

The Role of Head of public secondary Schools in Providing Professional Development to Enhance Teacher Job Satisfaction in Arumeru District, Tanzania

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Abstract

The study investigated the Role of the Head of public secondary schools in Providing Professional Development to Enhance Teacher Job Satisfaction in Arumeru District, Tanzania. The study was guided by the Path-Goal Leadership Theory. The study employed a convergent design under the mixed-methods research approach. The target population comprised 30 public secondary schools, 30 heads of schools, 1227 teachers, and 1 District Secondary Education Officer (DSEO). The study employed probability and non-probability sampling procedures to select 8 public secondary schools, 8 heads of schools, 128 teachers, and 1 District Secondary Education Officer (DSEO). Questionnaires and interview guides were validated by research experts in the field of education from Mwenge Catholic University, MWECAU. A pilot study was conducted in two public secondary schools, and the reliability of questionnaires for Likert-type items was established at 0.823 Cronbach's Alpha Coefficient. The dependability of the qualitative data was established through peer debriefing and triangulation methods. Quantitative data were descriptively deduced into frequencies, percentages, and means, aided by Statistical Package for the Social Sciences SPSS version 22 and presented in tables. Qualitative data were analysed thematically. The study adhered to research ethical principles throughout the research process. The study revealed that the provision of professional development opportunities significantly contributes to enhancing teacher job satisfaction in public secondary schools in Arumeru District, Tanzania. The findings highlight that sustained extrinsic motivational strategies particularly ongoing professional development play a crucial role in improving teacher morale, collaboration, and overall performance. It is recommended that heads of public secondary school should prioritize and consistently implement professional development initiatives as a strategic approach to fostering a more satisfied and effective teaching.

Keywords. *Professional development, satisfaction, Heads of Schools, Arumeru, Public Secondary Schools.*

Introduction

Teachers play a pivotal role in the development of individuals and the nation. They shape the minds and futures of students, laying the foundation for a skilled and knowledgeable workforce essential for national progress (Hanushek & Rivkin, 2022). In Tanzania, the teachers in public secondary schools are particularly prominent, as they are instrumental in fostering academic excellence and social development in young learners. Effective teaching not only enhances students' academic performance but also contributes to their personal growth and the cultivation of values crucial for societal advancement (VSO Tanzania, 2020).

This study focuses on extrinsic motivational strategies over intrinsic ones to address immediate and tangible factors that can enhance teachers' job satisfaction in Arumeru District. Extrinsic motivation, which includes financial incentives, recognition, and improved working conditions, is often easier to implement and measure compared to intrinsic motivation, which involves internal satisfaction and personal growth (Deci et al., 2023). Additionally, in contexts where teachers face financial and resource constraints, extrinsic rewards can provide immediate relief and encouragement, leading to better job performance and

satisfaction (Ngimbudzi, 2022). Extrinsic motivation is often prioritized in such studies as it can directly address practical challenges faced by teachers.

Extrinsic motivational strategies encompass various methods like salary increments, bonuses, public recognition, and enhanced facilities, all aimed at boosting teachers' morale and productivity. However, intrinsic factors like personal achievement, professional growth, and a sense of belonging also play a crucial role in job satisfaction (Herzberg, 2020). Besides motivational strategies, other factors influencing job satisfaction include supportive leadership, a positive school culture, opportunities for professional development, and manageable workloads (Luthans, 2022). A comprehensive approach that integrates both extrinsic and intrinsic motivational strategies is essential for sustaining teachers' commitment and enhancing their overall job satisfaction, ultimately leading to improved educational outcomes in the region.

Job satisfaction among teachers is one of the critical areas that demands the attention of school leaders for the growth and success of any educational institution. Sustaining a high level of job satisfaction among teachers is crucial because it has a direct effect on the caliber of education, learning objectives of students, and the general efficacy of the school. Teachers are the backbone of the education system, and their level of motivation and job satisfaction influences the learning environment and the development of students (Sahito & Vaisanen, 2020). According to Qin and Noordin (2024), job satisfaction is the overall contentment, fulfillment, and happiness experienced by educators in their roles within the educational environment. When teachers are extrinsically motivated, they are more likely to be engaged, committed, and dedicated to their work, which ultimately benefits the entire school community (Fitrianti et al., 2024). Extrinsic motivation among teachers refers to the drive or incentive to engage in teaching-related tasks or behaviors that originate from external sources rather than internal desires or values (Hasanudin et al., 2024). Despite the importance of extrinsic motivational strategies employed by school leaders, job satisfaction among teachers remains a subject of concern globally.

The issue of teacher burnout and high turnover rates has become increasingly prominent in the United States of America (USA), particularly in the wake of the COVID-19 pandemic (Fairman et al., 2023). Most teachers reported heightened levels of stress and job dissatisfaction during this period, with a 2021 survey by the National Education Association revealing that 32% of teachers were contemplating leaving the profession earlier than anticipated (Rezaee et al., 2020). This surge in burnout was driven by the abrupt transition to remote and hybrid learning models substantially increased teachers' workloads, and many teachers felt they lacked adequate support from their administrations. Therefore, it is not clear whether school leaders recognized the critical importance of providing professional development (PD) opportunities to help teachers manage their increased responsibilities, learn effective strategies for remote and hybrid teaching, and receive the emotional support necessary to cope with the stresses of their job.

Despite Finland's reputation for a progressive and effective education system, the rapid pace of technological advancements and the increasing demand for digital literacy among students have put pressure on teachers to continuously update their skills (Byman et al., 2021). Teachers, who are accustomed to high levels of professional autonomy, sometimes feel overwhelmed by the need to integrate new technologies and digital tools into their teaching practices (Tonga et al., 2022). Recognizing this challenge, it is not indicated whether the school leaders in Finland have prioritized professional development programs that can provide teachers with the necessary training to effectively incorporate technology in the classroom. This ambiguity raises concerns about the support available for teachers in adapting to digital changes. Moreover, without clear directives and support from school leaders, teachers may struggle to keep pace with technological advancements, potentially impacting the overall quality of education. Therefore, Finnish school leaders need to address these needs explicitly and ensure strong professional development opportunities are in place to empower teachers in the digital age.

To foster cooperative teaching, the shift from a content-based to a competency-based curriculum has required teachers to adopt new teaching methodologies and assessment strategies in Ethiopia (Kidega et al., 2024). Many teachers have found this transition challenging due to inadequate training and support (Charles et al., 2023). Furthermore, the pressure to meet new educational standards without sufficient resources or guidance has led to frustration and lowered job satisfaction among teachers in Uganda (Ssenyonga & Hecker, 2021). Recognizing these issues, the question as to what extent the school heads in both countries, such as Ethiopia and Uganda, have prioritized cooperative teaching as a means to support their staff remains unanswered.

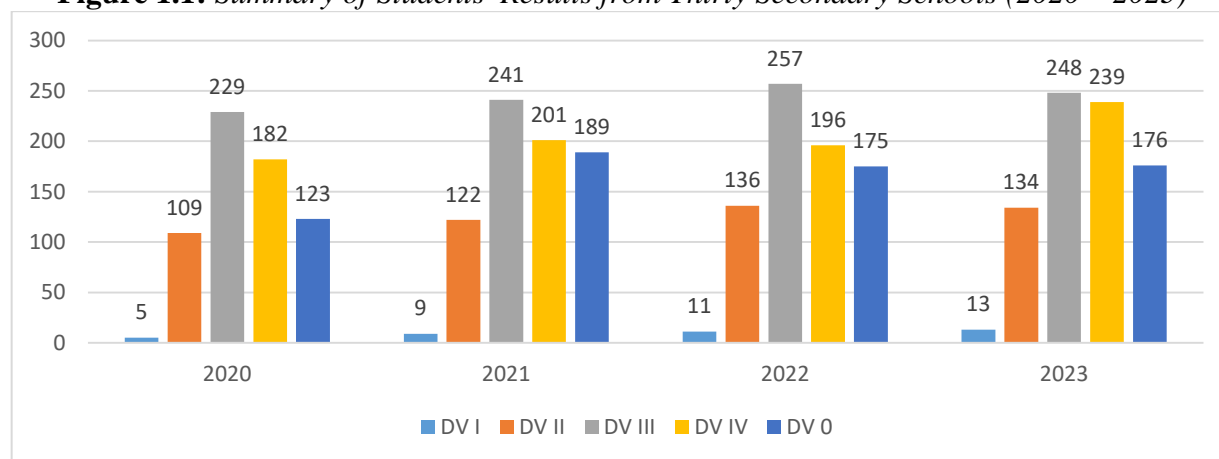
In the Tanzanian context, low satisfaction among teachers in public secondary schools has become a trending topic in the education sector. The government of Tanzania has made various efforts to ensure teachers are well-motivated to increase their satisfaction, recognizing the critical impact teacher satisfaction has on educational outcomes. According to a report by the MoEST (2023), there have been periodic adjustments to teachers' salaries and the introduction of allowances for those working in remote and underserved areas. These financial measures aim to alleviate the economic pressures faced by teachers, thereby enhancing their job satisfaction and motivation. Doubts have been raised about the ability of school heads to adequately secure and distribute the necessary resources to support teachers in their work (Ruvahofi et al., 2022). Ensuring that school leaders are equipped with the skills and capacity to acquire and effectively allocate these resources is vital for fostering a positive and motivating work environment for teachers.

Investing in continuous professional development is another strategy employed by the government to boost teacher satisfaction (Moses, 2020). Programs such as the Teacher Development and Management Strategy (TDMS) focus on providing teachers with ongoing training and development opportunities. These programs are designed to help teachers stay updated with new teaching methodologies, curriculum changes, and educational technologies, which are essential for their professional growth and satisfaction (Mkumbo, 2021). Despite the government's efforts to enhance teacher satisfaction, it has been observed that the ability of school heads to build relationships with their teachers to further enhance job satisfaction remains questionable.

When teachers feel motivated, supported, and valued by their school leadership, it positively impacts their job satisfaction. Effective practices by school heads, such as providing regular feedback, recognition, and opportunities for professional growth, can foster a sense of belonging and purpose among teachers (Msonge & Lekule, 2024). Contrariwise, when teachers experience low satisfaction due to a lack of motivation and support from school heads, it negatively affects their classroom performance, leading to decreased student achievement (Lukumay, 2021). Considering the Form Four national examination results from a sample of five secondary schools in Arumeru District, student performance is generally poor. Most students scored between division four and division zero, indicating a problem that needs to be addressed to improve the quality of education in these schools.

The summary of students' results in the selected thirty public secondary schools in Arumeru District is presented in Figure 1.1.

Figure 1.1: Summary of Students' Results from Thirty Secondary Schools (2020 – 2023)



Source: NECTA (2020, 2021, 2022, 2023)

The academic performance data presented in Figure 1.1 for secondary schools in Arumeru District paints a concerning picture, with a majority of students struggling to excel in national examinations from 2020 to 2023. In 2020, 182 students were placed in division four, the second-lowest grade, while 123 students received division zero, the lowest possible grade. The situation worsened in subsequent years, with 196 students in division four and 175 in division zero in 2022, and 239 students in division four and 176 in division zero in 2023 (NECTA, 2023). Students' performance is directly linked with teachers' job

satisfaction because motivated and supported teachers are more likely to be effective in their roles. When teachers feel valued and engaged, they are more committed to their work, which translates into better teaching practices and increased student engagement.

Inadequate job satisfaction among teachers in public secondary schools in Tanzania has become a major concern, with education administrators noting that many teachers are dissatisfied in their workplaces (Charles et al., 2023; Lukumay, 2021). This dissatisfaction is reflected in declining national examination results, where only 41% of students passed in 2022, dropping further to 40% in 2023, which signals broader systemic challenges (Nyamubi, 2021). Without effective motivation from school heads to enhance teacher satisfaction, low academic achievements are likely to persist. Previous studies (Kyangwe et al., 2023; Marietta, 2022; Matemba, 2024; Mnjokava, 2024; Nyamubi, 2021) have examined school heads' motivational strategies and highlighted the importance of teacher job satisfaction for institutional performance. By implementing effective professional development opportunities, school leaders can foster a positive and supportive work environment for teachers. This, in turn, can lead to improved teaching practices, increased student engagement, and ultimately, better academic outcomes. The current study investigated the role of school heads in providing professional development to enhance teacher job satisfaction in Arumeru District, Tanzania.

Literature Review

Effective professional development opportunities provided by school administrators play a pivotal role in shaping the satisfaction and efficacy of educators within their roles. As the educational landscape continually evolves, the significance of ongoing training and support for teachers cannot be overstated.

Smet (2022) conducted a study about professional development and teacher job satisfaction: Evidence from a Multilevel Model in Belgium. The study employed a qualitative design. The study utilized secondary data where the 2018 wave of the OECD's teaching and Learning International Survey (TALIS). The study found that find a significant positive relationship between job satisfaction and the need for professional development for teaching diversity and special needs, which is (negatively) moderated by the number of professional development activities a teacher had participated in. The previous study utilized only secondary data, which makes the findings inadequate in first-hand data. The current study added primary data collected by using questionnaires.

Baluyos et al. (2019) investigated the teachers' job satisfaction and work performance in the Philippines. The study involved 104 school heads and 313 teachers. The researcher used the descriptive correlational research design and the teachers' job satisfaction survey questionnaire (TJSQ). The findings revealed that the teachers were highly satisfied with their jobs, and their work performance was very satisfactory. The satisfaction of teachers with school heads' supervision and job security inversely affects the teachers' work performance. It was further recommended that schools be provided with a faculty lounge so teachers can talk freely about their well-being. Human resources department officers also have to be included in their teacher retention strategies and the teachers' welfare packages. The researcher in this study adopted a descriptive correlational research design in investigating the teachers' job satisfaction and work performance. The current objective adopted a convergent design under mixed research methods focusing on the extent heads of schools give teachers professional development opportunities to influence teachers' job satisfaction.

Shikokoti et al. (2021) conducted a study on the principals promoting professional development on teachers' job satisfaction in public secondary schools in Kenya. A quantitative method was employed. The targeted population was 324 public secondary schools, which comprised 324 principals and 1500 teachers, and 12 in Kakamega County. The purposive sampling technique was used to select five sub-counties, while simple random sampling was used for 300 teachers, of which a sample of 20% was used. Questionnaires were used to collect data. Simple linear regression was used to analyze data. The findings showed a significant relationship between principals' involvement in professional development and teachers' job satisfaction. The study established that principals promoting professional development influenced teachers' job satisfaction at a positive and strong level. This study adopted a purposive sampling technique and researched the principals promoting professional development on teachers' job satisfaction in public

secondary schools. The current study used a purposive sampling technique and focused on the extent heads of schools give teachers professional development opportunities in influencing teachers' job satisfaction.

Mwamatandala and Muneja (2020) conducted a study on the effect of school management on teachers' commitment in Tanzania. The study employed a quantitative research approach in collecting and analyzing data. Closed-ended questionnaires were filled out by 140 randomly selected teachers. Data were analyzed through descriptive statistics. The findings revealed that management in schools under investigation is effective, and teachers between school management effectiveness and teacher commitment. The study recommended that the management in schools under investigation should enhance management effectiveness to realize improved teachers' commitment, which is essential for academic performance and the realization of school goals and objectives. The researcher in this study adopted questionnaires as a method of data collection, also the study focuses on the effect of school management on teachers' commitment in Tanzania. The current study used interview data collection as a tool to triangulate with quantitative data.

Effective professional development provided by school administrators is crucial in shaping teacher satisfaction and effectiveness. Smet (2022) in Belgium found a significant positive relationship between job satisfaction and the need for professional development in teaching diversity and special needs, though the study relied only on secondary OECD TALIS data, limiting its firsthand insights. To address this, the current study used primary data collected through questionnaires. Similarly, Baluyos et al. (2019) in the Philippines reported high job satisfaction among teachers using a descriptive correlational design, but did not examine the extent of professional development opportunities offered by school heads. In Kenya, Shikokoti et al. (2021) highlighted the positive influence of principals promoting professional development on teacher job satisfaction, but did not assess the specific impact of these opportunities. To fill these gaps, the present study applied a mixed methods approach to examine the sustainability of selected extrinsic motivational strategies employed by public school heads to enhance teacher job satisfaction in Arumeru District, Tanzania.

Mduma and Mkulu (2020) conducted their study on the influence of teachers' professional development practices on job performance in public secondary schools in Tanzania. The study employed a convergent parallel design under the mixed methods approach and analyzed using quantitative and qualitative data strands. Stratified random sampling and simple random sampling techniques were used to sample public secondary schools and the district education officer. Data were collected by using questionnaires and in-depth interview guides. The quantitative data were analyzed with the aid of Statistical Packages for Social Science (SPSS), while qualitative data were analyzed through thematic analysis of the specific objectives. The results showed that the greatest influence on various aspects, including the enhancement of teaching strategies, the reduction of teacher burnout, stress, and turnover, the enhancement of teachers' performance, and the enhancement of teacher personnel as a whole, comes from training the workforce, or teachers. Thus, frequent evaluations in schools help educators become better communicators and guarantee that they maintain order at work. The study recommended that the Ministry of Education, Science, and Technology, education stakeholders in conjunction with school administrators (district education officer and heads of schools), regularly organize and facilitate formative in-service training for teachers to enhance their job performance. This study adopted a mixed research approach and relied on the influence of teachers' professional development practices on job performance in public secondary schools. The current study focused on the extent heads of schools give teachers professional development opportunities in influencing teachers' job satisfaction.

The literature shows that professional development (PD) provided by school administrators significantly influences teacher job satisfaction and performance, but gaps remain in scope and context. In Tanzania, Mwamatandala and Muneja (2020) found a positive relationship between school management and teacher commitment, though their focus was on overall management effectiveness rather than PD opportunities as a means to enhance satisfaction. Similarly, Mduma and Mkulu (2020) highlighted that PD practices improve teacher performance and reduce burnout, but their study emphasized job performance rather than satisfaction, leaving unanswered how PD affects teachers' motivation and well-being. Contextually, while studies have been carried out in Europe (Smet, 2022), Asia (Baluyos et al., 2019), and Africa (Shikokoti et

al., 2021; Mwamatandala & Muneja, 2020; Mduma & Mkulu, 2020), there is still limited research in Tanzania, particularly in the Arumeru District. Given the variations in education policies and resources across regions, localized studies are important. Addressing this gap will contribute to a deeper understanding of the Role of School Heads in Providing Professional Development to Enhance Teacher Job Satisfaction in Arumeru District, Tanzania.

Methodology

The study adopted a convergent mixed research design, which, according to Creswell and Plano (2018), involves the concurrent use of both qualitative and quantitative methods to provide a more comprehensive interpretation of findings. This approach allowed the weaknesses of one method to be complemented by the strengths of the other, thereby producing more accurate outcomes. Quantitative data were collected from teachers, while qualitative data were obtained from heads of schools and the District Secondary Education Officer (DSEO). The target population consisted of 1,258 individuals, including 30 heads of schools, 1,227 teachers, and one DSEO across 30 public secondary schools. Teachers provided insights into their job satisfaction and perceptions of strategies, heads of schools shared the strategies used and challenges encountered, and the DSEO offered a broader district-level perspective, ensuring a holistic understanding of professional development practices and motivational strategies.

From this population, a sample of 137 respondents was drawn, comprising 8 schools, 128 teachers, 8 heads of schools, and one DSEO. The sample size aligned with Cohen et al.'s (2018) recommendation of 10–30% representation. Probability and non-probability sampling procedures were used to ensure representativeness and relevance. Simple random sampling selected 8 schools from the 30 in the district, while stratified random sampling, based on gender, selected 16 teachers from each school (128 in total). All 8 heads of schools were purposively included, given their administrative roles, and the DSEO was selected through total population sampling due to their unique expertise. These techniques ensured that the sample captured diverse perspectives while accurately reflecting the study population.

The validity of the research instruments was established through expert review, where three specialists in educational administration and planning from Mwenge Catholic University assessed the content and relevance of the items, suggesting modifications to improve alignment with the research questions. Pilot testing was then carried out in two randomly selected secondary schools not included in the main study, involving 32 teachers and 2 heads of schools. Instruments included teacher questionnaires and interview guides for heads of schools, with stratified, simple random, and total population sampling employed to select respondents. Reliability was determined using Cronbach's Alpha in SPSS version 22 for the Likert-scale items, with coefficients compared against Ogula's (2018) thresholds (0.5 acceptable, 0.6–0.7 good, 0.8–0.9 excellent). Peer debriefing was applied to enhance the reliability of interview guides, while data triangulation from multiple instruments and sources strengthened credibility.

Data collection followed official procedures, beginning with research clearance from Mwenge Catholic University and permits from the District Executive Director (DED) of Arumeru District. Questionnaires were personally administered and collected by the researcher, while face-to-face interviews with heads of schools and the DSEO, lasting 20–30 minutes each, provided qualitative data. Quantitative data were analyzed using descriptive statistics in SPSS version 22, while qualitative data analysis followed Creswell and Plano's (2018) six stages, including transcription, coding, theme development, and interpretation aligned with APA guidelines. Ethical principles guided the entire study, emphasizing informed consent, anonymity, confidentiality, and acknowledgment of sources to avoid plagiarism. Participants signed consent forms, anonymity was ensured by excluding names from questionnaires, and data confidentiality was maintained, underscoring the researcher's commitment to responsible and credible research practices.

Findings and Discussion

Data was collected through questionnaires distributed to teachers, while interviews were conducted with the head of school and district secondary education officers. A five-level Likert scale was utilized for data analysis, with 1 representing Very Small Extent (VSE), 2=Small Extent (SE), 3=Moderate (M), 4=Great Extent (GE), 5=Very Great Extent (VGE), F=frequencies, P=Percentages. The frequency and percentage

distribution of responses were categorized as follows: ≤ 20 =extremely minority; 21-49=minority; 50-59=moderate; 60-69=majority; 70-89=very high majority; 90-99=extremely majority; 100=overwhelming majority (Taherdoost, 2019). A mean score greater than 3 indicated that teachers' professional development opportunities enhanced teachers' job satisfaction, while a mean score lower than 3 suggested otherwise. A mean score exactly equal to 3 implies that Teachers' Professional Development Opportunities have either enhanced or not Enhanced Teacher Job Satisfaction (Chyung & Hutchinson, 2023). Responses from teachers are summarized in Table 4.2

Table 4.1: *Teachers' Responses on The Extent Heads of Public Secondary Schools give Teachers Professional Development Opportunities, Enhancing Teachers' Job Satisfaction in Arumeru District, Tanzania (n=128)*

Statements	VSE		SE		ME		GE		VGE		Mean
	f	%	f	%	f	%	f	%	f	%	
1. Provision of workshops and seminars caters to teachers' needs	1	0.8	2	1.6	41	32.0	63	49.2	21	16.4	3.7891
2. Access to cutting-edge educational resources fosters innovation and creativity	1	0.8	7	5.5	46	35.9	54	42.2	20	15.6	3.6641
3. Collaboration with peers in professional learning communities promotes shared expertise	1	0.8	2	1.6	35	27.3	68	53.1	22	17.2	3.8438
4. Mentoring programs provide guidance and support for professional growth	1	0.8	1	0.8	56	43.8	46	35.9	24	18.8	3.7109
5. Opportunities for attending conferences and networking events broaden horizons	1	0.8	1	0.8	40	31.3	58	45.3	28	21.9	3.8672
6. Support for pursuing advanced degrees or certifications acknowledges dedication	-	-	4	3.1	43	33.6	60	46.9	21	16.4	3.7656
7. Recognition of achievements through awards or incentives boosts morale	-	-	2	1.6	39	30.5	56	43.8	31	24.2	3.9063
8. Integration of technology-enhanced learning tools keeps teaching methods current	-	-	3	2.3	40	31.3	60	46.9	25	19.5	3.8359
9. Flexibility in scheduling professional development activities	1	0.8	5	3.9	39	30.5	67	52.3	16	12.5	3.7188

respects teachers' time and commitments											
10. Feedback and evaluation mechanisms offer constructive insights for improvements	-	-	5	3.9	34	26.6	63	49.2	26	20.3	3.8594

Source: Field Data (2024)

Key: 1=Very Small Extent (VSE), 2= Small Extent (SE), 3=Moderate (M), 4=Great Extent (GE), 5=Very Great Extent (VGE), F=frequencies, P=Percentages

Data in Table 4.2 show that the majority (65.6%) of teachers rated that the provision of workshops and seminars cater to teachers' needs to a great extent and a very great extent while an extremely minority (2.4%) rated that the provision of workshops and seminars cater to teachers needs to the very small extent and small extent. The mean score was 3.7891 for teachers. This data suggests that the majority of teachers find workshops and seminars to be highly beneficial and relevant to their needs. Implies that the current provision of professional development opportunities is meeting the expectations of a significant portion of teachers, indicating a positive impact on their professional growth and development. This insight can inform future decisions and investments in professional development initiatives for teachers. The data are supported by the arguments of the head of school “02” during face-to-face interviews, who shared the views that:

Our professional development offerings have been overwhelmingly well-received by our faculty. These workshops and seminars are vital in empowering our teachers to stay at the forefront of their field. They provide the necessary tools and knowledge to enhance their teaching practices, boost their confidence, and ultimately, enrich the learning experience for our students (Head of School “02”, personal communication, July 23, 2024)

Also, the head of school “07” gave the view that: *Our faculty has responded positively to these professional development workshops, finding them to be valuable resources that enhance their teaching skills. These sessions play a significant role in the professional growth and development of our teachers* (Head of School “07”, personal communication, July 16, 2024)

The interview implies that professional development workshops and seminars are highly valued by the faculty and are seen as essential tools for enhancing teaching practices. Both head teachers emphasize that these sessions are well-received by the teachers, contributing significantly to their professional growth. The workshops not only provide teachers with updated knowledge and skills but also boost their confidence, ultimately leading to a more enriched learning experience for students. The positive feedback from the faculty underscores the importance of ongoing professional development in maintaining high educational standards and fostering a supportive teaching environment. The findings of the study are in line with those by Cabaron and Oco (2023), who affirmed that Teachers' motivational factors, such as professional development and work relationships, are significantly correlated to job satisfaction.

Data in Table 4.2 show that the very high majority (70.3%) of teachers rated that collaboration with peers in professional learning communities promotes shared expertise to a great extent and very great extent, while extremely minority (2.4%) rated that collaboration with peers in professional learning communities promotes shared expertise to the very small extent and small extent. The mean score was 3.8438 for teachers. The data imply that a significant majority of teachers believe that collaboration with peers in professional learning communities greatly promotes the sharing of expertise. This strong consensus suggests that teachers recognize the value of these collaborative environments in enhancing their professional knowledge and skills. Only a very small minority of teachers feel that such collaboration has a minimal impact, indicating that most teachers see substantial benefits in working closely with colleagues. The mean score supports this positive perception, reflecting a general agreement that professional learning communities are effective in fostering shared expertise among teachers. The data are supported by the arguments of the head of school “05” during face-to-face interviews, shared the views that;

Our professional learning communities are the heart of our school's collaborative culture. They are not merely professional development opportunities but catalysts for innovation and shared success. By providing a platform for teachers to share best practices, troubleshoot challenges, and collectively seek solutions, we are not only enhancing their pedagogical expertise but also boosting their morale and job satisfaction (Head of school “05”, personal communication, July 18, 2024)

Also, DSEO gave the view that:

Professional learning communities play a crucial role in nurturing a positive and collaborative school environment. These communities offer a platform for educators to exchange successful strategies, address challenges, and celebrate achievements, ultimately fostering a strong sense of unity and common goals. When teachers feel supported and encouraged to learn from each other, it not only contributes to their professional development but also enhances their job satisfaction and overall well-being (DSEO, personal communication, July 12, 2024)

The interview implies that professional learning communities (PLCs) are central to fostering a collaborative and innovative culture within schools. Both the head of the school and the DSEO highlight that these communities are not just about professional development but serve as vital platforms for teachers to share best practices, address challenges, and collectively seek solutions. This collaboration enhances teachers' pedagogical expertise while also boosting their morale, job satisfaction, and sense of unity. The emphasis on shared success and mutual support within PLCs contributes significantly to creating a positive school environment where educators feel valued and motivated. The findings of the study are in line with those by Yoo and Jang (2022), who affirmed that Participation in professional learning communities (PLCs) leads to higher teacher collaboration, feedback provision, job satisfaction, and self-efficacy.

Data in Table 4.2 show that the majority (67.2%) of teachers rated that opportunities for attending conferences and networking events broaden horizons to a great extent and very great extent, while extremely minority (1.6%) rated that opportunities for attending conferences and networking events broaden horizons to a very small extent and small extent. The mean score was 3.8672 for teachers. The data imply that a majority of teachers believe that attending conferences and networking events significantly broadens their professional horizons. This strong consensus indicates that teachers view these opportunities as highly valuable for expanding their knowledge and connections. Only a very small minority feel that these events have minimal impact, suggesting that most teachers see considerable benefits in participating. The mean score further reinforces this positive view, reflecting widespread agreement that conferences and networking events play a crucial role in enhancing teachers' professional growth and perspectives. The data are supported by the arguments of the head of school “1” during face-to-face interviews, shared the views that;

These events are essential for broadening teachers' horizons, expanding their knowledge base, and fostering a sense of professional community. They provide opportunities for teachers to learn from experts, network with colleagues, and stay current on educational trends. By investing in these experiences, we are not only enhancing individual teacher growth but also strengthening our school's overall capacity to deliver exceptional education (Head of School “01”, personal communication, July 24, 2024).

Also, the Head of School “03” gave the view that:

Attending these events is crucial for the professional growth and advancement of our teachers. They provide our educators with exposure to new concepts, exemplary methods, and forward-thinking approaches. Through interaction with peers from various backgrounds, our teachers gain new insights and come back to the classroom with revitalized passion and excitement. Investing in these opportunities is not just about enhancing professional skills; it's about fostering a lively and thriving school community (Head of School “03”, personal communication, July 22, 2024).

The interviews imply that professional development events, such as workshops and conferences, play a critical role in expanding teachers' knowledge, skills, and professional networks. Both heads of schools emphasize that these events are not only essential for individual teacher growth but also for strengthening the overall school community. By providing exposure to new ideas, methods, and educational trends, these opportunities help educators stay current and return to their classrooms with renewed enthusiasm and innovative approaches. The investment in such experiences is seen as vital to fostering a dynamic and thriving educational environment where teachers are empowered and motivated. The findings of the study

are in line with those by Edinger and Edinger (2018), who affirmed that teachers' job satisfaction is positively influenced by their centrality position in their school's trust network and the density of their academic advice ego-network.

Data in Table 4.2 show that the majority (68%) of teachers rated that recognition of achievements through awards or incentives boosts morale to a great extent and very great extent, while extremely minority (1.6%) rated that recognition of achievements through awards or incentives boosts morale to the very small extent and small extent. The mean score was 3.9063 for teachers. The data imply that a majority of teachers believe that recognizing achievements through awards or incentives significantly boosts morale. This strong consensus indicates that teachers view such recognition as highly effective in enhancing their motivation and job satisfaction. Only a very small minority feel that these rewards have minimal impact, suggesting that most teachers appreciate and value the morale-boosting effects of acknowledgment. The mean score reflects broad agreement that awards and incentives play a crucial role in improving teachers' morale. The data are supported by the arguments of DSEO during face-to-face interviews, shared the views that;

Recognizing and celebrating teacher achievements is fundamental to building a thriving school community. When teachers feel valued and appreciated, their morale soars and their dedication to students deepens. Awards and incentives are tangible ways to express our gratitude for their hard work and commitment. By acknowledging their contributions, we inspire excellence and create a culture where everyone feels motivated to reach their full potential (DSEO, personal communication, July 12, 2024).

Also, the head of school "07" gave the view that:

Acknowledging and celebrating the achievements of our educators is crucial for nurturing a positive and supportive environment within our schools. Recognizing their efforts through awards and incentives is a tangible way to show our gratitude for their hard work and commitment. By appreciating their contributions, we not only uplift their spirits but also motivate others to pursue excellence. This approach is a powerful means of cultivating a dedicated and enthusiastic teaching staff (Head of school, "07", personal communication, July 16, 2024).

The interviews with the DSEO and Head of School "07" imply that recognizing and celebrating teacher achievements is essential for fostering a positive and motivated school environment. When teachers' efforts are acknowledged through awards and incentives, it boosts their morale and deepens their dedication to their students. This practice not only uplifts individual spirits but also encourages a broader culture of excellence, motivating others to strive for high performance. Both leaders emphasized that such recognition is key to building a supportive, committed, and enthusiastic teaching community. The findings of the study are in line with those by Shah et al. (2021), who affirmed that Moral incentives like Achievement and Recognition have a positive and significant effect on the job satisfaction of teachers. Furthermore, the study aligns with Maslow's hierarchy of needs, which affirmed that people need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel self-valued, be it in a profession or a hobby.

Data in Table 4.2 show that the majority (69.5%) of teachers rated that feedback and evaluation mechanisms offer constructive insights for improvements to a great extent and a very great extent, while extremely minority (3.9%) rated that feedback and evaluation mechanisms offer constructive insights for improvements to the very small extent and small extent. The mean score was 3.8594 for teachers. The data imply that a significant majority of teachers believe that feedback and evaluation mechanisms provide valuable insights for improving their practice. This widespread agreement suggests that teachers find these mechanisms to be highly effective in offering constructive guidance. Only a very small minority feel that these mechanisms offer minimal benefit, indicating that most teachers see considerable value in the feedback they receive. The mean score further reinforces this positive view, reflecting a consensus that feedback and evaluation are crucial for professional development and enhancing teaching effectiveness. The data are supported by the arguments of the head of school "05" during face-to-face interviews, shared the views that;

Feedback and evaluation are indispensable for teacher growth and development. They provide valuable insights, foster reflection, and drive improvement. By offering constructive feedback, we empower our teachers to identify their strengths, address areas for growth, and ultimately become

even more effective in the classroom. A strong evaluation system is not just a tool for accountability; it's an investment in our teachers and a testament to our commitment to their professional growth (Head of School, "05", personal communication, July 18, 2024).

The interview with Head of School "05" implies that feedback and evaluation are crucial components of teacher development, serving as tools for both accountability and growth. Constructive feedback helps teachers reflect on their practices, recognize their strengths, and address areas needing improvement, ultimately enhancing their effectiveness in the classroom. The head of the school views a robust evaluation system as an investment in teachers' professional growth, demonstrating the school's commitment to supporting and developing its educators. The findings of the study are in line with those by Yan et al. (2022), who affirmed that Job satisfaction and competency rise when degree levels rise, and relatedness, skill, timely feedback, and autonomy self-motivation ensue.

Generally, the data in Table 4.2 the mean score of all ten items was 3.79, which implies that the provision of professional development opportunities by heads of public secondary schools in Arumeru District, Tanzania, enhances teachers' job satisfaction. The majority of teachers appreciate workshops, seminars, professional learning communities (PLCs), conferences, and networking events, recognizing their value in fostering professional growth and collaboration. These opportunities not only expand teachers' knowledge and skills but also strengthen their sense of unity and purpose within the school community. Additionally, mechanisms for recognizing achievements and providing constructive feedback further boost morale and motivation. Overall, these professional development efforts contribute to a positive and supportive work environment, leading to higher job satisfaction among teachers.

Conclusion and Recommendation

Providing professional development opportunities significantly enhances teacher job satisfaction in public secondary schools in Arumeru District, Tanzania. These strategies not only improve teachers' knowledge, skills, and collaboration but also create a positive work environment that boosts morale and effectiveness. Based on these findings, it is recommended that school heads prioritize and sustain this strategy to ensure long-term benefits for teachers' job satisfaction. Furthermore, future research should employ longitudinal approaches to examine the long-term effects of this strategy on teacher satisfaction, retention, and performance, offering insights into their durability and potential areas for improvement.

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