

CONTRIBUTION OF INSPIRATIONAL MOTIVATION ON TEACHERS JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN KAGERA REGION, TANZANIA

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ABSTRACT

This study aimed to investigate the Contribution of Inspirational Motivation on Teachers' Job Satisfaction in Public Secondary Schools in Kagera Region, Tanzania. The study was guided by transformational leadership theory by Burns 1978 and was improved by one research question. A convergent research design under mixed research methods was employed. The target population was 201 public secondary schools, 201 heads of schools, 201 assistant heads of schools and 3631 teachers. Stratified random sampling and purposive sampling techniques were used to determine a sample of the study that consisted 216 of respondents. Questionnaire and interview guides used for data collection. Instruments validation was ensured by research experts and Cronbach Alpha was used to ensure the reliability of quantitative. Quantitative data were analyzed using descriptive statistics with frequencies, percentages and mean scores. Qualitative data were analyzed using thematic analysis. The findings revealed that heads of schools applied inspirational motivation which enabled teachers to satisfy in a moderate level. The study concludes that the heads of schools had skills on inspirational motivation which moderately improved teachers' job satisfaction. The study recommended that heads of schools should be equipped with more knowledge and skills of inspirational motivation to encourage its contribution on teachers' job satisfaction.

Keywords: Contribution, Inspirational Motivation, Feature and Job Satisfaction.

1. INTRODUCTION

Transformational leadership style involves an approach that initiates change in both individuals and social systems. It was developed by Burns in 1978 and improved by Bass in 1985, includes inspirational motivation as one of its four features. Chebon et al (2019), inspirational motivation is about encouraging leaders focus to raise their perception about the organization's mission and the vision for institutions development. This leadership style effectively communicates high expectations and fosters satisfaction among teachers, enabling them to achieve the institutions goals (Michelle, 2022). The ability to motivate and inspire teachers should be supported by understanding different methods of motivation. Internal motivators, such as talent and the art of school leadership, along with external motivators like rewards, bonuses and promotions play a crucial role (Rugakingira, 2020). Engaging teachers in various school activities also serves as a means of motivation, inspiring them to work harder. When inspirational motivation applied by school leaders creates motivation, morale, and capability among teachers. Teachers' motivation system enhances their satisfaction and, consequently, improve students' academic achievements (Bello and Jakada, 2017). However, it remains unclear whether inspirational motivation is applied to encourage teachers' job satisfaction in public secondary schools in the Kagera region.

Factors contribute to teachers' dissatisfaction, including workload, overcrowded classes, insufficient supervision, inappropriate training opportunities, rewards, low payments and inadequate teaching facilities (Namupala, 2023). These factors have been identified as limitations to teachers' job satisfaction, resulting in high turnover rates, absenteeism, a lack of teamwork, poor performance, and improper behavior among unsatisfied teachers (Reading, 2017). The application of inspirational motivation could be a strategy to address these challenges and decrease teachers' dissatisfaction in public secondary schools.

Teachers' job satisfaction has been recognized as important in various countries. For instance, Leon et al. (2021) in America, Lopes and Oliveira (2020) in Portugal emphasized the significance of job satisfaction among teachers and administrators in encouraging employee effort enhancing student achievement. While Ongati (2018) in Kenya highlighted the demonstration of job satisfaction through specific job-related aspects, such as the nature of work and supervision. A study by Abdu and Nzilano (2018) in Dar es Salaam job satisfaction includes various consistent attitudes, including effective responses to the work itself, payment, and promotion opportunities. The studies conducted realized the importance of inspirational motivation to job satisfaction however, it remains unclear if school leaders are utilizing this feature to enhance teachers' job satisfaction in public secondary schools in Kagera region.

Tanzania's education policies and vision recognize the importance of leadership in this regard. The Education and Training Policy of 1995, 2014 and Tanzania Development Vision 2025 provided guidelines and emphasized the need for school leaders to possess knowledge in education administration, management, and supervision (URT, 1995). However, the implementation of policy directives and development of leadership skills among school leaders have been lacking stimulation (TEN, 2021). Toropova et al. (2021) and Torres (2019) argue that inadequate leadership strategies employed by some heads of public secondary schools have neglected teachers' job satisfaction. Teachers' dissatisfaction has led to ineffective teaching, lack of commitment, and misconduct in schools. Inspirational motivation has positive contribution on teachers' job satisfaction, although the extent to which it is applied remains unclear. Therefore, this study aims to investigate the extent to which inspirational motivation contributes to teachers' job satisfaction in public secondary schools in the Kagera region, Tanzania.

Statement of The Problem

Teachers' dissatisfaction in public secondary schools is associated with inadequate application of inspirational motivation among the heads of schools which is crucial for encouraging teachers' satisfaction through professional growth, conflict resolution, and creating a conducive environment that promotes satisfaction in schools (Rugakingira, 2022). The presence of low teachers satisfaction, performance, commitment, and misconduct in public secondary schools can be linked to the inappropriate implementation of inspirational motivation, which plays a significant role in enhancing job satisfaction. To address this challenge, it is crucial to have knowledgeable and skilled school leaders in educational institutions. Education and Training policies of 1995 and 2014) emphasize the importance of equipping school leaders with the necessary leadership skills to promote school development.

While several researchers, such as Lopes and Oliveira (2020), Bello and Jakada (2017), and Abdu and Nzilano (2018), have focused on the adoption of inspirational motivation to improve teachers' performance, commitment, hard work, and productivity, they have neglected to explore the contribution of inspirational motivation on teachers' job satisfaction, which is a crucial factor contributing to the mentioned outcomes. The existence of teachers' dissatisfaction highlights unresolved challenges in public secondary schools. Effective application of inspirational motivation skills can assist school leaders in addressing this challenge to enhance teachers' job satisfaction. However, it is not clear how inspirational motivation specifically enhances teachers' job satisfaction. Therefore, to fill this gap, the present study investigates the contribution of inspirational motivation to teachers' job satisfaction in public secondary schools in Kagera Region, Tanzania.

Research question

To what extent does inspirational motivation contribute to teachers' job satisfaction in public secondary schools in Kagera Region, Tanzania?

Significance of the study

The findings of this study will provide valuable insights for curriculum developers regarding the contribution of inspirational motivation in enhancing teachers' job satisfaction. Additionally, policymakers will benefit from the study findings by gaining a better understanding to develop policies that support the implementation of inspirational motivation in schools. The findings will also guide school leaders in establishing effective strategies for implementing inspirational motivation and improving teachers' job satisfaction in public secondary schools. Furthermore, the study findings will equip school leaders with the necessary skills to address challenges similar to those examined in this study through the application of inspirational motivation. Individual teachers will also benefit from the study findings as they become more aware of their abilities, interests, and needs, leading to increased job satisfaction.

The findings of this study will inform future researchers about the issues related to the application of inspirational motivation in enhancing teachers' job satisfaction. Moreover, this study will contribute to the existing body of literature by filling the gap identified in the reviewed works. It will provide scholarly material and serve as a basis for further research in the field of school leadership and teachers' job satisfaction. Therefore, the findings of this study would contribute to the expansion of knowledge regarding the benefits of inspirational motivation in improving teachers' satisfaction in secondary schools. The study will encourage application of the theoretical framework utilized, further enhancing teachers' job satisfaction in public secondary schools in Tanzania.

Theoretical Framework

The study was guided by the Transformational Leadership theory proposed by James Burns (1978) and further improved by Bass (1985). According to this theory, transformational leadership is a process in which leaders and followers equally support each other in advancing to higher levels of morality and motivation. The theory highlights how leaders can motivate their subordinates to go beyond self-interest and work towards the larger goals of the organization

through inspirational motivation. Among its various aspects, the theory emphasizes the importance of leaders providing personal attention to inspire their followers. Inspirational motivation demands leaders to possess skills in enhancing critical thinking, creativity, innovation, and problem-solving. Skilled leaders are better equipped to identify the challenges affecting teachers' job satisfaction and bridge the gap of dissatisfaction in public secondary schools. The theory proves valuable to both school heads and teachers, as it directly contributes to the development of leadership skills needed to address the issue of teachers' dissatisfaction.

The study employed this theory due to its emphasis on the effective use of inspirational motivation in schools to promote teachers' job satisfaction. While the Transformational Leadership theory places significant emphasis on the qualities of the leader, reinforcing the idea that the leader is the primary source of leadership within the school, the researcher acknowledged its weaknesses but still selected it as the guiding theory for the study. This decision was made because the theory offers several advantages that support leaders in developing their leadership style (Rachelle, 2015).

2. LITERATURE REVIEW AND KNOWLEDGE GAP

The influence of inspirational motivation on teachers' job satisfaction in public secondary schools

This section focuses on reviewed empirical studies related to the contribution of inspirational motivation to teachers' job satisfaction in public secondary schools.

A study conducted by Shrestha (2022) *Inspirational Leadership among Teachers: an Explanatory Sequential Mixed Methods Study in the School Setting of Nepal Asia*. For this purpose, the study employed explanatory sequential mixed method design, a cross-sectional survey in Quantitative strands and narrative inquiry in Qualitative strands. Multi-stage cluster sampling was employed due to the large numbers of the population and wide geographical areas of Bagmati province. The data in the Quantitative were gathered via survey questionnaires from 502 respondents and in-depth interviews were for qualitative from four participants. However, the social exchange relations inspired teachers to perform their job, so high level of inspirational leadership assists teachers in achieving high job productivity in their schools. However there was mismatch of approaches and sampling technique employed that is quantitative and qualitative with mult-stage cluster sampling which is appropriate for quantitative approach, this raise the question of qualitative information. In addition current study used mixed methods approaches with stratified random and purposive sampling technique. Thus, stimulating and giving impetus for the current study that investigated the contribution of inspirational motivation on teachers' job satisfaction in public secondary schools.

Sutanto et al (2021) conducted a study in Indonesia on the Effect of Idealized influence, Inspirational motivation, Intellectual stimulation and Individualized consideration on Human Resource performance. Intellectual stimulation is a dimension of transformation leadership style encourages human resource to be innovative. This research used a quantitative research design. The sample in this study was the santriic pompes Anwar futuhiyyah. Purposive sampling technique was used to obtain samples. The students used as samples were 65, the questionnaire was employed. The indication of target population in the study was important for realizing where the sample size is drawn to show the participant considered ensuring relevant information. Quantitative research approach was used as a design means the study did not employ any design

to support it. Despite the research methods employed for the study there is mismatch of sampling technique and research approach used because the researcher used quantitative approach while the sampling technique used was for qualitative, this could limit the appropriate participant provision of relevant information for the study. However, the use of questionnaire only as a tool for data collection limited triangulation of findings. The current study employed mixed methods with stratified random and purposive sampling techniques with questionnaire and interview guides instruments.

Gyansah (2020) conducted a study on Effect of School Heads Inspirational Motivation Leadership Practices on Secondary School Students' satisfaction in Ghana. The researcher employed mixed research approach whereby quantitative and qualitative paradigms were used. The study adopted simple random sampling technique to sample 424 teachers out of 2122 and 552 students out of 15229 and 19 heads of school were sampled purposively. Descriptive and inferential statistic were used to analyze the quantitative data, while the qualitative data were analyzed thematically, presented in narrative and in verbal form. Findings show that there is a significant correlation between inspirational motivation leadership behaviors and students' satisfaction. Also the findings revealed that there is a significant positive effect of inspirational motivation leadership behavior on students' satisfaction.

While Gyansah's (2020) study on the effect of inspirational motivation leadership practices on secondary school students' satisfaction in Ghana provides valuable insights, it is important to consider several critics against it. The study employed a simple random sampling technique, which may raise concerns about the representativeness of the sample. Considering the vast heterogeneity in public secondary schools in Ghana, a more comprehensive sampling strategy could have been implemented to ensure a diverse representation. Although the study found a significant correlation and positive effect between inspirational motivation leadership behaviors and students' satisfaction. It is essential to recognize that satisfaction is influenced by various factors, which could be involved in the previous study to explore other possible variables that would contribute to teachers' job satisfaction hence, students' satisfaction. Thus, this study considered a more holistic approach to understand the complex dynamics between inspirational motivation, and overall job satisfaction among the teachers.

Musyoki (2021) conducted a study on Influence of Principals' Inspirational Motivation on students' Performance in Public Secondary Schools, in Makeni County, Kenya. The sample comprised of 111 principals, 729 teachers, and 12 Ministry of Education officials drawn from 388 secondary schools. Questionnaires and interview guides were used to collect data. The results indicated a negative correlation between inspirational motivation and students' performance respectively. The findings revealed that Principals' articulation of the vision and the spirit of encouragement increased performance. A broader examination of the effects of inspirational motivation could provide a more comprehensive understanding of its implications. Furthermore, the sample size and geographical scope of the study may restrict the generalizability of the findings to Kagera Region. Including a more diverse and representative sample from different regions could strengthen the study's external validity. Despite these limitations, the study's identification of a negative correlation between inspirational motivation and students' performance suggests the need for further exploration to understand the underlying mechanisms and potential contextual factors that may influence this relationship.

Nyamubi (2021) The Influence of Heads of Schools' Inspirational Motivation on Teachers' Work Performance in Tanzania. The field work covered four secondary schools from two Districts in Rukwa Region were involved in the study. Data were collected through questionnaires, a total of 350 teachers 187 males and 163 females participated in the study. Stratified random technique was used to select four schools (two public and two private) from among 27 secondary schools in Sumbawanga Municipal and other four schools (two public and two private) from 19 secondary schools in Kalambo District. Results show that teachers differed in work performance in relation to gender, age, teaching experience, years of stay in a school and school ownership. The results further revealed a significant relationship between head of schools' use of inspirational motivation and teachers' work performance.

While Nyamubi (2021) provides valuable insights into the influence of heads of schools' inspirational motivation on teachers' work performance in Tanzania, there are some limitations to consider. Firstly, the study only focuses on a specific region (Rukwa) and the findings obtained were limited to that region only. This limits the generalizability of the findings to the broader context of public secondary schools in Kagera. Additionally, the use of a questionnaire as the primary data collection method may restrict the depth of understanding regarding the complex nature of inspirational motivation and its impact on job satisfaction. It would have been beneficial to supplement the questionnaire data with qualitative methods such as interviews or focus groups to gain a more comprehensive understanding of teachers' experiences and perceptions. Therefore, this study considered a more diverse sample from Kagera region and employ a mixed-methods approach to provide more comprehensive analysis of the contribution of inspirational motivation on teachers' job satisfaction in public secondary schools in Kagera.

3. RESEARCH METHODOLOGY

The study employed convergent research design for converging quantitative and qualitative data at the same time to provide comprehensive analysis of the research problem (Creswell and Creswell, 2018). Kagera Region has a population of 201 public secondary schools, 3631 teachers, 201 heads of schools and 201 assistants' heads of schools in its entire 8 Districts. Stratified random sampling technique was employed to select 16 public secondary schools and 4 districts. The process of using half of the districts found in Kagera region was supported by Hamed (2018) who maintained that 50% as an estimate of the population can be used to produce the maximum sample size. Stratified random sampling technique was used to select 184 teachers to participate in the study, according to Creswell and Creswell (2018) a sample of 10% to 30% of respondents can be taken as a true representative of the entire target population of the study when the population is large. The 16 heads of schools and 16 assistant heads of schools were sampled purposively because of the position they are holding believed to have appropriate information for the study. Questionnaire was used to collect quantitative data from the teachers, while interview guides were used to collect data from heads and assistant heads of schools for their provision of appropriate information to the study. The research instruments were validated by the research experts of Mwenge Catholic University. Cronbach Alpha was used to determine the reliability of the teachers' questionnaire and coefficient result was 0.949. Reliability of qualitative data ensured through triangulation of the data collection and peer review. Descriptive statistics was used to analyze quantitative data whereby frequencies, percentages and mean score were presented in tables. Qualitative data were analyzed through organization of data, review and

exploring the data, creating initial codes, combining the codes into themes and presenting themes in a cohesive manner.

4. ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

The study was guided by the research question sought to find out the extent to which inspirational motivation contribute to teachers’ job satisfaction in public secondary schools in Kagera region, Tanzania. The respondents were required to rate their levels of agreement in terms (TVSE), (TSE), (TME), (TGE) and (TVGE) on ten likert scale items. Their views are summarized in table 1.

Table 1. Teachers Responses on the influence of inspirational motivation on teachers job satisfaction (n=184)

Statements	TVSE		TSE		TME		TGE		TVGE		Mean
	f	%	f	%	f	%	f	%	f	%	
1.The school head gives teachers hope on their expectations in the institution	9	5.6%	32	20.0%	48	30.0%	52	32.5%	19	11.9%	3.25
2. The school head motivates teachers to get morale for school culture development	6	3.8%	45	28.1%	38	23.8%	56	35.0%	15	9.4%	3.18
3.The school head gives teachers opportunity to participate in vision and mission making	11	6.9%	28	17.5%	54	33.8%	52	32.5%	15	9.4%	3.20
4.The school head plans school activities and prioritizes them	7	4.4%	25	15.6%	45	28.1%	61	38.1%	22	13.8%	3.41
5.The school head encourages teachers to have conducive environment for work	11	6.9%	27	16.9%	46	28.7%	50	31.3%	26	16.3%	3.33
6.The school head builds a motivating climate to enhance teamwork	8	5.0%	32	20.0%	43	26.9%	58	36.3%	19	11.9%	3.30
7.The school head motivate teachers to attain higher levels pertaining their daily activities	7	4.4%	32	20.0%	48	30.0%	51	31.9%	22	13.8%	3.30
8.The school head is having a reward system to recognize teachers’ performance	12	7.5%	35	21.9%	39	24.4%	51	31.9%	23	14.4%	3.23
9.The school head is available to receive staff members for help	8	5.0%	19	11.9%	43	26.9%	67	41.9%	23	14.4%	3.48
10.The school head communicate the future of school development	7	4.4%	24	15.0%	48	30.0%	53	33.1%	28	17.5%	3.44
	Total										3.31

Source: Field data 2022 Key: To a Very Small Extent (TVSE), To a small extent (TSE), To a moderate extent (TME), T o a great extent (TGE), To a very great extent (TVGE).

Data in Table 1 show that 44.4% of teachers agreed to a great extent that heads of schools give teachers hope on their expectations in the institution for improving teachers' job satisfaction, while 30.0% of teachers responded to a moderate extent that heads of schools give teachers hope on their expectations in the institution and 20.0% of teachers agreed to the statement in a small extent. The mean score of 3.25 show that the school leaders encouraged teachers hope on their expectations in average. The teachers agreed to a moderate extent, great extent and a very great extent that through inspirational motivation teachers were satisfied with their job. This implies that heads of schools had inspirational motivation skills to ensure teachers satisfaction with their job in public secondary school in Kagera region. This realizes that inspirational motivation had contribution in motivating teachers to satisfy them. The collected information from the teachers were supported by heads of schools and some of the teachers during the interview when the head of school A said that: *Through provision of tea and lunch teachers were motivated and inspired to work hard (Head of school A, personal communication, 11 November, 2022)*. The assistant head of the same school revealed that: *head of school had a brief meeting every Monday to share the challenges and school development strategies for school achievement (Assistant head of school A, personal communication, 11 November, 2022)*.

Furthermore, in school "B" head of the school said that: *Probably teachers were motivated in the way that they were getting hope for their expectation (Assistant head of school L, personal communication, 11 November, 2022)*. However the assistant head from school "L" said that: *The head of the school had no time to visit staffroom to share different matters for the school development (assistant head of school, personal communication, 22 November, 2022)*. The information show that some heads of schools give teachers hope and expectation to encourage teachers' job satisfaction while some of the teachers identifying that some heads of schools were lacking skills of encouraging teachers hope in their expectations in public secondary schools. This realizes that heads of schools need to be equipped with knowledge and skills of inspirational motivation to enhance teachers' job satisfaction. This concur with the study of Chebon et al (2019), inspirational motivation encourage followers to raise their consciousness about their commitment to the mission and vision of the institutions due to their satisfaction. This implies that when inspirational motivation is well applied by heads of schools brings the positive effect on teachers' job satisfaction. This means encourages teachers' performance, commitment and avoidance of misconduct.

Additionally, data in Table 1 show that 41.9% of teachers agreed to a great extent that they were given opportunities to participate in school mission and vision development, 33.8% agreed with the statement to moderate extent and 24.4% disagree to a small extent with the statement. Teachers agreed to a moderate extent that through inspirational motivation they were involved to the vision and mission preparation at a mean score of 3.20. These information realize that teachers were given opportunities to participate in the development and implementation of vision and mission of the schools for achieving the intended goals. Involving teachers in development of vision and mission of schools, motivates them to work as a team for ensuring achievement of schools goals. Application of inspirational motivation among the heads of schools gives them skills for enabling teachers' involvement in schools plan for development. The school leaders are required to have skills and strategies could enable them work with teachers in preparation of vision and mission for the schools growth. The findings are in agreement with Fraser (2021) who declared that involving followers in developing vision and mission creates consistent and reliable structures for decision-making and effective feedback to sustain system of an organization for

improvement as satisfying teachers. This indicates that development of the institutions was contributed by the heads of schools through their skills of involving teachers in schools plan to satisfy them for schools success. Application of inspirational motivation could influence heads of schools to have skills on teachers' satisfaction which helped them to work hard for their school growth.

Moreover, 47.6% of teachers revealed that heads of schools encouraged teachers to have conducive environment for teaching and learning to a great extent while 28.7% of teachers agreed to the moderate extent with the statement. Moreover, 16.9% of teachers to a small extent agreed with the statement. The mean score of 3.33 show that teachers to a moderate extent agreed that heads of schools encouraged conducive environment for teaching and learning at their working places. This was realized during the interview by heads and assistant heads of schools showing the contribution of conducive environment on teachers' job satisfaction. In school J head of the school revealed to *provide money for transport of teachers who attended classes for extra time especially those who lived far from the school*". In the same school an assistant head of the school agreed to be supported by the head of the school: *we are given money for transport after teaching extra time (assistant head of school J, personal communication, 20 November, 2022)*. Additionally in school A assistant head of school said that: *our head of school advises us to construct our own houses and avoid renting the houses which are not of our status (assistant head of school A, personal communication, 11 November, 2022)*. This was revealed during the interview with head of school D when he said that:

There are no enough fund for teachers' house construction, buying enough teaching and learning resources and constructing wells for water source. He added that there was no alternative source of money for heads of schools to solve those challenges so teacher's environment was sometimes not conducive (*head of school D, personal communication, 15 November, 2022*).

The information provided by the teachers show that some heads of schools in Kagera region had skills and knowledge to create means could help them to maintain conducive environment for teachers' satisfaction. Although there are some heads of schools who kept blaming the government not providing enough money for running schools activities. The government cannot sustain the all needs of public secondary schools the heads of schools should be creative to find out the strategies can enable them raise the schools income to solve the challenges pertaining monetary crisis. The schools with ability to raise school income have ability to motivate the teachers and satisfy them where they develop morale and a spirit of working hard for schools development. The findings were in line with the TPA (2022) which indicated that positive working environment can make a huge difference to a teacher's health, happiness and productivity. Therefore, there was a need for the heads of schools to encourage creativeness in supporting teachers in terms of the conducive environment to develop morale to work hard in order to meet the mission and vision as per schools' intention.

Data in table 1 show that 48.2% to great extent heads of schools motivated teachers to enhance teamwork, 26.9% of teachers agreed to a moderate extent and 20.0% agreed with the statement to a small extent. The mean score of 3.30 implies that teachers agreed to the moderate extent that heads of schools had required skills on the advantages of teamwork in schools since teachers claimed to have been motivated by their heads of schools to work as a team. The head of school P declared that: *teachers are trusted when they work as a team by considering their understanding, ability of thinking and actions in different situations (head of school P, personal*

communication, 26 November, 2022). Also an assistant from school B said that: *we are encouraged to share the knowledge according to the competence and skills in the particular subject to build teaching competence among the teachers (assistant head of school, personal communication, 11 November, 2022).*

head of school G during the interview said that: *in my school I am using team work in each activities including marking during monthly test, terminal and annual examinations, which enable teachers meet the deadline of examination submission results this ensure that cooperation brings success in whatever to be done in the institution (head of school G, personal communication, 22 November, 2022).* These information show that heads of schools were skillful ready to encourage team work in public secondary schools. Team work is a factor considered to have strong contribution in creating togetherness by reducing individualism and encouraging teachers to work as a group through knowledge sharing. If this encouragement of working together is enabled has a possibility of fostering teachers' job satisfaction which increase morale and spirit of working hard. The findings concur with the study by Bennell and Mukyanuzi (2018) who recognized the role of inspirational motivation on building a spirit of teamwork among the teachers that improves teachers' job satisfaction. These findings indicated that team work simplifies teachers' duties and responsibilities in schools, leading job satisfaction in public secondary schools.

Data in Table 46.3% of teachers to a great extent agreed that heads of schools had a rewarding system to recognize teachers' performance, while 24.4% of teachers agreed to the statement in a moderate extent, 21.1% were agreed to the statement in small extent. Mean score of 3.23 show that heads of schools had skills to encourage a system of rewarding teachers for their performance. This implies responsiveness of school leaders to have rewarding system in public secondary schools. Heads of schools should work hard to seek proper ways of rewarding their teachers for good performance by considering everyone's effort and engagement in different activities.

The study was supported by the data from the interview, head of school "L" said that: *the most serious consequence of not rewarding teachers cause higher rate of teacher's turnover, lack of teaching morale and absenteeism of teachers in the classrooms (head of school L, personal communication, 22 November, 2022).* The information revealed the efforts made by the heads of schools for maintaining rewarding system in schools to satisfy the teachers. The rewarding system have ability to control the institutions in good direction by encouraging workers to encourage retention, royalty, commitment and high performance in schools. The findings were also supported by Shafik (2017) who revealed that there is a close relationship between rewards and job satisfaction which lead into high performance. Therefore, the heads of schools were required by their teachers to have techniques which can enable them motivate their teachers to become satisfied for good performance in public secondary schools.

Data in Table 1 revealed that (56. 3%) of teachers to a great extent agreed that heads of schools were available to receive staff members for help. Moreover 26.9% of teachers agreed with the statement to a moderate extent and 11.9% agreed with the statement to a small extent. This shows that in average heads of schools were available to receive staff members for help. This was the open door system of the school leaders help them to be in schools during the work hours. This implies that heads of schools were aware of guidelines found in the job description document which need a head of school to be available in the school all the time. Teachers agreed to a moderate extent that through inspirational motivation the heads of schools encouraged staff

visitation for help to encourage followers and authority relationship which encouraged job satisfaction.

During the interview an assistant head of school I said that: *the head of our school used to visit the staffroom to identify challenges the teachers were facing as a group or individually (head of school I, personal communication, 19 November, 2022)*. Also in school E the assistant head of school had a contrary view with regards to the availability of visitation in schools said that: *Most of the time our head of school is not found for listening the teachers' challenges (assistant head of school E, personal communication, 15 November, 2022)*. The information provided by the teachers revealed that some heads of schools encouraged staff visitation although they were some of them who did not maintain this spirit in schools. This show that there was a demand for school leaders to be aware on enhancement of schools visitation for maintaining good relationship among the teachers and leadership through application of inspirational motivation. The findings concur with a study of Fessehatsion (2017), heads of schools should visit staff room and classes to work with teachers and students, attend academic meetings to assist the development of effective teaching and learning strategies. The open door system sought to enhance teachers' job satisfaction led fairness, openness and responsive manner to teachers for performing their daily duties for the school development.

Moreover, data in Table 1 indicated that (50.6%) of teachers agreed to a great extent that heads of schools communicated the future of school development, while 30.0% of teachers agreed the statement in a moderate extent and 15% agreed with the statement in small extent. Teachers agreed in average that through inspirational motivation the heads of schools encouraged communication for future development at a mean score of 3.44. This implies that heads of schools were knowledgeable on how to communicate the information about their schools activities with teachers. The heads of schools engagement encouraged closeness among the school leaders and teachers not only for academic issues but even for other school development concerns. The heads of the schools shared the information during the interview. Head of school A said that: *Normally I share the information with teacher on what is going on in the school plans (head of school A, personal communication, 11 November, 2022)*. Responses from school E was contrary that the head of school was not communicating with the teachers. The assistant head of school had this to say: *Communication in our school is not appropriately insisted by the head of the school. (assistant head of school E, personal communication, 15 November, 2022)*. The information show that some heads of schools in public secondary schools in Kagera region had skills helped them to communicate the schools development plans with their teachers. Although there were some heads of schools who did not communicate the schools plan with the teachers. Communication is among the skills which is emphasized in leadership style for promoting low and higher learning institutions. The effectiveness of communication is emphasized in education institutions because has positive effects in schools development, since it encourages knowledge sharing among the teachers and leaders. Communication brings togetherness among teachers and head of schools for planning and implementing the curriculum in an effectiveness way. A study by Mathew (2017) insisted on the importance of communication by describing that effective communication creates a very good natured working environment which influence positively teacher's motivation in terms of conflict resolutions and problem solving skills. Communication has all the aspects can motivate the teachers and satisfy them. Therefore, the heads of schools are required by their teachers, student, and the institutions

at large to have a spirit of communicating school plans for the sake of good achievement and success.

5. CONCLUSION AND RECOMMENDATION

The study findings concluded that, to a moderate extent the heads of schools applied inspirational motivation which facilitated teachers' motivation, conducive environment for teaching and learning, visiting staff room for discussion and building team work. Through the mentioned aspects application by the school leaders teachers were satisfied with their job, since they were appreciated by being given opportunities to participate in schools activities. Although extra effort was required to build knowledge and skills on application of inspirational motivation to influence teachers' job satisfaction in public secondary schools.

Based on the conclusions of the study, the following recommendations were made; the government should ensure regular training to the heads of schools to promote knowledge and skills for implementing inspirational motivation on teachers' job satisfaction in public secondary schools. The study also recommends that heads of schools should be creative to learn from their neighboring schools the strategies which can help them enhance teachers' job satisfaction. The education and training policy must show clearly the significance of organizing inspirational motivation by heads of schools to influence teachers' job satisfaction in public secondary schools in Tanzania.

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