% agreed and 38.5% strongly agreed) believe that gratitudemotivation is a major factor in motivating teachers and enhancing the sustainability of successful projects. Gratitude motivation can take various forms, including recognition, acknowledgement, and expressions of gratefulness from school administrators, colleagues, and the wider school community. Data from interview indicate that teachers perceive gratitude as a crucial element that influences their motivation and commitment to the long-term success of projects. As explain by one respondent who said that

> "When teachers feel appreciated and respected for their work, they are more likely to be motivated, engaged, and dedicated to their role. (M, I &JT)[4]."

The impact of these findings is that, gratitude motivation has a significant impact on teacher motivation. When teachers feel valued and recognized for their contributions, they experience a heightened sense of job

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[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*

[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 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*

satisfaction and morale. Gratitude motivation creates a positive working environment that fosters a sense of belonging, respect, and support. This, in turn, leads to increased teacher motivation, commitment, and a willingness to go the extra mile to ensure the sustainability of successful projects. When teachers feel appreciated, they are more likely to invest their time, energy, and expertise into their work, resulting in improved project outcomes and long-term sustainability. These findings concur with a study by Movsessian [15] who found that, those educators at ABC School desire recognition for their actions. These actions include advancement in student performance, ability to build relationships, and improvements to the functions of the school.

4.1.5 Communication motivation

The sub-section was guided by the following question; *is communication motivation, is one of teacher's motivation factors?*

The findings indicate that a significant majority of respondents (91.5%) agreed or strongly agreed that communication motivation contribute to the sustainability of successful projects. This high percentage suggests that there is a strong consensus among the participants regarding the importance of fostering positive relationships for project sustainability. Data from interview revealed that, when teachers have good interpersonal relationships with their colleagues, students, and other stakeholders, it creates a conducive environment for collaboration, effective communication, and mutual support. This, in turn, enhances the overall motivation of teachers, leading to increased commitment and dedication towards project success. As reported by one respondent who said that

> *"Good interpersonal relationships facilitate effective teamwork, enabling teachers to collaborate, share knowledge and resources, and collectively address challenges. This collaboration enhances the overall effectiveness and efficiency of project implementation, promoting sustainability by ensuring that teachers remain motivated and committed throughout the project's lifespan. (M, I & US)[5]."*

The implications of these findings are noteworthy. Firstly, it highlights the critical role of teacher motivation in project sustainability. When teachers have positive interpersonal relationships, they are more likely to feel valued, supported, and respected, which in turn promotes their motivation to actively engage in the project. Their sense of belonging and connection with others within the project community fosters a shared commitment to its long-term success. These findings concur with a study by Bryk & Schneider [16] that highlighted the significance of positive teacher-student relationships in enhancing communication within educational settings. The research showcased that when educators cultivate strong interpersonal connections with their students, it enables more effective communication, a better understanding of individual student needs, and the provision of suitable support. This heightened communication, in turn, cultivates a positive atmosphere in the classroom, boosts student engagement, and ultimately contributes to improved academic success.

4.1.6 Training and professional development motivation

The sub-section was guided by the following question; *is training and profession development motivation is one of teacher's motivation factors?*

The findings reveal that a significant proportion of respondents (72.2%) agreed or strongly agreed that training plays a crucial role in the sustainability of successful projects. This indicates a general consensus among the participants regarding the importance of providing adequate training to teachers for project sustainability. Data from the interview revealed that, when teachers receive appropriate training, they acquire the necessary knowledge, skills, and competencies to effectively implement and maintain successful projects. Training equips teachers with the tools and strategies needed to overcome challenges, adapt to changes, and continuously improve their instructional practices. As explained by one interviewee who said that

> *"I agree on the power of training, since it enhances their motivation and confidence, leading to sustained commitment and engagement in the project.(M, I & UJ)[6]."*

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[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
[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*

The implications of these findings are significant in terms of project sustainability. Firstly, it underscores the pivotal role of teacher training in ensuring the long-term success of projects. When teachers receive quality training, they are better prepared to navigate the complexities of project implementation and address the evolving needs of their students. Training enhances their instructional effectiveness, enabling them to deliver high-quality education and achieve the intended project outcomes. Moreover, training also fosters a sense of professional growth and development among teachers, which positively impacts their motivation. When teachers feel supported and empowered through training opportunities, they are more likely to remain motivated, continuously seek improvement, and stay committed to the project's sustainability.

These findings are in line with a study by Karpenko et al. [17] who developed a knowledge transfer strategy that involves the interaction of education, science and innovation. Its implementation ensures the improvement for the quality of educational services and productivity maximization of development and research.

4.2 The Relationship between Teacher's Motivation and Sustainability of the School Projects

The relationship between teacher's motivation and the sustainability of school projects is a critical aspect that necessitates examination and understanding. When teachers are motivated, they exhibit a strong drive and commitment to the goals and objectives of the project, which in turn contributes to its long-term sustainability. Motivated teachers are more likely to actively participate in project planning, implementation, and evaluation, ensuring that the necessary resources, strategies, and support systems are in place for the project's success. By exploring the relationship between teacher's motivation and the sustainability of school projects, valuable insights can be gained to inform policy and practice, ultimately contributing to the creation of a conducive environment for successful and enduring educational initiatives.

4.2.1 Sustainable management of school projects depends on teachers motivation

Research indicates a strong positive correlation (0.680) between sustainable management of school projects and teacher motivation. This finding suggests that when teachers are highly motivated, they are more likely to contribute to the sustainable management of school projects. Motivated teachers tend to be more engaged and committed to their work, which can translate into increased effort in taking responsibility and dedication towards the implementation and maintenance of sustainable initiatives within school projects. For example, a motivated teacher may take the lead in implementing recycling programs, energy conservation measures, or other sustainable practices within the school. Their enthusiasm and drive can inspire and influence other stakeholders, such as students and fellow teachers, to actively participate in sustainability efforts, leading to better project sustainability overall.

The implication of the positive correlation between teacher motivation and the sustainability of school projects is significant. Higher teacher motivation is associated with better sustainable management of school projects, suggesting that motivated teachers play a crucial role in ensuring the long-term success and effectiveness of such initiatives. When teachers are motivated, they are more likely to invest their time and energy in planning, implementing, and monitoring sustainability measures. Supporting this, Badubi [18], Ganta [19], Roth [20], Singh [21], and Tokan & Imakulata (2019) asserted that a strong relationship exists between teacher motivation and teacher working performance. Their motivation can lead to a higher level of innovation, creativity, and problem-solving skills, which are essential for developing and maintaining sustainable practices within the school context. Moreover, motivated teachers can act as agents of change, influencing the school culture and inspiring students to adopt environmentally friendly behaviors both within and outside the school premises.

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

Table 1. Infrastructural Motivation

	Frequency	Percentage (%)
Agree	112	47.9
Strongly Agree	79	33.8
Disagree	34	14.5
Strongly Disagree	9	3.8
Total	**234**	**100.0**

Source: Field Data (2024)

Table 2. Welfare Motivation

	Frequency	Percentage (%)
Agree	108	46.2
Strongly Agree	96	41.0
Disagree	29	12.4
Strongly Disagree	1	.4
Total	**234**	**100.0**

Source: Field Data (2024)

Table 3. Endorsement motivation

	Frequency	Percentage (%)
Agree	100	42.7
Strongly Agree	89	38.0
Disagree	41	17.5
Strongly Disagree	4	1.7
Total	**234**	**100.0**

Source: Field Data (2024)

Table 4. Gratitude Motivation

	Frequency	Percentage (%)
Agree	94	40.2
Strongly Agree	90	38.5
Disagree	34	14.5
Strongly Disagree	16	6.8
Total	**234**	**100.0**

Source: Field Data (2024)

Table 5. Communication Motivation

	Frequency	Percentage (%)
Agree	141	60.3
Strongly Agree	73	31.2
Disagree	17	7.3
Strongly Disagree	3	1.3
Total	**234**	**100.0**

Source: Field Data (2024)

Table 6. Training and professional development motivation

	Frequency	Percentage (%)
Agree	96	41.0
Strongly Agree	73	31.2
Disagree	44	18.8
Strongly Disagree	21	9.0
Total	**234**	**100.0**

Source: Field Data (2024)

4.2.2 Teachers motivation plays great role in managing school projects sustainably

The relationship between teacher's motivation and the sustainability of school projects exhibits a strong positive correlation (0.680). Teachers who are highly motivated are more likely to exhibit proactive behaviors in project management, such as effective planning, resource allocation, and monitoring. These motivated teachers are driven by a sense of purpose, personal fulfillment, and a genuine commitment to the success of the projects. As a result, the sustainable management of school projects is greatly enhanced when teachers are motivated and actively engaged in their roles.

Teachers in all countries and in all education systems are considered to be the most important and the most valuable resource Kingira & Muammer, [1]. Recognizing the significant role of teachers in managing projects is crucial for ensuring project sustainability. When teachers' contributions are acknowledged and valued, it cultivates a positive work environment that fosters motivation and commitment. School administrators and project leaders should provide opportunities for professional development and growth, creating a culture that emphasizes the importance of teacher motivation and involvement in project management. Furthermore, involving teachers in decision-making processes and empowering them with autonomy and responsibility can contribute to their motivation and sense of ownership over the projects. By nurturing and supporting teacher motivation, schools can enhance project sustainability and achieve better outcomes in their educational initiatives.

4.2.3 Correlation in creating patriotism of school project management and teachers motivation

The positive correlation between teacher motivation and project sustainability (0.251) has important implications for educational institutions and policymakers. This finding suggests that when teachers are motivated and engaged in school projects, there is a higher likelihood of those projects being sustainable in the long run. When teachers are patriotic, enthusiastic and committed to the goals and objectives of the projects, they are more likely to invest their time, energy, and expertise to ensure their success.

To capitalize on this relationship, educational institutions can focus on strategies to enhance teacher motivation. Providing professional development opportunities, recognizing and rewarding teachers for their contributions, and fostering a positive and supportive work environment are some approaches that can help boost teacher motivation. By investing in these areas, schools can create an environment where teachers feel valued and motivated, leading to increased project sustainability.

The findings of the study correspond to that of Akhtar1 & Irum [22] who indicated that, there is a positive significant correlation between the motivation and teacher's job performance that was r (86) = .871, p< 0.01. Likewise, the findings are in line with Trestiza & Melca (2020) in their study on the level of motivation in relation to teachers' performance. the study findings of their study revealed that there is a significant relationship between motivation and performance of teachers in secondary schools since the significant values was found to be far less than 0.05 and r value. The finding showed that there is a significant relationship with significant value of 0.000.

This reveals the great contribution of managing well the school projects, in order for schools to achieve their goals as stated by Asodike & Jaja [23] that the effective realization of set goals of an educational institution depends wholly on how effective the physical facility resources are allocated, utilized and managed in its production of goods and services.

Therefore, for effective sustainable management education institutions to motivate teachers who are legally known responsible for using and managing school resources or projects.

4.2.4 Correlation in lasting longer of school project and teachers motivation

A strong positive correlation (0.395) between teacher's motivation and the sustainability of school projects has been established. This correlation suggests that when teachers are motivated and actively involved in the implementation of projects, the projects tend to have a longer duration and greater sustainability. The positive correlation implies that effective teacher involvement plays a crucial role in the success and longevity of school projects. Likewise the findings are supported by Mark [8], who asserted that, once teachers are involved in any decision made upon they could be as the stimuli to motivate them.

Table 7. Relationship between Teacher's Motivation and Sustainability of the School Projects

		Sustainable Management of School Projects	Play a Great Role in Managing School Projects Sustainably	Dependent on teachers Motivation	Effective Teachers Involvement Results to Lasting Longer of the Projects	Good School Infrastructure	Job Security
Sustainable Management of School Projects	Pearson Correlation	1	.680**	.251**	.395**	.570**	.311**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	234	234	234	234	234	234
Play a Great Role in Managing School Projects Sustainably	Pearson Correlation	.680**	1	.365**	.497**	.484**	.305**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	234	234	234	234	234	234
Dependent on teachers Motivation	Pearson Correlation	.251**	.365**	1	.557**	.277**	.534**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	234	234	234	234	234	234
Effective Teachers Involvement Results to Lasting Longer of the Projects	Pearson Correlation	.395**	.497**	.557**	1	.276**	.413**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	234	234	234	234	234	234
Good School Infrastructure	Pearson Correlation	.570**	.484**	.277**	.276**	1	.513**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	234	234	234	234	234	234

Source: SPSS Output

The findings highlighting the positive correlation between teacher motivation and project sustainability have important implications for educational institutions. Emphasizing the importance of effective teacher involvement can lead to increased project durability and success. When teachers are motivated and actively engaged in the implementation of projects, they bring their expertise, enthusiasm, and commitment, which positively impact the outcomes of the projects. Therefore, educational institutions should prioritize strategies to enhance teacher motivation, such as providing professional development opportunities, recognizing and rewarding teachers' contributions, and fostering a supportive and collaborative school culture [24-30].

5. CONCLUSION AND RECOMMENDA-TIONS

It can be concluded that, teacher's motivation is very important in maintaining teachers working spirits in teaching and managing school projects sustainably.

The strong relationship existing between teacher's motivation and sustainable management of school projects recommends that, government and school should not underestimate the teacher's motivation factors in managing school projects sustainably. Variousways likely, recognition; involvement is school project implementation, training and workshops as well as improving teacher's infrastructures can be used to motivate teachers in Sumbawanga municipality for successful school projects in secondary school.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

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.

CONSENT

As per international standards or university standards, respondents' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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