

The influences of leadership styles on teachers' job satisfaction in Tanzania: A case of public secondary schools in Hai District

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ABSTRACT

This study investigated the influence of leadership styles on teachers' job satisfaction in Tanzania. Specifically, the study examined factors for teachers' job satisfaction in public secondary schools and the dominant leadership style that predicts high and low teachers' job satisfaction in public secondary schools in Tanzania. This study was grounded in humanism theory and Herzberg's two-factor theory of motivation, which together provide a robust explanation for teachers' job satisfaction in public secondary schools. Mixed research approaches with the help of sequential exploratory research design were opted for. A total of 100 participants were used, whereby simple random sampling techniques and purposive sampling were used in selecting teachers and heads of schools, respectively. The researcher employed questionnaires, interviews, and documentary review in gathering both quantitative and qualitative data. The qualitative data were analyzed by using content analysis, whereas the quantitative data were analyzed by using descriptive analysis. It was found that both internal and external factors determine teachers' job satisfaction, whereby salary was found to be the key determinant factor for teachers' job satisfaction in public secondary schools by about 81.25%. The study further indicates that the democratic leadership style was dominant in predicting high teacher job satisfaction at about 84%, while dictatorship predicted low teacher job satisfaction at about 78%. The study recommended that there should be mechanisms situated to ensure that educational stakeholders and the government cooperate in ensuring teachers' needs and wants are met. Additionally, the government, under the relevant ministry, must equip school heads with the necessary leadership and management skills. Further longitudinal study to assess change in teachers' job satisfaction over time, particularly following the implementation of policy recommendations, needs to be carried out in secondary schools.

Keywords: Influence, Leadership Styles, Public Secondary Schools, Teachers Job Satisfaction, Tanzania

I. INTRODUCTION

The success of any organisation depends on highly qualified and committed staff. It is argued that creditable staff in educational institutions such as public secondary schools, colleges, and universities need leaders with high knowledge and leadership skills who integrate various leadership styles to ensure employee satisfaction. This enables leaders to influence the followers towards achieving the goals of the organization. Teacher Job Satisfaction (TJS) in public secondary schools in Tanzania has become a crucial phenomenon under investigation. Wetherell (2002) revealed that teacher job satisfaction is associated with a number of reasons; among these are working conditions. Salary and other benefits have little to do with teachers' job satisfaction, but teachers' involvement in decision-making influences their satisfaction with the job. The study by Moore (2012) pointed out that environment in public schools in the US plays a great role in teachers' satisfaction; the author reveals that poor school climate, unsupportive school administration, and working with unsupportive colleagues trigger teachers' dissatisfaction in public schools.

Whereby, scholars such as Aliakbari (2015) argue that TJS is pivotal for the success of any school, as it is an imperative aspect in today's life; the teacher with a high level of job satisfaction holds up to the job and does it willingly, while the one with low job satisfaction holds negative feelings about the job. A number of studies show that in many developing countries, the teaching workforce is demoralized and frustrated; as a result, teachers are characterized by high attrition, turnover, lack of confidence, dissatisfaction, and low commitment to the career (Crehan, 2016). Similarly, teachers' strikes, absenteeism, low morale in teaching activities, and engaging in various socio-economic activities in the streets after or during working hours for private economic gain are due to dissatisfaction with the teaching career (Olando, 2003; Iramba, 2016). Therefore, it is of the essence to improve TJS in public secondary schools in different countries, Tanzania being among them. In the same vein, Mgina (2014) pointed out that teachers in Tanzania leave the profession when their needs are ignored, something that increases their level of dissatisfaction with the teaching career. Studies in Tanzania have indicated the leadership styles and working environment as the predictors of teacher job satisfaction. Studies conducted in the Kilimanjaro and Pwani regions

found that collective leadership styles and working environment influence teacher job satisfaction. This is the case, Mville and Elineema (2025) pointed out that teachers' job satisfaction directly impacts their attitude in teaching, which in turn affects the pupil's performance.

Despite these insights, there remains a gap on the specific determinants and leadership style that highly predict teacher satisfaction in public secondary schools. Most of the existing studies, Mgina (2014), Kashagate (2013), and Ismail (2012), focused on examining leadership styles, working environment, and improving workers' performance. Although some studies examine transformational and transactional styles in the Tanzanian working environment, they do not clearly clarify how each unique style influences job satisfaction. The present study was inspired by the growing concern and debate on the problems facing teachers in Tanzania, such as dissatisfaction with the teaching career resulting from a number of reasons: poor salary, inadequate residential facilities, poor chances of promotion, and poor leadership as used by heads of schools, just to mention a few.

1.1 Statement of the Problem

Job satisfaction among teachers is crucial for the success of educational institutions, considering its direct effect to teacher's motivation, commitment and teacher's retention. A number of studies conducted globally have indicated a strong influence of the leadership styles employed with head of schools and its influence on teacher's job satisfaction (Sospeter & Hassanal, 2024, Northouse, 2010, Bush, 2019). In Tanzania, Public secondary schools are experiencing challenges such as low teacher morale, lack of commitment, absenteeism and high teacher's turnover, particularly in rural areas (United Republic of Tanzania, 2021).

Despite the efforts made by the government to improve the working environment among teachers, including increase of their salaries and continuous professional training to head of schools on leadership and management skills, the situation is not improving. For example, Mkumbo (2016) pointed out that about 57.7% of teachers were either very dissatisfied or dissatisfied with their job. This is the case, Mville and Moshi (2025) reveals that 76.5% of teachers were dissatisfied with their job due to low salaries, limited in-service training and poor working environment. A lot has been done on leadership styles and organisational performance without clearly disaggregating the effect of transformational, transactional and other leadership styles on job satisfaction (Ismail, 2012, Kashagate, 2013, Mgina, 2014). Addressing this gap is essential for informing leadership development and its effect on job satisfaction, hence the study examined the influences of leadership styles on teachers' job satisfaction in public secondary schools in Tanzania.

1.2 Research Objectives

The study was guided by the following specific objectives:

- i. To examine factors for teachers' job satisfaction in public secondary schools;
- ii. To identify the dominant leadership style that predicts high and low teachers' job satisfaction in public secondary schools.

II. LITERATURE REVIEW

2.1 Theoretical framework

The review was conducted as it helps to develop awareness and understanding of the factors for and kind of leadership styles that influence teachers' job satisfaction at school. During the review, literature indicates that both hygiene and motivator factors influence teachers' job satisfaction in public secondary schools in Tanzania. The theoretical framework gives the burly facts that teachers' job satisfaction is based on both human needs and leadership styles used over teachers at the workplace (Sospeter, & Hassanal, 2024). The study was guided by Maslow's hierarchy of needs and Herzberg's two-factor theory.

Humanism theory, advanced by scholars such as Maslow (1943) and Rogers (1961), emphasises the inherent dignity and potential of individual needs, arguing that people are motivated when their desire needs are met (Sospeter & Hassanal, 2024). The theory posits that the people's needs are hierarchically arranged, starting from physiological, safety, belongingness, esteem needs and self-actualisation. According to the theory lower level needs must generally be met before individuals can move to the higher level needs, driving behavior towards personal growth and fulfillment. Within the school context, the theory suggests that teachers' job satisfaction is enhanced when leaders adopt leadership styles which recognise teachers as whole persons, respect individual needs, encourage participation and promote professional growth. In public secondary schools, leadership styles such as democratic, transformational and participative reflect the humanistic approach, which fosters open communication, trust, collaboration, commitment and shared decision-making. These leadership practices satisfy teachers' higher-order needs, including esteem and self-actualisation, thereby increasing job satisfaction. Conversely, autocratic and laissez-faire leadership styles, limit teacher's involvement and support undermine humanistic value and are likely to reduce teachers' job satisfaction (Pascal & Tangi, 2024, Roger, 1961).

According to Herzberg's two-factor theory, job satisfaction is determined by motivational factors and hygiene. Teachers' dedication to their jobs is strengthened by hygienic elements including the workplace, the availability of teaching resources, supervision, salary, and policies. Acknowledgement, gratitude, accomplishment, and responsibilities are among the motivating elements. This theory's application in this study focuses on how leadership styles like transformation, participation, autocratic and laissez-faire affect teachers' job satisfaction (Herzberg, et al., 1959). For instance, by acknowledging educators, assigning tasks, and fostering professional growth, transformational leadership approaches improve motivational factors. Teachers' job satisfaction in an educational setting is influenced by both internal and external influences.

2.2 Empirical Review

2.2.1 Teachers' job satisfaction in public secondary schools

Studies in Europe indicates that teacher's satisfaction has been urgently viewed as a crucial thing for organisational achieving its objective (Karabina, 2016). Similarly, the study in Assam, India, by Neog and Barua (2014) maintained that an employee's satisfaction at work lies on both hygiene and motivator factors. In their study they identified compensation, salary, working conditions, job security, supervision and support as the determining factors for employee satisfaction in the workplace. The study by Msuya (2016) in Tanzania on "exploring levels of job satisfaction among teachers in public secondary schools in Tanzania". The study had a similar view on the factors that determine teachers' job satisfaction but argued that academic growth, employee relationships, gender and age determine the level of a teacher's satisfaction in the workplace.

2.2.2 Dominant Leadership Styles that Best Predicts High Teachers' Job Satisfaction

Studies across the world indicate that a transformational leadership style predicts higher teacher job satisfaction than transactional ones. The style was found to inspire teachers to excel themselves for the future at the workplace (Turey, 2013). Al-Hussami (2008) proclaimed that the transformational leadership style positively correlated with employee job satisfaction. Similarly, Bush and Glover (2014) examined the school leadership model on teachers' job satisfaction across the educational system and found that transformational leadership significantly predicts teachers' job satisfaction. The empirical analysis indicates that heads of schools who share vision, provide individualised support, and encourage professional growth positively influence teachers' morale and satisfaction. However, Democratic or participative leadership style disadvantages include slower decision, lack of accountability for decisions by itself and possible compromise in the process of trying to please the majority of the people involved in decision-making (Sospeter, 2017).

2.2.3 Leadership styles that predict low teachers job satisfaction

Autocratic leadership style, this type of leadership style practiced by managers who concentrating on power and authority within themselves. The leader expects a high degree of compliance by subordinates. The one who uses this type of leadership style is rigid and positive in his approach. A manager exhibiting this type of style has the ability and enforces decision by using rewards and fear of punishment (Kondalkar, 2007). The study by Iqbal (2010) on comparative on the impact of principals' leadership styles on job satisfaction of teachers in Pakistan revealed that teachers working under an autocratic style of leadership were less satisfied than teachers working under a democratic leadership style. The study asserts that, the coercive style intimidates teachers at their working place on bringing out bad news or creative ideas because of fear of being blamed about it when things go wrong. Scholars in Tanzania argue that head of schools who uses dictatorship style create stress to teachers and predict low teachers' job satisfaction at working place. This is because harassment, reprimand and punishment lower the morale of teachers' working spirit and feels uprooting of the job (Singano, 2015). Conversely, the transactional leadership style showed mixed effects, while the laissez-faire leadership style was negatively associated with job satisfaction. However, Ronald (2011) contends that, autocratic leadership style is useful when in time of stress or emergency. Employees are likely to be told precisely what action to take and are grateful if someone willing to step up and taking control of what might be a chaotic situation, and very effective when critical business decision or actions are needed.

III. METHODOLOGY

The researcher employed mixed approaches with the help of a sequential exploratory research design. The design was conducted in two phases, with priority given to the qualitative one and sequencing to the quantitative phase. This enabled the researcher to collect both quantitative and qualitative data by administering questionnaires and interviews, respectively.

3.1 Research Design

The researcher adopted a sequential exploratory design because the purpose was to explore the phenomenon with teachers at the sites and examine the influences of leadership styles on their job satisfaction in public secondary schools. In addition, sequential exploratory design is used when there is insufficient theoretical understanding about the phenomenon being investigated so that key variables, their relationships, and their causal linkages are the subject of conjecture (Mwalimu, 2011). Creswell (2007) argues that sequential exploratory design is opted for when the researcher intends to collect both qualitative and quantitative data and the collection is conducted in two phases, with the priority given to the first phase.

3.2 Study Area

The study was carried out in Tanzania, particularly in Hai District. The concern was that, the region is characterised with both remote and accessible public secondary schools, with many newly appointed head of schools.

3.3 Target Population, Sample and Sample Size

The target population was 831 who were teachers and head of schools. The sample size of the respondents was determined by using the formula developed by Yamane (1973), where a precision of 10% was used. In the same vein (Sighn, 2006) maintains this by adding that for descriptive studies the best sample size is 10-20% of the total population under scrutiny. Therefore, based on this stance the actual sample size was obtained as follows:

$$n = N / (1 + N(e)^2)$$

Where; n=Sample size

N=number of members

e= level of precision

Thus, the sample size of the members was 831 and the level of precision of 10% was used to obtain the appropriate sample size that is manageable.

$$\text{Therefore, } n = 831 / (1 + 831(0.1)^2) = 99.8 = 100$$

This study involved a sample size of 100 informants. These included four (4) heads of schools who were purposively obtained after running a stratified sampling technique in choosing four public schools and 96 teachers obtained using simple random sampling. Heads of school were involved in the sample, as they are responsible for monitoring the school routine and executing leadership styles, while teachers were involved because they are the ones influenced by the kind of leadership style employed. The moderate sample size was used as the study used a mixed design based on a sequential exploratory design. The study findings were generalized to all public secondary schools on the influences of leadership styles on teachers' job satisfaction. Table 1 below shows the sample composition of the study. Also, four schools were obtained out of 31 public secondary schools in Hai District based on the precision of 12%, which is $31 \times 12 / 100$, which is equivalent to 3.7, which is approximately 4.

Table 1

Sample Composition of the Study

S/N	Category of informants	Number
1	Heads of schools	4
2	Teachers	96

3.4 Methods of Data Collection

The study collected both secondary and primary data. Secondary data were gathered using documentary review, where data on the leadership styles were obtained via reviewing documents such as staff meeting minutes files, teachers' job description files, social welfare files, permission books, and attendance registers. Primary data were collected using open-ended and closed questionnaires and semi-structured interviews. A five-point Likert scale ranged from 1, indicating "never," to 5, indicating "always." The greater score indicates the greater level of satisfaction among teachers with the leadership styles employed at school. In ensuring validity and reliability of the instruments, one public secondary school was contacted before the actual day for data collection.

3.5 Data Analysis

Descriptive analysis was used for quantitative data, which generated graphs and tables. Whereby, qualitative data were analyzed using content analysis by identifying prominent themes and subthemes. Step-by-step transcription was done and ready several times before open coding to obtain units and generate meaningful themes.

3.6 Ethical Consideration

The researcher ensured the respondents' safety and security and obtained their primary consent during the actual data collection process. Participants were informed of the purpose of the study. The data and information

obtained were purposely used for the study; confidentiality was observed among the key informants, as the verbatim and quotes were anonymously quoted. The participant's right to withdraw was reserved.

IV. FINDINGS & DISCUSSION

4.1 Teachers' Job Satisfaction in Public Secondary Schools

Teachers' job satisfaction was determined through teachers' reported feelings of motivation, commitment, morale, willingness to work beyond minimum obligations, and perceived fulfilment in the teaching profession. To examine how leadership styles influence teachers job satisfaction. The study used both intrinsic and extrinsic factors as the independent variables to examine the influence over job satisfaction. The combines results from quantitative and qualitative evidence indicates that teachers job satisfaction in public secondary schools was generally moderate but high depending on the organisational contingent and leadership practices.

4.1.1 Intrinsic factors

The intrinsic components considered in this study were: Work itself, achievement, recognition, responsibility, and career advancement. The results of the descriptive statistics are given in Table 2.

Table 2

Intrinsic factors influencing teachers job satisfaction

Intrinsic factors	Mean	SD
Career advancement	2.65	0.48
Work itself	2.18	1.09
Achievement	2.62	0.85
Recognition	3.06	0.54
Responsibility	2.35	0.89

The results in table 2, revealed that recognition had the highest average score (Mean = 3.06, SD = 0.54), indicating that it was the most effective intrinsic factor in teachers' job satisfaction. The next factors were the career advancement (Mean = 2.65, SD = 0.48) and achievement (Mean = 2.62, SD = 0.85) which accounted for the moderate level of influence. Responsibility (Mean = 2.35, SD = 0.89) showed a comparatively lower influence, while work itself recorded the lowest average score (Mean = 2.18, SD = 1.09), indicating that teachers are less satisfied with the teaching role itself.

Interview data strongly reinforced the quantitative findings. Teachers reported experiencing personal fulfilment and emotional satisfaction when recognised by school leadership. One interviewee explained that appreciation from school heads enhanced commitment and willingness to work diligently, even under challenging conditions. Teachers considered acknowledgment as "something that lifts our spirits" and "a sign that the school appreciates our work," thus, intrinsic motivators seem to have a great influence on positive attitudes to teaching.

The importance of recognition as the leading factor of intrinsic motivation is a clear reflection of the living and working conditions of teachers in public secondary schools in Tanzania where teachers are often faced with large classes, inadequate teaching and learning materials, and limited financial incentives. Acknowledgement from the school heads in the form of praises, gratitude, and recognition of efforts, therefore, becomes a great source of psychological motivation. This is in line with Herzberg's Two-Factor Theory which suggests that recognition is one of the motivators that can lead to real job satisfaction by satisfying the higher-order psychological needs of employees (Herzberg, 1959). The finding can also be explained by Maslow's hierarchy of needs, particularly the esteem and self-actualisation needs which become important after the basic needs get somewhat fulfilled (Maslow, 1954).

The moderate effect of career advancement on teachers' motivation is an indication that teachers appreciate promotional opportunities and professional development that not only promote their status and self-esteem but also make them more committed to the teaching profession in the long run. Nonetheless, in the Tanzanian public education system, promotions are usually delayed and are perceived as being unfair, hence they scarcely have a motivational impact on teachers. The present study concurs with the findings by Alex (2015) who pointed out that the delay of promotion opportunities in public secondary schools is one of the factors that lead to teachers' dissatisfaction with their job. On the other hand, Msuya (2016) also indicated that unclear career pathway is one of the reason that demotivate teachers in Tanzania. Achievement attained a mid-level average score as well which means that teachers satisfied themselves with the accomplishment of teaching tasks such as finishing the syllabus and seeing the students' good results. In the Tanzanian setting, achievement is mostly identified with students' success in national examination which, in turn, gives a feeling of professional achievement to teachers. This result agrees with Mvukiyeh and Oniye (2025) and Kumar and Jain (2013) who stress that achievement is an important intrinsic factor of one's satisfaction at work, especially in the case of jobs that are service-oriented such as teaching.

The rather small impact of responsibility means that increasing the level of responsibility does not necessarily result in more job satisfaction for teachers of public secondary schools. It is the situation in Tanzania where teachers who are given other roles of responsibility such as being a head of department or taking care of discipline are rarely rewarded for their extra work with either incentives or recognition thus, they tend to see taking responsibility as a burden rather than a motivation. This case proves Herzberg's (1959) statement that responsibility is a motivating factor only if it is related to autonomy and is recognized.

The work itself had the lowest average score meaning that the teachers had minimal happiness with teaching alone. This is the reflection of the problems afflicting the public secondary schools in Tanzania such as the overcrowded classrooms, heavy teaching loads, numerous and burdensome administrative tasks, and few teaching and learning materials. Such limitations make teachers' work less intrinsically enjoyable despite their professionalism and dedication. Along the same line is the report of Nguni (2005) who disclosed that the poor condition of working environments in Tanzanian schools resulted in lowering the teachers' intrinsic satisfaction with their work.

4.1.2 Extrinsic Factors and Teachers' Job Satisfaction

The extrinsic factors used to determine teachers' job satisfaction were; Salary, working conditions, promotion, support for study leave, fringe benefits. The findings indicate that extrinsic factors were the most dominant determinants of teachers' job satisfaction. Salary was identified by 27% of questionnaire respondents as the key determinant of job satisfaction.

Table 3

Factors determining Teachers' Job Satisfaction

Factors for teachers job satisfaction	Mean	SD
Incentives and benefits	1.45	0.70
Promotion opportunities	1.75	0.91
Working condition	2.35	0.63
Support for study leave	2.80	0.69

The results in table 3 above, indicates that school heads who support teachers for study leave had the highest average score (Mean = 2.80, SD = 0.69), indicating that it was the higher extrinsic factor in teachers' job satisfaction. The next factor was the working condition (Mean = 2.35, SD = 0.63) which accounted the moderate influence. Promotion opportunities (Mean = 1.75, SD = 0.91) and incentives and benefits (Mean=1.45, SD=0.70) showed a lower score, indicating that teachers are less satisfied with the promotion opportunities, incentives and benefits they receive in the teaching career.

Qualitative data provided deeper insight into the strength of this relationship. Among the sixteen teachers interviewed, 81.25% explicitly stated that salary determined their level of job satisfaction. One teacher from School "A" remarked:

"When teachers' demands and needs are met, they tend to be committed and work willingly from their heart. But when the rewards do not correspond to the work done, they become demoralised and only work to fulfil obligations." (Teacher A, 20th March, 2017).

The same kind of sentiments was raised by other interviewees who stated that the main source of frustration and demoralisation were low salaries, lack of housing and inadequate allowances. Teachers blamed the low salaries for their tendency to engage in other income-generating activities that were a distraction and depleted their energy for teaching. Qualitative data offer a fresh insight into the primary quantitative data and demonstrate clearly the translation of dissatisfaction and reduced commitment from the failure of extrinsic needs. These results are consistent with Herzberg's hygiene factor theory whereby dissatisfaction is the consequence of poor extrinsic conditions even when intrinsic motivators are present (Herzberg, 1959). Similarly, the findings agreed with the previous researches by Msuya (2016) and Nyagaya (2015) that have identified salary as the major determinant of job satisfaction among public sector. The interview narratives demonstrate that economic incentives influence job satisfaction more strongly than indirect motivational factors.

4.2 Leadership Styles and Teachers' Job Satisfaction

The study examined democratic, autocratic and transformational leadership styles over teacher's job satisfaction. Leadership practices measured through supervision and feedback (Mean = 3.22), encouragement of cooperation (Mean = 3.24), and recognition (Mean = 3.06) indicated that democratic and supportive leadership styles were associated with higher levels of job satisfaction (see table 4). Approximately 78% of respondents expressed satisfaction under participative leadership practices.

Table 4*Leadership Styles Influencing Teachers Job Satisfaction*

Variables	Mean	SD
Coercive leadership style	1.92	0.56
Recognition	3.06	0.54
Supervision and feedback	3.22	0.61
Encouragement of cooperation and relationship	3.24	0.59

This was the case to what was reported during the interview with teachers. Teachers felt more satisfied when school heads encouraged participation, teamwork, and professional support. Teachers mentioned that when leaders were helpful, they felt more comfortable and that they had a stake in achieving school goals. One interviewee said that the teachers felt "trusted with a school" when they were really part of the decision-making process, which led to better commitment and morale.

On the other hand, teachers explained that autocratic leadership was scary and demotivating. The interviewees talked about how they were scared of being punished, had little freedom to express their ideas and were emotionally stressed, which all led to a decrease in their job satisfaction. Teachers who had autonomic leadership were confused and did not know what to do, so their morale and performance dropped.

Qualitative narratives provide an explanation of how leadership styles impact job satisfaction by determining the psychosocial work environment. Democratic and transformational leadership styles bring about the teachers' satisfaction by giving them what they need in terms of acknowledgement, participation, and professional development. This is in line with the works of Bogler (2001), Nguni (2005), and Gitoho (2015). On the other hand, coercive and laissez-faire leadership styles cause dissatisfaction through psychological/emotional tension, unpredictability, and lack of support systems, as also shown by (Ronald, 2011; Witike, & Habi, 2022).

4.3 Implication of the findings

The findings of the study clearly illustrate that the teaching profession is surrounded with a number of constraints that impede teachers' job satisfaction in public secondary schools. The constraints need quick and urgent attention by the policymakers, planners, educators, the government, and heads of schools in addressing these impediments to ensure that teachers are satisfied. Therefore, there is a need for addressing needs and wants that stimulate teachers' job satisfaction in public secondary schools in Tanzania. Heads of schools shall be equipped with appropriate leadership and management skills through continuous professional training that will enable them to administer their school properly towards enhancing teachers' satisfaction with the job.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

This study successfully addressed its stated objectives by examining determinant factors and leadership styles that influence teachers' job satisfaction in public secondary schools. Teachers' job satisfaction in public secondary schools is something of value that needs to be closely examined, as it creates high enthusiasm among teachers and improves their attitude of commitment to the teaching profession. The study shows that teachers in public secondary schools are dissatisfied with the teaching career; they attend schools just to fulfill the obligation of attending the job but not willingly. The study further indicated that teachers' hopes for their teaching careers have declined due to a number of reasons, such as poor and low salary payment, poor working conditions, overloaded teaching, poor administration systems used by heads of schools, delays in promotion, and a denial of chances for professional development.

Thus, purposeful measures need to be undertaken in handling the problems. The government needs to review and come up with a definite salary scheme for teaching careers, ensure monthly allowances to teachers, and ensure safety and a conducive environment for working, which will help in revamping teachers' satisfaction at work. In addition, heads of schools need to be equipped with administrative skills that will help them with different leadership styles, since it is among the factors to improve teachers' job satisfaction in the workplace. The kind of leadership style employed by the head of schools is what guarantees teachers' needs, such as basic needs, security, school climate and culture, a good working environment, teachers' leave, and study leave, are met at the right time and space to facilitate teachers' job satisfaction.

5.2 Recommendations

In light of the research findings and resulting conclusion, the study has the following recommendations for policy and action as well as for further research. The government and education stakeholders need to cooperate in

ensuring teachers' needs and wants for the job are obtainable, including the provision of lunch at school for teachers, a conducive environment for teaching, and teachers' houses.

In addition, the government needs to introduce and strengthen the teacher's incentive scheme. The scheme will help in stimulating teachers' satisfaction in the workplace and create high spirits in the workplace. The government needs to review teachers' salaries and schedules for promotion to ensure a fair chance of promotion by considering professional development as criteria for promotion because it increases teachers' status. Quick intervention with continuous professional training for heads of schools on leadership and management skills is needed. A longitudinal study to assess change in teachers' job satisfaction over time, particularly following the implementation of policy recommendations.

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I declare that the Quillbot has been used for grammar checker.

Declaration of Interest

The author declares that he does not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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