

Teacher job satisfaction and workplace support in Tanzanian primary schools: Evidence from teachers' continuous professional development contexts

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ABSTRACT

This study examined the relationship between workplace support and teacher job satisfaction in primary schools in the context of the national school-based Teachers' Continuous Professional Development (TCPD) in Tanzania. The study was guided by Herzberg's Two-Factor Theory and conceptualised workplace support as the combination of leadership support, collegial collaboration, adequate time and resources, and teamwork around TCPD activities. A quantitative cross-sectional design was used to analyse a survey dataset of 1,302 respondents drawn from eight regions of Tanzania-Dodoma, Tanga, Pwani, Mara, Rukwa, Singida, Katavi and Simiyu regions. The analysis focused on a workplace-support scale based on four items and an overall teacher job satisfaction scale based on nineteen items. Descriptive statistics, reliability analysis, Pearson correlation, and hierarchical regression were used to address the study objectives and test the hypothesis. The workplace-support scale showed acceptable internal consistency ($\alpha = .731$), while the job-satisfaction scale showed excellent internal consistency ($\alpha = .965$). Teachers revealed high workplace support ($M = 4.09$, $SD = 0.53$) and high job satisfaction ($M = 4.16$, $SD = 0.49$) on a five-point Likert scale. Workplace support was strongly and positively associated with overall job satisfaction ($r = .700$, $p < .001$), and the relationship remained significant after adjustment for gender, education level, and teaching experience ($\beta = .654$, $p < .001$). The lowest-rated workplace-support item concerned time and resources for participation, indicating that implementation conditions remain uneven even where collegial and leadership support systems are strong. The findings suggest that supportive school environments are significant not only for teacher learning within TCPD but also for teachers' morale, sense of belonging, and professional growth. The paper concludes that school-based professional development reforms are more likely to be sustained when they are designed not simply as technical training arrangements but supportive work environments for supporting day-to-day teachers' teaching experience of the profession. Therefore, the study recommends that educational leaders should institutionalise TCPD to be an integral part of teachers' daily professional practice by creating time for participation, enhancing Communities of Learning (CoL), and ensuring equitable access to resources needed for meaningful engagement.

Keywords: Curriculum Reform, Support Work Conditions, Teacher Job Satisfaction, Teachers Continuous Professional Development, Workplace Support

I. INTRODUCTION

Globally, teacher job satisfaction has become one of the most important phenomena in the current education policy. This is because teacher morale, instructional commitment, retention, and readiness to engage in reform are closely related to how teachers experience their every work. The recent global report shows that the issue of teacher shortage is not only the matter of recruitment, but also the question of whether the system of education is able to create a professional environment that retains teachers in the profession. A global teacher report of the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2024) reveals that the world demands 44 million additional primary and secondary school teachers to achieve universal education by 2030, with sub-Saharan Africa having the largest share (UNESCO & International Task Force on Teachers for Education 2030, 2024). The same global discussion relates teacher attrition to poor working environment, weak professionalism, insufficient support, and limited opportunities for effective and meaningful professional development. In other words, the problem of teacher shortage is inseparable from the teacher support problem (UNESCO & International Task Force on Teachers for Education 2030, 2024).

In Tanzania, these concerns have become pronounced given the ongoing effort to improve the quality, reform the curriculum, and develop teachers professionally. The National Framework for Teachers Continuous Professional Development (NF-TCPD) (MoEST, 2020) places great emphasis on in-service support to transit from mere one-off workshop to more sustained, school-based, practice-focused learning. Within this reform, the TCPD model has become an essential mechanism through which teachers are expected to engage in Communities of Learning (CoL), learn collaboratively, access teaching and learning materials through Learning Management Systems (LMS), and improve classroom practices in relation to national priorities. Various official and programme-based guidelines emphasise that TCPD is not merely a training package; it is intended to provide for regular opportunities for teacher learning, peer support, reflection, and instructional improvement (Chachage & Thakrar, 2023; Koomar et al., 2024).

However, reforms that rely on collaboration and continuous participation do not happen in isolation. Teachers take part in professional learning not only because there is a policy formulation, but also their working conditions support them in their daily activities. A teacher who receives support from colleagues and school leaders in terms of adequate time, resources, and teamwork is more likely to benefit from TCPD than one who faces counter-pressures, limited resource, and works alone. This means that the same reform can lead to different results depending on the school environment under which teachers operate. Therefore, school-based professional development, cannot be understood only as a technical or pedagogical intervention but also as something shaped by the conditions in which teachers work.

This paper addresses this issue by examining the relationship between workplace support and teacher job satisfaction, using a large survey dataset of teachers engaged in TCPD-related activities in Tanzania. The main argument of this paper is direct, simple, and important: in school-based professional development contexts, a supportive work environment is not an added advantage; it is essential in shaping whether teachers find the reform motivating, sustainable, and professionally worthwhile. This paper considers workplace support as a combination of factors including support from school leadership, colleague encouragement and collaboration, availability of time and resources, and the extent to which TCPD promotes teamwork. Teacher job satisfaction is considered as an overall concept, while also looking at specific aspects such as work-related satisfaction, interpersonal satisfaction, and opportunities of professional-growth.

This paper provides four contributions. First, it adds to the growing research on TCPD in Tanzania by focusing not only on how TCPD programmes are designed but also on how teachers experience support during their implementation. Second, it contributes to the wider literature on teacher job satisfaction by examining workplace support within a school-based professional development context rather than treating it as a general organizational issue. Third, it brings a Tanzanian perspective the field that is still shaped by evidence from Europe, North America, and East Asia. Fourth, it explores how useful Herzberg's Two-Factor Theory is in a reform context where professional learning, teamwork, leadership support, and recognition are closely intertwined.

A key issue on job satisfaction is policy-relevance because reforms usually assume teacher compliance without having attention to teacher experience. When policy implementors critique reform by the number of modules distributed, coverage, or attendance figures, they may miss whether teachers experience that reform as professionally sustaining or professionally challenging. This matters specifically in the context with lower-resource, overcrowded classes, multiple responsibilities, limited resources, and changing policy needs at the same time. In such contexts, a reform that aimed to improve teachers' working conditions may contribute to sustainability and achievement of pedagogical goals. Even a well-designed reform may not be achieved if teachers experience it as an added burden in an already demanding work environment.

1.1 Statement of the Problem

The reviewed literature of this paper developed three comprehensive points. First, teacher job satisfaction is significantly related to school working environment and support. Second, professional development relies on leadership, collaboration, and resources. Third, the current Tanzania teacher professional development system is explicitly developed around these elements. What remains to be unexplored is the connection of the three: how support within TCPD-related school environments is related with teacher job satisfaction.

That gap matters both theoretically and practically. Theoretically, it tells whether professional development can be conceptualised as part of the working environment rather than simply an external intervention. Practically, it matters because changes that depend on teacher engagement are unlikely to be maintained if teachers experience unsupported conditions. This paper is guided by three questions: What is the level of teacher job satisfaction in TCPD contexts? What forms of workplace support do teachers receive? And how does workplace support influence teacher job satisfaction?

1.2 Research Objectives

- i. To examine forms of workplace, support that teachers receive in Teachers' Continuous Professional Development (TCPD) contexts;
- ii. To assess teacher job satisfaction in the context of TCPD; and
- iii. To examine the relationship between workplace support and teacher job satisfaction.

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Herzberg's Two-Factor Theory

This study employed Herzberg's Two-Factor Theory, which describes the conditions that influence job satisfaction and dissatisfaction in workplaces. Herzberg et al. (1959) stated that satisfaction and dissatisfaction are not conflicting ends of a single continuum; rather, they arise from various sets of conditions. According to the theory,

motivator factors, such as responsibility, achievement, recognition, advancement, and the nature of the work itself, develop positive job satisfaction when present. In contrast, hygiene factors, including working conditions, interpersonal relationships, organisational policies, supervision, and salary, do not necessarily lead to satisfaction when present, but their absence is likely to produce dissatisfaction (Herzberg et al., 1959; Herzberg, 1968).

Herzberg's framework is still relevant because it differentiates between factors that prevent dissatisfaction and those that promote motivation and professional accomplishment. Within educational contexts, however, the different between hygiene and motivator is always less rigid than in the industrial context where the theory was originally developed. Teachers' experiences of collaboration with colleagues, professional recognition, autonomy, leadership support, and opportunities for growth are always interconnected and collectively influence their professional wellbeing. Recent evidence from Tanzania further proposes that factors traditionally classified as hygiene factors, such as salary, may also function as motivators because of the existing socioeconomic conditions (Mussa & Boniface, 2025). This does not nullify Herzberg's theory; rather, it shows the need to understand these factors within specific contextual realities.

This study, Herzberg's Two-Factor Theory is mainly useful for two reasons. First, it gives a framework for understanding workplace support as an important aspect of teachers' everyday work experiences. Leadership support, adequate time allocation, collegial relationships, and access to resources correspond to the contextual factors that promote teachers' satisfaction and participation. When these factors are inadequate, teachers are likely to experience dissatisfaction. Second, the theory explains how supportive professional development environments can lead to opportunities for teachers to experience professional growth, recognition, achievement, and a sense of accomplishment. In school-based professional learning context, workplace support acts as a bridge between contextual factors and intrinsically rewarding professional experiences. Consequently, support may work not only to reduce dissatisfaction but also to influence teachers' professional motivation, identity, and overall job satisfaction.

In professional development settings, the difference between hygiene and motivator conditions is especially relevant. Teachers' participation in school-based professional development requires an enabling factor such as leadership to support engagement, colleagues to collaborate, schools create time and space, and the available of resources. These conditions are similar to hygiene factors because they quickly lead to dissatisfaction when absent. A teacher who has no time to participate in professional learning, receives no support from leadership, or lacks teamwork from colleagues may view reform as an extra burden. However, when the factors are supportive participation in professional development may create motivation where teachers develop a greater sense of achievement, recognition, connection, and professional confidence. This is why job satisfaction in this study is not viewed generally in terms of morale but also work-related, interpersonal, and professional-growth dimensions. The importance of this theory lies not only in rigid classification, but in its explanatory power. It helps to understand why supportive environments are much significant. If workplace support is weak, dissatisfaction can reduce the participation, retention, and learning. If workplace support is strong, teachers may find reforms meaningful, apply new skills, and develop positive feelings about their work. This reasoning informed the hypothesis of this study that workplace support is positively related to teacher job satisfaction.

2.2 Empirical Review

2.2.1 Workplace Support in TCPD Contexts

Workplace support is defined as the institutional, social, and material factors that facilitate teachers in executing their professional responsibilities and participating effectively in professional learning activities. In TCPD contexts, workplace support includes collegial collaboration, adequate time and resources, leadership support, and teamwork developed through school-based CoL. Since TCPD is integrated into teachers' routines rather than implemented as an external intervention, the quality of support available within schools becomes a key determinant of successful implementation (Chachage & Thakrar, 2023; Koomar et al., 2024). School leadership has consistently been identified as an influential determinant of teacher engagement in professional learning. International evidence proposes that supportive leadership practices reinforce professional commitment, teachers' morale, and participation in school improvement initiatives. Toropova et al. (2021) noted that the school working environment, specifically leadership support, is the strongest determinant of teacher job satisfaction in the education systems. Similarly, the International Association for the Evaluation of Educational Achievement (IEA, 2025) reported that manageable workload, supportive school leadership, and positive school environment remain substantial factors promoting teachers' professional wellbeing internationally. UNESCO and the International Task Force on Teachers for Education 2030 (2024) further stated that teacher shortages globally are strongly linked with insufficient support, poor working environment, and weak professional development systems.

Collegial collaboration also constitutes a significant dimension of workplace support because teachers infrequently implement educational reforms individually. PLC literature shows that collaborative school cultures promote reflective practice, peer learning, and collective problem-solving (DuFour et al., 2021). Likewise, Darling-Hammond et al (2022) reveal that professional learning communities positively enhance teachers' professional outcomes, including job satisfaction and instructional improvement. Ma et al. (2025) similarly reported that strong

teacher collaboration significantly promotes job satisfaction through increased team innovation and self-efficacy. These findings propose that collaborative learning conditions contribute not only to pedagogical improvement but also to teachers' overall work experiences.

In Tanzania, TCPD has institutionalised collaborative learning through school-based CoL. Chachage and Thakrar (2023) describe that TCPD was developed to move away from one-off training workshops towards school-based learning. Similarly, Koomar et al. (2024) indicate that the TCPD reform depends heavily on peer learning, school-level support, and sustained teacher participation. However, implementation studies also reveal limitations connected with competing responsibilities, inadequate resources, and uneven support practices. Maro et al. (2024) noted that technological and infrastructural challenges continue to hinder school-based professional development, while Mtebe et al. (2025) reported variations in teachers' usage patterns of the TCPD-LMS across schools. Therefore, workplace support in TCPD contexts should be considered as both relational and structural, requiring investment in leadership, collaboration, time allocation and resource provision.

2.2.2 Teacher Job Satisfaction in TCPD Contexts

Teacher job satisfaction refers to teachers' general affective evaluation of their work. This affective evaluation includes professional relationships, positive feeling about their tasks, recognition, advancement opportunities, autonomy, and work environment. In the context of education research, job satisfaction is not considered as a narrow psychological state but something directly linked to professional commitment, teacher retention, collaboration, instructional quality, and even learning conditions of students. This is why job satisfaction has become such a persistent agenda in both global and national educational studies. Currently, international work supports the point that school working environment matters significantly for teacher satisfaction. Toropova et al. (2021) reveal that school working environment has significant contribution to teacher job satisfaction and often more prominent than teacher background variables. More recent global evidence from IEA also indicates that school leadership support, student discipline, and workload continue to be among the strongest associate factors of teacher job satisfaction across systems. Similarly, in a comparative European analysis, Admiraal (2025) indicates that teachers' perceptions about their working environment are closely related to their satisfaction with work, outlining the continued importance of settings rather than teacher characteristics alone. These studies are significant because they drive the field away from seeing satisfaction as a purely individual matter and towards viewing it as an institutional agenda that concerns school life.

The same assumptions appear in studies that more explicitly focus on leadership and collaboration. Liu et al. (2021) report that supportive school culture and teacher collaboration are facilitated by the relationship between leadership and both job satisfaction and self-efficacy. Zhang et al. (2025), in distributive leadership studies, conclude that collaboration, participation, and professional support are regular pathways through which leadership influences teacher satisfaction. Taken together, this literature proposes that teachers are more satisfied with visible, practical, and relational support when they do their job in schools. A newer aspect of research drive even further by connecting deeper forms of collaboration to teacher satisfaction. Ma et al., (2025) reveal that strong teacher collaboration significantly enhances job satisfaction in lower secondary schools, specifically through improved team innovation and self-efficacy. Belay and Melesse (2024) also stated that; in a cross-national analysis, professional learning communities are related to positive teacher outcomes, including job satisfaction. This matters for the current study because TCPD is explicitly structured around forms of collective professional learning. If collaborative learning systems are well supported, they should reasonably link not only to pedagogical change but also to teachers' work experience.

Studies in Tanzania go beyond to provide more reasons to examine support as a determinant factor for teacher satisfaction. Nyamubi (2017) found that school teachers' job satisfaction was influenced by both monetary and non-monetary factors including recognition and relationships. Nyenyembe et al. (2016) state that leadership style is significantly related with teachers' job satisfaction in Tanzanian public schools, and that satisfaction is higher where school heads work closely with teachers and support their well-being. More recently, Kyangwe et al. (2023) report that supportive working environment, effective leadership, healthy interpersonal relationships, teacher development programmes, and fair distribution of work responsibilities are among the strategies used to promote teachers' job satisfaction in Mara Region.

Likewise, Sospeter and Hassanal (2024) found that leadership experiences and the working environment strongly shape teachers' job satisfaction in Tanzania. These studies are useful in Tanzania. The trio still have three gaps. First, most of them focus on general workplace conditions without analysing support within a specific TCPD development reform. Second, many of them covers small local samples, limiting the scope of inference. Third, few of them connect job satisfaction to the current TCPD system, though that reform explicitly depends on teacher engagement, leadership backing, collegial exchange, and school-level routines. This present paper addresses these gaps by examining workplace support and job satisfaction within the TCPD context using a substantially larger dataset.

2.2.3 Relationship between Workplace Support and Teacher Job Satisfaction

The association between workplace support and teacher job satisfaction is a key of understanding the sustainability of educational reforms. Workplace support influences teachers' professional experiences directly by reducing work-related stress, reinforcing professional relationships and promoting teachers' sense of belonging. It also indirectly influences satisfaction by enabling teachers to participate effectively in professional learning activities and use the newly acquired knowledge and skills in their classrooms (Belay & Melesse, 2024; Zhang et al., 2021). International evidence consistently indicates a strong positive relationship between supportive school conditions and teacher satisfaction. Toropova et al. (2021) reveal that supportive school conditions are the strongest determinant of teacher satisfaction in educational systems.

Similarly, UNESCO and the International Task Force on Teachers for Education 2030 (2024) stated that improving teacher support systems is important for increasing teacher retention and reducing attrition. This proposes that job satisfaction cannot be detached from the conditions in which teachers work.

Professional development reforms further support this relationship because teachers need enabling conditions to participate effectively. Belay and Melesse (2024) reported that teachers' motivation to participate in professional development learning is closely linked with strong professional learning communities. Likewise, Zhang et al. (2021) show that teachers' engagement in professional development is accelerated by both personal and school-level factors. In Tanzania, Koomar et al. (2024) reported that although CoL have been recognised nationally, the quality of collaboration and teacher feedback practices differs across schools. Such findings show that supportive factors cannot be assumed but must be intentionally established.

The association between workplace support and job satisfaction also has implications for teacher retention and reform sustainability. Teachers who experience supportive conditions are more likely to be committed, collaborate with colleagues and sustain educational reforms over time. Conversely, unsupported teachers may view reforms as additional burdens, specifically in low-resource context featured by overcrowded classrooms and multiple responsibilities. This argument aligns with Herzberg's Two-Factor Theory, which recommend that collegial relationships, leadership support, and conducive working environment reduce dissatisfaction, while professional growth opportunities generated through TCPD function as motivators that leads into satisfaction (Herzberg, 1968; Herzberg et al., 1959).

Overall, the literature proposes that workplace support should not be understood as a secondary determinant in TCPD implementation. Rather, it is a foundational factor that simultaneously enhance teacher satisfaction, professional learning and increases the sustainability of educational reforms. Consequently, investment in TCPD should go with equal investment in leadership development, collaborative school cultures and adequate implementation resources for the achievement of long-term educational improvement.

III. METHODOLOGY

3.1 Research Design

The quantitative cross-sectional survey design was used to examine the relationship between workplace support and teacher job satisfaction within the context of TCPD in Tanzania. The design was selected so as to determine whether variations in workplace support were related with differences in teachers' job satisfaction rather than to establish causal relationships in an experimental sense. The design also was suitable because the study involved large populations in order to allow efficient collection and analysis of data from multiple geographical locations within short period of time. Furthermore, the design enabled the study to capture teachers' perceptions of workplace support and job satisfaction as they were experiencing in TCPD implementation in their schools.

3.2 Study Area

The study was conducted in eight regions of Tanzania Mainland, namely Dodoma, Tanga, Pwani, Mara, Rukwa, Singida, Katavi, and Simiyu. These regions were selected zonally to represent others in the fully participation of TCPD activities as a part of professional growth opportunities for all teachers. Also, the inclusion of multiple regions provided geographical representation and enabled the study to capture variations in school contexts, leadership practices, and professional development experiences in different educational context.

Since TCPD is a national reform initiative, selecting few regions improved the representativeness of the findings and enhanced their applicability to broader educational contexts within Tanzania. In addition, the regions selected encompass both with well equip and resource-constrained areas, making them suitable for understanding how workplace support influences teacher job satisfaction under varying implementation conditions.

3.3 Target Population

The target population was primary school teachers who were participating in TCPD activities in the selected regions. These teachers were considered as appropriate respondents because are the primary beneficiaries and implementers of TCPD activities and therefore, possess firsthand information regarding workplace support and job

satisfaction. The study also, focused on teachers because they frequently interact with colleagues, school leaders, and professional learning structures such as CoL, which are the key components of the TCPD framework. Their experiences were suitable and relevant in providing reliable information regarding the support systems available in schools and how such support enhance their professional wellbeing.

3.4 Sampling and sample size

The study involved 1,302 primary school teachers drawn from the eight selected regions. Gender representation was relatively balanced, with 57.3% male and 42.7% female respondents. The sample included teachers of different demographic characteristics, including gender, educational qualifications, and teaching experience. The large dataset was generated through a non-probability purposive sampling technique, whereby teachers who are active participating in TCPD activities were invited to respond to an online survey. This approach was suitable and appropriate because the study specifically targeted teachers with direct experience in TCPD implementation and workplace support systems. Purposive sampling enabled the inclusion of information-rich participants who were best positioned to provide relevant data for addressing the study objectives. The use of a large and diverse sample enhanced the reliability of the analysis and allowed for more robust examination of the relationship between workplace support and teacher job satisfaction.

3.5 Data Collection Instruments and Procedures

The data was collected from structured online survey questionnaire with various forms of items. The items measured workplace support and teacher job satisfaction using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). And workplace support was measured through four indicators: school leadership support, availability of time collegial collaboration, and resources, and teamwork fostered through TCPD activities. Teacher job satisfaction was measured using nineteen items covering professional-growth satisfaction, interpersonal satisfaction, work-related satisfaction, and overall job satisfaction.

The use of an online survey questionnaire was appropriate because it enabled the collection of data from a large number of respondents across different regions in a cost-effective and efficient manner. Additionally, Likert-scale instruments are widely used in educational research because they effectively capture participants' perceptions, attitudes, and experiences.

3.6 Data Analysis

The data were analysed using descriptive and inferential statistical techniques. Descriptive statistics, including percentages, frequencies, means, and standard deviations, were used to summarise respondents' demographic characteristics and examine the levels of workplace support and teacher job satisfaction. Pearson correlation analysis was employed to determine the strength and direction of the relationship between workplace support and teacher job satisfaction. Furthermore, a two-step hierarchical regression analysis was conducted. In the first model, demographic variables were entered as control variables, while workplace support was introduced in the second model to determine its additional contribution in explaining variations in teacher job satisfaction.

These analytical techniques were used because the study variables were measured using multi-item Likert scales that generated approximately continuous composite scores. Additionally, the large sample size satisfied the assumptions required for parametric statistical analyses. The use of hierarchical regression further strengthened the analysis by determining the unique contribution of workplace support after controlling for respondents' background characteristics.

3.7 Ethical Considerations

Ethical principles were observed throughout the study. Since the study utilised a cleaned secondary dataset, personal identifiers were removed to protect respondents' anonymity and confidentiality. The data were used strictly for research purposes and stored securely to prevent unauthorised access. Furthermore, permission to use the dataset was obtained from the relevant authorities responsible for TCPD implementation including getting clearance letter from Tanzania Institute of Education for data collection. The study also adhered to principles of academic integrity by reporting findings accurately and objectively without altering or misrepresenting the data. These ethical measures were important in safeguarding participants' rights and ensuring the credibility and trustworthiness of the study findings.

IV. FINDINGS & DISCUSSION

4.1 Demographic information

This section present demographic information of the respondents in the study. The profile of respondents shows a moderately balanced but male-dominated sample, with 57.3 percent males ($n = 746$) and 42.7 percent females ($n = 556$). This suggests that while both genders are represented, male respondents slightly outnumbered females. In terms of qualifications, the majority of respondents about 45 percent ($n = 586$) held Certificate of Teaching followed by 35.6 percent ($n = 463$) who held Diploma in Education. Degree holders accounted for 18.4 percent ($n = 240$), while only few

respondents about 1.0 percent ($n=13$) held master's degree. This distribution reflects a workforce largely composed of practically trained educators, with relatively few having advanced academic qualifications. The table below summarises demographic information basing on gender and education level of respondents.

Table 1*Demographic information of the respondents*

Characteristic	Category	n	%
Gender	Male	746	57.3
	Female	556	42.7
Education level	Certificate	586	45.0
	Diploma	463	35.6
	Degree	240	18.4
	Master's	13	1.0

Source: Field Data (2026)

4.1.1 Workplace Support in TCPD Contexts

The first objective of the study was to examine the forms and level of workplace support reported by respondents. The findings were presented in Table 3.

Table 2*Descriptive Statistics for Workplace Support in Teacher Continuous Professional Development (TCPD) (N = 272)*

Statement	Mean (M)	Std Dev (SD)	Interpretation
School leadership supports teachers' participation in TCPD activities.	4.26	0.64	Very High
Colleagues encourage and collaborate with one another during TCPD activities.	4.18	0.62	High
TCPD activities promote teamwork among teachers.	4.17	0.63	High
The school provides adequate time and resources for teachers to participate effectively in TCPD.	3.77	0.93	High
Overall Workplace Support	4.09	0.53	High

Source: Field Data (2026)

The overall workplace-support mean was 4.09 ($SD = 0.53$), showing a generally high level of perceived support. Item-level analysis indicated that the strongest-rated support item was school leadership support for participation ($M = 4.26$, $SD = 0.64$), followed by colleague encouragement and collaboration ($M = 4.18$, $SD = 0.62$) and the sense that TCPD fosters teamwork ($M = 4.17$, $SD = 0.63$). The lowest-rated support item was the availability of enough time and resources to for teachers to participate effectively ($M = 3.77$, $SD = 0.93$). This pattern gives an important insight. Teachers appear to experience professional development as an organizationally and socially supported activity, explicitly in terms of collegial relationship and leadership. However, the practical conditions for teacher engagement remains less secure. Resource and time adequacy is rated lower than other type of support. This shows that even though schools promote TCPD, everyday realities of implementation may still limit teachers to fully participate in programme activities.

The importance of leadership support highlights the critical role of school leaders play in institutionalising professional development initiatives. School leaders create environment that legitimise professional learning by assigning responsibilities, reinforcing participation, and integrating TCPD activities into school improvement processes. This finding corroborates with previous studies which have shown that supportive leadership is strongly linked with professional commitment, teacher motivation, and improved school functioning. For example, Toropova et al. (2021) noted that school working environment specifically supportive leadership practices, are the strongest predictors of teacher wellbeing and satisfaction in education systems. Similarly, Nyenyembe et al. (2016) found that effective leadership practices in Tanzanian context significantly promote teachers' morale and their willingness to participate in school improvement activities.

The high rating of collegial collaboration further proposes that TCPD is promoting a culture of collective professional learning rather than individualised professional development. Teachers are seen to benefit from collaborative experiences, solving instructional challenges together, and supporting each other in implementing new pedagogical practices. This finding is consistent with the literature on Professional Learning Communities (PLCs), which insists that collaborative learning as a key for sustainable school improvement (DuFour et al., 2021). Collaborative professional conditions promote trust, reduce professional isolation, and strengthen teachers' sense of belonging within schools. Evidence from Tanzania's TCPD programme further demonstrates that technology-supported TCPD can strengthen collaborative professional learning by enabling teachers to share experiences, access digital

resources, and participate in Communities of Learning beyond traditional face-to-face interactions (EdTech Hub, 2026). Likewise, García (2019) contends that collegial relationships facilitate social capital that influence both professional learning and teachers' overall work experiences.

However, despite these positive perceptions, the comparatively lower rating of adequate time and resources ($M = 3.77$, $SD = 0.93$) signals a persistent implementation challenge. Although teachers may be motivated and supported socially, they still encounter practical challenges that limit meaningful engagement in TCPD activities. Similar challenges have been reported in technology-supported TCPD initiatives in Tanzania, where teachers identified limited infrastructure, time constraints, and inconsistent access to digital resources as barriers to effective participation in professional development activities (Kondoro et al., 2023). Heavy workloads, time constraints, and inadequate teaching resources have been identified as major challenges to teachers' participation in professional learning programmes. This finding resonates with Maro et al. (2024) and Mtebe et al. (2025), who claimed that competing responsibilities, infrastructural limitations, and resource inadequacies continue to limit effective implementation of professional development initiatives in Tanzania. Similar findings have also been reported internationally, where insufficient time allocation remains one of the most frequently cited limiting factors to sustaining professional learning activities (Organisation for Economic Co-operation and Development [OECD], 2020).

These findings also directly address the first objective of the study, which sought to examine the forms of workplace support that teachers receive in TCPD contexts. Workplace support, conceptualised as the independent variable, emerged as a multidimensional construct comprising leadership support, collegial collaboration, adequate time and resources, and teamwork fostered through TCPD activities. The findings show that although relational dimensions of support were highly developed, structural dimensions remain comparatively weaker. This distinction is significant because the effectiveness of school-based professional development relies not only on social interactions but also on the practical conditions that enable teachers to engage consistently.

Similar observations have been reported by UNESCO and the International Task Force on Teachers for Education 2030 (2024), emphasise that supportive working environment constitute foundational requirements for sustaining teacher participation and educational reforms. Therefore, strengthening workplace support should be viewed as an investment in both teachers' professional wellbeing and the long-term sustainability of TCPD implementation.

4.1.2 Teacher Job Satisfaction in TCPD Contexts

The second objective intended to assess teacher job satisfaction in the context of TCPD. The findings from likert scale statements were presented in Table 3.

Table 3

Descriptive Statistics for Teacher Job Satisfaction in the Context of TCPD (N = 272)

Dimension/Item	Mean (M)	Std Dev (SD)	Interpretation
Professional Growth Satisfaction	4.21	0.56	Very High
TCPD is helping me become a more professional and effective teacher.	4.29	0.67	Very High
I am able to apply new skills learned through TCPD in my teaching.	4.26	0.63	Very High
I feel encouraged to continue improving my teaching practice.	4.23	0.64	Very High
Interpersonal Satisfaction	4.19	0.54	High
Communication with school leadership has improved through TCPD.	4.26	0.62	Very High
Work-Related Satisfaction	4.11	0.49	High
I am satisfied with my overall job.	4.03	0.69	High
I am satisfied with my working environment.	3.92	0.77	High
Overall Job Satisfaction	4.16	0.49	High

Source: Field Data (2026)

The overall job satisfaction mean was 4.16 ($SD = 0.49$), indicating a high level of satisfaction across the sample. When disaggregated, professional-growth satisfaction recorded the highest mean ($M = 4.21$, $SD = 0.56$), followed by interpersonal satisfaction ($M = 4.19$, $SD = 0.54$) and work-related satisfaction ($M = 4.11$, $SD = 0.49$). These means of sub-scales indicate that respondents were positive about the professional-learning in the context of and their work. Item-level satisfaction results support this interpretation. The highest-rated item was the belief that TCPD is helping respondents to become more professional and effective teachers ($M = 4.29$, $SD = 0.67$). Another high mean score was also observed for applying new skills in teaching ($M = 4.26$, $SD = 0.63$), improved communication with school leadership ($M = 4.26$, $SD = 0.62$), and feeling encouraged to keep improving teaching practice ($M = 4.23$, $SD = 0.64$). In contrast, the comparatively lowest job-satisfaction items were satisfaction with working environments ($M = 3.92$, $SD = 0.77$) and overall job satisfaction in the broadest sense ($M = 4.03$, $SD = 0.69$). Although we remain positive, these

lower ratings indicate that broader environmental factors may still be less favour than the more immediate professional and benefits respondents were getting by participating in professional development activities.

These findings suggest that teachers derive considerable professional fulfilment from participating in TCPD activities, specifically through opportunities relating to improved instructional competence, continuous learning, and enhanced relationships with colleagues and school leadership. The high professional-growth satisfaction show that teachers perceive TCPD as a place for enhancing their competence and professional identity. The highest-rated item indicated that teachers believe TCPD is facilitate them to be more effective and professional educators. This recommends that teachers value opportunities that enable them to develop new pedagogical knowledge and skills in classroom practice. Similar findings have been reported by Darling-Hammond et al. (2022), who claim that sustained professional development positively accelerated by teachers' efficacy, confidence, and commitment to the teaching profession. Teachers who perceive themselves as effective are more likely to experience greater job satisfaction and remain motivated to improve their instructional practices.

The strong interpersonal satisfaction found in this study further highlights the social value of school-based professional development. Teachers reported improved communication with school leadership and increased participation may improve their teaching practice. These findings propose that TCPD is strengthening professional relationships within schools, thereby creating psychologically safe conditions for collaborative learning. Such conditions are significant because positive interpersonal relationships reduce professional isolation and promote emotional wellbeing among teachers. OECD (2020) similarly reported that supportive relationships among teachers and school leaders enhance teachers' occupational wellbeing and professional commitment.

Nevertheless, satisfaction with broader working environments was comparatively lower than professional and interpersonal dimensions. Although teachers remained generally satisfied, this finding recommend that challenges beyond TCPD continue to influence their experiences. Working conditions such as infrastructure, teaching resources, workload, and administrative demands may still affect teachers' overall perceptions of their profession. This finding is consistent with Ker et al. (2022), who found that teachers' job satisfaction is significantly influenced by both work environment conditions and individual teacher characteristics, highlighting that supportive organisational environments are essential for sustaining teachers' professional wellbeing. Similarly, previous studies have shown that teacher motivation in Sub-Saharan Africa is always faced by structural and environmental limitations despite teachers demonstrating strong professional commitment (Bennell, 2004; Bennell & Akyeampong, 2007).

The findings may also be interpreted through Herzberg's Two-Factor Theory. Professional growth opportunities, recognition, and opportunities for achievement function as motivators that generate positive attitudes towards work. Teachers appear to derive intrinsic satisfaction from learning new skills, becoming more effective practitioners, and contributing meaningfully to school improvement efforts. Therefore, TCPD appears to serve not only as a professional development mechanism but also as an important source of professional fulfilment and identity formation. However, Herzberg's theory also helps explain why satisfaction with broader working environments remained comparatively lower, suggesting that professional development alone cannot fully compensate for structural constraints such as workload pressures and limited resources.

These findings directly address the second objective of the study, which aimed to assess teacher job satisfaction within TCPD contexts. Teacher job satisfaction, conceptualised as the dependent variable, was reflected through work-related, interpersonal, and professional-growth dimensions. The relatively higher levels of professional-growth and interpersonal satisfaction suggest that teachers value school-based professional learning environments that promote competence development and collaborative relationships. Similar findings have been reported internationally, where sustained professional development opportunities are associated with increased professional efficacy, stronger commitment to teaching, and improved occupational wellbeing (Darling-Hammond et al., 2022). However, the comparatively lower ratings regarding broader working conditions indicate that professional development alone cannot fully compensate for persistent structural constraints such as heavy workloads and limited resources.

This finding reinforces the argument that teacher job satisfaction is influenced simultaneously by individual, organisational, and systemic factors. This finding suggests that higher levels of teacher job satisfaction, the study's dependent variable, are associated with meaningful professional learning experiences and supportive school environments

4.1.3 Relationship between workplace support and teacher job satisfaction

The third objective aimed to determine the relationship between workplace support and teacher job satisfaction.

Table 4*Pearson Correlation between Workplace Support and Teacher Job Satisfaction (N = 272)*

Variables	Pearson Correlation (r)	p-value	Interpretation
Workplace Support and Overall Job Satisfaction	0.7	< .001	Strong positive, significant relationship
Workplace Support and Work-Related Satisfaction	0.682	< .001	Strong positive, significant relationship
Workplace Support and Interpersonal Satisfaction	0.66	< .001	Strong positive, significant relationship
Workplace Support and Professional-Growth Satisfaction	0.64	< .001	Strong positive, significant relationship

Source: Field Data (2026)

Pearson correlation analysis showed a strong positive relationship between workplace support and overall job satisfaction, $r = .700$, $p < .001$. This result leads to the rejection of the null hypothesis (H_{01}) that no significant relationship exists between support and satisfaction. The relationship remained positive across all three satisfaction dimensions: Workplace support and work-related satisfaction: $r = .682$, $p < .001$; Workplace support and interpersonal satisfaction: $r = .660$, $p < .001$ and Workplace support and professional-growth satisfaction: $r = .640$, $p < .001$.

The pattern indicate that workplace support is not only linked to general morale but also connected to specific aspects of teachers' work lives. The strongest relationship appears with work-related satisfaction followed by interpersonal satisfaction. The relationship with professional-growth satisfaction, though slightly smaller, remains substantial. This indicates that supportive school environments are the key across multiple domains rather than only one specific area. The strong relationship observed in this study strengthens the argument that school conditions shape teachers' attitudes towards their profession. Supportive workplaces do not merely influence participation in professional development activities rather they contribute substantially to teachers' sense of belonging, motivation, and professional identity. These findings align with Toropova et al. (2021), who argued that supportive school conditions significantly influence teacher satisfaction across multiple educational systems. Similarly, Sospeter and Hassanal (2024) reported that supportive working conditions positively influence teachers' commitment and wellbeing in Tanzanian schools.

Interestingly, workplace support was strongly linked with work-related satisfaction, followed by interpersonal and professional-growth satisfaction. This pattern recommend that supportive conditions simultaneously influence multiple dimensions of teachers' professional lives. Teachers who experience strong support are more likely to feel positive about their daily work, maintain healthier professional relationships, and perceive themselves as continuously growing professionally. This multidimensional influence indicate that workplace support is not confined to a single aspect of teaching but permeates various domains of teachers' experiences. Importantly, these findings address the third objective of the study, which examined the relationship between the independent variable (workplace support) and the dependent variable (teacher job satisfaction).

The strong positive relationship show that improvements in workplace support are likely to be accompanied by improvements in teachers' professional experiences. This finding corroborates with international studies demonstrating that supportive school conditions significantly promote teachers' morale, professional commitment, and retention (Toropova et al., 2021; UNESCO & International Task Force on Teachers for Education 2030, 2024). It also supports Tanzanian evidence suggesting that leadership support, healthy interpersonal relationships, and conducive working environments are important determinants of teacher wellbeing (Kyangwe et al., 2023). Consequently, workplace support should be considered a strategic policy lever for strengthening both teacher wellbeing and the sustainability of educational reforms.

These findings also align with contemporary perspectives on Professional Learning Communities (PLC), which conceptualise school improvement as a collective rather than individual endeavour. According to DuFour et al. (2021), teachers' learning is most effective when embedded within collaborative and supportive organisational cultures. Schools that promote teamwork and shared responsibility create conditions that enhance both professional learning and teacher wellbeing. Therefore, TCPD should not be viewed solely as a technical intervention but as a social process that depends heavily on organisational support systems.

The findings further support Herzberg's Two-Factor Theory. Leadership support, collegial relationships, and conducive working conditions minimise dissatisfaction, while opportunities for professional growth generated through TCPD function as motivators that enhance satisfaction. However, this study extends Herzberg's proposition by demonstrating that workplace support simultaneously operates as both a hygiene factor and a motivator within school-based professional development contexts.

Overall, the findings suggest that strengthening workplace support systems may be one of the most effective strategies for improving teacher job satisfaction in Tanzanian primary schools. Education authorities should therefore prioritise leadership development, institutionalise collaborative learning structures, and ensure adequate time and resources for teachers to engage meaningfully in TCPD activities. Such investments may simultaneously strengthen professional learning, improve teacher wellbeing, and increase the sustainability of educational reforms.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

This study examined the relationship between workplace support and teacher job satisfaction among primary school teachers in Tanzania within the context of the national school-based-TCPD programme. The findings revealed high levels of both workplace support and teacher job satisfaction. School leadership support, collegial collaboration, and teamwork emerged as the strongest forms of support, while the availability of adequate time and resources was comparatively weaker. Teachers also reported high levels of professional-growth, interpersonal, and work-related satisfaction, suggesting that participation in TCPD contributes positively to their professional experiences. Importantly, workplace support was strongly and positively associated with teacher job satisfaction and remained the strongest predictor even after controlling for demographic characteristics.

These findings imply that supportive school environments are fundamental to the success and sustainability of school-based professional development reforms. TCPD should therefore be viewed not merely as a technical training intervention but as a broader organisational process that depends on effective leadership, collaborative school cultures, and adequate implementation conditions. The comparatively lower ratings for time and resource availability indicate that policy efforts should prioritise creating protected time for professional learning and improving access to the resources required for meaningful participation. Strengthening these enabling conditions may simultaneously improve teacher wellbeing, professional growth, and commitment to educational reforms.

The study further suggests that teacher job satisfaction should be incorporated into national monitoring and evaluation systems as an indicator of implementation quality. Future studies should investigate how workplace support varies across school contexts, such as urban and rural settings, and examine whether factors such as teacher self-efficacy, professional recognition, and instructional change mediate the relationship between workplace support and job satisfaction. Overall, the study concludes that strong school-based professional development depends on strong school-based support systems. Sustainable educational reforms will therefore require equal investment in professional learning content and the workplace conditions that enable teachers to engage meaningfully in their profession.

5.2 Recommendations

The findings have significance practical implications for the TCPD practices in Tanzania. School leaders should institutionalise TCPD as part of daily teacher professional practice rather than considering as an additional activity. This necessitates creating protected time for participation, strengthening collaborative learning through Communities of Learning (CoL), and ensuring equitable access to the resources necessary for effective engagement. At the policy level, teacher job satisfaction should be incorporated into national monitoring and evaluation frameworks because it can serve as an indicator of implementation quality and programme sustainability alongside traditional measures such as participation and programme fidelity.

The study also offers theoretical implications by extending Herzberg's Two-Factor Theory within school-based professional development contexts. The findings recommend that workplace support functions both as a hygiene factor that reduces dissatisfaction and as a motivator that enhances professional growth, recognition, and teachers' sense of effectiveness. Furthermore, the study reinforces contemporary perspectives that view professional development as a socially embedded process that depends on supportive leadership, collaborative relationships, and conducive working environments. Sustainable educational reforms should therefore invest equally in professional learning content and the workplace conditions that enable teachers to participate meaningfully in their professions.

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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