



Challenges Facing Heads of Schools in Enhancing Teachers' Job Satisfaction among Public Secondary Schools in Singida Municipality, Tanzania

Kahabi Kanzaga & Chrispina Lekule

St. Augustine University of Tanzania

Email: kingueva919@gmail.com/chrispina.lekule@saut.ac.tz

Abstract: *This study aimed to investigate the obstacles encountered by school administrators in enhancing teacher job satisfaction within Public Secondary Schools in Singida, Tanzania, employing a mixed-methods approach with a convergent parallel research design. A total of 145 participants, including one District Secondary Education Officer, five school principals, one Quality Assurance Officer, and 138 teachers, were engaged in the research. Data collection involved the use of questionnaires and interviews, and subsequent analysis encompassed both quantitative analysis using SPSS version 20 and thematic analysis. The findings unveiled a myriad of challenges faced by school administrators in their pursuit of ensuring teacher job satisfaction, encompassing issues such as poor working conditions, inadequate teaching resources, insufficient supervision, absence of teaching allowances, limited funds for teacher motivation, lack of government support, and uncooperative teachers. These challenges were attributed to the failure of various education stakeholders, including the government, teachers, and school administrators, to fulfil their respective responsibilities. To address these challenges, the study proposed solutions, including regular in-service training for school administrators, the establishment of teaching allowances, the construction of additional staff housing, fostering positive teacher relationships, and cultivating an optimal teaching environment.*

Keywords: *Job satisfaction, school heads, School principals. Effectiveness, Teacher Motivation, incentives*

How to cite this work (APA):

Kanzaga, K. & Lekule, C. (2023). Challenges facing heads of schools in enhancing teachers' job satisfaction among public secondary schools in Singida Municipality, Tanzania. *Journal of Research Innovation and Implications in Education*, 7(4), 736 – 743. <https://doi.org/10.59765/viow7493>.

1. Introduction

In the context of this study, the terms "school heads" and "school principals" are used interchangeably. This terminology is employed for the purpose of investigating the challenges encountered by these educational leaders in Singida, Tanzania, as they strive to ensure the job satisfaction of teachers. School Heads serve as the leaders and supervisors within educational institutions, responsible for ensuring teacher satisfaction (Manaseh, 2016). They

are integral members of the school community, tasked not only with overseeing school operations but also with addressing all matters concerning the institution. Their pivotal role encompasses creating an optimal teaching and learning environment and fostering teacher job satisfaction (Omebe, 2014). Essentially, school heads are charged with enhancing school effectiveness by motivating teachers, encouraging effective performance, and steering the institution towards its goals (Manaseh, 2016). Furthermore, as argued by Manaseh (2016), school heads

have multifaceted responsibilities that contribute to the daily functioning of the school. These duties include promoting teamwork, ensuring a safe working environment, devising plans, providing guidance and counseling, and managing conflicts within the school. Likewise, Cunningham (2016) emphasizes that school principals motivate teachers to advance professionally and offer incentives to those who excel in their roles. Consequently, school principals act as leaders in schools, providing direction to teachers and cultivating their job satisfaction.

The role of school heads extends to ensuring teacher job satisfaction through various means. Manaseh (2016) contends that they create conducive school environments, offer incentives, and support teachers' professional development to enhance job satisfaction. Additionally, Nwachukwu Prince Olofube (2006b) argues that school heads achieve teacher job satisfaction by providing motivation, incentives, and fostering a positive working environment. In the realm of secondary education, school heads are entrusted with the responsibility of fostering a sense of belonging and motivation among their staff to improve teaching effectiveness. According to Business Dictionary (2013), school heads are expected to exhibit behaviours and fulfil responsibilities associated with their leadership roles within the school community. This includes developing a strategic vision for the school, managing personnel, students, and finances, overseeing curriculum implementation, and establishing relationships with the local community.

Furthermore, Meador (2013) emphasizes the importance of school leaders setting an example by being accessible to their staff, including teachers and non-teaching personnel, parents, students, and the local community, while also maintaining composure in challenging situations, deliberating before acting, and prioritizing the school's needs over personal interests. Azi and Augustine (2016) assert that teacher job satisfaction significantly influences their motivation and, consequently, the attainment of educational objectives and goals, highlighting the need for satisfied educators in secondary schools as it enhances efficiency, productivity, and transformation in education. Achieving job satisfaction necessitates providing conducive conditions that enhance employees' efficiency and engagement in their roles to enhance productivity, as discussed by Springer (2011). Noor and Akhter (2010) contend that meaningful work and the fulfilment of employees' needs contribute to job satisfaction, emphasizing the importance of recognizing the significance of employees' work.

Nyamubi (2017) argues that both monetary and non-monetary incentives, such as community support, fair compensation aligned with effort, opportunities for career

advancement, a well-defined performance appraisal system, timely promotions, and appropriate working conditions, play pivotal roles in fostering teacher job satisfaction. Additionally, positive relationships with colleagues and students, as well as the respect of community members, contribute to teachers' satisfaction in their profession. Conversely, Nyandwi (2017) warns that job dissatisfaction can drive teachers to seek alternative economic opportunities, underscoring the need to address critical issues such as salaries, working conditions, and timely promotions.

To ensure teacher job satisfaction in secondary education, effective strategies are required, as highlighted by Fuming and Jiliang (2014). Sungu et al. (2014) argue that these strategies may include salary and remuneration increases, improved working conditions, reduced exam-related stress, smaller class sizes, and enhanced teacher performance. However, despite the roles school leaders play in promoting teacher job satisfaction, challenges persist, with Turkish teachers expressing dissatisfaction in their work, as indicated by Hee et al. (2019), who suggest that leadership styles and administrative support are essential factors in addressing this issue. In Malaysia, school leaders' roles significantly impact teacher job satisfaction, and adequate administrative support is crucial, as teachers report dissatisfaction due to the lack of such support.

Rachmawati and Suyatno's (2021) study in Indonesia reveals a correlation between principals' managerial competence and teacher job satisfaction, indicating that school leaders' guidance influences teachers' job satisfaction. In Dubai, Ali et al. (2017) found that school principals and school culture had a significant impact on teacher job satisfaction, demonstrating the role of school culture in shaping teachers' job satisfaction. In Nigeria, Azi and Augustine (2016) argue that job satisfaction serves as a measure of an organization's ability to meet individuals' expectations and reward productivity, suggesting that teachers in Nigeria are unsatisfied with their jobs, leading some to view teaching as a temporary stepping-stone to better employment opportunities.

In Kenya, despite efforts to recruit qualified secondary school teachers, little is done to motivate and satisfy them, as noted by Njiru (2014). Teachers in Kenya face pressure and demands from parents, the community, and politicians, resulting in job dissatisfaction, as Nyamubi (2017) highlights. However, measures such as salary increments and providing teacher accommodations aim to address this issue. Nyamubi's (2017) survey of secondary school teachers in Tanzania reveals that positive relationships with co-workers, students, parents, and recognition of teachers' contributions to society contribute to job satisfaction, while poor working conditions, low salaries,

unfavorable promotion policies, and negative community perceptions affect teacher performance.

The responsibilities of school leaders play a significant role in achieving organizational goals and boosting teacher morale, ultimately ensuring teacher job satisfaction (Nyangarika & Kapinga, 2020; Toropova, Myrberg & Johansson, 2021). Nonetheless, despite government policies in Tanzania entrusting school leaders with the duty of ensuring teacher job satisfaction, public secondary school teachers in Tanzania express dissatisfaction, as noted by Msuya (2016), Rwelamila (2019), and Masanja (2019). This raises questions about the challenges faced by school leaders in Singida Municipality in their efforts to ensure teacher job satisfaction, forming the basis of this study's exploration.

2. Literature Review

2.1 Theoretical Literature Review

The study was guided by Abraham Maslow's Hierarchy of Needs, a human motivation theory introduced in 1943 in the United States. This theory conceptualizes human needs as a path towards self-actualization and organizes them into a pyramid consisting of five segments, known as the Hierarchy of Needs, which individuals progress through in life. Maslow's theory is illustrated as a pyramid, with the most basic needs at the bottom and increasingly complex needs at the top. According to Maslow (1954), human satisfaction is achieved only when these needs are met. Human needs are continuous, and as one need is fulfilled, the next one emerges, ultimately culminating in the fulfilment of the highest-level need. These needs are categorized into different stages based on their level of importance (Aruma & Hanachor, 2017). In alignment with the principles of this theory, this study aimed to investigate the challenges faced by school leaders in ensuring teacher job satisfaction, with these challenges inversely mirroring Maslow's Hierarchy of Needs.

2.2. Empirical Literature Review

This section presents the findings derived from a comprehensive review of empirical literature concerning the challenges encountered by school heads in their efforts to promote teacher job satisfaction. These challenges encompass various dimensions, including financial, managerial, contextual, and student-teacher ratio-related issues. Bennell and Makyunuzi (2005) posit that teachers' income reflects their motivation level, with demoralized teachers more likely to seek alternative employment, exhibit absenteeism or tardiness, and fail to meet their students' expectations. Similarly, Mestry and Grobler

(2006) highlight South Africa's shortage of head teachers with effective financial management skills, leading to widespread corruption and financial mismanagement issues. Mutembei (2013) further reveals that head teachers often lack adequate financial training, resulting in challenges related to financial management in day schools.

Nyange's (2013) study in Kenya exposes that school heads struggle to enhance teacher job satisfaction due to low salaries and a lack of teaching allowances for teachers in public schools. These salary challenges, however, fall beyond the purview of school heads, as they are not responsible for determining teachers' salaries and allowances. Consequently, many teachers harbor grievances against their employers, resulting in decreased job performance. To address this issue, authorities must establish favorable compensation structures for teachers to aid school leaders in managing school activities. Christina et al. (2016) argue that school organizational structure and leadership styles pose significant challenges to teacher job satisfaction. This perspective is echoed by Pendleton-Brown (2019), who emphasizes the impact of leadership style on teacher job satisfaction and the limited availability of professional development programs. Therefore, the leadership style adopted by school principals emerges as a critical factor affecting their ability to ensure teacher satisfaction. In a related vein, Christopher, Mtyuda, and Okendo's (2014) study on the challenges of promoting teacher job satisfaction in Secondary Schools of Kyenjojo District, Western Uganda, identifies issues such as supervision challenges, poor working conditions, and interpersonal relationships among teachers as impediments to enhancing teacher job satisfaction.

Nthenya (2012) conducted a study on the challenges faced by secondary school head teachers in the leadership and management of human resources. The findings reveal that head teachers grapple with challenges related to support staff, including issues such as discussing teachers with students, nepotism in support staff recruitment, unskilled personnel employment, inappropriate conduct by some support staff (e.g., excessive alcohol and cigarettes consumption, sexual relations with students), and favoritism in timetabling allocation. Jusoh (2012) examined teachers' job satisfaction in Malaysia, revealing that teachers' individual characteristics, expectations, and workload present challenges for school leaders in enhancing job satisfaction, given the diverse teacher profiles and varying workloads.

In South Africa, Okeke and Mtyuda (2017) highlight challenges related to the satisfaction of teachers' jobs, including resource shortages for teaching and learning, overcrowded classrooms, and administrative issues. School principals' failure to recognize teachers' outstanding work contributes to dissatisfaction. Similarly,

Ilahuyah (2014) identifies overcrowded classrooms and extended working hours as challenges affecting teacher job satisfaction. In contrast, Njiru (2014) asserts that limited opportunities for professional development and inadequate school facilities, such as teaching and learning materials, hinder efforts to enhance teacher job satisfaction. While professional development is crucial for improving salaries and promotions, inadequate learning resources impede teachers in fulfilling their duties. Paulo (2015) notes that challenges to teacher job satisfaction encompass poor working and living conditions, insufficient teaching facilities, heavy workloads, and a lack of recognition from school management, government, and society. Likewise, Msuya (2016) emphasizes challenges such as poor working conditions, employee relations, and job security in efforts to enhance teachers' job satisfaction.

3. Methodology

This research employed a mixed-methods approach to ensure the accuracy and comprehensiveness of the study findings, leveraging the strengths of both quantitative and qualitative research methods. Almeida (2018) notes that a mixed-methods approach enhances the understanding of stakeholders' perspectives on the nature of the intervention. The research adopted a convergent parallel research design, allowing for a comprehensive analysis of the research problem by merging quantitative and qualitative data. The study's population included the Municipality Education Officer (MEO), Quality Assurance Officer, secondary school teachers, and Heads of School. Teachers were included because of their central role in the teaching process, making their opinions essential. Heads of School were also part of the study, as they supervise teachers and work closely with them, thus having insights into teacher job satisfaction. Quality Assurance Officers were included because they oversee education quality, and teacher satisfaction is integral to delivering quality education. The Municipality Education Officer was part of the study as it is responsible for supervising education activities and ensuring teacher job satisfaction.

The study utilized both probability and non-probability sampling techniques. Stratified sampling was employed to select 144 male and female teachers from Singida Municipality, with participants selected randomly. Purposive sampling was used to select MEO, Heads of

Public Secondary Schools, and Quality Assurance Officers, ensuring the inclusion of participants with in-depth knowledge about the role of Heads of School in enhancing teacher job satisfaction. The study's sample size comprised 144 teachers, 5 Heads of Public Secondary Schools, 1 Municipal Education Officer, and 1 School Quality Assurance Officer, totalling 151 participants. This sample size was deemed adequate to gather relevant information about the role of Heads of Public Secondary Schools in enhancing teacher job satisfaction in Singida Municipality. Validity and reliability of the questionnaires and interview guides were ensured. Data recording was conducted using field notebooks and mobile phones. Quantitative data obtained through the questionnaire was analyzed using descriptive statistics with SPSS version 20 software, and results were presented through tables, figures, and percentages. Qualitative data from semi-structured interviews and open-ended questionnaires were coded and analyzed thematically. The study adhered to ethical principles, including confidentiality, anonymity, informed consent, and proper citation to prevent plagiarism. Permission for data collection was obtained from relevant authorities, including the Regional Administrative Secretary (RAS) in Singida and the District Executive Director (DED). Participants' confidentiality, anonymity, privacy, and safety were prioritized throughout the research process.

4. Results and Discussion

This paper is based on a study which investigated the challenges confronting school heads in improving teachers' job satisfaction within public secondary schools in Singida Municipality. The study employed a mixed-methods approach, utilizing questionnaires and interviews for data collection. The participants in the study included teachers, the Municipal Education Officer, and Educational Quality Assurance Officers. To assess the challenges faced by school Heads in relation to job satisfaction, the research employed a Likert scale. This scale required teachers to express their level of agreement or disagreement with statements provided in the questionnaire. The scale ranged from 1= Strongly Disagree (SD), 2= Disagree (D), 3= Neutral (N), 4= Agree (A) to 5= Strongly Agree (SA). The findings were presented in terms of frequency (F) and percentage (P) to provide a clear representation of the data.

Table 1: Challenges in Ensuring Job Satisfaction

No	Statement	1		2		3		4		5	
		F	P	F	P	F	P	F	P	F	P
i.	A poor working environment is a challenge in ensuring job satisfaction	47	33.9	62	45	29	21	0	0	0	0
ii.	Poor teaching and learning material is a challenge in ensuring job satisfaction	13	9.4	55	39.9	43	31.2	27	19.6	0	0
iii.	Disengagement of teachers in decision-making is a challenge in ensuring job satisfaction	23	16.7	0	0	39	28.3	55	39.9	21	15.2

Source: Field Data (2021)

Table 1 illustrates the challenges faced by the Head of the school in ensuring teachers' job satisfaction. The findings demonstrate that 109 out of the participants, representing 79%, agreed that a poor working environment presents a significant challenge to ensuring teachers' job satisfaction in Singida Municipality. Meanwhile, 29 participants, or 21%, expressed neutrality on this matter. This underscores the critical role of a conducive working environment in motivating teachers to work effectively and efficiently.

Conversely, the results from Table 1 indicate that 68 participants, or 49.3%, agreed that a shortage of teaching and learning materials poses a challenge to ensuring teachers' job satisfaction. In contrast, 43 participants, or 31.2%, remained neutral, and 27 participants, or 19.6%, disagreed with the statement. These findings suggest that a deficiency in teaching and learning resources is indeed a challenge faced by heads of schools in their efforts to enhance teachers' job satisfaction. This finding aligns with the study by Okeke and Mtyuda (2017), which emphasized the detrimental impact of inadequate teaching and learning facilities on teachers' job enjoyment. Thus, it is evident that teaching and learning resources play a pivotal role in facilitating teachers' fulfillment of their duties and responsibilities, ultimately leading to improved student academic performance in Public Secondary Schools.

Moreover, Table 1 reveals that 76 participants, equivalent to 55.1%, disagreed with the assertion that the disengagement of teachers in decision-making is a challenge to teachers' job satisfaction, while 23 participants, or 16.7%, concurred with the statement. Additionally, 39 participants, or 28.3%, indicated neutrality, implying that in Singida Municipality, most Heads of Public Secondary Schools engage teachers in decision-making, as indicated by the majority of participants. Qualitative data highlight's various themes that elucidate the challenges faced by school leaders in ensuring teacher satisfaction. In interviews with Heads of Public Secondary Schools, the Municipal Education

Officer (MEO), and the Education Quality Assurance (EQA), several issues emerged. These included the lack of supervision skills among school leaders, a dearth of teaching allowances, insufficient government support, inadequate funds, and the presence of irresponsible teachers. These challenges collectively hinder the Head of the school in enhancing teachers' job satisfaction in Public Secondary Schools within Singida Municipality.

Lack of Supervision: The qualitative data reveals that the lack of effective supervision skills among school leaders poses a challenge to ensuring teachers' job satisfaction. School leaders often lack the necessary knowledge and skills to ensure teacher happiness, as confirmed by the findings. This resonates with the information provided by the District Secondary Education Officer, highlighting the adverse consequences of a lack of harmony between school leaders and teachers on teachers' morale and job satisfaction. This deficiency in supervision skills aligns with previous studies by Christopher, Munyua, and Okendo (2014), emphasizing the role of supervision in teachers' job fulfilment.

Lack of Teaching Allowance: The findings underscore that the absence of teaching allowances presents a significant challenge to teachers' job satisfaction. Teaching allowances act as a crucial incentive for teachers to perform better. Interviews with education officials reveal that the education sector lacks such allowances, causing dissatisfaction among teachers. The lack of teaching allowances is corroborated by Nyange (2013) and is compounded by low teacher salaries, further affecting job satisfaction.

Inadequate Funds: Participants in interviews noted that insufficient funds to motivate teachers hinder job satisfaction. School leaders find it challenging to satisfy teachers without adequate funds for various needs, as illustrated by the quotes from interviews. This shortage of funds is a common problem faced by Public Secondary

Schools, as it hampers efforts to enhance job satisfaction among teachers.

Lack of Government Support: The lack of government support emerges as another challenge in ensuring teachers' job satisfaction. Government support, especially in terms of materials and resources, is deemed crucial by school leaders. The absence of such support hampers school leaders' efforts to achieve teacher job satisfaction, as indicated in interviews. This finding contrasts with some prior research that suggests government support in various forms can enhance teacher job satisfaction.

Irresponsible Teachers: The research findings highlight the issue of irresponsible teachers, which poses a challenge for school leaders in ensuring teachers' job satisfaction. Irresponsibility among teachers, as revealed in interviews, includes chronic lateness, failure to prepare lesson materials, and poor student performance. This irresponsibility places additional burdens on school leaders and negatively impacts job satisfaction among teachers.

Strategies to address the challenges: To address these challenges and enhance teachers' job satisfaction, various strategies were proposed during the interviews. These include improving working conditions, providing teaching allowances, allocating sufficient funds to schools, and securing a conducive job environment. These recommendations emphasize the importance of collaboration between the government and school leaders in addressing the identified challenges. For example, early payment of salaries, creating a conducive teaching environment, and providing financial incentives were suggested as potential solutions.

5. Conclusion and Recommendations

5.1 Conclusion

In conclusion, this study reveals a range of challenges faced by school leaders in enhancing teachers' job satisfaction in Public Secondary Schools in Singida Municipality. These challenges encompass issues related to supervision, teaching allowances, funds, government support, and teacher responsibility. Addressing these challenges requires collaborative efforts between education stakeholders, including the government, school leaders, and teachers themselves. Ultimately, ensuring teachers' job satisfaction is vital for the overall effectiveness of the education system.

5.2 Recommendations

Drawing upon the research findings, several key recommendations emerge to address the challenges faced

in enhancing teachers' job satisfaction in Public Secondary Schools in Singida Municipality:

1. **Increased Government Budget Allocation:** The study strongly recommends that the government allocate a sufficient budget to the education sector. This allocation should specifically target the provision of teaching allowances and training opportunities for secondary school teachers. By doing so, the government can effectively motivate teachers, ultimately leading to heightened job satisfaction among educators.
2. **Regular In-Service Training Strategies:** Furthermore, it is advisable for the Municipality to develop and implement strategies that ensure regular in-service training for teachers. In-service training programs should be designed to keep teachers updated with the latest developments in education, aligning them with global advancements in their field. This ongoing professional development can significantly contribute to teachers' job satisfaction.
3. **Adequate Teacher Housing:** The study underscores the importance of ensuring an adequate supply of housing for teachers. Adequate housing not only addresses the basic needs of teachers but also provides them with a sense of security and stability. Consequently, it is recommended that the local government prioritize the construction of sufficient housing facilities for teachers, thereby contributing to their overall job satisfaction.
4. **Nurturing Positive Relationships and Involvement in Decision-Making:** Lastly, the study recommends that school leaders, specifically heads of school, actively foster positive relationships with teachers. Building a supportive and respectful environment can significantly enhance teachers' satisfaction with their teaching activities. Additionally, it is crucial for heads of school to involve teachers in the decision-making process within the school. This collaborative approach ensures that teachers feel valued and integrated into the organization, ultimately leading to greater job satisfaction among the teaching staff.

In summary, these recommendations aim to address the identified challenges and contribute to a more fulfilling and satisfying teaching environment for educators in Singida Municipality's Public Secondary Schools. By implementing these strategies, stakeholders can work together to enhance teachers' motivation and overall job

satisfaction, which, in turn, will positively impact the quality of education provided in the region.

References

- Christina, M. O., Sara, V., Guidetti, G., & Daniela, C. (2016). Wellbeing at school: the impact of school organizational climate on teacher morale. *TOJET: The Turkish Online Journal of Educational Technology*, 1318-1323.
- Christopher, N. A., Munyua, J. K. & Okendo, E. O. (2014). Examining Challenges Encountered in Promoting Teacher Job Satisfaction in Secondary Schools of Kyenjojo District Western Uganda. *Journal of Education and Practice*, 5(27), 118-121.
- Creswell, J.W. & Creswell J. D. (2018). *Qualitative, quantitative and mixed approaches* (5th Ed.). SAGE publications, inc.
- Don, Y., Yaakob, M. F. M., WanHanafi, W. R., Yusof, M. R., Kasa, M. D., Omar-Fauzee, M. S., & I-keeree, H. K. (2021). Challenges facing organization climate tools for measuring teachers job satisfaction. *International Journal of Evaluation and Research in Education*, 10(3), 465-475.
- Hee, O. C., Shukor, M. F. A., Ping, L. L., Kowang, T. O., & Fei, G. C. (2019). Factors influencing teacher job satisfaction in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 1166–1174.
- Ilahuyah, I. J. (2014). *Determinants of teachers' job satisfaction in public day secondary schools in Sabatia district, Vihiga county-Kenya* [Master dissertation, University of Nairobi, Kenya].
- Jusoh, R. B. (2012). *Job satisfaction of new Malaysia: understanding challenges and learning experiences of learning the profession* [Doctoral dissertation, Colorado State University].
- Mawere, M., Mubaya, T. R., Reisen, M. & Stam, G. (2016). *Maslow's Theory of Human Motivation and its Deep Roots in Individualism: Interrogating Maslow's Applicability in Africa: Theory, Knowledge, development and politics: What role for the academy in the sustainability of Africa?* Langaa RPCIG Editors.
- Meador, D. (2013). *The role of the principal; keys to being an effective principle*. Retrieved from <http://teaching.about.com/od/admin/tp/Role-Of-The-teachers-Principal.htm>
- Mestry R & Grobler B.R. (2006). *The Training and Development of Principals in the management of Educator University of South Africa*. Rond Afrikaans.
- Msuya, O. W. (2016). Exploring levels of job satisfaction among teachers in public secondary schools in Tanzania. *International Journal of Educational Administration and Policy Studies*, 8(2), 9-16.
- Nthenya, M.S (2012). Challenges Faced By Secondary School Head teachers In Leadership And Management Of Human Resources In Nzaui District-Makueni County, Kenya [Master's dissertation, Kenyatta University]
- Nyange, M. N. (2013). *Factors influencing job satisfaction in public schools in Voi district Kenya* [Master dissertation, University of Nairobi Kenya]
- Okeke, C. & Mtyuda, P. (2017). Teacher job dissatisfaction: Implications for teachers' sustainability and social transformation. *Journal of Teacher Education for Sustainability*, 19(1), 54-68
- Paulo, S.S (2015). *An investigation of job satisfaction among secondary school teachers: The case study of Babati town council* [Master dissertation, Mzumbe University].
- Pendleton-Brown, S. N. (2019). *Teacher job satisfaction and school leadership*. [Doctoral Dissertation, Walden University].
- Rachmawati, Y. & Suyatno. S (2021). The effect of principals' competencies on teachers' job satisfaction and work commitment. *Participatory Educational Research* 8(1), 362-378.
- Rwelamila, J. (2019). The role of teachers' motivation on students' academic performance: The case of private secondary schools in Dar Es Salaam. [Master's dissertation, The Open University].
- Sungu, H., Ilgan, A., Parylo, O., & Erdem, M. (2014). Examining teacher job satisfaction and principals' instructional supervision behaviors: A comparative study of Turkish private and public-

school teachers. *Journal of Educational Research*, 60(1), 98 – 118.